

ALASKA LEGISLATURE COMMITTEE FILES 1981-1982 86/2

1388 HHESS HB 696 - HB 699

1388

Section:	Summary of the Contents of the Draft:	Comments:
(c)	establish and maintain a vocational/technical talent bank	Many of Alaska's rural educational agencies, due to monetary restraints and small teaching staff, are unable to provide technicians in varying craft areas. This language would establish a list of technicians---master craft workers---similar to the Department of Education's talent bank, who would be willing to travel throughout Alaska and deliver part-time, periodic technical training classes.
(d)	and:	
	<ol style="list-style-type: none"> 1. adopt regulations; 2. establish task forces, committees, etc; 3. contract with institutions and organizations or individuals to provide specific employment training and vocational education programs, prepare studies, etc. 	
14.35.013	Allow the selection and employment of a partially exempt executive director who will serve as the State Director of Employment Training and Vocational Education.	
14.35.014	Establishes the preparation of annual statewide plans for vocational education.	Only through comprehensive local, regional and statewide planning can resources be prioritized to develop training programs which meet the employment needs of Alaskans and the labor market demands of Alaska's future economy.
14.35.015	Establishes the Employment Training for Economic Development Fund.	One only needs to recall the recent history of the construction of the Alaskan oil pipeline to see the results of a training system that did not supply the workers needed to build an Alaskan project. The fund proposed here would provide monies to educational agencies, non profit corporations, private corporations and organizations to establish short-term technical training programs. These funds could be used for emerging industries, the expansion of existing industries or businesses, or for any development project that would be in need of a supply of technically trained employees. One example of a likely recipient of such monies would be the Quartz Hill Project outside Ketchikan. If final approval of the project is received they will need 300-500 employees with mining certificates. Alaska does not have that trained labor available at this time. This fund would allow on-site training of Alaskans to occupy those jobs.

Section:	Summary of the Contents of the Draft:	Comments:
14.35.016	Subjects the board to the Executive Budget Act.	
14.35.017	Definitions:	
	"board"	
	"employment training"	
	"vocational education"	
Sections 3-12	Statutory additions and deletions.	These sections are necessary to accomplish the concepts embodied in the draft.
Section 13	This Act takes effect July 1, 1987.	

The Council

James Carroll, *Chairperson*
 Dick Bower
 Ted Corey
 Clyde Courtmagne
 Jeanmarie Crumb
 Richard Eakins
 James Evans
 Carroll Fader
 George Haynes
 David Hassinger
 Robert Haverfield
 Patricia Jones
 Louis Licari
 Eli Reyes
 Louis D. Ridle
 Frances Rose
 Mary Schaefer
 Frank Vilar Jr
 Walter Wald
 Don Wilson

For More Information

Contact

The State Advisory Council on Vocational and Career Education
 Box 572
 Douglas, Alaska 99824
 Phone: (907) 586-1736

The Project Participants

Associations

Alaska Association of Secondary School Principals Bill Butler
 Alaska State Vocational Association Edith Wells
 Association of Alaska School Boards Bob Greene
 Cook Inlet Native Association Cheryl Argetsinger
 Mike Szymanski
 Kodiak Area Native Association Jane Petrich
 Tanana Chiefs Conference David Chanai

Public Agencies

Alaska Division of Vocational Rehabilitation Gary Aanes
 Alaska Skill Center Robert Booher
 Bob Richardson
 Alaska State Advisory Council on Vocational
 and Career Education Eleanor Feero
 Anchorage Community College Dan Scott
 Anchorage School District Gene Davis
 Apprentice Outreach Program Russell Anderson
 Bering Strait School District Merle Thomas
 Bureau of Apprenticeship and Training Reno Switzer
 Bureau of Indian Affairs Phyllis Kavaulook
 Jean Swenson
 Chugach National Forest Daniel Haase
 Fairbanks-North Star Borough School District Ivan Gillespie
 Human Resources Center Frank Berry
 Manpower Division, Department of Community
 and Regional Affairs Lois Lind
 Mat-Su Borough School District Brad Snodgrass
 Municipality of Anchorage, CETA Vince Fennimore
 Office of the Governor Susan Greene
 Post Secondary Commission Tom Healey
 State Board of Education Thelma Langdon
 State Department of Education Glenn Erickson
 Wells Gabier
 Arnold Handshke
 Roy Henderson
 Gerry Hiley
 Marilou Madden
 Margo Zuelow
 Tanana Valley Community College Steven Spengler
 University of Alaska Wendy Redman
 UAA Education Opportunity Center Pat Reeves
 Yukon Flats School District Roy Smyth
 Yukon-Koyukuk Schools Bruce Kleven

Private Organizations

Alaska Business College Bettye Smith
 Alaska Carriers Association Wayne Lucore
 Alaska Chapter, Associated General Contractors Richard Pittenger
 Chevron, USA Ed Hilliard
 The Northern Institute Jan Cardwell
 Ronald Daugherty
 Ray Lehman

Articulation in Occupational Preparation in Alaska

A brief summary of the Articulation
 Project, 1979



A series of forums promoting cooperative
 preparing individuals for occupations. For
 persons representing thirty-five organiza
 participated.

The Word

Articulation is:

Cooperation among and within public and private sectors which promotes learner progress through education that prepares, with maximum efficiency, the individual with the knowledge and skills necessary for entry or upgrading in paid or unpaid occupations.

The Organizations Involved



Articulation occurs when the cooperative efforts of persons and/or organizations make it possible for an individual to move smoothly through education/employment. Articulation is not an activity within itself.

In the diagram, funding sources are designated F, organizations providing training programs are designated T.

The Findings

1. Articulation is a statewide concern but there is no state policy with respect to articulation.
2. There is neither a single statewide plan nor single advisory council for occupational preparation in Alaska, instead there are several plans premised on compliance with Federal laws and regulations rather than on Alaska's needs.
3. Organizations engaged in supporting occupational preparation or conducting training programs have no means of providing input to statewide policy or sharing information with respect to their operations and needs.
4. Although articulation is a statewide responsibility, most articulation actually occurs locally and/or regionally, not statewide.
5. There has been neither an overall analysis of laws and regulations under which Alaskan organizations engaged in occupational preparation must operate, nor of the barriers to joint funding of programs.
6. The law requires that physically and mentally handicapped persons be provided for in occupational preparation programs.
7. Occupational preparation is characterized by many funding sources and many providers of training. Procedures for funding of occupational preparation programs are neither consistent nor available in written form; they should be formalized in a statewide plan for occupational preparation.
8. No process exists for assessing systematically the quantity or quality of occupational preparation programs in Alaska.
9. There is no systematic means for sharing trend information on manpower supply and demand among organizations having responsibility for occupational preparation and placement.
10. Articulation, as defined for this Project, is not defined in the Alaska Department of Education's current State Plan for Vocational Education.
11. There needs to be a long range followup with respect to the efforts to improve articulation.

The Recommendations

State Policy and Guidelines

Recommendation 1. That a state policy be developed which rates needs common to the various organizations charged with occupational preparation responsibility and which provides the statewide plan premised on Alaska's needs rather than compliance with Federal laws and regulations;

Recommendation 2. That state funding policies and procedures be developed which will encourage and facilitate articulation efforts;

Recommendation 3. That physically and mentally handicapped persons be provided for in occupational preparation programs;

Funding

Recommendation 4. That once a statewide plan for occupational preparation programs is developed, all funding for occupational preparation be in harmony with that plan;

Interagency Cooperation

Recommendation 5. That a communication system be developed whereby a state level dialogue can be established among agencies involved in occupational preparation and employment, including agencies and private business, industrial and labor organizations;

Recommendation 6. That the feasibility of having one central council for occupational preparation at the state level be examined;

Recommendation 7. That, where appropriate, the recommendations in this report be incorporated in formal agreements between and among organizations.

Implementation

Recommendation 8. That whatever is done to further articulation not create an additional agency or additional personnel;

Recommendation 9. That the definition of articulation in the current State Plan for Vocational Education be revised;

Recommendation 10. That a followup be conducted by the Advisory Council on Vocational and Career Education in 1980 to determine the outcomes of these recommendations.

VOCATIONAL EDUCATION IN ALASKA

A

POSITION PAPER

OF THE

ALASKA STATE VOCATIONAL ASSOCIATION

1981

ALASKA STATE VOCATIONAL ASSOCIATION

POSITION PAPER

This We Believe

As vocational educators joined together to form a professional association, we believe vocational education is that part of the education system, secondary or postsecondary, which provides the student with knowledge and skills which are unique to and a requirement for job success in a particular occupation or occupational category. We believe vocational education is that part of the career education concept that addresses the "preparation" for employment in those occupations which require other than a baccalaureate or advanced degree for job entry.

In designing a program to prepare an individual for employment, one or more of the following needs may be the target: (1) initial job entry; (2) updating to keep current with the requirements of the present job; (3) upgrading to a new level within an occupational area; or (4) job change to a different occupational field.

A vocational education program is a combination of specialized classes focused on the knowledge and skills required to succeed in a chosen occupational area. In addition, vocational education curriculum includes content ranging from information relevant in almost every type of work to subject matter applicable only to a particular job.

Comprehensive vocational education programs usually have the following common elements:

- (1) Instructional methods are oriented toward "learning by doing".
- (2) Instructional content is generally derived from occupational and/or task analysis of the target occupations in the community and further directed through an advisory committee made up of employers, supervisors, labor representatives, and workers representing the occupational area.
- (3) Instructors of vocational education classes are experienced and proficient in one or more of the occupations being addressed in the vocational instruction.
- (4) Cooperative education or cooperative work experience classes are offered to "bridge" the step between education and work.
- (5) Specialized classes with each contributing to the basic requirements for job success set forth by the employing community.

- (6) A vocational student leadership organization in which students can apply that which has been learned in the vocational education classes.
- (7) A guidance and counseling program that provides services and resources for career decision making, academic planning and job placement.
- (8) An evaluation system that provides data through student follow-up, employer survey, and other sources to determine the students' ability to meet the requirements of the employing community.

The vocational education program is a very important part of the comprehensive educational program and vice versa. One of the primary purposes of education is to prepare the individual for choosing, entering, succeeding and changing in their respective work life role. Vocational education provides an essential portion of the knowledge and skills needed by individuals choosing occupations requiring other than a baccalaureate or advanced degree.

Likewise, the general education program, and in some instances, the college preparatory program, provides knowledge and skills equally essential to job selection, entry and success. General education is considered to be that portion of the curriculum providing the student with the foundations for living needed by everyone in our society. General education should provide the essential prerequisite knowledge and skill for students to choose and succeed in the vocational education programs.

The vocational education program should be designed to meet a combination of student needs coupled with the realistic projected job force demands for the time the student will complete training.

Vocational education should provide the student with: (1) learning experiences leading to knowledge and skills at a level of proficiency which will permit cost effective performance on the job; (2) human relations skills to bring harmony in working with supervisors, peers, and customers; (3) knowledge and skills to facilitate the transition from the training program to the work world and to maintain employment after it is acquired; and (4) knowledge of the increased options open to the individual.

We believe the planning, implementation, and evaluation of all training and education for occupations must be carried out in a comprehensive manner. The labor market needs and the needs of individuals may be met through a variety of vocational programs. These programs include various government programs such as C.E.T.A., Job Corps, and the many inhouse training programs run by government agencies for their own employees. In addition, there are many vocational programs run by the private sector such as proprietary vocational schools, Alaska Native Corporations, apprenticeship programs, on-the-job training programs, and correspondence study. If the needs of Alaska and its people are to be served through vocational education, the total picture must be considered and planned accordingly. A comprehensive approach to vocational education is critical to the well-being of the vocational education program within the education system.

For Alaska, we see the primary purpose of vocational education to be the preparation of a majority of the people from approximately fifteen years of age through adulthood for job entry, job update, job upgrade or job change. The focus should be upon preparing an individual in an occupational field commensurate with his or her desires and abilities and in which employment opportunities exist.

Of great importance is the role of vocational education in economic and community development. Economic development means new or expanded jobs. Vocational education has the responsibility of preparing Alaskans with the knowledge and skill to fulfill these jobs. This is crucial in the effort to attract new industry or 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.

Community development depends upon people having a productive role in the community, having feelings of self worth and a sense of security. Vocational education contributes to this through the adequate preparation of individuals for their productive work roles within the community.

A diverse, high quality program of vocational education readily available and responsive to the people and the job market is critical to Alaska's future.

The Needs of Vocational Education

We, the professionals in vocational education, believe that the ideals of a quality vocational education system have not been fully realized in Alaska. This is true, in part, because of the absence of an adequate legislation and statewide administrative policy for vocational education, which could bring a much cleaner sense of purpose and direction to the system. The ultimate success of Alaska's vocational training efforts will depend upon the degree to which a high-level overall policy is developed, a policy to embrace the general goals and acceptable procedures for establishing, operating, maintaining and evaluating vocational education programs.

It is the position of the ASVA that this policy should establish guidelines for the development of an ongoing, comprehensive vocational education plan. A vocational education planning council currently exists in Alaska, under mandate from the Federal Government. However, the role of this council has been quite limited. Presently, the members serve to plan for the allocation of approximately one million dollars in federal vocational education funds. Vocational programs operated under state monies, other governmental offices and through the private sector are not considered in the council's planning efforts because of the jurisdictional questions and lack of a basis for authority to do so. Programs which are totally State funded (the majority of the programs in the State) are not included in Alaska's vocational education plan. State planning guidelines and standards should be established. The federal mandates of the planning council should be reviewed for relevancy to Alaska's needs. Then a planning group (be it the current council or some other group) should be commissioned, and supported by the State, to develop

a plan which is applicable to all vocational education programs in Alaska. Such a plan is needed to prioritize the allocation of vocational education and manpower development 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.

Alaska's comprehensive policy for vocational education should also include direction to state-level administrators for the setting of uniform standards for program operation. Presently, the quality of training can vary widely from one program to the next, often within the same institution. 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. This complicates the students' ability to transfer from a program at the secondary level to another secondary program or into a more advanced postsecondary program. It also complicates the process of determining the degree to which students are being trained for employment.

Since program quality and content can vary so widely, it is impossible to make generalizations about the preparedness of Alaska's vocational education students to accept employment by simply looking at the number of students completing programs of training. Therefore, the ASVA believes that standards should be established for program operation which include: (1) criteria for starting new programs, e.g., local or statewide labor market projections; (2) competency levels to be achieved upon successful completion of programs in each subject area; (3) evaluation criteria for program success, e.g., percentage of completers finding employment, employers' ratings of students' success on the job, and/or testing of student competencies.

Just as the quality of vocational education programs varies widely in Alaska, so do the experience levels and qualifications of vocational education teachers, counselors and administrators. The setting of uniform standards for competence in staff, therefore, is another area which must be addressed by statewide policy. While vocational education is a component of the overall educational program, it is very specialized in many ways; and vocational educators need skills and competencies which are often unique to the field. They not only must be good managers, good teachers and good counselors, but they must also understand such things as how to efficiently operate capital-intensive programs and how to relate education directly associated with quality program leadership by specialists with expertise in the vocational area they are serving. If quality programs are to occur in Alaska, teacher training opportunities must be made available, district and college support must be available for teachers who wish to upgrade their skills, and State standards must be stabilized and followed for the hiring of vocational education teachers, administrators and counselors.

Much of what has been discussed so far has to do with the development of policy which will facilitate good program management, evaluation and accountability. In order to accomplish any of this, it is necessary to consistently collect, compile and analyze a fairly wide range of data on such things as the labor market, student enrollment, student completers, employer satisfaction, equipment and expenditures. Currently, however, much of the data upon which policymakers and administrators need to make informed decisions is simply not available in Alaska. Therefore, the ASVA believes that one of the most pressing needs of Alaska's vocational education system is a comprehensive data collection system, which will allow for the compilation of standardized data on all vocational education programs, including programs offered at the secondary and postsecondary levels. State-level administrators should be required to set data reporting standards for local programs. Data collected should be adequate to answer questions such as:

Who is being served by vocational education programs?

What is being accomplished?

What is the cost?

What programs should be phased out and what new ones should be provided?

The statistics necessary to answer these questions include information on students (including race and sex), program completers, program leavers, expenditures, various projected labor force needs, and student success in employment. Without such basic information, Alaska's vocational education system will never be able to systematically offer training programs which are relevant to current economic conditions and job opportunities.

A viable vocational education system requires more than good management practices and the development of classroom standards. A successful vocational education system will require the development of stronger linkages with the employing community. It is widely recognized that many Alaskan jobs go to migrants from the "lower 48" while Alaskans go unemployed. Economists in the State seem to agree that this is due in part to the fact that many Alaskans simply do not have the requisite skills to qualify for the available jobs. The most appropriate response to this problem is to offer a quality system of vocational training, which can train Alaskans to a level at which they will be competitive with workers from the "outside". This will require a very close cooperative relationship between the schools, other government agencies, and the business community. This relationship can be accomplished in several ways, including: (1) state and local advisory councils which are composed of individuals from business, industrial, governmental and educational backgrounds; (2) cooperative education programs which offer academic credit to vocational education students for on-the-job training; (3) individual teacher contact with employers in their area of training; and (4) strong job counseling and job placement services in the schools.

Additionally, there must be a recognition of the Alaskan workers' need for job change. We are living in an age of rapid change. Studies indicate that the average person will change careers at least once, and perhaps several times, during his or her lifetime. New technologies are constantly making old skills obsolete, and giving rise to new occupations which demand a labor force equipped with new skills. As attempts are made to diversify the State's economy and to develop new industries, Alaska in particular, will demand a highly flexible work force. Educators must be able to meet the challenge of a rapidly changing economic environment by developing innovative approaches to training. Students must receive training which not only prepares them to advance within a particular occupation, but which also allows them to move from one occupation to another, and they must learn the value of continually upgrading their skills.

It is obvious, then, that educational institutions must do more than teach specific job skills in order to adequately prepare students for the world of work. That world is constantly changing. Students must learn to make decisions and to change with their environment. Therefore, the ASVA believes that a viable vocational education program must be part of a supporting career education concept. Career education helps each student understand the world of work, obtain information about the specific educational and job requirements of various careers, and acquire the knowledge and skills necessary to ultimately lead to the choice of a career. A sound career education program will help build, maintain and make greater use of vocational program options.

Recommendations

We of the Alaska State Vocational Association believe the primary purpose of vocational education is to prepare individuals for employment. In order for Alaska's vocational education program to meet this challenge in an efficient and effective manner it is important that some basic and key changes be made. These changes are summarized in the following comparison chart:

A Comparison Chart

<u>Current Status</u>	<u>Recommendation for Future</u>
1. 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.	1a. New legislation needs to be enacted to give direction to the development of a statewide comprehensive plan for vocational education. 1b. New legislation should be enacted to establish one governing body and to develop and oversee statewide policy on comprehensive vocational education.

Current Status (cont.)

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

5. 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.

6. 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 (cont.)

- 4a. 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.

- 4b. 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.

- 4c. 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.

- 5a. 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).

- 5b. Establish regulations for local programs to follow in providing consistent, complete, accurate and timely data to the statewide data system.

- 5c. 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.

- 6a. 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.

Current Status (cont.)

7. 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.

8. 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 postsecondary level; and little commitment exists for career education at the State level in policy and administration of education.

Recommendation for Future (cont.)

- 6b. 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.

- 6c. 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.

- 7a. 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.

- 7b. 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.

- 7c. 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 needed vocational training to obtain the newly developing jobs and to support the community and economic base for Alaska.

- 8a. Legislation and statewide policy should be developed and implemented addressing the importance of career education within the comprehensive education system.

- 8b. The regulations and guidelines should place emphasis upon the relationship and interdependency of career education and the comprehensive vocational education program.

Current Status (cont.)

Recommendation for Future (cont.)

- 8c. Career education should be planned and implemented as a concept which is a part of and a responsibility within each level of education, including graduate school, and appropriately a part of every discipline taught in the educational system

If Alaska's vocational education system is to be expected to fulfill its purpose, policymakers and education/manpower administrators must give serious attention to these needed changes. The Alaska State Vocational Association is prepared and willing to support actions leading to changes which will better serve Alaskan's through a comprehensive vocational education program.

Goldbelt, Inc.



1000 Harbor Way • Juneau, Alaska 99801

Phone (907) 586-6244

February 9, 1982

TESTIMONY ON HOUSE BILL NO. 695

GOLDBELT, INC., AS THE JUNEAU NATIVE CORPORATION UNDER THE ALASKA CLAIMS SETTLEMENT ACT, IS IN SUPPORT OF HOUSE BILL NO. 695, WITH THE FORMATION OF A BOARD OF EMPLOYMENT TRAINING AND VOCATIONAL EDUCATION, THE EMPLOYMENT AND TRAINING NEEDS WILL BE GIVEN THE PRIORITY IT SO GREATLY NEEDS. THIS BOARD WILL ESTABLISH LOCAL ADVISORY COUNCILS WHICH IS NECESSARY TO ENSURE TRAINING AND EMPLOYMENT FOR ALASKA RESIDENTS.


Joseph E. Kahklen
President

January 30, 1982

Representative Terry Martin
Vice Chairman, HESS
Room 112 - Capitol Building
Juneau, AK 99811

Dear Representative Martin:

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

During the 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 1970-71 the State Department of Education 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, with student leaders, went directly to the State Legislature 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 interested 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 ADVISORY COUNCIL ON VOCATIONAL & CAREER EDUCATION

205 N. FRANKLIN ST., RM. 2
JUNEAU, AK. 99801
(907) 586-1736

WALTER E. WARD
Chairperson

ROSIE PETERSON
Executive Director

February 1, 1982

Representative Terry Martin
State Capital, Pouch V
Juneau, Alaska 99811

Dear Terry:

Last October the Alaska State Advisory Council on Vocational and Career Education and the Alaska Vocational Education Planning Committee embarked on two major activities to determine the quality of vocational education programs in the State.

The first activity involved 842 Alaskans in a public opinion survey on the status of vocational education in the State of Alaska. Recipients of the survey were asked to agree or disagree with twenty statements, such as the following:

A separate state board for vocational education should be established to develop a coordinated, comprehensive statewide system of vocational training in the State of Alaska;

The college in my community is satisfactorily training Alaskans to meet local and state job demands;

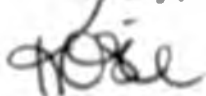
Handicapped and disadvantaged students are provided with the opportunity for vocational education in my community.

Of the 842 surveys mailed 297, or 36%, were completed and returned to the Advisory Council.

The second activity involved regional public hearings in Anchorage, Fairbanks and Juneau. Fifty-four persons participated in those hearings.

Enclosed please find the results of the public opinion survey and highlights from the regional hearings. If you have any questions please do not hesitate to contact me at 586-1736

Sincerely,



Rosie Peterson
Executive Director

RP:arf

DEB BISHOP
Juneau
WILLIAM CARLSON
Juneau
JAMES E. CARROLL
Juneau
JANIS BANG COUSO
Anchorage
JAMES EVANS
Fairbanks
LYNNE HALE
Anchorage

ROBERT HAYE FIELD
Juneau
CAROL HUNTINGTON
Juneau
AFRICA JONES
Juneau
LARRY KIMBLE
Anchorage
TUDOR LECHE
Juneau

JAN MARCEY
Juneau
FRANK MUEHARDET
Juneau
RUSSELL W. MOODY
Juneau
LINDA PEARSON
Juneau
OLIVIA PETERSON
Juneau

MARYNE SCHNEIDER
Juneau
LOTTE SPANIS
Juneau
WAYNE TAYLOR
Juneau
WALTER WARD
Juneau
DEAN WILSON
Juneau
JOAN ZIMMERMAN
Juneau

Aleutian Region School District

TECHNICAL CENTER
840 West 36th Avenue
Anchorage, Alaska 99503
(907) 278-0008

Dr. Dick H. Brown,
Superintendent

BOARD OF DIRECTORS

Clyton Brown, President
Cold Bay, Alaska 99671

Jalen Prokopoff, Clerk
Aleknagik, Alaska 99653

James Webb
Cold Bay, Alaska 99671

Michael Swetland
Akiak, Alaska 99602

Jack Notem
Nikolai, Alaska 99671



February 1, 1982

Representative M. F. Beirne
Alaska State Legislature
Pouch V
Juneau, AK 99811

Dear Representative Beirne:

I am writing to you as both an administrator charged with the schooling of children and as a resident of Alaska who is concerned for the economic well being of our state and its people. The Legislature will soon be acting upon legislation calling for the establishment of a separate Board of Employment Training and Vocational Education. I urge your support of this legislation. I also urge your leadership and direction of those who will be responsible for making this Board capable of bringing order to a condition which can only be called chaotic.

In 1969 the Stanford Research Institute, in a study done for the Governor, stated that "The continuing high unemployment among workers (especially Natives) is often blamed on the influx of seasonal workers. . . ." "The fact that these people continue to come to the state and take available jobs indicate, that their skill levels are generally higher than those of the unemployed and underemployed resident workers."

In my opinion we have done little to improve this situation to this date. Last year at about this time I critically looked again at this matter, particularly as it related to rural Alaska. Rather than repeat my observations, I am enclosing a copy of the article in which they appeared.

In 1979, under the sponsorship of the Alaska State Advisory Council on Vocational and Career Education, a series of forums were held on the status

Representative M. F. Beirne

February 1, 1982

Page Two

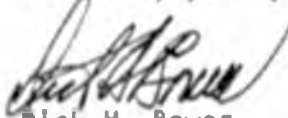
of vocational education, training and employment in the state. The findings generally pointed up that things were little better than in 1969. Indeed the statement made by SRI in 1969 that "With regard to vocational education, we support not only wider offerings in secondary schools but (also) increased emphasis on and coordination of all vocational education instruction as well as expanded inservice and pre-service training by the state", relates very closely to findings and recommendations growing out of the forums, a summary of which is also enclosed.

Although I share your concern for not adding more people or agencies to state government, in this case I have an overriding concern for what is not being done and the often counter-productive dissipation of available resources which is occurring. To coin a phrase, I think it safe to say never before have so many done so little for so few in the history of Alaska.

The economic well being of our youth, our adults and our state may depend upon the action taken by you this session. One of your most critical decisions will be in connection with legislation bringing order to the chaotic state of the vocational education-training-employment issue. I sincerely urge you to actively support this long overdue consolidation of effort in connection with this vital issue.

If there is anything which I can do to further explain either the factors involved or my thoughts on this matter, I hope you will not hesitate to call upon me.

Sincerely yours,



Dick H. Bower
Superintendent

DHB:cae
Enclosures



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/20/82

Alaska State Advisory Council on Vocational and Career Education

Farm Machinery Operator
 Floral Designer
 Forester
 Gardener
 Supervisor
 Farm Caretaker
 Horticultural Assistant

Home Furnishings Assistant
 Food Service Supervisor
 Hotel Housekeeper
 Fashion Designer
 Druggist
 Tailor
 Upholsterer
 Fabric Care Technician
 Home Manager
 Costumer
 Wardrobe Supervisor

Auto Mechanic
 Body and Fender Repairer
 Automotive Specialist
 Automotive Machinist
 Construction Estimator
 Carpenter
 Building Custodian
 Construction Inspector
 Electrician
 Diesel Mechanic
 Mason
 Manufacturer's Representative
 Maintenance Machinist
 Machine Operator

Alaska Vocational Education Planning Council

Food Research Aide
 Veterinarian's Assistant

Health Occupation

Community Health Aide
 Dental Assistant
 Dental Hygienist
 Eye Aide Attendant
 Home Health Aide
 Medical Lab Assistant
 Laboratory Technician
 Licensed Practical Nurse
 Mental Health Technician
 Emergency Technician
 Nurse Aide Registered Nurse
 Physical Therapy Aide
 Psychiatric Aide
 Radiologic Technician

Pipefitter
 Welder
 Small Engine Repairer
 Industrial Machine Repairer
 Production Supervisor
 Truck Driver
 Construction Worker
 Lumber Equipment Operator
 Radio and TV Repairer
 Sewer Worker
 Machine Shop Operator
 Machine Tool Operator

Business Public Opinion Survey & Report

Accountant
 Administrative Assistant
 Bookkeeper
 Bank Clerk
 Computer Operator
 Correspondence Clerk
 Processor

Marketing and Distribution

Advertising Sales
 General Salesperson
 Cashier
 Customer Service
 Communications Consultant
 Circulation Representative
 Stock Supervisor
 Freight Clerk
 Floor Manager
 Hotel Manager
 Insurance Agent
 Real Estate Agent
 Travel Agent
 Warehouse Manager

Technical

Person
 Structural Technician
 Technical Illustrator
 Audio-Visual Technician
 Offset Press Operator
 Electrical Technician
 Electronic Technician
 Pollution Control Technician
 Commercial Pilot
 Police Science Technician
 Law Enforcement Officer
 Water Treatment Technician
 Waste Treatment Technician
 Quality Control Technician
 Laboratory Assistant
 Engineering Aide
 Library Assistant
 Fire Fighter
 Corrections Officer
 Security Technician
 Fire Inspector
 Fire Officer
 Graphic Artist
 Beauty Shop Manager
 Security Guard
 Lithographer
 Commercial Artist
 Commercial Photographer
 Offset Stripper
 Airbrush Artist
 Photograph Retoucher
 Security Technician

Personnel Technician
 Insurance Adjuster
 Secretary
 Stenographer
 Office Supervisor
 Receptionist
 Systems Analyst
 Typist

November 17, 1981 Juneau, Alaska
 November 18, 1981 Anchorage, Alaska
 November 19, 1981 Fairbanks, Alaska

Consumer and Homemaking

Child Care Aide
 Nursery School Assistant
 Cook
 Baker
 Dietician
 Home Health Aide

Trade and Industrial

Appliance Repairer
 Aircraft Mechanic

Alaska State Advisory Council on Vocational & Career Education

MEMBERS

Walt Ward, Chair	Soldotna
Dick Bower	Anchorage
Bill Carlson	Anchorage
Jim E. Carroll	Juneau
Jeanmarie Crumb	Anchorage
Jim Evans	Anchorage
Lynne Hale	Anchorage
Bob Haverfield	Fairbanks
Carole Huntington	Galena
Pat Jones	Cordova
Larry Kingry	Anchorage
Lou Licari	Sitka
Jean Marcey	Palmer
Frank McIlhargey	Soldotna
Russell H. Moody	Anchorage
Linda Pearson	Fairbanks
Ell Reyes	Juneau
Majorie Schmiege	Juneau
Bettye Smith	Anchorage
Lottie Sparks	Glennallen
Wayne Taylor	Nenana
Joan Zimmerman	Bethel

STAFF

Rosie Peterson Executive Director	Juneau
Alma Fassel Administrative Assistant	Juneau

Alaska Vocational Education Planning Council

MEMBERS

Tom Healy, Chair	Anchorage
Stan Baltzo	Kodiak
Tom Broderson	Anchorage
Gerry Butts	Anchorage
Bill Carlson	Anchorage
Glenn Erickson	Juneau
Ivan Gillespie	Fairbanks
Gerry Hiley	Juneau
Pete Johnson	Anchorage
Blake Kazama	Juneau
Richard S. Lee	Juneau
Helen Mehrkens	Juneau
Marcia Nye	Anchorage
Ron Phipps	Juneau
Larrea Rocheleau	Metlakatla
Wayne Taylor	Nenana
Gale K. Vick	Fairbanks

STAFF

George Genz Executive Director	Anchorage
-----------------------------------	-----------

Public Opinion Survey & Public Hearing Report

CONDUCTED BY THE

Alaska State Advisory Council
on Vocational and Career Education
and the

Alaska Vocational Education
Planning Council

HELD AT

Juneau, Alaska November 17, 1981

Anchorage, Alaska November 18, 1981

Fairbanks, Alaska November 19, 1981

REPORT PREPARED BY:

Rosie Peterson, Executive Director
Alaska State Advisory Council
on Vocational and Career Education

General Introduction

The Alaska State Advisory Council on Vocational and Career Education is dedicated to the concept of quality vocational education in our State. The Council is composed of twenty-two members appointed by the Governor of the State of Alaska. Evaluation of the State's vocational education delivery system is one of the major functions of the Council.

The Alaska Vocational Educational Planning Council, also a strong supporter of quality vocational programs, is composed of seventeen members appointed by the State Board of Education. One of the major areas of responsibility of the Planning Council is to write the Five-Year Plan for Vocational Education for the State of Alaska.

The Advisory Council and the Planning Council, in an effort to explore the current status of vocational education in the State of Alaska, and to seek recommendations for inclusion in the 1983-1987 Five-Year Plan for Vocational Education, conducted Regional Vocational Education Hearings and a Statewide Public Opinion Survey of business, labor, industry and education representatives.

In years past hearings were conducted after a preliminary draft of the Five-Year Plan had been developed. The Planning Council and the Advisory Council decided that this year was going to be different - that public input would be asked for prior to the development of the plan so that the final document would truly reflect the wants, needs and desires of Alaskans involved and interested in employment training and vocational/technical and career education.

The following report provides the results of the Public Opinion Survey and a synopsis of the comments of the presentors at the Public Hearings.

Public Opinion Survey

On October 26, 1981, eight hundred and forty-two Public Opinion Surveys on the status of vocational education in the State of Alaska were mailed to: the Governor of the State; members of the Alaska State Legislature; members of the Alaska State Congressional Delegation; employees of the Departments of Labor, Education, Natural Resources, Transportation and Public Facilities, and Community and Regional Affairs; Presidents of the Native Regional Profit Corporations; Regional Representatives of the Alaska Federation of Natives; Presidents of the major oil producing companies operating in Alaska; members of the State Board of Education; members of the University Board of Regents; the President and Chancellors of the University of Alaska system, Alaska School Superintendents; High School Directors of Vocational Education, vocational education teachers, local Chambers of Commerce; local NEA-Alaska Affiliates, selected educational organizations, high school counselors; members of the Alaska State Advisory Council on Vocational and Career Education; members of the Alaska Vocational Education Planning Council; members of the Alaska Private Industry Council; members of the Adult and Continuing Education Council; the Board of Directors of the Alaska State Vocational Association; and the leadership of selected labor unions and organizations.

Completed surveys were received from the following locations:

Anchorage	Fairbanks	Kodiak	Sitka
Anoon	Ft. Yukon	Kotzebue	Skagway
Aniak	Galena	Larsen Bay	Soldotna
Barrow	Gambell	McGrath	Stone River
Bethel	Haines	Naknek	Thorne Bay
Bristol Bay	Healy	Nome	Tok
Cold Bay	Homer	Palmer	Unalaska
Copper Center	Hoonah	Petersburg	Usibelli
Cordova	Hydaburg	Point Hope	Valdez
Craig	Juneau	Russian Mission	Washington, D. C.
Delta Junction	Kake	Sand Point	Wasilla
Dillingham	Kenai	San Jose, Ca.	Willow
Eagle River	Ketchikan	Seward	Yakutat

Of the 842 surveys mailed, seventeen were returned for lack of address, and 297, or 36%, were completed and returned to the Advisory Council.

On the following pages you will find the results of that survey.

Governance Structure:

Agree: Disagree: No
Opinion:

<p>A separate state board for vocational education should be established to develop a coordinated, comprehensive statewide system of vocational training in the State of Alaska.</p>	<p>56 %</p>	<p>34 %</p>	<p>10 %</p>
<p>Local vocational advisory committees involving business, industry, and labor are effectively involved in educational planning in my community.</p>	<p>15 %</p>	<p>69 %</p>	<p>16 %</p>

Program Quality:

Agree: Disagree: No
Opinion:

<p>Vocational education training in my community accurately reflects employment needs.</p>	<p>24 %</p>	<p>64 %</p>	<p>12 %</p>
<p>The college in my community is satisfactorily training Alaskans to meet local and state job demands.</p>	<p>17 %</p>	<p>65 %</p>	<p>18 %</p>
<p>There is sufficient cooperation between the high schools, colleges and vocational trade schools in teaching vocational skills in the State of Alaska.</p>	<p>20 %</p>	<p>68 %</p>	<p>12 %</p>
<p>Handicapped and disadvantaged students are provided with the opportunity for vocational education in my community.</p>	<p>47 %</p>	<p>41 %</p>	<p>12 %</p>
<p>Public understanding and knowledge of both the content and the location of vocational education programs in Alaska is sufficient.</p>	<p>12 %</p>	<p>84 %</p>	<p>4 %</p>

Program Coordination:

Agree: Disagree: No Opinion:

High schools, colleges and vocational training centers within the same geographical area of the State should work together to coordinate vocational education training programs.	90%	9%	1%
Colleges and vocational training schools should make every effort to coordinate their vocational programs with those in the high schools.	90%	6%	4%
High schools should contract with colleges to deliver in-depth vocational education training programs in areas where colleges do not exist.	67%	24%	9%

Program Delivery:

Agree: Disagree: No Opinion:

High school youth are too young to decide on a life-time career.	22%	77%	1%
Some in-depth vocational training programs are appropriate in the high school setting.	97%	2%	1%
Career education should be a part of the K-12 curriculum.	93%	5%	2%
High school vocational education programs should include both career exploration and in-depth vocational training programs.	89%	10%	1%
Colleges should be the basic providers of vocational education training programs which will give students the necessary skills to enter the job market.	34%	63%	3%

Program Planning:

Agree: Disagree: No Opinion:

Planning for vocational education programs must involve the employing community, i. e. its needs and its evaluation of the workers coming from existing vocational education programs.	96 %	3 %	1 %
Statewide data on vocational education training programs should be gathered every year from all high schools and colleges.	83 %	10 %	7 %
Follow-up studies should be conducted on all students who start and complete a vocational program and the results should be used for future program planning.	86 %	10 %	4 %
Statewide vocational education plans should be written with objectives which are measurable.	84 %	8 %	8 %
Teacher training institutions should require counselors to take courses in vocational guidance which include knowledge of vocational employment opportunities.	93 %	4 %	3 %

Do you feel you have the opportunity to provide input to the following education agencies:

	Yes	No
Local Public High School Administration	81%	19%
Local Board of Education	81%	19%
State Division of Vocational Education	42%	58%
State Board for Vocational Education	36%	64%
Local Area College Vocational Institution	48%	52%
University Board of Regents	21%	79%

Public Hearing Report

On November 17 and November 19, 1981, Regional Vocational Education Hearings were conducted by the Alaska State Advisory Council on Vocational and Career Education and the Alaska Vocational Education Planning Council in Anchorage, Fairbanks and Juneau. Fifty-four representatives from business, industry, labor organizations and the educational community participated in the hearings.

Following are "Quotable Quotes" from the written and oral testimony presented. Transcripts of the testimony and copies of the written comments may be obtained by request to the Alaska State Advisory Council.



"The state lacks comprehensive vocational education planning."

"In consideration of the agricultural potential of Alaska and its natural resources the need for training individuals in various agricultural skills is mandatory if Alaska is to provide its own labor force to operate its agricultural enterprises. If this is not done it is conceivable that after major development of agriculture has taken place we may find that more jobs for outsiders are created because Alaska does not have the training facilities to provide the expertise needed in our modern agriculture industry."



"I feel we have enough state money that we should look at setting state priorities for employing Alaskans--- in order to place Alaskans in training programs designed to meet the needs of industry."



"There is not an opportunity for vocational education for handicapped children in my community or I just don't know about them. The only one program last we knew of was through the Municipality of Anchorage, picking up trash."

"The opportunity for employment in the higher paying and white collar type of management job has been restricted by the lack of training available on the North Slope."

"All communities, including rural communities, need to be made more aware of the content and the location of vocational education programs in Alaska."



"We don't know what kinds of vocational programs are offered in the state. We do not have a comprehensive picture. We need data for comprehensive planning. We don't even know how many students we have in vocational programs. We can not project at this time the anticipated manpower that these programs will produce. We do not know where students are going after they leave the vocational programs. Do they drop out? How many graduate? We don't know what the students are experiencing when they join the labor force. Are they having problems finding jobs? Are employers satisfied? We do not have any idea of the extent to which our training programs are truly meeting the needs of the employing community."

"Old timers in Alaskan vocational education frequently lament, "We used to get help from the state." We could use some leadership, guidance and assistance--- someplace to go when we want to talk out our plans, ideas and evaluations. Frankly, we get this now among ourselves or outside."

"I feel that there isn't enough information sent out to the bush schools on the vocational training programs in this state. I have received only a small amount about the Skills Center in Seward and that is it. I feel that this is a far cry from what should be done."

"We are either going to have to provide additional training to those people or we are going to have to go outside the state and hire the people that do have the expertise."





"All school shop programs should be directed towards a final entry into the local work force. We must teach skills that can be used and not tell the students that they have to go to college to get the skills they need."

"I would like to see a Vocational Training Center for handicapped people established here in Alaska and hope these people who plan long-range goals will consider this in the Five-Year Plan."

"More extensive assessment of employment needs are required to meet the potential of the handicapped population."

"One of the most complex and expensive areas in vocational education is the facility---and related equipment---necessary for an effective program. A quality vocational program will not exist without recognition of this important problem area and a major state commitment to its solution. There are many ways this can be done---in school, out of school, in community, out of community---but unless the state plan recognizes this---speaks to it---and encourages efforts at the legislative level we will be faced with five more years of frustration."

"Sand Point is a rural town where the students stay and go straight to work fishing. If training in a vocational field is to be, it must happen at the high school level. I feel this is true throughout rural Alaska."

"There are limited opportunities and programs established to provide the handicapped with vocational based curriculum or training."

"We must remember the handicapped constitute a new and emerging work force."

"I feel high school vocational education should include career exploration, some in-depth vocational training and some practical skills. I don't want the consumer and homemaking aspect of Home Economics to be forgotten. In some rural settings consumer and homemaking is the most needed part of the home economics curriculum."

"We need to talk about vocational and technical training at a much earlier age than we do at present."

"After teaching and living in Angoon for 4 1/2 years, I have seen students benefit from our vocational program. Some young people have secured typing and clerk-typist jobs as a result of high school training. Students in industrial arts and home economics programs have learned skills to help them get jobs and to help them in their daily living."

"I am hoping the five year vocational plan is pertinent to the rural as well as the urban setting."

"And last, the need for strong, clear leadership of state vocational education programs. Whenever I read state responses to this cry from the local level, there seems to translate "leadership" as "control". We need leadership, guidance and assistance---not control".

"Professionals would be most encouraged by state recognition of the leadership, planning and financial support by which real accomplishment of vocational objectives would be possible".





"The number of full-time vocational education administrators in Alaska could be counted on two hands."



"I strongly suggest that the vocational Department in Juneau maintain close up-to-date contact with the Department of Labor and vocational teachers for possible employment contact, particularly when and where state funds will be used for highway, airport construction, etc."

"We would like to see more work experience funds available for special education students and more programs at the community college level for special students---especially the developmentally disabled---in the area of independent living skills and vocational programs."



"I am concerned with the level of services provided by the local Vocational Rehabilitation agency in Ketchikan. The services, as related to keeping in touch with the school, are bordering on non-existent. I have a hard time relating to the agency's beginning dealings with students in their Senior year. To me it requires some knowledge and working with the student prior to the second semester of his senior year."

"We really do need vocational English as a second language.....if we are going to seriously consider assisting the employability of a certain segment of the population in Alaska."



"One of the major areas that I think needs to be addressed in the new Five-Year Plan is to develop a better data collection system on the number of students completing programs so that it can be compared with labor market statistics and incorporated into an economic development plan. Vocational institutions need more information to make wise decisions and meet the economic needs of the state."

"Five more years of talk and promise are hardly worth the wait."

Regional Vocational Education Hearing Participants

ANCHORAGE

Audrey Aanes, 110 E. Third, 99501
Hattie Arrington, 4203 Ralins Drive
Frank Bennett, 2906 W. 30th
Dick H. Bower, 1315 W. 12th Avenue, 99501
Gerald W. Butts, 2600 DeBarr, 99502
Bill Carlson, 610 W. 54th Avenue, 99501
Ron Daugherty, 650 International Airport Road
Gary Donnelly, 1813 Diomede, 99504
James R. Evans, 1941 Kulik Circle, 99501
Melissa Aber Fouse, c/o Senator Arliss Sturgulewski
Allen Fison, SRA Box 33L
Arnold Geiger, SRA Box 1623, 99507
Eric Henderson, Box AB, Palmer
Marilyn Ann Hess, Box 11 Crestview Lane, Eagle River
Larry Kingry, 8320 Exeter Drive, 99507
Clay McDowall, 110 E. 3rd Avenue, 99501
Judith S. Moerlein, Star Route, Box 2040, 99507
Kathe Parker, 4100 Sperard, 99503
Van R. Quinn, 1758 Karluk Street, 99501
Robert L. Ruth, 7443 Linden Drive, 99507
Al Setera, Palmer
Bettye L. Smith, 5159 Old Seward Highway, 99501
Pat Spratt, 4218 Irene Drive, 99504
Deborah W. Stauffer, 5330 Tudortop Circle, 99507
Mike Syzmanski SRA Box 1304B, 99502
Marian Thomas, 1618 Elmendorf Drive
C. H. Williams, 2400 E. 5th Avenue, 99501

FAIRBANKS

Denver Adams, 852A Yak Estates, 99701
Philip L. Antle, P.O. Box 1250, 99707
Jim Baird, S.R. Box 30320-B, 99701
William F. Brown, Box 163, Barrow, 99723
Dois D. Dallas, SR Box 30140, 99701
Rod Ever, 504 Jennie, 99701
Sam Faulkner, P. O. Box 74278, 99707
Barbara Hakala, Box 51, Kotzebue
Linda Hulbert, P. O. Box 81402, 99708

Carla A. Kirts, 857-F Yak Estates, 99701
Julia Looney, P. O. Box 81261, 99707
Linda Pearson, P.O. Box 81806, 99708
David Quisenberry, P. O. Box 81842, 99708
Karen Ryals, 16665 Lena Loop Road, Juneau, 99801
Allen D. Sevener, Box 336, Barrow, 99723
Gale K. Vick, SR 50787, 99701

JUNEAU

Jim Carroll, 1624 Glacier, 99801
Bill Caven, Box 479, Sitka
Michael Galloway, 3589 Loop Road, 99801
Gerald Hiley, Box 305, 99824
Ed James, 3271 Nowell Avenue, 99801
Rich Lee, 5250 Thane Road, 99801
Helen Mehrkens, 2992 Linda Avenue, 99801
Rosie Peterson, 205 North Franklin, 99801
Ron Phipps, 9361 Lakeview Court, 99801
Marjorie Schmiege, 1800 Evergreen, 99801
Vera Skaflested, 2718 Koger Street, 99801

Acknowledgements

The Alaska State Advisory Council on Vocational and Career Education and the Alaska State Vocational Education Planning Council would like to express their appreciation to the following for their planning and assistance prior to, during and following the Regional Public Hearings held in Anchorage, Fairbanks and Juneau:

Regional Public Hearings Coordinators:

Gerald Butts	Anchorage
Bill Carlson	Anchorage
Linda Pearson	Fairbanks
Gale Vick	Fairbanks
Jim Carroll	Juneau
Ron Phipps	Juneau

Physical Facilities:

Fairbanks School District
Juneau Douglas School District
Plumbers and Steamfitters Union Hall

ALASKA STATE ADVISORY COUNCIL
ON VOCATIONAL EDUCATION

205 N. FRANKLIN ST., RM. 2
JUNEAU, AK. 99801

BULK RATE
Permit No. 185

U.S. POSTAGE PAID
Juneau, Alaska 99801

Quite obviously, this legislation
is opening up a lot of cans of worms.
You might elicit some "horror
stories, etc" as to why the present
system is so bad to justify
taking the very major step of
a ~~new~~ ~~new~~ ~~new~~ ~~new~~
new "super-board."

3/25/87

Mike;

Just a couple of notes in regard to HB 695-- creation of Board of Employment Training and Vocational Education.

1. Dept. of Education is dead set against it. Could be turf protection...who knows?
2. (a) Some concerns I've heard repeated include giving the Board jurisdiction over Vocational Rehabilitation (Voc. Rehab. is not a training agency- the argument goes-- it provides medical services and therapy- medical orientation mainly.

(b) Need som clarification on this question: Doesn't the Rehab Act of 1973 state that for states to get \$ for Voc. Rehab. that there must be a full-time director? (may be weak argument because could have a full-time director within the new Board)

(c) Another bureaucracy established? i.e. more government, more administrative overhead.

Arguments for HB 695

1. Alledged lack of support given vocational education by the State Board of Education.
2. Lack of consistency and organization in Voc. Ed. programs around the state. Current vague legislation. Jurisdiction problems with the State Board of Ed., Bd. of Regents, private sector, and CETA, outside any organised plan.
3. No assurance that \$ appropriated for vocational programs will be used for that purpose.

"Need to assure that Alaskans are trained for Alaskan jobs"

Jody

3/25

We have a few
witnesses who
could probably
help on this
point.

- ① Steve Hole
- ② Rozie Peterson
- ③ Jewel Jones

My interest in this bill is due to:

6 years as a member of the Juneau School Board 66-72
7 years as a member of the Statewide Voc.-Ed Advisory Council 70-77
7 years on the Juneau Community College and UAJ Policy Advisory Council 75-82
10+years as Training Officer for the BIA in Alaska

I am testifying today in opposition to HB 695 as written.

Although the Voc-Ed Advisory Council during my time as a member attempted to secure legislation establishing that Council by State Statute, we never proposed anything like what this bill proposes. Our intent was to secure for the Council a bit more recognition and clout for it's recommendations regarding voc-ed.

As proposed, this bill creates another state agency, to do those things other departments and agencies have responsibility for.

The responsibilities this proposed Board would have (taken from the Post-Secondary Commission, Voc. Ed., Voc Rehab., DOE, U of A., CETA, etc.) for planning, coordinating, approving or disapproving programs, administering vocational and training centers, establishing advisory councils, task forces, regulations, standards, etc. is going to require a staff of considerable size.

In the report prepared by the Voc-Ed Advisory Council in 1979 - entitled Articulation in Occupational Preparation in Alaska - one of the recommendations made was "No. 8 That whatever is done to further facilitate articulation not create an additional agency or additional positions? Since the Advisory Council is now backing the proposed legislation, I assume they have changed their position on that.

Having served on the Advisory Council, I can understand the concern for better coordination and cooperation among all agencies - public and private - involved in any kind of vocational (occupational) education. But I do not see this bill being the solution.

Some of my immediate concerns would be the impact on local school boards, Community College vocational/occupational programs, and current joint programs being implemented (such as our District/UAF project for joint voc. ed. programs and facilities). The primary goal of such things as Career Education is to provide opportunities for students to have an introduction to well-rounded educational programs that provide both vocational and academic opportunities. By creating a separate and distinct vocational education board we could see a division in education, with two boards competing for funding, responsibilities, authority, etc. It could very well create two systems of education in this state.

My impression of what most educators in this state see as an ultimate goal for education is one overall education system, providing all citizens the opportunity for the best education program possible - to provide them what they wish in the way of a livelihood. We are closer to the "one system" now than we have ever been, merely because the BIA funds are not all that available. So the 1965 Overall Plan for Education in Alaska may still someday soon, be a reality. But if, as one plan becomes reality, another course takes us back to separate systems and programs, we aren't accomplishing much. I would therefore urge you to think long and hard about what this proposed HB695 would ultimately do to education as a whole in our state.

Marie Darlin



Alaska State Legislature

House of Representatives

Committee on

Health, Education & Social Services

Pouch V
State Capitol
Juneau, Alaska 99811

Official Business

Feb. 19, 1982
Agenda

HB 679 Imitation controlled substances

*Sally - did this passed
↓ out of Comm.
No mark up or
action taken
[scribble]*

HB 695/HB 696 Vocational Education

*[scribble]
[scribble]
[scribble]*

Witnesses:

HB 679

Rep. Abood

HB 695/696

*Ronald Lutter
↓*

Richard Aks, Community and Regional Affairs

Tom McKenna → James Sub Dist.

Tim Stanley Dept. ACC.

Jo Barton - Reg staff

Maria Dahlen -

where are the letters

Russell Jones -

Copy of COPE report

We will receive.

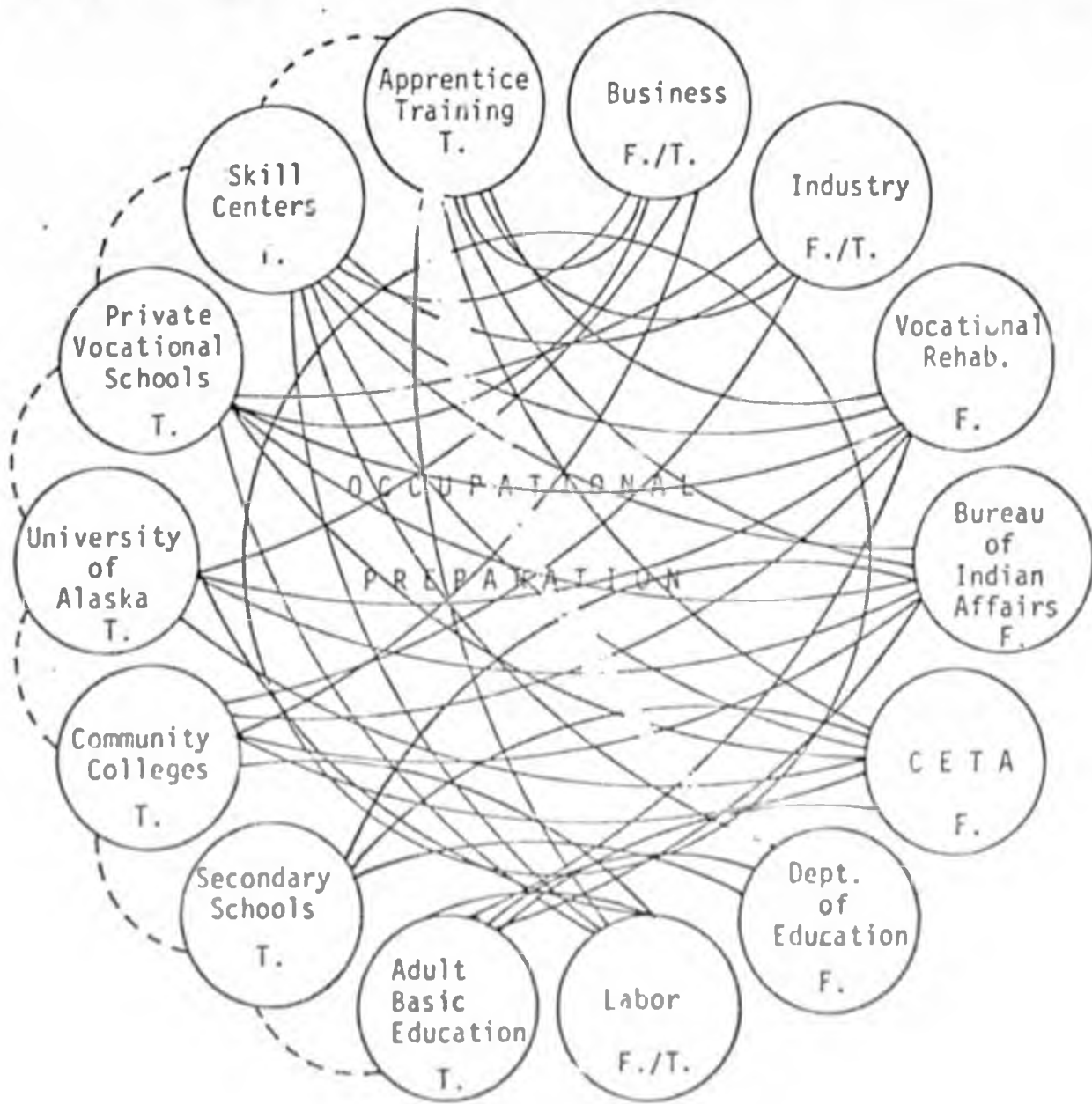
Rose Peterson -

*15 Gpp
300 +
Selling BVS
Rory
Prudman*

*add more practitioners
on the board*

Figure 1

THE ARTICULATION WEB



Position Paper

House Bill No. 695

House Bill 695 establishes a Board of Employment Training and Vocational Education to be located in the Department of Education but independent of the Commissioner of Education and the State Board of Education. The duties of this Board include planning for and approval of, all employment training and vocational education programs operated in the State, including State vocational-technical centers, all programs operated under the Comprehensive Employment and Training Act of 1973 (except those precluded by federal law), any on-the-job or classroom training programs established by the State, all vocational rehabilitation programs, as well as community college continuing education programs and Village Public Safety Officer training programs. In addition, the Board would directly administer all State vocational technical centers, all CETA programs, any state employment training programs, all community college vocational programs and all vocational rehabilitation programs as well as a new fund established for economic development and employment training. The affected Departments support the intent of HB 695 to improve planning and coordination of employment training and vocational education programs to ensure their relevancy to existing and future Alaskan job markets, and, thereby, contribute to the health of the Alaskan economy. However, the bill proposes to perform potentially costly changes before the problem has been clearly defined.

In a time of relative austerity and mounting concern over the growth of State government, HB 695 proposes to create yet another administrative board independent of direction or control of the Executive agencies charged with responsibility for many functions apparently encompassed in the bill. The board would not include Executive representation nor would it be accountable to the legislature. In several cases, past experience has demonstrated that such autonomy severely restricts the ability of the Governor to set policy and administer programs in a manner consistent with his general policy objectives and those of the Legislature.

As written, this bill indicates that the Board of Employment Training and Education will administer several State and federally funded programs. The affected Departments question whether such a board can actually administer programs, or whether the intent is to establish the considerable staff capability necessary for administration of these programs in which case staff, rather than the Board, would "administer" the programs.

It is difficult to perceive how a seven-member board composed of private industry representatives, labor union officials, and vocational education practitioners can, without an extensive specialized staff-review, administer such diverse programs as diagnostic and rehabilitative services to the employable handicapped, emergency medical training, provocation and vocational training for mental health and developmental disabilities clients, public safety academy fire training and law enforcement programs, programs for probation and correctional officers, work incentive programs for welfare recipients, training for Fish and Game and environmental protection officers, and all programs of State funded skill/technical centers.

State agency training priorities and needs under this bill could, irrespective of the training needs and policies of the various departments and the Administration as a whole, be directed by this board.

House Bill 595 would remove from local school boards, the State Board of Education and the University system a substantial and critical portion of public education. Historically, the State of Alaska has supported a strong system of decentralized delivery of educational services under the University system and local school districts under the policy direction of the Board of Regents and State Board of Education respectively. The Administration has, above all, supported the development and delivery of human services to all Alaskans based upon local needs and balanced against statewide resources. This bill strikes at the very heart of those policies and creates yet another level of bureaucratic involvement removed from both local determination and administrative oversight.

The affected Departments agree with the intent to improve program coordination between secondary and postsecondary training agencies. This coordination is currently being addressed by two mechanisms: (1) The State Board of Education, Board of Regents and Postsecondary Commission have developed the Cooperative Operational Plan for Education (COPE). Through the process outlined in this plan, which has at its heart the determination of vocational needs at the local level, the regional coordination addressed in HB 695 would be achieved without additional cost to the State. (2) In addition, the Governor has convened a cabinet level task force charged with the development of the Statewide Employment and Training Policy and prioritization of needs to serve as a basis for improved coordination and cooperation among program operators and planners. The Departments believe that the formulation of a statewide policy and the implementation of the COPE plan are more realistic first steps toward improvement of coordination than the establishment of an all-powerful independent agency.

Additionally, the Departments have long advocated increased private sector involvement in the planning and implementation of employment and vocational training programs. There currently exists the Alaska Private Industry Council (APIC), made up of members appointed by the Governor and the Mayor of Anchorage representing business and industry (more than fifty percent of the members), organized labor, community-based organizations, educational agencies and institutions, and local economic development councils. This Council currently functions under the Title VII, Private Sector Initiatives Program of CEFA, in the same basic capacity as the proposed Board of Employment and Training and Vocational Education. Before creating an additional layer which duplicates much of the work of the APIC, it might be wise to investigate expansion of the existing Council's sphere of operation. Furthermore, HB 595 is unclear in its recognition of the function of the labor exchange. There is a public employment service in existence in the State, and assurance should be provided that the public employment service will be used rather than creating special job development efforts. Without the references to the labor exchange, and without the use of the private enterprise links that are now available through the employment service, there are no suitable controls to ensure that education of a vocational nature, paid for by the State, is directly relevant to the requirements of the labor markets or that job training does not outstrip job availability.

Finally, the bill does not address how the board is to interface with or replace the existing policy/planning boards. Federal and State legislation mandate certain boards and councils with very specific requirements for representation. Under the system proposed in HB 695, it appears that these councils would now also be accountable to this additional board, and many functions duplicated. Lines of authority and responsibility are unclear with respect to such boards as APIC, Postsecondary Education Commission, the Policy Standards Council, the Economic Development Forum, and many other boards involved in training and continuing education programs. Before establishment of another board, the current structure of these boards and councils should be, and is being, evaluated.

It should be noted that the fiscal impact of this bill cannot be determined until such questions of interface, duplication and program responsibility are clarified.

In summary, the Departments believe that existing mechanisms are sufficient to facilitate and encourage coordination in the employment training and vocational education fields. We support a balance between State oversight and local determination, and are willing to work with the Committee to achieve those ends.

Submitted by Departments of Education, Labor
and Community and Regional Affairs

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 recommendations 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 state acts 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 Act would be used with this bill. (\$ 10,000)

ALASKA

STATE LEGISLATURE

MEMORANDUM

Genr.

I am requested that these materials
be placed in the committee file for
HB 695.

Lynna Davis.

3-25-82

HB 695

Walton - he + J&B did CS.

Steve Hole - do it

opposed!

He did. How 2 months in this.

p. 3 (10) (11) (12)

Delegate to meet with.

Let structure existing now do the job.

- no time to do

- fiscal note - could be extra. Can't determine.

Rose Petron - yes.

fiscal note - sound.

like CS

Jewel Jones - rep. Que.

serious concerns

single Board - authority.

" too small (2), needs more

I

3/30

On Voc Ed Bill (695)

→ ① Gov would certainly veto

→ ② Accommodation to Lutcliffe + should go
(+ Maloe) ahead + move
out. sign it
"no rec"

5 leads

315 Sullivan

318 ^{was} Carlson - Chr. of
Membr. Adv. Council etc
variety of own

324 Hartman, Cliff

"dual system" created - BAD!
1 system for basic
1 " " " va. ed.

5 yr fiscal note - need this

i.e. more bureaucracy work solve problem
create > "

335 Dick Bower Sch Superintendent & member

334 Karen Williams
chr. adv Bd

Feb 40%

343
Saldutny
N. ward.

2-19-82

Bob Young

Director of Voc. ~~at~~ Raleigh, TATW

Jim Wilson -

Local Sch. Bd.

NO

Loss of loc control

Jim Cassell -

Local teacher

yes -

mem. of Adv. Comm

Has teeth in it + that's intentional

448

Bob ~~Young~~ - NEA (Teacher Union)

Yes!

2-19-82

Rich Axe reg Com

Bd of Ed
H of Labor
H of CTRA

Steve Hole
Linda Luther, Cita

McKevin - James Sch Mitt, representative
25 yrs MC

NO.

Mike McComas - auto mech & JCC
Mechanic + Teacher

Jane White gov. Council for Pa H + G

Tom Healey cc Dir of U of A
Dir. of Planning etc
Loss of local control!

Mona Darwin NO

Russell Jones U of A
creates dual system → 2 Boards!
Bd. of Ed
Bd. of Voc Ed

+27
Rose Peterson - D. Sch. Bd.
Exec. Dir. Adv. Council Voc. Ed.

U of A Research since 1979 re Voc Ed.

Yes - They want it

Susan Sullivan-

Vol. Rehab. prices-

Recommendations in various sec. of
Vol. Rehab.

Possibility of loss of Fed. Vol. Ed. dollars

Need clearing of Vol. Rehab vs Vol. Ed.

H B
6 9 9

Alaska State Legislature

REPRESENTATIVE
TERRY MARTIN
DISTRICT 8



3888 REKA DRIVE—86
ANCHORAGE, AK 99506
PHONE (907) 333-2432

DURING LEGISLATURE
POUCH V
STATE CAPITOL
JUNEAU, AK 99801
PHONE (907) 488-4843

December 23, 1981

The Honorable Jay S. Hammond
Governor of Alaska
Pouch A
Juneau, Alaska 99811

Dear Governor Hammond:

During a hearing conducted by the House Health, Education and Social Services Committee on December 9 at the University of Alaska, Anchorage, students aired deep concern about the lack of housing on campus.

The Committee feels that the student housing problem has grown to such magnitude that it should be brought to your attention, as well as the Legislature's.

More than 500 students at the Anchorage campus have signed petitions urgently requesting that student housing in Anchorage be a major priority in the state's fiscal 1983 budget. Copies of the petitions are attached for your review.

Student housing in Anchorage, I believe, would prove to be a good investment for the state.

✓? Not only would it help the over-all housing crunch, which has reached a crisis, but it would assist in keeping students from going Outside for their education.

Not only have local high school students indicated in surveys that a lack of housing is one reason why they attend college Outside, but some 300 students who dropped out of the University in the Fall cited a lack of housing and programs as primary reasons for leaving.

It also is estimated that from \$20 million to \$28 million in state student loans go with these students when they leave the state. Using a conservative economic multiplying factor of six, which represents the amount of money students would normally spend in the community, this means the Anchorage business community is losing about \$150 million in revenue each year.

There are two proposed Committee bills you may be interested in. Both will be introduced early next session.

The first piece of legislation---a special appropriation to the University of Alaska---would help solve the immediate housing shortage at the University. It sets aside \$2.2 million for the purchase, renovation and maintenance of the Carriage House.

The second proposal--also a special appropriation to the University--would earmark \$15 million for construction of 300 units on the Anchorage campus. However, this bill would be a capital improvement project only, and would not present a constant strain on the university's operating budget.

The University would merely contract for construction. The on-campus units would then be leased, operated and maintained by the private sector, eliminating the need to put more employees on the University payroll. The student dining area also would be leased.

Let me also point out that Anchorage, the state's largest community, currently has absolutely no student housing. Fairbanks not only has student housing, but there is \$10 million in the 1983 fiscal budget for additional housing and some \$3 million for renovation of existing housing units. President Barton has requested \$12 million for housing for the Juneau campus in the 1983 budget. The Board of Regents has approved the request.

Students who attend the Fairbanks campus pay \$325 per semester, (four months) while students in Anchorage pay \$400 to \$450 per month for an apartment off-campus. And because students cannot afford to sign long-term lease agreements, they are easily bumped from these off-campus units.

It also costs a student nearly \$6,000 a year to attend the University's Anchorage campus, while at the Fairbanks campus, it costs about \$3,600 a year.

Student housing in Anchorage would have additional benefits. It would cut down on automobile traffic in the campus area which also would save on fuel. Reduced rental costs would result in smaller student loans and free up loan money for students who desperately need to borrow.

Again, the Committee feels that student housing at the Anchorage campus is long overdue.

The Committee is not only seeking your support in this matter, but any assistance the state administration can provide would be deeply appreciated.

Sincerely,



Representative Mike Beirne
Chairman, House Health, Education
and Social Services

Representative Terry Martin
Vice-Chairman, House Health,
Education and Social Services

TM/ld
enclosure
cc:

HOUSING 1981-1982

The Long Range Planning Sub-Committee for Student Housing, in order to obtain information related to housing needs, conducted three(3) surveys. Each survey was directed towards obtaining information from or about enrolled or potential UAA students. In addition information was obtained from the UAA offices of Admissions and Records, and Institutional Studies.

1. Surveys

- A. UAA students-during the December 1981 pre-registration, every fourth(4th) student who pre-registered was requested to fill out a questionnaire which asked for demographic (year in college, sex, age, married-single, number of children, mode of residence, etc.) information in order to get a picture of the type of residences and occupants.
- B. Local High Schools-a letter, accompanied by twenty(20) questionnaires, was sent to the public high schools that are located in the Anchorage Bowl, Wasilla, and Palmer. The letter requested each high school counseling office to distribute and collect the twenty (20) forms from an equal number of juniors and seniors. These forms asked: would a student attend UAA if housing were available, would a student attend UAA if housing were available and if _____ program were offered, would the student not attend UAA even if housing were available.
- C. Bush-ninety-seven(97) questionnaires were sent to non-Anchorage high schools requesting school officials to estimate, based on a number of ten(10), the number of students that would attend UAA if housing were available.

II. Survey Results

A. UAA-912 students during pre-registration registered for twelve(12) or more credit hours. The survey sampled 230(25%) of the students. Findings as follows:

(Multiply each figure by 4 for population.)

(N)	Single	Rent	Children	Married	Rent	Children
Fresh(58)						
M 33	32	13(41%)	-	1	-	-
F 25	21	7(33%)	-	4	1	1
Soph(48)						
M 27	21	11(41%)	-	6	2	-
F 21	13	7(54%)	-	8	2	-
Jr.(76)						
M 29	21	14(67%)	-	8	3	2
F 47	30	20(67%)	6	17	6	2
Sr.(48)						
M 13	10	6(60%)	-	3	2	1
F 35	16	11(69%)	1	19	8	3
Total(230)						
M 102	84	44	-	18	7	3
F 128	80	45	7	48	16	5
	164	89(54%)	7	66	23	8

B. Anchorage High School Students-140 questionnaires (70 Jr's and 70 Sr's) were sent to the seven(7), twenty(20) each, for distribution and collection by the high school counseling offices. 101 (72%) were returned of which ninety-six(96) were usable. Findings as follows:

Questions:

- #1 Would attend UAA, current program offerings, if housing were available.
- #2 Would attend UAA if _____ programs were offered and if housing were available.
- #3 Would not attend, why.

	Jr.	Sr.
#1	5 (11%)	#1 5 (10%)
#2	11(24%)	#2 11(23%)
#3	<u>31(65%)</u>	#3 <u>33(67%)</u>
	47	49

#3 Reasons—more than one(1) response—not in rank order.

- a. warmer climate
- b. get away from home
- c. friends in other colleges
- d. student life
- e. poor academic reputation
- f. leave Alaska for awhile

C. Bush (other than Anchorage area)-ninety-seven(97) questionnaires were sent, seventy-five(75) usable were returned. Each questionnaire asked a school official to estimate, using a n of ten(10), the number of students that would, 1)attend UAA if housing were available, 2) the number that would go outside, 3) the number that would attend an Alaskan college other than UAA, 3a) the number in 3) that would attend a four(4) year institution, 3b,the number in 3) that would attend a two(2) year institution. Findings as follows:

1. Would attend UAA	126	(17%)
2. Would go outside	365	(49%)
3. In Alaska non-UAA	<u>265</u>	(35%)
	756	
3a 4yr.	177	(67%)
3b 2 yr	87	(33%)

III. Survey Interpretations

- A. If all the pre-registered full-time Spring '82 students who rent were in college housing, UAA would need units for $(89 \times 4) = 356$ single and $(66 \times 4) = 265$ married students. If only freshman and sophomores were considered for housing $(38 \times 4) = 152$ single and $(19 \times 4) = 76$ married units would be necessary.
- B. If current Anchorage area high school seniors attended UAA and lived in student housing $(2036 \times 60\% \text{ college attenders} \times 10\% \text{ UAA attenders}) = 122$ units would be needed.
- C. If the Bush students attended UAA, as estimated by high school officials, $(1865 \times 30\% \text{ attenders} \times 17\% \text{ UAA attenders}) = 95$ units would be necessary.
- D. Total units needed if all pre-registered freshman and sophomores, potential Anchorage area students, and potential Bush students lived in college housing 369 single and 76 married units would be needed.

IV. Information from Other Sources

A. Reports

1. Admissions and Records UAA-during the Fall Semester 1981, 139 June 1981 high school graduates attended UAA full-time. Ninety-seven(97) or seventy percent(70%) were graduates of Anchorage high schools. Eleven (11) or eight percent(8%) were graduate of Alaskan high schools other than the Anchorage area. Thirty(30) or twenty-six(26%) were graduates from out-of-state high schools.
2. Alaska Education Directory 1981-the Directory indicated that the Anchorage area public high schools had a senior class enrollment of $(10,176 \text{ students} \times 20\% \text{ seniors}) = 2036$. The Bush high schools had a senior class enrollment of $(9324 \text{ students} \times 20\% \text{ senior}) = 1865$.

3. Institutional Studies UAA—the Institutional Studies Office indicates a growth rate 1980 : 1981 of 26.2%.

B. Interpretations

If the same percent of Anchorage area students (97 - 2036)=5% attended UAA plus the same percent of the Bush students (11 - 1865) = .6% the full-time June 1982 Alaskan High School graduates that would enroll at UAA = 108. If the growth rate, Fall 1980 : Fall 1981, remained constant (26.2%) an additional 29 full-time freshman students or a total of 137 will enroll at UAA.

V. Conclusions

- A. Given that 36% of the full-time freshman rent and that UAA should enroll approximately 137 in-state June graduates as freshman; student housing for freshman would approximate fifty(50) units.
- B. Given that the sophomore through senior full-time student population will remain constant there will be 680 other than new freshman enrolled. If all these renters approximately $(680 \times .65) = 442$ (354 single and 88 married) units would be needed.
- C. Units for single students would be (35% returnees and 50 new freshman) = 404 + 88 married units or a total of 492 units for 100% housing of all full-time students who rent.
- D. If 25-30% of students who rent live in college housing (this is not an unusual %), the in college rentals would be approximately 123-148.
- E. If \$15,000,000 (as proposed) were used for housing $(\$15,000,000 - 150 \text{ sq. ft. per unit}) = \$18,750$ per unit. $(\$15,000,000 - \$18,750) = 800$ units. These 800 units combined with approximately 100 units in the Carriage House would total 900 units.

F. These 900 units would house all UAA full-time student renters (900-492) and leave an excess of 408 units. If the 900 units were rented by the usual percent that live in college housing (900 - 123 to 148) = 777 to 752 excess units would exist.

VI. Recommendations

- A. If University owned and/or operated-Go slow-start with approximately 100 units-this will accomodate projected need-Phase in additional housing per enrollment growth projections.
- B. If private owned and/or operated-number of units immaterial, reserve 100 units for full-time UAA students-increase reservation number per enrollment growth projections.

Summary

1. There currently is a need for college housing in the Anchorage area. The University of Alaska, Anchorage must decide on the type (apartment, single, or combination) of units and the number needed.
2. Decision must be reached regarding ownership and management of housing and should the ownership and/or management be public or private.
3. The housing needs would change if all UAA students, (full and part-time after registration), and ACC students were considered.



UNIVERSITY OF ALASKA. ANCHORAGE

3211 Providence Drive
Anchorage, Alaska 99504

CAMPUS AFFAIRS

February 3, 1982

Barbara Miekins
House HESS Committee
Pouch V
Juneau, Alaska 99811

Dear Barbara:

Enclosed you will find a "Draft" of a study that was conducted by the University of Alaska Long Range Planning Committee. Please keep in mind that it only relates to the University of Alaska, Anchorage and does not include Anchorage Community College.

A UAA Student Housing Committee has reviewed the Careage House facility. We have determined that it could hold between seventy(70) and one-hundred(100) students depending upon double or triple room occupancy. Also in order to accommodate a large number of students extensive renovation would have to take place. For example there are only two(2) showers and two(2) tubs. There are a number of nursing stations, a physical therapy station, lounges, linen and laundry areas that would have to be converted to make maximum use possible. In addition an internal living unit would have to be constructed in order to provide for a live-in manager.

These modifications, examples, are in no way intended to mean that the facility is not suited for student housing but rather to point out that any facility that is built for one purpose does not automatically fit the use of another purpose.

If you have any questions feel free to contact me.

Sincerely,

A handwritten signature in dark ink, appearing to read "Leo Piccard".

Leo Piccard
Vice Chancellor, Campus Affairs

cc. Dr. David Outcalt, Chancellor, UAA

Kevin Bruce
Senate Majority Building
Anchorage, Alaska
Dated: December 18, 1981
RE: Careage House
Page # 2

- 4) Lease - Triple Net
Term: 10 Years
Lease: \$30,000/month or \$1.18 per S.F.
per month with annual C.P.I. 50%
of increase
- 5) Lease - Triple Net
Term: 15 Years
Lease: \$25,000/month or \$.98 per S.F.
per month with option to purchase
after the 10th year, no C.P.I.

CONDITION: User agrees to a covenant not to use
the facility for long-term care

You indicated your concept to date did not include food service to the occupants of the dormitory and that you were hoping for a \$200 to \$225 per occupant monthly cost for the building. It would appear from quick analysis the differential between your objective and my pricing of the lease concepts is derived from principally two areas:

- A) I am pricing a building which includes spaces you have not included in your cost objectives, i.e. kitchen and dining areas.
- B) My lease concepts reflect considerations for time, risk and investment considerations.

In any event, I believe we can reach a common agreement that will achieve your objectives and ours. I shall be looking at some alternatives which occurred to me on the flight home last night.

As I said, we are anxious to put the facility back into use. We are talking with other interested parties and will continue to work with these parties until we have received an offer agreeable to us. Therefore, time is of the essence and I am available to answer any and all questions you will have. I look forward to hearing from you soon.

Very truly yours,

HEALTH MANAGEMENT SERVICES, INC.


Eugene L. Johnson

CARRIAGE HOUSE ACQUISITION

OWNERS

Carriage House is owned by the Carriage Corp. of Seattle. Health Planning Services Inc., a subsidiary of Carriage, leases the building.

Individuals:

Carriage Corp. President:	J.P. McElroy (206)451-8661
Health Planning Services President:	Marvin Trepus
Assistant:	Gene Johnson (206)881-8668

HISTORY OF BUILDING

Operated as a nursing home until 1979. Legislature appropriated money (HB 50) for acquisition and renovation in 1980 for the Municipality. Was to be utilized for Salvation Army Detox Center/and Akeela House Detox Center.

Bert Hall of the Municipality reported strong community opposition to the site in neighborhood and the money lapsed into general fund. Rick Urion (Carriage Corp. lobbyist) says Hall did not want building an orchestrated failure. Dankworth used the lapsed funds (3.9 million) for road projects.

HOUSE ACTIVITY

Berne, Martin, and Barnes are submitting special appropriation for 1.9 million for acquisition and 50 K for renovation they are combining it with 7 million for student loans and 4.5 million for operating Mt. Edgecombe in FY B2.

MY ACTIVITY

I have submitted a bill request for same amount on 12-8-81.

On 12-9-81 I spoke with Gene Johnson of A.P.S. Inc. He reports some hesitancy on their part because of failure to acquire in the past. I asked him to supply me with:

1. Cost of acquisition
2. Cost of 5 year lease
3. Cost of 10 year lease

He will also provide us with floor plan, building specs, and general information. Johnson claims 1.9 figure is insufficient for acquisition.

MY PLAN

Appropriate enough for 5-7 year lease for immediate occupancy. In the meantime, plan and build dorms on university land. Private nursing home space will be needed in the future anyway so let Carriage retain possession.

*Appraisal information available through Al Krohnert, (res. Comm. NLS)

Funding Information
 General Fund \$2,200,000
 Other Funds -0-
 \$2,200,000

Introduced: 1/27/82
 Referred: Health, Education &
 Social Services and Finance

1 IN THE HOUSE

BY MARTIN, BEIRNE AND BARNES

2 HOUSE BILL NO. 699

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 TWELFTH LEGISLATURE - SECOND SESSION

5 A BILL

6 For an Act entitled: "An Act making a special appropriation to the University
 7 of Alaska for the ~~purchase, renovation, and maintenance~~
 8 of the ~~Garage House~~ for use as student housing; and
 9 providing for an effective date."

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

11 * Section 1. The sum of \$2,200,000 is appropriated from the general fund
 12 to the University of Alaska for the purchase, renovation, and maintenance of
 13 the Garage House at Anchorage for use only as student housing by the Univer-
 14 sity of Alaska as follows:

<i>site development and planning</i>	
purchase of the building	\$1,700,000
renovation and maintenance	500,000

17 * Sec. 2. The appropriation made by this Act is for a capital project and
 18 is subject to AS 17.25.020.

19 * Sec. 3. This Act takes effect immediately in accordance with AS 01.10.
 20 070(c).

21
 22 1972 - study -
 23 Program per state
 24 Fund coal to fuel students

HEALTH MANAGEMENT SERVICES
521/10000, 1980
P.O. BOX 1210 GREEN VALLEY, ARIZONA 85614 (602) 626-4400

26 November 1980

Mr. Rick Urien
PO Box 868
Juneau, Alaska 99802

RE: Carcage House Health Care Center - Projections & Costs

Dear Rick:

Enclosed is the summary of Projected and Actual Costs for the Carcage House Health Care Center utilizing actual operating information for the period 12-1-1979/ 5-31-1980, and 10-1-1980 / 10-31-1980, as well as our projections as to approximate State costs for the period 12-1-1980 / 5-31-1981.

Actual costs incurred by Carcage House Health Care Center were \$112,181 for the 6 month period 12-1-1979/5-31-1980 compared to an estimated State cost of \$10,236 for the period 12-1-1980/5-31-1981.

Actual costs of operation for the period 10-1-1980/10-31-1980 in the amount of \$17,036 would continue for each month that Health Care Services Alaska, Inc. is required to operate the premises.

We trust that this information will prove adequate for your needs.

Very truly yours,

Health Management Services, Inc.
Health Care Services - Alaska, Inc.


Marvin P. Dreyfus
President

enclosures

cc: Jim McElroy - Carcage Corporation

CARDACE HOUSE HEALTH CARE CENTER
Projected and Actual Costs

<u>COST CENTER OR ACTIVITY</u>	<u>ACTUAL COSTS 12/1/1979-5/31/1980</u>	<u>PROJECTED COSTS 12/1/1980-5/31/1981</u>
RENT	\$80,388	-0-
PERSONAL PROPERTY TAX	11,180	-0-
REAL PROPERTY TAX	713	-0-
ALARM SERVICE	480	400
INSURANCE	5,164	4,806
PATROL SERVICE	-0-	1,200
UTILITIES		
Gas/Electric	8,414	3,000
Water/Sewer	5,029	750
Garbage	813	-0-
	<hr/>	<hr/>
TOTAL ACTUAL OR PROJECTED PERIOD	\$112,181	\$10,276

124
125
6
14

COSTS INCURRED 10/1/1980-10/31/1980

RENT	13,398
PERSONAL PROPERTY TAX	119
REAL PROPERTY TAX	1,063
ALARM SERVICE	80
INSURANCE	801
PATROL SERVICE	700
UTILITIES	
Gas/Electric	500
Water/Sewer	125
Garbage	-0-
	<hr/>
TOTAL ACTUAL COSTS	17,086

Mikr

PETITION FOR STUDENT HOUSING

TO: The Honorable Jay Hammond, Governor, State of Alaska
The Honorable Terry Miller, Lt. Governor, State of Alaska
The Alaska State Legislature
President Jay Barton, University of Alaska
The University Board of Regents

WE, THE UNDERSIGNED, believe that student housing at UNIVERSITY OF ALASKA, ANCHORAGE campus, is long overdue, desperately needed, and should be a major priority in the State's Fiscal Year '83 budget.

At the present time, we are forced to obtain rental units in a strained Anchorage rental market. The lack of adequate student housing adds a great deal to the cost of education and adds a burden to a student's budget.

We fully support funding for student housing at the University of Alaska's Anchorage campus and request your assistance in obtaining the needed funds.

<u>SIGNATURE</u>	<u>NAME & ADDRESS (PLEASE PRINT)</u>	<u>CLASS STANDING</u>
Connie Behrend	6629 DeBass Anchorage	Freshman
Ruby Mahan	1802 Cleveland Ave. #1 Anch.	freshman
Janet Zastamer	2351 W. 27th St. Anch.	_____
Mark Nunn	3135 Tammara Cir	Soph.
Ken Toose	Compliments of REP. TERRY MARTIN	freshman
Brenda M.	7702 Arlene Street	Soph
John Fellows	4923 Lake Otis Plwy Anch	Fresh
Richard G. Smith	2200 E. 56th Anchorage AK	Sophomore
Geoffrey League		Freshman
Quentin G. White	3136 E 46th Ave. Anchorage	Freshman
John A. McEwen	8911 Golden St. Anch. AK	Freshman

PETITION FOR STUDENT HOUSING

TO: The Honorable Jay Hammond, Governor, State of Alaska
 The Honorable Terry Miller, Lt. Governor, State of Alaska
 The Alaska State Legislature
 President Jay Barton, University of Alaska
 The University Board of Regents

WE, THE UNDERSIGNED, believe that student housing at UNIVERSITY OF ALASKA, ANCHORAGE campus, is long overdue, desperately needed, and should be a major priority in the State's Fiscal Year '83 budget.

At the present time, we are forced to obtain rental units in a strained Anchorage rental market. The lack of adequate student housing adds a great deal to the cost of education and adds a burden to a student's budget.

We fully support funding for student housing at the University of Alaska's Anchorage campus and request your assistance in obtaining the needed funds.

<u>SIGNATURE</u>	<u>NAME & ADDRESS (PLEASE PRINT)</u>	<u>CLASS STANDING</u>
<i>R. Madison</i>	R. Madison 1735 E 27th AVE ANCHORAGE, AK 99506	Professor
<i>Julia Henry</i>	8620 Leiper Circle Anch AK 99504	Soph
<i>Beth Crow</i>	7400 Petersburg Dr #2 Anch 99507	senior
<i>Michael Dea</i>	2584 E 42nd 99504	Junior
<i>Terre S. Hancock</i>	S R. 1670 Blue Spruce Lane Eagle River, AK 99577	Graduate
<i>Tom Grace</i>	SRA Bay 4230 Anchorage, Ak 99502	Senior
<i>Harvey Miller</i>	310 A McCarroll St Anch AK	Sr
<i>James Wood</i>	4222 Ross Court 99504	Sr
<i>W. John Collett</i>	1058 W. 27th Ave, Anchorage, Alaska #308	Sr./Grad.
<i>Dawn Mendenhall</i>	38 Vogabond Trailer 4225 Spennard Rd.	Sr
<i>Joseph T. Dough</i>	Joe Douglas Box 1431 Anch 99510	Sr.
<i>Janice Sakala</i>	80 by J. 398 Anch ak 99509	Post-grad

PETITION FOR STUDENT HOUSING

TO: The Honorable Jay Hammond, Governor, State of Alaska
 The Honorable Terry Miller, Lt. Governor, State of Alaska
 The Alaska State Legislature
 President Jay Barton, University of Alaska
 The University Board of Regents

WE, THE UNDERSIGNED, believe that student housing at UNIVERSITY OF ALASKA, ANCHORAGE campus, is long overdue, desperately needed, and should be a major priority in the State's Fiscal Year '83 budget.

At the present time, we are forced to obtain rental units in a strained Anchorage rental market. The lack of adequate student housing adds a great deal to the cost of education and adds a burden to a student's budget.

We fully support funding for student housing at the University of Alaska's Anchorage campus and request your assistance in obtaining the needed funds.

<u>SIGNATURE</u>	<u>NAME & ADDRESS (PLEASE PRINT)</u>	<u>CLASS STANDING</u>
<i>Dean A. Curtis</i>	Dean A. Curtis 2105 E 3rd Ave Anchorage AK 99501	FRESH
<i>Lori Morrison</i>	Lori Morrison 8811 Forest Village Dr Anchorage, AK 99507	FRESH
<i>Selma Alwood</i>	P.O. Box 8477 Anchorage AK 99508	Senior
<i>Lauri Mattison</i>	LAURI MATTISON 2309 LINCOLN ARLHOPE AK 99507	FRESH
<i>Rosemary Redmond</i>	Rosemary Redmond 1554 Eagle St Anchorage AK 99501	Senior
<i>Richard A. Stecher</i>	3131 W 17th Anchorage AK 99502	Soph
<i>Jodd Leckers</i>	AD 326 APT D FT. RICH, AK 99505	SR
<i>Eugene De...</i>	925 Eagle St Anchorage AK 99501	FRESH
<i>Alfred Clayton</i>	Alfred Clayton Jr. 1924 W 23rd Anchorage AK 99503	Soph
<i>William A. De...</i>	William A. De... 3705 Dignity Anchorage AK 99504	Senior
<i>Jennifer Cerutti</i>	Jennifer Cerutti PO Box 3284 Anchorage, Alaska 99510	Soph
<i>Daisy J. Bluffen</i>	6457 J. KILBICK 3903 WINDMILL DR ANCHORAGE, AK 99503	SENIOR

PETITION FOR STUDENT HOUSING

TO: The Honorable Jay Hammond, Governor, State of Alaska
 The Honorable Terry Miller, Lt. Governor, State of Alaska
 The Alaska State Legislature
 President Jay Barton, University of Alaska
 The University Board of Regents

WE, THE UNDERSIGNED, believe that student housing at UNIVERSITY OF ALASKA, ANCHORAGE campus, is long overdue, desperately needed, and should be a major priority in the State's Fiscal Year '83 budget.

At the present time, we are forced to obtain rental units in a strained Anchorage rental market. The lack of adequate student housing adds a great deal to the cost of education and adds a burden to a student's budget.

We fully support funding for student housing at the University of Alaska's Anchorage campus and request your assistance in obtaining the needed funds.

<u>SIGNATURE</u>	<u>NAME & ADDRESS (PLEASE PRINT)</u>	<u>CLASS STANDING</u>
<i>Lynn Dady</i>	3605 Arctic #471	Senior
<i>Lynn Tyskens</i>	1735 T-Bird P 1	Fresh
<i>Lynn Taylor</i>	3040 Quaker Bay	
<i>Lorraine Brown</i>	537 E. 15th Terrace #2	Junior
<i>Sharon Nelson</i>	3924 East St #1 99504	Soph.
<i>Richard M. Arthur</i>	1725 PARKWAY DR. ANCH. 99504	SENIOR
<i>Gillie Johnson</i>	524 Box 476 -H Anch AK 99507	SENIOR
<i>Mary Mullen</i>	123 W. 12th Anch	Junior
<i>Pamela Peyer</i>	3516 N. Polk Dr	Fresh
<i>Katie Walter</i>	3007 Glacier	Sen
<i>Heidi Johnson</i>	SR Box 151 Eagle R. J.	

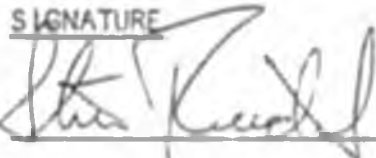
PETITION FOR STUDENT HOUSING

TO: The Honorable Jay Hammond, Governor, State of Alaska
 The Honorable Terry Miller, Lt. Governor, State of Alaska
 The Alaska State Legislature
 President Jay Barton, University of Alaska
 The University Board of Regents

WE, THE UNDERSIGNED, believe that student housing at UNIVERSITY OF ALASKA, ANCHORAGE campus, is long overdue, desperately needed, and should be a major priority in the State's Fiscal Year '83 budget.

At the present time, we are forced to obtain rental units in a strained Anchorage rental market. The lack of adequate student housing adds a great deal to the cost of education and adds a burden to a student's budget.

We fully support funding for student housing at the University of Alaska's Anchorage campus and request your assistance in obtaining the needed funds.

<u>SIGNATURE</u>	<u>NAME & ADDRESS (PLEASE PRINT)</u>	<u>CLASS STANDING</u>
	STEVEN KIEDEL 3809 W 100 ANCH. AK.	UNKNOWN
DAVID JENSEN	PO BOX 6211 ANCH. AK. 99502 3901 E 9th #2	Soph.
Elizabeth Hawkins	ANCHORAGE AK 99504	JUNIOR
Ruby Tabran	1802 Cleveland Ave #1 Anch. AK	FRESHMAN
Julie Sims	1510 W 15, Anch. AK	JUNIOR
Danny & Doreen	P.O. BOX 961 Eagle River AK 99577	SENIOR
John & Marie	3418 Chankmate Drive Anch. AK 99504	SENIOR
Greg Wiggley	1100 Tonga Drive	JUNIOR
Kathryn Robinson	501 W 33rd HSA Anch. AK. 503	Soph
Bonley Coover	7135 Cleveland Dr. AK 99502	Grad.
David Sorenson	3232 COPPOCK ST. 69 ANCH. AK. 99504	WELL?

PETITION FOR STUDENT HOUSING

TO: The Honorable Jay Hammond, Governor, State of Alaska
 The Honorable Terry Miller Lt. Governor, State of Alaska
 The Alaska State Legislature
 President Jay Barton, University of Alaska
 The University Board of Regents

WE, THE UNDERSIGNED, believe that student housing at UNIVERSITY OF ALASKA, ANCHORAGE campus, is long overdue, desperately needed, and should be a major priority in the State's Fiscal Year '83 budget.

At the present time, we are forced to obtain rental units in a strained Anchorage rental market. The lack of adequate student housing adds a great deal to the cost of education and adds a burden to a student's budget.

We fully support funding for student housing at the University of Alaska's Anchorage campus and request your assistance in obtaining the needed funds.

<u>SIGNATURE</u>	<u>NAME & ADDRESS (PLEASE PRINT)</u>	<u>CLASS STANDING</u>
<i>Jessica Decker</i>	3309 W 84th Ave Anch AK 99502	FRESH
<i>Donna Bunker</i>	4480 Thompson #3 Anchorage AK 99504	Junior
<i>Shirley A. Young</i>	4503 Somers #37 Anchorage AK 99503	JUNIOR
<i>George Rubin</i>	7015 Klavin #45 Anch AK 99504	Junior
<i>Jimmy J. Bennett</i>	4333 San Antonio Ave #2NA Anch AK 99504	Sen
<i>Donna T. Hays</i>	5301 E 40th #1 Anch 99504	Soph
<i>Bernie Neal Jr.</i>	3501 E 42nd #308 Anch, AK 9804	Fresh
<i>Allyson</i>	5107 E 40th Ave Anch AK 99504	So.
<i>S. Prichard</i>	2624 W 34th #215 Anch AK 99503	
<i>Kenneth A. Nelson</i>	272 W. 42nd St Anch AK 99501	Senior
<i>David Jackson</i>	5910 Woodstock Circle Anchorage AK 99502	Soph

PETITION FOR STUDENT HOUSING

TO: The Honorable Jay Hammond, Governor, State of Alaska
 The Honorable Terry Miller, Lt. Governor, State of Alaska
 The Alaska State Legislature
 President Jay Barton, University of Alaska
 The University Board of Regents

WE, THE UNDERSIGNED, believe that student housing at UNIVERSITY OF ALASKA, ANCHORAGE campus, is long overdue, desperately needed, and should be a major priority in the State's Fiscal Year '83 budget.

At the present time, we are forced to obtain rental units in a strained Anchorage rental market. The lack of adequate student housing adds a great deal to the cost of education and adds a burden to a student's budget.

We fully support funding for student housing at the University of Alaska's Anchorage campus and request your assistance in obtaining the needed funds.

<u>SIGNATURE</u>	<u>NAME & ADDRESS (PLEASE PRINT)</u>	<u>CLASS STANDING</u>
Marilyn Stover	Marilyn Stover 7340 Silver Birch Dr. Anchorage AK 99502	Senior
J.M. Kennish	JOHN M. KENNISH 3511 BOX 150 ANCHORAGE AK 99507	
Justin P. Kuebler	Justin Kuebler 2100 1st St ANCHORAGE AK 99504	Freshman
Sue Dennis	Sue Dennis 3103 Northwood Dr. ANCHORAGE AK 99507	Freshman
James G. Galt	JAMES GALT 606 E. 1st St ANCHORAGE AK 99501	Junior
Borden W. Widdeman	Borden Widdeman 533 4th St ANCHORAGE AK 99501	Soph
F. Jeanne Ekemo	F. Jeanne Ekemo 2103 UBERA ANCHORAGE, AK 99504	Senior
Clare Johnson	3111 East 41 St Anchorage, Alaska 99504	Freshman
Stanley G. Smith	51-580 N. DENSON ANCHORAGE, ALASKA 99506	SR
Karlyn Matthews	KARLYN MATTHEWS 5R BUSBY WASILLA AK 99657	FRESHMAN
Diane Carter	DIANE CARTER 7700 MARYLAND ANCHORAGE AK 99504	Junior