

ALASKA LEGISLATURE COMMITTEE FILES 1981-1982 8672

1589 SHESS HB 695 - HB 812

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Acknowledgements

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

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VOCATIONAL EDUCATION IN ALASKA

A

POSITION PAPER

OF THE

ALASKA STATE VOCATIONAL ASSOCIATION

1981

ALASKA STATE VOCATIONAL ASSOCIATION

POSITION PAPER

This We Believe

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

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

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

Comprehensive vocational education programs usually have the following common elements:

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

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

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

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

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

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

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

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

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

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

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

The Needs of Vocational Education

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

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

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

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

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

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

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

Who is being served by vocational education programs?

What is being accomplished?

What is the cost?

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

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

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

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

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

Recommendations

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

A Comparison Chart

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

Current Status (cont.)

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

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

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

Recommendation for Future (cont.)

- 4a. Consistent standards should be developed and enforced for those who staff vocational education programs, based upon knowledge and skill requirements for the technical content being taught and the process of teaching, counseling or administering.

- 4b. Provisions should be developed within the state or through cooperative agreements with institutions of higher education outside the state to provide the required education to meet and maintain certification or personnel standards.

- 4c. Regulations should be set forth to ensure the employing agency actively supports inservice training dedicated to keeping vocational education personnel up-to-date and technically competent.

- 5a. A system should be designed and implemented to gather, process and provide data in a timely fashion on the comprehensive vocational education program (including manpower development, apprenticeship and other such training programs).

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

- 5c. Based upon statutes and statewide policy for comprehensive vocational education, establish the role of manpower forecast data in vocational education program decision making and provide the manpower need data accordingly.

- 6a. Program standards, regulations and guidelines must provide for the input of the employing community in such areas as prioritizing programs for implementation, phasing out, curriculum content, program evaluation, and work experience options. This is usually provided through an advisory committee arrangement.

Current Status (cont.)

Recommendation for Future (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.

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.



Alaska State Legislature

REPRESENTATIVE
ERIC SUTCLIFFE

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

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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
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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

***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**

Alaska State Advisory Council on Vocational & Career Education

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Larrea Rocheleau	Metlakatla
Wayne Taylor	Nenana
Gale K. Vick	Fairbanks

STAFF

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Public Opinion Survey & Public Hearing Report

CONDUCTED BY THE

Alaska State Advisory Council
on Vocational and Career Education
and the

Alaska Vocational Education
Planning Council

HELD AT

Juneau, Alaska November 17, 1981

Anchorage, Alaska November 18, 1981

Fairbanks, Alaska November 19, 1981

REPORT PREPARED BY:

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

General Introduction

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

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

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

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

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

Public Opinion Survey

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

Completed surveys were received from the following locations:

Anchorage	Fairbanks	Kodiak	Sitka
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	Fetersburg	Usibelli
Cordova	Hydaburg	Point Hope	Valdez
Craig	Juneau	Russian Mission	Washington, D. C.
Delta Junction	Kenai	Sand Point	Wasilla
Dillingham	Kenai	San Jose, Ca.	Willow
Eagle River	Ketchikan	Seward	Yakutat

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

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

Governance Structure:

Agree: Disagree: No Opinion:

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

Program Quality:

Agree: Disagree: No Opinion:

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

Program Coordination:

Agree: Disagree: No Opinion:

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

Program Delivery:

Agree: Disagree: No Opinion:

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

Program Planning:

Agree: Disagree: No Opinion:

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

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

Yes No

Local Public High School Administration	81%	19%
Local Board of Education	81%	19%
State Division of Vocational Education	42%	58%
State Board for Vocational Education	36%	64%
Local Area College Vocational Institution	48%	52%
University Board of Regents	21%	79%

Public Hearing Report

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

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



"The state lacks comprehensive vocational education planning."



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



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

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



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

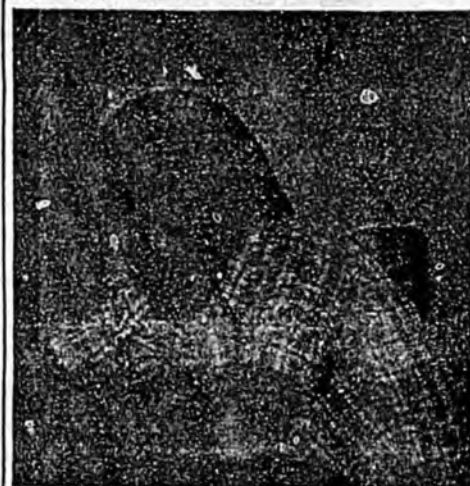
"All communities, including rural communities, need to be made more aware of the content and the location of vocational education programs in Alaska."

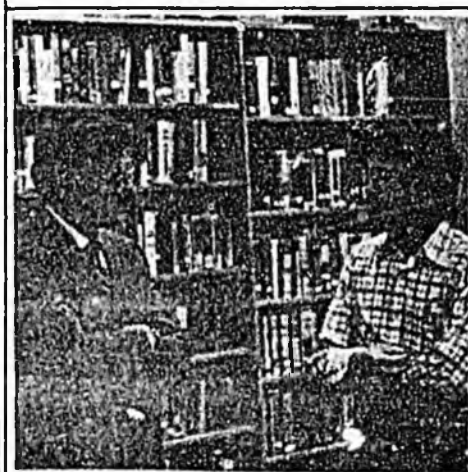
"We don't know what kinds of vocational programs are offered in the state. We do not have a comprehensive picture. We need data for comprehensive planning. We don't even know how many students we have in vocational programs. We can not project at this time the anticipated manpower that these programs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

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

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

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





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

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

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

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

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

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

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

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

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

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

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

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

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





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

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



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

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



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

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



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

Regional Vocational Education Hearing Participants

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Acknowledgements

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

Regional Public Hearings Coordinators:

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

Physical Facilities:

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

ALASKA STATE ADVISORY COUNCIL
ON VOCATIONAL EDUCATION

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

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U.S. POSTAGE PAID
Juneau, Alaska 99801

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-

tablish 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

Aleutian Region School District

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

Dr. Dick H. Bower,
Superintendent

BOARD OF DIRECTORS:

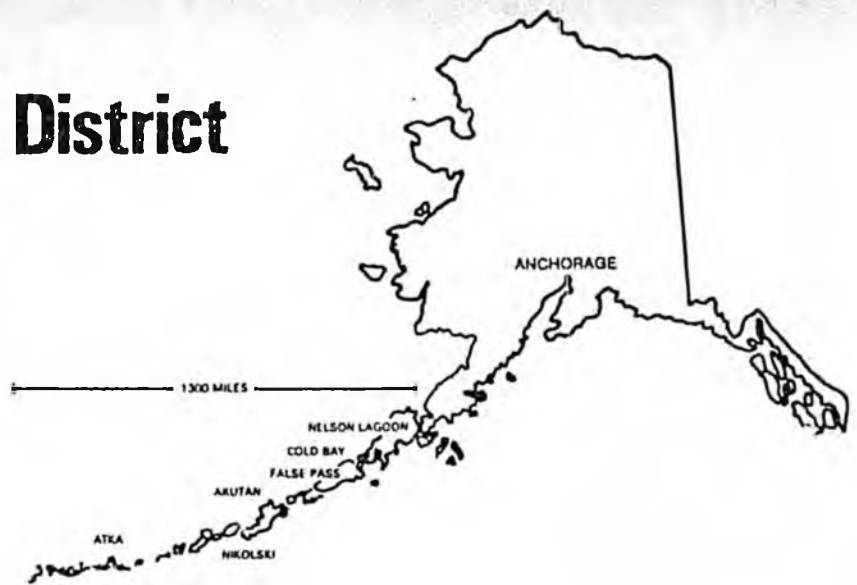
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Cold Bay, Alaska 99571

Helen Prokopioff, Clerk
Akutan, Alaska 99553

James Webb
Cold Bay, Alaska 99571

Michael Swetzof
Atka, Alaska 99502

Jack Nelson
Nelson Lagoon, Alaska 99571



April 22, 1982

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

Dear Senator Colletta:

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 Mike Colletta
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,



Chuck 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

H B

8/2

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

WHEREAS the Mount Edgecumbe High School has provided a source of secondary education for many Alaskans since 1947; and

WHEREAS the Mount Edgecumbe High School has provided a quality education for its students; and

WHEREAS the federal government will close the Mount Edgecumbe High School at the termination of the 1982-83 school year;

BE IT RESOLVED by the Alaska State Legislature that the Blue Ribbon Commission on the Status of Mount Edgecumbe High School is created to study the conditions under which the Mount Edgecumbe High School could be operated ~~by the state,~~ and other options, including but not limited to: a prep school for college bound students, a leadership academy for outstanding students and a vocational skills center. All options studied shall include cost estimates for facility upgrade and operations; and be it

FURTHER RESOLVED that the Blue Ribbon Commission on the Status of Mount Edgecumbe High School shall consist of two members to be appointed by the President of the Senate, one of whom shall be a member of the Legislature and one of whom shall be a public member representing the Regional Education Attendance Areas; two members shall be appointed by the Speaker of the House of Representatives, one of whom shall be a member of the Legislature and one of whom shall be a public member representing the Regional Education Attendance Areas; two members to be appointed by the Governor, one of whom shall be the mayor of the city and borough of Sitka or his designee; and one member to be appointed by the State Board of Education; and be it

FURTHER RESOLVED that the Blue Ribbon Commission on the Status of Mount Edgecumbe High School shall report its recommendations to the Legislature by the 45th day of the First Session of the Thirteenth Legislature.

2

STATE OF ALASKA
THE LEGISLATURE

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

LEGISLATIVE AFFAIRS AGENCY

MEMORANDUM

April 15, 1982

SUBJECT: Freshman class at Mt. Edgecumbe High
School (CSHB 812 (Finance))

TO: Senator Charles H. Parr
Chairman, Senate Health, Education
and Social Services Committee

FROM: Richard A. Bradley *B*
Legislative Counsel

Nancy Dietrick has asked that I comment on the policy implications involved in the implementation of CSHB 812 (Finance) as well as the constitutional problems involved in the grant of funds to a program in which racial qualifications for participation appear to exist.

While the Alaska Constitution frowns on the addition of substantive language to an appropriation act (see Article II, Sec. 13), the directions to the executive in Sec. 1 of the bill are rather thin. "The sum of \$1,000,000 is appropriated from the general fund to the Department of Education to be used to enable freshmen to attend Mount Edgecumbe High School during the school year beginning in 1982". The legislature has provided no direction to the commissioner of education or the Board of Education for their use in the expenditure of the funds. Presumably, there is an implicit condition that the funds are not to be spent if freshmen are not admitted. Other aspects of the question are not treated. I assume the Department of Education would be prudent to offer the funds to the Department of the Interior only on the execution of an agreement between the department and Interior that achieved the general goals of the legislation.

The second aspect of the question is more troublesome. It has been consistently the advice of this office and, I believe, the advice of the Department of Law that the provisions of the U.S. Constitution and its amendments and

Senator Charles H. Parr

Page 2

April 15, 1982

the provisions of Article I, Secs. 1, 3, and 7 of the Alaska Constitution established substantial problems for a state program where participation in the program has qualifications based on race.

The provisions of Article I, Sec. 3, for example, provide:

No person is to be denied the enjoyment of any civil or political right because of race, . . .

I consider it unarguable that admission to an education is a civil right. Hootch v. Alaska State Operated School System, 536 P.2d 793 (1975). And while Hootch conceded that the methods chosen by the state to provide the education did not need to be identical for all students, 536 P.2d at 803, no part of the opinion suggests that the basis for the differential treatment could be racial.

I understand that there are no students in Mt. Edgecumbe High School who are not Native. I assume that this result occurs because the Bureau of Indian Affairs as the administrator of the school has adopted status as an Alaska Native as a qualification for admission.

I make this point only because I have understood that the other Bureau schools in Alaska, while unarguably established because of the need to educate Native members of the particular community, have typically educated any person resident in that community, regardless of the ethnic definition of that person. To that extent, the BIA village schools are a species of the neighborhood school and admission is not racially defined.

It is clear that a withdrawal by the Interior Department from education of Natives in Alaska will force the state and its school districts or regional educational attendance areas to assume the education of the individuals no longer attending BIA schools.

To that extent, the expenditure of the funds by the state to facilitate the admission of the freshman class to Mt. Edgecumbe is an expenditure for a state purpose. That is, if the legislature does not assist in the Mt. Edgecumbe program, it will need to address other solutions to the unarguable need to educate the students in question.

Senator Charles H. Parr
Page 3
April 15, 1982

But I am troubled by the disparate treatment that seems to result from this expenditure. If the legislature makes an appropriation for the aid of high school students from the rural areas of Alaska who do not have day schools available to them, no constitutional violation occurs even if all of the beneficiaries of the appropriation happen to be Native Alaskans, simply because it is the members of the Native community who live in the more rural areas of the state where day schools are not available. In such a situation, there has been no structured approach to a solution which treats the Native and the non-Native separately as members of discrete groups.

But as I understand the situation at Mt. Edgecumbe High School, the selection process focuses on students who qualify as Alaska Natives and it may be that a measurable portion of the existing student body at Mt. Edgecumbe is not from rural Alaska communities where there are no secondary schools.

I assume that it is fair to conclude that attendance at a boarding school is to some measurable extent more beneficial to the student than education by means of correspondence for those students who have no high school available to them. Therefore, a certain number of the members of the community eligible for admission to Mt. Edgecumbe are preferred over high school students whose only option is education by means of correspondence.

I believe that this separate treatment is the essence of the constitutional problem with the appropriation for the incoming freshman class at Mt. Edgecumbe High School. The assumption that there is a problem relies on the assumptions suggested in this memorandum. Given these premises, I do not know what conditions the Department of Education might establish for the grant of funding to the operation of the Mt. Edgecumbe freshman class. I believe that it might be possible for the department to deal with the problem and perhaps avoid the problems suggested in this memorandum.

If I may assist further, please advise.

RAB:ljb

STATE OF ALASKA

DEPT. OF HEALTH AND SOCIAL SERVICES OFFICE OF THE COMMISSIONER

JAY S. HAMMOND, GOVERNOR

POUCH H 01
JUNEAU, ALASKA 99811
PHONE:

465-3030
(FW-1)

DOCUMENT NO. 144-82

April 19, 1982

The Honorable Charles H. Parr
The Legislature
State Capitol, Pouch V
Juneau, Alaska 99811

Dear Senator Parr:

I have been asked to comment on the proposed use of the Mount Edgecumbe School as a minimum security jail. The issues concerned with selecting a site and structure for such a use are many.

The location should be one that provides opportunities for inmates to live in an unconfined atmosphere. Such things as perimeter security are non-existent. The inmate could walk away from a minimum security prison if he so desired. Of course, the population of minimum security prisons is carefully selected and consists of prisoners who are adjusting to pre-release conditions. Also, prisoners whose remaining sentences are of short duration. Most minimum facility locations are in populated areas and the desirability of such close interaction between prisoners and the general population is questioned by many. Ultimately, the surrounding community will have much to say about such a location.

Ordinarily, the acreage associated with a minimum security prison would be sufficient to allow outdoor activities. Often this would include farming. Another locational factor has to do with proximity of inmates to their communities and families. Their re-entry to normal life will be benefited by their ability to have close communications. This factor generally means that such prisons should be near populous areas. Most inmates who would qualify for this type of placement would not be from Sitka or Southeast Alaska. Transportation alone can become a cost and logistical concern.

The structural uses needed for minimum security facilities can be categorized as housing, program, and administrative. These requirements are usually met by a number of structures which may be tied together by a service core. The structures involve different space requirements with plumbing, wiring, and mechanical systems designed for each. These requirements can be more easily met, and usually at a lesser cost in new buildings rather than through renovation. Our estimates for the renovation of existing buildings to prison configurations are generally high compared to new construction costs. Also, efficient space utilization is often difficult to achieve in building renovation.

The great need for bed space at this time is not in minimum custody space, but for close and maximum security classifications. It is most unlikely that the school could be effectively utilized for a close or maximum security prison.

At this time it is not possible for me to evaluate the suitability of the Edgecumbe School as a minimum security prison. However, before the end of April members of my staff and Department of Transportation and Public Facilities personnel will visit the site to gether specific information concerning the site, building floor plans, and structural and mechanical conditions. However, many of the issues that would be addressed have been identified in this letter.

The initial reaction of my staff to the idea that the school could be renovated is one of doubt.

Please let me know if I can be of any further help. My staff and I are prepared to work with you to provide a sound prison system for the State of Alaska at the least cost possible.

Sincerely,



Helen D. Beirne
Commissioner

Health, Education and
Social Services Committee



Official Business

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State Capitol
Juneau, Alaska 99811
465-4907
465-4908

Charlie Parr, Chairman
Terry Stimson, Vice-Chairman
Vic Fischer
Tim Kelly
Mike Colletta

Alaska State Legislature
Senate

April 28, 1982

LETTER OF INTENT
ON
COMMITTEE SUBSTITUTE (HESS) For HB 812

The Senate Health, Education and Social Services Committee, in forwarding HB 812, is not taking any position on the issue of state operation of the Mount Edgecumbe High School. This decision should be made by the Legislature after receipt of the recommendations of the Blue Ribbon Commission on the status of Mount Edgecumbe High School.

It is the intent of the Senate HESS Committee that the Department of Education shall, in administering the appropriation for the freshman class, allow school districts to select students to the maximum extent possible.

Senator Charles H. Parr
Chairman

April 7, 1982

REPORT OF THE SENATE HEALTH, EDUCATION
AND SOCIAL SERVICES COMMITTEE ON
MT. EDGE CUMBE HIGH SCHOOL, SITKA, ALASKA

Introduction: The federal government has notified the state that Mt. Edgecumbe High School will be closed after the 1982-1983 school year. As a preparatory step, the school has been told not to enroll any first-year students in that year. A number of persons have suggested that the state take over the school.

To inform its members and the Senate at large, the Senate Health, Education and Social Services Committee, (as well as Senator Eliason and Representative Grussendorf) visited the school on March 18, 1982. All buildings associated with the educational program, including dormitories, were toured. The Committee met with administrators, staff members and counselors and later with student representatives. Mr. Leroy Demmert, the superintendent, was very cooperative. In response to a previous letter he had much written information ready and together with his staff supplied additional information on the spot.

The Senate HESS Committee received a petition signed by 183 students, and 51 letters in support of the continuation of Mt. Edgecumbe. Discussion with student leaders revealed many reasons, similar to those noted by all students, for attending the school, as well as a desire to complete their education in the place of their choice with the option open for their younger siblings in the future.

Facility: The school, a World War II naval station, is a large complex of buildings which include several classroom structures, two dormitories and two hangars converted into a double gymnasium and a vocational training area (including wood shop, sheet metal, welding and auto mechanics).

Because the complex is so large and requires operation of utilities for the whole island (provided on a contractual basis with the PHS hospital), there are significant demands on human and financial resources. The high cost of operation and maintenance spawned the Comprehensive Consolidation Plan drafted by the B.I.A. in 1980. The plan reduced the size of the installation and the operational cost through elimination of staff housing and road maintenance. Part of this area has been conveyed to the Shee Aitka and plans are underway for the development of a new boat harbor near the school.

Although the structures are dated, they appear to be well maintained. Mt. Edgecumbe has been eliminated for several years from federal funding for structural upgrading. An evaluation of the facility, completed in 1979 by the B.I.A., recommends over \$23 million (in 1982 dollars) to bring the buildings included in the consolidation plan up to fire and life/safety codes.

Personnel and Curriculum: Staff has been decreased in recent years. There are now 135 total employees in education and facility management, most of them local hire. The B.I.A. predicts no federal opportunities for rehire for these employees due to massive personnel cut-backs nationwide. Educational staff, if hired by the state, bring 5 years B.I.A. service under the state retirement plan.

The staff members who met with the Committee gave an impressive overview of the school. In addition to required educational programs, the school offers art, music, Alaska and native studies, business education, psychology, and socialization, audio-visual training and recreation education.

A significant factor at the boarding school is an atmosphere demanding responsibility and self control. Adult staff are available on a 24 hour basis and counselors work with the students in an ongoing basis to de-emphasize cultural differences, improve socialization skills and encourage healthy living habits. Alcohol and drug problems do occur, but the resources are available to deal with these areas, and the variety of recreational opportunities supply alternatives for the student's energy.

Students: The student population of Mt. Edgecumbe represents a variety of urban and rural settings, with heaviest enrollments from the northern and southcentral parts of the state. Nearly half of the school's students come from the Bethel area. Enrollment now is 323 students.

A 1980 survey indicated that half of the MEHS students come from villages where there is no high school, or only a partial school that does not include their grade level.

Parents and students have indicated their reasons for attending Mt. Edgecumbe as: isolation at home, socialization, more curriculum opportunities coupled with a competitive atmosphere and academic achievements. Also noted was a perception of easier access to alcohol and drugs at home, as well as discrimination in local public schools. Many students also come from families whose past generations have attended Mt. Edgecumbe, and view the school as a tradition.

As noted by Judith Kleinfield, Institute of Social & Economic Research, UAF, the success rate of MEHS graduates in higher education is 50%, compared to 31% for local schools. This may, however, indicate that students with academic aspirations are more likely to apply to MEHS.

Budget: The Mt. Edgecumbe budget for 1982 is \$6,315,751 (\$2,795,451 for education and \$3,520,300 for facility management) for a cost of \$19,503 for each of the 323 students. Included in this budget is cost of travel from home to school and back, and for emergency trips. The requested budget for 82/83 is \$3,565,400, reflecting close-out year operational costs and reduced enrollment through the elimination of the freshman class.

Considerations: According to federal policy, the Department of the Interior must insure that Alaska Native entities exercise self-control in all aspects of the education process. Alaska natives have the right to elect to close Mt. Edgecumbe or contract for B.I.A. services.

25 CFR Part 31a.4, "the Assistant Secretary for Indian Affairs through the Director shall... (3) ensure that Indian Tribes and Alaska Native entities fully exercise self determination and control in planning, priority setting, development, management, operation, staffing and evaluation in all aspects of the education process".

However, the decision to close Mt. Edgecumbe was made in the absence of Native participation and has been interpreted by some as indicating a termination of the federal-Native relationship. Some entities have already agreed to this termination through notification of the turnover of local schools to the state.

Senator Stevens had scheduled a hearing before the Senate Appropriations Committee on March 19 "...to determine what the plans are for an orderly transition and for upgrading and repair of the facilities." Due to the Senator's illness, this meeting was cancelled. It has been rescheduled for April 29, 1982.

Naturally, more attention is centered on the future of the day schools since the two options offered the state will close most, if not all of the schools, following the 1981/82 school year. (Note: 10 of the day schools have already notified the Department of Education of their intention to transfer to the state school system).

A March 25th letter from Governor Hammond to the Dept. of the Interior rejected both options offered the state concerning the 37 day schools because they do not address the policy issue of Native involvement in the transfer, and because the proposals do not allow sufficient transition time or provide reasonable resources.

If Mt. Edgecumbe were closed the small increase of students to the various village schools would not generate sufficient revenue to provide variation and curriculum expansion in local schools in any way equal to MEHS.

The B.I.A. has indicated that the Off-Reservation Boarding School study suggested negotiating, through the state and appropriate native groups, the absorption of students by other alternatives. B.I.A. documents show the state boarding school program, as the only option for Mt. Edgecumbe students, while acknowledging that some enrollees are drop outs from the state program, and that the Alaska Native Education Association study showed a 66% drop out rate for native students in public schools. In addition, evidence has shown that native students who transfer from Anchorage schools do not graduate from any other school in the state. Students indicating an inability to cope with the public school system and having social reasons for attendance at Mt. Edgecumbe also have the state boarding school option.

Significant planning time would be required to accomplish the transition and allow placement for the students in the state boarding school program.

The local economy in Sitka is clearly dependent on the federal installation at Mt. Edgecumbe. Through all sources, the school furnishes at least \$5 million to the local economy, while employing many of its citizens whose children have a significant impact on the school system. The Sitka city-borough owns the utilities, which are operated on contract by Mt. Edgecumbe High School. This situation in utilities allows Sitka to hold down costs to all citizens with rate structures based on continued consumption of the school. Closure of the boarding school will ultimately affect Sitkans in innumerable ways not immediately evident.

What will become of Mt. Edgecumbe property should the school find no other resources is uncertain. Ownership is with the Indian Health Service, but disposal would occur through the Bureau of Land Management, presumably following a method giving federal agencies first priority and then Native organizations.

Although considerable negotiation for turning the 37 B.I.A. day schools over to the Department of Education has occurred in the past year, little discussion over the future of Mt. Edgecumbe has been included. Uncertainty over the school's continuance has been blamed for decreasing enrollments. At this time, no freshmen will be admitted this fall, with closure certain to follow the termination of the 1982/83 school year.

Legal opinion offered this Committee by Legislative counsel suggests that the school could be limited to rural students although non-native exclusion would clearly violate the state constitution.

Options:

1. Closure.
2. State operation as
 - a. boarding high school for students from rural areas (e.g., places with less than 500/1,000 people), or
 - b. boarding high school for students from areas where there is no school through 12th grade, or when the Department of Education has certified that the local high school is inadequate, or
 - c. boarding prep school for inadequately prepared college-bound high school graduates, or
 - d. leadership academy for outstanding high school seniors.
 - e. boarding home, with students attending Sitka schools.
3. State contract with one or more Alaska Native organizations to operate the school as in 2 a-d.
4. Convert to vocational education facility, along lines of Seward Skill Center.
5. Convert to minimum security prison.
6. Transfer ownership to Sitka City-Borough.

The Committee recommends that these, and other options, be considered by the Legislature giving special attention to the impact of each on the community of Sitka. It is further recommended that the Legislative Council prepare legislation for the pre-filing in the 1983 session in order that expeditious action can be taken well in advance of Federal termination of the facility.

cc: To all State Legislators

Enclosures to:

Senate President
HESS Committee Members
Senator Eliason
Governor's Office
Representative Grussendorf

Enclosures:

1. Committee letter to Mt. Edgecumbe Superintendent.
2. Legal opinion.
3. Mt. Edgecumbe program, budget & student information.
4. UAF, Institute of Social and Economic Research higher education for rural students.
5. Position statement from City of Sitka.
6. Newsletter article from Senator Stevens.
7. Letter to Gov. Hammond from Dept. of the interior.
8. News release from Gov. Hammond.
9. B.I.A. Comprehensive Consolidation Plan.

Alaska State Legislature

House of Representatives

Albert P. Adams

Chairman

Committee on Finance

April , 1982



Official Business

The Honorable Charlie Parr
Alaska State Senate

Dear Senator Parr:

I recently received a copy of the Senate Health, Education and Social Services Committee's report on Mt. Edgecumbe High School. The report is generally good, but I would like to suggest one correction at this time. The Report gives an average operating cost per student of \$19,503 for this school year. This figure is based on a budget of \$6,315,751, and a current student population of 323. Since some attrition occurs during the school year, it would be more accurate to use an average student population for the whole year. According to Leroy Demmert, Superintendent of Mt. Edgecumbe, 360 is a good average for the current school year. Using this figure, the cost per student would be \$17,500.

I would also like to point out that Mt. Edgecumbe's consolidation/renovation plan would reduce operating costs considerably. The energy efficiency of the buildings would be improved, and the number of buildings would be reduced by combining more functions in the renovated buildings. Following implementation of the plan, Mt. Edgecumbe would be able to accommodate 500 students at an average annual cost of \$10,400 per student (1982 dollars). Approximately 85% of Mt. Edgecumbe's students come from areas served by REAA's, which had an average annual cost per student of \$9,261 in FY 81. Hence, Mt. Edgecumbe's cost of providing a quality education to rural students would be close to the mean. Considering that Mt. Edgecumbe is a boarding school which must provide travel, housing and supervision 7 days a week, its cost per student would compare very favorably with the costs of other high schools serving rural students.

If Mt. Edgecumbe were to be acquired by the State of Alaska, the state should negotiate with the federal government to receive the surplus land and buildings associated with the school. The proceeds from their sale could then be used to defray the capital costs involved in the consolidation/renovation plan.

Although the federal government established Mt. Edgecumbe to provide education for Alaskan Natives, if the state were to acquire Mt. Edgecumbe, this racial criterion could not be used in determining student eligibility. The question then becomes, should the state continue to make this unique educational environment available to Alaska's students.

WHILE IN SESSION

Pouch V

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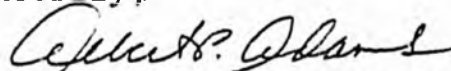
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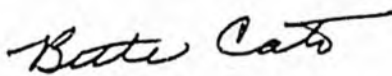
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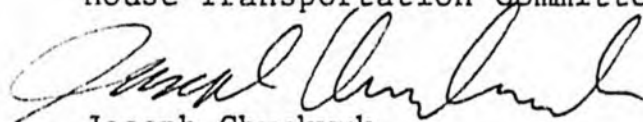
Senator Parr
April 8, 1982
Page 2


I urge you to schedule Senate Bill 844, which would create the Mt. Edgecumbe Regional Education Attendance Area, for a hearing in your committee as soon as possible. At this point, Mt. Edgecumbe is expected to operate for one more school year, but without a freshman class. It behooves the Alaska Legislature to make a decision on this issue this year, so that if the state decides to operate Mt. Edgecumbe, the school can avoid planning for shut down, and begin planning their future instead.

Sincerely,


Albert P. Adams, Chairman
House Finance Committee

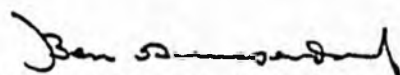

Bette Cato, Chair
House Transportation Committee



Joseph Chuckwuk
House of Representatives

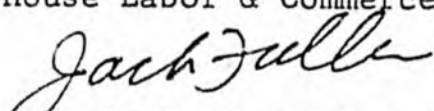

Vernon L. Hurlbert
House of Representatives

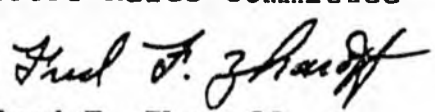
cc: Senator Terry Stimson
Senator Mike Colletta
Senator Vic Fischer
Senator Tim Kelly

APA/wlr


Ben Grussendorf, Chairman
Mt. Edgecumbe Task Force


Terry Martin, Chairman
House Labor & Commerce Committee


John G. Fuller, Chairman
House Rules Committee


Fred F. Zharoff
House of Representatives

CS for Senate Concurrent Resolution 55

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

WHEREAS the Mount Edgecumbe High School has provided a source of secondary education for many Alaskans since 1947; and

WHEREAS the Mount Edgecumbe High School has provided a quality education for its students; and

WHEREAS the federal government will close the Mount Edgecumbe High School at the termination of the 1982-83 school year;

BE IT RESOLVED by the Alaska State Legislature that the Blue Ribbon Commission on the Status of Mount Edgecumbe High School is created to study the conditions under which the Mount Edgecumbe High School could be operated ~~by the state~~, and other options, including but not limited to: a prep school for college bound students, a leadership academy for outstanding students and a vocational skills center. All options studied shall include cost estimates for facility upgrade and operations; and be it

FURTHER RESOLVED that the Blue Ribbon Commission on the Status of Mount Edgecumbe High School shall consist of two members to be appointed by the President of the Senate, one of whom shall be a member of the Legislature and one of whom shall be a public member representing the Regional Education Attendance Areas; two members shall be appointed by the Speaker of the House of Representatives, one of whom shall be a member of the Legislature and one of whom shall be a public member representing the Regional Education Attendance Areas; two members to be appointed by the Governor, one of whom shall be the mayor of the city and borough of Sitka or his designee; and one member to be appointed by the State Board of Education; and be it

FURTHER RESOLVED that the Blue Ribbon Commission on the Status of Mount Edgecumbe High School shall report its recommendations to the Legislature by the 45th day of the First Session of the Thirteenth Legislature.

the mayor's

Health, Education and
Social Services Committee



Official Business

Charlie Parr, Chairman
Terry Stimson, Vice-Chairman
Vic Fischer
Tim Kelly
Mike Collettz

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State Capitol
Juneau, Alaska 99811
465-4907
465-4908

Alaska State Legislature

Senate

April 28, 1982

LETTER OF INTENT
ON

COMMITTEE SUBSTITUTE (HESS) For HB 812

The Senate Health, Education and Social Services Committee, in forwarding HB 812, is not taking any position on the issue of state operation of the Mount Edgecumbe High School. This decision should be made by the Legislature after receipt of the recommendations of the Blue Ribbon Commission on the status of Mount Edgecumbe High School.

It is the intent of the Senate HESS Committee that the Department of Education shall, in administering the appropriation for the freshman class, allow school districts to select students to the maximum extent possible.

Senator Charles H. Parr
Chairman

MT. EDGE CUMBE HIGH SCHOOL 1981-82

MY NAME IS BENNY STEVENS, I AM A JUNIOR AT MT. EDGE CUMBE HIGH SCHOOL. I AM SPEAKING TO YOU TONIGHT FROM THE STUDENTS' STANDPOINT. THANK YOU FOR GIVING ME THE OPPORTUNITY TO SHARE WITH YOU THE REASONS WHY I FEEL MT. EDGE CUMBE IS NEEDED.

MANY OF THE VILLAGES, LIKE MY OWN, STEVENS VILLAGE, ARE VERY SMALL AND HIGH SCHOOLS BUILT IN THESE VILLAGES WOULD BE INADEQUATE IN PROVIDING THE QUALITY EDUCATION THAT MT. EDGE CUMBE PROVIDES. IT IS VERY DIFFICULT FOR ONE OR TWO TEACHERS TO TEACH ALL THE SUBJECTS THAT THE AVERAGE HIGH SCHOOL STUDENT HAS TO KNOW TO EQUIP THEM TO BE SUCCESSFUL IN LIFE OR TO PREPARE THEM TO BENEFIT THE MOST FROM A COLLEGE EDUCATION.

WITHOUT TRAVELING TO DIFFERENT AREAS OF ALASKA, HOW ARE WE SUPPOSED TO LEARN ABOUT DIFFERENT PEOPLE AND CULTURES? IF WE ARE EXPOSED TO ONLY A FEW PEOPLE WHO WE KNOW VERY WELL OR ARE RELATED TO IT IS TOTALLY IMPOSSIBLE TO EXPECT US TO ASSUME POSITIONS AS FUTURE LEADERS WHO WILL BE ABLE TO MEET AND DEAL WITH DIFFERENT PEOPLE. IT IS GOOD TO HAVE THE OPPORTUNITY TO MEET AND LEARN ABOUT OTHER PEOPLE AND THEIR CULTURES AND THIS IS ONE OF THE DEFINITE ADVANTAGES OF MT. EDGE CUMBE. ANOTHER MAJOR ADVANTAGE OF MT. EDGE CUMBE IS THAT THE SCHOOL IS ABLE TO MEET THE NEEDS OF EVERY INDIVIDUAL. FOR EXAMPLE, IF A STUDENT IS BEHIND OR IS NOT CAPABLE OF THE WORK THAT HIS CLASS IS DOING, HE WILL BE PUT IN A REMEDIAL CLASS. OR IF A STUDENT IS AT A HIGHER LEVEL OF ACHIEVEMENT, ADVANCED CLASSES ARE PROVIDED--EVEN COLLEGE CLASSES IN SOME INSTANCES. STILL ANOTHER MAJOR ADVANTAGE IS THAT AT MT. EDGE CUMBE STUDENTS ARE ON TIME & ATTEND ALL CLASSES BECAUSE THE POLICY IS STRICTLY ENFORCED.

ON THE OTHER HAND, IN MANY VILLAGE GRADE SCHOOLS AND HIGH SCHOOLS THE STUDENTS ARE OFTEN TARDY OR EVEN SKIP CLASSES. STUDENTS ARE OFTEN NOT MATURE ENOUGH TO REALIZE THAT THE CLASSES THAT THEY SKIP WOULD BENEFIT THEM AND HELP THEM PREPARE FOR THEIR FUTURE EDUCATION. OFTEN THIS IS REALIZED TOO LATE. THIS IS WHY THE DISCIPLINE THAT MT. EDGE CUMBE MAINTAINS IS SO NECESSARY IN THE HIGH SCHOOL YEARS.

NOW COMING TO THE PROBLEM OF ALCOHOL & DRUGS WHICH IS A MAJOR PROBLEM THAT MUST BE DEALT WITH IN ALL HIGH SCHOOLS TODAY. I FEEL THAT MT. EDGE CUMBE HAS A GOOD STRICT POLICY IN THIS MATTER. BECAUSE OF THIS THERE IS MUCH GREATER CONTROL & THUS, STUDENTS ARE LESS LIKELY TO BECOME INVOLVED IN DRUGS & ALCOHOL. AT MT. EDGE CUMBE THERE ARE MANY ACTIVITIES & CHALLENGING WORK THAT HELPS KEEP THE STUDENTS INTERESTED & BUSY. IN MANY OF THE SMALL VILLAGES THE ISOLATION & LACK OF THINGS TO DO IS A CONTRIBUTING FACTOR TO THE INVOLVEMENT IN ALCOHOL AND DRUGS.

IF MT. EDGE CUMBE CLOSES NOT ONLY IS THERE THE PROBLEM OF SMALL SCHOOLS THAT CANNOT PROVIDE EQUAL OPPORTUNITIES, THERE IS ALSO THE PROBLEM OF STUDENTS LIKE ME WHO DO NOT EVEN HAVE A HIGH SCHOOL IN OUR VILLAGES. I AND MANY OTHER STUDENTS DO NOT FEEL THAT THE STATE BOARDING HOME PROGRAM IS THE ANSWER. WE DO NOT FEEL THAT THERE IS ANY OTHER ACCEPTABLE ALTERNATIVE BUT TO KEEP MT. EDGE CUMBE OPEN. BECAUSE OF ALL THE REASONS I HAVE MENTIONED AND SO MANY MORE I HOPE THAT YOU WILL SEE THE NEED FOR MT.EDGE CUMBE AND WILL CHANGE THE LATEST DECISION THAT WAS MADE THAT WOULD NOT ALLOW A FRESHMAN CLASS TO ENROLL NEXT YEAR. I HOPE THAT A FRESHMAN CLASS WILL BE ALLOWED TO ENROLL AND THAT FUNDING FOR THE SCHOOL WILL BE PROVIDED FOR FUTURE YEARS.

THANK YOU ALL FOR YOUR TIME AND ATTENTION.

MT. EDGE CUMBE HIGH SCHOOL 1981-82

MISS ELEANOR WEEDMAN

IT IS A GREAT PRIVILEGE TO BE HERE WITH YOU TODAY TO SHARE MY FEELINGS, AS WELL AS THE FEELINGS OF THE STUDENTS, PARENTS, AND MANY CONCERNED PEOPLE ABOUT A VERY SERIOUS MATTER WHICH WILL HAVE SUCH A TREMENDOUS IMPACT ON THE STATE OF ALASKA.

THERE ARE MANY REASONS WHY WE FEEL THE CLOSURE OF MTE. DGE CUMBE HIGH SCHOOL WILL BE A TERRIBLE MISTAKE. YOU ARE PROBABLY WELL AWARE OF THE IMPORTANT ROLE MT. EDGE CUMBE HAS PLAYED IN ALASKA SINCE 1947. MT. EDGE CUMBE HAS EARNED A NEXCELLENT REPUTATION FOR QUALITY EDUCATION AND HAS BEEN RESPONSIBLE FOR PRODUCING OUTSTANDING LEADERS IN THE STATE OF ALASKA. THERE ARE THOSE WHO HAVE BECOME OR PRESENTLY TRAINING TO BECOME DOCTORS, LAWYERS, TEACHERS, SOME IN COLLEGES AND A FEW WHO ARE TRAINING TO WORK FOR THEIR NATIVE CORPORATIONS OR MAKING MANY OTHER KINDS OF VALUABLE CONTRIBUTIONS TO THEIR STATE.

THE GOVERNMENT AND PEOPLE OF ALASKA HAVE BEEN WANTING MORE NATIVE ALASKAN LEADERS IN THE STATE OF ALASKA WHICH REQUIRES GOOD EDUCATION. WE BELIEVE THAT MT. EDGE CUMBE OFFERS THAT EDUCATIONS THAT WILL PREPARE STUDENTS TO GO ONT TO TRAINING OR HIGHER EDUCATION.

IF MT. EDGE CUMBE CLOSES, I BELIEVE THAT THER WILL BE A GREATER INCREASE OF DROPOUTS. THERE ARE STUDENTS I HAVE KNOW FROM MY REGION, AS WELL AS FROM OTHER AREAS, WHO HAVE DROPPED OUT AND LATER ATTENDED MT. EDGE CUMBE AND THEN SUCCESSFULLY COMPLETED THEIR HIGH SCHOOL EDUCATION, MAKING USE OF THEMSELVES AS GOOD CITIZENS.

MT. EDGE CUMBE DOES NOT ONLY HAVE COURSES FOR INTELLEAGENT & TALENTED STUDENTS, BUT HAS COURSES FOR AVERAGE STUDENTS AND STUDENTS WHO NEED SPECIAL EDUCATION.

WE HAVE TEACHERS & DORIMTORY STAFF WHO VERY OFTEN SPEND MANY HOURS TO TAKE TIME WORKING WITH STUDENTS PERSONAL NEEDS. SOME HAVE BEEN WORKING FOR 29 YEARS OR MORE AND STILL ENJOY WORKING FOR MT. EDGE CUMBE AN TEACHING THE STUDENTS. BECAUSE OF THE FACT THAT MANY OF THE TEACHERS AT MT. EDGE CUMBE DO REMAIN FOR A LONG PERIOD OF TIME, THIS IS AN ADVANTAGE FOR THEY LEARN HOW TO UNDERSTAND AND WORK IWTH THE STUDENTS, WHEREAS IN THE VILLAGES, FROM MY OBSERVATION, THE TEACHERS DO NOT STAY VERY LONG. BECAUSE CF THIS, THEY DO NOT ADJUST TO THE STUDENTS OR CONDITIONS AND GET TO KNOW AND UNDERSTAND THEM AS WELL. THERE IS NOT THE CONINUITY THAT MT. EDGE CUMBE HIGH SCHOOL PROVIDES.

WHEN I WAS ATTENDING THE SCHOOL IN MY HOMETOWN I WAS IN A CALSSROOM WHICH CONSISTED OF 3 SUBJECTS. IN ONE PART OF THE ROOM A SUBJECT WAS BEING TAUGHT, IN THE OTHER PART THERE WERE 2 SUBJECT BEING TAUGHT BY ONE TEACHER.

THE CLASSES IN MANY VILLAGE HIGH SCHOOLS ARE INADEQUATE AND USUALLY DON'T HELP STUDENTS TO BENEFIT FROM THEM AS ACEDEMIC WORK IS NOT COMPETETIVE. THIS IS MAINLY BECAUSE IT IS VERY DIFFICULT FOR THE SMALL STAFF IN THE BUSH HIGH SCHOOLS TO PROVIDE ALL THE COURSES HIGH SCHOOL STUDENTS NEED. BECAUSE OF THIS LACK OF CHALLENGING WORK AND ACTIVITIES, MANY YOUNG PEOPLE IN THE VILLAGES ARE BECOMING INVOLVED WITH DRUGS AND ALCOHOL. THE NUMBER IS DRASTICALLY INCREASING EACH YEAR. IN CONTRAST AT MT. EDGE CUMBE THERE ARE A WIDE RANGE OF ACTIVITIES, NUMEROUS OPPORTUNITIES FOR INTERACTION AND CHALLENGING ACEDEMIC WORK WHICH HELPS THE STUDENT TO STAY OCCUPIED.

IN MT. EDGE CUMBE THERE IS A STRICT POLICY CONCERNING DRUGS AND ALCOHOL WHICH HELPS TO DISCOURAGE MANY STUDENTS FROM USING THEM.

ANOTHER STRICT POLICY WHICH IS BENEFICIAL, IS THE POLICY THAT FORCES ALL STUDENTS TO BE ON TIME AND ATTEND ALL CLASSES UNLESS IT IS INAVOIDABLE; WHEREAS IN THE VILLAGES TARDIES AND ABSENCES ARE A BIG PROBLEM.

SOME STUDENTS WHO ARE YET STILL IN GRADE SCHOOL ARE LOOKING FORWARD TO COMING TO MT. EDGE CUMBE FOR THEIR HIGH SCHOOL. I HAVE NOT ONLY GOTTEN MY EDUCATION AT MT. EDGE CUMBE BUT I'VE LEARNED TO MAKE CERTAIN DECISIONS, BECOME SELF-RELIANT, AND BE MORE RESPONSIBLE BECAUSE OF THE WORK WE ARE REQUIRED TO DO, BOTH IN THE DORM AND CLASS, AND THE ACTIVITIES I HAVE PARTICIPATED IN SUCH AS, CORSS-COUNTRY, TRACK, DRILL TEAM, GYMNASTICS AND CLASS SECRETARY. THIS YEAR I AM ASSUMING RESPONSIBILITIES AS VICE-PRESIDENT OF THE STUDENT COUNCIL. THE OPPORTUNITIES TO DEVELOP LEADERSHIP ARE LIMITLESS. I HAVE ALSO COME TO KNOW MY PERSONAL SAVIOR.

IF IT HADN'T BEEN FOR MT. EDGE CUMBE, I WOULDN'T HAVE THE KNOWLEDGE I GAINED WHICH WILL GREATLY AFFECT MY FUTUER PLANS. THIS IS NOT PROVIDED IN MY HOMETOWN. THERE, BECAUSE THERE ARE FEWER SUBJECTS AND EVERYONE KNOWS ONE ANOTHER WELL, THE STUDENTS AREN'T MOTIVATED TO DO THEIR WORK IN OR OUTSIDE CLASS. WHEN I ATTENDED MT. EDGE CUMBE I SAW A BIG DIFFERENCE IN ATTITUDE AND IN EFFORT IN DOING MY WORK IN AND OUTSIDE OF CLASS.

THE CHANCE OT INTERACT WITH MANY DIFFERENT NATIVES IN VARIOUS PARTS OF ALASKA IS ALSO A GREAT OPPORTUNITY STUDENTS HAVE AT MT. EDGE CUMI. LIVING AND WORKING TOGETHER HELPS US TO GAIN UNDERSTANDING AND A FEELING OF UNITY. THIS HELPS US TO ADJUST TO SITUATIONS WE WILL HAVE TO FACE LATER IN LIFE WHERE WE WILL NEED TO MEET AND DEAL WITH PEOPLE FROM OUR VAST STATE.

BECAUSE MY MOTHER AND A FEW OTHER PEOPLE FROM MY HOME CANNOT READ, WRITE OR SPEAK VERY GOOD ENGLISH THEY WANTED ME TO SAY A FEW THINGS AT THIS MEETING. QUOTE: "WE FEEL THAT MT. EDGE CUMBE HAS AFFECTED STUDENTS IN MANY DIFFERENT WAYS WHICH PROBABLY NO OTHER SCHOOL IN ALASKA WOULD. THE STUDENTS ARE LUCKY TO HAVE THE VARIETY OF EDUCATIONS, ACTIVITIES, STAFF WORKERS AND PROVIDED TRANSPORTATION. WE ARE THANKFUL FOR ALL OF THAT, BUT TO HEAR THAT IT MIGHT BE CLOSED IS MORE THAN A PITY. UNQUOTE.

MANY OF THE PEOPLE WHO FAVOR CLOSING MT. EDGE CUMBE HAVE NEVER ACTUALLY VISITED OUR SCHOOL OR TALKED WITH STUDENTS WHOSE FUTURES WILL BE GREATLY AFFECTED. IS IT FAIR TO MAKE SUCH A DECISION WHICH WILL GREATLY AFFECT MANY OF OUR FUTURES WITHOUT MAKING AN EFFORT TO PERSONALLY INSURE THAT IT IS THE RIGHT DECISION?

FOR THE LAST TWO YEARS THE STUDENT COUNCIL, AS WELL AS THE STUDENT BODY, HAS BEEN DOING EVERYTHING WITHIN OUR POWER TO DELAY THE CLOSURE OF OUR SCHOOL. WE JOYFULLY AND GREATFULLY RECEIVED THE NEWS THAT MT. EDGE CUMBE HIGH SCHOOL WILL BE OPEN FOR ANOTHER YEAR. HOWEVER, THE BATTLE IS NOT YET OVER. WE MUST INSURE THAT MT. EDGE CUMBE HIGH SCHOOL WILL BE HER FOR MANY YEARS TO COME IN ORDER TO MEET THE NEEDS OF THOSE FUTURE LEADERS OF ALASKA WHO STILL HAVE NEED OF A SCHOOL SUCH AS THIS IN ORDER TO REACH THEIR FULLEST POTENTIAL. WE MUST NOT REST UNTIL THIS GOAL IS ACHIEVED. WE CANNOT AFFORD TO BECOME LAX JUST BECAUSE THIS SCHOOL HAS BEEN GIVEN A YEAR'S REPRIEVE. THERE IS MUST WORK TO DO. WE WHO WILL GRADUATE NEXT YEAR AND THOSE WHO HAVE GRADUATED AT MT. EDGE CUMBE THE PAST YEARS OWE IT TO THOSE WHO WILL FOLLOW US TO GUARANTEE THAT THEY WILL HAVE THE SAME OPPORTUNITITES THAT HAVE BEEN AVAILABLE TO US. THIS IS A DEBT THAT WE OWE TO OUR PEOPLE, OUR STATE AND OUR SCHOOL. THAT IS WHY I HAVE COME TO SPEAK TO YOU TODAY.

I UNDERSTAND THE REASONS FOR THE POSSIBLE CLOSURE OF OUR SCHOOL, BUT ISN'T ADEQUATELY MEETING THE NEEDS OF THE NATIVE PEOPLE WITH ANY COST? IF ALL THE SMALL SCHOOLS PROVIDED AN EQUAL EDUCATION, WOULD IT NOT COST MORE?

WE ARE ALSO VERY CONCERNED ABOUT THE FACT THAT AT THE PRESENT TIME MT. EDGE CUMBE WILL NOT BE ABLE TO ENROLL FRESHMEN FOR THE 1982-83 SCHOOL YEAR. THIS A BIG DISAPPOINTMENT BECAUSE WE FEEL THAT THOSE FRESHMEN WHO WOULD LIKE TO ATTEND MT. EDGE CUMBE SHOULD HAVE THE SAME CHANCE TO SHARE THE SAME VALUABLE EXPERINECE. IT IS OUR HOPE THAT PERHAPS THE HOUSE BILL NUMBER 812 WOULD PROVIDE THE FUNDING FOR A FRESHMEN CLASS.

IS IT FAIR TO TAKE AWAY THE OPPORTUNITY FOR THOSE WHO STRONGLY AND DEEPLY BELIEVE THAT THIS SCHOOL IS NEEDED TO HELP THEM ACHIEVE THEIR FUTURE GOALS?

WE WOULD ALSO LIKE VERY MUCH TO SEE THE STATE LEGISLATURE PASS A MEASURE THAT WOULD INSURE FUNDING FOR MT. EDGE CUMBE FOR THE YEARS TO COME.

WE STRONGLY BELIEVE IT WOULD BE UNFAIR TO USE WHO ARE PRESENTLY ATTENDING AND THOSE WHO WISH TO ATTEND IN THE FUTURE TO TAKE AWAY THIS OPPORTUNITY TO DEVELOP LEADERSHIP WHICH HAS ALREADY BENEFITTED SO MANY OF US WHO ARE STUDENTS AND GRADUATES OF MT. EDGE CUMBE HIGH SCHOOL.

WE FEEL THAT MT. EDGE CUMBE IS ESSENTIAL. IT IS VERY HARD FOR ME, AS WELL AS THOSE WHO BELIEVE SO STRONGLY IN MT. EDGE CUMBE TO TELL HOW VERY DEEPLY MANY OF USE FEEL ABOUT OUR SCHOOL AND HCW MUCH WE RESPECT MT. EDGE CUMBE AND WHAT IT STANDS FOR.

I CANNOT URGE YOU ENOUGH TO DO EVERYTHING WITHIN YOUR POWER. WE NEED YOUR HELP!!!!

WE ARE PROUD OF OUR SCHOOL AND FEEL THAT A FRESHMEN CLASS SHOULD
ALLOWED TO ENROLL AND THAT MT. EDGE CUMBE SHOULD REMAIN OPEN,
NOT ONLY NEXT YEAR BUT FOR MANY YEARS TO COME. WE WILL GREATLY APPRECIATE
YOUR FULL AND ACTIVE SUPPORT IN HELPING US TO KEEP OUR PROUD TRADITION
GOING STRONG!!!

My name is Margaret Phillips. I am from Chuathbaluk and a Senior at Mt. Edgecumbe High School. I would like to share some of my reasons why Mt. Edgecumbe should remain open after the 1982-83 school year.

Mt. Edgecumbe has many different classes which the students need to get a good education and from having the opportunity of taking these classes students will be able to make a better choice about their career. While being here they get better acquainted with the outside world. The students learn their own and other cultures by associations with students from all over the state.

They also learn to be more independent and blend into their own culture and the world around them.

Mt. Edgecumbe has helped students develop leadership ability throughout the years it has been open. What the Native people want is more young natives to become native leaders.

What is going to become of the Natives of Alaska if they close this school. This a question we can not really answer. I would appreciate your support in keeping Mt. Edgecumbe open and in helping to make it possible for a freshmen class to attend Mt. Edgecumbe.

Thank you for your time.

GOOD EVENING, MY NAME IS BRENDA WALUNGA. I AM FROM GAMBELL, AN ISOLATED ISLAND NEAR SIBERIA. OVER THE THREE YEARS I HAVE ATTENDED MT. EDGE CUMBE I HAVE COME TO HAVE A VERY DEEP FEELING TOWARDS MY SCHOOL. THAT IS WHY I FEEL I SHOULD SHARE MY FEELINGS ABOUT THE NEED FOR MT. EDGE CUMBE. IF I HAD NOT ATTENDED MT. EDGE CUMBE I WOULD NEVER HAVE HAD THE OPPORTUNITIES TO EXPERIENCE THE MANY AND VARIED THINGS THAT HAVE COME MY WAY. I WOULD NOT HAVE BEEN ABLE TO TAKE THE NUMEROUS AND CHALLENGING COURSES AND BECOME INVOLVED IN ABUNDANT EXTRA CURRICULAR ACTIVITIES SUCH AS DRILL TEAM, CLASS ACTIVITIES, BEING SELECTED AS A CANDIDATE IN AN EXCHANGE PROGRAM WITH JAPAN AND HAVING TO COMPETE IN THE SEMI-FINALS. I DEFINITELY WOULD HAVE NEVER HAD THE DESIRE TO SPEAK IN PUBLIC.

I STRONGLY BELIEVE THAT MT. EDGE CUMBE SHOULD REMAIN OPEN. COMPARING THE VILLAGE SCHOOLS OF ALASKA WITH MT. EDGE CUMBE REVEALS A TREMENDOUS CONTRAST.

IN MANY VILLAGE SCHOOLS THERE IS NO UNITY AMONG THE STUDENTS AND ALSO THE TEACHERS. IN MT. EDGE CUMBE THIS IS A ONENESS THAT IS OBVIOUS. WE COULD TRULY SELECT THE THEME "WE ARE FAIMLY" FOR THE ALL CLASS REUNION WHICH WAS HELD RECENTLY. THE WORK IN MANY OF THE VILLAGES IS NOT CHALLENGING AS IT IS HERE, OFTEN THE WORK THERE IS LIKE GRADE SCHOOL. THE TEACHERS TEACH MORE THEN THEY CAN HANDLE. YET THERE'S STILL NOT ENOUGH CLASSES TO PROVIDE ALL THAT THE STUDENTS WILL NEED IN THE LONG-RUN.

IN MANY VILLAGE SCHOOLS DISCIPLINE IS OFTEN A PROBLEM, BECAUSE IT IS NOT GIVEN SERIOUS ATTENTION. STUDENTS OFTEN GET AWAY WITH ALMOST ANYTHING SUCH AS SMOKING POT, SKIPPING CLASS, BEING TARDY, NOT DOING HOMEWORK, TALKING BACK TO SCHOOL OFFICIALS. YOUNG PEOPLE NEED DISCIPLINE.

AT MT. EDGE CUMBE HIGH SCHOOL THERE IS STRICT DISCIPLINE BUT IT IS APPLIED WITH A CARING ATTITUDE THAT INVITES STUDENTS TO DEVELOP INTO MATURE ADULTS.

STUDENTS OFTEN DO NOT HAVE AS MANY OPPORTUNITIES TO DEVELOP RESPONSIBILITIES IN MANY VILLAGE SCHOOLS. MT. EDGE CUMBE TEACHES RESPONSIBILITY AND LEADERSHIP. HERE IN MT. EDGE CUMBE WE ARE LEARNING ALL THE TIME, EVEN WHEN WE'RE NOT IN SCHOOL.

BECAUSE OF ALL THESE CONTRASTS, I FEEL THAT OTHER YOUNG PEOPLE SHOULD HAVE THE OPPORTUNITY TO ATTEND MT. EDGE CUMBE HIGH SCHOOL. I REALLY FEEL THAT FRESHMAN SHOULD BE ALLOWED TO ENROLL. IF FRESHMAN ARE ONLY ALLOWED TO ATTEND VILLAGE SCHOOLS MANY WILL GET A BAD PICTURE OF WHAT HIGH SCHOOL IS LIKE. IF THEY ARE ALLOWED TO ATTEND MT. EDGE CUMBE HIGH SCHOOL, THEY WILL GET A TOTALLY DIFFERENT VIEW OF HIGH SCHOOL. IT IS MY HOPE THAT THE FEDERAL GOVERNMENT WILL REVERSE THE DECISION AND ALLOW FRESHMAN TO ATTEND NEXT YEAR AND THE FOLLOWING YEARS. IT IS ALSO MY HOPE THAT FUNDS WILL BE APPROPRIATED TO OPERATE MT. EDGE CUMBE AFTER THE 1982-83 SCHOOL YEAR.

IN A WORLD GRAVELY CONCERNED WITH CONSERVING OUR NATURAL RESOURCES, WHY NEEDLESSLY WASTE THE GREATEST NATURAL RESOURCES OF ALL? FUNDS MUST BE PROVIDED FOR THE ADEQUATE EDUCATION OF THE YOUNG PEOPLE. AFTER ALL, WHAT BETTER NATURAL RESOURCE DO WE HAVE TO CULTIVATE THAN OUR YOUNG PEOPLE. THEY ARE THE FUTURE!

THANK YOU FOR YOUR TIME.

MY NAME IS VIVIAN JOHNSON. I AM THE PRESIDENT OF MT. EDGE CUMBE HIGH SCHOOL STUDENT BODY FOR THE 1981-82 SCHOOL YEAR. I AM A SENIOR. THIS WILL BE MY THIRD YEAR ATTENDING MT. EDGE CUMBE HIGH SCHOOL. I AM FROM EMMONAK, WHICH IS ON THE LOWERYUKON RIVER.

I AM REPRESENTING THE MT. EDGE CUMBE STUDENT BODY. TODAY WE COME TO DISCUSS THE TOPIC OF MT. EDGE CUMBE HIGH SCHOOL. WE DEEPLY APPRECIATE THIS OPPORTUNITY TO VOICE OUR OPINIONS AND WE ALSO APPRECIATE THE FACT THAT YOU HAVE CALLED ALL OF US TOGETHER TODAY TO HEAR THE REASONING OF ALL CONCERNED.

THIS PAST SUMMER I WAS VISITING RELATIVES. ONE COUPLE, WHO ARE FORMER GRADUATES OF MT. EDGE CUMBE WERE DISCUSSING THEIR TWO-MONTH OLD DAUGHTER'S PLACE OF ATTENDING HIGH SCHOOL. ONE PARENT WANTED HER TO ATTEND THE LOCAL HIGH SCHOOL AND THE OTHER PARENT WANTED HER TO ATTEND MT. EDGE CUMBE HIGH SCHOOL. THEY FINALLY DECIDED ON MT. EDGE CUMBE. THEY CHOSE MT. EDGE CUMBE BECAUSE THEY REALIZED FROM THEIR OWN EXPERIENCES THAT IT WOULD PROVIDE A BETTER EDUCATION FOR THEIR CHILD. I THINK THIS SHOWS THE TREMENDOUS EFFECT MT. EDGE CUMBE HIGH SCHOOL HAS ON ALASKAN NATIVES.

AT MT. EDGE CUMBE HIGH SCHOOL, IF A STUDENT NEEDS SPECIAL AND IN- DIVIDUAL HELP THERE ARE PROGRAMS AVAILABLE IN ALL AREAS. ALSO FOR STUDENTS LIKE MYSELF WHO PLAN TO GO ON TO HIGHER AND BETTER EDUCATION IT PROVIDES CHALLENGING CURRICULUM WITHIN THE HIGH SCHOOL AS WELL AS ACCESS TO NEARBY COLLEGES. I HAVE BEEN TAKING SEVERAL COLLEGE CLASSES DURING MY SENIOR YEAR TO HELP ME MAKE THE TRANSITION FROM ONE PHASE OF EDUCATION TO ANOTHER.

MT. EDGE CUMBE HIGH SCHOOL ALSO HAS A HIGHLY DEVELOPED INTERSCLASTIC AND INTERMERIAL SPORTS PROGRAM AS WELL AS MANY EXTRA-CURRICULAR ACTIVITIES.

IT ALSO PROVIDES STUDENTS WITH ACCESS TO BETTER HEALTH FACILITIES. A COMPARISON WOULD BE THAT AT HOME I LIVE 200 MILES AWAY FROM A HOSPITAL OR DOCTOR AND AT MT. EDGE CUMBE I LIVE LESS AND A CITY BLOCK AWAY. THIS NOT ONLY HELPS STUDENTS IN CURING BUT ALSO IN PREVENTION OF HEALTH PROBLEMS.

BESIDES THESE, AND MANY OTHER REASONS, I THING THAT THE SCHOOL IS A VERY IMPORTANT BYWAY. IT NOT ONLY PROVIDES QUALITY EDUCATION BUT IT IS IMPORTANT TO ALASKA IN MANY OTHER WAYS.

IT IS A COMMUNICATION POINT FOR THE STATE. STUDENTS COMING FROM SMALL VILLAGES HAVE LITTLE IDEA ABOUT OTHER PEOPLES AND AREAS OF ALASKA. AT MT. EDGE CUMBE STUDENTS GAIN AN UNDERSTANDING OF ALL THE OTHER ALASKAN NATIVE GROUPS INCLUDING THEIR BACKGROUND AND PERSONALITIES. A FEELING OF UNITY IS FOUNDED THAT LASTS A LIFETIME. BECAUSE OF THIS WE FIND THAT STUDENTS EASILY ADAPT TO SITUATIONS IN WHICH THEY MUST WORK WITH OTHER PEOPLE FROM THROUGHOUT ALASKA. THIS HAS BEEN AN IMPORTANT FACTOR IN PRODUCING MANY LEADERS FOR OUR STATE.

IT PROVIDES A DOOR TOTHE OUTSIDE WORLD. STUDENTS ARE EXPOSED TO MANY NEW AND BROADENING EXPERINECES WHILE STILL HAVING THE SECURITY OF A HOME-LIKE ATMOSPHERE. THESE EXPERIENCES HELP PREPARE STUDENTS TO GO ON TO COLLEGE OR INTO OTHER SOURCES OF FURTHER EDUCATION.

I ATTENDED A VILLAGE HIGH SCHOOL MY FRESHMAN YEAR. FROM MY OBER-
VATION THESE ARE SOME OF THE ADVANTAGES THAT MT. EDGE CUMBE OFFERS
OTHER THAN THE ONES I MENTIONED PREVIOUSLY. AT MT. EDGE CUMBE THERE
IS PRESSURE TO DO WORK AND TO ACHIEVE RATHER THAN JUST GOOFING OFF.
THUS, STUDENTS ADJUST TO SCHOOL AND HAVE TO REALLY EARN THEIR GRADES.
STUDENTS EXPERIENCE LIVING AWAY FROM HOME AND LEARN TO BE MORE RE-
SPONSIBLE AND INDEPENDENT. I HAVE NOTICED THAT DROP-OUTS FROM
OTHER SCHOOLS QUITE OFTEN DO FINE AND GET ALONG WELL ACADEMICALLY
AND SOCIALLY.

IT IS A STRICT POLICY AT MT. EDGE CUMBE THAT STUDENTS ATTEND ALL
CLASSES UNLESS IT IS UNAVOIDABLE AND MUST ALWAYS BE ON TIME. THIS
RESULTS IN MORE DISCIPLINED STUDENTS.

I FEEL THAT BEFORE A DECISION IS MADE CONCERNING MT. EDGE CUMBE HIGH
SCHOOL EVERY EFFORT SHOULD BE MADE TO INVESTIGATE THE TREMENDOUS
IMPACT THIS WILL HAVE ON THE COUSE OF EDUCATING STUDENTS IN ALASKA.

I FEEL THAT EVERY PERSON CONCERNED WITH MAKING THIS DECISION AND
WITH THE FATE OF THE STATE OF ALASKA OWES IT TO THE FUTURE GEN-
ERATION OF ALASKAN STUDENTS AND TO THE STATE TO VISIT OUR
SCHOOL AND TALK WITH ALL THOSE THAT WILL BE AFFECTED AND MAKE A
THOROUGH STUDY OF THE ISSUE. IF ALL THOSE INVOLVED WILL TAKE THE
TIME AND EFFORT TO DO THIS THEN I FEEL THAT THERE CAN BE NOT OTHER
DECISION EXCEPT TO KEEP MT. EDGE CUMBE HIGH SCHOOL IN OPERATION.

I AM VERY PROUD OF MT. EDGE CUMBE HIGH SCHOOL. I FEEL THAT MT. EDGE CUMBE
HIGH SCHOOL IS A VERY IMICRTANT AND NECESSARY EDUCATIONAL RESOURCE.
AND IT SHOULD BE AVAILABLE TO ALL ALASKAN STUDENTS.

THAT IS WHY THE STUDENT BODY WISHES TO TAKE MEASURES TO SEE THAT THE FRESHMAN CLASS OF 1983 HAS THE OPPORTUNITY TO BE ADMITTED TO A SCHOOL SUCH AS MT. EDGE CUMBE. THE DECISION MADE DENYING THIS OPPORTUNITY TO THESE STUDENT IS WRONG AND UNFAIR. IT IS OUR HOPE THAT THE STATE LEGISLATURE WILL APPROPRIATE MONIES THAT WILL MAKE IT POSSIBLE FOR INCOMING FRESHMAN TO BE ADMITTED TO MT. EDGE CUMBE HIGH SCHOOL.

WE WOULD ALSO HOPE THAT CONTINUED FUNDING WOULD BE PROVIDED SO THAT THE EDUCATIONAL ADVANTAGES THAT MT. EDGE CUMBE HAS OFFERED TO THE STATE OF ALASKA FOR THE LAST 35 YEARS WILL CONTINUE TO BE AVAILABLE TO THE MANY INDIVIDUALS WHO MIGHT NOT OTHERWISE HAVE THE OPPORTUNITY TO DEVELOPE TO THEIR FULL POTENTIAL. I ASK THAT YOU GIVE US YOUR FULL SUPPORT AND BACKING TO MAKE THIS POSSIBLE.

MT. EDGE CUMBE HIGH SCHOOL 1981-82

MY NAME IS LEAH THOMPSON AND I AM FROM BETTLES FIELD, A SMALL TOWN AT THE FOOT HILLS OF THE BROOKS RANGE. I AM REPRESENTING THE STUDENT BODY OF MT. EDGE CUMBE, WHERE I AM PRESENTLY A FRESHMAN.

I AM VERY GLAD I MADE THE CHOICE TO COME HERE BECAUSE MT. EDGE CUMBE PROVIDES A QUALITY EDUCATION THAT VILLAGE SCHOOLS CAN'T PROVIDE. MT. EDGE CUMBE HAS A LARGE STAFF OF TEACHERS TRAINED IN MANY DIFFERENT SUBJECT AREAS. IT ALSO HAS A WIDER RANGE OF SUBJECTS WHICH PREPARE STUDENTS FOR THE CHALLENGES OF THE FUTURE. THE TEACHERS ARE MORE WILLING TO HELP STUDENTS WHO MIGHT NEED SPECIAL HELP. THEY CARE ABOUT THE STUDENTS AND ARE VERY INVOLVED IN THEIR EDUCATION.

IN ADDITION TO THE LARGER CURRICULUM, MT. EDGE CUMBE ALSO HAS MANY EXTRA CURRICULAR ACTIVITIES WHICH HELP STUDENT DEVELOP INTERESTS AND BECOME WELL-ROUNDED INDIVIDUALS.

MT. EDGE CUMBE HAS COUNSELORS THAT ARE INFORMED AND GIVE STUDENTS INTELLIGENT ADVICE WITH PERSONAL AND ALCOHOL AND DRUG RELATED PROBLEMS. THEY ALSO HELP THE STUDENTS WITH CAREER CHOICES, COLLEGE APPLICATIONS, AND FINANCIAL AID FOR FURTHER EDUCATION.

AT MT. EDGE CUMBE NOT ONLY DO WE LEARN FROM BOOKS, BUT WE ALSO LEARN HOW TO LIVE AND GET ALONG WITH OTHER STUDENTS. THIS DEVELOPS A GREATER SENSE OF SELF RESPECT AND RESPECT FOR OTHERS. ALSO, GETTING TO KNOW PEOPLE FROM OTHER AREAS RESULTS IN GREATER UNITY FOR THE STATE. GOING TO SCHOOL IN A DIFFERENT PART OF THE STATE EXPOSES STUDENTS TO LIFE OUT OF THE VILLAGES. THIS IS PARTICULARLY IMPORTANT IN A STATE WITH MANY OF ITS VILLAGES LOCATED IN ISOLATED AREAS.

THIS ISOLATION COUPLED WITH THE DRUG AND ALCOHOL PROBLEM WHICH
EXIST IN MANY VILLAGES CAUSES MANY STUDENTS TO BECOME INVOLVED
DEEPLY WITH DRUGS AND ALCOHOL AND THEREFORE DROP OUT OF HIGH SCHOOL.
COMING TO MT. EDGE CUMBE HELPS THE STUDENTS TO GET AWAY FROM THE
ATMOSPHERE OF DRUGS AND ALCOHOL THAT IS PRESENT IN MANY VILLAGES.
USUALLY THESE STUDENTS GO ON TO GRADUATE FROM HIGH SCHOOL BECAUSE
THEY HAVE POSITIVE SURROUNDINGS WHICH MOTIVATES THE STUDENTS TO
DO THEIR BEST IN THEIR ACADEMIC WORK AND BECOME INVOLVED IN EXTRA
CURRICULAR ACTIVITIES.

THIS WAS TRUE IN MY CASE. LAST YEAR WHEN I WAS ATTENDING THE SCHOOL IN
MY HOMETOWN, I WAS BOTHERED BY THE FACT THAT THE SCHOOL WAS SO
CROWDED TOGETHER IN ONE ROOM. ACTUALLY THERE ARE TWO ROOMS WHICH
MAKE UP THE SCHOOL IN MY VILLAGE. ONE SMALL ROOM IS FOR GRADES
ONE THROUGH FIVE, AND THE OTHER IS FOR GRADES SIX THROUGH TWELVE.
THEY ARE NOT BIG ROOMS AND IT WAS VERY HARD TO CONCENTRATE ON THE
WORK ASSIGNED TO ME BECAUSE SEVERAL DIFFERENT SUBJECTS WERE BEING
TAUGHT AT THE SAME TIME. THE WORK WAS ALSO TOO EASY AND I BECAME
BORED AND NEVER DID MY SCHOOLWORK. AS A RESULT, I GOT BAD GRADES.
THEN I CAME TO MT. EDGE CUMBE AND I AM DOING VERY WELL BECAUSE THE
CLASSES ARE MORE CHALLENGING AND I AM IN SURROUNDINGS THAT MOTIVATE
ME TO DO MY BEST.

I AM GLAD THIS OPPORTUNITY WAS AVAILABLE TO ME AS A FRESHMAN AND
I DO NOT FEEL THAT IS FAIR TO EXCLUDE THE STUDENTS WHO WILL BE
FRESHMAN NEXT YEAR FROM ALL MT. EDGE CUMBE HAS TO OFFER.

IN CONCLUSION I WOULD LIKE TO STATE THAT CLOSING MT. EDGE CUMBE HIGH SCHOOL WOULD BE A BIG MISTAKE. THERE IS NO SUBSTITUTE ANYWHERE IN THE STATE THAT PROVIDES THE EDUCATION THAT CAN BE RECEIVED AT MT. EDGE CUMBE.

IF OUR HIGH SCHOOL IS CLOSED MOST OF THE STUDENTS WILL JUST GO BACK TO THEIR VILLAGES AND NOT DEVELOP TO THEIR FULL POTENTIAL.

WE HOPE YOU WILL CONSIDER ALLOWING A FRESHMAN CLASS TO ENTER NEXT YEAR. WE ALSO HOPE THAT THE FEDERAL GOVERNMENT WILL PROVIDE FUNDING AFTER THE 1982-83 SCHOOL YEAR, OR SOMEHOW REACH AN AGREEMENT WITH THE STATE GOVERNMENT TO SHARE FUNDINGS FOR OUR SCHOOL.

THANK YOU FOR GIVING ME YOUR ATTENTION.

CIRI COOK INLET REGION INC.

April 5, 1982

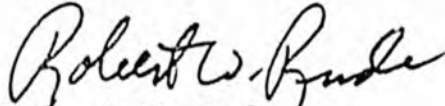
The Honorable Frank Ferguson
The Alaska State Senate
Pouch V (Mail Stop 3100)
Juneau, AK 99811

Dear Senator Ferguson:

Cook Inlet Region, Inc. (CIRI) endorses and supports the continuation of Mount Edgecumbe High School. Mount Edgecumbe is important to future generations of Alaskans and therefore a freshman class should be allowed to enter next year. CIRI also supports the passage of House Bill 812 and Senate Bill 844.

Sincerely,

COOK INLET REGION, INC.



Robert W. Rude
Senior Vice President

psh

cc: ✓ Senator Charles H. Parr
Representative Albert Adams
Vivian Johnson, President
Mt. Edgumbe Student Council

CIRI COOK INLET REGION INC.

April 5, 1982

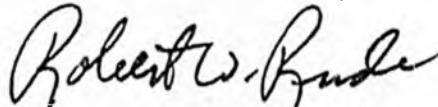
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COOK INLET REGION, INC.



Robert W. Rude
Senior Vice President

psh

cc: ✓ Senator Charles H. Parr
Representative Albert Adams
Vivian Johnson, President
Mt. Edgcumbe Student Council

UNITED STATES GOVERNMENT

Memorandum

TO : Rep Albert P. Adams
Alaska State Legislature

FROM : Education Program Administrator
Mt. Edgecumbe High School

SUBJECT: Estimated Budget - FY 83

DATE: March 30, 1983

The attached is forwarded per your request.

The projected budget for Maintenance and Operations will be called to your office, March 31.

Thank you for you continued support



UNITED STATES GOVERNMENT

Memorandum

TO : Representative Albert Adams
Alaska State Legislature

FROM : Education Program Administrator
Mt. Edgecumbe High School

SUBJECT: Estimated Budget - FY 83

DATE: March 30, 1982

Attached is an estimated budget for the state funds requested through HB 812. These estimates include education and facility maintenance and operation costs, based on three hundred fifty students. We believe if we are permitted to enroll a freshman class for school year 1982-83, it will affect the enrollment of other 10th, 11th, and 12th grade students in a positive way.

The Bureau has informed us our FY 83 allotment will be:

Education	\$ 1,893,000.00
Maintenance/Operations	<u>2,600,000.00</u>
	4,493,000.00

Our fiscal year begins October 1.

FY 82 funding level is:

Education	\$ 2,795,451.00
Maintenance/Operations	<u>3,520,300.00</u>
	\$ 6,315,751.00

A decrease for FY 83 of \$ 1,822,751.00.

I do wish to point out, our FY 82 level of funding for education is not sufficient. The only method we have to not overspend before the end of FY 82 is to place all of our education employees, approximately 75, on extended non-pay status during the summer months. We have had to furlough employees for the past two summers in order to meet budget cuts. This has resulted in an even greater salary disparity for federal education employees when compared to the public school systems.

I also want to emphasize the Mt. Edgecumbe budget for FY 1983 is based upon a school closure at the end of school year 1982-83. The \$1,893,000 does not include money for closing or RIF (reduction-in-force) costs, or the start up of a new school year in August and September 1983-84.

The estimated budget projections for the allotment from HB 812 are estimates only covering the school year 1982-83 to June 5, 1983.



Also, when we received the information from our D. C. office that we would not be allowed to enroll a freshman class, and that our budget would be reduced, we had to initiate a substantial reduction in our work force. The personnel listing you see on the HB 812 FY 83 budget projection is a listing of teachers and positions we would retain. Without the additional funds and a freshman class, we would have to release those teaching and support positions. Needless to say, the overall effect on the curricular offerings and delivery system would be disastrous. With funding from the State, we would be able to support a freshman class, and keep our scope and depth of curricular offerings to a quality level.

At Mt. Edgecumbe, we require four years of English, two years of math, three and one-half years of social studies, two years of home economics and shop, two years of science, and one-half year of health and personal finance, as well as, a good choice of electives. It takes an adequate number of teachers to offer the courses so each student can meet the graduation requirements. We have a high education standard and we believe time spent in learning for each individual is the key to achievement. This also takes an adequate staff to ensure each individual has a share of the teacher's time to enable adequate progress.

We also believe, it is essential for us to have the ability to serve the speciality areas of special education and remedial education so that we can fully meet the education needs of all our students. Without State funds for FY 83, our capability to fully meet the needs of students would be seriously diminished.

Since we are the home and school away from home, we must provide the education support and opportunities normally provided by the home. Thus we provide tutoring in the dorms in the evening, library hours in the evening, and recreation programs in the evening, as well as, the basic care given by the dorm staff. Without these State funds, we would have to cancel 85% of the support we give our students. With all these services, we are indirectly telling the kids, education is important.

Music and art are two very important areas of our student's lives, and an important part of their individual growth and development. Without State funds, we would have to consolidate the teaching of those areas, with some other teacher. This action always causes each program to lose much of its effectiveness and success. With State funds, we would be able to keep these two important teachers at the school.

I hope this is somewhat understandable. Feel free to categorize the budget projections, if you believe you should.



LeRoy Demmert