

ALASKA LEGISLATURE COMMITTEE FILES 1981-1982 86/2

1588 SHEETS HB 621 - HB 695 588

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COMMITTEE REPORT  
SENATE

FURTHER: Judiciary

2/5/82

Date: 4-21-82

Mr. President:

The Committee on HEALTH, EDUCATION AND SOCIAL SERVICES has had SSHB 621 am

issuance of certificates of birth for persons born outside the United States and adopted by Alaska residents

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

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

MEMBERS SIGNING  
DO PASS

[Signature]

[Signature]

[Signature]

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

MEMBERS HAVING  
OTHER RECOMMENDATIONS:

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

[Signature]

CHAIRMAN

REVISED  
POSITION PAPER

HOUSE BILL NO. 621

"An Act providing for the issuance of certificates of birth for persons born outside the United States and adopted by Alaska residents."

The Department recognizes that this is an emotional issue to those new parents of adopted aliens, who feel it is very important for their child to have a birth certification document from the State of Alaska. More than 30 states now have similar legislation. However, we would like to bring to the Committee's attention that, of the 650 to 700 adoptions granted each year in Alaska, only 3 to 4 percent are adoptions of foreign-born aliens, amounting to about 25, and of these, less than half are adoptions of Asian children.

The Registration Methods Branch of the National Center for Health Statistics has opposed the establishment of a birth certificate by any state for a foreign-born alien. This position is based on the firm belief, of more than 40 years standing, that the basic principle of registration is to record vital events where they occur. The Model Vital Statistics Act, endorsed by the Council of State Governments, makes no provision for such a birth certificate because of the ease by which abuses might result. A person could enter the United States using his original birth certificate, become adopted, and establish an entirely new identity without becoming a citizen. Even if the new certificate bears the statement that it is not evidence of United States citizenship, it could be misleading because, in most cases, both adoptive parents are native to this country.

Passage of this bill would give a selected few people two birth certificates, one in the country of birth and one in Alaska. Children born to American citizens in a foreign country get only one birth certificate, and it is from that foreign jurisdiction. When a person, born in Alaska, is adopted, the original record is sealed away and replaced by a substitute birth certificate. Hence, an alien would always have two birth certificates, but the Alaska-born adoptee does not.

It is the opinion of the Department of Health & Social Services that the need addressed in this bill is already satisfied. In 1960 the U.S. State Department recognized that aliens in this country needed an acceptable document as proof of date and place of birth. Since that time the birth record issued by the U.S. Immigration and Naturalization Service has been totally accepted by all jurisdictions. Should the alien become naturalized, further documentation is provided. A birth record prepared by the State of Alaska for an adopted alien is a duplication of effort and does not maintain the integrity of vital records by registering only births which occur in Alaska.

It is recommended that the provisions of this bill be limited to minor foreign-born aliens adopted in Alaska, and that the certificate provided be on a form designed to suit the need, but not in the identical style of the standard certificate of birth for Alaska.

With these amendments, the Department of Health & Social Services would support passage of HB No. 621.

RECOMMENDED BY: *Jean P. Brooks*  
JEAN P. BROOKS  
STATE REGISTRAR  
BUREAU OF VITAL  
STATISTICS

DATE: *January 25, 1982*

APPROVED BY: *H. D. Beirne*  
HELEN D. BEIRNE  
COMMISSIONER  
DEPARTMENT OF HEALTH &  
SOCIAL SERVICES

DATE: *1-26-82*

## HOUSE BILL NO. 621

### PROBLEM OVERVIEW

1. Many adopted foreign-born children have no legal birth certificates from their country of birth. In most of the heavily-populated nations, especially in Asia, vital events are not routinely recorded. Parents of foreign-born adopted children have no recourse to these foreign governments to obtain birth documents.
2. The legislatures of 35 states have responded to the concerns of adoptive parents, and are issuing birth certificates to adopted foreign-born children.

### INTENT OF LEGISLATION

1. A birth certificate is a legal document reflecting the facts of birth. These certificates, if issued by the State of Alaska, will record the foreign country in which the child was born, the birth date, the child's legal name, and the names of the child's legal parents. A birth certificate is the right of every citizen.
2. The small, paper card issued by Immigration, called the "Certification of Birth Data," is unknown to the average person and to many persons in government. Non-acceptance of this card as an alternative to a birth certificate could cause serious difficulties in the future for these adopted individuals. A birth certificate issued by the State of Alaska would help to ensure that these adopted persons will have the latitude to move freely within the framework of our society on an equal par with their American-born brothers and sisters.
3. That Alaska would issue birth certificates to only those adopted foreign-born children whose parents were residents of Alaska at the time the adoption decree was granted. No foreign-born child is granted a preferential visa by Immigration and Naturalization unless the Social Service Board of Alaska has given permission for the child to enter the state. This applies to both adoptions which occur in Alaskan courts and those which occur in foreign courts.
4. The birth certificate will state that it is not evidence of citizenship. This statement will in no way interfere with other proofs of citizenship (naturalization documents or birth reports issued by the U.S. Dept. of State) which all of these children will eventually have.

5. If a legal foreign birth document exists, then the Alaskan birth certificate would be prepared from the facts reported on the foreign one. Although both documents may be considered prima facie evidence of birth, this should create no problems since the facts reported in each case would be identical. For the majority of children who have no foreign birth certificates, possible duplication of prima facie evidence would not occur.
6. That the State of Alaska would issue retroactive birth certificates to include persons adopted prior to passage of the bill.

## Birth certificate bill

Rep. Mitch Abood has introduced legislation to clear up a simple problem with far-reaching effects for those troubled by it. Alaska is one of 16 states with no provision for issuing birth certificates to foreign-born children adopted by Alaskan parents.

Those children eventually become American citizens with all the rights and responsibilities involved. But having no birth certificate is a nuisance that can hinder them throughout life — at school, at play, at work or in court. Rep. Abood's bill would remedy that situation for future adoptees as well as those already in Alaska. The matter should be overlooked no longer.

# CERTIFICATE OF LIVE BIRTH

ALASKA DEPARTMENT OF HEALTH AND SOCIAL SERVICES  
BUREAU OF VITAL STATISTICS - JUNEAU, ALASKA 99811

DATE RECEIVED  
MAR 1 0 1981

RECORDER'S NO  
81-70

TYPE OR PRINT IN PERMANENT INK



CHILD

ATTENDANT

MOTHER

FATHER

RECORDER

CHILD - NAME FIRST MIDDLE LAST  
STEPHANNE LYNN STRAUSS

SEX DATE OF BIRTH MONTH DAY YEAR HOUR PLACE OF BIRTH CITY, VILLAGE OR LOCATION  
FEMALE FEBRUARY 16, 1981 7:23 AM ALASKA JUNEAU

HOSPITAL - NAME STREET AND NUMBER (IF NOT IN HOSPITAL, GIVE STREET AND NUMBER)  
BARTLETT MEMORIAL HOSPITAL 3260 HOSPITAL DRIVE

I CERTIFY THAT THE ABOVE NAMED CHILD WAS BORN ALIVE AT THE PLACE AND TIME AND THE DATE STATED ABOVE  
IF ATTENDANT SAME AS PERSON SIGNING CHECK HERE   
IF NOT, ENTER NAME AND TITLE BELOW

BY SIGNATURE *William D. Palmer M.D.* NAME TITLE  
DR. WILLIAM PALMER

DATE SIGNED 2/25/81 MAILING ADDRESS - STREET OR P.O. BOX NO., CITY, VILLAGE, STATE, ZIP CODE  
3260 HOSPITAL DRIVE, JUNEAU, ALASKA 99801

MOTHER - MAIDEN NAME FIRST MIDDLE LAST AGE AT TIME OF THIS BIRTH STATE OF BIRTH (IF NOT U.S.A., NAME COUNTRY)  
BARBARA LYNN SHULER 37 YEARS RHODE ISLAND

RESIDENCE - STATE CITY, VILLAGE OR LOCATION INSIDE CITY?  
ALASKA JUNEAU  YES  NO

STREET AND NUMBER RECORDING DISTRICT  
433 - 4TH STREET #1 JUNEAU

FATHER - NAME FIRST MIDDLE LAST AGE AT TIME OF THIS BIRTH STATE OF BIRTH (IF NOT U.S.A., NAME COUNTRY)  
EDVINS YANIS STRAUSS 38 YEARS LATVIA

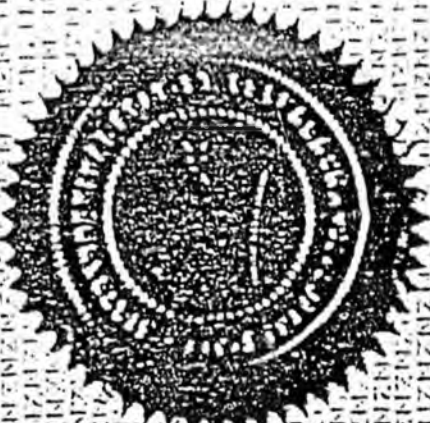
I CERTIFY THAT THE PERSONAL INFORMATION PROVIDED ON THIS CERTIFICATE IS CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF, SIGNATURE OF PARENT  
MOTHER'S MAILING ADDRESS - 10-BIRTH REGISTRATION NOTICE  
STREET OR P.O. BOX NO., CITY OR VILLAGE, STATE, ZIP CODE  
433 - 4TH STREET #1  
JUNEAU, ALASKA 99801

RECORDER'S SIGNATURE *Richard D. ...* ADDRESS RECORDING DISTRICT DATE RECORDED  
Pouch U, Juneau, Alaska 99811 JUNEAU FEB 27 1981

I hereby certify that the foregoing is a true copy of the record on file with the Alaska State Bureau of Vital Statistics at Juneau, Alaska.

*Joan P. Brooks*  
Joan P. Brooks  
State Registrar of Vital Statistics

BY *Andrew B. ...*  
Date JAN 22 1982



# CERTIFICATE OF LIVE BIRTH

STATE FILE NUMBER

TYPE OR PRINT IN PERMANENT INK

RECORDER'S NO.

ALASKA DEPARTMENT OF HEALTH AND SOCIAL SERVICES  
BUREAU OF VITAL STATISTICS - JUNEAU, ALASKA 99811

DATE RECEIVED

CHILD - NAME FIRST MIDDLE LAST

SEX DATE OF BIRTH (MONTH, DAY, YEAR) HOUR PLACE OF BIRTH CITY, VILLAGE OR LOCATION

HOSPITAL - NAME STREET AND NUMBER (IF NOT IN HOSPITAL, GIVE STREET AND NUMBER)

I CERTIFY THAT THE ABOVE NAMED CHILD WAS BORN ALIVE AT THE PLACE AND TIME AND THE DATE STATED ABOVE

6a SIGNATURE IF ATTENDANT SAME AS PERSON SIGNING CHECK HERE

6b NAME (TYPE OR PRINT) IF NOT, ENTER NAME AND TITLE BELOW

6c TITLE (M.D., NURSE, MIDWIFE, OTHER) 6d TITLE

DATE SIGNED (MONTH, DAY, YEAR) MAILING ADDRESS - STREET OR P.O. BOX NO., CITY, VILLAGE, STATE, ZIP CODE

MOTHER - MAIDEN NAME FIRST MIDDLE LAST AGE (AT TIME OF THIS BIRTH) STATE OF BIRTH (IF NOT U.S.A., NAME COUNTRY)

RESIDENCE - STATE CITY, VILLAGE OR LOCATION INSIDE CITY LIMITS

STREET AND NUMBER RECORDING DISTRICT

FATHER - NAME FIRST MIDDLE LAST AGE (AT TIME OF THIS BIRTH) STATE OF BIRTH (IF NOT U.S.A., NAME COUNTRY)

I CERTIFY THAT THE PERSONAL INFORMATION PROVIDED ON THIS CERTIFICATE IS CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF. (SIGNATURE OF PARENT)

RECORDER - SIGNATURE ADDRESS RECORDING DISTRICT DATE RECORDED (MONTH, DAY, YEAR)

## CONFIDENTIAL INFORMATION FOR MEDICAL AND HEALTH USE ONLY.

10 RACE - MOTHER	11 RACE - FATHER	12 BIRTHWEIGHT	13 THIS BIRTH - SINGLE TWIN TRIPLE ETC (SPECIFY)	14 IF NOT SINGLE BIRTH - BORN FIRST SECOND THIRD ETC (SPECIFY)	15 IS MOTHER MARRIED? <input type="checkbox"/> YES <input type="checkbox"/> NO
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PREGNANCY HISTORY (Complete each section)		EDUCATION - MOTHER (Specify only highest grade completed)		EDUCATION - FATHER (Specify only highest grade completed)	
LIVE BIRTHS (Do not include this child)	OTHER TERMINATIONS (Spontaneous or Induced)	ELEMENTARY OR SECONDARY (1-12)	COLLEGE (14-16)	ELEMENTARY OR SECONDARY (1-12)	COLLEGE (14-16)

NOW LIVING 16a NUMBER	NOW DEAD 16b NUMBER	BEFORE 20 WEEKS 16c NUMBER	AFTER 20 WEEKS 16d NUMBER	DATE LAST NORMAL MENSTRUATION BEGAN (MONTH, DAY, YEAR)	MONTH OF PREGNANCY PRENATAL CARE BEGAN FIRST SECOND ETC (SPECIFY)	PRENATAL VISITS TOTAL NUMBER (IF NONE SO STATE)	APGAR SCORE 1 min 2 min
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16e DATE OF LAST LIVE BIRTH (MONTH, DAY, YEAR)

16f DATE OF LAST OTHER LIVE BIRTH (MONTH, DAY, YEAR) - DO NOT LIST IN ONE ABOVE

17 COMPLICATIONS OF PREGNANCY? - IF YES, DESCRIBE  
 YES  NO

ILLNESS OR CONDITIONS AFFECTING THE PREGNANCY? - IF YES, DESCRIBE  
 YES  NO

23 COMPLICATION OF LABOR AND/OR DELIVERY? - IF YES, DESCRIBE  
 YES  NO

24 CONGENITAL MALFORMATIONS OR ANOMALIES OF CHILD? - IF YES, DESCRIBE  
 YES  NO

*Substitute*

*This is what the birth certificates are like.*

TYPE OR PRINT IN PERMANENT INK

NORTH DAKOTA  
CERTIFICATE OF LIVE BIRTH  
State Department of Health

Birth Number  
FB- 76-000005

CHILD NAME			SEX	DATE OF BIRTH (Mo. Day, Year)	HOUR	
1	FIRST Michelle	MIDDLE Louise	LAST Paulson	2 Female	3 July 1, 1976	3b --- M
BIRTHPLACE - Continent			Country	Province		
4a	Asia		4c Korea	4c Seoul		
REGISTRAR			DATE RECEIVED REGISTRAR (Month, Day, Year)			
5a (Signature)	<i>Edna Kavonius</i>			5b September 14, 1979		
MOTHER-MAIDEN NAME			AGE (at time of this birth)	STATE OF BIRTH (If not in USA, name country)		
6a	FIRST Louise	MIDDLE Mellentine	LAST Schroder	6b 37	6c North Dakota	
RESIDENCE-STATE		COUNTY	CITY, TOWN OR LOCATION	STREET AND NUMBER OF RESIDENCE		
7a North Dakota	7b Grand Forks	7c Grand Forks	7c 1814 Lewis Blvd.			
MOTHER'S MAILING ADDRESS—If same as above, enter Zip Code only						
8 58201						
FATHER NAME			AGE (at time of this birth)	STATE OF BIRTH (If not in USA, name country)		
9a	FIRST Leland	MIDDLE Eugene	LAST Paulson	9b 37	9c North Dakota	

THIS CERTIFICATE IS NOT EVIDENCE OF CITIZENSHIP

This is to certify that this is a true and exact reproduction of a record filed, kept and preserved in the Division of Vital Records, Office of Statistical Services, North Dakota State Department of Health, Bismarck, North Dakota 58505, in accordance with Section 23-02.1-18 of the North Dakota Century Code.

Date Issued: October 30, 1979

*Richard W. Blair*  
\_\_\_\_\_  
State Registrar

*Edna Kavonius*  
\_\_\_\_\_  
Deputy State Registrar

(NOT VALID WITHOUT RAISED IMPRESSION SEAL)

January 14, 1982

### Birth certificate bill

There is a piece of legislation to be introduced before the upcoming legislature supporting substitute birth certificates for foreign-born children adopted by U.S. citizens in Alaska.

I am very much aware of the importance of this piece of legislation as I am the parent of a foreign-born child. As it stands now in the State of Alaska, our children cannot receive birth certificates.

Birth certificates are required so many times during a person's lifetime. Joining Little League, entering schools, the service and marriage licenses are to name a few. It is an important document for one to have.

While other documents may sometimes be substituted, the lack of a birth certificate makes many everyday situations awkward.

This is a small piece of cleanup legislation, but one very important to the lives of our foreign-born adopted children. I am writing this in hopes that other adoptive parents can be aware of this legislation.

— Linda Slone

1/14/82 Anch. Daily News

JAN 18 1982

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ADT

1/17/82

## Birth certificates

Dear Editor:

I am writing this letter because I am concerned about the discrimination that exists in one portion of our state statutes. That portion involves substitute birth certificates which, if proposed House Bill 621 passes this year, will be corrected.

Normally, if a child is born in one state in the U.S. and adopted in another state, upon legal completion of the adoption process the bureau of vital statistics in the state of the child's birth is notified. The bureau seals the child's original birth certificate and issues a new one in the child's new legal name, correctly listing date and place of birth and listing the adoptive parents as the child's parents. This binding legal document creates, once and for all, the child's identity and provides the security of tangible evidence of his place and role in life.

It is unfortunate that foreign-born children adopted by U.S. citizens and residing in Alaska are the only adopted American citizens who do not have a legally binding certificate of birth. This state is one of approximately 15 where foreign-born adopted children receive no acknowledgement at all, save the issuance of a final decree of adoption. The only other document they receive is the scanty information found on the federally issued Birth Data Record Card, which in no way substitutes for a certificate of birth. Both documents are inadequate in estab-

lishing a sense of identity and a feeling of belonging for an adopted foreign-born child.

Adopted children born in the U.S. (and their adoptive parents) have a legal right to get new birth certificates from the state of the child's birth. I am an adoptive parent of a foreign-born child and have no such recourse to the country of my child's birth. In reading the 14th Amendment to the U.S. Constitution, it appears that children such as mine are being denied that which should be rightfully theirs.

By issuing these children certificates of birth in the United States, no one is attempting to conceal the fact that they were born in another country or that their heritage is different from ours. We should, as concerned citizens, try to insure the rights of

such children by guaranteeing that they will have the ability to move as freely within the framework of our society as their American-born counterparts. Foreign-born adopted children will share the same responsibilities to society and to this country. We should not turn our backs when we see that society is not treating these children equally.

The proposed House Bill 621 is a birth certificate bill sponsored by Rep. Mitch Abood to correct the inequality that now exists in Alaska's law. Over 30 other states have passed similar legislation and its passage in this state can only be beneficial.

Reid W. Bond, chairman  
Legislative Committee  
Anchorage Adoptive  
Parents/OURS

April 8, 1982

Telephone Call with Gary Johnson, Regional Deputy Director, Immigration and Naturalization Service.

Zybach-Senate HESS Staff

Mr. Johnson saw no problem with the general concept of the legislation, as he understood it. A number of other states have similar legislation or provisions for birth certificates. He cited two concerns in relation to granting birth certificates, first, that the certificate indicate the original location of birth, and second, that the certificate not be issued until after the adoption and after the child was actually located in Alaska.

CERTIFICATION OF BIRTH DATA FROM IMMIGRATION AND NATURALIZATION RECORDS	
THIS IS TO CERTIFY THAT THE RECORDS OF THE U.S. IMMIGRATION AND NATURALIZATION SERVICE INDICATE THAT:	
NAME	JON MATTHEW HANLON
WAS BORN ON	FEBRUARY 9, 1958
AT	Seoul, Korea
FILE NO.	53 843 620
DATE OF ISSUANCE	JUNE 11, 1973
SIGNATURE OF ISSUING OFFICER	TITLE OF ISSUING OFFICER
	Actg. District Dir.
THIS IS NO. PROOF OF UNITED STATES CITIZENSHIP	
U.S. DEPARTMENT OF JUSTICE Immigration and Naturalization Service Form 6-344 (Rev. 5-1-64)	
16-73102-2 GPO	

POSITION PAPER / Department of Health & Social Services

POSITION PAPER

SPONSOR SUBSTITUTE FOR HOUSE BILL NO. 621am

"An Act providing for the issuance of certificates of birth for persons born outside the United States and adopted by Alaska residents."

The Department recognizes that this is an emotional issue to those new parents of adopted aliens, who feel it is very important for their child to have a birth certification document from the State of Alaska. More than 30 states now have similar legislation. However, we would like to bring to the Committee's attention that, of the 650 to 700 adoptions granted each year in Alaska, only 3 to 4 percent are adoptions of foreign-born aliens, amounting to about 25, and of these, less than half are adoptions of Asian children.

The Registration Methods Branch of the National Center for Health Statistics has opposed the establishment of a birth certificate by any state for a foreign-born alien. This position is based on the firm belief, of more than 40 years standing, that the basic principle of registration is to record vital events where they occur. The Model Vital Statistics Act, endorsed by the Council of State Governments, makes no provision for such a birth certificate because of the ease by which abuses might result. A person could enter the United States using his original birth certificate, become adopted, and establish an entirely new identity without becoming a citizen. Even if the new certificate bears the statement that it is not evidence of United States citizenship, it could be misleading because, in most cases, both adoptive parents are native to this country.

Passage of this bill would give a selected few people two birth certificates, one in the country of birth and one in Alaska. Children born to American citizens in a foreign country get only one birth certificate, and it is from that foreign jurisdiction. When a person, born in Alaska, is adopted, the original record is sealed away and replaced by a substitute birth certificate. Hence, an alien would always have two birth certificates, but the Alaska-born adoptee does not.

It is the opinion of the Department of Health & Social Services that the need addressed in this bill is already satisfied. In 1960 the U.S. State Department recognized that aliens in this country needed an acceptable document as proof of date and place of birth. Since that time the birth record issued by the U.S. Immigration and Naturalization Service has been totally accepted by all jurisdictions. Should the alien become naturalized, further documentation is provided. A birth record prepared by the State of Alaska for an adopted alien is a duplication of effort and does not maintain the integrity of vital records by registering only births which occur in Alaska.

Sponsor Substitute for House Bill No. 621 am limits the provisions of this act to adoptees under the age of 18 years. The certificate prepared will be on a form designed to suit the need, similar to the forms used by other states.

The certificate will bear the statement that it is not evidence of United States citizenship. However, upon proof of naturalization, a new certificate will be prepared deleting the statement that the certificate is not evidence of United State citizenship.

The Department of Health and Social Services supports passage of SSH: 621 am.

RECOMMENDED BY:

*Joan P. Brody*  
JOAN P. BRODY  
STATE REGISTR.  
BUREAU OF VITAL  
STATISTICS

DATE:

*February 11, 1982*

APPROVED BY:

*Helen D. Beirne*  
HELEN D. BEIRNE  
COMMISSIONER  
DEPARTMENT OF HEALTH &  
SOCIAL SERVICES

DATE:

*2-14-82*

THE LEGISLATURE OF THE STATE OF ALASKA  
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST

Bill/Resolution No. Sponsor Substitute for House Bill 621 am  
Title "An Act providing for the issuance of certificates of birth"  
Requested by \_\_\_\_\_ Date \_\_\_\_\_

II. FISCAL DETAIL

Agency Affected Department of Health & Social Services  
Program Category Affected Administrative Services  
BRU, Program, Or Subprogram(s) Affected Vital Statistics  
(Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section.)

EXPENDITURES (Thousands of Dollars)

	FY 82	FY 83	FY 84	FY 85	FY 86	FY 87
100 PERSONAL SERVICES	0	0	0	0	0	0
200 TRAVEL						
300 CONTRACTUAL						
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.						
TOTAL	0	0	0	0	0	0

FUNDING (Thousands of Dollars)

	FY 82	FY 83	FY 84	FY 85	FY 86	FY 87
GENERAL FUND	0	0	0	0	0	0
FEDERAL FUNDS						
OTHER (Specify Source)						

POSITIONS

	FY 82	FY 83	FY 84	FY 85	FY 86	FY 87
FULL TIME	0	0	0	0	0	0
PART TIME						
TEMPORARY						

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

No fiscal impact

IV. DATE

Feb. 11, 1982

PREPARED BY

Jean P. Branks

AGENCY D.H.S.S.

PHONE 465-3391

Original: Legislative Finance

cc: Budget and Management

Prime Sponsor (First Legislator Named)

33-001 (Rev. 12/81)

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*Loynes*

\*Section \_\_\_\_ . The lieutenant governor shall place before the qualified voters of the state at the next general election a question advisory to the legislature of whether the legislature should enact laws which impose criminal penalties for the private use of marijuana by adults. The question shall appear on the ballot in the following form:

Q U E S T I O N

Shall the Legislature of the State of Alaska enact laws which impose criminal penalties for the private use of marijuana by adults?

Yes[ ]

No[ ]

STATE OF ALASKA  
THE LEGISLATURE

POUCH Y - STATE CAPITOL  
JUNEAU, ALASKA 99811  
907-465-900

LEGISLATIVE AFFAIRS AGENCY

MEMORANDUM

May 13, 1982

SUBJECT: Classification of offenses  
(HB 633)

TO: Senator Charles H. Parr

FROM: James H. Lear  
Legislative Counsel *JHL*

You have requested an enumeration of the classification of offenses included in Sec. 2 of HB 633. That information is as follows:

<u>Crime</u>	<u>Classification</u>
murder in the first degree	unclassified felony
murder in the second degree	unclassified felony
manslaughter	Class A felony
criminally negligent homicide	Class C felony
assault in the first degree	Class A felony
assault in the second degree	Class B felony
assault in the third degree	Class A misdemeanor
*kidnapping	unclassified felony*
sexual assault in the first degree	Class A felony
sexual assault in the second degree	Class B felony
robbery in the first degree	Class A felony
robbery in the second degree	Class B felony
burglary in the first degree	Class B felony
arson in the first degree	Class A felony
escape in the first degree	Class A felony
riot	Class C felony

\*reduced to Class A felony if defendant establishes by affirmative defense that he voluntarily released the victim safely, within 24 hours, etc.

JHL:ljb

STATE OF ALASKA  
THE LEGISLATURE

POUCH Y - STATE CAPITOL  
JUNEAU ALASKA 99811  
907-465-3860

LEGISLATIVE AFFAIRS AGENCY

M E M O R A N D U M

May 4, 1982

SUBJECT: Single subject rule  
TO: Senator Charles H. Parr  
FROM: Billy G. Berrier *BGB*  
Director  
Division of Legal Services

You have asked whether questions for an advisory vote relating to increasing the drinking age and legalizing the use of marijuana may be combined in one bill without violating the single subject rule.

The single subject rule is contained in Section 13, Article II, Constitution of the State of Alaska which provides:

SECTION 13. Every bill shall be confined to one subject unless it is an appropriation bill or one codifying, revising, or rearranging existing laws. Bills for appropriations shall be confined to appropriations. The subject of each bill shall be expressed in the title. The enacting clause shall be: "Be it enacted by the Legislature of the State of Alaska."

The primary aim of the rule has been stated by our court to be restraint of the log-rolling process in the legislature and describes log-rolling as deliberately inserting in one bill several dissimilar or incongruous subjects in order to secure the necessary support for passage of the measure. Suber v. Alaska State Bond Committee, 414 P.2d 546 (1966).

The test which broadly stated:

"Ultimately the decision in cases of this kind must be made on a basis of practicality and reasonableness. In

determining whether a bill is confined to one subject we agree with the statement:

'All that is necessary is that the act should embrace some one general subject; and by this is meant, merely, that all matters treated of should fall under some one general idea, be so connected with or related to each other, either logically or in popular understanding, as to be parts of, or germane to, one general subject.'

was adopted in Gellert v. State, 522 P.2d 1120 (Alaska 1974), and has been quoted in each subsequent case in point in Alaska with approval. It is therefore well settled that this broad language is the standard against which compliance with the single subject rule is to be tested.

There would appear to be a connection both logically and in popular understanding between the use of alcohol and the use of marijuana since the use of either has related although not identical social policy implications.

In my opinion this would not violate the single subject rule.

BGB:ljb

and prevailing national trends would tend to suggest that probation and parole staff should rely on law enforcement officers to make arrests whenever possible, and that they should avoid carrying firearms (which are seen by many as antithetical to their primary role of service provider and treatment agent for their clients.)

#### PROPOSED ADDITIONAL FUNCTIONS FOR COMMUNITY CORRECTIONS SERVICES

##### Pretrial Assessment and Supervision

According to a study of bail practices in Anchorage during 1973, conducted by the Alaska Judicial Council, ~~fully 85 percent of felony cases resulted in bail release for the defendants.~~ The Council provides evidence that ~~this rate~~ ~~is similar to the national average~~ pretrial release rate, cited as varying from 67 to 84 percent.\* The Council includes within the term "bail" all forms of pretrial release, not just traditional cash bonds. Of those defendants released pretrial, the Council reports that:

- o 47 percent were released on fully secured money bond
- o 35 percent were released on personal recognizance
- o 16 percent were released on unsecured bonds or 10% bonds to the court
- o 2 percent were released by unknown means

Moyer Associates conducted a two-week survey of all releasees from the five major institutions which house the majority of

Alaska's adult pretrial detainees. This survey, conducted during August, 1978, illustrates the variance in pretrial release practices between communities; the table on the next page includes only those persons in the sample who were released prior to trial (746 out of the total of 1226 releasees for whom data was obtained during the survey period.).

The latter four categories correspond to the Judicial Council's ROR category, while the second and third correspond to money and court bond categories mentioned in the Council's study. The statewide percentages are roughly comparable to the 1973 Anchorage percentages (although the Anchorage Annex proportions observed in the recent survey diverge considerably from the earlier study in terms of ROR and court bond categories.)

Although the ~~Alaska bail statute encourages release of defendants on their own recognizance on unsecured bond unless~~ "the judge determines that neither will reasonably assure the defendants' subsequent appearance, or that either will pose a danger to other persons and the community" (Judicial Council bail study), the statute also allows imposition of conditions for release whenever the judge determines that ROR or unsecured bond are inappropriate. These conditions may range from posting a 10% bail bond with the court, requiring supervision by a responsible custodian, or even requiring full cash or other property bail bond. In order to

\* The latter rate includes misdemeanor cases as well as felonies, and so is likely to be above the rate for felony cases alone.

PRETRIAL RELEASE METHODS

Moyer Associates Survey

Means of Release	Fairbanks CC		Anchorage Annex		Ketchikan CC		Juneau CC		RidgeView CC		Total Statewide	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Charges dismissed	8	5	20	5	-	-	-	-	2	3	30	4
Cash bond	24	16	188	42	4	13	1	2	29	40	246	33
Cash Bond to court	67	45	141	32	16	50	12	25	30	41	266	36
ROR	42	28	59	13	9	28	24	50	9	12	143	19
Conditional Release	7	5	18	4	3	9	11	23	2	3	41	5
Supervised ROR	1	1	13	3	-	-	-	-	1	1	15	2
Diversion	<u>1</u>	<u>1</u>	<u>4</u>	<u>1</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>5</u>	<u>1</u>
	150	100%	443	100%	32	100%	48	100%	73	100%	746	100%
	(266)		(652)		(67)		(86)		(95)		(1226)	

determine what additional conditions might be appropriate in a given case, the statute further suggests that judges take into account "the nature and circumstances of the offense charged, the weight of the evidence against the person, the person's family ties, the person's employment, the person's financial resources, the person's character and mental condition, the length of residency in the community, the person's record of prior convictions, and the person's record of appearances at court proceedings and history of flight to avoid prosecution." (Judicial Council) Unfortunately, the Judicial Council reports that most often the ~~necessary~~ information and preparation for making such a reasoned determination is not available by the first appearance, within 24 hours after arrest.

This points to a potentially critical problem in the pretrial release process. If lack of information delays the eventual release of many defendants, then the average length of stay, and therefore the average daily population of pretrial detainees may be unnecessarily inflated. Since it seems likely that a higher than average (compared to national figures) proportion of Alaska defendants are at some point released pending trial, the greatest impact on the average daily pretrial population can be achieved not through increasing the number of persons released but rather through decreasing the average length of time which defendants are detained prior to release.

In order to accomplish this reduction in length of time

detained, the information necessary to determine an individual's eligibility for pretrial release must be collected immediately upon intake into the corrections facility. Given that probation and parole staff already perform a wide variety of assessments for both the judiciary and the Division of Corrections, it is logical that they should also be formally assigned responsibility for pretrial release eligibility assessments. However, the Accreditation Commission cautions that "provision should be made for effective use of personnel on a full- or part-time basis by using a systems approach to identify ROR service objectives and by specifying job tasks and the range of personnel necessary to meet the objectives. Similarly, space and equipment needs should be determined. Unless adequate resources are available, a probation department should not undertake an ROR program."

Further, the Commission considers as essential that "Where the agency operates pretrial intervention services, it does so with the cooperation of other criminal justice authorities," and comments that:

"Successful development and operation of pretrial services, such as release on own recognizance (ROR) programs, is dependent upon the cooperation of judges, attorneys, law enforcement officials and corrections officials. They should be involved in these programs from initial planning through implementation."

At present, ~~there is only one~~ formal pretrial release program ~~operating in the state~~, which is

located in Anchorage. However, until quite recently, the impact of this program on the pretrial detention population was less than could be hoped for; ~~the recent institution of a 24-hour magis-~~  
~~trate system in Anchorage has,~~  
~~however, resulted in a signifi-~~  
~~cant reduction in the pretrial population.~~ This lends credence to the suggestion that reducing the average length of time detained prior to release can have a most substantial effect on average daily detention populations.

With this in mind, an assessment of the potential impact of speedier pretrial release of eligible defendants has been conducted. The first step in estimating this potential impact was to determine, using data from the Moyer Associates survey of all releasees from 5 state institutions in a selected two-week period, how many would have been eligible for release on recognizance, using a ~~standard-~~  
~~ized ROR assessment scale.~~ The scale used has been developed and refined by the Vera Institute of New York, and is used by many jurisdictions across the country to assess arrestees' stability in the community (and thus the likelihood that they would appear for trial if released from detention.) The scale is reproduced on the following page.

All of this information was available for 1084 of the total sample of 1226 releasees statewide (or 88 percent). Of these releasees, 73 percent passed the Vera requirements. Adding the requirement that the eligible defendant cannot be charged with an assaultive felony lowers the percentage eligible for pretrial release using these

criteria to 66 percent statewide. The table (on the following page of text) summarizes the percentages of eligibles in each of the five surveyed facilities.\*

Thus, the percentage passing the Vera eligibility criteria alone is relatively constant across the state, with the exception of Ridgeview. The reduction in total N observed across the two analyses is due to lack of data for a few defendants on the type of offense with which they were charged.

Knowledge simply of the numbers of persons eligible for pretrial release using these criteria is not sufficient to provide an estimate of the degree to which their average length of stay could be reduced. Data from the survey therefore was used to calculate:

1. The actual number of person-days spent pretrial by all those releasees who qualified for ROR according to the Vera Scale.\*\*
2. The number of person-days these individuals would have spent had they all been released on recognizance in an average of four hours after booking. This assumed average is not extraordinarily short given that even now, 48 percent

---

\*\* Nearly all persons in the sample spent some time in pretrial detention, even those who also served time as sentenced inmates prior to their release. Thus, the pretrial days spent includes all releasees (not just those released in pre-trial status).

VERA SCALE

	<u>Requirements</u>	<u>Points</u>
Box 1	1. Defendant must reside in the county/ region under consideration.	1
	<hr/>	
	2. Defendant has lived at his current address 2 1/2 years or more.	1
	or	
Box 2	3. Defendant lives with parent(s) or spouse.	1
	or	
	4. Defendant is employed, in school or in a training program on a full-time basis.	1
	<hr/>	
	5. Defendant has a phone in his residence.	1
	or	
Box 3	6. Defendant expected someone at the arraignment (not complainant or attorney).	1
	or	
	7. Defendant has no felony convictions.	1
	TOTAL:	

Scoring Procedures

Step A: The defendant must satisfy Requirement 1.

Step B: If the defendant is not a resident of the county/region under consideration he automatically "fails" the test. If the defendant does satisfy Requirement 1, he/she is then required to satisfy at least one of the requirements in Box 2; i.e., he/she must satisfy (in addition to Requirement 1), Requirement 2, or Requirement 3 or Requirement 4.

Step C: If the defendant does not satisfy any of the requirements in Box 2, he is disqualified.

Step D: If the defendant satisfies only one of the requirements in Box 2, then he must satisfy at least one of the requirements in Box 3 in order to qualify.

Step E: If the defendant satisfies 2 or more requirements in Box 2, (in addition to Requirement 1), he automatically "passes" and there is no need to proceed to Box 3.

Step F: If the defendant satisfies Requirement 1, and one of the requirements in Box 2, but none of those in Box 3, he is disqualified.

\* Percentages of Eligibles  
in each of the  
Five Surveyed Facilities

	Total Number of Releasees	Percent Passing Vera Criteria	Total Numbers	Percent Passing Vera and not Charged with Assaultive felony
Fairbanks	153	71%	148	68%
Anchorage Annex	644	75%	636	68%
Ketchikan	58	78%	52	67%
Juneau	78	76%	60	52%
Ridgeview	92	58%	83	51%
	<u>1025</u>		<u>979</u>	

\*\* Percentage Decrease in ADP  
Resulting from Increased ROR (Speedier pretrial release)

<u>Institution</u>	<u>Vera Only</u>	<u>Vera and No assaultive felony</u>
Fairbanks	22%	22%
Anchorage Annex	75%	54%
Ketchikan	36%	33%
Juneau	8%	6%
Ridgeview	11%	9%
Statewide total	27%	18%

(for these facilities only, which represent about 54% of the  
total statewide ADP)

of all those in the sample who were released prior to trial were released in 8 hours or less (~~25 percent were released within 24 hours.~~) with the institution of formalized and prompt pretrial release assessments by community corrections staff and, at least in the urban areas, 24-hour magistrate availability, this 4-hour average stay prior to release is likely to be readily attainable.

The difference between these two figures is thus the number of person-days that would have been saved had this ROR policy been in effect. This number of person-days saved can then be translated into a reduction in the average pretrial stay and thus in the average daily inmate population (ADP) which would have occurred had the ROR policy been implemented. The percentage decreases in ADP which could have been achieved in each facility and across the state using the two different release eligibility criteria are summarized on the previous page.\*\*

Although the impact varies across institutions, due primarily to variations in the actual number of days spent pretrial by those passing the two criteria, the overall statewide impact of speedier pretrial release is potentially quite significant. This is especially true if even a few inmates who now spend many days in pretrial detention are released in an average of four hours after booking.

Since the five facilities surveyed currently house only about 54

percent of the total statewide average daily prisoner population,\* the impact of ROR on this total population would be diluted to about a 15 percent ADP decrease using the Vera criterion only, or about a 10 percent ADP decrease using the Vera plus no assaultive felony criteria (see section on factors affecting corrections populations for a more precise estimate of impact on both the projected year 2000 ADP and on the current ADP.)

This method of estimating the effect of ROR on inmate populations does not take into account one factor which may mitigate its impact. Offenders who are detained pretrial, then convicted and sentenced to a term of imprisonment receive credit for the time they served pretrial. Thus, if arrestees serve less time pretrial, it is possible that those sentenced to incarceration would be incarcerated longer in sentenced status than they would have been if detained prior to sentencing. This might offset some of the reduction in total average length of stay to be attained through speedier ROR. The degree to which this offsetting would occur is impossible to quantify. It is important to note however that the impact of an ROR program which requires that an arrestee pass the Vera scale and not be charged with an assaultive felony in order to be released is less likely to be affected by this

---

\* Eagle River, Palmer, Third Avenue and Federally housed inmates would not be affected by ROR, since they house only sentenced inmates. No data is available on Nome, since a two-week sample was considered an insufficient sample for a facility with such a low volume of releases.

pretrial detention time credit factor since persons released using these two criteria are less likely to be sentenced to imprisonment if convicted or conversely, assaultive felons are more likely than others to receive prison sentences.) In estimating facility capacity needs under the various policy options, only the ROR option using the dual criteria is considered (see later section on facility recommendations). It is presumed to be an accurate estimate, although it may well represent the maximum impact which could be attained with a totally effective ROR program.

Because construction and operation of facilities to house pretrial detainees is so much more expensive than the salaries of community corrections staff who would operate the pretrial release screening services to reduce the needed capacity of these facilities, the implementation of such a program in Anchorage, Fairbanks, Juneau and Ketchikan certainly seems justifiable. Further legislation prescribing a uniform policy and procedure will be necessary to initiate such a program. ~~Particularly needed is a uniform method of screening and investigating persons awaiting release to determine their suitability for pretrial release.~~ and provision for the supervision of any persons granted pretrial release who are deemed to require it. Beyond authorizing community corrections staff to undertake this added responsibility, adequate funds to obtain needed staff must also be appropriated. Staff needs for community corrections services are

discussed in more detail later in this section.

#### Transitional or Prerelease Programs

Inclusion of responsibility for reintegrative programs of the Division among the functions to be performed by community services staff grows out of the logical programmatic association between furloughs, prerelease programs and facilities, and parole. The ACA Accreditation Commission points out that:

" Probation and parole are community-oriented and community-centered. The agency should be a catalyst, mobilizer, and developer of community resources, so that offenders can benefit from a wide variety of these resources. Field officers should serve as community organizers in addition to their more traditional roles. The agency should include such activities in the assignment of designated field staff, and invest both money and top management effort to broaden the scope of community services for offenders."

In another standard, the Commission adds that "where they exist, community residential centers should be available to parole staff for prerelease programs and to parolees for crisis situations." commenting:

"Many newly released offenders need a place to live. For some, the small, privately-operated community residential center is extremely helpful. This type of transitional residence offers privacy with some structure and guidance, but without state authority. Where such facilities

can be obtained on a contract basis, the agency budget should provide funds to purchase such services."

Further emphasizing the need for a continuum of transitional programs for inmates, the Commission states that:

"Sudden and direct release to the community after many years in a closed or maximum security institution can produce psychological shock in a releasee and may be a factor in a releasee's inability to adjust on parole. A few months in a minimum or open institution can help ease the transition to parole and should be arranged if possible. Other partial release programs include work and study release and trial visits to family and community prior to parole. Another type of program that can achieve the same objective is extension of visiting privileges at the institution for the last few months prior to release. Such programs gradually acquaint inmates with the issues, pressures and emotions they will encounter once paroled."

At present, no inmates in Alaska are placed on work or study release as a transition from incarceration to parole; some are housed in the relatively open atmosphere of Eagle River or Palmer immediately prior to release. Very few, if any, inmates are presently granted furloughs for any purpose, particularly for family visits or job-seeking prior to release. This lack of transitional programming is primarily an outgrowth of negative experiences of the recent past which caused a public and official

outcry against the then-operating prerelease and minimum security programs.

Because a gradual reintegration of inmates into the community is the most likely method of both ensuring public safety and increasing the likelihood of the inmates' successful reformation, the Division of Corrections must increase its efforts to develop viable prerelease alternatives. To accomplish this, the Division must develop an accurate method of screening inmates to determine eligibility for prerelease programs, and it must have sufficient properly trained staff to operate the programs (and adequate funds to contract with other agencies or private groups as well).

Although probation and parole staff are not presently responsible for the supervision of inmates furloughed from institutions for less than 30 days, the regional or district office must be notified by the institution prior to such releases as to their purpose and duration; the supervising offices nearest the locations to which the inmates are released provide services to them only if requested by these inmates.

Similarly, notification must take place for inmates furloughed for more than 30 days, but in these cases the releasees are to be supervised and assisted by the nearest field office. The field office also is required to furnish periodic progress reports to the releasing institution, which retains the official file and also retains jurisdiction and the responsibility to return the inmate if necessary. Regional Administrators are given discretion to develop implementing procedures

STATE OF ALASKA  
THE LEGISLATURE

POUCH Y - STATE CAPITOL  
JUNEAU ALASKA 99811  
907 465-3800

LEGISLATIVE AFFAIRS AGENCY

MEMORANDUM

May 13, 1982

SUBJECT: Classification of offenses  
(HB 633)

TO: Senator Charles H. Parr

FROM: James H. Lear  
Legislative Counsel *JHL*

You have requested an enumeration of the classification of offenses included in Sec. 2 of HB 633. That information is as follows:

<u>Crime</u>	<u>Classification</u>
murder in the first degree	unclassified felony
murder in the second degree	unclassified felony
manslaughter	Class A felony
criminally negligent homicide	Class C felony
assault in the first degree	Class A felony
assault in the second degree	Class B felony
assault in the third degree	Class A misdemeanor
*kidnapping	unclassified felony*
sexual assault in the first degree	Class A felony
sexual assault in the second degree	Class B felony
robbery in the first degree	Class A felony
robbery in the second degree	Class B felony
burglary in the first degree	Class B felony
arson in the first degree	Class A felony
escape in the first degree	Class A felony
riot	Class C felony

\*reduced to Class A felony if defendant establishes by affirmative defense that he voluntarily released the victim safely, within 24 hours, etc.

JHL:ljb

STATE OF ALASKA  
THE LEGISLATURE

POUCH Y - STATE CAPITOL  
JUNEAU ALASKA 99811  
907-465-3600

LEGISLATIVE AFFAIRS AGENCY

MEMORANDUM

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assault in the second degree	Class B felony
assault in the third degree	Class A misdemeanor
*kidnapping	unclassified felony*
sexual assault in the first degree	Class A felony
sexual assault in the second degree	Class B felony
robbery in the first degree	Class A felony
robbery in the second degree	Class B felony
burglary in the first degree	Class B felony
arson in the first degree	Class A felony
escape in the first degree	Class A felony
riot	Class C felony

\*reduced to Class A felony if defendant establishes by affirmative defense that he voluntarily released the victim safely, within 24 hours, etc.

JHL:ljb

Nancy - please check w/ following, see what you can get (HB 633) - Charlie

Judicial Council  
Criminal Justice Planning Agency 3591 Charlie Sidans

1. Info on % of times <sup>new</sup> crime committed by person out on bail awaiting trial
2. Info on % times accused released on own recognizance as opposed to bail being required.

Kevin (or LAA)

Class of each offense listed in HB 633 (A, B, C)  
felony? violent? other?

Susan Knighton

Div of Corrections Study  
"Masterplan database"

3706  
Cheryl

# CONTACTS

JUDICIAL COUNCIL

279-2526

Susan Johnson - will send Statistical  
Summary - Anchorage 1973

DAVID MUMHEIMER

279-7424

Special Prosecutor's office

MIKE STARK

3460

District Attorney

LEGAL SERVICES

3428

CRIMINAL JUSTICE ASSISTANCE

3591

Sue W Knighton

DIVISION OF CORRECTIONS

DH & SS

3376

Amey Weir

PUBLIC DEFENDER

279-7541

H B

695

COMMITTEE REPORT

SENATE

4/19/82

FURTHER: Finance

Date: 4-25-82

Mr. President: HEALTH, EDUCATION & SOCIAL SERVICES

The Committee on \_\_\_\_\_ has had CSRB 695(R1s) am establishing the Vocational Education and Employment Training Task Force

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

- [X] do pass [ ] do not pass
[ ] do pass with attached amendments(s)
[ ] replace with CS for CS HR 675 (Title 10) [X] same title [ ] new title
and recommends \_\_\_\_\_
[ ] AND attaches a "Letter of Intent" [ ] New Fiscal Note
[ ] reports it back without recommendation
[ ] referred to the \_\_\_\_\_ Committee

MEMBERS SIGNING DO PASS

Handwritten signatures of members who do pass.

MEMBERS HAVING OTHER RECOMMENDATIONS:

Blank lines for members with other recommendations.

CHAIRMAN

# Aleutian Region School District

TECHNICAL CENTER  
640 West 38th Avenue  
Anchorage, Alaska 99503  
(907) 276-0006

Dr. Dick H. Bower,  
Superintendent

**BOARD OF DIRECTORS:**

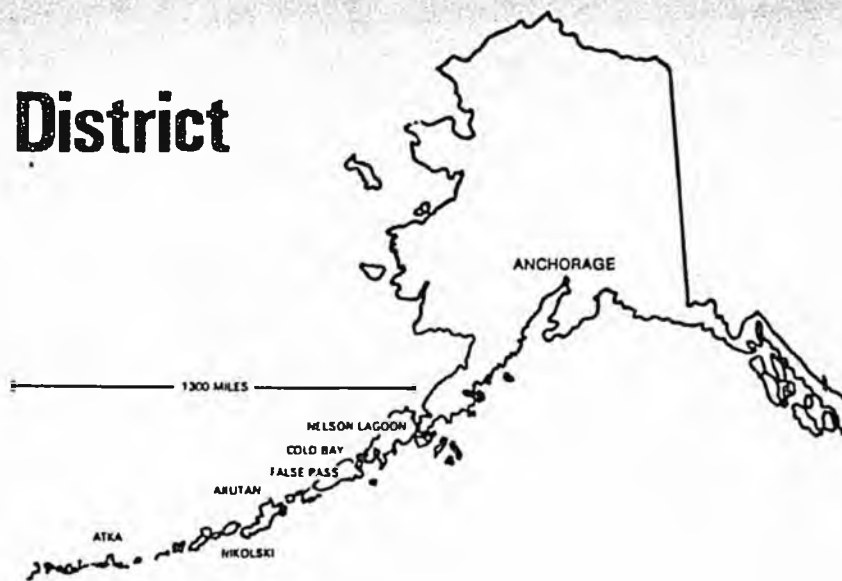
Clayton Brown, President  
Cold Bay, Alaska 99571

Helen Prokopioff, Clerk  
Akutan, Alaska 99563

James Webb  
Cold Bay, Alaska 99571

Michael Swetzof  
Atka, Alaska 99502

Jack Nelson  
Nelson Lagoon, Alaska 99571



April 22, 1982

Senator Tim Kelly  
Health, Education & Social Services Committee  
Alaska State Legislature  
Pouch V  
Juneau, AK 99811

Dear Senator Kelly:

I want to urge your favorable consideration of CSHB 695 in committee and your support in seeing that legislative action serves as positive leadership in bringing order to a situation which remains chaotic at this time.

Alaska, its people and its resources, is the center of national and international interest and activity. Growth and development are inevitable. A trained and available work force is one of the most important elements toward seeing that the growth and development which will occur brings maximum benefit to the people of the state. Knowledgeable, skilled, yet sensitive people also offer the best chance that growth and development will be as orderly as possible and that adverse impacts will be avoided or minimized.

At the present time some fourteen (14) types of organizations exist which either fund or conduct vocational training in the state, two (2) of these fall under the University System, five (5) fall under the authority of the State Board of Education. That means that fully half of these organization categories fall outside the "traditional" education organizations. Such organizational groups as Labor, Business, Industry, Private Vocational Schools, and CETA are certainly key elements in any effective coordinated training effort. At the present time there is not even an effective dialogue among these organizations let alone an effective coordination.

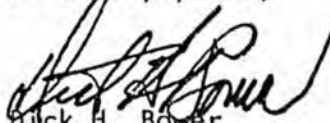
Senator Tim Kelly  
April 22, 1982  
Page Two

It was the need for positive and effective coordination which prompted legislative proposals for the last two years. Failure to do something may delay action until too late, at least in connection with truly effective coordination among the fourteen (14) types of organizations so important to success.

Please give the basic issues involved your careful analysis. Though this is a politically volatile issue, in my opinion most of us who fully support the need for positive action on this issue have no special interest or personal gain involved. This is not true of some who are most adamantly opposed to some kind of action on this matter. The task force proposed should assure the most objective and effective options for further legislative action.

If there is any way in which I can be of help to you in this matter, please do not hesitate to call upon me.

Sincerely yours,



Dick H. Bower  
Superintendent

DHB:cae  
Enclosure

cc: Senator Sturgulewski  
Senator Don Bennett  
Senator M. Ed Dankworth  
Senator Frank Ferguson  
Senator Patrick Rodey  
Senator Robert Mulcahy  
Senator Bettye Fahrenkamp  
Senator Bill Ray  
House Health, Education & Social  
Services Committee

# Goldbelt, Inc.



1000 Harbor Way • Juneau, Alaska 99801

Phone (907) 586-6244

February 9, 1982

TESTIMONY ON HOUSE BILL NO. 695

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

  
Joseph E. Kahklen  
President

NOTWITHSTANDING THIS PRIMARY CONCERN, THERE ARE SPECIFIC AREAS IN WHICH WE FEEL MAJOR INADEQUACIES EXIST. THESE INCLUDE, BUT ARE NOT LIMITED TO, THE NEED FOR: (1) IMPROVEMENT OF BASIC EDUCATIONAL SKILLS, WORK ATTITUDES AND HABITS, AND KNOWLEDGE OF WORKPLACE AMONG MANY PRESENT AND POTENTIAL INDIVIDUALS IN THE WORKFORCE: (2) OCCUPATIONAL SKILLS TRAINING: (3) ENHANCEMENT OF CAREER AWARENESS PROGRAMS IN SECONDARY SCHOOLS (ESPECIALLY IN SMALL RURAL COMMUNITIES); (4) JOB PLACEMENT ACTIVITIES AND EMPLOYMENT INCENTIVES; (5) ENHANCEMENT OF ACTIVITIES WHICH STRESS JOB CREATION AND RETENTION.

IN CLOSING, I WOULD LIKE TO POINT OUT THAT ACADEMIC EDUCATION HAS HISTORICALLY BEEN EMPHASIZED IN ALASKA AT THE EXPENSE OF EMPLOYMENT TRAINING AND VOCATIONAL EDUCATION. WHILE IT IS RECOGNIZED THAT ACADEMIC EDUCATION IS ONE OF THE MOST IMPORTANT AND NECESSARY SOCIALIZATION TOOLS THAT WE HAVE AVAILABLE TO US, THE IMPORTANCE OF SUCCESSFUL WORK EXPERIENCES FOR ALL INDIVIDUALS IN OUR SOCIETY CANNOT GO UNRECOGNIZED. THE POTENTIAL FOR ECONOMIC DEVELOPMENT IN ALASKA IS SEEMINGLY LIMITLESS, AND WILL ENCOMPASS A BROAD RANGE OF INDUSTRIES AND ATTENDANT SUPPORT SERVICES THAT IS UNMATCHED ANYWHERE ELSE IN THE NATION. A WORKFORCE COMPOSED OF INDIVIDUALS WITH THE SKILLS AND TRAINING NECESSARY TO MEET THE VARIED DEMANDS OF THE FUTURE, AS WELL AS THE PRESENT, JOB MARKET IS A NECESSITY. AND IT IS ONLY THROUGH A SYSTEM THAT MAXIMIZES COORDINATION OF TRAINING AND EDUCATION THAT THIS WILL BE ACHIEVED.

THANK YOU.

# ALASKA APPRENTICESHIP AND TRAINING COORDINATORS ASSOCIATION

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

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

February 12, 1982

Representative Mike Beirne  
Pouch V  
Juneau, AK 99611

Dear Representative Beirne,

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

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

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

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

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

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

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

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

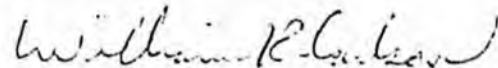
Paragraph (b), sub paragraph (2) Change from two persons to; THREE persons from labor unions or labor organizations in the state whose members work in occupations for which training may be received in employment training or vocational education programs.

SEC. 14.35.012. DUTIES AND POWERS OF THE BOARD:

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

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

Sincerely Yours,



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



## CENTRAL COUNCIL

Tlingit and Haida Indian Tribes of Alaska  
One Sealaska Plaza - Suite 200  
Juneau, Alaska 99801

---

MY NAME IS RAY PADDOCK, I AM THE EXECUTIVE DIRECTOR OF THE CENTRAL COUNCIL TLINGIT AND HAIDA INDIAN TRIBES OF ALASKA. WE ARE A CONGRESSIONALLY RECOGNIZED TRIBAL GOVERNING BODY WHICH HAVE BEEN OPERATING HUMAN AND COMMUNITY SERVICE PROGRAMS SINCE 1965. VOCATIONAL EDUCATION AND EMPLOYMENT TRAINING HAVE ALWAYS BEEN OF HIGH PRIORITY WITH OUR PEOPLE.

WE SUPPORT HOUSE BILLS 695 AND 696 WHICH WILL ESTABLISH A STATE BOARD OF EMPLOYMENT TRAINING AND PROVIDE THE NECESSARY FUNDING. WE FEEL THAT IT IS TIME FOR THE STATE TO PRIORITIZE EMPLOYMENT TRAINING AND VOCATIONAL EDUCATION. IT IS OUR CONSIDERED OPINION THAT BY DOING SO WOULD BE OF BENEFIT TO NOT ONLY OUR TRIBAL MEMBERS, BUT ALL CITIZENS OF ALASKA. TOO LONG WE HAVE SEEN TRAINED WORKERS FROM OUTSIDE ALASKA COME TO TAKE JOBS CREATED BY ALASKA'S DEVELOPMENT. IT IS TIME TO PROVIDE MORE OPPORTUNITIES TO THE THOUSANDS OF UNEMPLOYED AND UNTRAINED ALASKANS BEING BY-PASSED BY THE COMPLEX "NON-SYSTEM" FOR DELIVERY OF THESE ESSENTIAL SERVICES.

I WOULD LIKE TO QUOTE FROM THE ALASKA NATIVE REPORT - JANUARY 1982 "THREE CONTEXTUAL FACTORS (AMONG OTHERS) HAVE BEEN ADVANCED TO EXPLAIN THE LOW LABOR FORCE PARTICIPATION OF ALASKA NATIVES AS A GROUP. FIRST, MANY UNEMPLOYED NATIVES ARE HELD TO HAVE INADEQUATE EXPERIENCE, EDUCATION, TRAINING OR "JOB SKILLS". I WOULD LIKE TO EMPHASIZE THAT THIS WAS A FINDING OF OUR DEPARTMENT OF LABOR.

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TELEPHONE: 907/ 586-1432, 586-3616



# ALASKA HOME ECONOMICS ASSOCIATION

Feb. 20, 1982

AFFILIATED WITH  
AMERICAN  
HOME  
ECONOMICS  
ASSOCIATION  
AND  
INTERNATIONAL  
FEDERATION OF  
HOME  
ECONOMICS

Dear Representative Beirne,

I am a home economics teacher who is concerned about House Bills 695 & 696. I am also President-Elect of the Alaska Home Economics Association, but I'm writing this letter as a teacher.

I am in favor of House Bill 695 because I think it's vitally important that the vocational education programs around the state be unified & that they are actually training people for jobs. In order for this to be done there needs to be a person or persons responsible for checking on each of the schools to make sure the programs are relevant & preparing the students for the work world. I have taught home economics in Anchorage & now Juneau & have not seen any evidence of this in the past few years since the Dept. of Education changed its format.

Another thing that concerns me about this bill is that there should be a practicing vocational teacher on the board - someone who knows what's actually happening in the classroom.

I would appreciate your support of House Bills 695 & 696.

Sincerely,  
Dody Plaki  
Home Economist

*Use Ed*

MSG 22-00013641 PRTY 1 03/12/82 12:16:20 ORIG: LL00 IN= 0003 OUT= 000  
FROM: BEE/SOLDSTNA  
TARGET: LHM2 SUBJ: P.O.M. PAGE 000

TO: REP'S. BEIRNE, MARTIN, CATO, SMITH, MALONE.

FROM: DAVID STUTZER  
BOX 2296  
HOMER, AK. 99603  
235-7061 (H)

RE: HB'S-695,696.  
I WOULD URGE YOU TO PASS HB'S-695,696, AS AMENDED. I FEEL THAT VOCATIONAL  
EDUCATION IS A IMPORTANT PART OF OUR YOUNG PEOPLES EDUCATION AND THESE  
BILLS WILL DO MUCH TO FURTHER THE EDUCATION OF OUR YOUTH IN THE VOCATIONAL  
FIELDS.

ONCE AGAIN IT IS THE CONSIDERED OPINION OF  
THE CENTRAL COUNCIL THAT HOUSE BILL 695 AND 696  
WILL BETTER PREPARE OUR STATE TO ADDRESS  
EMPLOYMENT TRAINING AND VOCATIONAL EDUCATION.

ATTACHED TO THIS DOCUMENT IS A COPY OF  
CENTRAL COUNCIL TESTIMONY PROVIDED AT A  
TELECONFERENCE SPONSORED BY SENATOR FRANK FERGUSON  
ON NOVEMBER 25, 1981.

THANK YOU FOR THE OPPORTUNITY TO EXPRESS OUR  
VIEWS ON THIS LEGISLATION.

692

MSG 82-00013831 PRTY 1 03/12/92 18:36:02 ORIG: LAG0 IN=0016 OUT=011  
FROM: JEAN, ANCH INFO TO: FOM, JUNEAU INFO  
TARGET: LHM2 SUBJ: FOM PAGE 000

TO: REPRESENTATIVES SMITH, CATO, MARTIN, MALONE AND BEIRNE  
FROM: LARRY KINGRY, PRES OF AK ST VOCATIONAL ASS'N. & DEAN OF INST, A.C.C.  
8320 EXETER DR.  
ANCHORAGE 99507 (H) 549-1345

< THE ALASKA STATE VOCATIONAL ASS'N. STRONGLY ENDORSED A RESOLUTION SUPPORTING HB 685 AT THEIR CONFERENCE HELD LAST WEEK IN ANCHORAGE. I PERSONALLY BELIEVE THE ESTABLISHMENT OF A STATE BOARD FOR OCCUPATIONAL TRAINING AND VOCATIONAL EDUCATION IS NECESSARY IN ALASKA IF WE ARE EVER GOING TO HAVE AN EFFECTIVE SYSTEM FOR TRAINING ALASKANS FOR ALASKA JOBS. >

# Aleutian Region School District

TECHNICAL CENTER  
640 West 36th Avenue  
Anchorage, Alaska 99503  
(907) 276-0006

Dr. Dick H. Bower,  
Superintendent

## BOARD OF DIRECTORS:

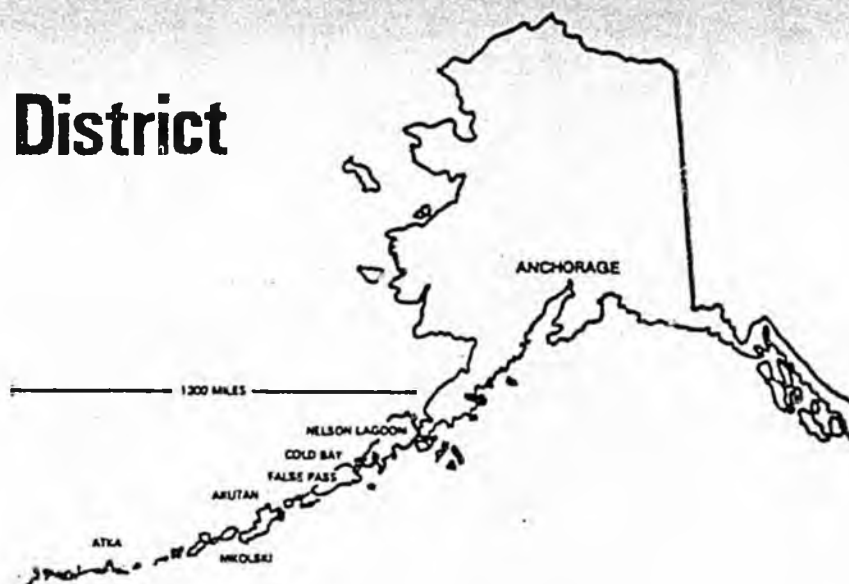
Clayton Brown, President  
Cold Bay, Alaska 99571

Helen Prokopioff, Clerk  
Akutan, Alaska 99553

James Webb  
Cold Bay, Alaska 99571

Michael Swatof  
Atka, Alaska 99502

Jack Nelson  
Nelson Lagoon, Alaska 99571



February 1, 1982

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

Dear Representative Beirne:

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

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

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

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

Representative M. F. Beirne

February 1, 1982

Page Two

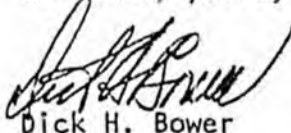
of vocational education, training and employment in the state. The findings generally pointed up that things were little better than in 1969. Indeed the statement made by SRI in 1969 that "With regard to vocational education, we support not only wider offerings in secondary schools but (also) increased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

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

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

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

Sincerely yours,



Dick H. Bower  
Superintendent

DHB:cae  
Enclosures



# COOK INLET NATIVE ASSOCIATION

670 West Fireweed Lane  
Anchorage, Alaska 99503  
(907) 278-46

February 26, 1982

Honorable Eric Sutcliffe  
State Representative for Alaska  
State Legislature  
Pouch V  
Juneau, Alaska 99811


Dear Representative Sutcliffe:

On behalf of the Cook Inlet Native Association and Cook Inlet Region Inc., whom we consulted on this matter, I wish to express our mutual support for House Bill No. 695.

For your information and clarification concerning our support of this legislation, I've enclosed a copy of Jackie Guzialek's testimony which she made at the Legislative Hearing on this bill representing Cook Inlet Native Association. We feel this legislation will make significant strides toward eliminating unnecessary and duplicated efforts among boards, committees and commissions which transend the full spectrum of "employment, training and vocational education" throughout the state.

Please keep us informed of progress on this bill and if we can lend further support toward its enactment, please feel free to call on us.

Sincerely yours,

*for*   
Robert W. Rude  
President

Enclosure:

RWR:rm

TESTIMONY ON HOUSE BILL - 695

My name is Jackie Guzialek and I am a Director of Cook Inlet Native Association and the Chairman of the Anchorage Native Education Coalition, an Anchorage group which advocates improving educational opportunities for Alaskan Native people. An integrated vocational education system is needed in the State of Alaska, in order to deliver training at both the secondary and post secondary levels to all ALASKANS who can benefit from it. Alaska currently has many elements of a vocational education system but our State lacks a policy-making entity in the area of vocational education that is at a high enough level to make policy and to bridge the gaps between the currently existing policy-making bodies, none of which has jurisdiction over the entire vocational training system. The way that vocational educational delivery is presently organized, we have been unable to respond to rapidly changing conditions in the real world of employment in this State. We have not had a policy body that could allocate resources to provide early training that would respond to large economic development projects that were to come on line within two to five years. Currently, existing educational governing boards - the Board of Regents of the University of Alaska and the State Board of Education are vital and necessary to manage their own particular vocational programs. However, they must by law, concern themselves with broad and varied issues of managing their own massive educational enterprises, and cannot devote the time and attention that vocational planning on a State wide scale demands. Also, the distinguished citizens who serve on these two eminent boards are not for the most part representatives of the business and labor sectors of the Alaskan economy, who are the persons who hire the products of the vocational education programs and who are therefore, most knowledgeable about the manpower needs of Alaskan employers.

House Bills 695 and 696, developed by the Alaska State Council on Career and Vocational Education provides for a Board of Employment, Training and Vocational Education. This board, if created by the legislature will have the authority to do the State wide policy making and planning that are so desperately needed in our state in order to provide a framework for the development of a true vocational educational system.

From the perspective of a person interested in the betterment of the Standard of living of Alaskan people whether Native or not, I believe that this proposed legislation will enable us to devote the kind of emphasis on vocational education that has long been lacking in our State. Thank you for the opportunity to express my views.

# FUTURE HOMEMAKERS OF AMERICA

Feb. 14, 1982



Dear Representative Beirne,

We feel it is time for a committee or council to look at Vocational education and training for Alaskans. I appreciate your support of House Bill 695 and 696.

Yours very sincerely,  
Majoie Schmiege  
Vocational Teacher  
Advisor Future Homemakers  
of America  
1800 Evergreen Ave.  
Juneau 99801

H. Res. 65  
H.R. 695 - 696

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

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

\* Section 1. A Vocational Education and Employment Training Task Force is established in the Office of the Governor to examine vocational education and employment training in Alaska and to recommend legislation which would improve vocational and technical education and employment training for the people of Alaska.

\* Section 2. MEMBERSHIP. (a) The Task Force consists of seven members appointed by the governor. The membership of the board shall be persons representing business, labor and vocational educational instructors.

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

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

\* Sec. 3. COMPENSATION. A member of the Vocational Education and Employment Training Task Force serves without compensation, but is entitled to the same travel pay and per diem authorized by law for members of boards and commissions under AS 39.20.180.

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

\* Sec. 5. POWERS AND DUTIES. (a) The Vocational Education and Employment training Task Force shall

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

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

(3) review existing state and federal law on vocational education and employment training in order to propose legislation which implement the recommendations of the Task Force; and

(4) complete a report with recommendations to the legislature for legislation to implement the conclusions of the Task Force regarding the operation of vocational education and employment training in the state, furnishing copies of the report to the state Board of Education, the Board of Regents of the University of Alaska, the governor, and the presiding officer of each house of the legislature by February 1, 1983.

(b) The Vocational Education and Employment Training Task Force may hold public hearings and meetings on its findings before submission

of its report.

\* Sec. 6. STAFF. The Vocational Education and Employment Training Task Force shall employ staff to enable it to carry out its responsibilities under this Act.

\* Sec. 7. TERMINATION. The Vocational Education and Employment Training Task Force terminates February 28, 1983.

\* Sec. 8. EFFECTIVE DATE. This Act takes effect immediately in accordance with AS 01.10.070(c).

VOCATIONAL EDUCATION IN ALASKA

A

POSITION PAPER

OF THE

ALASKA STATE VOCATIONAL ASSOCIATION

1981

# ALASKA STATE VOCATIONAL ASSOCIATION

## POSITION PAPER

### This We Believe

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

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

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

Comprehensive vocational education programs usually have the following common elements:

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

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

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

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

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

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

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

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

Of great importance is the role of vocational education in economic and community development. Economic development means new or expanded jobs. Vocational education has the responsibility of preparing Alaskans with the knowledge and skill to fulfill these jobs. This is crucial in the effort to attract new industry or expand existing businesses. It is equally important to assure Alaskans of a chance for the newly created jobs and of a competitive edge over imported labor.

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

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

#### The Needs of Vocational Education

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

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

a plan which is applicable to all vocational education programs in Alaska. Such a plan is needed to prioritize the allocation of vocational education and manpower development resources, based upon the degree to which programs are meeting the employment needs of Alaskans and the labor market demands of Alaska's future economy.

Alaska's comprehensive policy for vocational education should also include direction to state-level administrators for the setting of uniform standards for program operation. Presently, the quality of training can vary widely from one program to the next, often within the same institution. The type of training offered in programs with identical titles can vary widely. For example, one auto mechanics "program" may consist of one course which prepares students to do simple repairs on their own automobiles. Another auto mechanics program may consist of a sequence of courses which prepare students to qualify for entry-level employment. This complicates the students' ability to transfer from a program at the secondary level to another secondary program or into a more advanced postsecondary program. It also complicates the process of determining the degree to which students are being trained for employment.

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

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

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

Who is being served by vocational education programs?

What is being accomplished?

What is the cost?

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

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

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

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

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

#### Recommendations

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

#### A Comparison Chart

<u>Current Status</u>	<u>Recommendation for Future</u>
1. Current legislation is vague, addresses vocational education the same as the Federal Law and does not include manpower development as a part of comprehensive vocational education.	1a. New legislation needs to be enacted to give direction to the development of a statewide comprehensive plan for vocational education.  1b. New legislation should be enacted to establish one governing body and to develop and oversee statewide policy on comprehensive vocational education.



Current Status (cont.)

4. Certification or standardized requirements for teachers, counselors and administrators of comprehensive vocational education are inconsistent, not enforced, or do not exist.
  
5. Data concerning the existing vocational and manpower programs, students, past students, and the workforce needs are non-existent or woefully inadequate for management decisions addressing future needs.
  
6. Current program standards and guidelines are not enforced, are unclear or, in many instances, do not exist to insure that each local vocational education program is closely associated with the potential employing community.

Recommendation for Future (cont.)

- 4a. Consistent standards should be developed and enforced for those who staff vocational education programs, based upon knowledge and skill requirements for the technical content being taught and the process of teaching, counseling or administering.
  
- 4b. Provisions should be developed within the state or through cooperative agreements with institutions of higher education outside the state to provide the required education to meet and maintain certification or personnel standards.
  
- 4c. Regulations should be set forth to ensure the employing agency actively supports inservice training dedicated to keeping vocational education personnel up-to-date and technically competent.
  
- 5a. A system should be designed and implemented to gather, process and provide data in a timely fashion on the comprehensive vocational education program (including manpower development, apprenticeship and other such training programs).
  
- 5b. Establish regulations for local programs to follow in providing consistent, complete, accurate and timely data to the statewide data system.
  
- 5c. Based upon statutes and statewide policy for comprehensive vocational education, establish the role of manpower forecast data in vocational education program decision making and provide the manpower need data accordingly.
  
- 6a. Program standards, regulations and guidelines must provide for the input of the employing community in such areas as prioritizing programs for implementation, phasing out, curriculum content, program evaluation, and work experience options. This is usually provided through an advisory committee arrangement.

Current Status (cont.)

7. Current emphasis in vocational education in Alaska is dominated by the priorities for providing the student with skills for avocational interests, career exploration, career awareness, or in a few instances, for first time job entry.
  
  
  
  
  
  
  
  
  
  
8. Career education concepts have been introduced to the K-12 educational system in Alaska but very little of the concept has been implemented in the schools; little has been accomplished in tying the career education concept and vocational education program together; little if anything has been done to introduce career education at the postsecondary level; and little commitment exists for career education at the State level in policy and administration of education.

Recommendation for Future (cont.)

- 6b. The comprehensive vocational education data system must provide for information from the employing community regarding its needs and its assessment of the workers coming from the vocational education program.
  
- 6c. Program standards and guidelines need to stress the importance of bridging the student's transition from education to work through simulation, work experience and placement programs.
  
- 7a. The comprehensive vocational education program must focus its efforts on preparing the individual to acquire a job, maintain a job, and upgrade in a job in a career field and leave the avocation, career awareness and career exploration up to other programs within the education system.
  
- 7b. The comprehensive vocational education program must more adequately address the growing need of Alaskans to have access to training for job update, job upgrade or job change throughout their working lives.
  
- 7c. The comprehensive vocational education program must address the State of Alaska's priorities for economic and community development and provide the opportunity for Alaskans to acquire the needed vocational training to obtain the newly developing jobs and to support the community and economic base for Alaska.
  
- 8a. Legislation and statewide policy should be developed and implemented addressing the importance of career education within the comprehensive education system.
  
- 8b. The regulations and guidelines should place emphasis upon the relationship and interdependency of career education and the comprehensive vocational education program.

Current Status (cont.)

Recommendation for Future (cont.)

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

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



REPRESENTING  
THE SOUTHERN ALASKA PENINSULA  
THE ALEUTIAN CHAIN  
KODIAK ISLAND  
AND THE PRIBILOF ISLANDS

# Alaska State Legislature

REPRESENTATIVE  
ERIC SUTCLIFFE

HOME  
P.O. BOX 3  
UNALASKA, ALASKA 99585  
(907) 581-1455

WHILE IN JUNEAU  
POUCH V  
JUNEAU, ALASKA 99801  
(907) 465-4940

## MEMORANDUM

TO: Representative Al Adams  
FROM: Representative Eric Sutcliffe  
RE: HB 695 and HB 696  
DATE: April 6, 1982

I think we all would agree that quality employment training is vital if Alaskans are to participate in the economic development of the state. Today there are a number of shortcomings in our employment training system. Symptomatic are the drop-out rates in high schools, our unemployment rate, the lack of coordination between training and real jobs and our unpreparedness in the event of another pipeline-sized project. Employment training is not getting the attention it deserves.

The situation is complicated. Years of ad hoc efforts to provide employment training have created a tangle of programs residing in a number of state agencies, each of which is firmly set on protecting its own turf. Pulling all the disparate elements together and creating a board capable of taking the reins is a big policy decision. This bill would create a temporary board of employment training and vocational education which would review the present situation and design a workable unified employment training system for Alaska. The next legislature will then have the option of accepting the plans and recommendations of this board or not. But at least the next legislature will have some solid information and proposed legislation to act on as it sees fit.

HB 696 is the companion appropriation bill to HB 695. In view of our budget constraints, I asked the House Research Agency to estimate the minimum cost of the tasks outlined in HB 695. Based on their report, I would recommend amending HB 696 to reflect a fiscal note of \$58,700. Attached is the House Research Agency estimate of costs.



ALASKA STATE LEGISLATURE  
HOUSE OF REPRESENTATIVES  
RESEARCH AGENCY

Pouch Y, State Capitol  
Juneau, Alaska 99811  
(907) 465-3991

April 2, 1982

MEMORANDUM

TO: Representative Eric Sutcliffe

FROM: Jonathan Sherwood *JMS*  
Research Staff

RE: Research Request 82-108  
Fiscal Note for CSHB 695

Pat Lawler of your office requested that we estimate the fiscal impact of the provisions of the Health, Education, and Social Services Committee Substitute for House Bill 695. This bill establishes a temporary Board of Employment Training and Vocational Education to provide a plan for the creation of a permanent Board of Employment Training and Vocational Education. We have calculated the following costs:

Travel	\$10,000
Contractual Services	<u>\$48,700</u>
TOTAL	\$58,700

EXPLANATION OF COSTS

Travel: This represents the cost of air fare and per diem for board members traveling to board meetings. In computing the travel costs we have made the following assumptions:

- (1) the Board will consist of three members from Anchorage, two members from Fairbanks, one member from Bethel, and one member from Juneau;
- (2) the board will meet four times, twice in Anchorage and twice in Juneau, and that the meetings will last for two days;
- (3) travel and per diem costs will increase by 10% from current levels as a result of inflation.

Contractual Services: According to Section 4 of CSHB 695, the Board is authorized to contract for staff and services. We estimate the following contractual costs:

Representative Sutcliffe  
April 2, 1982  
Page Two

Consultant study	\$44,300
Secretarial support	\$ 1,900
Printing	<u>\$ 2,500</u>
TOTAL	\$48,700

We computed these estimates with the following assumptions:

- (1) the Board will contract with a private consultant to assist in preparing a plan as specified in Section 3 of CSHB 695;
- (2) completion of the plan, including a draft report and a final report, will require approximately six months, with the consultant spending a total of five working months on the plan;
- (3) the consultant's fee is \$50 per hour, including all expenses except travel costs and the printing of the final report;
- (4) the consultant is located in Juneau, and will attend all board meetings;
- (5) the Board will require a secretary to transcribe the minutes of the meeting, handle official correspondence, and make arrangements for the Board meetings; approximately six days of secretarial support is required for every Board meeting;
- (6) the secretary will be paid the equivalent salary of a range 12A;
- (7) one thousand copies of the final report on the Board's plan will be printed at a cost of \$2.50 per copy.

---

The appendix on the following page provides our computation of costs. If you have any questions, or if we can be of further assistance, please do not hesitate to contact us.

JS/bf

APPENDIX

Board Travel

	<u>Total</u>
3 Anchorage members	
2 trips to Juneau @ \$296	\$1776
4 days per diem @ \$67	804
1 Bethel member	
2 trips to Anchorage @ \$270	540
4 days per diem @ \$80	320
2 trips to Juneau @ \$566	1132
4 days per diem @ \$67	268
2 Fairbanks members	
2 trips to Anchorage @ \$176	704
4 days per diem @ \$80	640
2 trips to Juneau @ \$354	1416
4 days per diem @ \$67	536
1 Juneau member	
2 trips to Anchorage @ \$296	592
4 days per diem @ \$80	320
Subtotal	\$9048
plus 10% inflation	905
Total	\$9953

Consultant Cost

Basic Fee

5 months @ \$50 per hour

5 months(173 hours per month) x \$50 per hour = \$43,250

Travel

2 trips to Anchorage @ 296	592
4 days per diem @ \$80	320
plus 10% inflation	91

Total	\$44,253
-------	----------

APPENDIX (continued)

Secretarial Support

4 meetings @ 6 days work per meeting = 24 days  
salary @ \$1716 per month (21.6 days)

24 days x  $\frac{\$1716}{21.6 \text{ days}}$  = \$1,907 Total

Printing

1000 copies @ \$2.50 per copy = \$2,500

# Vocational education

## may ease unemployment

by Carol Murkowski  
Times Writer

The United States doesn't have an unemployment problem, says Dr. Roni Posner; it has an employment problem. And vocational education could be the solution.

"On the job ladder, we have a lot of people with minimal skills at the bottom, and a lot of college-trained people at the top," says the American Vocational Association's director of planning and development. "In the middle, where you need technical skills, is where the gap is, and vocational education is the only employment program that can deliver those skills."

Posner is in Anchorage this week for the Alaska State Vocation Association and Alaska School Counselors Association statewide conference, campaigning against proposed federal budget cuts that would eventually end federal funding of vocational education.

"It's disastrous," Posner said flatly in an interview Thursday. President Reagan's proposal that states or private industry will pick up such programs "is ridiculous, and history has shown that," she said.

"The bottom line is that to

achieve the federal objectives of higher employment, you've got to supply federal direction and federal resources."

The 1982 federal budget for vocational education now stands at \$735 million, but the Reagan administration wants to bring the amount down to \$635 million, cut it to \$500 million in 1983, "and eventually, over the next decade, cut all federal contributions to vocational education," Posner said.

"The reason I use the word disastrous is that in most states, including Alaska, federal contributions are like the plug in a bathtub; when you pull it, everything goes down the drain," Posner said.

In Alaska, Posner said, the state has invested \$14 million in vocational education. However, she said, the state has no guidelines of its own, choosing to follow federal guidelines instead. If federal support is pulled, the state will have no focus for its vocational education programs.

However, Posner said, a bill to es-

ablish a state board of vocational education is currently before the state Legislature and would be a start in organizing the state programs and setting policy.

"I realize policy is sort of an abstract term, but you're talking about an action plan for the state, and how to improve and expand," she said. "If you put (a state board) into law and form regulations for development and action plans, lots of people in this state will take it and run with it."

Some things an Alaskan vocational education board might do, Posner said, are to:

- Provide incentives for young people to go into business for themselves, instead of relying on jobs from another employer or the government;

- Teach communities to lure industry with the promise of a pool of skilled workers, trained in "quick start" programs such as those in South Carolina, where education and industry work together to design

flexible training programs;

- And have teachers and guidance counselors meet regularly with business and industry representatives, to find out what type of skilled employees are needed.

National vocational education groups and industry are already working together on a number of issues, Posner said, including an increase in skilled technical workers, increased interest in scientific and mathematical skills, and special training for the needy, handicapped and minorities, especially in depressed regions. One of the most important issues, she says, is support of the proposed Defense Production Act, which would provide \$250 million each year for the next five years for military and defense preparedness.

"In the next five years, the president wants to put \$1.4 trillion into (defense) equipment, but if there's nobody to build it or operate it or fix it, we'll be in a lot of trouble," she said.

Anchorage  
Times

March 5, 1982

***Alaska State Advisory  
Council on Vocational  
and Career Education***

***and***

***Alaska Vocational Education  
Planning Council***

**Public Opinion  
Survey &  
Public Hearing  
Report**

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

# **General Introduction**

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

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

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

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

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

# Public Opinion Survey

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

Completed surveys were received from the following locations:

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

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

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

## Governance Structure:

Agree: Disagree: No Opinion:

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

56%

34%

10%

Local vocational advisory committees involving business, industry, and labor are effectively involved in educational planning in my community.

15%

69%

16%

## Program Quality:

Agree: Disagree: No Opinion:

Vocational education training in my community accurately reflects employment needs.

24%

64%

12%

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

17%

65%

18%

There is sufficient cooperation between the high schools, colleges and vocational trade schools in teaching vocational skills in the State of Alaska.

20%

68%

12%

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

47%

41%

12%

Public understanding and knowledge of both the content and the location of vocational education programs in Alaska is sufficient.

12%

84%

4%

## *Program Coordination:*

Agree: Disagree: No  
Opinion:

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

## *Program Delivery:*

Agree: Disagree: No  
Opinion:

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

## Program Planning:

Agree: Disagree: No Opinion:

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

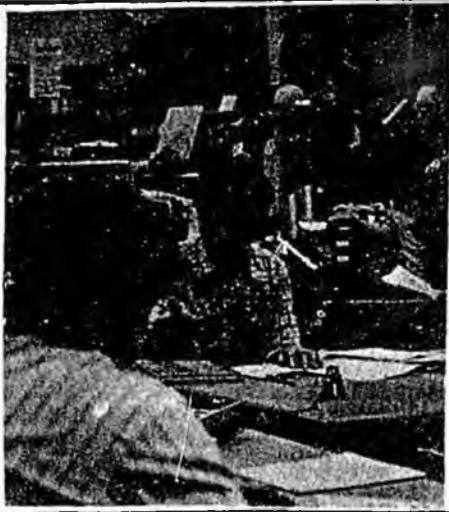
Do you feel you have the opportunity to provide input to the following education agencies:

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

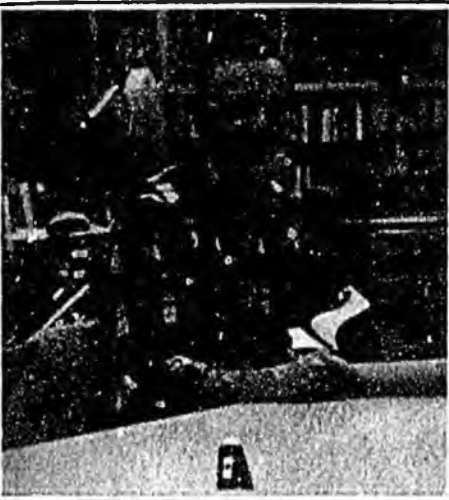
# *Public Hearing Report*

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

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



"The state lacks comprehensive vocational education planning."



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



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



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

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

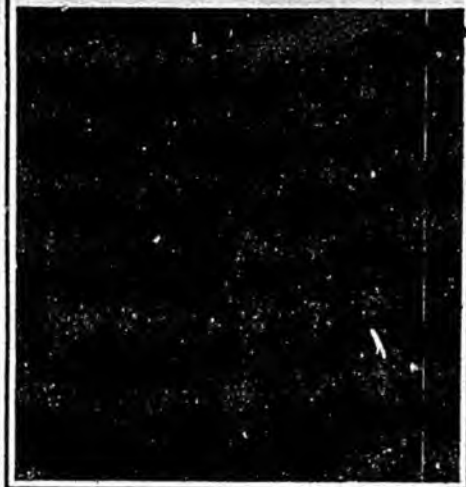
"All communities, including rural communities, need to be made more aware of the content and the location of vocational education programs in Alaska."

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

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

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

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





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

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

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

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

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

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

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

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

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

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

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

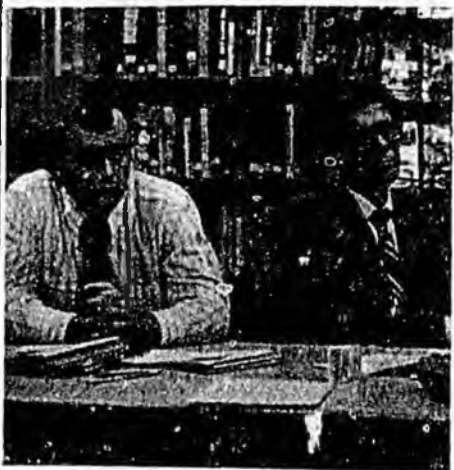
"And last, the need for strong, clear leadership of state vocational education programs. Whenever I read state responses to this cry from the local level, there seems to translate "leadership" as "control". We need leadership, guidance and assistance---not control".

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

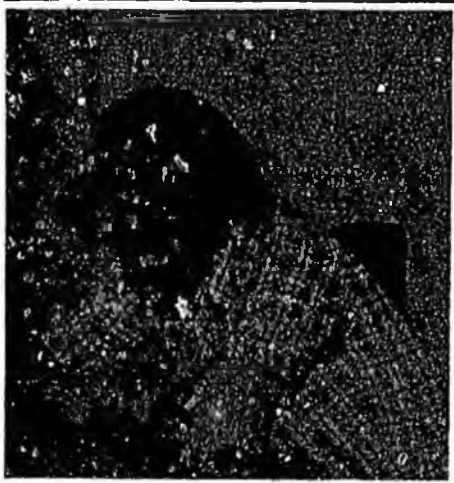




"The number of full-time vocational education administrators in Alaska could be counted on two hands."



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



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



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

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

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

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