

ALASKA LEGISLATURE COMMITTEE FILES 1981-1982 8672

1387 HHESS HB 686 - HB 696

MAJOR MEDICAL - 393.6

Increased cost of medical services coupled with the increased number of inmates requiring medical attention has generated this projected deficit.

Full Need

	General Operating Deficit
100	<40.0>
200	4.3
300	<442.6>
400	<36.6>
500	-0-
600	-0-
700	118.6
TOTAL	<u><393.6></u>

FY 82 SUPPLEMENTAL REQUEST ANALYSIS

9 15

	FY 80 ACTUAL	FY 81 FINAL AUTH.	FY 81 ACTUAL	FY 82 GOV. BUDGET	FY 82 INITIAL AUTH.	FY 82 CURRENT AUTH.	FY 82 EXPENDITURES + ENCUMBRANCES 7/1/82 12/31	FY 82 OTHER OBLIGATIONS 7/1/82 12/31	FY 82 PROJECTED EXPENDI- TURES + ENCUMBRANCE 1/1/83 6/30	FY 82 (DEFICIT) OR EXCESS	FY 83 CONTINGENT
PERSONAL SERVICES	211.3	288.9	284.6	245.2	245.2	245.2	131.4	11.9	141.9	(40.0)	268.2
TRAVEL	2.2	2.5	1.4	6.6	6.6	6.6	1.0	.2	1.1	4.3	7.3
CONTRACTUAL SERVICES	15.5	305.0	423.9	16.2	16.2	16.2	226.9	43.7	188.2	(442.6)	17.7
COMMODITIES	36.9	9.4	8.7	32.8	32.8	38.8	28.3	5.7	41.4	(35.6)	35.8
EQUIPMENT	.6	12.0	8.8	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
LANDS, BLDG. ...	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
GRANTS, CLAIMS	623.1	442.7	325.1	668.1	668.1	668.1	222.7	14.1	312.7	118.6	728.2
MISCELLANEOUS											
TOTAL	889.6	1,060.5	1,052.5	968.9	968.9	974.9	610.3	75.6	685.3	(396.3)	1,057.2
FEDERAL RECEIPTS											
REQUIRED OF MATCHING											
OTHER GENERAL FUND	889.6	1,060.5	1,052.5	968.9	968.9	974.9	610.3	75.6	685.3	(396.3)	1,057.2
INTER-AGENCY RECEIPTS											

AGENCY: Health and Social Services ORG: Adult Confinement COMPONENT: Major Medical REVISED: _____

PLEASE NOTE: THE PRECEDING PAGES WERE TREATED
AS A UNIT IN THE ORIGINAL DOCUMENT.

EXPENDITURE ANALYSIS FOR MAJOR MEDICAL

Line Item	Auth. Per 12/31/81 Balance	Expend. Per 12/31/81 Balance	Projected Annual Expend.	Year-End Lapse or Deficit
1 Major Medical	100 245200	151410	285174	<39975>
2 Special Hire	200 6600	973	2333	4267
3 150	300 16200	218565	458781	<442581>
4	400 38800	28278	75408	<36608>
5	500			
6	700 669100	70613	549528	118572
7 Total	977900	447938	1371224	<396324>

note

to recall Post

the most in use

to make a CS

+ add the language

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2 consecutive times

H B

692

DATE : March 5, 1982

FROM: Karla L. Forsythe ^{KF}
General Counsel.

SUBJECT: CS for Senate Bill 692:
Duties of Coroners

As we discussed, Mike Beirne has agreed to schedule the hearing on this bill before the House HESS Committee for next Wednesday, March 10.

The main purpose of the bill is to clarify the authority of coroners. The coroner/public administrator position was created by statute in 1970, but the inquest statutes were never revised to refer to coroner duties.

In testifying before the Senate Judiciary Committee, I found that a section by section summary was the easiest way to explain the bill.

Section 1 replaces the words "district judge or magistrate" with the more inclusive term of "coroner". Use of the word "coroner" clarifies that coroner duties apply to all these positions. District judges and magistrates are assigned coroner's duties pursuant to AS 22.15.110 ("Additional duties of district judge and magistrate").

Another amendment in Section 1 relates to autopsies. Currently, autopsies are performed only if deemed necessary by the medical examiner. Eliminating this requirement permits the coroner to order a full autopsy even if the medical examiner disagrees.

Section 2 is a cross-reference to AS 22.15.310, which creates the coroner positions.

Section 3 clarifies that the inquest jury inquires not only into the cause of death, but the manner of death as well. The cause of death is usually defined as the specific disease or injury which brought about the death. The manner of death is the fashion in which the cause arose: suicide, natural causes, homicide, accidental, or undetermined. A determination of the manner of death is required for the death certificate.

Another amendment to this section would permit the coroner to forego an inquest if the grand jury will inquire into the death. Apparently, the district attorneys believe that on occasion, inquests have duplicated or interfered with the work

Adm. F-1
Rev. 2-73

Arthur H. Snowden, II
March 5, 1982

of grand juries. The wording of this section is such that an inquest may still be held, but is not required.

Section 4 specifies again that inquest jurors will determine not only the cause but also the manner of death.

Section 5 deletes the requirement that jurors give a verdict according to the evidence arising from inspection of the body. The jurors do not actually inspect the body, but instead rely upon the autopsy report or oral testimony from the examining physician.

In Section 6, the request that a physician appear in addition to persons who have knowledge of material facts is deleted. The physician who performs the autopsy is always a person with knowledge of material facts, so the language is superfluous. The requirement that the testimony be reduced to writing is also deleted, since the proceeding is tape recorded.

Amendments to Section 7 consist of minor rewording. The proposed language clarifies that the jury's verdict shall indicate who it believes is guilty. Formerly the statute required the verdict to indicate who is guilty. The amendment is needed because determination of guilt is not the proper function of an inquest jury.

Section 8 requires that the jury submit its verdict to the prosecutor if the death occurred by criminal means. Under current law, the coroner is empowered to issue a warrant for arrest of the person charged. There have been occasions when coroner's warrants have issued, but the district attorney has not prosecuted. Since the coroner's warrant is useless unless the district attorney proceeds, the amendment specifies that the verdict shall be submitted to the prosecuting attorney if the jury believes that the killing occurred by criminal means.

Section 9 consists of rewording with no substantive changes.

Section 10 provides a procedure for dealing with property which belongs to unclaimed bodies but is not found on the body. Previously, the statute permitted the coroners to handle property on a body, such as small change in a pocket, but there were no provisions for property belonging to the deceased, such as a duffel bag. This section also deletes the requirement that the clerk sell the property. Instead the property is transmitted to the public administrator for disposition. This section does not conflict with the probate code since the public administrator will still be required to apply for letters of administration if there is a sizable estate (for example, a car or real property).

Section 11 amends Title 22 to include a reference to the duties of coroners as set forth in Title 12.

Arthur H. Snowden, II
March 5, 1982

* * *

These amendments are primarily administrative in nature, and were initiated at the request of judges, magistrates and coroners. They provide statutory authorization for practices developed by the coroners over the past decade.

SECTIONAL ANALYSIS CS SB 692(Judiciary)

"An Act relating to the duties of coroners and the coroner's inquest".

Makes amendments to Title 12, Code of Criminal Procedure, Chapter 65, Coroner's Inquest.

Section 1

AS 12.65.020 "Duties"

Coroner is substituted for District judge or magistrate. Deletes requirement of a medical examiner's opinion in determining need for an autopsy.

Section 2

AS 12.65.030 "District Judge and magistrate as coroner"

New subsection is added. Public administrators shall serve as coroners as provided by AS 22.15.310 and AS 22.15.350.

65.310 enables the presiding judge in each judicial district to appoint a coroner.

15.350 authorizes public administrators to serve as coroners.

Section 3

AS 12.65.040 "Inquiry into cause of death"

Amended.

Authorizes inquiry into manner of death as well as cause. If the death will be inquired into by the grand jury, not inquest required.

Section 4

AS 12.65.050 "Summoning jurors for Inquest" Amended.

Inquest in manner of death authorized.

Section 5

AS 12.65.060 "Oath of Inquest Jurors" Amended.

Deletes "offered them or arising from the inspection of the body"

Section 6

AS 12.65.070 "Subpoena and Examination of Witnesses" Amended.

Coroner shall examine witnesses if necessary. Deletes requirements of an appointed medical examiner or physician and written testimony.

Section 7

AS 12.65.080 "Verdict of Inquest Jury"

Grammatical changes

Section 8

AS 12.65.090 Title changed from "Warrant for Arrest of Person Causing Death" to Notification of Prosecuting Attorney.

If the jury finds death by criminal means, the coroner shall submit the verdict to the prosecutor (rather than himself issuing an arrest warrant).

Section 9

AS 12.65.100 Amended. Title changes from "Burial of Body" to Unclaimed Bodies.

When a person dies and no person appears to claim the body, DHSS shall decently inter the remains.

Section-10

AS 12.65.110 New Title. Inventory and Disposition of Property for Unclaimed Body.

Sets up procedure for property belonging to deceased to be disposed of.

Section 11

AS 22.15.350 "Other Duties"

Public Administrator shall perform the duties set out in this bill.

Memorandum

Alaska Court System

TO: Coroner's Committee
(See Distribution)

DATE : September 28, 1981

FROM: Susan Miller
Magistrate System Coordinator

SUBJECT: Coroner's Inquest
Statutes

Enclosed are the amendments to the Coroner's Inquest Statutes which we discussed at our last meeting. Included with the statutes are some comments I drafted to explain the purpose of each of the proposed amendments. Please examine both the amendments and the explanations of the amendments and let me know if you agree with them. If you can think of additional reasons for the amendments or if you would like to change some of my explanations, please let me know.

In preparing this draft, I made two additional changes in the statutes after our discussion. In AS 12.65.030, I rearranged the wording of the proposed new sentence to try to make it a little clearer. In AS 12.65.090, I decided to completely replace the section instead of just revising the last phrase as we discussed. After rereading this section, I decided there were just too many problems with leaving the phrase "charges a person with the commission of the crime" in the law. It seemed inconsistent to tell the magistrates in the Coroner's Handbook that the inquest is not a criminal proceeding (which I believe is true) and at the same time have a statute which implies that the inquest jury can "charge" a person with a crime. Please let me know whether or not you agree with my proposed change in this statute.

The amendments to the statutes are typed in legislative style. Language to be added is underlined, and language being deleted is capitalized and enclosed in brackets.

SM:jm
Enclosures

Susan

Distribution:

Dori Wilks, Anchorage
Fred Smith, Fairbanks
Brigitte McBride, Kodiak
Kris O'Dowd, Ketchikan
Rick Siangco, Juneau
Bob Martin, Administration

cc: Arthur H. Snowden, II
Karla L. Forsythe

9/28/81

CORONER'S INQUEST STATUTES
REASONS FOR REVISIONS

One of the main reasons for several of the proposed revisions to these statutes is to clarify the authority of the coroner/public administrators. The position of coroner/public administrator was created in 1970, but the inquest statutes were not amended to include any reference to the new office. See AS 22.15.310. 1/

1/ AS 22.15.310. APPOINTMENT. When authorized by the supreme court, the presiding judge in each judicial district shall appoint a person to act as public administrator of the estates of deceased persons and as coroner. (§1 ch 216 SLA 1970; am §1 ch 55 SLA 1975)

9/28/81

CORONER'S INQUEST STATUTES

AS 12.65.020. DUTIES. When a person dies unattended by a physician, or when no physician is prepared to execute the certificate of death prescribed by the Vital Statistics Act, the district judge, [OR] magistrate or coroner assigned to serve the place where the death occurs may, by written order, direct a medical examiner to view the remains of the deceased person and to perform the post mortem examination, including an autopsy, as is [, IN THE OPINION OF THE MEDICAL EXAMINER,] necessary to make a proper determination of the cause of death and to execute the prescribed death certificate. Upon the completion of the examination, the examiner shall, without delay, submit a report of his findings and conclusions to the district judge, [OR] magistrate or coroner. The judge, [OR] magistrate or coroner shall order an inquest under this chapter if the findings and conclusions of the medical examiner, together with other information available to the judge, [OR] magistrate or coroner, warrant the inquest. Otherwise he shall enter an order dispensing with the inquest and shall record the certificate of death as prescribed by law.

REASONS FOR REVISIONS

The words "or coroner" should be added to this section because coroners as well as district judges and magistrates can order post mortem examinations, autopsies and inquests. The reason for deleting the phrase "in the opinion of the medical examiner" is to allow the coroner to order a full autopsy in cases where the medical examiner may not think one is necessary.

9/28/81

CORONER'S INQUEST STATUTES

AS 12.65.030. DISTRICT JUDGE AND MAGISTRATE AS CORONER. District judges and magistrates shall serve as ex officio coroners and shall perform the duties and exercise the authority of that office. In this chapter the term "coroner" includes district judges, magistrates, and the coroner/public administrators appointed under AS 22.15.310.

REASONS FOR REVISIONS

The purpose of adding the proposed new sentence to this section is to allow the use of the word "coroner" in subsequent sections instead of the phrase "district judge, magistrate or coroner."

9/28/81

CORONER'S INQUEST STATUTES

AS 12.65.040. INQUIRY INTO CAUSE OF DEATH. The coroner may [SHALL], when he is informed that a person has been killed by another or has suddenly died under such circumstances as to afford a reasonable ground to suspect that his death has been occasioned by criminal means or he has committed suicide, inquire by the intervention of a jury into the cause and manner of the death, and perform the other duties incidental thereto in the manner prescribed by law. The coroner shall go to the place where the dead person is, or, in the alternative, arrange for a peace officer to do so and report his findings to the coroner, on the basis of which the coroner may proceed with an inquest if an inquest is warranted.

REASONS FOR REVISIONS

The purpose of replacing the word "shall" with the word "may" in this section is to make inquests optional in homicide and suicide cases at the discretion of the coroner. The present statute appears to make it mandatory that an inquest be held in every case where the coroner "is informed that a person has been killed by another or has suddenly died under such circumstances as to afford a reasonable ground to suspect that his death has been occasioned by criminal means or he has committed suicide." Although the present statute appears to make inquests mandatory in these circumstances, many courts are not holding inquests in every one of these cases because in some cases the inquest would allegedly interfere with or be an unnecessary duplication of the work of the grand jury. Also, some coroners and judges believe that there are some suicide cases in which no inquest is necessary.

The words "and manner" are being added to "cause of the death" in line six of this section to make it clear that the inquest jury should make a finding as to the manner of death as well as to the cause of death. "Cause of death" is normally defined as "the injury or disease or combination of the two which brought about the death." "Manner of death" is normally defined as "the fashion in which the cause of death arose." The five possible manners of death are: natural causes, accident, suicide, homicide and undetermined. A determination of the manner of death is required for the death certificate.

9/28/81

CORONER'S INQUEST STATUTES

AS 12.65.050. SUMMONING JURORS FOR INQUEST. If an inquest is warranted, the coroner shall immediately summon six persons qualified by law to serve as jurors to appear before him at a specified place to inquire into the cause and manner of the death.

REASONS FOR REVISIONS

The words "and manner" are being added to this section for the reasons explained on the preceding page.

9/28/81

CORONER'S INQUEST STATUTES

AS 12.65.060. OATH OF INQUEST JURORS. When six jurors attend, they shall be sworn by the coroner to inquire who the person was and when, where, and by what means he came to his death, and to inquire into the circumstances attending his death, and to give a true verdict according to the evidence [OFFERED THEM OR ARISING FROM THE INSPECTION OF THE BODY].

REASONS FOR REVISIONS

The phrase "offered them or arising from the inspection of the body" at the end of this section is being deleted because inquest jurors do not inspect the body of the deceased.

9/28/81

CORONER'S INQUEST STATUTES

AS 12.65.070. SUBPOENA AND EXAMINATION OF WITNESSES. The coroner [DISTRICT JUDGE OR MAGISTRATE] may subpoena and examine as witnesses persons who, in his opinion, have knowledge of the material facts relating to the death[, AND ALSO AN APPOINTED MEDICAL EXAMINER WHEN AVAILABLE, OR OTHERWISE A PHYSICIAN, WHO SHALL EXAMINE THE BODY AND GIVE PROFESSIONAL OPINION AS TO THE CAUSE OF THE DEATH. THE TESTIMONY SHALL BE REDUCED TO WRITING].

REASONS FOR REVISIONS

It is proposed that the word "coroner" replace the words "district judge or magistrate" so that the coroner/public administrator; as well as the district judges and magistrates will have the authority to issue subpoenas compelling the attendance of witnesses at inquests. It is proposed that the last half of the first sentence of the section be deleted because it is unnecessary. The physician who performs the autopsy is a person having "knowledge of the material facts" as described in the first part of the sentence. The physician would always be called as a witness at the inquest if the physician is available to attend the inquest.

The last sentence in the section should be deleted because courts do not reduce testimony to writing since the entire hearing is tape recorded.

9/28/81

CORONER'S INQUEST STATUTES

AS 12.65.080. VERDICT OF INQUEST JURY. After hearing the testimony, the jury or two-thirds of their number shall give its written verdict, signed by them and setting forth

(1) the name of the deceased [PERSON KILLED] and when, where, and by what means he came to his death; and

(2) if he was killed or his death was occasioned by the act of another by criminal means, who is guilty.

REASONS FOR REVISIONS

ISN'T THIS A FUNCTION
OF A GRAND JURY - TO DETERMINE
IF PROBABLE CAUSE?

It is proposed that the word "deceased" replace the words "person killed" in subparagraph (1) because the inquest jury may find that the deceased was not killed but rather died by accident, natural causes, or in an undetermined manner.

9/28/81

CORONER'S INQUEST STATUTES

AS 12.65.090. NOTIFICATION OF DISTRICT ATTORNEY. The coroner shall send a copy of the verdict to the district attorney. [WARRANT FOR ARREST OF PERSON CAUSING DEATH. IF THE JURY FINDS THAT A CRIME WAS COMMITTED IN THE KILLING, AND ALSO CHARGES A PERSON WITH THE COMMISSION OF THE CRIME, THE CORONER, AS A DISTRICT JUDGE OR MAGISTRATE, SHALL IMMEDIATELY ISSUE A WARRANT FOR THE ARREST OF THAT PERSON.]

REASONS FOR REVISIONS

It is proposed that the present section 090 be deleted and be replaced with a section requiring the coroner to notify the district attorney's office of the jury's verdict. The present section is misleading to the extent that it implies that the inquest jury may charge a person with the commission of a crime. In practice, the inquest jury does not really (and should not) have this power. The power to charge people with murder should be reserved to the grand jury. The purpose of the inquest is merely to investigate and advise, not to charge or prosecute. It serves no purpose for the coroner to issue an arrest warrant based on the verdict of an inquest jury if the district attorney does not believe he has adequate evidence to file charges or take the case to the grand jury. 2/

2/ For cases discussing the investigatory, noncriminal nature of inquests, see *People v. Coker*, 104 Cal. App. 2d 224, 231 P.2d 81 (1951); *State v. Caruthers*, 519 P.2d 44 (Arizona 1974); *Kennedy v. Justice of the District Court of Dukes County*, 252 N.E. 2d 201 (Massachusetts 1969).

9/28/81

CORONER'S INQUEST STATUTES

AS 12.65.100. UNCLAIMED BODIES [BURIAL OF BODY]. When a person dies [CORONER HOLDS AN INQUEST UPON A BODY,] and no friend or relative appears to claim the body for burial, and no provision is made for the body under AS 13.50, the coroner shall

(a) notify the Department of Health and Social Services which shall cause the body to be plainly and decently buried or cremated and the remains decently interred, and

(b) take into his possession and inventory any money or other property belonging to the deceased and, within 30 days after the interment, transmit a certified copy of the inventory to the public administrator of his judicial district who shall then proceed under AS 22.15.320.

AND

[AS 12.65.110. PROPERTY ON BODY. IF MONEY OR OTHER PROPERTY IS FOUND ON THE BODY, THE JUDGE OR MAGISTRATE SHALL MAKE AN INVENTORY OF IT FOR HIS RECORDS AND TAKE IT INTO HIS POSSESSION. HE SHALL, WITHIN 30 DAYS AFTER THE INQUEST, TRANSMIT A CERTIFIED COPY OF THE INVENTORY AND THE MONEY OR PROPERTY TO THE CLERK OF THE SUPERIOR COURT. THE CLERK SHALL CAUSE THE PROPERTY TO BE SOLD AS UPON EXECUTION AND SHALL DEDUCT THE EXPENSES OF THE SALE FROM THE PROCEEDS. HE SHALL DEPOSIT THE REMAINDER OF THE PROCEEDS OF THE SALE AND ANY MONEY DELIVERED TO HIM BY THE JUDGE OR MAGISTRATE IN THE SAME MANNER AS MONEY COLLECTED ON JUDGMENTS IN FAVOR OF THE STATE.]

REASONS FOR REVISIONS

Since Section 110 apparently deals only with the bodies described in Section 100 and not with the bodies of all deceased persons, it is proposed that Section 110 be repealed and that its subject matter (the disposition of the deceased's property) be added to Section 100 in a proposed new paragraph (b). The proposed subparagraph (b) makes the disposition of the deceased's property the responsibility of the public administrator rather than the clerk of the superior court. Section 110 was written before the office of public administrator was created. Since this office now exists, it is more appropriate for this responsibility to be assigned to the public administrators rather than to the clerks of court.

The change in the first line of Section 100 (replacing "coroner holds an inquest upon a body" with "person dies") is suggested because inquests are not always required in these cases.

H B

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6 9 6

COMMITTEE REPORT

HOUSE

(5)

FURTHER: FINANCE

1/27/82

Date: _____

Mr. Speaker:

HEALTH, EDUCATION &
SOCIAL SERVICES

The Committee on _____ has had HB 598

"An Act making a special appropriation to the Board of Employment Training and Vocational Education, Department of Education for operation of the board; and providing for an effective date."

under consideration and reports it back as follows:

- do pass do not pass
- do pass with attached amendments(s)
- replace with CS for HB 598 same title
 new title
- and recommends _____
- AND attaches a "Letter of Intent" New Fiscal Note
- reports it back without recommendation
- referred to the _____ Committee

MEMBERS SIGNING
DO PASS

[Handwritten signature]

MEMBERS HAVING
OTHER RECOMMENDATIONS:

CHAIRMAN

COMMITTEE REPORT

HOUSE

(5)

FURTHER: FINANCE

1/27/82

Date: 1/27/82

Mr. Speaker:

The Committee on HEALTH, EDUCATION & SOCIAL SERVICES has had HB 625

"An Act relating to employment training and vocational education and establishing the Board of Employment Training and Vocational Education; and providing for an effective date."

under consideration and reports it back as follows:

- do pass do not pass
- do pass with attached amendments(s)
- replace with CS for HB 695 same title
 new title
- and recommends _____
- AND attaches a "Letter of Intent" New Fiscal Note in CSBP 90
- reports it back without recommendation
- referred to the _____ Committee

MEMBERS SIGNING
DO PASS

[Signature]

MEMBERS HAVING
OTHER RECOMMENDATIONS:

[Signature]

CHAIRMAN

THE LEGISLATURE OF THE STATE OF ALASKA
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST

Bill/Resolution No. HB 695

Title An Act ... establishing the Board of Employment Training and Voc. Ed.

Requested by House HESS Date 2/19/82

II. FISCAL DETAIL

Agency Affected All (this fiscal note only relates to Education)

Program Category Affected Elementary and Secondary

BRU, Program, Or Subprogram(s) Affected Several

(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 82	FY 83	FY 84	FY 85	FY 86	FY 87
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.						
TOTAL						

FUNDING (Thousands of Dollars)

	FY 82	FY 83	FY 84	FY 85	FY 86	FY 87
GENERAL FUND						
FEDERAL FUNDS						
OTHER (Specify Source)						

POSITIONS

	FY 82	FY 83	FY 84	FY 85	FY 86	FY 87
FULL TIME						
PART TIME						
TEMPORARY						

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

This is not a zero fiscal note. At least the following sections could have a fiscal impact on this agency. The extent of that impact, however, is indeterminate.

1. Sec. 14.35.011(a) potential administrative cost increase.
2. Sec. 14.35.012(b)(4), (9), (13), (14), (c) potential program costs, including funds distributed pursuant to AS 14.17.041(e).
3. Sec. 14.35.013(c) could have GF match impact.
4. Sec. 14.35.015 will require an appropriation to serve its purpose.

IV. DATE February 19, 1982

PREPARED BY Steve Hole

AGENCY Education

PHONE 465-2890

Original: Legislative Finance
cc: Budget and Management

Prime Sponsor (First Legislator Named)

PROPOSED AMENDMENTS TO C.H.B 695

3/31
revised

1. Page 3, after line 28: insert

(I) serve as the state board for the purposes of the federal Acts described in AS 14.35.010.

This was inadvertently omitted by the legal services attorney.

2. Page 2, after line 19: insert

*Sec. 3. COMPENSATION. A member of the board serves without compensation, but is entitled to the same travel and per diem authorized by law for members of boards and commissions under AS 39.20.180.

(renumber rest of sections accordingly)

Reason - The drafter of the bill, Ed Hein suggested that the compensation of board members should be specified in a separate section. Previously there was no mention of compensation for board members.

3. Page 4, line 10: delete "3", insert "4".

Technical change caused by the previous change.



Official Business

Alaska State Legislature

House of Representatives

Committee on

Health, Education & Social Services

Pouch V
State Capitol
Juneau, Alaska 99811

March 30, 1982

AGENDA

HB 111 Use of Ophthalmic drugs by optometrists

HB 11 Licensure of Midwives

HB 696/695 Vocational Education

HB 844 Financing of rural Health facilities ✓



Alaska State Legislature

House of Representatives

Committee on

Health, Education & Social Services

Pouch V
State Capitol
Juneau, Alaska 99811

Official Business

March 25, 1982

AGENDA

HB 695/696

Vocational Education

~~HB 357~~

~~Adult Public Assistance~~

SIGNED OUT
IN PRESENT
FORM.

HB 878

University of Alaska Student Housing

PROPOSED AMENDMENTS TO CSHB 695

1. Page 3, after line 28: insert

(I) serve as the state board for the purposes of the federal Acts described in AS 14.35.010.

This was inadvertently omitted by the legal services attorney.

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3. Page 4, line 10: delete "3", insert "4".

Technical change caused by the previous change.

ii) duties: recommend changes to the legislature

NEW PROPOSED CS FOR HB 695

The changes included in this CS are neatly summarized in the change of bill title.

Instead of establishing a Board of Employment Training and Vocational Education this CS would establish a temporary board of the same name to report to the legislature with a complete plan and recommendation for establishing a permanent board.

Bill Highlights

- * The Board composition remains the same
- * the legislative intent remains the same
- * the plan to establish the permanent board must include 1 - 5 of the Powers and Duties section of the old CSHB 695.
- * the plan to establish the permanent board must include at least a review of the following 5 sectors of employment training and voc ed in Alaska:
 1. post secondary and adult employment training in the DOE and the U of A.
 2. supplemental program support funds to school districts for voc ed.
 3. state adult voc/tech centers
 4. CETA programs
 5. state programs which replace or supplement CETA
- * the plan would also include establishing a 'skilled persons for hire' list (this concept in the old CS)
- * the plan would include creating an employment training for economic development fund.
- * the Board could hire staff and contractual assistance.
- * The Act would take effect July 1, 1982
- * The Act would be repealed in its entirety on July 1, 1983.
- * The appropriations bill CSIB 696 would be used with this bill. (\$ 160,000)



ALASKA STATE LEGISLATURE
 HOUSE OF REPRESENTATIVES
 RESEARCH AGENCY

Pouch Y, State Capitol
 Juneau, Alaska 99811
 (907) 465-1991

February 1, 1982

MEMORANDUM

TO: Representative Eric Sutcliffe
 Attention: Pat Lawler

FROM: Jonathan Sherwood and Christine Johnson
 Research Staff

SUBJECT: Research Request R1-196
 Fiscal Note: Proposed Board of Employment Training and Vocational Education

Pat Lawler of your office has asked this agency for a fiscal note on HB 695 which was introduced by yourself, Representative Hayes, and Representative Phillips. This legislation would create a new Board of Employment Training and Vocational Education and consolidate existing vocational education and employment training activities. Our estimates of the costs to the State during FY 83 are shown below.

Please note that, at Mr. Lawler's request, we have only estimated the cost of activities required under HB 695. We have not calculated the costs associated with provisions which authorize, but do not require, the new Board to perform activities. As a result, our cost estimates represent the minimum fiscal impact of the legislation.

In addition, we have assumed that federal funding for vocational education programs will continue to be available at its current level. Should this change, the State may be asked to make other new expenditures for vocational education and employment training in addition to what is estimated here.

SUMMARY OF ESTIMATED COSTS

Personal Services	\$267,700
Travel	28,700
Contractual	57,700
Commodities	6,500
Equipment	<u>10,900</u>
TOTAL	\$366,500

A more detailed explanation of these costs and our major assumptions is provided below.

NEW ACTIVITIES

The proposed legislation creates the Board of Employment Training and Vocational Education in the Department of Education which is charged with general oversight of vocational education and training. To accomplish this, the Board is empowered to do necessary planning and data-gathering, to set standards for most vocational education and training programs funded by the State and by the federal government through the State, and to evaluate programs.

HB 695 would also create the Employment Training for Economic Development Fund, to be administered by the new Board. The purpose of this fund is to enable the state to respond in a timely manner to industry's need for individuals with specialized technical training. In the event of a major new development project or emergence of a new industry, the Board would use money appropriated to the fund by the Legislature to contract with private companies, non-profit native corporations, etc., for short-term technical training programs.

Finally, HB 695 requires the Board to create a "talent bank" -- a listing of individuals who are available to teach vocational skills. The Board is empowered, although not required, to contract with these individuals to provide training in rural communities, school districts, REAA's, etc.

The Board is located in the Department of Education for the purposes of administrative support only, and is not under the direction of the Commissioner of Education or the State Board of Education.

Costs of the New Board: \$14,414

HB 695 adds AS 14.35.011 to create a seven member Board of Employment Training and Vocational Education. We estimate that this will result in a cost of \$14,414 for FY 83. This is based on the following assumptions:

- (1) board members serve without compensation but are entitled to per diem and travel expenses;
- (2) the board meets for one day on a bi-monthly basis;¹
- (3) board meetings alternate between Anchorage and Juneau;

¹Although, at your direction, board meetings last only one day, we estimated per diem costs on the basis of two days per meeting to allow for travel time.

- (4) three (3) board members are from Anchorage, two (2) from Fairbanks, one (1) from Juneau, and one (1) from Bethel;
- (5) travel and per diem costs will increase by 10% current costs. (This is the inflation figure used by other State agencies when budgeting for travel.)

Costs of the Executive Director and Support Staff: \$327,586

HB 695 authorizes the new Board to hire an executive director and provides for the director's staff. We have assumed that most new activities would be performed by the executive director and his/her staff.

Salary and benefits for an executive director at range 26A would be \$67,783 for FY 83. We estimate that travel costs for the director for the year would be an additional \$7,404. This includes travel to all meetings of the Board, as well as two additional trips to Anchorage, two trips to Fairbanks, and two trips out of the state, one to Seattle and one to Washington D.C.

Other expenditures associated with the executive director include: (1) the costs of recruitment for the position, which we estimate at \$4,284; and (2) moving expenses from Anchorage, which we estimate at \$6,800. These should be one-time expenditures.

In addition to these costs, we have assumed that the executive director would require support staff, consisting of a secretary and an administrative assistant.

We have assumed that the secretary would attend all of the Board meetings. The cost of an Executive Secretary I would be \$27,389 including salary, benefits, and travel.

We assume the "talent bank" could be maintained by the administrative assistant working under the executive director of the Board. This activity would probably not require more than 25% of the assistant's time, and we assume he/she would be assigned other responsibilities by the director. Salary and benefits for an Administrative Assistant I at range 14A would total \$30,164 during FY 83.

Another new activity which would require significant expenditure is the program approval duties in paragraph (13) under Duties and Powers of the Board. Based on conversations with the executive director of the Commission on Post-Secondary Education, we estimate that the review and approve functions of the proposed board could be carried out by two

Education Specialists II, assisted by one clerk typist. During FY 83, salaries, benefits, and travel for these three new positions would total \$123,546. This is based on the following assumptions:

- (1) the Education Specialists II would both be at range 21A;
- (2) The clerk typist would be at range 7A;
- (3) Travel for the Education Specialists would include a visit to each community college by one Education Specialist once during the year, and one additional trip to Anchorage and Fairbanks. The clerk typist would not travel.

Under HB 695, only the executive director is exempt from the State's classified services. All other positions would be filled from the State's personnel registries, and therefore we have assumed no recruitment costs for them. Finally, we estimate that office space, supplies, equipment, and contractual services would require an additional expenditure of \$60,200. A breakdown of these costs is shown below:

<u>Contractual Services</u> (this includes space rental of \$27,000, rental of office machinery and advertising)	\$42,800
<u>Commodities</u>	6,500
<u>Equipment</u>	10,900

We have assumed there would be no costs associated with the Employment Training for Economic Development Fund during FY 83. A special appropriation, of course, could be made to the fund.

EXISTING PROGRAMS UNDER THE BOARD

Under the provisions in HB 695, certain existing vocational education and employment training programs are placed under the Board and its Executive Director for administration. These programs include: the CETA program, the State Division of Vocational Rehabilitation, the State's adult vocational and technical centers, the federal continuing education grants program, and the federal grants program for vocational education in the secondary schools.

With the exception of CETA, all of the programs placed under the new Board are already in the Department of Education, at least for administrative support. We have generally assumed that all of the programs could be placed under the new board at very little cost.

Representative Sutcliffe

February 1, 1982

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We have not anticipated any additional office space to be required by the transfer of the programs. It is possible that some programs might be moved from their present locations, but we assume the new space rent would be equal to present rents. However, the move itself could result in a significant expense. For instance, the estimated cost of moving the Juneau CETA offices into another downtown Juneau office is \$5000. However, as we cannot ascertain the extent to which offices would be moved, we have not provided for moving expenses in our estimates.

Costs of Administering of Federal Vocational Education Funds: \$24,500

The only cost associated with the transfer of programs that we have included in our estimates results from the provision in HB 695 that adds AS 14.35.012 paragraphs (10) through (12). This would transfer the administration of the funds for vocational education at the secondary level received from the federal government from the Career and Vocational Education Section of the Department of Education to the new board.

Twelve staff positions, all of which are funded by one-to-one matching state and federal funds, currently administer \$1 million in federal and \$21 million in state vocational education grants. Glenn Erickson, administrator of the section, stated that the equivalent of eleven staff positions were required to administer \$1 million in federal funds, and the equivalent of one position is required to administer the state funds. This appears somewhat illogical; however, according to Erickson, there are numerous compliance requirements associated with the federal funding.

As HB 695 is currently written, the new Board would be charged with the administration of the federal vocational education grant money. (State grants would be subject to approval by the Board; however, administrative responsibility would not be transferred.) Therefore, eleven of the twelve staff positions would be removed from Career and Vocational Education. As the one remaining position would no longer have duties related to the federal funds, it would not be eligible for the matching federal salary contribution. Thus, the State would have to pay the salary of an additional one-half position. Assuming this position received a salary at level 21A, then this would cost the State \$24,646.

If you have any questions regarding this information or if we can provide any further assistance, please don't hesitate to contact us.

Roy Sutcliffe
AK State Legislator
Juneau AK

Dear Representative Sutcliffe

I thank you for introducing House Bills 695 & 696 establishing the Board of Employment Training and Vocational Education. This proposed board is essential to the quality and availability of good training programs for Alaskans of all ages.

As a vocational teacher (business education) in the Anchorage School District I have observed the ever-increasing need for coordinating and coordinating our programs in the Anchorage area. Many of my fellow teachers in vocational education in other parts of Alaska tell me their programs are in need of help even more than ours. Also, as a parent of high school students and a community college student (who had to leave the state to get the job training he needed) I am very concerned for employment training for them.

I hope your leadership on this bill will prevail over the "turf protection" sure to come from the Department of Education, Community and Regional Affairs and the University of Alaska. Thank you again for your support.

Sincerely

Betty Daugherty

SRA 23086

Anchorage AK 99507

1624 Glacier Ave.
Juneau, AK. 99801
Feb. 9, 1982

Dear Rep. Sutcliffe,

I appreciate all your effort
and time on H.B. 695-696. Let us all
hope that they become a reality
for all Alaskans.

Sincerely,
Jim Carroll
Teacher, Tour Guide,
Volunteer Firefighter

MSG 82-00007961 PRTY 1 02/12/82 15:00:19 ORIG: LA00 IN= 0012 OUT= 0051
FROM: JEAN, ANCH INFO TO: POM, JUNEAU INFO
TARGET: L.H2 SUBJ: POM

PAGE 0007

TO: REPRESENTATIVES HAYES, PHILLIPS AND SUTCLIFFE

FROM: WILLIAM CARLSON, CHAIRMAN
ALASKA APPRENTICESHIP & TRAINING COORDINATORS ASSOC.
610 WEST 54TH
ANCHORAGE 99502 (H) 243-1216 (W) 279-7494
(CALLED IN BY JEAN LEE, SECRETARY)

THANK YOU FOR SPONSORING HB 695, AND 696. I SUPPORT THE BILL WITH
CHANGES. IF I CAN BE OF ANY HELP, PLEASE CONTACT ME.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT



February 3, 1982

The Honorable Representative Eric Sutcliffe
 Pouch V
 Juneau, AK 99811

Dear Representative Sutcliffe:

On behalf of the Alaska State Advisory Council on Vocational and Career Education, I would like to take this opportunity to thank you for sponsoring House Bill 695.

The Council believes that a Board for Employment Training and Vocational Education will help to improve articulation between the various State agencies and provide better use of facilities and resources for training the youth and adults of this 49th state.

Thanks again for your hard work. It is certainly appreciated.

Sincerely,

Walter Ward, Associate Superintendent
 Planning and Operations
 Chair, AK State Council on Vocational & Career Ed

WW/pl

KENAI CENTRAL HIGH SCHOOL

P.O. Box 1509 - Kenai, Alaska 99611

Phone 283-7524



John K. Dahlgren
Principal

Richard D. Hultberg
Assistant Principal

February 4, 1982

The Honorable Representative Eric Sutcliffe
Pouch V
Juneau, Alaska 99811

Dear Representative Sutcliffe:

On behalf of the WAM Advisory Council at Kenai Central High School, I would like to take this opportunity to thank you for sponsoring House Bill 695.

The Council believes that a Board for Employment Training and Vocational Education will help to improve articulation between the various State agencies and provide better use of facilities and resources for training the youth and adults of Alaska. We see improved leadership at the State level in Vocational Education if this bill is passed.

Thanks again for your hard work. It is certainly appreciated.

Sincerely,

A handwritten signature in cursive script that reads "Bud Crawford".

Bud Crawford, Counselor
KENAI CENTRAL HIGH SCHOOL

BC/jo



KENAI PENINSULA BOROUGH

BOX 850 • SOLDOTNA, ALASKA 99669
PHONE 262-4441

STAN THOMPSON
MAYOR

February 2, 1982

Representative Eric Sutcliffe
Pouch V
Juneau, Alaska 99811

Dear Representative Sutcliffe:

As a member of the Alaska State Advisory Council on Vocational and Career Education, I wish to thank you for your sponsorship of House Bill #695.

Vocational education is suffering from serious neglect here in the State and will continue to do so as long as it is left a charge of the State Department of Education and the Board of Education.

A Board for Employment Training and Vocational Education, as would be established with passage of House Bill #695, we feel is needed if the training of Alaska's youth and adults is to be given the attention and priority treatment it needs.

Thanks again for sponsoring this important legislation.

Sincerely,

Frank McIlhargey
Economic Development Director
Member, Alaska State Council on
Vocational & Career Education

ack

Lawrence M. Slay Jr

My testimony is against House Bill #695 which establishes the Board of Employment Training and Vocational Education and relates to the implementation of the act. My present position as coordinator of an apprentice program brings me very much into contact with young applicants vieing for acceptance into the world of work. Our Alaskan education system has failed many of these individuals by not making them readily accepable nor qualified for vocational training. The problems I see are:

1. Inadequate or narrow educational preparation.
2. Narrow ranges of experience.
3. Under developed communication skills.
4. Lack of knowledge about occupations.
5. Little or no career related work experience.
6. Job stereotyping in their education.

I see this creation of a super agency by the state as a real danger to programs that are already established and functioning quite well without the monies of the state or its taxpayers. Under the guise of this bill other training would be started in direct competition with other vocational programs and would have the effect of unfair competition. The need is present in the state to consolidate efforts, rather than establish more ineffective agencies. There exists a rift in the educational institutions in Alaska and apprentice training. There is a lack of reality on the part of "educators" in the state as to what constitutes a successful program of vocational education. The following is a list of items that must be addressed before any type of Board should be established:

- A. Define emerging worker roles, required competencies and define The career- ladder for those occupations.
- B. Identify the education and training needs of those workers.
- C. Identify the relevant education programs in existing institutions.

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- D. Where educational programs are already available, assist workers to take advantage of them.
 - E. Where programs are existing but not available, advocate to remove barriers to their utilization.
 - F. Respond to needs for assistance, in already organized programs of vocational and post secondary education.
 - G. Where there are unmet needs, develop and implement new educational and training programs.

In a report published by the University of Alaska in 1979 there were a total of 157 occupational programs of study in post secondary institutions. They were described as:

Public	95
Independent	9 (non-profit)
Private	27
Apprenticeship	24

In a similar publication published by the State of Alaska in 1978 titled "Educational Institutions in Alaska", not one apprentice program even got honorable mention. Just last week one of our apprentices applied to the state for a student loan. He was refused on the basis that our program is in a "non-accredited school". I called the Alaska Commission on Postsecondary Education and they informed me that we were "exempt" from such accreditation by the fact that we are an apprentice program, but yet the loan was turned down based on the accreditation. Why should a student be denied, just because his option is vocational? The percentage of student loans to vocational students is very small. This is just one example of state agencies and their methods. The very same agency approves us as being acceptable for the Veterans Administration payments to the students in our facility. The real hard part of all this is that the people sent from the state approval agency really aren't qualified to know whether the

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materials that we are teaching are appropriate or not. They themselves are not qualified to judge an education system.

Now the proposed House Bill #695 says that they are going to prescribe by state regulation, uniform standards for employment training and Vocational Education programs. I believe that we have just gone through a similar program with the Comprehensive Employment Training Act or CETA. In Alaska in 1979 their request for funds in a report to the governor was \$16,736,000. In the same report they show for the period of 12/78 an enrollment of 446 which 10 obtained employment, for the period of 3/79 out of an enrollment of 813 only 28 obtained employment, for the period of 6/79 out of an enrollment of 1046 only 94 obtained employment and for the period of 9/79 out of an enrollment of 1155 only 132 obtained employment. No one in the business of education or labor could survive with that type of record, much less, still be in existence.

House Bill 695 will perpetuate and encourage the type of unsuccessful activity of CETA and other branches of our government if some type of control and guidelines are not brought to bear at the inception of the program.

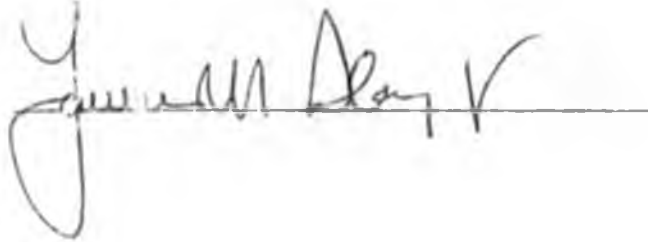
We tell our young people, "if you can't make it in high school, don't worry, the state will put you into vocational education. If you can't make it there we will get you something more suitable. If you don't like working at all don't worry, there is always welfare and social programs and more coming all the time." What has happened to individual initiative and pride? What is wrong with having standards and only accepting those who wish to meet the standard? What is wrong with accepting those who opt to put forth the effort to earn something worthwhile?

One section of the proposed Bill says, "The Department of Labor is authorized to participate in programs of manpower training if it finds they are necessary to meet the occupational needs of the state." Surely the creation of the super agency could handle any education requirements and the sentence

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includes "the Needs of the State".What about the needs of the people? What about the needs of the small and medium sized business.I personally feel that we now have too many agencies telling the public what they need.

Thank You.

A handwritten signature in cursive script, appearing to read "James M. Ray", is written over a horizontal line. The signature is fluid and somewhat stylized, with a large initial 'J' and a distinct 'M' and 'R'.

STATE OF ALASKA

JAY S. HAMMOND, GOVERNOR

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

POUCH FP
JUNEAU, ALASKA 99811
PHONE: (907) 465-2851

February 3, 1982

The Honorable Mike Beirne
Chairman, House HESS
Pouch V, State Capitol
Juneau, Alaska 99811

Dear Representative Beirne:

I am writing regarding HB 695 which is scheduled for initial hearing in your committee February 5, 1982. Unfortunately, I will be involved in a statewide high school counselors' workshop on that date and will be unable to appear before your committee. Therefore, I would like to offer the following comments in this written format.

The Commission on Postsecondary Education has just received the final draft of HB 695 and has not yet formalized a position either supporting or opposing the bill. Some review of the draft has been done and these remarks are the result of that initial review:

a. Section 14.35.011(b)(13), page 4 of the bill. (A) of this section will include a great deal of the programs currently being offered by community colleges in Alaska, including many leading to an associate of arts degree. We do not know if this is truly intended.

b. Section 14.35.011(b)(14), pp. 4-5 of the bill. (D) of this section transfers the administration of a federal grant program from the Postsecondary Commission to this new agency. We believe there is confusion over what exactly this program is, because the Commission feels it should not be transferred and should more appropriately remain under the administration of the Commission. Continuing education is a very broad term and encompasses programs which indeed may be vocational in nature, but also may be of a collegiate or even professional nature. This program provides grants, awarded upon a competitive proposal basis, to institutions to conduct community service and continuing education programs. The programs are largely run by the private colleges or the state university and quite often carry collegiate credit applicable to baccalaureate and graduate degrees.

The Honorable Mike Beirne
February 3, 1982
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Since the grants are competitive, we never know exactly which ones may or may not be vocational in nature until after the review committee makes the grant awards. To transfer the program simply because a grant of this nature may be made, seems an unwarranted disruption of the program administration and continuity.

Therefore, we recommend that references to this particular program, (lines 4-7 on page 3, lines 9-13 on page 5, lines 26-29 on page 7, and lines 1-5 on page 8) be deleted from HB 695.

Sincerely,



Kerry D. Romesburg
Executive Director

cc Representative Terry Martin
Representative Bette Cato
Representative Sally Smith
Representative Hugh Malone

Alaska State Vocational Association
17025 Glacier Hwy.
Juneau, AK 99801
February 4, 1982

Representative Terry Martin
Alaska State Legislature
Pouch V (MS 3100)
Juneau, Alaska 99811

RE: House Bill No. 695

Dear Representative Martin:

The Alaska State Vocational Association developed a Position Paper on Vocational Education in Alaska which I have enclosed for your use and reference. This paper was written because the professionals in vocational education believe that the ideals of a quality vocational education system have not been fully realized in Alaska. There is an absence of adequate legislation and statewide administrative policy to assure that Alaskans be trained for Alaskan jobs. The ultimate effect of Alaska's vocational training efforts will depend upon the degree to which new policy is developed and implemented.

Eight recommendations have been made in specific detail as outlined in the Position paper. The first one calls for new legislation to give direction to the development of a statewide comprehensive plan for vocational education by one governing body. Currently, legislation is vague. Two Boards, The State Board of Education and the Board of Regents, have authority over vocational training, secondary and post-secondary respectively. This situation leaves private sector and CETA training programs outside any organized overall plan for providing Alaskans employment and vocational training in time with economic development. This needs to be remedied.

The comparison chart on the last four pages of the Position Paper clearly outlines the concerns of ASVA. House Bill 695 addresses the majority of these concerns. Also enclosed is a working paper which summarizes ASVA recommendations and ties them directly to the content of HB 695. Employment training and vocational education programs in the state must be unified and responsibility for these programs placed in a single independent board. It is our hope that you will choose to take positive action on this Bill this session.

Sincerely,



Roberta Stall
Legislative Chairman

ALASKA STATE VOCATIONAL ASSOCIATION POSITION PAPER RECOMMENDATIONS:

CURRENT STATUS:

Current legislation is vague, addresses vocational education the same as the Federal Law and does not include manpower development as a part of comprehensive vocational education.

RECOMMENDATION FOR FUTURE:

New legislation needs to be enacted to give direction to the development of a statewide comprehensive plan for vocational education.

New Legislation should be enacted to establish one governing body and to develop and oversee statewide policy on comprehensive vocational education.

LEGISLATIVE RESPONSE:

The legislation establishes a separate state board of Employment Training and Vocational Education consisting of seven members:

- 4 members from business and industry
- 2 members from labor or labor organizations
- 1 member representing institutions or organizations conducting employment training or vocational education programs.

The legislation also includes a State Director of Employment Training and Vocational Education to spearhead the unification and coordination of programs.

Further legislative language:

The board shall: "Establish statewide priorities for the use of resources available for employment training and vocational education."

"develop annual and multiple-year statewide plans for employment training and vocational education programs, containing objectives to accomplish the statewide priorities."

"report annually to the legislature on the achievement of objectives in the statewide plans."

ALASKA STATE VOCATIONAL ASSOCIATION POSITION PAPER RECOMMENDATIONS:

CURRENT STATUS:

Inconsistent and inadequate statewide policy exists for administering a comprehensive vocational education program.

RECOMMENDATION FOR FUTURE

Based upon refined legislation, the governing body/board should develop consistent and appropriate policy to direct the comprehensive vocational education program.

Standards should be established to assure quality vocational education programs and consistent programs statewide, based upon the needs of the employing community.

Guidelines should be clearly developed for directing the implementation of new programs and the phasing out of ineffective, inefficient or no longer needed programs.

Regulations should be developed to enhance articulation and coordination between the various programs within the same geographical area and to guarantee the student's transferability from program to program.

Regulations should address the relationship training responsibilities of vocational education and provide for vocational student leadership organizations as an integral part of the comprehensive vocational education program.

LEGISLATIVE RESPONSE:

In response, the bill incorporates the establishment of statewide priorities, the development of annual and multiple-year statewide plans, and provides for "coordination of secondary and post-secondary employment training and vocational education programs throughout the state."

The legislation mandates that the new board "consult with the Department of Labor to coordinate employment training and vocational education programs with job market needs." It further responds to this recommendation by establishing a board of employers from business, labor and industry.

It is expected that this recommendation would be accomplished through the ties of the employing community on the board, through the development of statewide priorities, and further through the review and approval of employment training and vocational education programs.

To accomplish this the bill calls for the board to: "provide for the transferability between employment training and vocational education programs throughout the state;" and "provide for coordination of secondary and postsecondary... ..programs."

The new board will be mandated to review and approve all state grants concerning vocational education and employment training.

ALASKA STATE VOCATIONAL ASSOCIATION POSITION PAPER RECOMMENDATIONS:

CURRENT STATUS

There exists a number of advisory groups, planning groups and oversight groups addressing vocational education and manpower development with little evidence of coordination, cooperation or cost effectiveness.

RECOMMENDATION FOR FUTURE

Re-define roles and responsibilities of advisory, planning and oversight groups.

Reorganize these groups to better address roles and responsibilities, and to more efficiently conduct their business.

Clarify that these advisory and oversight groups address their recommendations and findings to the governing body/board, but are administratively removed from the control of the body/board or its agents. This check and balance system must be preserved in practice.

LEGISLATIVE RESPONSE:

There are currently two major advisory committees with regard to federal vocational education monies---the Alaska Vocational Education Planning Council and the Alaska State Advisory Council on Vocational and Career Education. The Alaska Vocational Education Planning Council is optional under the federal regulations while the Alaska State Advisory Council on Vocational and Career Education is mandatory if a state is to receive federal vocational education funds. The Alaska SACVE will continue its evaluative role in the State as long as the federal regulations require its existence.

The legislation does not call for continuation or state support of the aforementioned groups. It is the expectation of the legislation that the composition of the new board, the availability of citizen task forces, etc., and increased public input on the statewide priorities and plans will supplant organized advisory bodies.

ALASKA STATE VOCATIONAL ASSOCIATION POSITION PAPER RECOMMENDATIONS:

CURRENT STATUS

Certification or standardized requirements for teachers, counselors and administrators of comprehensive vocational education are inconsistent, not enforced, or do not exist.

RECOMMENDATION FOR FUTURE

Consistent standards should be developed and enforced for those who staff vocational education programs, based upon knowledge and skill requirements for the technical content being taught and the process of teaching, counseling or administering.

Provisions should be developed within the state or through cooperative agreements with institutions of higher education outside the state to provide the required education to meet and maintain certification or personnel standards.

Regulations should be set forth to ensure the employing agency actively supports inservice training dedicated to keeping vocational education personnel up-to-date and technically competent.

LEGISLATIVE RESPONSE:

While the legislation directs the new board to "prescribe by regulation uniform statewide standards for state-financed and federally financed training and vocational education programs," it does not call for statewide teacher certification standards.

The legislation is calling for a unification of programs and services. The Department of Education currently is charged with the responsibility of teacher certification. If the new board were to take on the added responsibility of certifying vocational educators it would have meant a duplicated function. It was the decision of the sponsors that these recommendations would need to be placed on the back burner temporarily.

ALASKA STATE VOCATIONAL ASSOCIATION POSITION PAPER RECOMMENDATIONS:

CURRENT STATUS:

Data concerning the existing vocational and manpower programs, students, past students, and the workforce needs are non-existent or woefully inadequate for management decisions addressing future needs.

RECOMMENDATION FOR FUTURE:

A system should be designed and implemented to gather, process and provide data in a timely fashion on the comprehensive vocational education program (including manpower development, apprenticeship and other such training programs).

Establish regulations for local programs to follow in providing consistent, complete, accurate and timely data to the statewide data system.

Based upon statutes and statewide policy for comprehensive vocational education establish the role of manpower forecast data in vocational education program decision making and provide the manpower need data accordingly.

LEGISLATIVE RESPONSE:

The legislation mandates the development of a "statewide system for the collection and distribution of data on employment and vocational education."

The new board has the power to "adopt regulations necessary to carry out its functions" as described in the legislation, which includes coordinated data collection.

The legislation is designed to accomplish a closer tie to the employing community through the composition of the board and through direct relations with the Department of Labor.

ALASKA STATE VOCATIONAL ASSOCIATION POSITION PAPER RECOMMENDATIONS:

CURRENT STATUS

Current program standards and guidelines are not enforced, are unclear or, in many instances, do not exist to insure that each local vocational education program is closely associated with the potential employing community.

RECOMMENDATION FOR FUTURE

Program standards, regulations and guidelines must provide for the input of the employing community in such areas as prioritizing programs for implementation, phasing out, curriculum content, program evaluation, and work experience options. This is usually provided through an advisory committee arrangement.

The comprehensive vocational education data system must provide for information from the employing community regarding its needs and its assessment of the workers coming from the vocational education program.

Program standards and guidelines need to stress the importance of bridging the student's transition from education to work through simulation, work experience and placement programs.

LEGISLATIVE RESPONSE:

The legislation specifically directs the new board to "establish local advisory councils to advise potential recipients of opportunities for employment training and vocational education."

ALASKA STATE VOCATIONAL ASSOCIATION POSITION PAPER RECOMMENDATIONS:

CURRENT STATUS

Current emphasis in vocational education in Alaska is dominated by the priorities for providing the student with skills for avocational interests, career exploration, career awareness, or in a few instances, for first time job entry.

RECOMMENDATION FOR FUTURE

The comprehensive vocational education program must focus its efforts on preparing the individual to acquire a job, maintain a job, and upgrade in a job in a career field and leave the avocation, career awareness and career exploration up to other programs within the education system.

The comprehensive vocational education program must more adequately address the growing need of Alaskans to have access to training for job update, job upgrade or job change throughout their working lives.

The comprehensive vocational education program must address the State of Alaska's priorities for economic and community development and provide the opportunity for Alaskans to acquire the necessary vocational training to obtain the newly developing jobs and to support the community and economic base for Alaska.

LEGISLATIVE RESPONSE:

The recommendations forwarded here are certainly desirable, necessary, and valid, yet the concepts are only indirectly addressed in the legislation's intent statement:

"It is the intent of the legislature that persons, without regard to age, sex, race, religious or political persuasion, or ethnic background, in all communities of the state, including those in high school, those in postsecondary schools, those who have completed or discontinued formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade or learn new skills, those unemployed, those disadvantaged, and those with special educational disabilities, will have ready access to employment training or retraining and vocational education that is of high quality, that is realistic in the light of actual or anticipated opportunities for gainful employment, and that is suited to needs, interests, and ability to benefit from the training;"

ALASKA STATE VOCATIONAL ASSOCIATION POSITION PAPER RECOMMENDATIONS:

LEGISLATIVE RESPONSE:

CURRENT STATUS

Career education concepts have been introduced to the K-12 educational system in Alaska but very little of the concept has been implemented in the schools; little has been accomplished in tying the career education concept and vocational education program together; little if anything has been done to introduce career education at the State level in policy and administration of education.

RECOMMENDATION FOR FUTURE

Legislation and statewide policy should be developed and implemented addressing the importance of career education within the comprehensive education system.

The regulations and guidelines should place emphasis upon the relationship and inter-dependency of career education and the comprehensive vocational education program.

Career education should be planned and implemented as a concept which is a part of and a responsibility with'in each level of education, including graduate school, and appropriately a part of every discipline taught in the educational system.

As the sponsor said, "we can only accomplish so much at one time!" While career education is not directly addressed in the bill, it is the intent of the sponsor that if we are able to achieve passage of the bill then the atmosphere is set to achieve even greater gains---one of which is career education in every Alaskan classroom.

GROUPS OR ORGANIZATIONS THAT HAVE ENDORSED HOUSE BILLS 695 AND 696:

Alaska State Vocational Association

The Alaska State Vocational Association is a professional vocational association whose membership is comprised of vocational education instructors, program planners and administrators throughout the State of Alaska. The national affiliate of the ASVA is the American Vocational Association.

NEA-Alaska

NEA-Alaska is a professional teacher's association whose membership is comprised of over 4,000 classroom teachers throughout the State of Alaska. The national affiliate of NEA-Alaska is the National Education Association.

Alaska State Advisory Council on Vocational and Career Education

The Alaska SACVE is composed of twenty-two members appointed by the Governor of the State of Alaska who represent twenty categories required by federal law, such as representing business, labor, industry, educators, etc. The Council is charged with advising the State Board of Education on vocational and career education in the State.

House H.E.S.S.
2.5.82

Members present: No legislators were present at beginning of meeting due to a call of the House. Rep. Smith and Rep. Malone did join the meeting at 4:20 .

Committee Calendar:
Teleconference on HB 695 & HB 696- Vocational Education.

Witnesses:

Lawrence Sleigh, Anchorage,
Larry Kingry, U of Ak, Anchorage,
Mike Symanski, Cook Inlet Regional Assoc.
Cliff Hartman, Superintendent's Assoc., Anchorage,
Jackie Guzialek, Cook Inlet Reg. Assoc.
Jean Marie Crumm
Louise Rudd, Independent Quality for living center, Anchorage.
Tom Healy, Community College, Anchorage
Dick Griffin, Community College, Sitka
Edward Viscardy, Anchorage, Voc. Ed. teacher

Previous action:

None

Narrative:

Tape recording # 13, 0000-0801

In absence of the committee members, due to a call on the House, staff assistant Jens Zehbe opened the teleconference at 3:28. Teleconference witnesses and observers around the network were told of the situation in Juneau, and those still wishing to testify were invited to do so; another teleconference was scheduled for the following Tuesday, Feb. 9, 1982.

From Anchorage, Lawrence Sleigh testified against the bills, stating he thought more Voc. Ed should be taught in regular school programs, thought programs were duplicated, requirements were being lowered and wanted more cooperation between private and public in regards to vocational training. He did not like the 'super agency' being set up by this bill.

Larry Kingry, testifying for himself, agreed with above witness, but still supported the bill because he saw it as a step forward to improving the vocational Ed. program, even though it would create more work.

Mike Symanski supported the concept of the bill, thought a stronger board was needed. He suggested this could eliminate some advisory groups- asked questions about how this would affect powers of other boards.

Cliff Hartman stated objections to changing the present system of handling Voc. Ed, felt Voc. Ed. should remain under the Dept. of Ed. because it would separate basic education from voc. ed. He did not like more bureaucracy being created.

Jackie Guzialek supported the bill, wanted more separation from regular education. Jean Marie Crumm supported bill, said we need better statewide planning and that other states do have separate boards. Louise Rudd spoke against the bill, did not see any place for the rehabilitated person being planned for.

Tom Healy disagreed with need for a 'super' Board, did see need for improvement in quality of Voc. Ed. He stated the community colleges' opposition to the bill, suggested several problems with the board composition and with credit v. noncredit courses.

Dick Griffin said the bill did not meet the needs of small villages. He stated Sitka already has a local advisory council. He did not like the larger cities mandating the training for villages, said Natives do get training, but need better opportunities to get jobs.

Ed. Viscardy supported bill as Voc. Ed. teacher; sees need for better employment training.

Anchorage information office asked to have fiscal notes. Teleconference closed at 4:28.

January 30, 1982

Representative Mike Beirne, Chairman
Health, Education and Social Services
Room 112, Capitol Building
Juneau, AK 99811

Dear Representative Beirne:

As President of the Alaska State Vocational Association, and as a vocational instructor in this State since 1972, I have some serious concerns that I would like to bring to your attention.

During these last ten years, I have seen and experienced a continual decline of services and support for Vocational Education in this State from the State Department of Education. Today, if a job market was created within the State because of an emerging industry, there would be no leadership or funding forthcoming from the State Department of Education for training, and the market would probably be filled with an Outside labor force.

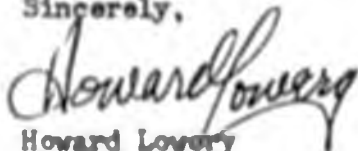
Historically, one of the recognized, mandated and funded programs in Vocational Education was leadership training and development. In 1970-1971, the State Department briefly promoted vocational youth organizations as an integral part of vocational training. Since that brief promotion, support declined both in leadership and in financial assistance. About four years ago vocational educators went directly to the state Legislature with student leaders, to ask for help for endangered programs. Even though we received some much needed financial help, over the last three years, by direct legislative intervention and support, we do not feel that it should be necessary to take this step. Why should such necessary educational programs be managed by scattered agencies all across the State, instead of from one central agency?

House Bill No 695, relating to employment training and vocational education will be a bold step toward solving these problems, and numerous others facing vocational education in Alaska today. The Bill will consolidate the review of all training programs within one agency, and will provide a framework for monitoring accountability in creating any needed new training programs.

I would like to ask you, as someone vitally concerned with industrial growth in Alaska, to support Vocational Education and Vocational Youth Organizations in Alaska.

Thank you for taking time from your busy schedule to read about my concerns. I urge your support of House Bill #695.

Sincerely,



Howard Lowery
SR Box 5205
Wasilla, AK 99687

Alaska State Vocational Association
17025 Glacier Hwy.
Juneau, AK 99801
February 4, 1982

Representative Michael F. Beirne
Alaska State Legislature
Pouch V (MS 3100)
Juneau, Alaska 99811

RE: House Bill No. 695

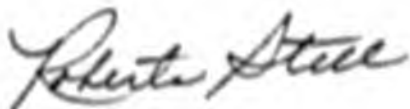
Dear Representative Beirne:

The Alaska State Vocational Association developed a Position Paper on Vocational Education in Alaska which I have enclosed for your use and reference. This paper was written because the professionals in vocational education believe that the ideals of a quality vocational education system have not been fully realized in Alaska. There is an absence of adequate legislation and statewide administrative policy to assure that Alaskans be trained for Alaskan jobs. The ultimate effect of Alaska's vocational training efforts will depend upon the degree to which new policy is developed and implemented.

Eight recommendations have been made in specific detail as outlined in the Position paper. The first one calls for new legislation to give direction to the development of a statewide comprehensive plan for vocational education by one governing body. Currently, legislation is vague. Two Boards, The State Board of Education and the Board of Regents, have authority over vocational training, secondary and post-secondary respectively. This situation leaves private sector and CETA training programs outside any organized overall plan for providing Alaskans employment and vocational training in time with economic development. This needs to be remedied.

The comparison chart on the last four pages of the Position Paper clearly outlines the concerns of ASVA. House Bill 695 addresses the majority of these concerns. Also enclosed is a working paper which summarises ASVA recommendations and ties them directly to the content of HB 695. Employment training and vocational education programs in the state must be unified and responsibility for these programs placed in a single independent board. It is our hope that you will choose to take positive action on this bill this session.

Sincerely,



Roberta Stall
Legislative Chairman

January 30, 1982

Representative Mike Beirne, Chairman
Health Education & Social Services
Room 112, Capitol Building
Juneau, Alaska 99811

Dear Representative Beirne:

I have been a vocational teacher in Alaska since 1972. In the past ten years there has been a decline in the support given vocational education by the State Department of Education, in funding leadership and accountability.

According to guidelines, student leadership should be an integral part of the vocational program, however no funding is provided. As a result funding was sought and received direct from the legislature.

There is no consistency in vocational training around our state. What is taught in one high school may not be acceptable in another or at a level acceptable for college entry.

There is no specific individual/s in the State Department with expertise to help teachers in the field. There is no assurance that monies appropriated for vocational programs will be used for these programs.

I feel House Bill 695 will be a step in the right direction toward curing some of these ills in the vocational education program in our state. I recommend a 7 man Board with addition of 2 teachers.

Thank you for considering my concerns. I would appreciate your support of H.B. 695.

Sincerely
Korlyn Williams Box 390 Wasilla



GOVERNOR'S COUNCIL FOR THE HANDICAPPED AND GIFTED

UNIVERSITY PLAZA OFFICES WEST - SUITE C - 600 UNIVERSITY AVENUE - FAIRBANKS, ALASKA 99701
PHONE (907) 479-6507

TO: House Health, Education
and Social Services

February 19, 1982

FROM: Governor's Council for the
Handicapped and Gifted

Vocational Education Services for the handicapped is a high priority for the Council. Establishment of the proposed board will not necessarily give greater focus on these needs. A longstanding concern of the Council has been to clarify roles and responsibilities and administration of various Vocational Education entities and programs. It is our understanding that the present Vocational Education committees will continue to function and will not be combined within the proposed board. Thus, yet another board will be established which, like the others, does not include membership of people with handicaps or primary providers of vocational services for the handicapped.

Until the issues of consolidation, coordination and responsiveness to special population needs is addressed, the Council withholds its support for the proposed legislation.

In addition, whether establishment of an autonomous board outside Department of Education and State Board of Education jurisdiction can be effective in achieving a coordinated effort in Vocational Education is doubtful.

Finally, the Council is concerned about inclusion of Vocational Rehabilitation in the bill since Vocational Rehabilitation services include many services in addition to Vocational Education. We therefore recommend removing Vocational Rehabilitation from the bill.

.....*Jane White*.....
B. Jane White
Chairperson, Legislative Committee
Governor's Committee for the
Handicapped and Gifted

Training,
Am S
of
Soc-

POTENTIAL QUESTIONS
RELEVANT TO TESTIMONY
on HB 695 & 696

TOPIC: How well are we serving Alaskans now?

How many high school vocational programs have been approved by the State Department of Education for this year?

- Are those programs or classes?
(a program is generally several classes combined)
- How many of those are industrial arts instead of vocational training?
- What proportion of those programs are in urban, rural, and bush areas?
- How many students are enrolled in those programs?
- What proportion of the junior and senior students in the State's high schools are currently enrolled in vocational education?
- What criteria must a local vocational education program meet in order to be eligible for funding from the State Department of Education?
- How many programs are denied each year and why?

How many postsecondary vocational programs in this State will be funded this school year?

- Are those programs or classes?
- Are those degree or certificate programs?
- What proportion of the students in those programs are there for job preparation as opposed to avocational or recreational purposes?
- What portion of the University of Alaska Budget specifically goes to vocational training?
- With those funds how many students will be trained this year?
- What is the relationship between the Vocational and Technical Centers at Seward and Kotzebue with the community colleges of the State?
- What is the rationale for having both vocational and technical centers and comprehensive community colleges?

What's the relationship between the postsecondary programs and the high school programs in vocational education?

- Do students have any guarantee that their high school training will be consistent with the postsecondary vocational programs they choose?
- How many communities in Alaska have the same facilities being used to train both high school and community college students at the same time or at different times of the day?

What's the relationship between the C.E.T.A. programs and the vocational training programs at either the secondary or postsecondary levels?

- Are we using the same facilities, equipment and teachers to serve both programs?
- What's the difference between the students served through C.E.T.A. programs and the vocational education programs.
- How many state agencies use either C.E.T.A. or existing vocational education programs to train existing state workers in update or new job skills?

TOPIC: Existing Quality-Training Programs

There seem to be a few programs in the State which have good reputations such as the oil tech programs at the vocational and technical center and Kenai Community College, the electronics tech program at Anchorage Community College and the emergency medical program at Anchorage Career Center. How many truly quality programs do we have in this State?

-On what basis are you judging them to be quality programs?

-How many people are trained annually at the Vocational and Technical Center at Seward? How many more of the same kind of people need and want training of this type, but are unable to obtain it in our State?

The testimony on this bill, the position paper of the Alaska State Vocational Association, the Annual Report recommendations from the State Advisory Council on Vocational and Career Education, the Governor's Manpower Planning Council and the Private Industry Council (P.I.C.) all seem to point to major problems with our current delivery systems. Why haven't those in charge of our various systems addressed these major problems in the past?

What can our current systems promise in concrete terms to better meet Alaska's people's needs for training in the future?

If our current boards and staff are so dedicated to better employment training and vocational education, then why aren't they better informed as to the current status and problems with the present programs?

Who is really serving as an advocate for those Alaskan's needing job training? Who is really serving as an advocate for Alaskan business and industry, both large and small, who have nearly given up hope for well trained workers from Alaska?

If the Current agencies are really interested in studying the alternatives from our current system, then why did they use their influence to render H.B. 240 dead last year and get the Governor to strike funds from this years budget to do such a study?

-What proportion of our high school students who drop out of school before completing graduation enter some type of vocational training within a year after they drop out?

-What proportion of our high school graduates have received training at the level that enables them to enter jobs because of their training?

-What proportion of our high school drop outs and graduates will have to have a job to make a living or to pay for college costs within a year of the time they leave high school?

The Gateway Opportunity Center

M. 3½ North Tongass , P.O. Box 7262
Ketchikan, Alaska 99901 • 907-225-9641

Dennis Caldwell
Executive Director

Joanna DeSanto
Program Director

February 11, 1982

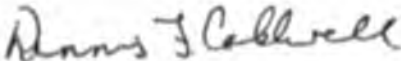
M.P. (Mike) Beirne
Representative
Alaska State Legislature
Pouch V (MS 3100)
Juneau, Alaska 99811

RE: H.B. 695

Dear Representative Beirne:

I would like to have the portion of H.B. 695 dealing with Vocational Rehabilitation removed from this bill as the bill does not address any needs for the handicapped.

Very truly yours,



Dennis F. Caldwell
Executive Director

featuring

• Wood Products

• Group Home

• Developmental Center



Roger Harms
Assistant to the President for
Regents' Affairs & University Relations

University of Alaska
Bunnell Building
303 Tanana Drive
Fairbanks, Alaska 99701

February 16, 1982

The Honorable Michael F. Beirne
Alaska House of Representatives
Pouch V
Juneau, Ak. 99811

RE: House Bill 695

Dear Representative Beirne:

In accordance with directions issued by the Board of Regents of the University of Alaska, the following position is forwarded to your committee for consideration.

"It is the position of the Board of Regents that House Bill 695, which is an act to establish a Board of Employment Training and Vocational Training, is unnecessary and creates a needless new expense to the State. The recently developed cooperative agreement between the University of Alaska and the Department of Education for cooperative planning and delivery of vocational training programs and which requires local citizen participation in the program developmental process in each school district or REAA will meet the needs of vocational programs, and in a more cost effective manner and is more responsive to the communities. ~~The Board of Regents directs the President to transmit their position to the legislature. This motion is effective February 13, 1982.~~"

If I may assist you, I will be happy to accommodate you in any way.

Respectfully,

Roger Harms

RH:meh

B/meh
2/20/82

KODIAK ISLAND BOROUGH SCHOOL DISTRICT

P.O. BOX 886
KODIAK, ALASKA 99615
TELEPHONE: (907) 486-3131

February 18, 1982

Committee on Health, Education,
and Social Services
House of Representatives
State of Alaska
Pouch V
Juneau, Alaska 99811

Attention: Honorable Michael F. Beirne, Chairman

Re: HB 695

I oppose this bill as it is written because the only result of such radical legislation will be confusion and the loss of the great strides forward that have been made in the existing system. You don't transplant a heart when a simple medication will correct the deficiency.

While many of the objectives of this legislation are certainly desirable, the meat-axe approach is hardly suitable, particularly when the definition of Vocational Education is still widely debated. For example, a major purpose of Voc. Ed. in secondary schools is to provide the opportunity to students to gain a basic understanding of a wide range of manual skills and a basis for making a decision on possible career areas. It is not the aim, nor should it be, to provide job ready workers in the various trades. That does not fit within the definition of Vocational Education in the Bill.

Another sure cause of difficulty in HB 695 is to require the Department of Education and local school districts to serve two masters that are autonomous. How will the inevitable conflicts be resolved in areas that will overlap when the Board of Education and the proposed Board of Employment and Vocational Education promulgate differing regulations?

Contrary to the intent of the sponsors, this Bill will reduce the effectiveness of Education as a whole and Vocational Education in particular in this State at a time when all bodies of government are working cooperatively to increase the efficiency of education.

Cosmetic changes will not make this Bill any more palatable, and for that reason, I urge defeat of this Bill by your committee.

I will be happy to work with Representative Sutcliffe to develop a Bill and a strategy that will address his very real concerns in an educationally sound and workable manner.

Most respectfully submitted,

Jim M. Olson, President
Kodiak Island Borough School Board

ALASKA APPRENTICESHIP AND TRAINING COORDINATORS ASSOCIATION

CHAIRMAN
WILLIAM R. CARLSON
220 E. INTERNATIONAL AIRPORT RD.
ANCHORAGE, ALASKA 99502
(907) 279-3333

SECRETARY
JOHN L. WEISENBERGER
825 EAST EIGHTH AVENUE
ANCHORAGE, ALASKA 99501
(907) 274-3934

February 12, 1982

Representative Mike Beirne
Pouch V
Juneau, AK 99611

Dear Representative Beirne,

My name is William Carlson. I am Chairman of the Alaska Apprenticeship and Training Coordinators Association. I am also a member of the State Advisory Council for Career and Vocational Education and a member of the Planning Council for Career and Vocational Education. The following is a text of my testimony on House Bill 695 relating to employment training and vocational education and establishing the Board of employment training and vocational education.

"I think House Bill 695 is a viable alternative for any and all CETA type legislation that has, and will, be submitted such as Senate Bill 318, House bill 567 and METS Program for City budget and others. The pot of money at the end of the rainbow trick is unfair to those who don't, or can't, use it. Can you honestly say that everyone can use it? No! Because most of it will be targeted to select groups as the legislation proposes. Besides, there is not enough money to go fairly to all. The vocational needs of Alaska have not been met in the past because it has been a low priority. Accountability for present vocational education funds is non-existent. There are millions going to Vocational Education now in Alaska and no one could tell you what it has accomplished. As a taxpayer and a labor oriented person, I don't like it. A Vocational Education Board would have A-1 priority; vocational education for Alaskan labor. With this type of emphasis, I believe, the existing high schools can provide students with entry level skills to be very employable in the Alaskan labor market. Community Colleges which are now in existence can provide upgrade classes, as they do now, but in an expanded capacity. At this time, I believe, new, expensive vocational education centers are not, repeat, Not, needed. Bush Schools can double for community colleges at night. Each village will have access to that educational opportunity. The bush communities are labor oriented. They work for a living and are not necessarily professional. In short, I think high

schools are not doing the job as well as they could in vocational education. As you relate to the bill, teacher qualifications will be a priority for the Board. Articulation will be a by-word in all Board actions. I support this bill with the reservation that there will be equal representation from labor and the business industry. The Board membership shall include three members from Business/Industry and three from labor organizations. This equity is needed to insure all problems will be addressed and give Alaskan youths a fighting chance to compete in the labor market.

The Western Alaska Building Trades Council has endorsed this bill with the provision that equal representation be provided for.

This bill is not a figment of someones imagination. It was put together as a result of studies by different organizations in Alaska and public hearings. An opinion poll was taken just recently that showed majority favor for the establishment of the Vocational Education Board. This is available from the Vocational Education Advisory Council.

Listed below are the changes which should be made in the bill. With these changes the bill has my full support.

SEC. 14.35.011. BOARD OF EMPLOYMENT TRAINING AND VOCATIONAL EDUCATION.

Paragraph (b), sub paragraph (1) Change from four persons to: THREE persons representing businesses or industries in the state that are employing persons trained in employment training or vocational education programs.


Paragraph (b), sub paragraph (2) Change from two persons to: THREE persons from labor unions or labor organizations in the state whose members work in occupations for which training may be received in employment training or vocational education programs.

SEC. 14.35.012. DUTIES AND POWERS OF THE BOARD:

Paragraph (b) sub paragraph (9), ADD: Excepting those that are regulated by existing Federal Standards, ie; Bureau of Apprenticeship and training."

This concludes my testimony in regards to House bill 695. I thank you for your consideration and attention.

Sincerely Yours,


William P. Carlson
Chairman, Alaska Apprenticeship and Training Coordinators Association

ANALYSIS OF WORK DRAFT: "An Act relating to employment training and vocational education and establishing the Board of Employment Training and Vocational Education; and providing for an effective date."

Section:	Summary of the Contents of the Draft:	Comments:
Section 1	Statements of legislative intent	<p>The intent statements recognize the direct relationship between employment training and economic and community development. Economic development means new or expanded jobs. Employment training and vocational education programs have the responsibility of preparing Alaskans with the knowledge and skills to fulfill these jobs. This is crucial in the effort to attract new industry or to expand existing businesses. It is equally important to assure Alaskans of a chance for the newly created jobs and of a competitive edge over imported labor.</p> <p>A diverse, high quality program of employment training and vocational education readily available and responsive to the people and the job market is critical to Alaska's future.</p> <p>To achieve continued and expanded economic development Alaska must develop a comprehensive and coordinated approach to employment training---something greatly lacking in Alaska today. The training and consequent employment of Alaskans is a necessary component of economic and community development. One means to achieve this is to create a body whose goal is to achieve full employment for economic growth.</p>
Section 2 14.35.011	The Board of Employment Training and Vocational Education, composed of seven members from business, industry, labor and training institutions, is established.	<p>It is the intent of the draft that members of the state's private sector most familiar with the needs of business, industry, and labor and the changing opportunities in the Alaska job market should take the lead in planning, establishing policy, and developing programs in employment training and vocational education that will meet the needs of Alaska's employers for skilled workers and foster economic development in the state.</p>

Section:	Summary of the Contents of the Draft:	Comments:
14.35.012	<p>The duties and powers of the new board are delineated as follows:</p> <p>(a) This subsection establishes the new board as the state board for:</p> <p style="padding-left: 40px;"><u>AS 14.35.010:</u> This is the state statute which, among other things, enables the State of Alaska to receive and disburse federal vocational education monies.</p> <p style="padding-left: 40px;"><u>Title I:</u> This refers to the state statute which, among other things, allows the state to receive and disburse federal higher education monies for community service and continuing education programs.</p> <p style="padding-left: 40px;"><u>Vocational Rehabilitation:</u></p> <p>(b) This subsection delineates the parameters of authority for the new board. The new board shall, with respect to employment training and vocational education:</p> <ol style="list-style-type: none"> 1. establish statewide priorities for the use of resources; 2. develop statewide plans for training; 	<p>The State Board of Education currently serves in this capacity.</p> <p>These funds are currently administered by the Alaska Postsecondary Commission and the funds have been used for such projects as Network (which developed, and trained persons to utilize, regional handbooks containing information on training programs), paraprofessional counseling programs, data processing training sessions in the bush, etc.</p> <p>A comprehensive employment training and vocational education strategy is needed to prioritize the allocation of training resources based upon the degree to which programs are meeting the employment needs of Alaskans and the labor market demands of Alaska's future economy.</p> <p>The employment training and vocational education programs in Alaska today are either non-existent---as in bush Alaska---or uncoordinated and thus duplicative.</p> <p>There currently exists in Alaska a plan for vocational education--- a plan which exists <u>only</u> due to federal mandate. The plan allocates the federal vocational education dollars received by the state. Employment training and vocational education programs operated under state monies, other governmental offices and through the private sector</p>

Section:

Summary of the Contents of the Draft:

Comments:

3. report annually to the legislature on the achievement of the objectives in the statewide plans;

4. provide for transferability between employment training and vocational education programs throughout the state;

5. provide for coordination between high schools and postsecondary institutions;

6. establish local advisory councils;

This would achieve across-the-board transfer between similar programs. Presently the quality of training can vary widely from one program to the next, and often within the same institution. And further, the type of training offered in programs with identical titles can vary widely. For example, one auto mechanics program may consist of one course which prepares students to do simple repairs on their own automobiles. Another auto mechanics program may consist of a sequence of courses which prepare students to qualify for entry-level employment. Such occurrences complicate a student's ability to transfer from one program to another within an educational level, i.e. high school, or to a more advanced program offered at a different educational level. It also complicates the process of determining the degree to which students are being trained.

Presently it is the rule rather than the exception that a graduating senior who has completed a vocational education program in his/her high school will, upon entry into a similar craft area at a post-secondary institution, be forced to take the beginning level course-work---which means the student will repeat learning which he/she has already learned.

A coordinated system would allow previous knowledge and skill acquisition to be accepted for advanced training. A system of competency based vocational education would develop coordination between educational levels.

Local advisory councils, or craft committees, composed of local employers would provide a beneficial link between the "training" community and the "hiring" community. Such councils would insure training that more clearly reflects the skills needed in the field.

Section: Summary of the Contents of the Draft:

Comments:

7. develop a coordinated system of data collection;

In order to develop statewide employment training policies which will facilitate good program management, evaluation and accountability, it is necessary to collect, compile and analyze data regarding the labor market, student enrollment, program completers, employer satisfaction, equipment, expenditures, etc.

Presently the Department of Labor presents a good picture of the labor market---locally, regionally and for the entire state. What is missing is information regarding the training, or supply-side, data.

Data collected should be adequate to answer such questions as: Who is being served by employment training and vocational education programs? What is being accomplished? What is the cost? What programs should be phased out and what new ones provided? Without such basic questions answered Alaska's employment training and vocational education system will never be able to systematically offer training programs which are relevant to current economic conditions and job opportunities.

8. consult with the Department of Labor to guarantee coordination between training programs and job market needs;

9. prescribe uniform standards for training programs;

See comments under 4 above.

10. represent the state;

11. be able to accept, expend and disperse monies;

12. to designate participants in the benefits of monies received under the federal vocational education Act;

13. approve or disapprove the following for compliance with statewide standards prescribed under 9 above;

(A) all employment training and vocational education programs administered by the University of Alaska at the postsecondary and adult levels that do not lead to a baccalaureate or graduate degree;

This would ensure employment training and vocational education classes at the postsecondary level which comply with the state which would in turn reduce duplication of programs, eliminate not preparing Alaskans for jobs, and allow the state to plan in areas not being served.

(B) all supplemental vocational education funds in accordance with the foundation support program;

At the present time supplemental vocational education funds are by a local educational agency through application to the State of Education. To insure secondary programs which reflect local market needs and statewide plans, and to insure accountability categorical funding, the draft proposes that the aforementioned to be reviewed and approved by the board prior to the release

(C) all adult and continuing education programs related to employment training and vocational education conducted by a state governmental department or agency;

This is built into the draft to, once again, insure that training comply with statewide priorities and plans.

(D) state grant monies designated for employment training and vocational education programs.

This section would insure that the numerous state grants issued for employment training and vocational education would comply with priorities and plans.

14. administer:

(A) state adult vocational and technical training centers;

Such as the Alaska Vocational Technical Training Center at S

(B) CETA programs;

(C) on-the-job and classroom training programs established under state law to replace or supplement CETA programs;

(D) Title I continuing education programs;

These are currently administered by the Alaska Postsecondary

(E) Vocational Rehabilitation programs.