

ALASKA LEGISLATURE COMMITTEE FILES 1981-1982 8672

1497 SHESS SB 238 - SB 248 997



Fairbanks District IV Alaska Nurses' Association

Post Office Box 2836 • Fairbanks, Alaska 99707

We the undersigned urge your support of the revised Nurse Practice Act, which is to be introduced to the legislature this session:

Name	Address
Joan Ruppert Patricia Nelson	2352 Broadman FBKS 99701 P.O. Box 80893, Fairbanks, AK 99708
Eileen Link	2817 River View Dr. FBKS, 99701
Rebecca Foss	311 Westwood Dr 37-C FBKS AK 99701
Judi Evans	PO Box 50019 Fairbanks, AK 99705
Susan Bentley	40566-2 Fairbanks, AK 99701 817-17th Ave #103 FBKS AK 99701
Barbara McCurdy	1554 21st Ave Apt 4 FBKS, AK 99701
Karen Christ	928 6th Ave FBKS, AK 99701
Judi Flary	156 Peppering Fairbanks AK. 99701
Thelma J. Elgood	4008-2 Spruce St. Fairbanks, AK 99701
Marianne K. Hall	5004 11551-F FBKS, AK 99701
Patricia A. Rymshaw	P.O. Box 50611-F Fairbanks AK 99701
Cathy Morgan	P.O. Box 2672 Fairbanks AK 99701

SB 238 Nurse Practice Act

We the undersigned do support the Nurse Practice Act as revised and presented to the Senate HESS Committee of the Alaskan Legislature. We urge the legislators to give their support in passing this bill.

NAME	ADDRESS	SIGNATURE
Edith Carlson RN	Box 2402 - Kodiak Alaska	Edith Carlson RN
Margaret Lantier	Box 57 UUSC Kodiak Alaska	Margaret Lantier RN
Valerie Thelmer	P.O. 337 Kodiak, AK	Valerie Thelmer RN
Angie Smith	USG Support Center Box 320 Kodiak AK	Angie Smith RN
Carol G. Brubaker	Kodiak AK	Carol G. Brubaker
Elizabeth Hall	Box 614 Kodiak AK 99615	Elizabeth Hall RN
Christy King RN	Box 1051 Kodiak AK 99615	Christy King RN
Barbara Guffing RN	Box 289 Kodiak AK 99615	Barbara Guffing RN
Patricia Johnson	Box 2983 Kodiak, AK 99615	Patricia Johnson RN
RETCHEN SAUCE	Box 1194 Kodiak AK 99615	Retchen Sauce RN
PAUL G. LEE ^{LPN}	Box 3133 Kodiak AK 99615	Paul G. Lee LPN
Ann Crowell	Box 571 Kodiak AK 99615	Ann Crowell RN
Mildred T. Sugita	Box 2141 Kodiak AK 99615	Mildred T. Sugita RN
Beth W. Ennis RN	Box 1216 Kodiak AK 99615	Beth W. Ennis RN

alaska
state
hospital
association

memoriz
SB 238

319 Seward St., Juneau, Alaska 99801 (907) 586-1790
REPRESENTING ACUTE, LONG TERM AND OUTPATIENT FACILITIES

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MARCH 31, 1981

THE HONORABLE CHARLES PARR
ALASKA STATE SENATE
POUCH V
JUNEAU, ALASKA 99811

DEAR SENATOR PARR:

THE ALASKA STATE HOSPITAL ASSOCIATION HAS REVIEWED SB 238, RELATING TO THE PRACTICE OF NURSING AND WOULD LIKE TO OFFER THE FOLLOWING COMMENTS:

SECTION 8-68.010 CREATION AND MEMBERSHIP OF BOARD OF NURSING

1. THE MAKE UP OF THE BOARD OUGHT TO BE EXPANDED TO INCLUDE TWO LICENSED PRACTICAL NURSES. WE BELIEVE THAT THE RATIO OF L.P.N.'S TO RN'S OUGHT TO BE 2:4 RATHER THAN 1:4. THIS WOULD PERMIT REAL INPUT FROM LICENSED PRACTICAL NURSES. WITH BUT ONE REPRESENTATIVE ON THE NURSING BOARD, WE BELIEVE THAT THE PRACTICAL NURSES WOULD HAVE DIFFICULTY IN ARTICULATING THEIR CONCERNS.

2. THE REQUIREMENT THAT THE NURSE EDUCATOR MUST BE ENGAGED IN BACEALAUREATE NURSING EDUCATION IS, IN OUR OPINION, INAPPROPRIATE AND UNNECESSARIALY PREJUDICES ASSOCIATE DLGREE AND PRACTICAL NURSING PR RAMS. IT WOULD SEEM THAT THE DESIRE IS TO SECURE THE EXPERTISE OF AN EDUCATOR, NOT TILT THE BOARD TOWARD A SPECIFIC PROGRAM.

3. THE NURSES APPOINTED AT LARGE SHOULD BE REQUIRED TO BE CURRENTLY PRACTICING AND AT LEAST TWO SHOULD BE EMPLOYED IN HEALTH FACILITIES.

SECTION 08.68.251 LAPSED LICENSES

WE STRONGLY SUGGEST THAT SUBSECTION (B) NOT BE AMENDED TO REPLACE "MAY" WITH "SHALL". WHILE WE SHARE THE CONCERN ABOUT NURSES WHO HAVE BEEN OUT OF PRACTICE AND AGREE THAT THEY NEED TO BE BROUGHT "UP TO SPEED", WE ARE NOT AWARE OF A PROPOSED REGULATORY MODEL WHICH WILL IN FACT ACCOMPLISH THE GOAL. A PERMISSIVE STATUTE ALLOWS THE BOARD TO ADDRESS THE PROBLEM AND WORK TOWARDS A SOLUTION. MANDATORY LANGUAGE COULD WELL LEAVE US IN A QUANDRY SHORTLY AFTER PASSAGE OF THIS LEGISLATION. WHAT WOULD A PERSON DO IF THE BOARD HAD NOT DEVELOPED A COURSE OF STUDY OR HAD NOT YET APPROVED A COURSE IN NOME OR KETCHIKAN OR CORDOVA? WOULD THE NURSE AND FACILITY SIMPLY BE OUT OF LUCK? IF THE NURSING BOARD CONSIDERS THIS A PRIORITY AREA, THERE IS NO NEED FOR A MANDATORY LANGUAGE. IF IT IS NOT A PRIORITY THEN THE PROBABILITY OF AN IMPENDING PROBLEM IS HIGH IF SUCH LANGUAGE IS ADOPTED. THUS, WE RECOMMEND THAT THIS SECTION REMAIN PERMISSIVE AND THAT THE LEGISLATURE REVIEW THE ACTIVITIES OF THE BOARD ON THIS ISSUE NEXT YEAR.

SECTION 08.68.265 SCOPE OF PRACTICE OF PRACTICAL NURSES

THIS SECTION, WHILE ITS CONTENT IS NECESSARY TO MAINTAIN CURRENT LAW, IS OUT OF PLACE, ITS CONTENT OUGHT TO BE WRITTEN INTO PROPOSED SECTION 410. (7) WHERE WE FIND OTHER DEFINITIONAL INFORMATION AND PRACTICE

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THE HONORABLE CHARLES PARR
PAGE THREE

PARAMETERS OF REGISTERED NURSES. WE ARE CONCERNED THAT THIS PROPOSED CHANGE MIGHT GIVE RISE TO AN INAPPROPRIATE NOTION THAT THE LEGISLATURE, BY CHANGING THE SECTION OF LAW DEALING WITH THE DEFINITION OF PRACTICAL NURSING INTENDED TO ALTER THE SCOPE OF PRACTICE FOR PRACTICAL NURSES.

SECTION 08.68.270 GROUNDS FOR DENIAL, SUSPENSION OR REVOCATION

WE BELIEVE THAT SUBSECTION (6) OUGHT TO BE MODIFIED TO READ "HAS ESTABLISHED A PATTERN OF INTENTIONAL OR NEGLIGENT CONDUCT WHICH HAS RESULTED IN A SIGNIFICANT RISK TO THE HEALTH OR SAFETY OF A PATIENT OR IN INJURY TO A PATIENT". LIABILITY MAY ARISE AS THE RESULT OF AN INTENTIONAL ACT WHICH MIGHT WITHOUT INTENTION INJURE A PATIENT OR AS THE RESULT OF A NEGLIGENT ACT, AN ACCIDENTAL ERROR, WHICH CAUSES INJURY. SUCH CIRCUMSTANCES OUGHT NOT PER SE BE GROUNDS FOR DISCIPLINE.

SECTION 08.68.276 CONTINUING COMPETENCE REQUIRED

WE OPPOSE A MANDATORY CONTINUING EDUCATION REQUIREMENT. THERE ARE FEW WHO CONTEND THAT CONTINUING EDUCATION, AS WE KNOW IT TODAY, IS ANY GUARANTEE OF CONTINUED COMPETENCE. THE NOTION THAT SOMEONE WHO ATTENDS THE SPECIFIED NUMBER OF LECTURE HOURS WHETHER AWAKE OR ASLEEP PROVIDES BETTER PATIENT CARE IS UNSUPPORTABLE. WE WILL CONTINUE IN-SERVICE TRAINING AND ENCOURAGEMENT TO OUR STAFFS TO TAKE ADVANTAGE OF EDUCATIONAL OPPORTUNITIES, HOWEVER, MANDATION IN THIS AREA HAS NO DEMONSTRATED SUCCESS. WE SUGGEST THEREFORE THAT THIS SECTION BE DELETED AND THAT CONTINUING EDUCATION BE DEALT WITH AS A PROFESSIONAL

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RESPONSIBILITY RATHER THAN A MATTER OF LAW.

SECTION 08.68.280 NURSING EDUCATION PROGRAM PROHIBITED UNLESS ACCREDITED

THIS SECTION PRECLUDES THE POSSIBILITY OF DEVELOPING A "DIPLOMA SCHOOL" WHICH COULD BE HOSPITAL BASED. THE SECTION SHOULD BE REWRITTEN SO AS NOT TO PRECLUDE ANY POTENTIAL FOR GOOD QUALITY NURSE TRAINING PROGRAMS. THE QUALITY OF THE PRODUCT OUGHT TO BE THE CONCERN OF THE BOARD, NOT WHETHER IT IS ESTABLISHED THROUGH AN ACCREDITED POST SECONDARY EDUCATIONAL INSTITUTION. ACCREDITATION OUGHT TO BE BASED ON ABILITY TO SATISFY THE CRITERIA FOR ACCREDITATION FOUND IN ARTICLE 3 SECTION 280-330 AND THE QUALITY OF THE PROGRAM, NOT WHAT TYPE OF ORGANIZATION CONDUCTS THE PROGRAM.

SECTION 08 68.340 VIOLATIONS

SUBSECTION (3) MAKES IT A VIOLATION TO EMPLOY A PERSON AS A NURSE WHO IS NOT LICENSED AS A NURSE EVEN IF THE PERSON PRESENTS VALID LOOKING FORGED DOCUMENTS. IN SUCH AN INSTANCE, THE EMPLOYER COULD HARDLY BE EXPECTED TO ACT OTHERWISE. BEFORE A VIOLATION COULD OCCUR UNDER THIS SECTION, KNOWLEDGE OF LACK OF LICENSURE MUST EXIST.

SECTION 08.68.410 DEFINITIONS

- 1) THE SUPERVISION LANGUAGE FOUND IN SECTION 265 SHOULD BE INSERTED IN SUBSECTION (7). THIS WOULD HELP IN UNDERSTANDING THE PARAMETERS OF PRACTICE FOR L.P.N.'S AND WOULD BE MORE CONSISTANT WITH THE GENERAL DRAFTING OF THIS ACT.

- 2) THE CHANGES IN SUBSECTION (7) "PRACTICE OF PRACTICAL NURSING" ACCOMPLISH LITTLE IF ANYTHING IN OUR JUDGEMENT. WHILE WE BELIEVE THAT FLEXIBILITY OUGHT TO BE GRANTED TO PRACTICAL NURSING IN THE SAME FASHION THE BOARD IS PROPOSING EXPANSION OF REGISTERED NURSING, WE ARE CONTENT AT THIS TIME TO LIVE WITH THE CURRENT DIFINITION. SO AS TO INSURE THAT THERE IS NO MISCONSTRUCTION OF LEGISLATIVE INTENT TO RESTRICT PRACTICAL NURSING, WE SUGGEST THAT THE DEFINITION CURRENTLY FOUND IN SECTION 410 (6) BE MAINTAINED. PERHAPS NEXT YEAR WE CAN TACKLE THE DEFINITION OF PRACTICAL NURSING.

- 3) WE ARE PREPARED TO SUPPORT THE REDEFINITION OF REGISTERED NURSING AS FOUND IN SUBSECTION (8). WE HOWEVER, DO NOT BELIEVE IT IS AS BROAD AS IT MIGHT BE. WHILE WE ARE NOT PREPARED TO SUGGEST FURTHER EXPANSION THIS YEAR, THE LEGISLATURE SHOULD NOT BE SURPRISED TO SEE A MORE SUBSTANTIVE RECOMMENDATION FROM THE ALASKA STATE HOSPITAL ASSOCIATION WITHIN THE NEXT FEW YEARS.

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WITH THE ABOVE MENTIONED AMENDMENTS, THE ALASKA STATE HOSPITAL
ASSOCIATION WOULD BE PREPARED TO CONSIDER SUPPORTING SENATE BILL
238.

SINCERELY,

DENNIS L. DEWITT
EXECUTIVE DIRECTOR

CC: SENATE HESS COMMITTEE MEMBERS

NOTE REGARDING THE FOLLOWING FRAME ON MICROFILM:

COMPLETE DOCUMENT IS AVAILABLE IN ORIGINAL FILES
IN ALASKA STATE ARCHIVES. TITLE PAGE ONLY HAS
BEEN FILMED.

STATE OF ALASKA



BOARD OF NURSING

CENTRALIZED LICENSING STATUTE, AS 08.01.
MISCELLANEOUS PROVISIONS, AS 08.02.
REESTABLISHMENT OF REGULATORY BOARDS, AS 08.03.
NURSING STATUTES CHAPTER AS 08.68.
NURSING REGULATIONS 12 AAC 44.

DEPARTMENT OF COMMERCE
AND ECONOMIC DEVELOPMENT
DIVISION OF OCCUPATIONAL LICENSING
POUCH D
JUNEAU, ALASKA 99811

PRINTED: SEPTEMBER, 1980

Sara Kavashov -

1) pattern - not
acceptable because
it could mean a life!

has to be a full
hearing (Admin. Procedure
44.62. act)

2) D.A. wait
do anything unless
flagrant -

due process is
protected!!!

Sarah Co.

AGS office

3600

ref Nurse practice
act

Introduced: 3/4/81
Referred: Health, Education &
Social Services and Finance

1 IN THE SENATE

BY THE RULES COMMITTEE BY
REQUEST OF THE GOVERNOR

2 SENATE BILL NO. 238

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 TWELFTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act relating to the practice of nursing; and
7 providing for an effective date."

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

9 * Section 1. AS 08.08.010 is amended to read:

10 Sec. 08.68.010. CREATION AND MEMBERSHIP OF BOARD OF NURSING.

11 There is created a Board of Nursing, consisting of seven members ap
12 pointed by the governor. One member shall be a licensed practical nurse
13 currently involved in institutional nursing service, one member shall be
14 a registered nurse engaged in baccalaureate nursing education, and three
15 members shall be registered nurses [ONE MEMBER IN COMMUNITY OR PUBLIC
16 HEALTH NURSING AND TWO MEMBERS IN BASIC OR CONTINUING NURSING EDUCA
17 TION, ONE NURSE] at large, and two members shall be persons who have no
18 direct financial interest in the health care industry.

19 * Sec. 2. AS 08.68.050 is amended to read:

20 Sec. 08.68.050. REMOVAL OF BOARD MEMBERS [FROM OFFICE]. A mem-
21 ber of the board may be removed from office by the governor for cause.
22 The board may by regulation provide that unexcused absences from meet-
23 ings is cause for removal [THE GOVERNOR MAY REMOVE ANY BOARD MEMBER FOR
24 NEGLECT OF DUTY REQUIRED BY LAW, OR FOR UNPROFESSIONAL OR DISHONORABLE
25 CONDUCT AFTER A FAIR AND IMPARTIAL HEARING].

26 * Sec. 3. AS 08.68.060 is amended to read:

27 Sec. 08.68.060. QUALIFICATIONS OF REGISTERED NURSE AND LICENSED
28 PRACTICAL NURSE BOARD MEMBERS. The five members of the board who are
29 nurses shall be licensed [PROFESSIONAL NURSES] in the state, and shall

1 have been actively engaged in nursing for not less than four years
2 before appointment, three [TWO] years of which were within the five
3 years immediately preceding appointment.

4 * Sec. 4. AS 08.68.070 is amended to read:

5 Sec. 08.68.070. ELECTION OF OFFICERS. The board shall annually
6 elect a chairman and secretary [SECRETARY - TREASURER] from among its
7 members.

8 * Sec. 5. AS 08.68.080 is amended to read:

9 Sec. 08.68.080. MEETINGS. The board shall meet at least four
10 times [ONCE] a year.

11 * Sec. 6. AS 08.68.100 is repealed and reenacted to read:

12 Sec. 08.68.100. DUTIES AND POWERS OF BOARD. (a) The board shall

13 (1) adopt regulations necessary to implement this chapter,
14 including regulations pertaining to practice as an advanced nurse
15 practitioner and a nurse anesthetist;

16 (2) approve curricula and adopt standards for basic educa-
17 tion programs which prepare persons for licensing under AS 08.68.190;

18 (3) provide for surveys of the basic nursing education
19 programs in the state at the times it considers necessary;

20 (4) accredit education programs which meet the requirements
21 of this chapter and of the board, and deny, revoke, or suspend accredi-
22 tation of education programs for failure to meet the requirements;

23 (5) examine, license, and renew the licenses of qualified
24 applicants;

25 (6) prescribe requirements for competence before a former
26 nurse may resume the practice of nursing under this chapter;

27 (7) keep a record of its proceedings, and submit annual
28 reports to the governor and legislature;

29 (8) define by regulation the qualifications and duties of

1 the executive secretary and delegate authority to the executive secre-
2 tary which is necessary to conduct board business.

3 (b) The board may:

4 (1) conduct hearings upon charges of alleged violations of
5 this chapter or regulations adopted under it;

6 (2) invoke, or request the department to invoke, disciplin-
7 ary action against a licensee;

8 (3) prescribe requirements for competence to continue prac-
9 tice.

10 * Sec. 7. AS 08.68.111(a) and (b) are amended to read:

11 Sec. 08.68.111. EXECUTIVE SECRETARY [OFFICER] OF BOARD. (a) The
12 Department of Commerce and Economic Development, in consultation with
13 the Board of Nursing, shall employ a licensed, registered nurse, who is
14 not a member of the board, to serve as executive secretary [OFFICER] of
15 the board.

16 (b) The executive secretary [OFFICER] shall perform duties as
17 prescribed by the board. [BE A NURSE HAVING A BACHELOR'S DEGREE OR
18 HIGHER, CURRENTLY LICENSED IN THE STATE AND WITH NOT LESS THAN FIVE
19 YEARS OF ACTIVE NURSING EXPERIENCE, OF WHICH NOT LESS THAN TWO YEARS
20 WITHIN THE PRECEDING FIVE YEARS HAS BEEN IN AN ADMINISTRATIVE OR A
21 TEACHING CAPACITY IN AN ACCREDITED INSTITUTION ACCEPTABLE TO THE BOARD.
22 IF A LICENSED PROFESSIONAL NURSE HOLDING A BACHELOR'S DEGREE IS NOT
23 AVAILABLE TO FILL THE POSITION OF EXECUTIVE OFFICER, THE BOARD MAY
24 WAIVE THE REQUIREMENT FOR A BACHELOR'S DEGREE AND APPOINT A LICENSED
25 PROFESSIONAL NURSE POSSESSING OTHER QUALIFICATIONS IN EDUCATION AND
26 ADMINISTRATIVE EXPERIENCE WHICH THE BOARD CONSIDERS ACCEPTABLE. HOW-
27 EVER, THE APPOINTEE SHALL COMPLETE THE REQUIREMENTS FOR THE AWARD OF A
28 BACHELOR'S DEGREE IN FOUR YEARS AFTER APPOINTMENT TO THE POSITION OF
29 EXECUTIVE OFFICER. ANNUALLY, THE APPOINTEE SHALL OFFER THE BOARD

1 EVIDENCE OF SATISFACTORY PROGRESS TOWARD AWARD OF A BACHELOR'S DEGREE.
2 IF AFTER THE ANNUAL REVIEW THE BOARD BELIEVES THAT THE APPOINTEE HAS
3 NOT MADE SATISFACTORY PROGRESS TOWARD AWARD OF A BACHELOR'S DEGREE, THE
4 DEPARTMENT MAY DISMISS THE APPOINTEE, NOTWITHSTANDING THE PROVISIONS OF
5 AS 39.25.170.]

6 * Sec. 8. AS 08.68.170 is amended to read:

7 Sec. 08.68.170. QUALIFICATIONS OF REGISTERED OR PRACTICAL [PROFES-
8 SIONAL] NURSE APPLICANTS. An applicant for a license to practice regis-
9 tered or practical [PROFESSIONAL] nursing shall submit to the board on
10 forms and in the manner prescribed by the board, written evidence, veri-
11 fied by oath, that the applicant has [COMPLETED AN APPROVED FOUR YEAR
12 HIGH SCHOOL COURSE OF STUDY OR THE EQUIVALENT AS DETERMINED BY THE AP-
13 PROPRIATE EDUCATIONAL AGENCY, AND HAS] successfully completed (1) a re-
14 gistered or practical [PROFESSIONAL] nursing education program accredi-
15 ted by the board; or (2) a registered or practical [PROFESSIONAL] nurs-
16 ing education program outside the state which, in the opinion of the
17 board, meets the minimum requirements of the board for an accredited
18 program of study in this state at the time the applicant graduated; or
19 (3) a registered or practical [PROFESSIONAL] nursing education program
20 accredited by the National League for Nursing at the time the applicant
21 graduated.

22 * Sec. 9. AS 08.68.190 is amended to read:

23 Sec. 08.68.190. LICENSE BY EXAMINATION. The applicant shall pass
24 a written examination as prescribed by [IN THE SUBJECTS WHICH] the board
25 [PRESCRIBES]. The board shall issue a license to an applicant who pas-
26 ses the examination to practice registered [PROFESSIONAL NURSING] or
27 practical nursing provided the other qualifications outlined in AS 08.-
28 68.170 and 08.68.180 are also met. The board shall conduct examinations
29 annually and as often as it considers necessary in each region of the

1 state.

2 * Sec. 10. AS 08.68.200 is amended to read:

3 Sec. 08.68.200. LICENSE BY ENDORSEMENT. The board may issue a
4 license by endorsement to practice as a registered or practical nurse
5 [PROFESSIONAL NURSING OR TO PRACTICE PRACTICAL NURSING], whichever is
6 appropriate, to an applicant who

7 (1) is licensed as either a registered or [PROFESSIONAL
8 NURSE OR A] practical nurse under the laws of another state or terri-
9 tory, if in the opinion of the board the applicant meets the qualifica-
10 tions required for licensing in the state, and meets the requirements
11 of AS 08.68.170; or

12 (2) meets the requirements of AS 08.68.170 and has success-
13 fully completed the Canadian Nurses' Association Testing Service exami-
14 nation if the board determines it is comparable to the examination ad-
15 ministered by this state [EITHER § AS 08.68.170 OR § 08.68.180. WHICH-
16 EVER IS APPLICABLE].

17 * Sec. 11. AS 08.68.210(a)(2) is amended to read:

18 (2) meets the requirements of [EITHER] AS 08.68.170 [OR OR
19 08.68.180, WHICHEVER IS APPLICABLE], and

20 * Sec. 12. AS 08.68.210(b) is amended to read:

21 (b) The board may issue a nonrenewable permit to an applicant for
22 license by examination if (1) the applicant [HE] meets the qualifica-
23 tions of AS 08.68.180; or (2) the applicant is a graduate of a foreign
24 school of nursing and has successfully completed the examination ad-
25 ministered by the Commission on Graduates of Foreign Nursing Schools
26 [AS 08.68.170 OR 08.68.180, WHICHEVER IS APPLICABLE, AND PAYS THE
27 REQUIRED FEE]. The permit will be valid for a period not extending
28 beyond the time when the results are published of the first examination
29 the applicant is eligible to take after the permit is issued.

1 * Sec. 13. AS 08.68.220 is amended to read:

2 Sec. 08.68.220. FEES. The following fees shall be imposed under
3 this chapter when applicable:

4 (1) for registered nurses: [PROFESSIONAL OR REGISTERED
5 NURSING]

6 (A) application fee \$30 [\$20]

7 (B) license-by-examination fee 20

8 (C) license-by-endorsement fee 20

9 (D) biennial license renewal fee 20 [15]

10 (2) for practical or vocational nurses: [NURSING]

11 (A) application fee \$20 [\$15]

12 (B) license-by-examination fee 10 [15]

13 (C) license-by-endorsement fee 10 [15]

14 (D) biennial license renewal fee 20 [15]

15 * Sec. 14. AS 08.68.230(a) is amended to read:

16 (a) A person licensed to practice registered [PROFESSIONAL]
17 nursing in the state may use the title "licensed professional nurse,"
18 "registered nurse," and the abbreviation "R.N."

19 * Sec. 15. AS 08.68.240 is amended to read:

20 Sec. 08.68.240. NURSES LICENSED OR HOLDING TEMPORARY PERMITS
21 UNDER PREVIOUS LAW. A person holding a license to practice registered
22 [PROFESSIONAL] or practical nursing in the state under prior law is
23 considered licensed as a registered [PROFESSIONAL] or practical nurse.

24 * Sec. 16 AS 08.68.251 is amended to read:

25 Sec. 08.68.251. LAPSED LICENSES. (a) A lapsed license may be
26 reinstated if it has not remained lapsed for more than five years by
27 payment of the license fees for the period during which the license
28 has lapsed.

29 (b) If a [THE] license is lapsed for more than five years,

1 (1) [AND THE BOARD HAS REASON TO BELIEVE THAT THE PERSON
2 APPLYING FOR REINSTATEMENT OF HIS LICENSE NO LONGER HAS SUFFICIENT
3 KNOWLEDGE TO CARRY OUT THE DUTIES OF A LICENSED NURSE,] the board shall
4 [MAY] require the applicant to [TAKE AND PASS THE EXAMINATION GIVEN
5 UNDER AS 08.68.190 OR] complete a course of study [REFRESHER COURSE]
6 approved by the board or to pass an examination prescribed by the board,
7 and to pay the fees prescribed by this chapter; or

8 (2) if the board determines that the person applying for re-
9 instatement was actively employed in nursing in another state during the
10 time that the license has lapsed in this state, the license which has
11 lapsed may be reinstated by payment of fees as required by AS 08.01.-
12 100(b).

13 * Sec. 17. AS 08.68 is amended by adding a new section to read:

14 Sec. 08.68.265. SCOPE OF PRACTICE OF PRACTICAL NURSES. A prac-
15 tical nurse shall work under the supervision of a licensed registered
16 nurse, a licensed physician, or a licensed dentist.

17 * Sec. 18. AS 08.68.270 is amended to read:

18 Sec. 08.68.270. GROUNDS FOR DENIAL, SUSPENSION, OR REVOCATION.
19 The board [, AFTER COMPLIANCE WITH THE ADMINISTRATIVE PROCEDURE ACT (AS
20 44.62),] may deny, suspend or revoke the license of a person who

21 (1) has obtained or attempted to obtain a license to prac-
22 tice nursing by fraud or deceit;

23 (2) has been convicted of a felony or other crime if the
24 felony or other crime is substantially related to the qualifications,
25 functions or duties of the licensee;

26 [(3) HAS BEEN CONVICTED OF A CRIME INVOLVING MORAL TURPITUDE];

27 (4) [IS] habitually abuses alcoholic beverages, or illegal-
28 ly uses hallucinogenic or stimulant drugs as defined by AS 17.12.150(3)
29 or narcotic drugs as defined by AS 17.10.230(13) [INTOXICATED OR IS

5-2 to the degree it
interferes with nursing performance
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1 ADDICTED TO THE USE OF NARCOTICS];

2 (5) has impersonated a registered [PROFESSIONAL] or prac-
3 tical nurse;

4 (6) has intentionally or negligently engaged in conduct
5 which has resulted in a significant risk to the health or safety of a
6 client or in injury to a client [IS GUILTY, IN THE OPINION OF THE
7 BOARD, OF NEGLIGENCE WHICH HAS RESULTED IN SERIOUS INJURY TO A PATIENT];

8 (7) practices or attempts to practice nursing while afflic-
9 ted with physical or mental illness, deterioration, or disability
10 which interferes with the individual's performance of nursing functions
11 [IS MENTALLY ILL OR MENTALLY INCOMPETENT];

12 (8) is guilty of unprofessional conduct as defini d by regu-
13 lations adopted by the board;

14 (9) has wilfully or repeatedly violated any of the pro-
15 visions of this chapter or regulations adopted under it;

16 (10) is [CONSIDERED BY THE BOARD TO BE] professionally in-
17 competent;

18 (11) denies care or treatment to a patient or person seeking
19 assistance if the sole reason for the denial is the failure or refusal
20 of the patient or person seeking assistance to agree to arbitrate
21 [EXECUTE AN AGREEMENT TO ARBITRATE A DISPUTE, CONTROVERSY, OR ISSUE
22 ARISING OUT OF THE CARE OR TREATMENT,] as provided in AS 09.55.535(a).

23 * Sec. 19 AS 08.68.275 is amended by adding a new subsection to read:

24 (c) The board shall seek consistency in the application of dis-
25 ciplinary sanctions. A significant departure from earlier disciplinary
26 decisions of the board which involve similar situations shall be ex-
27 plained in findings of fact or orders made by the board.

28 * Sec. 20. AS 08.68 is amended by adding a new section to read:

29 Sec. 08 68.276. CONTINUING COMPETENCE REQUIRED. A license to

SB 238

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practice nursing may not be renewed unless the nurse has complied with continuing competence requirements established by the board by regulation.

* Sec. 21. AS 08.68.280 is amended to read:

Sec. 08.68.280. NURSING EDUCATION PROGRAM PROHIBITED UNLESS ACCREDITED. No person, institution or agency may conduct a nursing education program which prepares persons for examination, licensing, authorization for specialized practice, or a graduate degree [FOR PROFESSIONAL OR PRACTICAL NURSES] unless the program is accredited by the board. A program may be accredited by the board only if it is established through an accredited postsecondary educational institution.

* Sec. 22. AS 08.68.290 is amended to read:

Sec. 08.68.290. APPLICATION FOR ACCREDITATION. An institution desiring to conduct a nursing education program to prepare registered [PROFESSIONAL] or practical nurses shall apply to the board and submit evidence that (1) it is prepared to carry out the curriculum approved by the board for registered [PROFESSIONAL] nursing or for practical nursing, [AS THE CASE MAY BE,] and that (2) it is prepared to meet other standards established by law and by the board.

* Sec. 23. AS 08.68.340 is repealed and reenacted to read:

Sec. 08.68.340. VIOLATIONS. (a) It is a class B misdemeanor for a person to:

- (1) practice nursing under a diploma, license, or record which is unlawfully obtained, signed, or issued;
- (2) practice or offer to practice nursing without a license, unless the person gives necessary aid to the ill, injured, or infirm in an emergency;
- (3) employ as a nurse a person who is not licensed to prac-

reckless
strict liability - negligently

-9- SB 238

to make sure people are careful

modify after state

1 practice nursing,

2 (4) use in connection with the person's name a designation
3 which implies that the person is a licensed nurse unless the person is
4 licensed;

5 (5) practice nursing during the time that the person's
6 license is suspended or revoked;

7 (6) practice nursing with knowledge that the person's li-
8 cense has lapsed;

9 (7) conduct a nursing education program and represent or
10 imply that it is accredited by the board, unless the program has been
11 accredited by the board.

12 (b) It is a class A misdemeanor for a person to knowingly or in-
13 entionally do any of the acts described in (a)(1) -- (5) and (7) of
14 this section.

15 (c) It is a violation for a person to practice nursing during the
16 time that the person's license has lapsed if the person does not know
17 that his license has lapsed.

18 * Sec. 24. AS 08.68.400 is amended to read:

19 (a) This chapter does not apply to

20 (1) a qualified nurse licensed in another state employed by
21 the United States government or a bureau, or agency, or division of the
22 United States government while in the discharge of his official duties;

23 (2) nursing service given temporarily in the event of a
24 public emergency, epidemic, or disaster;

25 (3) the practice of nursing by a student enrolled in a nur-
26 sing education program accredited by the board when the practice is in
27 connection with the student's course of study; [OR]

28 (4) the practice of nursing by an individual [A NURSE] en-
29 rolled in an approved program or course of study approved by the board

1 to satisfy the requirements of AS 08.68.251 [REFRESHER COURSE]; or

2 (5) the practice of nursing by a nurse licensed in another
3 state who engages in nursing education or nursing consultation activi-
4 ties, if these activities and contact with clients do not exceed 20
5 working days within a licensing period.

6 (b) For purposes of this section the word "nurses" includes
7 registered [PROFESSIONAL] and practical nurses, and "nursing" means
8 registered [PROFESSIONAL] and practical nursing.

9 * Sec. 25. AS 08.68.410 is repealed and reenacted to read:

10 Sec. 08.68.410. DEFINITIONS. In this chapter,

11 (1) "advanced nurse practitioner" means a registered nurse
12 authorized to practice in the state who, because of specialized edu-
13 cation and experience, is certified to perform acts of medical diag-
14 nosis and the prescription of medical, therapeutic, or corrective
15 measures under regulations adopted by the board;

16 (2) "board" means the Board of Nursing;

17 (3) "incompetent" means that a nurse does not possess the
18 skills, knowledge, and awareness of his limitations and abilities to
19 safely practice nursing;

20 (4) "licensed practical nurse" is equivalent to the title
21 "licensed vocational nurse" and to the name suffix abbreviations L.P.N.
22 and L.V.N.;

23 (5) "licensed registered nurse" is equivalent to the common
24 title "registered nurse" and the name suffix abbreviation R.N.;

25 (6) "nurse anesthetist" means a registered nurse authorized
26 to practice in the state who, because of specialized education and
27 experience, is certified to select and administer anesthetic and give
28 anesthesia care under regulations adopted by the board;

29 (7) "practice of practical nursing" means the performance

1 for compensation or personal profit of nursing functions which do not
2 require the substantial specialized skill, judgment, and knowledge of a
3 registered nurse;

4 (8) "practice of registered nursing" means the performance
5 for compensation or personal profit of acts of professional service
6 which requires substantial specialized knowledge, judgment, and skill
7 based on the principles of biological, physiological, behavioral, and
8 sociological sciences in assessing and responding to the health needs
9 of individuals, families, or communities through services which in-
10 clude;

11 (A) assessment of problems, counseling and teaching
12 (i) clients to maintain health or prevent illness;

13 and

14 (ii) in the care of the ill, injured, or infirm;

15 (B) administration, supervision, delegation, and evalu-
16 ation of nursing practice:

17 (C) teaching others the skills of nursing;

18 (D) execution of a medical regimen as prescribed by a
19 person authorized by the state to practice medicine;

20 (E) performance of other acts which require education
21 and training that are recognized by the nursing profession as
22 properly performed by registered nurses;

23 (F) performance of acts of medical diagnosis and the
24 prescription of medical therapeutic or corrective measures under
25 regulations adopted by the board.

26 * Sec. 26. A member of the Board of Nursing appointed before July 1,
27 1981 may continue until his or her appointment under AS 08.68.010 -- 08.08.-
28 030 expires, notwithstanding AS 08.68.010 as amended in sec. 1 of this Act.
29 Appointments to the Board of Nursing made after July 1, 1981 shall be in

1 accordance with AS 08.68.010 enacted in sec. 1 of this Act.

2 * Sec. 27. A nurse who holds an inactive license issued before July 1,
3 1981 shall either (1) make the license active by the next renewal date, or
4 (2) allow the license to lapse.

5 * Sec. 28. Administrative regulations adopted jointly by the Board of
6 Nursing and the State Medical Board under AS 08.68 which are in effect on
7 July 1, 1981 remain in effect until amended or repealed by the Board of
8 Nursing as provided by law.

9 * Sec. 29. AS 08.68.111(c), 08.68.180(a), 08.68.260, 08.68.275(b),
10 08.68.300 -- 08.68.320 and 08.68.350 are repealed.

11 * Sec. 30. This Act takes effect July 1, 1981.

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COMMITTEE REPORT
SENATE

FURTHER: Finance

3/5/81

Date: _____

Mr. President:

The Committee on HEALTH, EDUCATION AND SOCIAL SERVICES has had SB 242 establishing the Alaska student leadership development fund

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

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

MEMBERS SIGNING
DO PASS

MEMBERS HAVING
OTHER RECOMMENDATIONS:

[Handwritten signature]

[Handwritten signature]

[Handwritten signature]

CHAIRMAN

VOCATIONAL STUDENT LEADERSHIP ORGANIZATIONS

WHEREAS, The Vocational Student Leadership Organizations (VSLOs) such as, DECA, FFA, FHA/HERO, OEA, and VICA are an integral and essential part of the vocational education program; and

WHEREAS, The expansion and strengthening of vocational education in Alaska is dependent, in part, upon the expansion and strengthening of VSLOs at both the secondary and post secondary levels; and

WHEREAS, The strength of VSLOs at present is due, in part, to the voluntary unpaid efforts of current and former vocational teachers who have served as state advisors for each of the VSLOs; and

WHEREAS, The Student Leadership Project this year, as a part of the Student Extended Programs funds provided by the 1980 legislature, has greatly expanded the capability of each VSLO and enabled leadership development to be made available to many more vocational students; and

WHEREAS, The FY 81-82 Governor's Budget does not provide funds to support VSLO activities and development next school year; and

WHEREAS, A number of people interested in and supportive of student leadership development have set forth a concept paper proposing a Student Leadership Development Center which would provide funding for promotion and further development of VSLOs and provide funds to pay for VSLO state advisors' services;

THEREFORE BE IT RESOLVED That the Alaska State Vocational Association

acknowledge and express appreciation to

Mr. Bill Schrier, State Advisor to DECA

Mr. Eric Henderson, State Advisor to FFA

Ms. Marge Schmiede, State Advisor to FHA/HERO

Ms. Korlyn Williams, State Advisor to OEA

Mr. Howard Lowry, State Advisor to VICA

and to all those who have served as state VSLO advisors in the past for their leadership and dedication to further VSLOs; and

BE IT FURTHER RESOLVED That the Alaska State Vocational Association actively promote and support legislation to establish a Student Leadership Development Center and to provide funding in the spirit and concept set forth in the concept paper entitled "Student Leadership Development Center" as presented by the Student Leadership Project Advisory Committee.

FUTURE HOMEMAKERS OF AMERICA

March 26, 1981



Dear Senator Stimson, Senator Paur, and
members of the Health, Education and Social
Services Committee,

The students and officers as well as advisers
of the Alaska Future Homemakers of America solicit
your consideration in the passage of Senate Bill 242
and 243 for student leadership. We need this
assistance to continue the program of work we
wrote this year. We are meeting this week in
Anchorage for our eighteenth annual conference.
FHA has survived a period of difficulty for
the past few years with very little financial
support. We hope our organization can reach
a larger circle of Alaskan youth because we
feel we have a lot to offer.

This year we have been able to train
many more officers in leadership skills at
six Area Leadership Workshops. Our officers
received supplies, communication tools,
educational materials, travel to state and

FUTURE HOMEMAKERS OF AMERICA



National FHA Leadership training, and personal contact with students in new areas and schools. We contracted speakers and teachers in home economics related skills for our conference. The help has been tremendous to those dedicated to developing our future leaders.

Continue your efforts. We are very grateful,

Phil Jurgens President Sitka

Joni Bishop Secretary-Treasurer Glennallen

Cindy Mattison Parliamentarian Delta Jct.

Sandi Heil, State Songleader, Haines Ak.

Jan E. Martin, State Vice-President, Nome, Alaska.

Larvina Evans, State Hist - Reporter

Marjorie Schmiede State Advisor Juneau
Janet Eckle, Assistant State Advisor
Fairbanks

1800 Evergreen Avenue
Juneau 99801



NEA - ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

Robert C. Manners
Executive Secretary
Juneau Office

Robert C. Cooksey
Deputy Executive Secretary
Juneau Office

James D. Alter
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Charles L. O'Connell
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Anchorage Office

Steve Pulkkinen
Field Staff
Anchorage Office

Mary Ann Eininger
Deputy Executive Secretary
Fairbanks Office

JUNEAU OFFICE
147 SOUTH FRANKLIN #207
JUNEAU, ALASKA 99801
PHONE: (907) 586-3090

ANCHORAGE REGIONAL OFFICE
1411 WEST 33rd
ANCHORAGE, ALASKA 99503
PHONE: (907) 274 0536

FAIRBANKS REGIONAL OFFICE
825 COLLEGE ROAD
FAIRBANKS, ALASKA 99701
PHONE: (907) 456-4435

February 9, 1981

RECEIVED FEB 10 1981

Susan Doherty
Northern Institute
650 International Airport Road
Anchorage, Alaska 99502

Dear Susan,

The following is the wording of our Resolution No. 21 passed at the 25th Annual Delegate Assembly regarding the Student Leadership Development Center concept:

"NEA-Alaska supports the concept of a Student Leadership Center to provide the human, material and fiscal resources necessary for leadership development in Alaska students."

Please do not hesitate to call me if you need additional information in regard to this matter.

Sincerely,

Trudy Ribacchi
Administrative Assistant

ALASKA STATE ADVISORY COUNCIL ON VOCATIONAL & CAREER EDUCATION

SB 242
file

205-N. FRANKLIN ST., RM. 2
JUNEAU, AK. 99801
TELEPHONE (907) 586-1736
April 30, 1981

WALTER WARD
Vice Chairperson

DICK H. BOWER
Chairperson
(907) 276-0005 (Anchorage)

V. LYNN WRIGHT
Executive Director

Senator Charles H. Parr
Chairman HESS Committee
Pouch V, State Capitol
Juneau, Alaska 99811

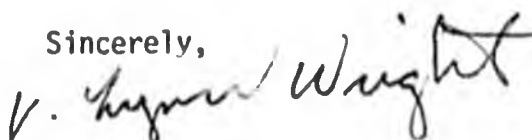
Dear Senator Parr:

The Alaska State Advisory Council on Vocational and Career Education, at their Spring Meeting, April 23, 1981, passed unanimously a Resolution in full support of Senate Bills 242/243 which provides for an Alaskan Student Development Fund and an appropriation to provide for student leadership organizations.

The State of Alaska's future is dependent upon the leadership of its youth, therefore, the Advisory Council believes Senate Bills 242/243 will provide the funds necessary to support student leadership organizations and help develop our students' leadership capacity to the highest level of competency.

We ask for your full support of Senate Bills 242/243, and if you have any comments or questions, please feel free to contact me or any member of the Advisory Council.

Sincerely,



V. Lynn Wright
Executive Director

VLW:arf

cc: Marshall Lind, Commissioner
Department of Education

Members State Board of Education

Sponsors

JOHN ALEXANDER
Anchorage
DICK H. BOWER
Anchorage
JAMES E. CANNOLL
Juneau
JEANMARIE CRUMB
Anchorage
JAMES EVANS
Anchorage

DAVID HASSINGER
Anchorage
ROBERT HAVLIFIELD
Fairbanks
CAROLE HUNTINGTON
Galena
PATRICIA JONES
Cordova
LOUIS J. LICARI
Sitka

FRANCIS McILHARNEY
Sitka
RUSSEL M. MOODY
Wasilla
LINDA PIERSON
Fairbanks
ELI REYES
Juneau
LOUIS D. RIDLE
Anchorage

FRANCIS ROSS
Anchorage
MARJORIE SCHMIEGE
Anchorage
WAYNE TAYLOR
Nenana
WALTER WARD
Anchorage
DON WILSON
Sitka

ALASKA STATE ADVISORY COUNCIL ON VOCATIONAL & CAREER EDUCATION

BOX 572 - DOUGLAS, ALASKA 99824

TELEPHONE (907) 586-1736

DICK H. BOWER
Chairperson
(907) 276-0006 (Anchorage)
ELEANOR FEERO
Administrative Assistant

WALTER WARD
Vice Chairperson

RESOLUTION 81-5

WHEREAS, The State of Alaska is dependent upon the leadership of today's youth in vocational education for a prosperous future; and

WHEREAS, The Alaska State Advisory Council on Vocational and Career Education endorses the vocational student leadership organizations; and

WHEREAS, The student leadership project as part of the Student Extended Program funds has greatly expanded the opportunities for DECA, FFA, OEA, and VICA students to develop their leadership capacity; and

WHEREAS, The FY'81-'82 Governor's Budget does not provide funds to support the student leadership organizations; and

WHEREAS, Senate Bills 242/243 and House Bills 398/399 provide for an Alaska Student Development Fund and an appropriation to provide for student leadership organizations;

THEREFORE, be it resolved that the Alaska State Advisory Council on Vocational and Career Education supports the Alaska Student Development Funds (Senate Bill 242, House Bill 398) and its corresponding appropriations bills (Senate Bill 243, House Bill 399.)

JOHN ALEXANDER
Anchorage
DICK H. BOWER
Anchorage
WILLIAM CARLSON
Fairbanks
JAMES I. CARROLL
Fairbanks

CEYDE COUBINAGE
Anchorage
MARMADE COUMB
Fairbanks
JANIS EVANS
Anchorage
DAVID HALLINGB
Fairbanks

ROBERT HARTWIG
Fairbanks
PATRICIA JONES
Anchorage
LOUIS J. JORDAN
Anchorage
RUSSELL H. MERRITT
Anchorage
ED OTIS
Anchorage

TOMAS D. PODE
Fairbanks
FRANCIS ROSE
Anchorage
MARY SCHAEFER
Anchorage
MARGARET SCHMIDT
Anchorage

THERESA SCHEMME
Anchorage
WAYNE TAYLOR
Anchorage
WALTER WARD
Anchorage
EDWIN WILSON
Anchorage



NEA - ALASKA

SB 242 file

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

Robert C. Manners
Executive Secretary
Juneau Office

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Deputy Executive Secretary
Juneau Office

James D. Alford
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April 2, 1981

TO: Senator Ed Dankworth
Senator Don Bennett; Co-Chairman,
Senate Finance Committee

FROM: NEA-Alaska
Robert Manners *RM*

RE: SB 242 "An Act establishing the Alaska Student
Leadership development fund; and pro-
viding for an effective date."

MEMORANDUM OF SUPPORT

NEA-Alaska strongly supports SB 242 and urges favorable consideration.

This kind of program has significant merit in that it provides leadership incentives beyond the traditional student government activities. It clearly broadens the base of potential involvement and reaches the level of students who may not normally avail themselves through the regular student government processes.

With other kinds of student programs already funded and in place through Close-Up and the Alaska School Activities Association, a leadership development fund seems to be a natural supplement.

Hopefully, such a program, through incentive grants, could provide students with the opportunity for leadership training programs, methods of involvement, and issue forums.

- C:** Members of the Finance Committee
Senator Brad Bradley
Senator Vic Fischer
Senator George Hohman
Senator Bettye Fahrenkamp
Senator Tim Kelly
Senator Charlie Parr
Senator Pat Rodey
Senator Robert Ziegler

RM:jw



March 26, 1981

The Honorable Charles H. Parr
Alaska State Senate
Pouch V
Juneau, AK 99811

Dear Senator Parr:

As Alaska State Officers of the Office Education Association, OEA, a vocational student leadership organization, we would like to urge your support of Senate Bill No. 243.

Senate Bill No. 243 relates to the Student Leadership Center. From our own past experience as student leaders, we feel that the Center concept is a good step forward for Alaska. Our experiences as State Officers this past year were most beneficial and rewarding because of the assistance we received from the legislature and Department of Education. We were able to build a plan of work that will no doubt assist future OEA members.

We feel that the future of OEA in Alaska depends largely upon action taken by our State Leaders in deciding to support a state-wide leadership center. This Center could provide a much needed continuity of program from year to year. It will also help to involve more and more young people within our State to develop their potential.

We thank you for your support of this Bill and would appreciate information on the results of the Public Hearing.

Sincerely,

Heather Farrant

Heather Farrant, State President

Jennifer Kellard

Jennifer Kellard, State Secretary

Jodi Anderson, State Historian

Korlyn Williams
Korlyn Williams, State Advisor
P.O. Box 1580, Wasilla, AK 99687

Debbi Collopy

Debbi Collopy, State Vice-President

Becky Collins

Becky Collins, State Treasurer

Lynnette Willard

Lynnette Willard, State Parliamentarian



NEA - ALASKA

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February 9, 1981

RECEIVED FEB 10 1981

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Dear Susan,

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"NEA-Alaska supports the concept of a Student Leadership Center to provide the human, material and fiscal resources necessary for leadership development in Alaska students."

Please do not hesitate to call me if you need additional information in regard to this matter.

Sincerely,

Trudy Ribacchi
Administrative Assistant

ALASKA ASSOCIATION SECONDARY SCHOOL PRINCIPALS
(AASSP)

BOARD OF DIRECTORS MEETING

Teachers Credit Union, Anchorage
January 15, 1981

Call to order 9:08 a.m.

Present: Laurence N. Graham, President (Diamond-Mears); John Dahlgren (Kenai Central); Bill Rogers (West Valley-Region VI); Darlene Wicks (Correspondence Study-Region V); Nancy Schave (Galena-Region II); Harold Savage (West High-Region IV); Jerry Byler, President-Elect (Kodiak); Bill Butler, Past-President (Palmer); Les Wells, Secretary-Treasurer. Absent: Guy Stringham (Shungwa Region I).

Guests present: Esther Cox, Teresa Johnson, Susan Doherty and Ed Nash.

1. Minutes: Reviewed items covered at October 21, 1980, Board of Directors meeting; Anchorage Westward.
2. Finance Report: R/S/P John Dahlgren--Bill Rogers; to accept financial report.
3. ACSA Report: Bill Butler, ACSA President. a) Workshop on Staff Development in April by Jim Oliver; b) Governor Hammond Task Force Appointments; c) Women in Administration Intern Program; d) Dues from ACSA members; e) Blue Ribbon Commission on Binding Arbitration/Strikes discussed.
4. Region Reports: Region II (Western) - Basketball Tournament; Student Government. Region III - Methods addressing common concerns of principals utilizing ASAA. Regional meeting as focal point to make AASSP reports or hold regional meetings (Wells to work up suggestions). Region IV (Anchorage) - Principal negotiations settled 7% increase per year for each of 3 years contract. Also merit pay from \$50,000 fund for special projects. Also may accrue 20 days leave and make part of last year's total contract if individual notifies intent to retire prior to first day of retirement year contract. 90% received merit last year. Region V (Southeast) - Association functions and need for membership drive. No membership applications. Region VI (Fairbanks) - Holding good inservice on team management. Regional student council successful and representation on school board. Good evaluation process resulting from board directive. Administrative intern program successful. Activities are positive impact. Weekly meeting/superintendent/secondary principals improving communications.
5. Annual Fall Conference Planning: Esther Cox. Discussed bids from hotel; speakers--keynote; workshop sections; regional participation; theme for conference and small school consideration and input.
6. Student Government: Teresa Johnson - discussed regional leadership meeting in Fairbanks City district in December. a) Motion to endorse Teresa Johnson proposal in developing state training session versus sending for students outside. b) Fall meeting--Mary Schave, period 9-0. c) Spring meeting March 28-29 (West Valley). d) Leadership conference for principals at Anchorage. e) Youth Leadership Development Center (located by Susan Doherty): A lengthy discussion centered the direction of Youth Leadership Facility and concept and other S.L.O. program directions in the state. R/S/P Bill Rogers--John Dahlgren; to endorse the

proposed concept of the Youth Leadership Development Center with the stipulation that each S.L.O. should maintain its own identity and their own line of authority. Motion carried 8-1.

7. Executive Director Position: Discussed a) M/S/P John Dahlgren--Jerry Tyler; to approve the concept of an assistant Secretary-Treasurer position and take necessary steps in seeking candidates to be presented to the Board; b) Harold Savage requested that the Board meeting address the item of Honorarium for the Executive Director's position. This was agreed to and Les Wells and Harold Savage to work up job description and proposal by next Board meeting.
8. Proposed Duties of the Board of Directors: M/S/P Bill Rogers--Bill Butler; that the Board adopt the Duties with the addition in No. 6, i.e. other Student Leadership Organizations.
9. Incorporation: M/S/P John Dahlgren--Bill Butler; to direct the President and Executive Director to file for incorporation.
10. AASSP Affiliation: President Graham reported that the AASSP affiliation with NASSP has been completed.
11. Committee appointments were made as follows: a) Legislative Committee - Guy Stringham, Chairman, Bill Rogers, members; b) Non-Public Schools Committee - Contact principal of Monroe; c) International Programs - Bill Butler; d) School-College Relations - William D. Rogers.
12. The Board discussed and supported the concept of inservice programs for assistant principals.
13. Legislative Report (given by Les Wells for Cliff Hartman): a) Bill in to increase foundation support by 13%; b) excess energy cost funding bill by Representative Moss; c) 5 billion endowment fund proposal to support education; d) PARA for retired teachers; e) strike/arbitration bill may come from Blue Ribbon Commission; f) principal identification bill.
14. PTPC Report given by Harold Savage. He does not wish to be renominated for PTPC. Nominations should be submitted to Larry Graham by April 1.
15. Membership Drive: Motion to endorse promotional drive to allow year and a half membership for \$200. Drive to begin March 1. M/S/P Harold Savage--Nancy Schave.
16. Psychological Association: M/S/P Nancy Schave--Harold Savage; to endorse Alaska Psychologists Association request of endorsement of their certification/identification bill.
17. Who's Who publishers letter was discussed and it was felt that correct information should be shared in Totem Tales (Larry Graham to do).
18. Jerry Tyler asked for ideas of methods in which communication can be improved. Will survey membership for ideas and needs.
19. A discussion was held regarding the nature of the next meeting. It was felt that a meeting would be best. Coordination with all school conference or all school meeting would be good.

Adjourned at 4:30 p.m.

Enclosures: Blank letterhead - 17; or 1 and another.



March 26, 1981

The Honorable Charles H. Parr
Alaska State Senate
Pouch V
Juneau, AK 99811

Dear Senator Parr:

As Alaska State Officers of the Office Education Association, OEA, a vocational student leadership organization, we would like to urge your support of Senate Bill No. 243.

Senate Bill No. 243 relates to the Student Leadership Center. From our own past experience as student leaders, we feel that the Center concept is a good step forward for Alaska. Our experiences as State Officers this past year were most beneficial and rewarding because of the assistance we received from the legislature and Department of Education. We were able to build a plan of work that will no doubt assist future OEA members.

We feel that the future of OEA in Alaska depends largely upon action taken by our State Leaders in deciding to support a state-wide leadership center. This Center could provide a much needed continuity of program from year to year. It will also help to involve more and more young people within our State to develop their potential.

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Sincerely,

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As Alaska State Officers of the Office Education Association, OEA, a vocational student leadership organization, we would like to urge your support of Senate Bill No. 243.

Senate Bill No. 243 relates to the Student Leadership Center. From our own past experience as student leaders, we feel that the Center concept is a good step forward for Alaska. Our experiences as State Officers this past year were most beneficial and rewarding because of the assistance we received from the legislature and Department of Education. We were able to build a plan of work that will no doubt assist future OEA members.

We feel that the future of OEA in Alaska depends largely upon action taken by our State Leaders in deciding to support a state-wide leadership center. This Center could provide a much needed continuity of program from year to year. It will also help to involve more and more young people within our State to develop their potential.

We thank you for your support of this Bill and would appreciate information on the results of the Public Hearing.

Sincerely,

Heather Farrant

Heather Farrant, State President

Jennifer Kellard

Jennifer Kellard, State Secretary

Jodi Anderson, State Historian

Jodi Anderson

Korlyn Williams

Korlyn Williams, State Advisor
P.O. Box 1580, Wasilla, AK 99687

Debbi Collopy

Debbi Collopy, State Vice-President

Becky Collins

Becky Collins, State Treasurer

Lynnette Willard

Lynnette Willard, State Parliamentarian



NEA - ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

JUNEAU OFFICE
147 SOUTH FRANKLIN #207
JUNEAU, ALASKA 99801
PHONE: (907) 566-3090

ANCHORAGE REGIONAL OFFICE
1411 WEST 33rd
ANCHORAGE, ALASKA 99503
PHONE: (907) 274-0536

FAIRBANKS REGIONAL OFFICE
825 COLLEGE ROAD
FAIRBANKS, ALASKA 99701
PHONE: (907) 456-1100

Robert C. Manners
Executive Secretary
Juneau Office

Robert C. Cooksey
Deputy Executive Secretary
Juneau Office

James D. Alter
Field Staff
Juneau Office

Charles L. O'Connell
Deputy Executive Secretary
Anchorage Office

Dianne Anderson
Field Staff
Anchorage Office

Steve Pulkkinen
Field Staff
Anchorage Office

Mary Ann Einingar
Deputy Executive Secretary
Fairbanks Office

February 9, 1981

RECEIVED FEB 10 1981

Susan Doherty
Northern Institute
650 International Airport Road
Anchorage, Alaska 99502

Dear Susan,

The following is the wording of our Resolution No. 21 passed at the 25th Annual Delegate Assembly regarding the Student Leadership Development Center concept:

"NEA-Alaska supports the concept of a Student Leadership Center to provide the human, material and fiscal resources necessary for leadership development in Alaska students."

Please do not hesitate to call me if you need additional information in regard to this matter.

Sincerely,

Trudy Ribacchi
Administrative Assistant

ALASKA ASSOCIATION SECONDARY SCHOOL PRINCIPALS
(AASSP)

BOARD OF DIRECTORS MEETING

Teachers Credit Union, Anchorage
January 16, 1981

Call to order 9:08 a.m.

Present: Laurence N. Graham, President (Dimond-Mears); John Dahlgren (Kenai Central); Bill Rogers (West Valley-Region VI); Darlene Wicks (Correspondence Study-Region V); Nancy Schave (Galena-Region II); Harold Savage (West High-Region IV); Jerry Byler, President-Elect (Kodiak); Bill Butler, Past-President (Palmer); Les Wells, Secretary-Treasurer. Absent: Guy Stringham (Shungna-Region I).

Guests present: Esther Cox, Teresa Johnson, Susan Doherty and Ed Nash.

1. Minutes: Reviewed items covered at October 21, 1980, Board of Directors meeting Anchorage Westward.
2. Finance Report: M/S/P John Dahlgren--Bill Rogers; to accept financial report.
3. ACSA Report: Bill Butler, ACSA President. a) Workshop on Staff Development in April by Jim Oliver; b) Governor Hammond Task Force Appointments; c) Work in Administration Intern Program; d) Dues from ACSA members; e) Blue Ribbon Commission on Binding Arbitration/Strikes discussed.
4. Region Reports: Region II (Western) - Basketball Tournament; Student Government. Region III - Methods addressing common concerns of principals utilizing ASAA. Regional meeting as focal point to make AASSP reports or hold regional meetings (Wells to work up suggestions). Region IV (Anchorage) - Principal negotiations settled 7½% increase per year for each of 3 years contract. Also merit pay from \$50,000 fund for special projects. Also may accrue 20 days leave and make part of last year's total contract if individual notifies intent to retire prior to first day of retirement year contract. 90% received merit last year. Region V (Southeast) - Association functions and need for membership drive. Membership applications. Region VI (Fairbanks) - Holding good in service on team management. Regional student council successful and representation on school board. Good evaluation process resulting from board directive. Administrative intern program successful. Activities are positive impact. Weekly meeting/superintendent/secondary principals improving communications.
5. Annual Fall Conference Planning: Esther Cox. Discussed bids from hotel; speakers--keynote; workshop sections; regional participation; theme for conference and small school consideration and input.
6. Student Government: Teresa Johnson - Discussed national leadership meeting in Kansas City attended in December. a) Motion to endorse Teresa Johnson proposal on developing state training session versus sending few students outside. M/S/P Bill Rogers--Nancy Schave, passed 9-0. b) Spring meeting March 28-29 West Valley High School. Business conference for Student Council. c) Youth Leadership Development Center (assisted by Susan Doherty): A lengthy discussion centered the direction of Youth Leadership Development concept and other S.L.O. Program directions in the state. M/S/P Bill Rogers--John Dahlgren; to endorse the

proposed concept of the Youth Leadership Development Center with the stipulation that each S.L.O. should maintain its own identity and their own line of authority. Motion carried 8-1.

7. Executive Director Position: Discussed a) M/S/P John Dahlgren--Jerry Byler; to approve the concept of an assistant Secretary-Treasurer position and take necessary steps in seeking candidates to be presented to the Board; b) Harold Savage requested that the Board meeting address the item of Honorarium for the Executive Director's position. This was agreed to and Les Wells and Harold Savage to work up job description and proposal by next Board meeting.
8. Proposed Duties of the Board of Directors: M/S/P Bill Rogers--Bill Butler; that the Board adopt the Duties with the addition in No. 6, i.e. other Student Leadership Organizations.
9. Incorporation: M/S/P John Dahlgren--Bill Butler; to direct the President and Executive Director to file for incorporation.
10. NASSP Affiliation: President Graham reported that the AASSP affiliation with NASSP has been completed.
11. Committee appointments were made as follows: a) Legislative Committee - Guy Stringham, Chairman, Bill Rogers, members; b) Non-Public Schools Committee - Contact principal of Monroe; c) International Programs - Bill Butler; d) School-College Relations - William D. Rogers.
12. The Board discussed and supported the concept of inservice programs for assistant principals.
13. Legislative Report (given by Les Wells for Cliff Hartman): a) Bill in to increase foundation support by 13%; b) excess energy cost funding bill by Representative Moss; c) 5 billion endowment fund proposal to support education; d) PARA for retired teachers; e) strike/arbitration bill may come from Blue Rib Commission; f) principal identification bill.
14. PTPC Report given by Harold Savage. He does not wish to be renominated for PTPC. Nominations should be submitted to Larry Graham by April 1.
15. Membership Drive: Motion to endorse promotional drive to allow year and a half membership for \$200. Drive to begin March 1. M/S/P Harold Savage--Nancy Schave.
16. Psychological Association: M/S/P Nancy Schave--Harold Savage; to endorse Alaska Psychologists Association request of endorsement of their certification/identification bill.
17. Who's Who publishers letter was discussed and it was felt that correct information should be shared in Totem Tales (Larry Graham to do).
18. Jerry Byler asked for ideas of methods in which communication can be improved. Will survey membership for ideas and needs.
19. A discussion was held regarding the next regular board meeting. It was felt that April or May would be best. Coordination with small school conference or other state meeting would be good.

Adjourned at 4:30 p.m.

Enclosures: Blank letterhead - 12 per board member.

Alaska Native Child Welfare
Task Force

Representatives from the 12 Non-profit Regional Corporations during 1980 - 1981:

Aleutian/Pribilof Island Association

Mr. Arthur Potts
1689 "C" Street
Anchorage, Alaska 99501
Phone: 276-2700

Association of Village Council
Presidents

Martha Jack
Village Council
Box 219
Bethel, Alaska 99559

Bristol Bay Native Association

Mary Backford
Dillingham, Alaska 99576

Central Council Tlingit & Haida
Indian Tribes of Alaska

Francine Eddy
One Sealaska Plaza, Suite 200
Juneau, Alaska 99801
Phone: 586-1432

Cock Inlet Native Association

Jennifer Evans
670 West Fireweed Lane
Anchorage, Alaska 99503
Phone: 278-4641

Copper River Native Association

Marianne Rolland
Pouch G
Copper Center, Alaska 99573

Inupiat Community of the Arctic
Slope

Barbara Bodenbarn
Box 437
Barrow, Alaska 99723

Kawerak, Inc.

Nome Area
need for a representative

Kodiak Area Native Association

Elaine Loomis
Kodiak Native Association
Box 172
Kodiak, Alaska 99615
Phone: 486-5725

Mauneluk Association

Gerri Adams
Box 256
Kotzebue, Alaska 99752
Phone: 442-3311

The North Pacific Rim

Sally Mead & Richard Rolland
903 W. Northern Lights
Anchorage, Alaska 99503
Phone: 276-2121

Tanana Chiefs Conference, Inc.

Josephine Fields
First & Hall Street
Fairbanks, Alaska 99701
Phone: 452-8251

S

B

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3

COMMITTEE REPORT

SENATE

FURTHER: Finance

3/5/81

Date: _____

Mr. President:

HEALTH, EDUCATION AND

The Committee on SOCIAL SERVICES has had SB 243

making an appropriation to the Dept. of Education for the Alaska student leadership development fund

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

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

MEMBERS SIGNING
DO PASS

MEMBERS HAVING
OTHER RECOMMENDATIONS:

[Handwritten Signature]

[Handwritten Signature]

[Handwritten Signature]

 CHAIRMAN

S

B

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

Date: 3/21/81

MEMORANDUM

From: Betty Fahrenkamp

From the Office of

Phone: 465-3762

Senator Betty Fahrenkamp

To: Charlie Parr

MESSAGE:

Enclosed is back-up material on

SB 246 & 247.

Alaska State Legislature

DETTYE FAHRENKAMP, CHAIRMAN
VIC FIBCHER, VICE-CHAIRMAN
BRAD BRADLEY
DICK ELIASON
DON GILMAN
BOB MULCAHY
ARLISS STURGULEWSKI



POUCH V
STATE CAPITOL
JUNEAU, ALASKA 99811
(907) 465-3834
(907) 465-3835

Senate

Committee on Resources

MEMORANDUM

TO: MR. BILLY BERRIER
LEGISLATIVE AFFAIRS AGENCY
DIVISION OF LEGAL SERVICES

FROM: JIM PALMER
SENATE RESOURCES COMMITTEE

RE: DRAFTING OF AGRICULTURAL EDUCATION BILL

DATE: FEBRUARY 24, 1981

Attached is information on an agricultural education proposal. Senator Fahrenkamp has asked that legislation be drafted which would create such a plan. Senator Fahrenkamp will be the sponsor of the bill.

Please call me at 3835 if you have any questions. Please return the draft legislation to the Senate Resources Committee in the Beltz Room of the Capitol.

Through the State of Alaska agriculture development funding should be made available in the form of a grant through the Division of Agriculture to provide school districts' vocational agriculture programs with the needed equipment for training agriculture students.

Solution

Agriculture Education Act

An act providing grant funds to secondary school agriculture education programs for the purchase, lease or rent of equipment to train students in agricultural skills.

Requirements of the Act

1. Since the Division of Agriculture has the expertise in agriculture development, it should be a logical choice for administration of the grant. ?
2. Grant application will have to include a letter of intent from the local school board and local agriculture advisory board. > reg.
3. Each school district must have an on-going vocational agriculture program that is on a 12-month basis.
4. The grant application process will be developed by the Director of the Division of Agriculture to facilitate disbursement of the funds in a timely fashion.
5. Total grant shall be \$500,000 for the state's agricultural education programs. *separate appropriation bill.*
6. Maximum amount of money a school district can apply for is \$100,000 in any one year.
7. The type and use of the equipment shall be decided by the vocational agriculture instructor and the Division of Agriculture.
8. Each school district applying for the equipment must have a land laboratory available on a lease, purchase or rental basis.

D R A F T
YOUTH LEADERSHIP DEVELOPMENT CENTER
A CONCEPT PAPER

INTRODUCTION

The State of Alaska is currently facing important decisions regarding the development of the state itself, the role of the state in relation to the rest of the United States, and the role which Alaska's resources will play in relation to other countries of the world. The resolution of these decisions poses an unprecedented demand as well as opportunity for the people of Alaska.

Within the next decade, the people of Alaska must decide how to develop the state's resources and how to control their use. A compromise must be effected between environmental and developmental concerns, and between social and economic demands.

It will be Alaska's people making these decisions; the most important resources to be developed are therefore Alaska's human resources. It is imperative that strong and knowledgeable leaders be developed in government, business and industry, social service agencies, education and in the most basic social unit of the family. These leaders should understand how government operates and how to effect change in it. They should be familiar with the problems facing the state, the nation, and the world, and have a knowledge of the process to use to formulate solutions. These leaders should also have the leadership skills to accomplish what must be done to implement these solutions.

Because Alaska's leaders of the decades to come are students today, it is obvious that the development of leadership skills and capabilities in the state's youth should be a high priority. It is the purpose of this paper to set forth the rudiments of a plan to form a Leadership Development Center to provide training in the skills necessary to good leadership in Alaska's youth.

A CENTER PHILOSOPHY

Leadership is viewed here as a combination of skills and knowledge based on a foundation of values and ethics. The basic philosophy underlying the Leadership Development Center is that it is not only necessary to provide students with the skills to enable them to lead, but also to instill in them a sense of responsibility to the groups they are leading.

The basis of democratic government is that strength is found in the collective efforts of groups of people. It is therefore imperative that each member of a group be involved in making decisions which affect the group, and in helping the group to function.

The function of a leader in such a situation is to assist members of the group to organize their thoughts, establish goals, prioritize goals, and develop activities which will enable the group to fulfill its goals. In order to facilitate these processes, a leader must be able to listen effectively, to communicate with others, to elicit responses from others, and to take charge in a non-threatening manner. These are important skills for all citizens to possess, since most people fulfill roles as both members of a group and leaders of a group at some time.

CENTER DESIGN

It is proposed that a Youth Leadership Development Center be established to provide the human, material and fiscal resources necessary for leadership development in Alaska's youth. This concept is an enlargement upon the design of the projects included in the Student Extended Programs during the 1980-81 school year. The center would have two primary facets: support and development.

The support facet would enable existing Student Leadership Organizations (SLO's) to increase their scopes of work as well as improve their existing services. Examples of support functions include development of student and advisor manuals for existing SLO's, assistance in planning and conducting state conferences for SLO's, assistance in publishing SLO newsletters, serving as a communication link between SLO members and SLO's coordination of the distribution of block grant funds to SLO's, clerical support to SLO's, assistance in organizing new SLO chapters, and technical assistance and support to SLO state advisors, local advisors and officers. These services would enable existing SLO's to more effectively serve greater numbers of students.

The Close-up and Future Bowl Projects would also be a part of the support facet of the center. Through the Close-up Project, students would travel to Juneau and participate in various activities designed to familiarize them with the legislative, executive, and judicial branches of state government as well as with lobbyists and the press. Center staff would coordinate students travel, develop workshops to familiarize them with government, and plan activities to show students firsthand how government

functions. The Future Bowl Project would provide students and teachers with training in problem-solving processes, with problems to work through, and with evaluation of the process used to solve those problems.

The development facet of the Leadership Center would provide for developing and delivering additional leadership opportunities to a broader base of students than is currently possible. The leadership function could provide such services as the development of materials which could be used by all student leadership organizations. These materials would be on topics such as parliamentary procedure, the duties of officers, fiscal management, and developing a program of work. A more elaborate and comprehensive manual for participants in the Close-up Project could be developed. The Future Bowl Project could be expanded to participate in the Global 2000 Project. All of the projects involved in the Leadership Center could benefit from development of telecommunications links to more areas of the State. Other leadership functions could include organizing and conducting a summer leadership development camp and providing information to the public on leadership events. These leadership functions would allow for services not currently being provided in the state.

The Youth Leadership Development Center would be designed to serve those secondary school groups involved in Student Extended Programs during the 1980-81 school year: the Alaska Association of Student Governments, the Distributive Education Clubs of America (DECA), the Future Farmers of America (FFA), the Future Homemakers of America (FHA), Office Education Association (OEA), Vocational Industrial Clubs of America (VICA), and students in the Close-up and Future Bowl projects. It could also serve

such other school based organizations as Pep Club, Key Club, Honor Society, class officers, and other special interest groups.

Alaskan natives will gain more and more control of the state's natural resources. Strong leadership must be developed among the native community to insure that the decisions made regarding the use of these resources are made to benefit the people involved. It is therefore suggested that Native Youth Organizations be included as constituents of the Youth Leadership Development Center.

The center could be expanded to serve such community based youth groups as Junior Achievement, Campfire, Big Brothers and Big Sisters, Scouts, 4-H Clubs, Rainbow, Demolay and teen clubs. In addition, postsecondary school groups such as student government, student caucuses, Phi Beta Lamda, VICA, Home Economics Related Occupations (HERO), FFA and the Student Marketing Association could be involved.

CENTER GOVERNANCE AND STAFFING

There are a variety of options for the legal entity to oversee the proposed Youth Leadership Development Center. Should the legislature allocate funds to an existing state agency, that agency might choose to operate the center under its current administrative structure. That agency might also choose to contract all or part of the scope of work to another, non-state agency. In this case the state agency would still maintain final control over the project.

Certain criteria should be considered in evaluating any options for placement of the center: 1) the agency should have the flexibility to accommodate the center's needs in a timely manner; 2) the agency should have the ability

Page 6

to utilize outside resources in order to deliver the best services with the greatest expertise; 3) the agency should have the ability to train people in order to broaden the base of expertise in the field; 4) the agency should have the ability to maintain close fiscal control and accountability in order to meet state requirements while still maintaining the ability to provide timely services to the center; 5) the agency should have credibility with the educational community and community based youth groups, and 6) the agency should have a political and operational climate which would encourage accountability and evaluation as key elements in its programs.

There are many ways in which the Youth Leadership Development Center could be staffed, and the actual staffing pattern would depend upon the final scope of work with which the center is charged. It would be necessary to have certain staff housed at the center to insure that this scope of work is carried out.

The center should have a director who would assume final responsibility and authority over programs operated by the center. This individual would need administrative and leadership development skills as well as a demonstrated commitment to developing and supporting leadership in Alaska's youth.

Other staff would be hired at various percentages of time to develop and produce materials, provide support services to student leadership organizations, operate the Close-up and Future Bowl Projects, provide leadership training and to provide logistical and clerical support for center activities. The special abilities required of center staff would, again, be dependent upon the specific scope of work with which the center is charged.

To meet demands requiring special expertise or overload needs, resource staff would be hired. These would be people from within the state and, when necessary, from outside Alaska who possess specific expertise not available in center staff. These individuals would also be responsible for training others in those skills so that a pool of expertise could be developed within Alaska.

The existing Student Leadership Organizations are currently led by state advisors. While it would be possible to place the state advisors on the center staff, for a variety of reasons, it seems more feasible at the present time to keep the existing state advisor structure in which the state advisors are also full time teachers. The center could hire staff to serve as executive secretaries or secretaries to each of the existing SLO's.

An advisory council would be established to aid center staff in better accommodating the needs of those groups served by the center. This advisory council, in order to be most effective, should consist of representatives of the various groups receiving the center's services.

The center staff should be housed in a location which would provide not only for office space but also for much needed meeting space for the various leadership organizations it serves.

A PLAN FOR PROCEEDING

The concept of a youth leadership development center must meet with the acceptance of a variety of groups and leaders before it stands a chance of being created and, equally important, effectively operated.

The concept needs to be refined and decisions made to fully develop the scope of work for the center. It is essential that the concept have the support of the state administration, including the Governor's office and the Commissioner of Education. The state advisors for the existing student leadership organizations must see the center as an acceptable and workable compromise which they are willing to support. Those actively involved in Project Close-up and the Future Problem Solving Bowl Project must also feel that the center concept could meet their needs.

It is also important to have the support of the Alaska Association of School Boards, the Umbrella School Administrators Association, and the Alaska School Activities Association. The individual community based youth organizations, if they are to be served through the center, need to have an opportunity to participate in formulating the final center concept and design.

In the final analysis, the future of the center concept rests most heavily upon teachers and students currently involved in the Student Extended Programs. The center will exist and effectively function only if the people to be served can find an acceptable common cause and a delivery design that they are willing to promote.

There is a need for leadership to clarify the center design and to aid in the compromise process. Without this central leadership, which must come from an acceptable neutral position, the suspicion of bias will prevent consensus. The outcome of disagreement would undoubtedly be a piecemeal, stop-gap temporary set of solutions based upon political maneuvering rather than upon a long range plan to provide leadership skills and opportunities to Alaska's youth.

PROPOSAL FOR AGRICULTURE EDUCATION SUPPORT

Submitted by:

Eric Henderson, Palmer Vocational Agriculture Instructor/
State F.F.A. Advisor

Steve Talovich, Delta-Junction Vocational Agriculture
Instructor

Mike Carlson, Delta-Junction Vocational Agriculture
Instructor

Philosophy

The State of Alaska has taken some positive steps to establish an agriculture industry in recent years. There is little argument about the potential of Alaska agriculture resources. With such projects as the Delta and Pt. MacKenzie programs being implemented, Alaska could become a viable agriculture state.

In consideration of the agricultural potential of Alaska and its natural resources the need for training individuals in various agriculture skills is mandatory if Alaska is to provide its own labor force to operate its agriculture enterprises. With the development of vocational agriculture programs, our secondary schools could be the primary training institutions for Alaska's young agriculturalists. On a national level the vocational agriculture program and Future Farmers of America have traditionally been the front-runners in technical training of students in agriculture for the last 50 years.

In order for Alaskan agriculture to achieve its full potential the establishment of vocational agriculture programs is mandatory and has to be done in conjunction with state-wide agriculture development. 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.

Need

Vocational agriculture programs operate on a 12-month basis. The program, unlike other vocational programs, teaches agriculture skills during the 9-month school year, after which students practice during the summer what they have been taught.

Like any agriculture enterprise the initial cost for equipment for training is quite substantial and at the present few school districts can afford the amount of funding needed to provide for the necessary equipment in an agricultural enterprise.

Through the State of Alaska agriculture development funding should be made available in the form of a grant through the Division of Agriculture to provide school districts' vocational agriculture programs with the needed equipment for training agriculture students.

Solution

Agriculture Education Act

An act providing grant funds to secondary school agriculture education programs for the purchase, lease or rent of equipment to train students in agricultural skills.

Requirements of the Act

1. Since the Division of Agriculture has the expertise in agriculture development, it should be a logical choice for administration of the grant.
2. Grant application will have to include a letter of intent from the local school board and local agriculture advisory board.
3. Each school district must have an on-going vocational agriculture program that is on a 12-month basis.
4. The grant application process will be developed by the Director of the Division of Agriculture to facilitate disbursement of the funds in a timely fashion.
5. Total grant shall be 3500,000 of the state's agriculture education programs.
6. Maximum amount of money a school district can apply for is \$100,000 in any one year.
7. The type and use of the equipment shall be decided by the vocational agriculture instructor and the Division of Agriculture.
8. Each school district applying for the equipment must have a land laboratory available on a lease, purchase or rental basis.



Future Farmers of America is the national organization of students preparing for careers in production agriculture and other agribusiness occupations.

ALASKA ASSOCIATION FFA
Box AB / c/o P.H.S.
Palmer, Alaska 99645

February 3, 1981

ALASKA STATE F.F.A. ADVISOR'S INTENT PAPER
ON THE STUDENT LEADERSHIP CENTER

Submitted by: Eric Henderson,
Alaska State Future Farmers
of America Advisor

Philosophy

In general, the principle behind the "Concept Paper" on a Student Leadership Development Center is a good one. (See attached paper.) It addresses the very important need for leadership development within the student leadership programs; however, in practical application the concept paper does not address the real needs and principles that have been representative of the Future Farmers of America. The concept paper tends to dilute and duplicate many F.F.A. activities.

The following recommendations should be incorporated into the concept paper in order for it to be of more value and relevance to the needs of Alaska agriculture education and the Future Farmers of America. In the event that the concept paper becomes the basis for legislation it is the desire of the State F.F.A. Association that the following recommendations be considered as legislative intent.

Recommendations

1. The number one priority of the Student Leadership Center is the maintenance and recognition of each vocational student organization.
2. The Future Farmers of America has a very different and unique approach to student leadership in that F.F.A. offers many more types of programs than any other student leadership organization. These programs and philosophies should be recognized by the Student Leadership Center. The programs are outlined below.
 - a. The F.F.A. organization operates on a 12-month basis.

- b. Many of the chapter activities are during the summer months when school is not in session.
 - c. Vocational agriculture instructors are traditionally employed on a 12-month contract versus the 9-month contracts of other vocational instructors.
 - d. The F.F.A. organization works very closely with universities and other state and federal agencies and organizations.
 - e. The F.F.A. has a very extensive and strong support basis from private industry as attested to by the over one million dollar annual budget for the national F.F.A. foundation.
 - f. The Supervised Occupational Experience Program and the vocational agriculture class are the foundation of the Future Farmers of America.
 - g. The main emphasis of the Future Farmers of America is on career and job skills.
 - h. A major part of the F.F.A. program is the participation in state and national activities which includes but is not restricted to judging contests and national leadership conferences.
 - i. The Future Farmers of America is for individuals between the ages of 14 and 21.
 - j. Traditionally, on a national level, F.F.A. state officers have graduated from high school.
 - k. The F.F.A. has several organizations that enhance and promote its philosophies and concepts. These are the National Foundation, Young Farmer, Collegiate F.F.A., F.F.A. Alumni and the National Vocational Agriculture Teachers Association.
3. In light of the activities and philosophies presented in No. 2, it is unrealistic to expect classroom agriculture instructors to coordinate state F.F.A. activities. Therefore, the Student Leadership Center should employ a full-time agriculture education coordinator-state F.F.A. advisor.
 4. The agriculture education coordinator-state F.F.A. advisor should have the capacity of executive secretary for secondary vocational agriculture activities which would include the coordination of state F.F.A. activities as well as other programs and activities related to state-wide vocational agriculture education programs.

5. Provisions and funding should be made available for state judging teams and national award recipients to compete on a national level of competition.
6. Provisions and funding should be made for travel of state officers and advisor to national conventions and leadership conferences sponsored by the National Future Farmers of America.
7. Funding should be provided for state officers and advisor to travel within the state for the development of vocational agriculture programs.
8. The state F.F.A. advisor's office should be located in a state agricultural center such as Palmer or Fairbanks.

Summary

In conclusion, the main need and top priority for vocational agriculture and Future Farmers of America is a full-time state agriculture education coordinator-Future Farmers of America advisor and sufficient funding for the F.F.A. activities on both a state and national level.

SENATE BILL NO.

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWELFTH LEGISLATURE - FIRST SESSION

A BILL

For an Act entitled: "An Act establishing the agricultural education fund; and providing for an effective date."

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

* Section 1. AS 03.05.010 is amended by adding a new subsection to read:

(g) The commissioner shall administer the agricultural education fund established under AS 14.30.520 - 14.30.540.

* Sec. 2. AS 14.30 is amended by adding new sections to read:

ARTICLE 6. AGRICULTURAL EDUCATION FUND.

Sec. 14.30.520. AGRICULTURAL EDUCATION FUND. (a) The agricultural education fund is established in the Department of Natural Resources. (b) The fund shall be used to make grants to assist qualified school boards to purchase, lease, or rent equipment to train students in agricultural skills. ~~It may also be used to~~ *programs directly related to the operation of secondary school agricultural ed.*

Sec. 14.30.530. GRANTS FROM FUND. (a) The director shall establish by regulation a process to facilitate applications for grants under this section.

(b) To qualify for a grant from the fund, a school board shall

- (1) conduct a secondary school agricultural education program 12 months a year;
(2) provide land for its agricultural education program;
(3) apply to the director, describing the agricultural education program and the proposed use of the grant.

(c) A school board may not receive more than \$100,000 from the fund in one fiscal year.

1 Sec. 14.30.540. DEFINITIONS. In AS 14.30.520 - 14.30.540

2 (1) "agricultural education" means training in agricultural
3 methods and skills;

4 (2) "director" means the director of the division of agri-
5 culture, Department of Natural Resources;

6 (3) "Fund" means the agricultural education fund established
7 in AS 14.30.520;

8 (4) "school board" means the school board of a borough or
9 city school district or a regional educational attendance area.

10 * Sec. 3. This Act takes effect July 1, 1981.
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PLEASE NOTE: THE PRECEDING PAGES WERE TREATED
AS A UNIT IN THE ORIGINAL DOCUMENT.

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COMMITTEE REPORT

SENATE

FURTHER: None

3/6/81

Date: _____

Mr. President:

The Committee on STATE AFFAIRS has had SB 248
equal employ ment opportunity in the executive branch of the state government

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

- do pass do not pass
- do pass with attached amendments(s)
- replace with CS for SB 248 same title
 new title
- and recommends _____
- AND attaches a "Letter of Intent" New Fiscal Note
- reports it back without recommendation
- referred to the _____ Committee

MEMBERS SIGNING
DO PASS

[Signature]
[Signature]
[Signature]

MEMBERS HAVING
OTHER RECOMMENDATIONS:

Engel & Spalley - No Rec
[Signature] "

[Signature]

CHAIRMAN

Alaska Labor Market Information for

Affirmative Action Programs 1981



Jay S. Hammond, Governor

**LABOR MARKET INFORMATION
FOR 1981
AFFIRMATIVE ACTION PROGRAMS**

STATE OF ALASKA

**Jay S. Hammond, Governor
State of Alaska**

**Edmund N. Orbeck, Commissioner
Department of Labor**

**Jim Souby, Director
Administrative Services**

**John E. Post, Chief
Research and Analysis**

July 1980

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LABOR MARKET INFORMATION FOR AFFIRMATIVE ACTION PROGRAMS

Area Coverage

State of Alaska.

Statistical Data and Their Significance

These tables are designed to provide labor market information for the State of Alaska to assist employers in evaluating the utilization of women and minorities in their work forces, and in establishing goals to improve such utilization.

Table 1: Population by Sex and Minority Status – 1970.

This table shows that the minority group designated collectively as "Alaska Native", consisting of Eskimos, American Indians, and Aleuts, constitute the dominant minority in Alaska. At the time of the Census, uniformed military constituted slightly more than ten percent (31,439) of the total population. Of this number, 2,635 were Black, 1,141 were Spanish-speaking, and 585 were races other than black or white.

Table 2: Employment Status by Sex and Minority Status – 1979.

The percentage distribution shows that for both men and women, the Alaska Natives experience unemployment at about double the rate for the population as a whole. While women, as a group, enjoy a lower unemployment rate than the total population, it is likely that many women are underemployed.

Table 3: Occupations of Employed Persons by Sex and Minority Status, 1970 and 1979.

The percentage distribution is related to the 1970 Census count and the 1979 estimate of all employed persons. Until the next census, occupational distribution changes are unavailable. The data reveal that minority groups are underrepresented in white-collar and skilled craftsmen categories, and overrepresented in non-durable manufacturing operative and service jobs. More than seventy-five percent of white women are employed in professional, technical, managerial, sales, and clerical occupations while less than fifty percent of minority women are so employed.

Table 4: Last Occupation of the Experienced Unemployed by Sex and Minority Status.

The data shown are taken from the 1970 Census of Population. Occupational characteristics of current job applicants who have applied for work at Job Service Centers of the Alaska State Department of Labor are shown in Table 5. The job applicant data in Table 5 cannot be directly compared with the Census data in Table 4.

Table 5: Occupation of Job Applicants at Job Service Centers by Sex and Minority Status for the Month of March, 1980.

This is a listing of all the occupations of the applicants at Job Service Centers as of March 31, 1980. Since most applicants have more than one occupation, this table is inflated over the number of people actually available, but it should be accurate as to the number of people available within any one occupation. These applicants are not necessarily unemployed, but are interested in receiving employment service.

Labor Market Resources

Goals for the utilization of minorities and women should take into consideration all labor market resources, which include the employed, the unemployed, and persons of working age not in the labor force. It is estimated that on a nationwide basis, as many as 60 percent of all the job vacancies are filled by employed workers moving from one job to another. In considering the employed as a resource for achieving affirmative action program goals, an analysis of a company's own employees – its internal labor market – can assume great significance. For many employers, their own personnel can contribute most importantly toward correcting underutilization of minorities and women in specific job categories, if traditional assignment, transfer, and promotion barriers are discarded and equal training opportunities are made available.

Additionally, those not in the labor force, particularly women, also offer considerable potential for improving their utilization in many job classifications. Women's entrance and reentrance into the labor market in response to the availability, at meaningful pay scales, of all kinds of jobs – nontraditional as well as traditional – can be dramatic, as the experience during World War II so conclusively demonstrated.

In considering all available labor market resources for establishing and achieving AAP goals, employers should recognize the fact that job vacancies customarily are filled not only by workers with precisely-required skills but also, and far more frequently, by persons with related skills, or lesser skills, or with no pertinent skills at all who learn as they work, with or without formal on-the-job training.

Services to Employers

The Job Service Office provides a variety of services to assist employers in filling job openings with qualified workers. Not only are employers offered the largest labor supply in the state, but the Job Service staff screen and select for referral only those workers who meet the employer's needs. Testing and counseling to identify applicants best suited to do the job is also available through Job Service. In addition, employers can obtain labor market information, help in preparing job descriptions, and assistance in developing acceptable job and job training opportunities.

State of Alaska

Table 1. Population by Sex and Minority Status

1970

Minority Status	Number		Percent Distribution		Labor Force Participation Rate	
	Total	Female	Total	Female	Total	Female
1. Total.....	300382	137124	100.0	100.0	51.4	45.3
2. White.....	236767	106917	78.8	78.0	54.3	48.0
3. Black.....	8911	3603	3.0	2.6	36.4	55.3
4. American Indian....	16276	8009	5.4	5.8	NA	NA
5. Eskimo.....	27797	13677	9.2	10.0	NA	NA
6. Aleut.....	6581	3150	2.2	2.3	NA	NA
7. Oriental.....	2642	1127	0.9	0.8	NA	NA
8. Other Races.....	1408	641	0.5	0.5	39.0 ^{1/}	31.0 ^{1/}
9. Spanish-speaking...	6279	2830	2.1	2.1	44.2	48.2
10. Minority Group*....	69894	33037	23.3	24.1	39.1	35.4

^{1/} Includes American Indians, Eskimo, and Aleut

Notes: NA = Not Available

*Sum of Spanish-speaking and all races except white. Some duplication possible since Spanish-speaking may include non-white races as well as white.

Source: Census of Population, 1970

State of Alaska
Table 2. Employment by Sex and Minority Group Status
1979

	Labor Force	Employ- ment	Unemploy- ment	% Distribution			Unemploy- ment Rate
				Labor Force	Employ- ment	Unemploy- ment	
Both Sexes							
Total.....	180000	164000	16000	100.0	100.0	100.0	8.9
1. White.....	155520	143632	11888	86.4	87.9	74.3	7.6
2. Black.....	3960	3608	352	2.2	2.2	2.2	8.9
3. Other Races.....	20520	16760	3760	11.4	9.9	23.5	18.3
4. Spanish-Speaking.....	3060	2852	208	1.7	1.7	1.3	6.8
5. Minority Group*.....	27540	23220	4320	15.3	13.8	27.0	15.7
Women							
Total.....	69480	64392	5088	100.0	100.0	100.0	7.3
% Both Sexes.....	38.6	39.5	31.8				
1. White.....	59405	55584	3821	85.5	86.5	75.1	6.4
2. Black.....	2085	1901	184	3.0	3.0	3.6	8.8
3. Other Races.....	7990	6907	1083	11.5	10.5	21.3	13.6
4. Spanish-Speaking.....	1389	1293	96	2.0	2.0	1.9	6.9
5. Minority Group*.....	11464	10101	1363	16.5	15.5	26.8	11.9

*Sum of Spanish-speaking and all races except white. Some duplication possible since Spanish-speaking may include nonwhite races in addition to white.

Source: Research and Analysis Section, Alaska Department of Labor.

State of Alaska

Table 3. Occupations of Employed Persons by Sex and Minority Status, 1970 and 1979.

	Both Sexes						Female					
	Total	White	Black	Other Races	Spanish-Speaking	Minority Group*	Total	White	Black	Other Races	Spanish-Speaking	Minority Group*
All Occupations - Number 1979	164000	143775	3600	16625	2851	23076	64548	55686	1943	6919	1327	10189
Number 1970	89236	78231	1959	9046	1551	12556	35122	30360	1057	3765	722	5544
Percent 1970	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Prof., technical & related...	19.5	20.8	14.9	9.0	16.2	10.8	19.9	21.4	16.8	8.8	15.6	11.2
Engineers.....	1.6	1.8	0.2	0.3	1.3	0.4	NA	NA	NA	NA	NA	NA
Medical & health workers...	2.0	2.1	3.0	0.9	3.1	1.5	3.6	3.8	4.2	1.8	5.8	2.8
Teachers, elem. & sec. sch.	4.9	5.3	4.7	2.1	3.3	2.6	8.5	9.2	8.2	3.1	5.4	4.4
Other professionals.....	11.0	11.7	7.0	5.7	8.4	6.3	7.7	8.4	4.3	3.9	4.4	4.1
Managers & administrators, nonfarm.....	11.5	12.3	3.1	6.7	7.1	6.2	5.8	6.0	2.7	5.2	7.7	4.7
Sales.....	5.5	5.9	3.6	2.8	6.6	3.4	7.4	7.8	4.8	4.1	8.2	5.0
Retail store.....	3.6	3.8	2.5	2.5	3.8	2.7	5.9	6.3	3.5	3.9	5.0	4.0
Other sales workers.....	1.9	2.0	1.1	0.3	2.7	0.7	1.4	1.6	1.3	0.5	3.2	1.0
Clerical.....	18.7	19.1	19.4	5.0	21.6	16.5	38.4	40.2	28.3	26.2	36.8	20.0
Sec., stenogr., & typists....	5.6	5.8	5.4	3.9	7.6	4.6	13.9	14.6	10.0	9.1	16.3	10.2
Other clerical workers.....	13.1	13.3	14.0	11.0	14.0	11.9	24.4	25.6	18.2	17.1	20.4	17.8
Craftsmen, foremen & related..	5.7	15.5	12.0	11.4	14.0	11.8	1.2	1.3	0.0	0.9	0.0	0.6
Construction craftsmen...	4.7	6.7	4.1	4.2	2.9	4.1	NA	NA	NA	NA	NA	NA
Mechanics & repairmen.....	4.1	4.3	2.5	2.6	5.5	3.0	NA	NA	NA	NA	NA	NA
Machinists & other metal craftsmen.....	0.5	0.5	0.0	0.3	0.3	0.3	NA	NA	NA	NA	NA	NA
Other craftsmen.....	5.8	6.0	5.5	4.2	5.1	4.5	NA	NA	NA	NA	NA	NA
Operatives except transport..	6.1	5.5	7.9	11.6	4.0	10.1	4.2	3.2	8.5	13.3	2.6	9.7
Durable goods mfg.....	0.4	0.4	0.0	0.6	0.0	0.4	0.1	0.1	0.0	0.0	0.0	0.0
Non-durable mfg.....	1.5	1.1	2.4	4.9	1.3	4.2	1.5	1.0	3.1	5.2	2.5	4.5
Nonmanufacturing.....	4.2	4.0	5.5	6.1	1.7	5.5	2.6	2.0	5.6	6.1	0.0	5.2
Transport equip. operatives..	3.1	3.1	1.5	3.0	2.8	2.8	0.7	0.7	0.0	0.4	1.1	0.4
Laborers, nonfarm.....	5.6	5.1	5.6	10.6	3.7	8.9	1.1	1.0	0.4	2.1	0.0	1.5
Service occ. priv. households.	13.3	11.4	26.1	28.1	21.2	25.8	18.2	15.9	32.1	32.4	25.1	31.5
Cleaning & food service....	7.8	6.6	17.2	15.9	11.7	15.6	10.8	9.6	19.5	17.6	12.6	17.3
Protective service.....	1.4	1.4	1.6	1.6	1.3	1.5	0.2	0.2	0.0	0.4	0.0	0.3
Personal, health & other services.....	4.0	3.3	9.1	8.7	8.2	8.7	7.2	6.0	12.7	14.5	12.5	13.8
Private household workers....	1.1	0.9	3.1	2.9	2.7	2.9	2.8	2.2	5.8	7.1	5.8	6.6
Farm workers.....	0.4	0.3	0.9	0.7	0.0	0.7	0.3	0.2	0.5	1.0	0.0	0.8

Notes: NA = Not Available

* Sum of Spanish-speaking and all races except white. Some duplication possible since Spanish-speaking may include non-white as well as white.

Source: Census of Population, 1970 and Research and Analysis Section, Alaska Department of Labor

The percentages in this table for Total, White, Black, Other Races, and Spanish-Speaking relate to the vertical totals of each column. Minority Group columns contain percentages related to each occupation's employment total (horizontal distribution). For further horizontal detail see Table 1a.

State of Alaska

Table Ja. Occupation of Employed Persons by Sex & Minority Status, 1970
(Horizontal Distribution)

	Both Sexes					Females Percentage of Total Employed				
	Total	White	Black	Other Races	Spanish- Speaking	Total	White	Black	Other Races	Spanish- Speaking
Total, All Occupations, Number.....	100.0	87.7	2.2	10.1	1.7	39.4	34.0	1.2	4.2	0.8
Professional, Technical and Related.....	100.0	93.6	1.7	4.7	1.5	40.2	37.3	1.0	1.9	0.7
Engineers ^{**}	30.0	98.0	0.3	1.7	1.5	**	**	**	**	**
Medical and Health Workers.....	100.0	92.1	3.3	4.6	2.7	71.2	64.9	2.5	3.7	2.3
Teachers, Elementary + Secondary Schools.....	100.0	93.6	2.1	4.3	1.2	67.9	63.2	2.0	2.7	0.9
Other Professional Workers.....	100.0	93.3	1.4	5.3	1.3	27.9	25.9	0.5	1.5	0.3
Nonfarm Managers and Administrators.....	100.0	93.5	0.6	5.9	1.1	19.9	17.8	0.3	1.9	0.3
Sales Workers.....	100.0	93.4	1.4	5.2	2.1	52.7	48.3	1.0	3.4	1.2
Retail Stores.....	100.0	91.5	1.5	7.0	1.8	64.2	58.5	1.1	4.5	1.1
Other Sales Workers.....	100.0	97.0	1.3	1.7	2.6	30.5	28.5	0.8	1.1	1.4
Clerical Workers.....	100.0	89.6	2.3	8.1	2.0	80.6	72.9	1.8	5.9	1.6
Secretaries, Stenographers and Typists.....	100.0	90.8	2.1	7.1	2.4	77.4	68.4	2.1	6.8	2.4
Other Clerical Workers.....	100.0	89.1	2.3	8.6	1.9	73.5	66.3	1.6	5.5	1.3
Craftsmen, Foremen and Related.....	100.0	90.5	1.8	7.7	1.6	3.2	2.9	0.0	0.3	0.0
Construction Craftsmen ^{**}	100.0	89.0	1.9	9.1	1.1	**	**	**	**	**
Mechanics and Repairmen ^{**}	100.0	92.1	1.3	6.6	2.3	**	**	**	**	**
Machinist and Other Metal Craftsmen ^{**}	100.0	93.4	0.0	6.6	1.9	**	**	**	**	**
Other Craftsmen ^{**}	100.0	90.6	2.0	7.4	1.5	**	**	**	**	**
Operatives, Except Transport.....	100.0	78.1	2.8	19.1	1.1	27.9	17.5	1.6	7.8	0.3
Durable Goods Manufacturing.....	100.0	84.5	0.0	15.5	0.0	8.3	8.3	0.0	0.0	0.0
Nondurable Goods Manufacturing.....	100.0	64.5	3.4	32.1	2.6	39.8	23.0	2.4	14.4	1.4
Nonmanufacturing.....	100.0	82.5	2.8	14.7	0.7	23.8	16.3	1.5	6.1	0.0
Transport Equipment Operatives.....	100.0	88.7	1.1	10.2	1.6	8.9	8.4	0.0	0.5	0.3
Nonfarm Laborers.....	100.0	78.8	2.2	19.0	1.1	7.6	5.9	0.1	1.6	0.0
Service Workers exc. Private Household.....	100.0	75.5	4.6	19.9	2.8	53.8	40.7	2.9	10.3	1.3
Cleaning and Food Service Workers.....	100.0	74.7	4.8	20.5	2.6	54.2	41.8	2.9	9.5	1.3
Protective Service Workers.....	100.0	86.4	2.3	11.1	1.6	6.5	5.3	0.0	1.2	0.0
Personal, Health + Other Svc. Workers.....	100.0	74.1	4.3	21.6	3.7	76.0	55.8	3.4	16.8	3.0
Private Household Workers.....	100.0	68.0	6.0	26.0	4.1	97.6	65.6	6.0	26.0	4.1
Farm Workers ^{1/}	100.0	74.6	5.4	20.0	0.0	38.7	15.8	1.5	11.3	0.0

** Not Available for Women.

^{1/} Farmers, Farm Managers, Farm Laborers and Foremen.

NOTE: It was brought to our attention that the information in Table J would be more useful in the form of a horizontal distribution as presented in this table. If there are any further improvements that can be made to the contents of this publication in terms of data arrangement, please contact the Research & Analysis Section of the Alaska Department of Labor.

State of Alaska

Table 4. Last Occupation of the Experienced Unemployed by Sex and Minority Status

Major Occupational Group	Both Sexes						Female								
	Total	White	Black	Other Races	Spanish-Speaking	Minority Group ^a	Total	Total	Total	White	Black	Other Races	Spanish-Speaking	Minority Group ^a	Total
						Percent of all Races								as a Percent of total both sexes	
Total.....	8639	6433	167	2039	116	2322	26.9	2643	30.6	2004	88	551	49	688	8.0
Percent of Total.....	100.0	100.0	100.0	100.0	100.0	100.0	--	100.0	--	100.0	100.0	100.0	100.0	100.0	--
Prof., technical, & related.....	10.1	11.2	15.0	6.0	19.0	7.3	19.4	11.9	13.4	21.6	4.9	32.8	9.0	19.7	7.1
Sales.....	2.8	3.7	0.0	0.3	0.0	0.2	2.5	7.1	76.6	9.0	0.0	1.1	0.0	0.9	2.5
Clerical.....	9.4	10.2	13.2	6.8	17.0	7.8	22.2	25.3	82.1	27.7	19.3	17.8	40.8	19.6	16.5
Craftsmen, foremen & related.....	24.0	27.7	29.3	12.1	26.7	14.0	15.7	2.3	3.2	3.3	0.0	0.2	0.0	0.1	--
Operatives.....	17.5	16.5	6.6	21.9	6.0	20.0	30.6	16.0	28.0	10.9	12.5	35.2	16.5	30.8	14.0
Nonfarm laborers.....	15.7	12.5	9.6	26.6	20.7	25.1	42.8	2.8	5.0	1.9	10.2	3.8	0.0	4.4	2.2
Service, exc. priv. households.....	17.6	15.8	20.3	23.1	10.3	22.3	33.9	27.8	48.2	28.2	25.0	26.9	12.2	25.6	11.5
Service, private households.....	1.2	0.8	6.0	2.3	0.9	2.7	55.9	4.2	100.0	2.4	11.4	9.4	0.0	9.0	33.9
Farm workers.....	0.6	0.7	0.0	0.3	0.0	0.2	12.0	0.3	18.0	0.4	0.0	0.0	0.0	0.0	0.0
Last worked 1959 or earlier ^{1/}	0.8	1.0	0.0	0.4	0.0	0.4	12.5	2.1	79.2	2.6	0.0	0.7	0.0	0.6	5.6

^aSum of Spanish-speaking and all races except white. Some duplication possible since Spanish-speaking may include non-white races as well as white.

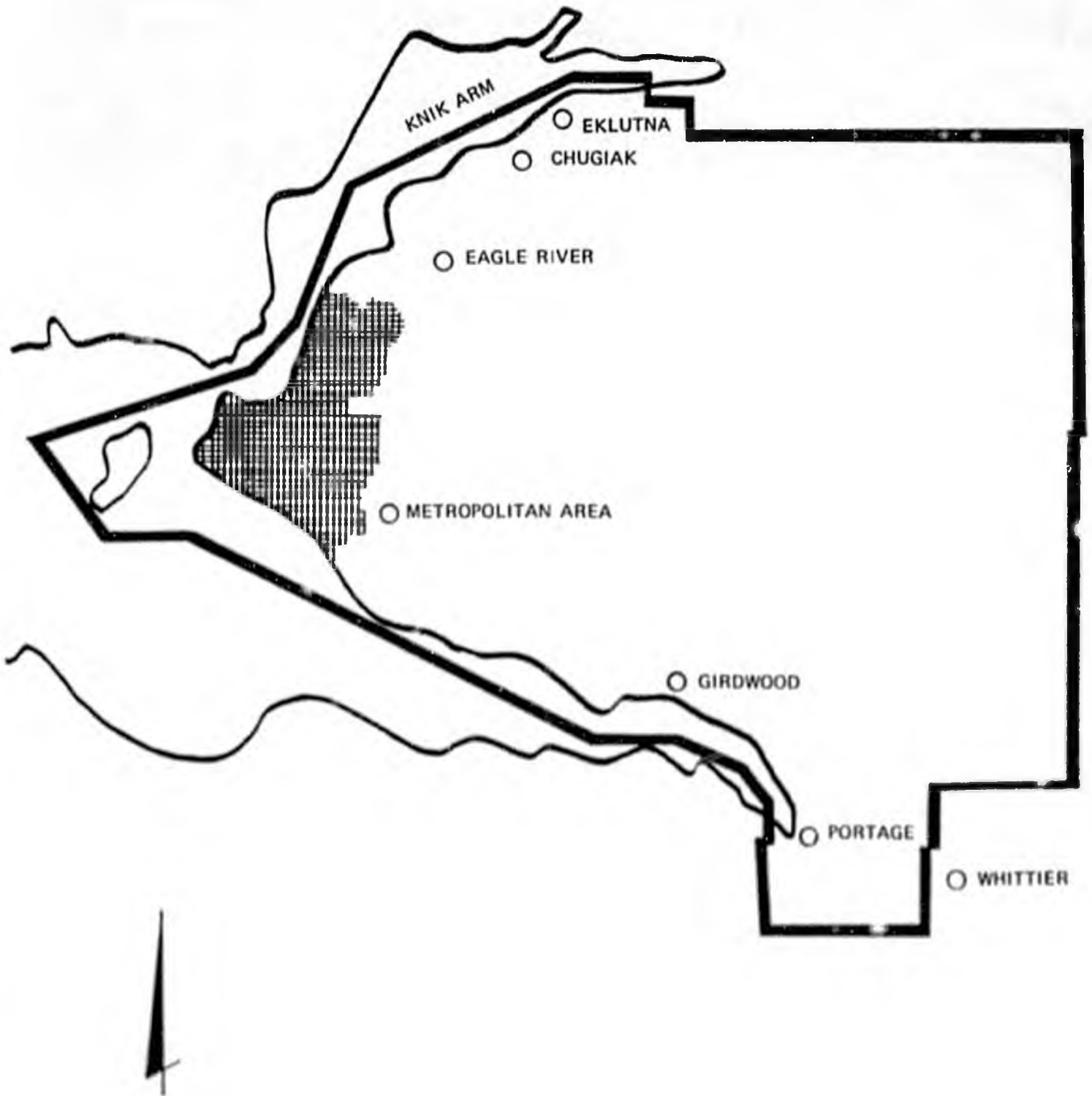
Sum of detail may not add to totals because of rounding.

^{1/} Occupation not available

Source: Census of Population, 1970

ANCHORAGE

STANDARD METROPOLITAN STATISTICAL AREA



LABOR MARKET INFORMATION FOR AFFIRMATIVE ACTION PROGRAMS

Area Coverage

The Anchorage Standard Metropolitan Statistical Area (SMSA) consists of the same geographic area as the Municipality of Anchorage (see attached sketch).

Statistical Data and Their Significance

These tables are designed to provide labor market information for the Anchorage SMSA to assist employers in evaluating the utilization of women and minorities in their work forces, and in establishing goals to improve such utilization.

The primary source of this data is the 1970 census. The civilian labor force is the annual average for 1979, however, the racial distribution is based on that described by the 1970 census. No attempt was made to update the minority status of the population due to the effects of in-migration. It is felt that the rate of change in the racial mix is no longer similar to that present between 1960 and 1970, and that the vertical distribution present in 1970 is as valid a basis for estimating the racial mix now as any other method.

Table 1: Population by Sex and Minority Status

This table shows the Anchorage SMSA population at the time of the 1970 census. The percentage distribution shows that in this area Blacks are the dominant minority.

Table 2: Employment Status by Sex and Minority Status

This table contains work force, employment and unemployment data for 1979 the latest available year. The percent distributions reveal relatively greater employment problems for minorities and women, particularly in the "Other Races" category. For example, 4.7 percent of the women in the labor force are in the "Other Races" category, but 8.2 percent of the unemployed women are "Other Races".

Table 3: Occupations of Employed Persons by Sex and Minority Status, 1970 and 1979

This table shows the percent distribution of employed persons by sex and minority status for census major occupational groups and selected intermediate occupations. These percentages may be related to the 1979 estimates of employed persons. Some changes in occupational distribution may have occurred since 1970, but the changes in percentage distribution are unavailable until the next census. The data reveal typical over-representation of minorities in service occupations. Half the white women are in clerical or sales jobs, and over 40 percent of the "Minority Group" women hold service jobs, including private household.

Table 4: Last Occupation of the Experienced Unemployed, by Sex and Minority Status 1970

This table shows the percent distribution of unemployed persons by sex and minority status. It presents data from the 1970 census and gives mainly vertical distribution, dividing each race into its percentage distribution among the various occupational groups. For example, 14.9 percent of the unemployed "Blacks" were in the clerical occupation group, while 28.9 percent of the black females were in the same group. The horizontal distribution provided is for percent of both sexes for percent of the "Minority Group." For example, 13.2 percent of the unemployed

clericals were in the "Minority Group" while 13.3 percent of the unemployed clerical women were in the "Minority Group", and the women constituted 91.1 percent of the unemployed "Minority Group". All females comprised 91 percent of the unemployed clerical workers.

Tables 3 and 4 provide information on the currently utilized skills of the local labor force, but do not reveal the potential or the career expectations of these workers. The data reflect the occupations in which women and minorities have been and still are predominantly employed.

Table 5: Occupation of Job Applicants at the Anchorage Job Service Center by Sex and Minority Status for the Month of March, 1980

This is a listing of all the occupations of the applicants at the Anchorage Job Service Center as of March 31, 1980. Since most applicants have more than one occupation, this table is inflated over the number of people actually available, but it should be accurate as to the number of people available within any one occupation. These applicants are not necessarily unemployed, but are interested in receiving employment service.

Labor Market Resources

Goals for the utilization of minorities and women should take into consideration all resources, which include the employed, the unemployed, the underemployed, and persons of working age not in the labor force.

In considering the employed as a resource, a company's own employees can be an important internal force. For many employers their own personnel can contribute most importantly to correcting underutilization of minorities and women in specific job categories when assignment, transfer, and promotion barriers are discarded and equal training opportunities are made available.

In considering the unemployed as a resource, employers should recognize the fact that job vacancies customarily are filled not only by workers with precisely required skills but also, and far more frequently, by persons with related skills, or lesser skills, or with no pertinent skills who learn as they work with or without formal on-the-job training.

In considering those not in the labor force, women in particular offer considerable potential for improved utilization in many job classification. Women's entrance and re-entrance into the labor market in response to the availability at meaningful pay scales of all kinds of jobs can be dramatic.

Services Available to Employers

Anchorage Job Service office is able to assist employers with non-discriminatory recruitment. An employer attempting to implement an affirmative action program may request that Job Service include among its referrals minorities and women. With the computerized applicant listing, which is a part of the Job Applicant Retrieval System, the employer has immediate statewide access to all of the applicants on file by occupation.

If no qualified applicants are available locally, Job Service will (at the employer's request) extend the opening to areas outside Anchorage or even statewide.

Another option employers have when using Job Service is that of employee training. Should the opening require specialized on-the-job training, it is possible that an Employer Service Representative (ESR) could arrange a training contract. Since the training is publicly sponsored, the employer gains a trained employee at reduced cost while the economy gains a contributing