

ALASKA LEGISLATURE COMMITTEE FILES 1987-1988 8672

4573 HHS HB 491 - HB 495

45

5-1329L  
Chenoweth  
4/16/88

Original sponsors: Ellis and Gruenberg

1 IN THE HOUSE

BY THE HEALTH, EDUCATION AND  
SOCIAL SERVICES COMMITTEE

2 CS FOR HOUSE BILL NO. 491 (HESS)

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 FIFTEENTH LEGISLATURE - SECOND SESSION

5 A BILL

6 For an Act entitled: "An Act relating to powers of attorney and establish-  
7 ing a statutory form power of attorney."

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

9 \* Section 1. AS 13.26 is amended by adding new sections to article 5 to  
10 read:

11 Sec. 13.26.332. STATUTORY FORM POWER OF ATTORNEY. A person who  
12 wishes to designate another as attorney-in-fact or agent by a power of  
13 attorney may execute a statutory power of attorney set out in substan-  
14 tially the following form:

15 GENERAL POWER OF ATTORNEY

16 THE POWERS GRANTED FROM THE PRINCIPAL TO THE AGENT  
17 OR AGENTS IN THE FOLLOWING DOCUMENT ARE VERY BROAD. THEY  
18 MAY INCLUDE THE POWER TO DISPOSE, SELL, CONVEY, AND ENCUMBER  
19 YOUR REAL AND PERSONAL PROPERTY, AND THE POWER TO MAKE YOUR  
20 HEALTH CARE DECISIONS. ACCORDINGLY, THE FOLLOWING DOCUMENT  
21 SHOULD ONLY BE USED AFTER CAREFUL CONSIDERATION. IF YOU HAVE  
22 ANY QUESTIONS ABOUT THIS DOCUMENT, YOU SHOULD SEEK COMPETENT  
23 ADVICE.

24 YOU MAY REVOKE THIS POWER OF ATTORNEY AT ANY TIME.

25 Pursuant to AS 13.26.338 - 13.26.353, I, (Name of  
26 principal), of (Address of principal),  
27 do hereby appoint (Name and address of agent or agents),  
28 my attorney(s)-in-fact to act as I have checked below in  
29 my name, place, and stead in any way which I myself could

1 do, if I were personally present, with respect to the  
 2 following matters, as each of them is defined in AS 13.-  
 3 26.344, to the full extent that I am permitted by law to  
 4 act through an agent:

5 THE AGENT OR AGENTS YOU HAVE APPOINTED WILL HAVE ALL  
 6 THE POWERS LISTED BELOW UNLESS YOU

7 DRAW A LINE THROUGH A CATEGORY; AND  
 8 INITIAL THE BOX OPPOSITE THAT CATEGORY.

- 9 (A) real estate transactions ( )
- 10 (B) transactions involving tangible personal  
 11 property, chattels, and goods ( )
- 12 (C) bonds, shares, and commodities transactions ( )
- 13 (D) banking transactions ( )
- 14 (E) business operating transactions ( )
- 15 (F) insurance transactions ( )
- 16 (G) estate transactions ( )
- 17 (H) gift transactions ( )
- 18 (I) claims and litigation ( )
- 19 (J) personal relationships and affairs ( )
- 20 (K) benefits from government programs and  
 21 military service ( )
- 22 (L) health care services ( )
- 23 (M) records, reports, and statements ( )
- 24 (N) delegation ( )
- 25 (O) all other matters, including those  
 26 specified as follows: ( )

---



---



---

1 IF YOU HAVE APPOINTED MORE THAN ONE AGENT, CHECK ONE  
2 OF THE FOLLOWING:

- 3 ( ) Each agent may exercise the powers conferred separately,  
4 without the consent of any other agent.  
5 ( ) All agents shall exercise the powers conferred jointly,  
6 with the consent of all other agents.

7 TO INDICATE WHEN THIS DOCUMENT SHALL BECOME EFFECTIVE, CHECK  
8 ONE OF THE FOLLOWING:

- 9 ( ) This document shall become effective upon the date of my  
10 signature.  
11 ( ) This document shall become effective upon the date of my  
12 disability and shall not otherwise be affected by my  
13 disability.

14 IF YOU HAVE INDICATED THAT THIS DOCUMENT SHALL BECOME EFFEC-  
15 TIVE ON THE DATE OF YOUR SIGNATURE, CHECK ONE OF THE FOLLOWING:

- 16 ( ) This document shall not be affected by my subsequent  
17 disability.  
18 ( ) This document shall be revoked by my subsequent  
19 disability.

20 IF YOU HAVE INDICATED THAT THIS DOCUMENT SHALL BECOME EFFEC-  
21 TIVE UPON THE DATE OF YOUR SIGNATURE AND WANT TO LIMIT THE TERM  
22 OF THIS DOCUMENT, COMPLETE THE FOLLOWING:

23 This document shall only continue in effect for  
24 \_\_\_\_\_ ( ) years from the date of my signature.

25 NOTICE TO THIRD PARTIES

26 A third party who relies on the reasonable representa-  
27 tions of an attorney-in-fact as to a matter relating to a  
28 power granted by a properly executed statutory power of  
29 attorney does not incur any liability to the principal or

1 to the principal's heirs, assigns, or estate as a result of  
2 permitting the attorney-in-fact to exercise the authority  
3 granted by the power of attorney. A third party who fails  
4 to honor a properly executed statutory form power of attorney  
5 may be liable to the principal, the attorney-in-fact, the  
6 principal's heirs, assigns, or estate for a civil penalty,  
7 plus damages, costs, and fees associated with the failure  
8 to comply with the statutory form power of attorney. If  
9 the power of attorney is one which becomes effective upon  
10 the disability of the principal, the disability of the  
11 principal is established by an affidavit, as required by law.

12 IN WITNESS WHEREOF, I have hereunto signed my name  
13 this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

14 \_\_\_\_\_  
15 Signature of Principal

16 Subscribed and sworn to or affirmed before me at \_\_\_\_\_  
17 \_\_\_\_\_ on \_\_\_\_\_.

18 Signature of Officer or Notary

19 Sec. 13.26.335. ADDITIONAL OPTIONAL PROVISIONS TO STATUTORY FORM  
20 POWER OF ATTORNEY. Each of the following provisions may be included  
21 in a statutory form power of attorney:

22 (1) IF YOU HAVE GIVEN THE AGENT AUTHORITY REGARDING HEALTH  
23 CARE AGENTS UNDER SUBDIVISION (L), COMPLETE THE FOLLOWING:

24 ( ) I have executed a separate declaration under AS 18.12,  
25 known as a "Living Will."

26 ( ) I have not executed a "Living Will."

27 (2) YOU MAY DESIGNATE AN ALTERNATE ATTORNEY-IN-FACT. ANY  
28 ALTERNATE YOU DESIGNATE WILL BE ABLE TO EXERCISE THE SAME POWERS  
29 AS THE AGENT(S) YOU NAMED AT THE BEGINNING OF THIS DOCUMENT.

1 IF YOU WISH TO DESIGNATE AN ALTERNATE OR ALTERNATES,  
2 COMPLETE THE FOLLOWING:

3 If the agent(s) named at the beginning of this document  
4 is unable or unwilling to serve or continue to serve, then  
5 I appoint the following agent to serve with the same powers:

6 First alternate or successor attorney-in-fact  
7 \_\_\_\_\_  
(Name and address of alternate)

8 Second alternate or successor attorney-in-fact  
9 \_\_\_\_\_  
(Name and address of alternate)

10 (3) YOU MAY NOMINATE A GUARDIAN OR CONSERVATOR. IF YOU  
11 WISH TO NOMINATE A GUARDIAN OR CONSERVATOR, COMPLETE THE  
12 FOLLOWING:

13 In the event that a court decides that it is necessary  
14 to appoint a guardian or conservator for me, I hereby nomi-  
15 nate \_\_\_\_\_ (Name and address of person nominated) to  
16 be considered by the court for appointment to serve as my  
17 guardian or conservator, or in any similar representative  
18 capacity.

19 Sec. 13.26.338. COMPLETION OF STATUTORY FORM POWER OF ATTORNEY.

20 (a) In the instrument set out in AS 13.26.332 - 13.26.335, the prin-  
21 cipal must draw a line through the text of any category for which the  
22 principal does not desire to give the agent authority.

23 (b) Special provisions and limitations may be imposed on the  
24 statutory form power of attorney only if they conform to the require-  
25 ments of AS 13.26.347.

26 Sec. 13.26.341. APPLICABILITY OF PROVISIONS OF STATUTORY FORM  
27 POWER OF ATTORNEY. In the instrument set out in AS 13.26.332 -  
28 13.26.335,

29 (1) if the principal has appointed more than one person to

1 act as attorney-in-fact or agent and failed to check whether the  
2 agents may act "jointly" or "severally," the agents are required to  
3 act jointly;

4 (2) if the principal has failed to indicate when the in-  
5 strument shall become effective, the instrument shall become effective  
6 upon the date of the principal's signature;

7 (3) if the principal has indicated that the instrument  
8 shall become effective upon the date of the principal's signature or  
9 has failed to indicate when the instrument shall become effective and  
10 has failed to indicate the effect of the principal's subsequent dis-  
11 ability on the instrument, the instrument shall be revoked by the  
12 subsequent disability of the principal;

13 (4) if the principal has failed to indicate a specific term  
14 for the instrument, the instrument shall continue in effect until  
15 revoked.

16 Sec. 13.26.344. INTERPRETATION OF PROVISIONS IN STATUTORY FORM  
17 POWER OF ATTORNEY. (a) In a statutory form power of attorney, the  
18 language conferring general authority with respect to real estate  
19 transactions shall be construed to mean that, as to an estate or  
20 interest in land of the principal, whether in the state or elsewhere,  
21 the principal authorizes the agent to

22 (1) accept as a gift or as security for a loan, demand,  
23 buy, lease, receive or otherwise acquire either ownership or posses-  
24 sion of any estate or interest in land;

25 (2) sell, exchange, convey, quitclaim, release, surrender,  
26 mortgage, encumber, partition or consent to the partitioning, revoke,  
27 create or modify a trust, grant options concerning, lease or sublet,  
28 or otherwise to dispose of, an estate or interest in land;

29 (3) release in whole or in part, assign the whole or a part

1 of, satisfy in whole or in part, and enforce a mortgage, encumbrance,  
2 lien, or other claim to land that exists, or is claimed to exist, in  
3 favor of the principal;

4 (4) do any act of management or of conservation with re-  
5 spect to an estate or interest in land owned, or claimed to be owned,  
6 by the principal, including by way of illustration, but not of re-  
7 striction, power to insure against any casualty, liability, or loss,  
8 obtain or regain possession or protect the estate or interest, pay,  
9 compromise, or contest taxes or assessments, or apply for refunds in  
10 connection with a payment, compromise, or tax, purchase supplies, hire  
11 assistance of labor, and make repairs or alterations in the structures  
12 or land;

13 (5) use, develop, modify, alter, replace, remove, erect, or  
14 install structures or other improvements on land in which the princi-  
15 pal has, or claims to have, an estate or interest;

16 (6) demand, receive, or obtain money or any other thing of  
17 value to which the principal is, or may become, or may claim to be  
18 entitled as the proceeds of an interest in land or of one or more of  
19 the transactions enumerated in this subsection; conserve, invest,  
20 disburse, or use anything so received for purposes enumerated in this  
21 subsection; and reimburse the agent for an expenditure properly made  
22 in the execution of the powers conferred by the statutory form power  
23 of attorney;

24 (7) participate in any reorganization with respect to real  
25 property and receive and hold any shares of stock or instrument of  
26 similar character received under a plan of reorganization, and act  
27 with respect to a plan of reorganization, including by way of illus-  
28 tration, but not of restriction, power to sell or otherwise to dispose  
29 of shares, to exercise or to sell an option, conversion, or similar

right, and to vote in person by the granting of a proxy;

(8) agree and contract, in any manner, and with any person and on any terms that the agent may select, for the accomplishment of any of the purposes enumerated in this subsection, and perform, rescind, reform, release, or modify an agreement or contract made by or on behalf of the principal;

(9) execute, acknowledge, seal, and deliver a deed, revocation, declaration or modification of trust, mortgage, lease, notice, check, or other instrument that the agent useful for the accomplishment of any of the purposes enumerated in this subsection;

(10) prosecute, defend, submit to arbitration, settle, and propose or accept a compromise with respect to, a claim existing in favor of, or against, the principal based on or involving a real estate transaction or intervene in any related action;

(11) hire, discharge, and compensate an attorney, accountant, expert witness, or assistant when the agent considers that action to be desirable for the proper execution of a power described in this subsection, and for the keeping of records about that action; and

(12) do any other act or acts that the principal can do through an agent with respect to any estate or interest in land.

(b) In a statutory form power of attorney, the language conferring general authority with respect to tangible personal property, chattels, and goods transactions shall be construed to mean that, as to tangible personal property, chattels, or goods owned by the principal, whether located in the state or elsewhere, the principal authorizes the agent to

(1) accept as a gift, or as a security for a loan, reject, demand, buy, receive, or otherwise acquire either ownership or possession of chattels or goods or an interest in the tangible personal

property, chattels, or goods;

1  
2 (2) sell, exchange, convey, release, surrender, mortgage,  
3 encumber, pledge, hypothecate, pawn, revoke, create, or modify a  
4 trust, grant options concerning, lease or sublet to others, or other-  
5 wise dispose of tangible personal property, chattels, or goods or an  
6 interest in them;

7 (3) release in whole or in part, assign the whole or a part  
8 of, satisfy in whole or in part, and enforce a mortgage, encumbrance,  
9 lien or other claim that exists, or is claimed to exist, in favor of  
10 the principal with respect to any tangible personal property, chat-  
11 tels, or goods or an interest in them;

12 (4) do any act of management or of conservation with re-  
13 spect to any tangible personal property, chattels, or goods or to an  
14 interest in any tangible personal property, chattels, or goods owned,  
15 or claimed to be owned, by the principal, including by way of illus-  
16 tration, but not of restriction, power to insure against any casualty,  
17 liability, or loss, obtain or regain possession, or protect the tangi-  
18 ble personal property, chattels, or goods or an interest in them, pay,  
19 compromise, or contest taxes or assessments, apply for refunds in  
20 connection with a payment, compromise, or tax, move from place-to-  
21 place, store for hire or on a gratuitous bailment, use, alter, and  
22 make repairs or alterations of any tangible personal property, chat-  
23 tels, or goods, or an interest in them;

24 (5) demand, receive, and obtain money or any other thing of  
25 value to which the principal is, or may become, or may claim to be,  
26 entitled as the proceeds of any tangible personal property, chattels,  
27 or goods or of an interest in them, or of one or more of the trans-  
28 actions enumerated in this subsection, conserve, invest, disburse, or  
29 use anything so received for purposes enumerated in this subsection,

1 demand, buy, receive, or otherwise acquire either ownership or pos-  
2 session of, a bond, share, or instrument of similar character includ-  
3 ing, by way of illustration, but not of restriction, stock in a corpo-  
4 ration organized under 43 U.S.C. 1601 - 1628 (Alaska Native Claims  
5 Settlement Act), commodity interest, or an instrument with respect to  
6 a bond, share, or instruments of similar character, together with the  
7 interest, dividends, proceeds, or other distributions connected with a  
8 bond, share, or instrument of a similar character;

9 (2) sell, exchange, transfer, release, surrender, hypothecate, pledge, revoke, create, or modify a trust, grant options con-  
10 cerning, loan, trade in, or otherwise dispose of a bond, share, in-  
11 strument of similar character, commodity interest, or a related in-  
12 strument;

13 (3) release, assign the whole or part of, satisfy in whole  
14 or in part, and enforce a pledge, encumbrance, lien, or other claim as  
15 to a bond, share, instrument of similar character, commodity interest,  
16 or a related interest, when the pledge, encumbrance lien, or other  
17 claim is owned, or claimed to be owned, by the principal;

18 (4) do any act of management or of conservation with re-  
19 spect to a bond, share, instrument of similar character, commodity  
20 interest, or a related instrument, owned or claimed to be owned by the  
21 principal or in which the principal has or claims to have an interest,  
22 including by way of illustration, but not of restriction, power to  
23 insure against a casualty, liability, or loss, obtain or regain pos-  
24 session or protect the principal's interest, pay, compromise, or  
25 contest taxes or assessments, apply for a refund in connection with a  
26 payment, compromise, or tax, consent to and participate in a reorga-  
27 nization, recapitalization, liquidation, merger, consolidation, sale  
28 or lease or other change in or revival of a corporation or other  
29

1 and reimburse the agent for any expenditures properly made in the  
2 execution of the powers conferred by the power of attorney;

3 (6) agree and contract, in any manner, and with any person  
4 and on any terms that the agent may select, for the accomplishment of  
5 the purposes enumerated in this subsection, and perform, rescind,  
6 reform, release, or modify any agreement or contract or any other  
7 similar agreement or contract made by or on behalf of the principal;

8 (7) execute, acknowledge, seal, and deliver a conveyance,  
9 revocation, declaration or modification of trust, mortgage, lease,  
10 notice, check or other instrument that the agent considers useful for  
11 the accomplishment of the purposes enumerated in this subsection;

12 (8) prosecute, defend, submit to arbitration, settle, and  
13 propose or accept a compromise with respect to, a claim existing in  
14 favor of, or against, the principal based on or involving a trans-  
15 action involving tangible personal property, chattels, or goods, or  
16 intervene in an action or proceeding;

17 (9) hire, discharge, and compensate an attorney, accoun-  
18 tant, expert witness, or assistant when the agent considers the action  
19 to be desirable to the proper execution of a power described in this  
20 subsection, and for the keeping of records about that action;

21 (10) do any other act or acts that the principal can do  
22 through an agent with respect to any chattels or goods or interest in  
23 any tangible personal property, chattels, or goods.

24 (c) In a statutory form power of attorney, the language confer-  
25 ring general authority with respect to bonds, shares, and commodities  
26 transactions shall be construed to mean that, with respect to a bond,  
27 share, or commodity of the principal, whether in the state or else-  
28 where, the principal authorizes the agent to

29 (1) accept as a gift, or as a security for a loan, reject,

1 association, or in the financial structure of a corporation or other  
2 association, or in the priorities, voting rights, or other special  
3 rights with respect to a corporation or association, become a deposi-  
4 tor with a protective, reorganization or similar committee of the  
5 bond, share, other instrument of similar character, commodity interest  
6 or a related instrument, belonging to the principal, make a payment  
7 reasonably incident to them, and exercise or sell an option, conver-  
8 sion, or similar right, or vote in person or by the granting of a  
9 proxy for the accomplishment of the purposes enumerated in this sub-  
10 section;

11 (5) carry in the name of a nominee selected by the agent  
12 evidence of the ownership of a bond, share, other instrument of simi-  
13 lar character, commodity interest, or related instrument belonging to  
14 the principal;

15 (6) employ, in any way believed to be desirable by the  
16 agent, a bond, share, other instrument of similar character, commodity  
17 interest, or a related instrument, in which the principal has or  
18 claims to have an interest, for the protection or continued operation  
19 of a speculative or margin transaction personally begun or personally  
20 guaranteed, in whole or in part, by the principal;

21 (7) demand, receive, or obtain money or any other thing of  
22 value to which the principal is, or may claim to be, entitled as the  
23 proceeds of an interest in a bond, share, other instrument of similar  
24 character, commodity interest or a related instrument, or of one or  
25 more of the transactions enumerated in this subsection, conserve,  
26 invest, disburse, or use anything so received for purposes enumerated  
27 in this subsection; and reimburse the agent for an expenditure prop-  
28 erly made in the execution of the powers conferred by the statutory  
29 form power of attorney;

1 (8) agree and contract, in any manner, and with a broker or  
2 other person, and on terms that the agent may select, for the accom-  
3 plishment of the purposes enumerated in this subsection, and perform,  
4 rescind, reform, release, or modify the agreement or contract or other  
5 similar agreement made by or on behalf of the principal;

6 (9) execute, acknowledge, seal, and deliver a consent,  
7 agreement, authorization, assignment, revocation, declaration or  
8 modification of trust, notice, waiver of notice, check, or other  
9 instrument that the agent considers useful for the accomplishment of  
10 the purposes enumerated in this subsection;

11 (10) execute, acknowledge and file a report or certificate  
12 required by law or regulation;

13 (11) prosecute, defend, submit to arbitration, settle, and  
14 propose or accept a compromise with respect to, a claim existing in  
15 favor of, or against, the principal based on or involving a bond,  
16 share, or commodity transaction, or intervene in a related action or  
17 proceeding;

18 (12) hire, discharge, and compensate an attorney, accoun-  
19 tant, expert witness, or assistant when the agent considers that  
20 action to be desirable for the proper execution of the powers de-  
21 scribed in this subsection, and for the keeping of records about that  
22 action; and

23 (13) do any other act or acts that the principal can do  
24 through an agent, with respect to an interest in a bond, share, or  
25 other instrument of similar character, commodity, or instrument with  
26 respect to a commodity.

27 (d) In a statutory form power of attorney, the language confer-  
28 ring general authority with respect to banking transactions shall be  
29 construed to mean that, as to a banking transaction engaged in by the

1 principal, whether in the state or elsewhere, the principal authorizes  
2 the agent to

3 (1) continue, modify, or terminate a deposit account or  
4 other banking arrangement made by or on the behalf of the principal  
5 before the execution of the power of attorney;

6 (2) open, either in the name of the agent alone or in the  
7 name of the principal alone, or in both their names jointly, a deposit  
8 account of any type in a financial institution selected by the agent,  
9 hire a safe deposit box or vault space, and enter into contracts for  
10 the procuring of other services made available by the institution that  
11 the agent considers desirable;

12 (3) make, sign, and deliver checks or drafts for any pur-  
13 pose, and withdraw funds or property of the principal deposited with  
14 or left in the custody of a financial institution, wherever located,  
15 either before or after the execution of the power of attorney;

16 (4) prepare financial statements concerning the assets and  
17 liabilities or income and expenses of the principal, and deliver the  
18 statements to a financial institution or person whom the agent be-  
19 lieves to be reasonably entitled to them;

20 (5) receive statements, vouchers, notices, or other docu-  
21 ments from a financial institution and act with respect to them;

22 (6) have free access to a safe deposit box or vault to  
23 which the principal would have access if personally present;

24 (7) borrow money as the agent may determine, give security  
25 out of the assets of the principal as the agent considers necessary  
26 for the borrowing, and pay, renew, or extend the time of payment of a  
27 financial institution by any other procedure made available by the  
28 institution;

29 (8) make, assign, endorse, discount, guarantee, and

1 negotiate promissory notes, bills of exchange, checks, drafts, or  
2 other negotiable or nonnegotiable paper of the principal, or payable  
3 to the principal or to the principal's order, receive the cash or  
4 other proceeds of them; and accept any bill of exchange or draft drawn  
5 by any person upon the principal, and pay it when due;

6 (9) receive for the principal and deal in and with a nego-  
7 tiable or nonnegotiable instrument in which the principal has or  
8 claims to have an interest;

9 (10) apply for and receive letters of credit or traveler's  
10 checks from a banker or banking institution selected by the agent,  
11 giving indemnity or other agreements in connection with the applica-  
12 tions or receipts that the agent considers desirable or necessary;

13 (11) consent to an extension in the time of payment with  
14 respect to commercial paper or a banking transaction in which the  
15 principal has an interest or by which the principal is, or might be,  
16 affected in any way;

17 (12) pay, compromise, or contest taxes or assessments and  
18 apply for refunds in connection with the payment, compromise, or  
19 contest;

20 (13) demand, receive, or obtain money or any other thing of  
21 value to which the principal is, or may become, or may claim to be  
22 entitled as the proceeds of any banking transaction conducted by the  
23 principal or by the agent in the execution of the powers described in  
24 this subsection, or partly by the principal and partly by the agent;  
25 conserve, invest, disburse, or use anything received for purposes  
26 enumerated in this subsection, and reimburse the agent for an expendi-  
27 ture properly made in the execution of the powers conferred by the  
28 statutory form power of attorney;

29 (14) execute, acknowledge, seal, and deliver an instrument,

1 in the name of the principal or otherwise, that the agent considers  
2 useful for the accomplishment of a purpose enumerated in this sub-  
3 section;

4 (15) prosecute, defend, submit to arbitration, settle, and  
5 propose or accept a compromise with respect to, a claim existing in  
6 favor of, or against, the principal based on or involving a banking  
7 transaction, or intervene in an action or proceeding relating to a  
8 banking transaction;

9 (16) hire, discharge, and compensate an attorney, accoun-  
10 tant, expert witness, or assistant when the agent considers that the  
11 action is desirable for the proper execution of the powers described  
12 in this subsection, and for the keeping of records about that action;  
13 and

14 (17) do any other act or acts that the principal can do  
15 through an agent in connection with a banking transaction that does or  
16 might in any way affect the financial or other interests of the prin-  
17 cipal.

18 (e) In a statutory form power of attorney, the language confer-  
19 ring general authority with respect to business operating transactions  
20 shall be construed to mean that, with respect to a business in which  
21 the principal has an interest, whether in the state or elsewhere, the  
22 principal authorizes the agent

23 (1) to the extent that an agent is permitted by law to act  
24 for a principal, to discharge and perform any duty or liability and  
25 exercise any right, power, privilege, or option that the principal  
26 has, or claims to have, under a contract of partnership, whether as a  
27 general or special partner, enforce the terms of the partnership  
28 agreement for the protection of the principal that the agent considers  
29 desirable or necessary, and defend, submit to arbitration, settle, or

1 compromise an action to which the principal is a party because of  
2 membership in a partnership;

3 (2) to exercise in person or by proxy or enforce a right,  
4 power, privilege, or option that the principal has as the holder of a  
5 bond, share, or other instrument of similar character, and defend,  
6 submit to arbitration, settle, or compromise an action to which the  
7 principal is a party because of a bond, share, or other instrument of  
8 similar character;

9 (3) with respect to a business enterprise that is owned  
10 solely by the principal,

11 (A) continue, modify, renegotiate, extend and termi-  
12 nate a contractual arrangement made with a person, firm, asso-  
13 ciation, or corporation by or on behalf of the principal;

14 (B) determine the policy of the enterprise as to the  
15 location of the site or sites to be used for its operation, the  
16 nature and extent of the business to be undertaken by it, the  
17 methods of manufacturing, selling, merchandising, financing,  
18 accounting, and advertising to be employed in its operation, the  
19 amount and types of insurance to be carried, the mode of securing  
20 compensation and dealing with accountants, attorneys, and employ-  
21 ees required for its operation, agree and contract, in any man-  
22 ner, and with any person and on any terms, that the agent consid-  
23 ers desirable or necessary to carry out any or all of the de-  
24 cisions of the agent as to policy, and perform, rescind, reform,  
25 release or modify an agreement or contract or any other similar  
26 agreement or contract made by or on behalf of the principal;

27 (C) change the name or form of organization under  
28 which the business is operated and enter into a partnership  
29 agreement with others or organize a corporation to take over the

1 operation of the business, or any part of it, that the agent  
2 considers desirable or necessary;

3 (D) demand and receive all money that is or may become  
4 due to the principal, or that may be claimed by the principal or  
5 on the principal's behalf, in the operation of the enterprise,  
6 and control and disburse the funds in the operation of the enter-  
7 prise in any way that the agent considers desirable or necessary,  
8 and engage in banking transactions that the agent considers  
9 desirable or necessary to carry out the execution of the powers  
10 of the agent described in this subparagraph;

11 (4) prepare, sign, file, and deliver all reports, com-  
12 pilations of information, returns, and other papers with respect to a  
13 business operating transaction of the principal that is required by a  
14 government agency or that the agent considers desirable or necessary  
15 for any purpose, and make any payments with respect to the agency;

16 (5) pay, compromise, or contest taxes or assessments and do  
17 any act or acts that the agent considers desirable or necessary to  
18 protect the principal from illegal or unnecessary taxation, fines,  
19 penalties, or assessments in connection with the business operations;

20 (6) demand, receive, or obtain money or any other thing of  
21 value to which the principal is or may claim to be entitled as the  
22 proceeds of a business operation of the principal, conserve, invest,  
23 disburse, and use anything so received for purposes enumerated in this  
24 subsection, and reimburse the agent for expenditures properly made in  
25 the execution of the powers conferred by the statutory form power of  
26 attorney;

27 (7) execute, acknowledge, seal, and deliver a deed, assign-  
28 ment, mortgage, lease, notice, consent, agreement, authorization  
29 check, or other instrument that the agent considers useful for the

accomplishment of any of the purposes enumerated in this subsection;

1  
2 (8) prosecute, defend, submit to arbitration, settle, and  
3 propose or accept a compromise with respect to, a claim existing in  
4 favor of, or against, the principal based on or involving a business  
5 operating transaction or intervene in a related action;

6 (9) hire, discharge, and compensate an attorney, accoun-  
7 tant, expert witness, or assistant when the agent reasonably believes  
8 that the action is desirable for the proper execution of the powers  
9 described in this subsection, and for the keeping of records about  
10 that action; and

11 (10) do any other act or acts that the principal can do  
12 through an agent in connection with a business operated by the princi-  
13 pal that the agent considers desirable or necessary for the further-  
14 ance or protection of the interests of the principal.

15 (f) In a statutory form power of attorney, the language confer-  
16 ring general authority with respect to insurance transactions shall be  
17 construed to mean that, as to a contract of insurance in which the  
18 principal has an interest, whether in the state elsewhere, the princi-  
19 pal authorizes the agent to

20 (1) continue, pay the premium or assessment on, modify,  
21 rescind, release, or terminate any contract of life, accident, health,  
22 disability, or liability insurance, or any combination of insurance,  
23 procured by or on behalf of the principal before the creation of the  
24 agency that insures either the principal or any other person without  
25 regard to whether the principal is or is not a beneficiary under the  
26 insurance coverage;

27 (2) procure new, different, or additional contracts on the  
28 life of the principal or protecting the principal with respect to ill  
29 health, disability, accident, or liability of any sort, select the

1 amount, the type of insurance contract and the mode of payment under  
2 each policy, pay the premium or assessment on, modify, rescind, re-  
3 lease, or terminate a contract so procured by the agent; and designate  
4 the beneficiary of the contract of insurance, except that the agent  
5 cannot be the beneficiary unless the agent is spouse, child, grand-  
6 child, parent, brother, or sister of the principal;

7 (3) apply for and receive a loan on the security of the  
8 contract of insurance, whether for the payment of a premium or for the  
9 procuring of cash; surrender and receive the cash surrender value;  
10 exercise an election as to beneficiary or mode of payment, change the  
11 manner of paying premiums, change or convert the type of insurance  
12 contract with respect to any insurance that the principal has, or  
13 claims to have, as to any power described in this subsection; and  
14 change the beneficiary of a contract of insurance, except that the  
15 agent cannot be the new beneficiary unless the agent is spouse, child,  
16 grandchild, parent, brother, or sister of the principal;

17 (4) demand, receive, or obtain money or any other thing of  
18 value to which the principal is, or may become, or may claim to be  
19 entitled as the proceeds of a contract of insurance or of one or more  
20 of the transactions enumerated in this subsection; conserve, invest,  
21 disburse, or use anything received for purposes enumerated in this  
22 subsection and reimburse the agent for expenditures properly made in  
23 the execution of the powers conferred by the statutory form power of  
24 attorney;

25 (5) apply for and procure available government aid in the  
26 guaranteeing or paying of premiums of a contract of insurance on the  
27 life of the principal;

28 (6) sell, assign, hypothecate, borrow upon, or pledge the  
29 interest of the principal in any contract of insurance;

1 (7) pay, from the proceeds of an insurance contract or  
2 otherwise, compromise, or contest, and apply for refunds in connection  
3 with, a tax or assessment levied by a taxing authority with respect to  
4 a contract of insurance or the proceeds of or liability accruing by  
5 reason of a tax or assessment;

6 (8) agree and contract, in any manner and with any person  
7 and on any terms that the agent may select, for the accomplishment of  
8 the purposes enumerated in this subsection, and perform, rescind,  
9 reform, release, or modify any agreement or contract;

10 (9) execute, acknowledge, seal, and deliver any consent,  
11 demand, request, application, agreement, indemnity, authorization,  
12 assignment, pledge, notice, check, receipt, waiver, or other instru-  
13 ment that the agent considers useful for the accomplishment of a  
14 purpose enumerated in this subsection;

15 (10) continue, procure, pay the premium or assessment on,  
16 modify, rescind, release, terminate or otherwise deal with any con-  
17 tract of insurance, other than those enumerated in (1) and (2) of this  
18 subsection, or any combination of insurance; and do any act with  
19 respect to the contract or with respect to its proceeds or enforcement  
20 that the agent considers desirable or necessary for the promotion or  
21 protection of the interests of the principal;

22 (11) prosecute, defend, submit to arbitration, settle, and  
23 propose or accept a compromise with respect to a claim existing in  
24 favor of, or against, the principal based on or involving an insurance  
25 transaction, or intervene in an action relating to an insurance trans-  
26 action;

27 (12) hire, discharge, and compensate an attorney, accoun-  
28 tant, expert witness, or assistant when the agent considers the action  
29 to be desirable for the proper execution of a power described in this

subsection, and for the keeping of records about that action; and

1  
2 (13) do any other act or acts that the principal can do  
3 through an agent in connection with procuring, supervising, managing,  
4 modifying, enforcing, and terminating contracts of insurance in which  
5 the principal is the insured or has an interest.

6 (g) In a statutory form of attorney, the language conferring  
7 general authority with respect to estate transactions shall be con-  
8 strued to mean that, with respect to an estate of a decedent, absen-  
9 tee, minor, incompetent, or the administration of a trust or other  
10 fund, whether in the state or elsewhere, the principal authorizes the  
11 agent

12 (1) to the extent that an agent is permitted by law to act  
13 for a principal, apply for and procure, in the name of the principal,  
14 authority to act as a fiduciary of any sort;

15 (2) to the extent that an agent is permitted by law to act  
16 for a principal, represent and act for the principal in all ways and  
17 in all matters affecting any estate of a decedent, absentee, minor, or  
18 incompetent, or any trust or other fund, out of which the principal is  
19 entitled, or claims to be entitled, to some share or payment, or with  
20 respect to which the principal is a fiduciary;

21 (3) to accept, reject, disclaim, receive, give a receipt  
22 for, sell, assign, release, pledge, exchange, or consent to a re-  
23 duction in or modification of, a gift, bequest, devise, inheritance,  
24 or any interest in a share in or payment from an estate, trust, or  
25 other fund, including an interest in any jointly-owned real or person-  
26 al property or proceeds from an insurance policy;

27 (4) to demand, receive, or obtain money or any other thing  
28 of value to which the principal is, or may become, or may claim to be  
29 entitled by reason of the death of a person or of any testamentary

1 disposition or trust, or by reason of the administration of the estate  
2 of a decedent or absentee, or of the guardianship of a minor or incom-  
3 petent or the administration of any trust or other fund; initiate,  
4 participate in and oppose a proceeding to ascertain the meaning,  
5 validity, or effect of any deed, will, declaration of trust, or other  
6 transaction affecting in any way the interest of the principal; initi-  
7 ate, participate in and oppose a proceeding for the removal, substi-  
8 tution, or surcharge of a fiduciary; conserve, invest, disburse, or  
9 use anything received for purposes enumerated in this subsection; and  
10 reimburse the agent for expenditures properly made in the execution of  
11 the powers conferred by the statutory form power of attorney;

12 (5) to prepare, sign, file, and deliver all reports, com-  
13 pilations of information, returns, or papers with respect to an inter-  
14 est had or claimed by or on behalf of the principal in an estate,  
15 trust, or other fund; pay, compromise, or contest, and apply for  
16 refunds in connection with a tax or assessment with respect to any  
17 interest had or claimed by or on behalf of the principal in an estate,  
18 trust, or other fund or by reason of the death of any person, or with  
19 respect to property in which the principal had or claimed an interest;

20 (6) to agree and contract, in any manner and with any  
21 person and on any terms that the agent may select, for the accomplish-  
22 ment of the purposes enumerated in this subsection, and perform, re-  
23 scind, reform, release, or modify an agreement or contract or any  
24 other similar agreement or contract made by or on behalf of the prin-  
25 cipal;

26 (7) to execute, acknowledge, verify, seal, file, and de-  
27 liver a consent, designation, pleading, notice, demand, election,  
28 conveyance, release, assignment, check, pledge, waiver, admission of  
29 service, notice of appearance, or any other instrument that the agent

1 considers useful for accomplishment of any of the purposes enumerated  
2 in this subsection;

3 (8) to submit to arbitration or settle, and propose or  
4 accept a compromise with respect to, a controversy or claim that af-  
5 fects the estate of a decedent, absentee, minor, or incompetent, or  
6 the administration of a trust or other fund, in any one of which the  
7 principal has, or claims to have, an interest, and do any act that the  
8 agent considers desirable or necessary to carry out the compromise;

9 (9) to hire, discharge, and compensate an attorney, accoun-  
10 tant, expert witness, or assistant when the agent considers the action  
11 to be desirable for the proper execution of any of the powers de-  
12 scribed in this subsection, and for the keeping of records about that  
13 action; and

14 (10) to do any other act or acts that the principal can do  
15 through an agent, with respect to the estate of a decedent, absentee,  
16 minor, or incompetent, or the administration of a trust or other fund,  
17 in any one of which the principal has, or claims to have, an interest  
18 with respect to which the principal is a fiduciary.

19 (h) In a statutory form power of attorney, the language confer-  
20 ring general authority with respect to gift transactions shall be  
21 construed to mean that, as to a gift that is made outright, in trust,  
22 in custodial account, or otherwise, in which the principal is inter-  
23 ested, whether the object of the gift is located in the state or  
24 elsewhere, the principal authorizes the agent to

25 (1) make gifts from any or all of the principal's real and  
26 personal property, and in the kinds or shares that the agent considers  
27 prudent for any purpose, except that the agent or a person whom the  
28 agent has a legal obligation to support when the gift is in full or  
29 partial satisfaction of that obligation may not be the beneficiary of

1 the gift unless the principal specifically provides under subdivision  
2 (0) of the statutory form power of attorney that the agent or the  
3 person whom the agent has a legal obligation to support may be the  
4 beneficiary of the gift if authorized;

5 (2) submit to arbitration or settle, and to propose or  
6 accept a compromise with respect to a controversy or claim that af-  
7 fects the gift;

8 (3) hire, discharge, and compensate an attorney, accoun-  
9 tant, expert witness, or assistant when the agent considers the action  
10 to be desirable for the proper execution of the powers described in  
11 this subsection, and for the keeping of records about that action;

12 (4) do any other act or acts that the principal can do  
13 through an agent, with respect to any gift.

14 (i) In a statutory form power of attorney, the language confer-  
15 ring general authority with respect to claims and litigation shall be  
16 construed to mean that, as to any claim or litigation, whether arising  
17 in the state or elsewhere, the principal authorizes the agent to

18 (1) assert and prosecute before any court, administrative  
19 board, department, or other tribunal a cause of action, claim, coun-  
20 terclaim, offset, or defense that the principal has, or claims to  
21 have, against an individual, partnership, association, corporation,  
22 government, or other person or instrumentality, including, by way of  
23 illustration, and not of restriction, power to sue for the recovery of  
24 land or of any other thing of value, for the recovery of damages  
25 sustained by the principal in any manner for damages sustained as a  
26 result of the refusal of a third party to honor the power of attorney,  
27 for the elimination or modification of tax liability, for an injunc-  
28 tion, for specific performance, or for any other relief;

29 (2) bring an action to determine adverse claims, intervene

1 or interplead in an action or proceeding, and act in litigation as  
2 amicus curiae;

3 (3) in connection with any legal action, apply for and, if  
4 possible, procure preliminary, provisional, or intermediate relief,  
5 and resort to and use any available procedure to obtain and satisfy a  
6 judgment, order, or decree;

7 (4) in connection with any legal action, perform an act  
8 that the principal might perform, including by way of illustration and  
9 not of restriction, acceptance of tender, offer of judgment, admission  
10 of facts, submission of a controversy on an agreed statement of facts,  
11 consent to examination before trial, and generally bind the principal  
12 in the conduct of any litigation or controversy that the agent con-  
13 siders desirable;

14 (5) submit to arbitration, settle, and propose or accept a  
15 compromise with respect to a claim existing in favor of or against the  
16 principal, or any litigation to which the principal is or may become  
17 or be designated a party;

18 (6) waive the issuance and service of process upon the  
19 principal, accept service of process, appear for the principal, desig-  
20 nate persons upon whom process directed to the principal may be  
21 served, execute and file or deliver stipulations on the principal's  
22 behalf, verify pleadings, appeal to appellate tribunals, procure and  
23 give surety and indemnity bonds that the agent finds desirable or  
24 necessary, contract and pay for the preparation and printing of re-  
25 cords and briefs, receive, execute, and file or deliver a consent,  
26 waiver, release, confession of judgment, satisfaction of judgment,  
27 notice, agreement, or other instrument that the agent considers desir-  
28 able or necessary in connection with the prosecution, settlement, or  
29 defense of a claim by or against the principal or of any litigation to

1 which the principal is or may become or be designated a party;

2 (7) appear for, represent, and act for the principal with  
3 respect to bankruptcy or insolvency proceedings whether of the princi-  
4 pal or of some other person, with respect to a reorganization proceed-  
5 ing, or with respect to a receivership or application for the appoint-  
6 ment of a receiver or trustee that affects an interest of the princi-  
7 pal in any land, chattel, bond, share, commodity interest, or other  
8 thing of value;

9 (8) hire, discharge, and compensate an attorney, accoun-  
10 tant, expert witness, or assistant when the agent reasonably believes  
11 the action to be desirable for the proper execution of any of the  
12 powers described in this subsection;

13 (9) pay, from funds in the agent's control or for the  
14 account of the principal, any judgment against the principal or any  
15 settlement that may be made in connection with a transaction enumerat-  
16 ed in this subsection, and receive and conserve any money or other  
17 thing of value paid in settlement of or as proceeds of one or more of  
18 the transactions enumerated in this subsection, and receive, endorse,  
19 and deposit checks; and

20 (10) do any other act or acts that the principal can do  
21 through an agent in connection with a claim by or against the princi-  
22 pal or with litigation to which the principal is or may become or be  
23 designated a party.

24 (j) In a statutory form power of attorney, the language confer-  
25 ring general authority with respect to personal relationships be  
26 construed to mean that, as to real and personal property owned by the  
27 principal, whether in the state or elsewhere, the principal authorizes  
28 the agent to

29 (1) do all acts necessary to maintain the customary

1 standard of living of the spouse, children, and other dependents of  
2 the principal, including by way of illustration and not by way of re-  
3 striction, power to provide living quarters by purchase, lease, or by  
4 other contract, or by any payment of the operating costs, including  
5 interest, amortization payments, repairs, and taxes, of premises owned  
6 by the principal and occupied by the principal's family or dependents,  
7 to provide normal domestic help for the operation of the household, to  
8 provide usual vacations and usual travel expenses, to provide usual  
9 educational facilities, and to provide funds for all the current  
10 living costs of the spouse, children, and other dependents, including,  
11 among other things, shelter, clothing, food, and incidentals;

12 (2) provide, whenever necessary, medical, dental, and  
13 surgical care, hospitalization, and custodial care for the spouse,  
14 children, and other dependents of the principal;

15 (3) continue whatever provision has been made by the prin-  
16 cipal for the principal's spouse, children, and other dependents, with  
17 respect to automobiles, or other means of transportation, including by  
18 way of illustration, but not by way of restriction, power to license,  
19 insure, and replace automobiles owned by the principal and customarily  
20 used by the spouse, children, or other dependents of the principal;

21 (4) continue whatever charge accounts have been opened for  
22 the convenience of the principal's spouse, children, or other depen-  
23 dents, open any new accounts that the agent considers desirable to  
24 accomplish the purposes enumerated in this subsection, and pay the  
25 items charged on these accounts by a person authorized or permitted by  
26 the principal to make the charges;

27 (5) continue the discharge of any services or duties  
28 assumed by the principal to a parent, relative, or friend of the  
29 principal;

1 (6) supervise, enforce, defend, or settle any claim by or  
2 against the principal arising out of property damages or personal  
3 injuries suffered by or caused by the principal, or under any circum-  
4 stance that the resulting loss will or may fall on the principal;

5 (7) continue payments incidental to the membership or  
6 affiliation of the principal in a church, club, society, order, or  
7 other organization, or continue contributions to the organization;

8 (8) demand, receive, or obtain money or any other thing of  
9 value to which the principal is or may become or may claim to be  
10 entitled as remuneration for services performed, or as a stock divi-  
11 dend or distribution, or as interest or principal upon indebtedness,  
12 or as a periodic distribution of profits from any partnership or  
13 business in which the principal has or claims an interest, and en-  
14 dorse, collect, or otherwise realize upon an instrument for the pay-  
15 ment received;

16 (9) prepare, execute, and file all tax, social security,  
17 unemployment insurance, and information returns required by the laws  
18 of the United States or of any state or subdivision, or of any foreign  
19 government; prepare, execute, and file all other papers and instru-  
20 ments that the agent considers desirable or necessary for the safe-  
21 guarding of the principal against excess or illegal taxation or  
22 against penalties imposed for claimed violation of a law or regula-  
23 tion; and pay, compromise, or contest or apply for refunds in connec-  
24 tion with a tax or assessment for which the principal is or may be  
25 liable;

26 (10) use an asset of the principal to perform a power enu-  
27 merated in this subsection, including by way of illustration and not  
28 by way of restriction, power to draw money by check or otherwise from  
29 a bank deposit of the principal, to sell land or a chattel, bond,

1 share, commodity interest, or other asset of the principal, to borrow  
2 money, and to pledge as security for the loan any asset, including  
3 insurance, that belongs to the principal;

4 (11) execute, acknowledge, verify, seal, file, and deliver  
5 an application, consent, petition, notice, release, waiver, agreement  
6 or other instrument that the agent considers useful to accomplish a  
7 purpose enumerated in this subsection;

8 (12) prosecute, defend, submit to arbitration, settle, and  
9 propose or accept a compromise with respect to a claim existing in  
10 favor of, or against, the principal based on or involving a trans-  
11 action enumerated in this subsection, or intervene in any action or  
12 proceeding related to a transaction;

13 (13) hire, discharge, and compensate an attorney, account-  
14 ant, expert witness, or assistant when the agent considers the action  
15 to be desirable for the proper execution of any of the powers de-  
16 scribed in this subsection, and for the keeping of records about that  
17 action; and

18 (14) do any other act or acts that the principal can do  
19 through an agent, for the welfare of the spouse, children, or depen-  
20 dents of the principal or for the preservation and maintenance of the  
21 other personal relationships of the principal to a parent, relative,  
22 friend, or organization.

23 (k) In a statutory form power of attorney, the language confer-  
24 ring general authority with respect to benefits from government pro-  
25 grams and military service shall be construed to mean that, whether  
26 the benefits from the government programs or military service have  
27 accrued to the principal in the state or elsewhere, the principal  
28 authorizes the agent to

29 (1) prepare and execute vouchers, applications, requests,

1 forms, and other legal documents in the name of the principal for all  
2 benefits, bonuses, dividends, allowances, and reimbursements payable  
3 under any government program or military service of the United States,  
4 a state, or a subdivision, and receive, endorse, and collect the  
5 proceeds of a check payable to the order of the principal drawn on the  
6 treasurer or other fiscal officer or depository of the United States,  
7 a state, or a subdivision;

8 (2) take possession and order the removal and shipment of  
9 property of the principal from any post, warehouse, depot, dock, or  
10 other place or storage or safekeeping and execute and deliver any  
11 release, voucher, receipt, bill of lading, shipping ticket, certifi-  
12 cate, or other instrument that the agent considers desirable or neces-  
13 sary for that purpose;

14 (3) prepare, file, and prosecute the claim of the principal  
15 to any benefit or assistance to which the principal is, or claims to  
16 be, entitled under the provisions of a statute or regulation of the  
17 United States, a state, or a subdivision;

18 (4) receive the financial proceeds of a claim of the type  
19 described in this subsection; conserve, invest, disburse or use any-  
20 thing received for purposes enumerated in this subsection; and reim-  
21 burse the agent for expenditures properly made in the execution of the  
22 powers conferred by the statutory form power of attorney;

23 (5) prosecute, defend, submit to arbitration, settle, and  
24 propose or accept a compromise with respect to a claim existing in  
25 favor of, or against, the principal based on or involving a benefit  
26 from a government program or military service, or intervene in an  
27 action relating to a claim;

28 (6) hire, discharge, or compensate an attorney, accountant,  
29 expert witness, or assistant when the agent considers that action to

1 be desirable for the proper execution of any of the powers described  
2 in this subsection; and

3 (7) do any other act or acts that the principal can do  
4 through an agent, and which the agent considers desirable or necessary  
5 to assure to the principal and to the dependents of the principal, the  
6 maximum possible benefit from the government programs or military  
7 service of the United States, a state, or a subdivision.

8 (1) In the statutory form power of attorney, the language con-  
9 ferring general authority with respect to health care services, shall  
10 be construed to mean that, as to the health care of the principal,  
11 whether to be provided in the state or elsewhere, the principal au-  
12 thorizes the agent to

13 (1) have access to and disclose to others medical and  
14 related information and records;

15 (2) consent or refuse to consent to medical care or relief  
16 for the principal from pain, but the agent may not authorize the  
17 termination of life-sustaining procedures;

18 (3) take all steps necessary to enforce a properly executed  
19 declaration under AS 18.12;

20 (4) consent or refuse to consent to the principal's psychi-  
21 atric care, but the consent does not authorize a voluntary commitment  
22 or placement in a mental health treatment facility, conclusive or  
23 electric-shock therapy, psychosurgery, sterilization, or an abortion;

24 (5) arrange for care or lodging of the principal in a  
25 hospital, nursing home, or hospice;

26 (6) grant releases to health care professionals or health  
27 care institutions;

28 (7) hire, discharge, or compensate an attorney, accountant,  
29 expert witness, or assistant when the agent considers the action to be

1 desirable for the proper execution of the powers described in this  
2 subsection; and

3 (8) do any other act or acts, that the principal can do  
4 through an agent, and that the agent considers desirable or necessary  
5 to provide for the principal's physical or mental well being.

6 (m) In a statutory form power of attorney, the language confer-  
7 ring general authority with respect to records, reports, and state-  
8 ments shall be construed to mean that, with respect to a record,  
9 report, or statement concerning the affairs of the principal, whether  
10 arising in the state or elsewhere, the principal authorizes the agent  
11 to

12 (1) keep records of cash received and disbursed for or on  
13 account of the principal, of all credits and debits to the account of  
14 the principal, and of all transactions affecting the assets and lia-  
15 bilities of the principal;

16 (2) prepare, execute, and file all tax, social security,  
17 unemployment insurance, and information returns required by the laws  
18 of the United States, a state, or a subdivision, or of any foreign  
19 government, and prepare, execute, and file all other papers and in-  
20 struments that the agent considers desirable or necessary for the  
21 safeguarding of the principal against excess or illegal taxation or  
22 against penalties imposed for claimed violation of a law or regu-  
23 lation;

24 (3) prepare, execute, and file a record, report, or state-  
25 ment that the agent considers desirable or necessary for the safe-  
26 guarding or maintenance of the principal's interest with respect to  
27 price, rent, wage, or rationing control, or any other governmental  
28 activity;

29 (4) hire, discharge, or compensate an attorney, accountant,

1 or assistant when the agent reasonably believes the action to be  
 2 desirable for the proper execution of the powers described in this  
 3 subsection; and

4 (5) do any other act or acts that the principal can do  
 5 through an agent in connection with the preparation, execution, fil-  
 6 ing, storage, or other use of any records, reports, or statements of  
 7 or concerning the principal's affairs.

8 (n) In a statutory form power of attorney, the language confer-  
 9 ring general authority with respect to delegation shall be construed  
 10 to mean that the principal gives the agent full and unqualified au-  
 11 thority to delegate a power set out in AS 13.26.332 - 13.26.356 to a  
 12 person whom the agent may select.

13 (o) In a statutory form power of attorney, the language confer-  
 14 ring general authority with respect to all other matters shall be  
 15 construed to mean that the principal authorizes the person designated  
 16 in the power of attorney to act as an agent of the principal with  
 17 respect to

18 (1) matters specifically described as other matters in the  
 19 statutory form power of attorney; and

20 (2) any other matter that is not enumerated in or excluded  
 21 by this section and that the principal can lawfully do through an  
 22 agent.

23 Sec. 13.26.347. VALIDITY OF MODIFIED STATUTORY POWER OF ATTOR-  
 24 NEY. A power of attorney that satisfies the requirements of AS 13.-  
 25 26.332 - 13.26.344 is not prevented from being a statutory power of  
 26 attorney by the fact that it also contains additional language that

27 (1) eliminates from the power of attorney one or more of  
 28 the powers enumerated in one or more of the subsections of AS 13.26.-  
 29 344 with respect to a section of the statutory power of attorney that

1 is not eliminated by the principal;

2 (2) supplements one or more of the powers enumerated in one  
3 or more of the subsections of AS 13.26.344 with respect to a section  
4 of the statutory power of attorney that is not eliminated by the  
5 principal by specifically listing additional powers of the agent; or

6 (3) makes an additional provision that is not substantially  
7 inconsistent with the other provisions of the statutory power of  
8 attorney.

9 Sec. 13.26.350. WHEN STATUTORY POWER OF ATTORNEY IS NOT AFFECTED  
10 BY DISABILITY OR INCOMPETENCE OF PRINCIPAL. (a) The subsequent  
11 disability or incompetence of a principal does not revoke or terminate  
12 the authority of an attorney-in-fact who acts under a power of attor-  
13 ney in a writing executed by a principal if the writing contains the  
14 words "This power of attorney shall become effective upon the disabil-  
15 ity of the principal," or contains the words "This power of attorney  
16 shall not be affected by the subsequent disability of the principal,"  
17 or words substantially similar showing the intent of the principal  
18 that the authority conferred shall be exercisable notwithstanding the  
19 principal's subsequent disability, incompetence, or uncertainty as to  
20 whether the principal is dead or alive.

21 (b) An act done by an attorney-in-fact under a power granted in  
22 a power of attorney under AS 13.26.332 - 13.26.344 during a period of  
23 disability, incompetence, or uncertainty as to whether the principal  
24 is dead or alive has the same effect and enures to the benefit of and  
25 binds a principal and the principal's distributees, devisees, lega-  
26 tees, and personal representatives as if the principal were competent  
27 and not disabled. If a conservator is later appointed for the princi-  
28 pal, during the continuance of the appointment the attorney-in-fact  
29 shall account to the conservator rather than to the principal. The

1 conservator has the same power the principal would have if the princi-  
2 pal were not disabled or incompetent to revoke, suspend, or terminate  
3 the power of attorney.

4 Sec. 13.26.353. PROVISIONS APPLICABLE TO STATUTORY POWER OF  
5 ATTORNEY. (a) For purposes of AS 13.26.332 - 13.26.344,

6 (1) the disability of a principal shall be established by  
7 affidavit stating that the principal's ability to receive and evaluate  
8 information, or to communicate decisions, is impaired as a result of  
9 mental illness, mental deficiency, physical illness, physical disabil-  
10 ity, advanced age, use of drugs, chronic intoxication, or other simi-  
11 lar medical or psychological reason, to such an extent that the prin-  
12 cipal is unable to manage the principal's property or affairs;

13 (2) the affidavit shall be signed by two physicians or  
14 similarly qualified medical professionals who have personally examined  
15 the principal; however, the affidavit may be signed by only one physi-  
16 cian or similarly qualified medical professional if only one physician  
17 or similarly qualified medical professional is available and the  
18 affidavit executed by the person so states.

19 (b) A third party who relies on the reasonable representations  
20 of an attorney-in-fact designated under AS 13.26.332 - 13.26.344 as to  
21 a matter relating to a power granted by a properly executed statutory  
22 form power of attorney does not incur a liability to the principal or  
23 the principal's heirs, assigns, or estate as a result of permitting  
24 the attorney-in-fact to exercise the authority granted by the power of  
25 attorney.

26 (c) A third party shall honor the terms of a properly executed  
27 statutory power of attorney. A third party who fails to honor a  
28 properly executed statutory form power of attorney may be liable in a  
29 civil action to the principal, the attorney-in-fact, or the

1 principal's heirs, assigns, or estate for a civil penalty not to  
2 exceed \$1,000, plus the actual damages, costs, and fees associated  
3 with the failure to comply with the statutory form power of attorney.  
4 The civil action shall be the exclusive remedy at law for damages.

5 Sec. 13.26.356. POWERS OF ATTORNEY NOT REVOKED UNTIL NOTICE OF  
6 DEATH OR DISABILITY. (a) The death, disability or incompetence of a  
7 principal who has executed a power of attorney in writing does not  
8 revoke or terminate the agency as to the attorney-in-fact, agent, or  
9 other person who, without actual knowledge of the death, disability,  
10 or incompetence of the principal, acts in good faith under the power  
11 of attorney or agency. Action so taken, unless otherwise invalid or  
12 unenforceable, binds the principal and the heirs, devisees, and per-  
13 sonal representatives of the principal.

14 (b) An affidavit executed by the attorney-in-fact or agent  
15 stating that the attorney-in-fact or agent did not have, at the time  
16 of doing an act under the power of attorney, actual knowledge of the  
17 revocation or termination of the power of attorney by death, disabili-  
18 ty or incompetence, is, in the absence of fraud, conclusive proof of  
19 the nonrevocation or nontermination of the power at that time. If the  
20 exercise of the power requires execution and delivery of an instrument  
21 that is recordable, the affidavit when authenticated for record is  
22 likewise recordable.

23 (c) This section does not alter or affect a provision for revo-  
24 cation or termination contained in the power of attorney.

25 \* Sec. 2. PREVIOUSLY CREATED POWERS OF ATTORNEY. (a) A general power  
26 of attorney created before the effective date of this Act shall be con-  
27 strued to grant to the attorney-in-fact the powers set out under AS 13.26.-  
28 344.

29 (b) A special power of attorney created before the effective date of

1 this Act shall be construed to grant the attorney-in-fact the powers set  
2 out in that special power of attorney.

3 (c) The provisions of AS 13.26.338, 13.26.331, 13.26.347, 13.26.-  
4 353(b), 13.26.353(c), and 13.26.356 apply

5 (1) to a general power of attorney in effect on the effective  
6 date of this Act; and

7 (2) to a special power of attorney in effect on the effective  
8 date of this Act.

9 (d) The provisions of AS 13.26.338, 13.26.341, 13.26.347, 13.26.350,  
10 13.26.353, and 13.26.356 apply to a durable power of attorney, whether  
11 general or specific, in effect on the effective date of this Act.

12 \* Sec. 3. AS 13.26.325 and 13.26.330 are repealed.  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29

H B

495

**FISCAL NOTE**

**REQUEST:**

Revision Date: 3-21-88  
Title: fisheries education.  
Sponsor: House HESS  
Requestor: sponsor

Agency Affected: Education  
BRU: Adult and Vocational Education  
Components: Adult and Vocational Education Administration

**EXPENDITURES/REVENUES:** (Thousands of Dollars)

OPERATING	FY 88	FY 89	FY 90	FY 91	FY 92	FY 93
PERSONAL SERVICES		27.0	27.0	27.0	27.0	27.0
TRAVEL		7.0	7.0	7.0	7.0	7.0
CONTRACTUAL		10.3	10.3	10.3	10.3	10.3
SUPPLIES		.7	.7	.7	.7	.7
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
<b>TOTAL OPERATING</b>	<b>0</b>	<b>45.0</b>	<b>45.0</b>	<b>45.0</b>	<b>45.0</b>	<b>45.0</b>

CAPITAL						
---------	--	--	--	--	--	--

REVENUE						
---------	--	--	--	--	--	--

**FUNDING:** (Thousands of Dollars)

GENERAL FUND		45.0	45.0	45.0	45.0	45.0
FEDERAL FUNDS						
OTHER						
<b>TOTAL</b>						

**POSITIONS:**

FULL-TIME						
PART-TIME		2	2	2	2	2
TEMPORARY						

**ANALYSIS :** (Attach a separate page if necessary)

See attached.

Prepared by: Karen Ryals  
Division: Office of Adult and Vocational Education  
Approved by Commissioner: William G. Demmert  
Agency: Department of Education

Phone: 465-2800  
Date: 3-21-88  
Date: 3-21-88

Distribution (by preparer):  
Legislative Finance  
Legislative Sponsor  
Requestor  
Office of Management and Budget  
Impacted Agency(ies)

HB 495/496

Following is the proposed first year budget to provide leadership in implementing a grant program to develop a statewide fisheries curriculum, instructional materials, and model programs. Administrative services would include providing technical assistance, and preparation and dissemination of printed materials. The budget includes six months' personnel costs for a project assistant and quarter-time clerical support.

Line Item	Description	Amount
100	Personal Services	
	Project Assistant, .5 FTE, Range 16A	\$20,000
	Clerk Typist III, .25 FTE, Range 8B	7,000
200	Travel	
	Technical assistance travel to five sites, one fisheries conference, and one economic development conference	7,000
300	Contractual Services	
	RFP advertising	800
	Printing of curriculum materials and reports	5,500
	Postage, mailings to districts, agencies	2,000
	Resource publications	500
	Telephone, long distance charges	1,500
400	Supplies	
	Stationery, desk supplies, folders, labels	700
	Total FY88 expenses	<u>\$45,000</u>

FISCAL NOTE

REQUEST:

Revision Date: \_\_\_\_\_

Title: fisheries education

Agency Affected: Education

BRU: Adult and Vocational Education

Sponsor: House HESS

Requestor: House HESS

Components: Adult and Vocational

Education Administration

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 88	FY 89	FY 90	FY 91	FY 92	FY 93
PERSONAL SERVICES		57.9	57.9	57.9	57.9	57.9
TRAVEL		10.0	10.0	10.0	10.0	10.0
CONTRACTUAL		50.0	50.0	50.0	10.0	10.0
SUPPLIES		1.0	1.0	1.0	1.0	1.0
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	0	118.9	118.9	118.9	78.9	78.9

CAPITAL						
---------	--	--	--	--	--	--

REVENUE						
---------	--	--	--	--	--	--

FUNDING: (Thousands of Dollars)

GENERAL FUND	0	118.9	118.9	118.9	78.9	78.9
FEDERAL FUNDS						
OTHER						
TOTAL						

POSITIONS:

FULL-TIME	0	1	1	1	1	1
PART-TIME						
TEMPORARY						

ANALYSIS : (Attach a separate page if necessary)

Personnel services: 1 full-time position, range 21A to develop and implement model fisheries education programs; travel: \$10.0 to enable travel to school districts for program development and monitoring; contractual: \$50.0 for purchase and development of instructional materials;

Prepared by: Marv Hakala

Phone: 465-2800

Division: Commissioner's Office

Date: 3-16-88

Approved by Commissioner: William G. Demmert

Date: 3-16-88

Agency: Department of Education

Distribution (by preparer):

- Legislative Finance
- Legislative Sponsor
- Requestor
- Office of Management and Budget
- Impacted Agency(ies)

Commodities: \$1.0 for basic operational supplies (pens, pencils, paper, etc.).

It is estimated that contractual, materials, and development funds will be necessary for the first three years of this program.

Position Title		Education Specialist II		No. of Positions	1	Range/Step	21A	Barg. Unit	6
Time Status	Full time	Staff Months	12.0	Location	Juneau		Election District		
				Justification					
Type of Expenditure				Amount					
1		2		3					
Salary		46,068							
Benefits		11,850							
Premium Pay									
Other									
Total Personal Services				57,918.50					
Travel				*					
Contractual				*					
Commodities				*					
Equipment				*					
Other				*					
Total Cost				57,918.50					
Funding Source for Total Cost									
Federal Receipts		1002							
G. F. Match		1003							
General Fund		1004		57,918.50					
GF Program Receipts		1005							
Other									
				* see fiscal note cost estimates					

**Request For  
New Position**

Agency Department of Education  
 BRU Adult and Vocational Education  
 Component Adult & Vocational Administration

Page \_\_\_\_\_ of \_\_\_\_\_  
 Revised Date \_\_\_\_\_

**FY 89**

STATE OF ALASKA  
THE LEGISLATURE

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

LEGISLATIVE AFFAIRS AGENCY  
LEGISLATIVE REFERENCE LIBRARY

May, 1988

Copies of minutes listed below were originally included in this file. The minutes are available on the STAIRS database CMPR. In order to save space copies of minutes have not been left in the files.

Mary Van Nimwegen

H HESS                      3-15-88                      8:30a.m.

H HESS                      3-8-88                      8:30am

Original sponsors: Herrmann, Davidson,  
Goll and Wallis

1 IN THE HOUSE

BY THE HEALTH, EDUCATION AND  
SOCIAL SERVICES COMMITTEE

2 CS FOR HOUSE BILL NO. 495 (HESS)

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 FIFTEENTH LEGISLATURE - SECOND SESSION

5 A BILL

6 For an Act entitled: "An Act relating to fisheries education; and provid-  
7 ing for an effective date."

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

9 \* Section 1. FINDINGS. The legislature finds that

10 (1) the commercial fishing and processing industry contributes  
11 millions of dollars to the state's economy and employs thousands of people  
12 in the state each year;

13 (2) major segments of the state's commercial fishing and pro-  
14 cessing industry are controlled by interests outside the state and outside  
15 the United States, and a large proportion of jobs in the industry are held  
16 by nonresidents;

17 (3) elementary, secondary, and adult students in the state  
18 generally do not receive coordinated instruction about the importance to  
19 the state of the commercial fishing and processing industry, and about  
20 opportunities for jobs and careers in the industry; and

21 (4) the establishment of fisheries education programs in elemen-  
22 tary, secondary, vocational, and community schools would be of great bene-  
23 fit to Alaskans, to the industry, and to the state's economy.

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

25 ARTICLE 5A. FISHERIES EDUCATION.

26 Sec. 14.30.420. FISHERIES EDUCATION PROGRAMS. (a) A school  
27 board may establish a fisheries education program in elementary,  
28 secondary, vocational, and community schools in the district or re-  
29 gional educational attendance area.

1 (b) A school designated by the department under AS 14.35.025(5)  
2 may establish a fisheries education program as a part of its voca-  
3 tional education or vocational rehabilitation plan.

4 (c) Under AS 14.07.020(a)(12) and this section, the department  
5 shall develop and implement model fisheries education programs and  
6 instructional materials. The department shall encourage and assist  
7 schools to develop programs under (a) and (b) of this section.

8 Sec. 14.30.425. FISHERIES EDUCATION FUND AND GRANTS. (a) There  
9 is established in the department the fisheries education fund as an  
10 account in the general fund. The fund consists of (1) money appropri-  
11 ated to it, and (2) federal funds and private grants, endowments, and  
12 contributions for fisheries education that the department may apply  
13 for or accept subject to AS 37.07. Money deposited in the fund may be  
14 used to make grants to develop and implement fisheries education  
15 programs, model programs, and to develop instructional materials.  
16 Money in the fund under (2) of this subsection shall be used for a  
17 purpose that is consistent with AS 14.30.420 - 14.30.435 and applica-  
18 ble federal law or terms and conditions of a private grant, endowment,  
19 or contribution.

20 (b) The department shall adopt regulations for the determination  
21 of entitlement to fisheries education grants, application and approval  
22 of grants, and administration of grants. In making grants under this  
23 section, the department shall consider programs that are designed to  
24 assist in the economic development of the attendance area served by  
25 the applicant and shall give priority to programs in elementary and  
26 secondary schools.

27 Sec. 14.30.430. REPORT. The department shall report to the  
28 governor and the legislature, by January 31 of each year, a summary of  
29 its activities under AS 14.30.420 - 14.30.-35 during the preceding

1 calendar year. The report must include a description of each grant  
2 made under AS 14.30.425.

3 Sec. 14.30.435. DEFINITION. In AS 14.30.420 - 14.30.430 "fish-  
4 eries education program" means a coordinated program of instruction  
5 that includes instruction in one or more of the following:

6 (1) the importance to the state of the commercial fishing  
7 and processing industry;

8 (2) opportunities for jobs and careers in the industry;

9 (3) skills relevant to employment in the industry;

10 (4) other components identified by the department under  
11 AS 14.30.420(c).

12 \* Sec. 3. This Act takes effect immediately under AS 01.10.070(c).  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29

# HOUSE COMMITTEE REPORT

(7)

Date referred: 2/15/88

FURTHER REFERRALS: Finance

DATE: 3-15-88

The Health, Education and Social Services Committee has considered HB 495

"An Act relating to a fisheries education curriculum; and providing for an effective date."

**RECOMMENDS:**

- replace with CS HB 495 (HESS)  the same title
- attached amendment(s)  a new title
- do pass
- do not pass
- no recommendation
- individual recommendations
- additional referral to the \_\_\_\_\_ Committee

**ADOPTS:**  \_\_\_\_\_ letter of intent

**ATTACHES NEW FISCAL NOTE(S):**

- fiscal impact  same as previous fiscal note published \_\_\_\_\_
- zero fiscal note  same as previous zero fiscal note published \_\_\_\_\_
- zero with analysis

**SIGNING DO PASS:**

J. H. Ellis

Alvin E. Kopman

W. Stenbeck

David Daulton

Debra Stanley

PC, CC & PECO

**SIGNING OTHER RECOMMENDATIONS:**

Bill Anderson - no Rec.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

J. H. Ellis  
Co chairman's signature

Alvin E. Kopman

**ALASKA CAREER GUIDE PUBLICATION EVALUATION**

The Alaska Occupational Information Coordinating Committee wishes to make the *Alaska Career Guide* as useful as possible to students and others who are conducting job searches or making career choices. In order to evaluate this publication, we need your help in completing the questions listed below. Please fold the completed evaluation and return it to us postage paid. Thank you for helping us.

**1. Please check the assignment that most clearly describes your position.**

- Student. What level of school are you attending?  
 Middle School       High School       College/University       Other (please specify) \_\_\_\_\_
- Parent (Your interest in the publication is due primarily to its usefulness in helping your own child) Your child is attending which level of school?  
 Middle School       High School       College/University       Other (please specify) \_\_\_\_\_
- Applicant
- Job Placement Counselor (Assists clients in vocational/career decision making.)
- Education/Career Guidance Counselor (In education setting, assists clients in vocational/career decision making.)  
 In what setting do you work?     Secondary School     College/University     Other (please specify) \_\_\_\_\_
- Education Program Planner (Determines/plans/evaluates curriculum for educational programs.)  
 In what setting do you work?     Secondary School     College/University     Other (please specify) \_\_\_\_\_
- Educational Administrator (Administers/manages educational institution/program.)  
 In what setting do you work?     Secondary School     College/University     Other (please specify) \_\_\_\_\_
- Government Administrator (Administers/manages government office or program.)  
 In what setting do you work?     Secondary School     College/University     Other (please specify) \_\_\_\_\_

**2. Does your work deal primarily with urban or rural Alaska?**       Urban       Rural

**3. For what purpose(s) do you use the information in *Alaska Career Guide*?**

- Job Placement       Personal Planning       Vocational/Career Counseling       Educational Opportunities
- Career Changes       Financial Aid Information       Other (please specify) \_\_\_\_\_

**4. Please indicate the major industry activity of your organization. (Please check only one.)**

- Agriculture, Forestry, Fishing       Retail Trade       State Government
- Mining       Finance, Insurance, Real Estate       Federal Government
- Construction       Services       Other (please specify) \_\_\_\_\_
- Transportation, Communications, Public Utilities       Services, Nonprofit
- Wholesale Trade       Local Government, Education
- Other Local Government

**5. Please rank the features in *Alaska Career Guide* according to their usefulness to you.** (Please circle one)  
 Usefulness of Information

	Not Used	(Low)			(High)
OVERALL PUBLICATION.....	NU	1	2	3	4 5
Career Planning Quiz.....	NU	1	2	3	4 5
Self Appraisal.....	NU	1	2	3	4 5
Occupational Guide:					
Occupational Descriptions.....	NU	1	2	3	4 5
Outlook and Pay.....	NU	1	2	3	4 5
Suggested Courses for Training.....	NU	1	2	3	4 5
Training Site Locations.....	NU	1	2	3	4 5
Related Occupations.....	NU	1	2	3	4 5
Hiring Practices.....	NU	1	2	3	4 5
General Information:					
Job Search & Interview Hints.....	NU	1	2	3	4 5
Sample Resumes.....	NU	1	2	3	4 5
Financial Assistance Information.....	NU	1	2	3	4 5
Bibliography.....	NU	1	2	3	4 5
Miscellaneous Articles, please specify: _____	NU	1	2	3	4 5
Other, please specify: _____	NU	1	2	3	4 5

**6. At what time of year would you prefer to receive *Alaska Career Guide*?**

- Fall       Winter       Spring       No Preference

*"Learning navigation is really interesting."*

Neil Galosich  
Junior

The Cordova Aquatic Marketing Association (CAMA) is a co-sponsor of the Commercial Fishing Apprenticeship Program along with the Cordova Public Schools. CAMA is an association of fishermen committed to the promotion of fish sales, the sponsorship of CFAP and providing the fishing fleet with an insurance program.

CAMA assists the students in the CFAP with a Big Brother or Big Sister who answers questions and provides encouragement. CAMA helps match students and skippers for summer employment.



### **Commercial Fisheries Apprenticeship Program**

Our goal is to better prepare students for jobs in the fishing industry by developing their confidence and skills in safety and survival, knots, anchoring, steering, nautical terminology, weather, navigation, electronics, rules and regulations and basic fisheries biology and management.

Students take classes at the high school and at Prince William Sound Community College. The classes in combination with the field trips prepare students to work in the fishing industry during the summers.

The program is open to Cordova Junior and Senior High School students and to members of the community who want to go back to school or to take individual classes.

Funds for the 1987/88 year's program are provided by the Alaska State Office of Adult and Vocational Education.

Belle Mickelson  
Cordova Public Schools  
P.O. Box 140  
Cordova, Alaska 99574  
907/424-3292

Edith Graphe

## **Alaskan Youth Preparing for a Fishing Future in Alaska**



**Commercial Fisheries  
Apprenticeship Program**  
Cordova, Alaska

OFFICE OF ADULT AND VOCATIONAL EDUCATION

# NEWS

ALASKA DEPARTMENT OF EDUCATION

## Vocational Education "The Competitive Edge"

New employees with relevant vocational education are more productive, require less on-the-job training, and receive higher wages than new employees without relevant vocational training, according to the National Center for Research in Vocational Education.

A study sponsored by the National Institute of Education, U.S. Department of Education, has produced the following findings. New employees with relevant vocational education:

- \* are 6.5 percent more productive within 6 to 36 months after being hired than those in the same job without it.
- \* require about 20 percent less formal on-the-job training and 10 percent less informal on-the-job training than those in the same job without it.
- \* have wage rates 1.2 to 3.6 percent higher than those workers in the same job without vocational education.
- \* increase the firm's output and reduce its training costs by more than their additional wages paid.
- \* are even more productive and require even less training if they attend a two-year college or vocational training institute.



## Retaining At-Risk Students

*Adapted from Wehlage, G.G., Rutter, R.A., and Turnhaugh, A. "A Program Model for At-Risk High School Students." Educational Leadership, Vol. 44, No. 6 (March 1987)*

Dropouts have bleak prospects for success in the labor market; they likely will become social liabilities and face lifelong unemployment and welfare dependency. At this time, educators know more about who has dropped out, and why, than about effective school efforts to retain students.

A great challenge facing educators is how to provide educational experiences positive enough to change the lives of at-risk youths. From this perspective, the most important issue facing educators is that of developing a concept of schooling that will be attractive enough to hold these students, and effective enough to promote learning and development.

Attractive and effective schooling should offer something positive to both students and society. First, positive school experiences must eliminate the discouragement and alienation that some students have acquired through their previous formal education. Second, these educational experiences should avoid repetitive remediation in low-level, basic skills. The reason for this is clear: to the student, acquiring these skills holds out so little promise of a rewarding future that a life on the street or on welfare seems preferable. Educators must find and implement ways to promote broad personal and social development as well as academic skills and knowledge. If armed--with knowing the characteristics of at-risk students, the components of an effective curriculum, and the benefits of an experiential approach--educators can fight to keep youth in school.

*Continued on page 6...*



# KALEIDOSCOPE OF CAREERS

---

"Kaleidoscope of Careers" is a set of five half-hour videotapes that brings careers to students and clients in a contemporary style. The videotapes with occupational and educational information include the following features: Rap music introductions to the 17 clusters; presentation of real work environments that have been taped on the job; voice-over music narratives describing the jobs; equitable race and sex roles; and a user manual with curriculum suggestions.

The video series is perfect for the Vocational Education Week activities, such as career fairs, open house, brown bag lunch programs or mail promotionals.

"Kaleidoscope of Careers" is available on a 30 day loan at no cost, contact Nancy Hilbert, Research & Analysis, Department of Labor, P.O. Box 25501, Juneau, AK 99801-25501, or phone 465-4500.

---

## Working For Yourself

---

Working for Yourself - Career Planning Information, like all of the Alaska Career Information System (AKCIS) publications, has been written specifically for people exploring career options. A significant portion of the working population is self-employed. However, being self-employed and owning your own business presents challenges, rewards, and costs beyond those of any specific occupation. When considering careers that include some form of self-employment, it is advantageous to explore the nature of self-employment within those careers as well. This new addition to AKCIS has been designed to allow you to look at your options, interests, and needs related to self-employment and small business ownership.

Working for Yourself, however, is simply a beginning point. It helps you consider a wide range of issues that are important to occupational exploration and career decision-making. If self-employment or small business ownership becomes your work objective, a careful and thorough study of the many available resources is a valuable next step. This program contains a section, "Where to Go for Assistance." Also, following most sections, sources of "Additional information" are noted for further study of a particular topic.

The program is divided into five categories:

"Working for Yourself"- an overview of program and a discussion of the general rewards and costs of working for yourself. This is the place to start if you are just beginning your exploration.

"Self-Employment Options"- discusses five major categories of occupations. Each category has special characteristics that people interested in self-employment should consider. If you have selected an occupation, but are wondering what working for yourself would involve, you may first want to determine in which category your occupation fits.

"Entrepreneurship"- will familiarize you with the nature of entrepreneurship and assist you in thinking of yourself in the environment of the entrepreneur. This section includes an Entrepreneurship Quiz.

"Deciding to Go into Business for Yourself"- takes

you a step further, by discussing some of the basic needs in starting a successful business.

"Making a Business Succeed"- looks at the ongoing requirements of small business operation. It provides a reminder about all of the activities necessary for the small business owner, suggesting the types of skills and knowledge you would want to have or hire in a business venture.

The program contains frequent cross-references to related information so that, no matter where you chose to begin, you may easily go to related information at the appropriate stage of your exploration.

This program is available within the main body of Micro-CIS or is available in a published book by the same name.

---

## "Working":

### A video guide to the world of work

---

"Working" is a motivational videotape with information on job-seeking and interview skills conveyed through celebrity interviews and musical sequences. The video tape curriculum covers all phases of the job-hunting and job-retention process. The video has been enthusiastically viewed by thousands of young people. It can be used to help students make the transition between school and the world of work. A copy of "Working" may be borrowed for up to 30 days from the Office of Adult and Vocational Education by contacting Carin Smolin. OAVE, P.O. Box F, Juneau, AK. 99801, or 465-4685.

---

## Workforce Conference:

March 9-12, 1988

---

Don't miss the March 9-12 "Preparing Alaska's Future Workforce" conference. The conference is a joint project of the three Private Industry Councils of the Job Training Partnership Act, The Department of Education, and the Alaska Association for Supervision and Curriculum Development. The conference focuses on model programs, teaching methods, curriculum and private sector linkages that help prepare at youth at risk for successful school experiences and employment.

Special features of the conference include methods of developing better self-concept, motivation in school and the workplace, improving work habits and employability skills, and the curriculum changes that need to be made to effectively meet the needs of at risk youth. Other presentation include family and community involvement in dealing with the issues of drug and alcohol abuse, teen suicide and teen parenting. There will also be an opportunity to interact with members of the Governor's Interim Commission on Children and Youth.

The conference begins Wednesday evening March 9, 1988, at the Anchorage Hilton. For registration information contact Susan Doherty at 333-4457.





## Cordova Fishing Apprenticeship Program: Partnership in action

Cordova Public Schools, in partnership with the Cordova Aquatic Marketing Association (CAMA), has, with seed money from the Office of Adult and Vocational Education, launched an impressive and ambitious effort to establish a three-year cooperative commercial fishing apprenticeship program for secondary students.

Due to lack of available training, as well as the prohibitive cost of permits, boats and gear, many young Cordovans are unable to approach the commercial fishing industry.

Endorsed by Superintendent William Fairall, the project targets youth who typically would be discouraged from considering fishing careers, including females, minorities, and those who are academically and economically disadvantaged.

With the cooperation of members of the local fishing community and with access to staff and facilities at Prince William Sound Community College, the Cordova High School staff will work to develop a marine vocational education curriculum. Classes will be conducted both in the classroom and on the water and will include navigation, marine safety, marine electronics operation, marine biology, marine engine maintenance and repair, and fisheries management.

During the commercial fishing season, students will receive intensive on-the-job training as apprentice crew members aboard local fishing vessels.

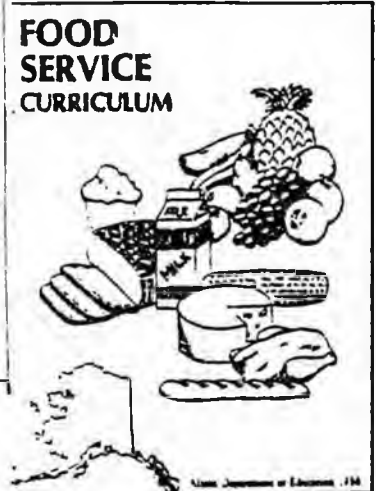
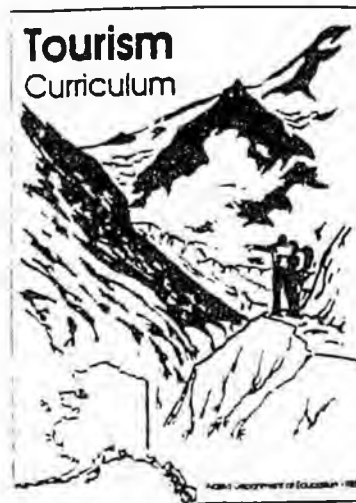
In a magnanimous gesture, many CAMA fisherfolk have volunteered to act as "big brothers" and "big sisters" to students during the course of the program. Students would receive CAMA membership, with special events planned for them and their families.

Upon successful completion of the three year program, students will receive staff assistance in applying for State, low-interest loans for Limited Entry permits, vessels, and equipment.

Developed for the specific needs of the Cordova student population and of the community as a whole, this initiative is made possible by the spirit of partnership between public and private sectors. For more information contact Naomi Stockdale at 465-4685.

## Risks And Rewards

New from EMC Publishing is a practical introduction to the world of entrepreneurship. "Risks and Rewards of Entrepreneurship" was developed in cooperation with the National Center for Research in Vocational Education at Ohio State University. It is an ideal tool for assisting students in examining their self-employment interest or potential. The materials offer an interesting variety of practical activities and exercises to help students understand what it takes to venture off on their own. An abundance of case studies, featuring real-life trials and tribulations of actual entrepreneurs, gives students an up-close view of the world of small business ownership. "Profiles", an innovative set of activities found throughout each of the four sections of the program, enables students to collect personal information that can be assembled in a portfolio at the end of the course. The content has been thoroughly classroom tested with more than 12,000 students. The set consists of a student text workbook, teachers resource guide, and a set of posters for only \$59.00. For more information contact EMC Publishing Toll-Free 800-328-1452 or Linda VanBallenberghe at 465-4685.



## America's Hospitality Industry

A videotape for use in your vocational guidance program that adds a new perspective on the variety of occupations and the career ladder in the hospitality industry.

The hospitality industry is growing very rapidly. Although it already employs 10 million Americans, government figures indicate that it is outgrowing its labor supply. Hotels, restaurants and supplier companies will be searching for qualified employees during the years ahead. Competition for the right people will mean good working conditions, rising compensation and rapid promotion.

This videotape is available upon your request from the Office of Adult and Vocational Education, Carl. Smolin at 465-4685.

# **CORRECTION**

**THIS DOCUMENT  
HAS BEEN REPHOTOGRAPHED  
TO ASSURE LEGIBILITY**

**ALASKA CAREER GUIDE PUBLICATION EVALUATION**

The Alaska Occupational Information Coordinating Committee wishes to make the *Alaska Career Guide* as useful as possible to students and others who are conducting job searches or making career choices. In order to evaluate this publication, we need your help in completing the questions listed below. Please fold the completed evaluation and return it to us postage paid. Thank you for helping us.

**1. Please check the assignment that most clearly describes your position.**

- Student. What level of school are you attending?  
 Middle School       High School       College/University       Other (please specify) \_\_\_\_\_
- Parent (Your interest in the publication is due primarily to its usefulness in helping your own child) Your child is attending which level of school?  
 Middle School       High School       College/University       Other (please specify) \_\_\_\_\_
- Applicant
- Job Placement Counselor (Assists clients in vocational/career decision making.)
- Education/Career Guidance Counselor (In education setting, assists clients in vocational/career decision making.)  
 In what setting do you work?     Secondary School     College/University     Other (please specify) \_\_\_\_\_
- Education Program Planner (Determines/plans/evaluates curriculum for educational programs.)  
 In what setting do you work?     Secondary School     College/University     Other (please specify) \_\_\_\_\_
- Educational Administrator (Administers/manages educational institution/program.)  
 In what setting do you work?     Secondary School     College/University     Other (please specify) \_\_\_\_\_
- Government Administrator (Administers/manages government office or program.)  
 In what setting do you work?     Secondary School     College/University     Other (please specify) \_\_\_\_\_

**2. Does your work deal primarily with urban or rural Alaska?**       Urban       Rural

**3. For what purpose(s) do you use the information in *Alaska Career Guide*?**

- Job Placement       Personal Planning       Vocational/Career Counseling       Educational Opportunities
- Career Changes       Financial Aid Information       Other (please specify) \_\_\_\_\_

**4. Please indicate the major industry activity of your organization. (Please check only one.)**

- Agriculture, Forestry, Fishing       Retail Trade       State Government
- Mining       Finance, Insurance, Real Estate       Federal Government
- Construction       Services       Other (please specify) \_\_\_\_\_
- Transportation, Communications, Public Utilities       Services, Nonprofit
- Wholesale Trade       Local Government, Education
- Other Local Government

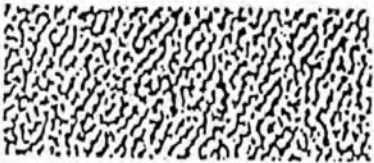
**5. Please rank the features in *Alaska Career Guide* according to their usefulness to you. (Please circle one)**  
 Usefulness of Information

	Not Used	(Low)		(High)		
		1	2	3	4	5
OVERALL PUBLICATION.....	NU	1	2	3	4	5
Career Planning Quiz.....	NU	1	2	3	4	5
Self Appraisal.....	NU	1	2	3	4	5
Occupational Guide:						
Occupational Descriptions.....	NU	1	2	3	4	5
Outlook and Pay.....	NU	1	2	3	4	5
Suggested Courses for Training.....	NU	1	2	3	4	5
Training Site Locations.....	NU	1	2	3	4	5
Related Occupations.....	NU	1	2	3	4	5
Hiring Practices.....	NU	1	2	3	4	5
General Information:						
Job Search & Interview Hints.....	NU	1	2	3	4	5
Sample Resumes.....	NU	1	2	3	4	5
Financial Assistance Information.....	NU	1	2	3	4	5
Bibliography.....	NU	1	2	3	4	5
Miscellaneous Articles, please specify: _____	NU	1	2	3	4	5
Other, please specify: _____	NU	1	2	3	4	5

**6. At what time of year would you prefer to receive *Alaska Career Guide*?**  
 Fall       Winter       Spring       No Preference

COMMENTS (Please include suggestions for improvements):

Research and Analysis  
P.O. Box 25501  
Juneau, Alaska 99802-5501



NO POSTAGE  
NECESSARY  
IF MAILED  
IN THE  
UNITED STATES

**BUSINESS REPLY MAIL**  
FIRST CLASS PERMIT NO. 140 JUNEAU, AK

POSTAGE WILL BE PAID BY ADDRESSEE

**ALASKA DEPARTMENT OF LABOR  
RESEARCH AND ANALYSIS  
P.O. BOX 25501  
JUNEAU, ALASKA 99802-5501**



*"Learning navigation is really interesting."*

Neil Galosich  
Junior

The Cordova Aquatic Marketing Association (CAMA) is a co-sponsor of the Commercial Fishing Apprenticeship Program along with the Cordova Public Schools. CAMA is an association of fishermen committed to the promotion of fish sales, the sponsorship of CFAP and providing the fishing fleet with an insurance program.

CAMA assists the students in the CFAP with a Big Brother or Big Sister who answers questions and provides encouragement. CAMA helps match students and skippers for summer employment.



## Commercial Fisheries Apprenticeship Program

Our goal is to better prepare students for jobs in the fishing industry by developing their confidence and skills in safety and survival, knots, anchoring, steering, nautical terminology, weather, navigation, electronics, rules and regulations and basic fisheries biology and management.

Students take classes at the high school and at Prince William Sound Community College. The classes in combination with the field trips prepare students to work in the fishing industry during the summers.

The program is open to Cordova Junior and Senior High School students and to members of the community who want to go back to school or to take individual classes.

Funds for the 1987/88 year's program are provided by the Alaska State Office of Adult and Vocational Education.

Belle Mickelson  
Cordova Public Schools  
P.O. Box 140  
Cordova, Alaska 99574  
907/424-3292

Fathen Graphics

# Alaskan Youth Preparing for a Fishing Future in Alaska



Commercial Fisheries  
Apprenticeship Program  
Cordova, Alaska

The Commercial Fisheries Apprenticeship Program (CFAP) is a three-year program designed to help students be better prepared to enter the fishing industry and get a limited entry fishing permit.



CFAP will help bolster Alaska's economy by keeping permits in the state and giving students outside of fishing families an opportunity to enter the fishing industry. Alaskan youth are preparing to fish in Alaska.

*"I like the 'hands-on' approach to the class and the field trips. Because this class is small, we get a lot of individual attention from all our teachers."*

Patty Hamelin  
Sophomore

*"I think it is a good class because it is giving us the opportunity to learn about fishing before we get jobs in the summer."*

Teresa Werner  
Senior

With the cost of fishing permits going up and entry into the fishing industry affected by experience as well as money, Cordova's Commercial Fishing Apprenticeship Program is meeting the problem head on with a curriculum and hands-on experience to prepare Alaskan youth for the future, their future in Alaska.

*"I think the class is pretty neat because I'm learning how to be a fisherman. It's a lot easier to learn to tie a knot when someone is right there showing you."*

David Glasen  
Seventh Grader

State loans for fishing permits require three years of experience fishing as well as a down payment. CFAP will give students the experience necessary to obtain such a loan and help them save money for the down payment at the same time.

*"CFAP is helping me learn a lot more about fishing so I'll be better prepared for a good job this summer."*

David Sanders  
Junior

Field trips are an important part of the instruction, allowing students to build their self-confidence in steering, anchoring, navigation, boat cookery, net mending and engine maintenance. The students learn first hand how to handle themselves on the water.



OFFICE OF ADULT AND VOCATIONAL EDUCATION

# N.E.W.S

ALASKA DEPARTMENT OF EDUCATION

## Vocational Education "The Competitive Edge"

New employees with relevant vocational education are more productive, require less on-the-job training, and receive higher wages than new employees without relevant vocational training, according to the National Center for Research in Vocational Education.

A study sponsored by the National Institute of Education, U.S. Department of Education, has produced the following findings. New employees with relevant vocational education:

- \* are 6.5 percent more productive within 6 to 36 months after being hired than those in the same job without it.
- \* require about 20 percent less formal on-the-job training and 10 percent less informal on-the-job training than those in the same job without it.
- \* have wage rates 1.2 to 3.6 percent higher than those workers in the same job without vocational education.
- \* increase the firm's output and reduce its training costs by more than their additional wages paid.
- \* are even more productive and require even less training if they attend a two-year college or vocational training institute.



## Retaining At-Risk Students

*Adapted from Wehlage, G.G., Rutter, R.A., and Turnbaugh, A. "A Program Model for At-Risk High School Students," Educational Leadership, Vol. 44, No. 6 (March 1987)*

Dropouts have bleak prospects for success in the labor market; they likely will become social liabilities and face lifelong unemployment and welfare dependency. At this time, educators know more about who has dropped out, and why, than about effective school efforts to retain students.

A great challenge facing educators is how to provide educational experiences positive enough to change the lives of at-risk youths. From this perspective, the most important issue facing educators is that of developing a concept of schooling that will be attractive enough to hold these students, and effective enough to promote learning and development.

Attractive and effective schooling should offer something positive to both students and society. First, positive school experiences must eliminate the discouragement and alienation that some students have acquired through their previous formal education. Second, these educational experiences should avoid repetitive remediation in low-level, basic skills. The reason for this is clear: to the student, acquiring these skills holds out so little promise of a rewarding future that a life on the street or on welfare seems preferable. Educators must find and implement ways to promote broad personal and social development as well as academic skills and knowledge. If armed--with knowing the characteristics of at-risk students, the components of an effective curriculum, and the benefits of an experiential approach--educators can fight to keep youth in school.

*Continued on page 6...*



# Vocational Education Week February 7-13, 1987

Governor Cowper has proclaimed February 7-13 as VOCATIONAL EDUCATION WEEK. This year the national and state theme will be "The Competitive Edge".

Each district will receive a publicity packet from the Office of Adult and Vocational Education. The packet will assist in planning and scheduling events to enhance the image of vocational education in each community. The packet includes:

- \* A full color 12" x 22" poster-- The message is clear. Vocational education gives you the competitive edge to move ahead of the pack in finding and keeping jobs.
  - \* "Competitive Edge" button-- Spruce up your wearing attire and let people know that you support Vocational Education.
  - \* An illustrated flyer--explaining how vocational education gives people the competitive edge.
  - \* You Can Be What You Want To Be-- Brochure to help high school students narrow their fields of interest.
  - \* Eight Facts Every Parent Should Know About Vocational Education-- Brochure presenting persuasive arguments for parents.
  - \* Press Releases-- designed to be used as models for each district's local releases.
  - \* A sample Vocational Education Week PROCLAMATION to be used by any mayor to declare the week of February 7-13 as a local Vocational Education Week.
  - \* A copy of Governor Cowper's Proclamation designating Alaska Vocational Education Week.
- For other resources see the articles, "Kaleidoscope Of Careers" and "Working".

## Executive Proclamation

By Steve Cowper, Governor

Alaska has provided an opportunity for its citizens to be trained for its workforce. Vocational education is charged with preparing people for work, it is the backbone of Alaska's employment-related education and training programs.

Vocational education in Alaska prepares citizens through a variety of programs that offer related instruction in basic education, career development, general vocational knowledge, improved family living skills, and specialized occupational training.

The State of Alaska recognizes the contributions that the vocational educators, counselors, administrators, advisory members, and the business community have made to vocational programs by creating partnerships for excellence.

NOW, THEREFORE, I Steve Cowper, Governor of the State of Alaska, do hereby proclaim the week of February 7-13, 1988, as ALASKA VOCATIONAL EDUCATION WEEK in Alaska, and urge all citizens to acquaint themselves with vocational programs offered through secondary schools, community colleges, technical centers, private schools, unions, and various agencies.

# Celebrate National School Counseling Week

In school districts from coast to coast, February 1-5, 1988 has been designated National School Counseling Week. The theme, "Sometimes the Learning Program Needs a Helping Hand... Your School Counselor- Someone you can count on", focuses attention on school counselors, their services and programs.

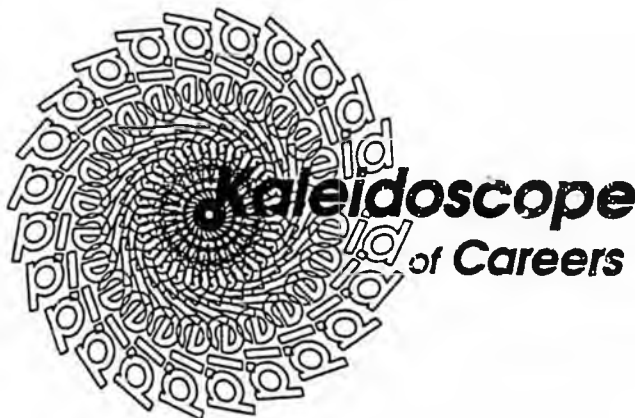
From the elementary through the post-secondary years, school counselors help students answer the all-important question, "Who am I?". Through the curriculum and through specific activities, guidance and counseling programs enhance the learning environment. By working closely together, parents, teachers, administrators, and community members, and school counselors provide invaluable assistance in helping students develop the following:

1. Better understanding and acceptance of themselves their strengths and limitations, aptitudes, needs, values, interests, and worth as unique individuals.
2. Improved relationships on the basis of mutual respect.
3. Decision-making and problem-solving skills.
4. Increased responsibility for their educational, occupational, and avocational development.

To commemorate the week, the Alaska School Counselor Association (ASCA), in its December newsletter, promotes the Celebration Kit as an excellent tool for "showing off some of your favorite projects and building on your base of support in your community and school district."

Developed by the American School Counselors Association, the kit includes sample brochures and posters, certificate of appreciation, "Helping Hand", award, promotional materials and catalogs. A limited number of kits are still available for seven dollars from ASCA, President Lynn McGee, P.O. Box 56116, North Pole, AK. 99705.

Program development activities involving school counselors in FY '88, include; the development of a Comprehensive Guidance Model; and the implementation of COPS (Career Occupational Preference System) in ten pilot sites. For more information contact Naomi Stockdale at 465-4685.



# KALEIDOSCOPE OF CAREERS

---

"Kaleidoscope of Careers" is a set of five half-hour videotapes that brings careers to students and clients in a contemporary style. The videotapes with occupational and educational information include the following features: Rap music introductions to the 17 clusters; presentation of real work environments that have been taped on the job; voice-over music narratives describing the jobs; equitable race and sex roles; and a user manual with curriculum suggestions.

The video series is perfect for the Vocational Education Week activities, such as career fairs, open house, brown bag lunch programs or mail promotionals.

"Kaleidoscope of Careers" is available on a 30 day loan at no cost, contact Nancy Hilbert, Research & Analysis, Department of Labor, P.O. Box 25501, Juneau, AK 99801-25501, or phone 465-4500.

---

## Working For Yourself

---

Working for Yourself - Career Planning Information, like all of the Alaska Career Information System (AKCIS) publications, has been written specifically for people exploring career options. A significant portion of the working population is self-employed. However, being self-employed and owning your own business presents challenges, rewards, and costs beyond those of any specific occupation. When considering careers that include some form of self-employment, it is advantageous to explore the nature of self-employment within those careers as well. This new addition to AKCIS has been designed to allow you to look at your options, interests, and needs related to self-employment and small business ownership.

Working for Yourself, however, is simply a beginning point. It helps you consider a wide range of issues that are important to occupational exploration and career decision-making. If self-employment or small business ownership becomes your work objective, a careful and thorough study of the many available resources is a valuable next step. This program contains a section, "Where to Go for Assistance." Also, following most sections, sources of "Additional information" are noted for further study of a particular topic.

The program is divided into five categories:

"Working for Yourself"- an overview of program and a discussion of the general rewards and costs of working for yourself. This is the place to start if you are just beginning your exploration.

"Self-Employment Options"- discusses five major categories of occupations. Each category has special characteristics that people interested in self-employment should consider. If you have selected an occupation, but are wondering what working for yourself would involve, you may first want to determine in which category your occupation fits.

"Entrepreneurship"- will familiarize you with the nature of entrepreneurship and assist you in thinking of yourself in the environment of the entrepreneur. This section includes an Entrepreneurship Quiz.

"Deciding to Go into Business for Yourself"- takes

you a step further, by discussing some of the basic needs in starting a successful business.

"Making a Business Succeed"- looks at the ongoing requirements of small business operation. It provides a reminder about all of the activities necessary for the small business owner, suggesting the types of skills and knowledge you would want to have or hire in a business venture.

The program contains frequent cross-references to related information so that, no matter where you chose to begin, you may easily go to related information at the appropriate stage of your exploration.

This program is available within the main body of Micro-CIS or is available in a published book by the same name.

---

## "Working":

### A video guide to the world of work

---

"Working" is a motivational videotape with information on job-seeking and interview skills conveyed through celebrity interviews and musical sequences. The video tape curriculum covers all phases of the job-hunting and job-retention process. The video has been enthusiastically viewed by thousands of young people. It can be used to help students make the transition between school and the world of work. A copy of "Working" may be borrowed for up to 30 days from the Office of Adult and Vocational Education by contacting Carin Smolin. OAVE, P.O. Box F, Juneau, AK. 99801, or 465-4685.

---

## Workforce Conference:

March 9-12, 1988

---

Don't miss the March 9-12 "Preparing Alaska's Future Workforce" conference. The conference is a joint project of the three Private Industry Councils of the Job Training Partnership Act, The Department of Education, and the Alaska Association for Supervision and Curriculum Development. The conference focuses on model programs, teaching methods, curriculum and private sector linkages that help prepare at youth at risk for successful school experiences and employment.

Special features of the conference include methods of developing better self-concept, motivation in school and the workplace, improving work habits and employability skills, and the curriculum changes that need to be made to effectively meet the needs of at risk youth. Other presentation include family and community involvement in dealing with the issues of drug and alcohol abuse, teen suicide and teen parenting. There will also be an opportunity to interact with members of the Governor's Interim Commission on Children and Youth.

The conference begins Wednesday evening March 9, 1988, at the Anchorage Hilton. For registration information contact Susan Doherty at 333- 4457.

---



# Expanding Horizons:

## Minority Women Attend Leadership Conference

In an effort to promote educational and occupational equity and to encourage young women to develop an informed approach to career options, the Office of Adult and Vocational Education has sponsored the first Southeast Alaska Minority Womens' Leadership Conference.

In partnership with the Northwest Regional Educational Laboratory's Juneau office, the conference focused on minority females in grades nine through twelve. Counselors, teachers, and administrators in fifteen high schools in Southeast Alaska responded to the invitation by recommending twenty-six participants. Combined with fifteen from the Indian Studies Program in Juneau, a total of 41 young women participated. A number above and beyond the thirty that were anticipated.

Patterned after the successful "Expanding Your Horizons" model developed by NWREL, the conference offered an intensive "Leadership Day" focusing on self-image building, presentations by minority women or role models, and a tour of the University of Alaska, Southeast, campus.

The next two days were filled with "Career Day" and "College Fair" at Juneau-Douglas High School. Representatives of colleges, universities, and trade and technical schools were on hand to consult with and encourage participants to explore and make plans for achieving a wide variety of career options.

In evaluating the experience, participants agreed that the results were "beyond our expectations" and that they now enjoy a new feeling of preparedness to "begin planning for the future". For project details contact Naomi Stockdale at 465-4685.



Southeast students participate in Leadership Conference



Teen parents encouraged to stay in school

## New Teen Parent Program: To Start at Juneau-Douglas High School

Young single parents in need of career counseling, and support services are served by a new project at Juneau-Douglas High School. The JDHS Single Parent Project has identified and recruited 20 young women, ages 14 through 21, in the Juneau area. Participants receive tutoring and remedial education, when appropriate to enhance success in the regular school program. Counseling through the high school is available to assist in the completion of graduation requirements, as well as in career planning. Other services include parenting and family life education, independent living skills, reaffirming self-esteem, job-search skills, and assistance with placement at program completion. On-site transportation and on-site child care services are available when necessary for program participation.

A link has been formed between the high school and community resource agencies to provide the needed services. Parent Aide, a local family-oriented organization, will provide trained staff to conduct classes in such parenting and self-help skills as family health care, discipline, and time management. They also act as a support group during the school day. Trainers from the South East Regional Resource Center join forces with school guidance counselors to assist participants in using career information tools such as the Alaska Career Information System (AKCIS) and the Career Occupational Preference System (COPS).

Young single parents are at-risk of dropping out of school and joining the ranks of the chronically under-employed. Many young parents have poor self-esteem, lack motivation and see no place for themselves in the educational system. This project is assisting these young mothers, as well as young fathers, who are the sole support of their offspring, to set personal and vocational goals, to stay in school, and to achieve economic independence for themselves and their families. Naomi Stockdale, 465-4685, will be pleased to provide further information on this and other available single parent programs currently operating statewide with grant funds from the Carl D. Perkins Vocational Education Act.



## Cordova Fishing Apprenticeship Program: Partnership in action

Cordova Public Schools, in partnership with the Cordova Aquatic Marketing Association (CAMA), has, with seed money from the Office of Adult and Vocational Education, launched an impressive and ambitious effort to establish a three-year cooperative commercial fishing apprenticeship program for secondary students.

Due to lack of available training, as well as the prohibitive cost of permits, boats and gear, many young Cordovans are unable to approach the commercial fishing industry.

Endorsed by Superintendent William Fairall, the project targets youth who typically would be discouraged from considering fishing careers, including females, minorities, and those who are academically and economically disadvantaged.

With the cooperation of members of the local fishing community and with access to staff and facilities at Prince William Sound Community College, the Cordova High School staff will work to develop a marine vocational education curriculum. Classes will be conducted both in the classroom and on the water and will include navigation, marine safety, marine electronics operation, marine biology, marine engine maintenance and repair, and fisheries management.

During the commercial fishing season, students will receive intensive on-the-job training as apprentice crew members aboard local fishing vessels.

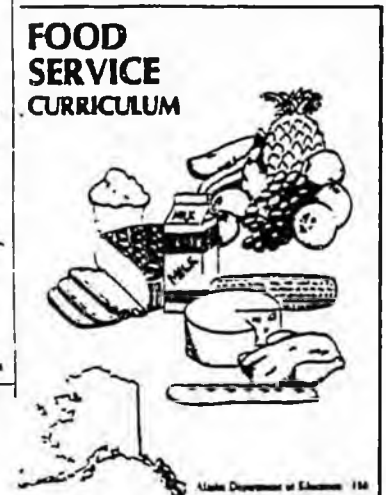
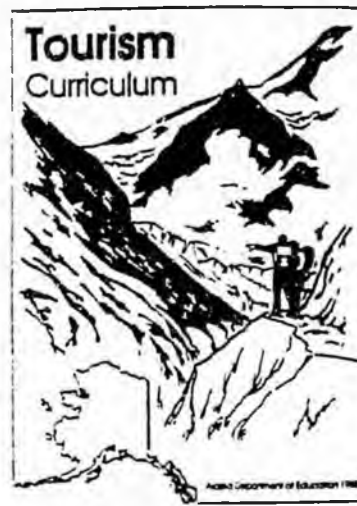
In a magnanimous gesture, many CAMA fisherfolk have volunteered to act as "big brothers" and "big sisters" to students during the course of the program. Students would receive CAMA membership, with special events planned for them and their families.

Upon successful completion of the three year program, students will receive staff assistance in applying for State, low-interest loans for Limited Entry permits, vessels, and equipment.

Developed for the specific needs of the Cordova student population and of the community as a whole, this initiative is made possible by the spirit of partnership between public and private sectors. For more information contact Naomi Stockdale at 465-4685.

## Risks And Rewards

New from EMC Publishing is a practical introduction to the world of entrepreneurship. "Risks and Rewards of Entrepreneurship" was developed in cooperation with the National Center for Research in Vocational Education at Ohio State University. It is an ideal tool for assisting students in examining their self-employment interest or potential. The materials offer an interesting variety of practical activities and exercises to help students understand what it takes to venture off on their own. An abundance of case studies, featuring real-life trials and tribulations of actual entrepreneurs, gives students an up-close view of the world of small business ownership. "Profiles", an innovative set of activities found throughout each of the four sections of the program, enables students to collect personal information that can be assembled in a portfolio at the end of the course. The content has been thoroughly classroom tested with more than 12,000 students. The set consists of a student text workbook, teachers resource guide, and a set of posters for only \$59.00. For more information contact EMC Publishing Toll-Free 800-328-1452 or Linda VanBallenberghe at 465-4685.



## America's Hospitality Industry

A videotape for use in your vocational guidance program that adds a new perspective on the variety of occupations and the career ladder in the hospitality industry.

The hospitality industry is growing very rapidly. Although it already employs 10 million Americans, government figures indicate that it is outgrowing its labor supply. Hotels, restaurants and supplier companies will be searching for qualified employees during the years ahead. Competition for the right people will mean good working conditions, rising compensation and rapid promotion.

This videotape is available upon your request from the Office of Adult and Vocational Education, Carin Smolin at 465-4685.

## At-Risk Students (cont.)

Students from low socioeconomic backgrounds have the highest dropout rate. According to the authors, low socioeconomic status coupled with minority group status are strong predictors of dropping out. Other demographic factors that influence the dropout rate include: a single-parent family, a large family, and living in a city or in rural areas. While these factors clearly are important in understanding students' problems, schools cannot change demographics. However, educators need to consider these factors as they develop strategies for providing worthwhile schooling for at-risk youth.

A somewhat different view of the data reveals that students' low expectations of receiving either good schooling or good grades often accounts for their dropping out. Both of these negatives tie in with their disciplinary problems, of which truancy is the most common offense. Before dropping out of school, at-risk students demonstrate low self-esteem and a sense of having lost control of their future. They perceive that teachers do not show much interest in them. A majority of dropouts and potential dropouts also believe that the school's disciplinary system is neither effective nor fair (Wehlage and Rutter, 1986).

### Components of a Model Curriculum

Educators are not likely to help the at-risk student unless they can change fundamental school-student interactions. The reform agenda requires a major effort to engage those who have become alienated.

Reversing this alienation begins with the establishment of a positive social bond between teachers and students. This bond can be formed in an environment where curriculum and teaching are substantially different, at least in certain respects, from that which is ordinarily found in high schools. Individuation, an active role for students, prompt feedback, and clear objectives are some of the dominant features of a model curriculum. Although basic skills are given attention, the level of skills mastery on the part of students dictates where teachers begin teaching.

### The Experiential Learning Approach

To complement their bond with teachers, at-risk youths need social experiences with other adults who exemplify characteristics of responsibility, the work ethic, and the ability to build positive human relationships. Those qualities are taught through planned experiential learning.

Experiential learning helps students become active and reflective. Typically, students are involved as volunteers at day care centers, nursing homes, elementary schools, or centers for the handicapped. Students are involved in real work, in tasks that genuinely need to be done because the people in these settings need help. The work is geared to make success more likely. A second type of experiential learning occurs when students, as a group, gut and renovate an old house under the supervision of skilled tradespeople. Other experiences involve student internships in hospitals, with law enforcement, or with various social service agencies. Such group experiences

teach cooperation, responsibility, the work ethic and, incidentally, introduce youth to possible careers.

Internships offered near the end of a program can help students make a commitment to a particular vocation, make youths employable at the end of high school, or encourage them to continue their education.

### Educators' Strategies

Educators fighting to retain the at-risk student can influence a student's negative beliefs and attitudes about school. When educators change school policies and practices, they can change students' perceptions as well.

Educators also can use inventive curricula to provide students with knowledge, services, and experiences that stimulate cognitive, personal, and social growth and help students become successful adult citizens. By retaining at-risk students in school, educators can claim victory in the first battle--preventing dropouts with bleak prospects and preparing at-risk students with better prospects in the labor market, society, and the world.

#### Reference-

Wehlage, G.G., and Rutter, R.A. "Dropping Out: How Much Do Schools Contribute to the Problem?" *Teachers College Record*, Vol. 87, No. 3 (Spring 1986)

## What Is Micro-SKILLS?

The Micro-SKILLS Inventory was developed in Fall of 1980 by the California Career Information System (EUREKA). It was developed out of the need to provide a better and more relevant tool for career counselors to use with adults in assessing their skills. During this process the clients identify their skills; then, a computer uses their skills to identify occupations which use the client's skills. Unlike most inventories, the Micro-SKILLS Inventory requires clients to complete a rather complex process involving a worksheet as a preparatory step. On this worksheet the client uses past achievements to decide which skills are most satisfying, then ranks the five most satisfying (Very Satisfying), the next ten (Moderately Satisfying), and up to twenty other skills which the client is willing to offer to an employer (Somewhat Satisfying).

The skills are then entered into the computer and the computer does a rating for each of the 390 occupations. This rating measures the "goodness of fit" between the client's skills and the skills needed by each occupation. The computer then selects the 30 highest rated occupations and lists them for the client. For more information please contact Jan Throwell at: 465-4685.



# Alaska Education Calendar 1988

## JANUARY 1988

- |       |   |                           |
|-------|---|---------------------------|
| 14-15 | Job Training Partnership Act Education Coordinating Committee mtg., Anchorage | Welles Gabier 465-2980    |
| late  | Fairbanks Assn. for Educ. Young Children Fairbanks                            | Patty Merritt 479-0900    |
| 21-22 | Gov. Interim Commission on Children and Youth, Juneau                         | Annie Calkins 465-2841    |
| 25-26 | State Board of Education meeting-Juneau                                       | Rosemary Hagevig 465-2800 |
| 28-29 | Gov. Council on Career & Vocational Education mtg. Anchorage                  | Rosie Peterson 586-1736   |

## FEBRUARY 1988

- |          |   |                           |
|----------|---|---------------------------|
| 3-5      | Bilingual/Multicultural Education conf. Anchorage | Mike Travis 465-2970      |
| 29-Mar.1 | State Board of Education meeting Anchorage        | Rosemary Hagevig 465-2880 |

## MARCH 1988

- |       |   |                          |
|-------|---|--------------------------|
| 5-8   | Ak. Library Assn. & Ak. Council of School Librarians conf., Fairbanks | Roz Goodman 624-3611     |
| 9     | Adult-Vocational Education Administrators meeting Anchorage           | Susan Doherty 333-4457   |
| 9-12  | Youth Conference (for people serving youth at-risk)                   | Verdell Jackson 465-4685 |
| 11-12 | Grants Management/Supplemental Programs workshop, Anchorage           | Ray Minge 465-2824       |
| 16-17 | State Job Training Coordinating Council meeting -Juneau               | Bill Mailer 563-1955     |
| 17-18 | Gov. Interim Commission on Children and Youth -Juneau                 | Annie Calkins 465-2841   |
| 17-19 | Vocational Student Leadership Org's Anchorage                         | Kathleen Castle 333-4457 |

## APRIL 1988

- |       |   |                           |
|-------|---|---------------------------|
| 4-5   | State Board of Education meeting Juneau                                     | Rosemary Hagevig 465-2800 |
| early | Anchorage Assn. for Education of Young Children conf.                       | Marilyn Webb 279-2511     |
| 14-15 | Job Training Partnership Act Education Coordinating Committee mtg., -Juneau | Welles Gabier 465-2980    |
| 17-19 | Superintendents Fly-In -Juneau  | Steve McPhetres 586-9702  |
| 20-23 | Future Farmers of America -Fairbanks  | Kathleen Castle 333-4457  |

## May 1988

- |       |  |                           |
|-------|--|---------------------------|
| 2-3   | State Board of Education Meeting- Juneau           | Rosemary Hagevig 465-2800 |
| 18-19 | State Job Coordinating Council meeting - Anchorage | Bill Mailer 563-1955      |

## June 1988

- |      |  |                         |
|------|--|-------------------------|
| 6-10 | Seward Wellness I (school health promo. conf.)   | Helen Mehrkens 465-2841 |
| 9-10 | U. of Alaska Board of Regents meeting -Fairbanks | Edee Rohde 474-7272     |

## Cooperative Education: It Works!

Chad Kinney, Juneau-Douglas High School, Cooperative Education student intern has prepared the copy for this issue of the N E W S. Chad works in the Office of Adult and Vocational Education two hours a day during the regular school term. We extended his hours to assist us during Christmas vacation.

In the process of preparing this issue Chad learned a new desktop publishing program called the "Pagemaker". With this expertise, other experience, and skills Chad has become a more valuable employee. Thanks Chad!

We'll use his new expertise to assist in future newsletters.  
Acting Administrator of OAVE, Karen Ryals



## Alaska Career Guide: The Untrivial Pursuit

This 52 page newspaper tabloid provides information to assist students and those making career choices or conducting job searches. Information for more than 250 occupations includes a job description, employment outlook, approximate pay, suggested training, training sites in Alaska, related occupations, and hiring practices. Pertinent information about preparing for the world of work and seeking employment is also included. This tabloid is an executive summary of the Alaska Career Information System, (AKCIS), and is not designed to replace AKCIS. Rather it provides occupational and career information that can be used outside of the career counseling mode. Last summer more than 50,000 copies were distributed to the following:

- \*Junior and Senior High Schools
- \*Community Colleges and Universities
- \*Job Service Offices
- \*Women's Resource Centers
- \*JTPA Offices

A second issue is expected to be available late in 1988. To help the Alaska Department of Labor and the Alaska Occupational Information Coordinating Committee improve this product we are distributing copies of the evaluation for this tabloid. Those of you who are familiar with this publication are encouraged to complete the postage paid evaluation and return it to the Department of Labor. If you would like to obtain a copy of this publication please contact: Alaska D.O.L. (907) 465-4500.

**Chad C. Kinney, Editor**  
Office of Adult and  
Vocational Education  
P.O. Box F  
Juneau, Alaska 99811  
(907) 465-4685





# COOPERATIVE EXTENSION SERVICE

## UNIVERSITY OF ALASKA, USDA & SEA GRANT COOPERATING

MARINE ADVISORY PROGRAM, PO BOX 10048, DILLINGHAM, ALASKA 99576

March 7, 1988

Rep. Adelheid Herrmann  
Alaska State Legislature  
Pouch V  
Juneau, AK 99811

Dear Rep. Herrmann,

I am writing in support of HB 495 and HB 496, which support the development of fisheries education curriculum. I am commenting on behalf of the Marine Advisory Program, a subset of the School of Fisheries and Ocean Sciences at the University of Alaska Fairbanks. The region I serve includes Bristol Bay and the Alaska Peninsula/Aleutian Islands communities.

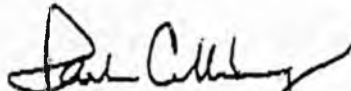
The lack of access to fisheries education has lately been a major topic of discussion in Southwest Alaska. The bottomfish boom in the Bering Sea has clearly indicated that right now, Alaskans are just not prepared to actively participate in this million dollar industry. Bristol Bay has the highest drain on high priced salmon permits leaving the region in the state, pointing out to residents that becoming a fisherman will not be an option for many local young people.

A recent meeting of the Southwest Alaska Municipal Conference focussed on the lack of access to fisheries classes and course materials within the region. A workshop at the 1987 Bristol Bay Fisheries Conference brought together educators from four school districts to assess needs for fisheries curriculum in the region. Only two of the four school districts in Bristol Bay offer any sort of fisheries classes. Many other communities are interested.

The limiting factor has been coordination and development of curriculum materials and training time for teachers who are unfamiliar with the industry. The Marine Advisory Program agents throughout the State have and are working with school districts to encourage this development. HD 495 and 496 are the tools needed to implement the programs.

Fisheries are the major source of private income in all of the coastal communities in the State. Local residents have the opportunity to become not just harvesters of the resource, but biologists, processors, accountants and managers in the fishing industry of Alaska. It is vital that the State invest in this important contribution to our economy. Clearly the best way to do this is to present students with the range of opportunities and the route to get there.

Sincerely,



Paula Cullenberg  
Marine Advisory Program

RESEARCH REQUEST

by

Representative Adelheid Herrmann

(insert date)

This research request originates from a paper prepared for me by Bill Hall entitled "Education and Training as a Solution to the Problem of Alaska Hire in the Alaska Seafood Industry". In that paper Mr. Hall made the following recommendations.

The primary goal of the state's fishery education program should be to equip Alaskans with the employment and entrepreneurial skills necessary to fulfill the present and future needs of the state's seafood industry."

If the foregoing proposition can be accepted by state government officials and industry leaders, then the problem of organization becomes primarily a problem of defining educational goals in terms of industry needs and market opportunities.

As a first step in defining this problem, I met with a group called the Seafood Industry Advisory Group within the Department of Labor to request their assistance in defining the educational and training needs of the industry. That group has agreed to develop a description of present and developing job skills and to serve as a steering committee for industry's participation in the development of a state program.

As a second step I am requesting that the House Research Agency conduct a study for the purpose of producing an overview of seafood educational programs in other parts of the world, and in the United States. This information could then be used

as one basis for evaluating Alaska's seafood industry educational program in terms of its present and future goals, structure, content and performance. It will also be useful in considering how Alaska might improve the present system or possibly create a new one.

As a starting place, please read the enclosed copy of Mr. Hall's paper with specific regard to sections 2 and 3 on pages 17 and 18. I have discussed this research request with him, and he has agreed to work with you on my behalf in the development of the particulars for the study. He also has some information that may be of use to you in beginning your research. His telephone number is (907) 276-2007.

EDUCATION AND TRAINING AS A SOLUTION

to

THE PROBLEM OF ALASKA HIRE

in

THE ALASKA SEAFOOD INDUSTRY

by

A. W. HALL

June 10, 1987

## INTRODUCTION

This proposal has been prepared at the request of Representative Adelheid Herrmann. It is the result of conversations between the author and certain Representatives of the Alaska Legislature, specifically Representatives Herrmann, Koponen, and Martin, regarding a lack of Alaska hire in the state's seafood industry.

The problem of Alaska hire while important is only a part of the larger problem of maximizing the Alaskan share of benefits generated by the utilization of the state's fisheries resources. A Fisheries Policy Task Force Report submitted to Governor Bill Sheffield in June of 1983 addressed this issue when it concluded a discussion on the state constitution's section on natural resources with the following statement.

It would appear from the foregoing that if the State is to fulfill its constitutional responsibilities of managing its fisheries resources to serve the maximum public interest and to provide the maximum benefit to the people, then it must adopt a State fisheries policy that incorporates biological, social and economic goals, and it must reorganize the structure of state fisheries programs so as to facilitate the efficient realization of those goals.

The report continued by recommending adoption of the following goal statement as the foundation of a state fisheries policy.

It is the policy of the State of Alaska that the goal of all government activities involved with or related to the fishery resources of the State shall be to perpetually produce the maximum economic and social benefits for the people of the State.

The topic of this paper then is the examination of education and training as one solution to the broad problem of increasing the Alaskan share of benefits generated by the Alaska seafood industry. The program envisioned is a program of education and training the purpose of which is to equip Alaskans with the employment and entrepreneurial skills necessary to fulfill the present and future needs of the state's seafood industry. But before addressing the specifics of an educational program, a limited examination of the potential employment and entrepreneurial opportunities available to Alaskans should be made.

#### THE ALASKA FISHING INDUSTRY

##### The Washington State Perspective:

There is no publication presently available that provides a contemporary economic overview of Alaska's commercial fisheries. However, there is a publication entitled "Commercial Fishing and the State of Washington" written by Natural Resource Consultants (NRC) of Seattle, Washington that is subtitled "A Contemporary Economic Overview of Local and Distant Water Commercial Fisheries - 1986". This publication has relevance to Alaska's interests because it devotes a substantial part of its contents to the fisheries of the North Pacific and the Bering Sea. Regardless of whether these fisheries are called Washington State fisheries or Alaskan Fisheries they nevertheless

constitute an activity that is located in the same geographic area and that exploits the same fishery resources. This commonality of interest is based in the origins and development of the North Pacific fisheries, and is described by NRC in the following statements that are excerpted from the section entitled "History of Washington Fisheries".

As the demand for seafood increased, the fishermen and processors of Washington expanded their activities to the south and north. In particular, they would become a dominant force in the development of the fisheries of Alaska.

The extensive distant water fisheries which developed in Alaska reflected the trade and economic interdependence which linked the Puget sound region and the Alaska territory.

Over time, a unique symbiotic relationship has evolved between the Washington and Alaska (salmon) fishing segment; harvesting and processing largely occurs in Alaska while marketing, distribution and corporate management takes place in the Puget Sound region.

The following excerpts from "Commercial Fishing and the State of Washington" further serve to illustrate and document the economic magnitude of the fisheries off Alaska's extensive coastline as well as the relationship that exists between the two states.

#### Distant Water Fisheries

In 1985 for example, distant water fisheries (of Washington State) were conducted by a fleet numbering more than 1,300 vessels having a current capitalized value of at least \$770 million. These vessels, ranging from 32-foot salmon gillnetters to a 300-foot factory trawler, provide work for more than 6,000 fishermen (see table on page 33). This diverse fleet in 1985 logged catches exceeding 2.1 billion pounds. This impressive harvest was valued at some \$290 million at the fisherman level or about 2.6 times the ex-harvester value of all local fishing and aquaculture production.

Except for joint venture groundfish, which are sold as round fish for processing aboard foreign ships, most of the distant water fish and shellfish catches are processed, at least to a preliminary extent, in Alaska, and about 90 percent of this processing work is completed in facilities owned by companies headquartered in Washington.

### Salmon Fisheries

In recent years, close to 770 vessels valued at over \$95 million have formed the distant water salmon armada.

In 1985, the value of the \$108 million catch about equaled the total exharvester value of the combined local Washington fisheries.

The vast majority of the distant water salmon catch is taken in Alaska state waters or waters adjacent to them. The remainder is harvested by troll fishermen off Oregon and California. The Washington fishermen's share of the Alaska salmon harvest has increased from 24 percent in 1981 to 30 percent in 1985.

Over 2,000 Washington fishermen are involved in the distant water salmon harvest, most of them participating in the Alaska fisheries.

### Trawl Fisheries

In total, the distant water trawl fleet landed over 1.8 billion pounds of food fish worth over \$141 million at the wholesale level in 1985, the largest component of Washington distant water operations in terms of poundage. Although some distant water trawl fishing has been conducted off Oregon and, prior to the extension of Canadian territorial waters, off British Columbia, the vast majority of the current Washington fleet operates in the Gulf of Alaska and Bering Sea. The chief target species for these operations is Alaska pollock, followed by yellow fin sole, Pacific cod and smaller quantities of other species.

In 1985, an estimated 92 Washington - based vessels participated in distant water trawling. Ranging in length from 70 - 300 feet, and having a collective capitalized value of close to \$280 million, the vessels employ over 700 fishermen and processing crew members, many of whom spend five to six months at sea each year.

### Crab Fisheries

The Washington king and Tanner crab fleet is perhaps one of the most modern fishing fleets in the world, and its production record is overwhelming. During the ten-year period from 1974-1983, the largely Puget Sound-based fleet

landed more crab than any other fleet of crab vessels in the world.

Fleet size peaked between 1979 and 1980 when 260 vessels were involved in the fishery. Most of these vessels were between 91 and 165 feet in length and were built at a cost of \$2 million - \$7 million each. Since the rapid decline of both king and Tanner crab stocks in the early 1980's, the fleet size has declined to about 109 vessels - the remainder having converted to joint venture trawl operations. This fleet has an estimated capitalized value of over 163 million and employs over 500 (Washington) resident fishermen. There are also an additional 25 catcher-processors and mobile processors worth \$138 million involved in the fishery each year. These vessels engage an additional 550 fishermen/processing workers.

#### The Longline Fisheries

In 1985, approximately 250 Washington - based halibut and sablefish longliners ranging in length from 40 to over 100 feet and carrying an average crew of six, participated in fisheries from California to Alaska. This fleet has an estimated Capitalized value of \$86 million.

In 1985 the Washington distant water longline fleet landed a total of 15 million pounds of halibut and 11.6 million pounds of sablefish worth a total of \$20.9 million at the ex-vessel level. Of this, 10 million pounds of halibut worth over \$7.5 million and 11.4 million pounds of sablefish worth over \$7 million were landed in Alaskan ports, while 5 million pounds of halibut valued at over \$6 million and a small amount of sablefish were landed in Washington ports.

Washington boats have taken an increasing share of sablefish landings from waters off Alaska since 1981.

#### Processing and Trade

Washington is also the base of operations for approximately 130 seafood processing/wholesaling and 33 seafood wholesale and cold storage companies. Together, these companies operate 250 primary processing and wholesale plants within the state and over 120 shore - based and at - sea processing operations in Alaska. The local operations employ over 4,000 people seasonally and about half that number throughout the year. Washington owned plants operating in Alaska employ 8,000 people seasonally. Fully one-half of the plant workers are from Washington.

Last, Washington seafood companies process and market a major portion of Alaska seafood exports.

## Overview and Conclusions

92% of seafood harvested by Washington Fishermen comes from waters off Alaska.

70% of fleet's revenue is spent in Washington State. 15% is spent in Alaska.

A significant share of the labor employed in Alaska's seasonal salmon and crab fisheries is normally resident in Washington and Oregon. In addition, ownership, management, transportation and marketing activities of these firms are largely Washington - based. A large but essential undocumented part of the value added by processors of fish and shellfish in Alaska thus accrues as direct and indirect income to residents of the Northwest.

### The Alaskan Perspective:

It has previously been stated that there is no publication presently available that contains a comprehensive economic overview of Alaska's fisheries. There are however, several publications that do serve to describe the Alaskan perspective as it relates to the seafood industry. One of those publications is entitled a "Fisheries Policy Task Force Report to Governor Bill Sheffield" which is dated June, 1983. The report contained the following statement.

In summation, the committee and the Task Force are convinced the overall economic health of Alaska's fishing industry hinges on stability, diversification, and development. In order to establish a viable, healthy industry which does indeed maximize benefits to all Alaskans, we must complement and expand our existing fisheries with new product forms and new fisheries. This is within our grasp. The benefits, the jobs, the income, the stability -- all the other associated amenities -- are currently being received, but not by Alaska. It's time to bring our resource home for our own benefit.

Another more recent report that relates to the subject is entitled "Nonresidents Working in Alaska in 1985" which was published by the Alaska Department of Labor in January of 1987. This report contained the following statements.

-The food processing industry (of which 94% of the firms are in seafood processing) had the highest number of nonresident employees (13,512), the highest percent of wages paid to nonresidents (55%), and the highest percentage of nonresident employees (68%).

The magnitude of nonresident hire in the seafood industry is much greater than the foregoing suggests if the harvesting sector of the industry is considered. Because most commercial fishermen are considered self employed for income tax reporting purposes, they are not included in the Department of Labor statistics. Also, those fishing and processing operations taking place outside of the state's territorial waters (3 miles) are not subject to Alaska law, and are therefore not included in the Dept. of Labor statistics. Categories of employment that might be considered in the harvesting sector include (1) self employed fishermen who are the owner operators of fishing vessels most of whom are required to hold permits from the Alaska Commercial Fisheries Entry Commission, (2) crew members on commercial fishing vessels, and (3) crew members on tendering vessels and floating catcher-processors.

A report entitled "Changes in the Distribution of Permit Ownership in Alaska's Limited Fisheries 1975-1985" published by the Alaska Commercial Fisheries Entry Commission (CFEC) in June of 1986 contained the following statement.

By the end of 1985, the number of permanent permits had decreased to 12,509 due to the revocation of 142 Alaskan permits and 30 Nonresident permits. As a result of transfers, migrations, and loan foreclosures, Alaskan residents owned 145 fewer permits than they had been originally issued and Nonresidents owned 135 more. Ten of the 39 permits repossessed by the Department of Commerce and Economic Development had not been resold at year-end 1985. Thus, the percentage of permits owned by Alaskans had declined to 79.7% (9,963) and the percentage of permits owned by Nonresidents had increased to 20.3% (2,536).

The CFEC has also produced a draft report entitled "Employment and Gross Earnings in Alaska's Commercial Fisheries: Estimates for All Participants and Residents of Alaska, Washington, Oregon and California, 1983-1984". The publication reports that although Alaska residents constituted 74.7% of the participants in the 1984 fisheries, their share of the income from those fisheries was estimated at only 59% of the total.

#### OPPORTUNITIES FOR ALASKANS

An industry generates its primary economic benefits for people in the form of earnings from employment and investment. The opportunity for Alaskans to increase their share of employment and investment earnings produced by the seafood industry is limited by the potential for expansion of the industry and by the ability of Alaskans to replace non-Alaskans within the existing industry. As the foregoing has demonstrated, Washington State interests constitute the largest share of the non-Alaskan owners and workers in the seafood industry. These interests cannot be expected to share their benefits without

fair consideration and compensation. Any attempt to alter the economic structure of the industry for the purpose of increasing benefits to Alaskans must be done in cooperation with our neighbors from the state of Washington. And, one of the most promising opportunities for such cooperation is in the development of an educational and training program for Alaskans who wish to participate in the seafood industry.

Potential benefits to seafood businesses located in the state of Washington and operating in the waters off Alaska would include the following.

1. Availability of a trained work force with the cost of training paid for by the State of Alaska.
2. Decrease in transportation and housing costs for employees imported from out side of Alaska.
3. Decrease in employee turn over due to employment of people resident to the area of employment who are acclimated to the circumstances of the northern environment.
4. Greater productivity of workers due to training and education.

Industry's need for a trained work force and the implied opportunity for Alaskans is contained in the following two excerpts from the Alaska Department of Labor report on nonresidents working in Alaska.

Sixty percent of employers contacted in a Department of Labor survey said their industries hire nonresidents because available Alaskans lack required training or experience.

Thirty-five percent of employers contacted stated that their industries hire nonresidents because there are no Alaskans available. This reason was most commonly cited by employers in food processing.

## EDUCATION AND TRAINING

### The Present System:

Before addressing the specifics of a new program a few comments about the state's existing fisheries educational programs are in order. And again, the 1983 Fisheries Policy Task Force Report is a good place to start. The report contains the following statements regarding fisheries education in the state of Alaska.

While the University of Alaska has fisheries programs of various types, including Sea Grant, fisheries technology and fisheries biology, it is the overall assessment of the Task Force that Alaska's state university is not fully addressing the academic and technical aspects of the State's largest industry.

There appears to be an inadequate variety of programs offered by the University. For example, one can learn how to mend nets through the University system, but you cannot learn how to become a business or plant manager in Alaska's largest industry. The educational and research roles have been filled primarily by the University of Washington and other institutions to the South. Because of this, the Alaska industry often finds itself defenseless when competing for resource allocations with our southern neighbors.

We have neither the academic, technological or research capabilities to compete at this point. This is emphasized by a recent report which showed that 70 percent of the income of the fishermen of the State of Washington is derived from Alaskan waters.

The Task force recommends that the University offer a greater variety of programs on the academic, technological, research and applied levels in the form of a curriculum that integrates the disciplines of scientific biological research, fishery management and business management programs specifically directed at the seafood industry. The Task Force would like to see more economic analysis of fisheries, more science and technology, and more fisheries industry management emphasis.

England, Norway, Iceland and Japan have extensive educational and research and development programs that make information and training available to members of the industry for a nominal expenditure. Today, the majority of Sea Grant monies nationwide is committed to the University of Washington. More of these monies should be directed at developing the fisheries of the North Pacific by providing additional training, information and research.

Existing training along with research and development programs need to be coordinated and expanded throughout the state university and community college system. Such programs need to be coordinated with the Alaska Fisheries Development Foundation, the National Marine Fisheries Service, and the proposed Fisheries Technology Center in Kodiak.

Training and research and development programs need to be developed, funded and implemented as soon as possible. Special attention should be paid to increase funding of the Fisheries Industrial Technology Center as soon as possible. The University should make a concerted effort to win a larger share of the Sea Grant monies distributed nationally.

#### Goals for a New System of Fisheries Education in Alaska:

The primary goal of the state's fishery education program should be to equip Alaskans with the employment and entrepreneurial skills necessary to fulfill the present and future needs of the state's seafood industry.

Such skills will require both vocational and academic programs. Examples of some existing employment opportunities are as follows.

1. Trawler vessel captains to replace Koreans recently employed by U. S. vessel owners in violation of U.S. law. It is possible that a program to prepare Alaskans for training in the fishing schools of other countries might fill this need.

2. Trained technicians to maintain and repair the modern fish processing machinery that are being employed in the bottomfish and surimi operations. This machinery includes German manufactured gutting, skinning and filleting machines as well as Japanese manufactured computers that control the operations of surimi processing equipment. And there is also the existing canned salmon processing equipment to be cared for.

3. Seafood quality control technicians.

4. Office managers, administrators, plant supervisors and processing workers both on shore and on factory trawlers and floating processors.

5. Commercial fishermen trained for service on high seas trawling and longlining vessels.

6. Refrigeration technicians capable of installing and maintaining equipment both on shore and on floating processors and fishing vessels.

In addition to the foregoing, most of the state's existing fishermen would benefit from comprehensive training in business management including record keeping, accounting, cash flow management, risk management, quality control and marketing. Don't forget the statistic from the CFEC that suggests Alaskans are less productive as a group than nonresidents.

The secondary goal should be the creation of a research and analysis capability in fishery economics for the purpose of developing and promoting the state's interest in fishery resource allocation and utilization. This need was previously referred to in the following excerpt from the Fishery Policy Task Force Report to Governor Sheffield.

The educational and research roles have been filled primarily by the University of Washington and other institutions to the South. Because of this, the Alaska industry often finds itself defenseless when competing for resource allocations with our southern neighbors.

A third goal should be the development of a research and development capability in the area of food processing, food technology and aquaculture. One institution that serves by example to demonstrate the potential of this goal is the University of California at Davis and its activities in the

field of agriculture. The importance of the seafood industry and its contribution to the Alaskan economy is certainly comparable in kind if not in magnitude to California's agriculture industry.

#### Goal Development and Implementation:

The previous section described a program whose primary and fundamental purpose is to create economic benefits for Alaskans from the utilization of fishery resources. It is a purpose that expresses itself in the practical applications of education and research. It is not an academic activity. It is not a program that should be driven by academic goals or by academicians. Rather, it is a program that should be driven by the industry that generates the benefits, and thereby serves the interests of Alaskans.

If the foregoing proposition can be accepted by state government officials and industry leaders, then the problem of organization becomes primarily a problem of defining educational goals in terms of industry needs and market opportunities. Such a process should begin with representatives of the seafood industry participating in an effort to identify the means by which an educational program could serve their needs and thereby achieve the program goals.

In regard to vocational and training needs, the industry should identify and define those job skills that it presently requires and those that will be developing in the future. Furthermore, industry should make the commitment to provide employment opportunities for persons completing the specified courses of study and training.

In regard to the need for research in the area of economic development, the disciplines of economics and biology should be utilized to develop an economic model and strategy that serves to redefine the state's role in fishery utilization from one of a resource colony to one of increased industrial and commercial activity within the state.

In regard to the need for research and development in seafood processing, seafood technology and aquaculture; representatives of the seafood industry should identify development needs based on market opportunities. Programs should then be developed to fill those needs.

Only after the preceding goals have been defined and accepted by government and industry can the process of program development be initiated.