

ALASKA LEGISLATURE COMMITTEE FILES 1997-1998 8672

9136 HOUSE HEALTH EDUCATION & SOCIAL SERVICES

HB

388

HOUSE COMMITTEE REPORT

(7)

Date Referred to Committee: February 6, 1998

FURTHER REFERRALS: Labor and Commerce

Date of Committee Action: 4/16/98

The HEALTH, EDUCATION AND SOCIAL SERVICES Committee considered:

HB 388

HOUSE BILL NO. 388

RIGHT TO REFUSE TO SERVE LIQUOR

"An Act relating to the right to refuse to sell, give, or serve an alcoholic beverage."

recommends it be replaced with the following committee substitute _____ the same title a new title

additional referral to _____ Committee attached amendment(s)

ADOPTS: _____ Letter of Intent

ATTACHES NEW FISCAL NOTE(S): (Dept) _____

APPROVES PREVIOUS: (Dept/Date) _____

fiscal note(s) _____

fiscal note(s) _____

zero fiscal note(s) Revenue

zero fiscal note(s) _____

SIGNING WITH RECOMMENDATIONS	DP	DNP	NR	AM
<i>[Signature]</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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CHAIR'S SIGNATURE *Car Burke*

Revision Date: _____ Dept. Affected: _____ Revenue _____
 Title: Right to Refuse to Serve Liquor BRU: ABC Board
 Component: ABC Board
 Sponsor: Representative Dyson
 Requestor: (H) HES COMPONENT SERIAL NO. 100

Expenditures/Revenues: (Thousands of Dollars)

OPERATING EXPENDITURES	FY 99	FY 00	FY 01	FY 02	FY 03	FY 04
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
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CHANGE IN REVENUES ()						
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1007 GF/Mental Health						
Other						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year cost 0.0

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

ANALYSIS: (Attach a separate page if necessary)

This bill gives liquor licensees the right to refuse alcoholic beverage service to a pregnant woman in order to protect the health of the unborn child. The provision is discretionary.

Prepared by: Doug Griffin, Director
 Division: Alcoholic Beverage Control Board
 Approved by Commissioner: Wilson L. Condon *Robert A. Kenney*
 Agency: Department of Revenue

Phone: :77 8838
 Date: April 13, 1998
 Date: April 13, 1998

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REPRESENTATIVE FRED DYSON HB 388 Sponsor Statement

"An Act relating to the right to refuse to sell, give, or serve an alcoholic beverage."

The liquor industry has been concerned about the prenatal poisoning of pre born children, both from a liability perspective and because of the irreversible damage to the children. Many bar owners make a practice of refusing to serve a pregnant woman but they believe they are on uncertain ground because the Alaska statutes allow for refusal of service only on the basis of the potential of the person being a danger to themselves or to others. The industry has asked us to insert wording into the statutes to protect them from legal actions that might result from the refusal to serve. This bill accomplishes that and strengthens the industry's ability to protect unborn children.

In other states, liquor servers have been sued both for serving a pregnant woman and for refusing to serve a pregnant woman. With the passage of this bill the liquor industry will be assured that they are immune to law suits when they try to protect the health of pre-born children.

Alaska is poisoning pre-born children with alcohol at the highest rate in the nation. Pre natal alcohol poisoning is the leading cause of mental retardation in our country. Children with full-blown Fetal Alcohol Syndrome have a reduced stature, smaller brains, IQs below 80, facial disfiguration and a series of health problems. In a lifetime the State of Alaska spends over a million dollars on each of these children. In one case within the sponsor's district, the state has spent a million dollars on health care in just the first year of the child's life.

For children with the less severe Alcohol Related Neurological Defects (ARND), where the effects are not physically visible, the children have permanent mental dysfunction that leave them with reasoning deficiencies and a limited capacity to identify with others; this is almost the exact definition of a sociopath. Invariably, this can result in relational problems that occur throughout their lives. Experts now believe that more than half of our prison population has ARND related problems.

The impact for the families of these children is profound because of the disproportionate amount of attention and care that these children require. There are communities in our state where the experts believe that up to half of the entering kindergarten/grade one children have permanent alcohol related mental retardation. The school systems spend an immense amount of resources on these innocent victims.

As a state, we continue to struggle with this unfolding tragedy and to find ways to prevent further damage to our kids. We are increasing our efforts at education and early intervention with women who are highly likely to drink while they pregnant. We have women in our state who have produced eight FAS/ARND children and one of the leading advocates involved in the FAS/ARND issue is a woman who has produced three of these children.

Sponsor Statement

Author: cslats@usa.net (Cindy Slats) at CC2MHS1

Date: 4/16/98 8:14 AM

Priority: Normal

TO: Representative Fred Dyson at LAA_TRANS

Subject: HB 388

Representative Dyson- As the mother of an alcohol affected child, I would like to thank you for sponsoring House Bill 388. Although it will not prevent pregnant women from drinking, I see it as a first step in raising awareness regarding this 100% preventable, irreversible, birth defect. I would also like to urge you and the other legislators of this state to view mothers with addictions with compassion, realizing that the addiction is not a choice, and precludes making good judgements and choices. This bill sends the message that the citizens of this state find drinking while pregnant socially unacceptable, and that is good in my opinion. We must also have something to offer these women, not punishment for something they can no more help than having diabetes or any other disease. It is very difficult for a person who has not suffered with an addiction to understand, and too easy to judge and say "just don't drink when you are pregnant."

On behalf of my daughter, the many other alcohol affected children in this state, and the unborn future citizens of this state and the world, I thank you.

Cindy Slats

Napakiak, Ak. (winter)

Fairbanks, Ak. (summer/permanent)

HB

401

HOUSE COMMITTEE REPORT

(7)

Date Referred to Committee: March 4, 1998

FURTHER REFERRALS:

Finance

Date of Committee Action: 4/16/98

The HEALTH, EDUCATION AND SOCIAL SERVICES Committee considered:

HB 401

HOUSE BILL NO. 401

STATE/REG'L/TRIBAL FAMILY ASS'T PROGRAMS

"An Act relating to contracts for the provision of state public assistance to certain recipients in the state; providing for regional public assistance plans and programs in the state; relating to grants for Alaska tribal family assistance programs; and providing for an effective date."

recommends it be replaced with the following committee substitute _____ the same title a new title

additional referral to _____ Committee
 attached amendment(s)

ADOPTS: _____ Letter of Intent

ATTACHES NEW FISCAL NOTE(S): (Dept) _____

APPROVES PREVIOUS: (Dept/Date) _____

fiscal note(s) _____

fiscal note(s) _____

zero fiscal note(s) _____

zero fiscal note(s) DH+SS/2/12/98

SIGNING WITH RECOMMENDATIONS	DP	DNP	NR	AM
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<i>[Signature]</i>			<input checked="" type="checkbox"/>	

CHAIR'S SIGNATURE

[Signature]

FISCAL NOTE

No: 1

STATE OF ALASKA
1998 LEGISLATIVE SESSION

Bill Version: HB 401
(H) Publish Date: 2/12/98

Revision Date: _____
Title: Contracts for Providing Public Assistance
Sponsor: Rules Committee
Requestor: Governor

Dept. Affected: Health and Social Services
BRU: Public Assistance
Component: ATAP
COMPONENT SERIAL NO. 220
See also (SN#): _____

Expenditures/Revenues:

(Thousands of Dollars)

	FY99	FY00	FY01	FY02	FY03	FY04
OPERATING						
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS	0.0	0.0	0.0	0.0	0.0	0.0
MISCELLANEOUS						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
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CHANGES IN REVENUES ()						
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FUND SOURCE

(Thousands of Dollars)

1002 Federal Receipts	0.0	0.0	0.0	0.0	0.0	0.0
1003 QF Match						
1004 QF	0.0	0.0	0.0	0.0	0.0	0.0
1005 QF/Program Receipts						
1037 QF/Mental Health						
Other (please specify)						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

Estimate of any current year (FY99) cost: 0.0

ANALYSIS: (Attach a separate page if necessary)

This legislation will provide grant funds to Alaska Native organizations that have federal approval to operate tribal family assistance programs (TFAP). It also allows the department to establish regional public assistance plans to serve all families living in the geographic area covered by the federally approved TFAP. The legislation also authorizes the department to contract with the Alaska Native organization operating a TFAP to serve these families. This legislation provides that grants to eligible Alaska Native organizations will represent a fair and equitable portion of the state appropriations intended to serve state residents served by an approved regional plan.

Federal welfare reform law provides that the 12 Alaska Native regional non-profits and the Indian community of Metlakatla may submit TFAP plans for federal approval. At this time, no Native organizations have submitted a TFAP plan. Fiscal impacts are dependent on which Native organizations have approved plans and the population to be served. In the future, department budget requests will reflect the financial impact which will result from Native organizations administering approved plans.

Prepared by: Jim Nordlund
Division: Public Assistance
Approved by Commissioner: Karen Perdue, Commissioner
Agency: Department of Health & Social Services

Phone: 465-2680
Date: 02/10/98
Date: 2/10/98

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STATE OF ALASKA
OFFICE OF THE GOVERNOR
JUNEAU

February 10, 1998

The Honorable Gail Phillips
Speaker of the House
Alaska State Legislature
State Capitol
Juneau, AK 99801-1182

Dear Speaker Phillips:

In accepting the challenge of reforming Alaska's welfare system, the state must make every effort to build a successful public assistance program. This bill I transmit today continues Alaska's efforts to implement effective and responsible welfare reform, particularly in rural areas. This legislation takes advantage of a provision in federal welfare reform allowing regional non-profit Native corporations to develop and implement welfare programs. Not only would this promote local responsibility for program success, it will better tie program assistance to local economic and social conditions. Under the bill, the Department of Health and Social Services may contract with regional Native organizations for operating family assistance plans.

The federal Personal Responsibility and Work Opportunity Reconciliation Act of 1996, established that specifically named Alaska Native organizations could propose to operate tribal family assistance plans, independent of the state plan, to serve the native population within a specific geographical region. A state- and federally-approved tribal family assistance plan will receive, directly from the federal government, a portion of Alaska's allocation of the Temporary Assistance for Needy Families block grant funds to provide public assistance to the families the plan serves. The federal funds, however, will only be about half of the funds that have historically been appropriated to serve this purpose. This bill establishes standards by which the state will provide grants to these organizations to match the federal funds.

The regional plans are expected to be custom designed to meet the economic conditions and needs of the area. Regional plans may depart from some requirements of the state assistance program, as long as the plans contain specifically identified program elements.

The Honorable Gail Phillips
February 10, 1998
Page 2

Additional provisions in the bill address record sharing and confidentiality, data reporting and financial records, program termination, and procedures for appeal.

This bill will contribute to making our public assistance programs more effective by considering regional conditions in plan developments. I urge your support of this bill.

Sincerely,



Tony Knowles
Governor

Sectional Analysis HB 401 \ SB 293

Section 1. Findings and Intent

Section 2. This section exempts contracts with Native Regional organizations who are providing public assistance services and have an approved tribal assistance plan under AS 47.27.072 from the procurement code.

Section 3. Authorizes the department, if it is appropriate, to establish regional public assistance plans for the administration of the Alaska temporary assistance program.

Section 4. Allows the Department, in its administration of the Alaska Temporary Assistance Program, to adopt program standards that may vary by region so long as the standards still meet the requirements in AS 47.27.072 and the program requirements of AS 47.27.071.

Section 5. This section allows the Department to award tribal family assistance grants to Alaska Native Regional Organizations that have a Federally approved tribal assistance plan that meets the requirements of AS 47.27.070. This section also establishes a process for Departmental review of the tribal assistance plan before it is submitted by the Alaska Native Regional Organization.

Additionally, this section provides that in the first year of a tribal assistance plan the State grant will represent a fair and equitable portion of the State appropriation for the State public assistance program administered by the department. For the second and subsequent years, the grant represents a fair and equitable portion of the State appropriations made for public assistance programs that is allocated for tribal family assistance grants.

This section also lists the specific requirements that must be included in the tribal plan if it is to be eligible for a state grant. Additionally, this section allows the Commissioner of the Department of Health and Social Services to require that non-tribal members be served through the tribal plan if doing so would be an efficient and cost-effective way to administer the State's public assistance program.

If the Commissioner designates the tribal plan to be the public assistance plan for all State residents within the service area, the Department will contract with the Native organization administering the tribal plan to provide a fair and equitable share of dollars appropriated to provide services to these recipients.

Section 6. This section defines "federally approved tribal family assistance plan" as a plan that meet requirements of Federal law and has been approved for funding by the United States Department of Health and Human Services.

Section 7. Establishes an immediate effective date.

Objectives in Developing HB 401

- Promote self sufficiency for families on public assistance; particularly in rural Alaska.
- Promote flexibility in designing local approaches to achieving self sufficiency.
- Assure that both the State and Regional programs are managed efficiently and cost effectively.
- Discourage disparity in benefits and services for Alaskans living in the same community or region.
- Address the complex legal issues relating to the delegation of State authority.

Native Organization sends Letter of Intent to the Department with a proposed plan 8 months before proposed effective date of plan¹



Department reviews plan to identify service boundaries and other important elements*.



- **STATE REQUIREMENTS:**
- Plan Must:
 - Facilitate self-sufficiency within the region
 - Provide for a reasonable pattern of service delivery
 - Serve a specified region which is geographically coherent and shares common resources, traditions and interests
 - Include the following standards:
 - Must have dependent child in household
 - Payment amounts cannot exceed State amount
 - Minor parent must live in an approved adult-supervised setting
 - Able-bodied participants must work
 - Participants must comply with child support



If Native Organization does not adhere to requirements, Department notifies Native Organization of any significant deficiencies.



If plan meets requirement, Native Organization is eligible for State Match for Tribal members

Native Organization may make a supplemental submission to the Department to resolve any deficiencies



Plan submitted to Federal Government



Federal Approval



Native Organization receives grant for Tribal members



At discretion of Commissioner, Adopt Tribal Plan for all recipients within geographic boundary. Native Organization receives funds to serve non-Tribal members

¹ The Commissioner may waive the time deadline specified if the Commissioner:
(1) Enters into a joint planning agreement between the department and the Native organization, or
(2) finds good cause and the waiver is in the state's best interest.



CENTRAL COUNCIL
Tlingit and Haida Indian Tribes of Alaska
ANDREW P. HOPE BUILDING
320 West Willoughby Avenue • Suite 300
Juneau, Alaska 99801-9983

INNOVATIVE TRAINING PROGRAMS:

BY: SHARON OLSEN, DIVISION DIRECTOR EMPLOYMENT AND TRAINING

CENTRAL COUNCIL HAS DEVELOPED THREE SPECIALIZED TRAINING PROGRAMS:

1. **DCI ALASKA – PROVIDES LEADERSHIP TRAINING TO ALASKA NATIVE ORGANIZATIONS. TYPES OF TRAINING INCLUDES: RECORDS MANAGEMENT; ACCOUNTING AND AUDITS; INDIRECT RATES; CUSTOMER SERVICE; STREET MANAGEMENT; INDIAN PARLIAMENTARY LAW; TRIBAL ENROLLMENT, ETC.**

2. **TRIBAL VOCATIONAL REHABILITATION – (FUNDED BY USDOE REHABILITATION SERVICES AND COORDINATION WITH THE STATE VR) PROVIDES ASSISTANCE TO TRIBAL MEMBERS WITH DISABILITIES IN BECOMING SUCCESSFULLY REHABILITATED. WE ASSIST WITH FINDING EMPLOYMENT AND LEARNING ESSENTIAL SKILLS FOR INDEPENDENT LIVING. THIS MODEL PROGRAM PROVIDES SUPPORT FOR MANY INDIVIDUALS THAT WOULD OTHERWISE NOT BE ABLE TO FIND MEANINGFUL WORK. SOME OF THE TVR CLIENTS WE ASSISTED INCLUDE:**
 - **ASSISTED A CLIENT OPEN A KNIFE MAKING BUSINESS. WE ENROLLED HIM IN OUR SMALL BUSINESS DEVELOPMENT PROGRAM, PAID HIS TRANSPORTATION TO AND FROM TRAINING, PROVIDED HIM TECHNICAL ASSISTANCE IN DEVELOPING HIS BUSINESS PLAN AND ASSISTED WITH SOME OF THE START-UP EXPENSES. HE WAS FEATURED IN OUR LOCAL NEWSPAPER AS THE ONLY "NATIVE KNIFE MAKER" OF HIS KIND IN ALASKA.**
 - **ASSISTED A CLIENT WITH MILD RETARDATION/CEREBRAL PALSY IN OUR SUPPORTED EMPLOYMENT PROGRAM AND WAS PLACED AS A STOCK CLERK AT JC PENNEY. THE PLACEMENT WAS DESIGNED TO ALLOW HER TO TRAIN AT HER OWN SPEED, AND GET FULL SUPPORT FROM JC PENNEY STAFF. SHE HAS NOW TRANSITIONED FROM TRAINING TO A FULLTIME PERMANENT POSITION.**

- ASSISTED A CLIENT WITH A BACK INJURY THAT PREVENTED HIM FROM WORKING ON HIS TUGBOAT FOUND A WAY TO NOT GIVE UP HIS TUGBOAT CAREER. WE ENROLLED HIM IN OUR SMALL BUSINESS DEVELOPMENT PROGRAM, ASSISTED HIM WITH HIS TRANSPORTATION TO JUNEAU FOR TRAINING, ASSISTED HIM WITH PURCHASING HIS OUTBOARD ENGINE AND THE NECESSARY EQUIPMENT TO START UP HIS BUSINESS AS A CHARTERBOARD BUSINESS.

3. CENTRAL COUNCIL RECEIVED A \$2 MILLION GRANT FROM HUD TO CONSTRUCT A REGIONAL VOCATIONAL TRAINING AND RESOURCE CENTER. THE CENTER WILL BE COMPLETE IN JULY AND OPEN FOR TRAINING IN AUGUST 1998. THIS PROJECT WAS DESIGNED TO BE THE CORNERSTONE OF THE TRIBE'S PLAN FOR SUPPORTING TRIBAL MEMBERS IN THEIR EFFORTS TO GAIN EMPLOYMENT AND REDUCE WELFARE DEPENDENCY. THE CENTER IS DEDICATED TO JOB TRAINING, SMALL BUSINESS AND LIBRARY RESOURCE SERVICES. THE CENTER WILL BRING CLASSES TO RURAL COMMUNITIES AND PROVIDE DISTANCE DELIVERY OPTIONS ACCESSIBLE TO ANY COMMUNITY IN SOUTHEAST ALASKA. THE MAJORITY OF THE CLASSES WILL BE IN JUNEAU, BUT WE WILL ALSO HAVE INSTRUCTORS TRAVEL TO OUTLYING COMMUNITIES TO REACH NATIVES THROUGHOUT THE REGION.

ALL COURSES FOCUS ON DEVELOPING STRONGER WORK ETHICS, TEAMWORK, SELF-MANAGEMENT, AND SELF-CONFIDENCE. THE PROGRAMS INCORPORATE ALASKA NATIVE CULTURES INTO THE OPERATION AND INSTRUCTION AT THE CENTER. WE UTILIZE NATIVE LEADERS AS ROLE MODELS, NATIVE INSTRUCTORS, NATIVE LANGUAGE AND FOODS AND CEREMONIES FOR GRADUATION.

SPECIALISED TRAINING (OTHER THAN COMPUTER SKILLS, SMALL BUSINESS AND TOURISM) INCLUDES:

- **PRE-MINING TECHNOLOGY** – 30 SEALASKA SHAREHOLDERS WERE TRAINED IN MINING TECHNOLOGY AND SEALASKA HIRED SEVERAL OF THE GRADUATES AND KEPT THE OTHERS ON A LIST FOR FUTURE HIRE. IT WASN'T LONG BEFORE ALL GRADUATES FOUND EMPLOYMENT AT THE END OF THE TRAINING.
- **PRE-CONSTRUCTION TRAINING** – WE TRAINED 8 CARPENTERS AND 10 LABORERS IN PREPARATION FOR THE CONSTRUCTION OF 50 HUD HOMES IN JUNEAU. THIS WAS A JOINT AGREEMENT WITH OUR REGIONAL HOUSING AUTHORITY TO TRAIN AND HIRE THE GRADUATES.

- **ON-THE-JOB TRAINING IN CONSTRUCTION** – CENTRAL COUNCIL PURCHASED AN OLD HOUSE NEXT TO OUR MAIN OFFICE BUILDING AND TURNED IT INTO A TRAINING PROGRAM FOR 10 OJT CLIENTS. THEY WORKED AS CARPENTER AND LABORER TRAINEES. THE HOUSE IS NOT COMPLETE AND WILL HOUSE OUR NEW VOCATIONAL TRAINING ASSESSMENT CENTER.
- **SURVEYING** – 24 TRIBAL MEMBERS WERE TRAINING IN SURVEYING AND SEALASKA CORPORATION HIRED SEVERAL. WE EXPECT OTHER SURVEYING COMPANIES WILL HIRE THE REMAINING GRADUATES. SURVEYORS ARE IN DEMAND, ESPECIALLY DURING THE SUMMER MONTHS.
- **HASMAT/HASWOP** – 15 TRIBAL MEMBERS WERE TRAINED FOR THE ENVIRONMENTAL CLEAN UP PROJECT IN SCHEDULED FOR SOME OF OUR COMMUNITIES.
- **TREE THINNING** – 2 TRIBAL MEMBERS WERE TRAINED TO WORK ON TLINGIT AND HAIDA'S LAND ALLOTMENTS IN A COUPLE OF OUR VILLAGES. SINCE TREE THINNERS ARE IN DEMAND, THESE TWO WERE HIRED TO WORK UP NORTH ON TANANA CHIEF'S TREE THINNING OPERATION.
- **LIFE SKILLS AND WORK ETHICS** – DESIGNED FOR WELFARE CLIENTS AND HARD TO SERVE CLIENTS. WE DEVELOPED A SERIES OF 5 DAYLONG WORKSHOPS – 3 DAYS OF MULTI-CULTURAL LEARNING AND COMMUNICATION AND 2 DAYS OF DISAGREEMENT AND CONFLICT.
- **JOB SKILLS AND WORK ETHICS FOR SUMMER YOUTH** – WE TRAVELED TO 15 OF OUR VILLAGES AND CONDUCTED A 1-DAY WORKSHOP ON JOB SKILLS AND WORK ETHICS. THE STUDENTS ENJOYED THE WORKSHOP BECAUSE OF THE VALUABLE INFORMATION THEY RECEIVED ON HOW TO GET A JOB AND KEEP A JOB, AS WELL AS HOW TO DISCOVER THEMSELVES AND THEIR OWN CHARACTERISTICS. WE EXPOSED THEM TO DIFFERENT CAREERS AND GAVE EACH STUDENT A BOOK ON "HOW TO PICK YOUR CAREER".



CENTRAL COUNCIL
Tlingit and Haida Indian Tribes of Alaska
ANDREW P. HOPE BUILDING
320 West Willoughby Avenue • Suite 300
Juneau, Alaska 99801-9983

TESTIMONY ON LEGISLATION FOR A "STATE MATCH" TO TRIBAL TANF

HOUSE BILL 401 AND SENATE BILL 293

BY: SHARON OLSEN, DIVISION DIRECTOR EMPLOYMENT AND TRAINING
April 16, 1998

Central Council's Employment and Training Division is currently administering federal, state and private grants for the sole purpose of assisting Alaska Natives and American Indians in becoming self-sufficient.

President Edward K. Thomas could not be here today to testify because this week is Central Council's 63rd General Assembly of Delegates, and he will be presiding over the meetings for the next few days.

Introduction

CCTHITA serves the health, educational, employment, human and public service needs of more than 22,614 enrolled Tribal members mostly residing in Southeast Alaska. Our service delivery spans over 22 communities in Southeast Alaska, 20 of which are rural communities. The only method of travel is by aircraft or by boat. With industries i.e., logging and fishing, slowing down and/or closing we are finding more Tribal members in need of assistance. Referencing the BIA Indian Service Population and Labor Force Estimates for 1995, the overall unemployment percentage for Indians residing in Southeast Alaska is 60%. I am sure you can appreciate our level of concern and desire to address the desperate needs of our people, especially in the rural communities.

My testimony will focus on our TANF Plan to assist all Indian families within the Southeast service area. Central Council assures that our TANF Plan is comparable to the requirements applicable to the program of the State of Alaska, as required by 42 U.S.C. Section 612(h)(1), and is consistent with the goals and principles of the Alaska Temporary Assistance Program of the State of Alaska.

Goals, Principles and Strategies:

The overriding goal of this CCTHITA TANF Plan is to assist families to become self-sufficient. The following principles and strategies will guide the Central Council and the eighteen federally recognized Tribes toward achieving this goal.

1. **Emphasize Work.** Custodial and non-custodial parents of children needing assistance under this Plan must work to the extent of their ability. The Central Council is committed to making efforts to create opportunities for paid and unpaid employment.
2. **Promote Self-Sufficiency.** The Central Council will encourage all participants to move toward personal and community self-sufficiency.
3. **Promote Education.** The Central Council encourages all participants to complete at least a high school education (or its equivalent) and other education so that participants can enjoy greater opportunities to obtain work that will produce sufficient income to support their families and contribute to their community.
4. **Discourage Unwed Pregnancies.** The Central Council will work with all sectors of the community to discourage out-of-wedlock pregnancies, especially among teens.
5. **Promote Family Stability.** The Central Council will encourage family stability by requiring teen parents to remain in their parents' or another responsible adults' home.
6. **Promote Responsibility.** The Central Council will encourage responsibility by requiring cooperation with efforts to ensure both parents provide support for their children.
7. **Discourage Dependency.** The Central Council will assist each family to develop a plan to reduce dependency on Tribal TANF assistance and to assure that each family makes contributions to the community for any assistance it does receive.
8. **Minimize Bureaucracy.** The Central Council will work closely with the State of Alaska to minimize the bureaucracy that families needing assistance must overcome to obtain help and support in making use of opportunities.
9. **Maintain a Safety Net.** The Central Council will maintain a safety net which parents may continue to provide care for their own children in their home whether employment opportunities are available or not.

Attached to this testimony are more detailed descriptions of Central Council's Employment and Training administration and special activities designed to reduce welfare dependency.



CENTRAL COUNCIL
Tlingit and Haida Indian Tribes of Alaska
ANDREW P. HOPE BUILDING
320 West Willoughby Avenue • Suite 300
Juneau, Alaska 99801-9983

January 15, 1998

Ms. Karen Perdue
Commissioner
Dept. of Health and Social Services
P. O. Box 110601
Juneau, AK 99811-0601

Dear Commissioner Perdue:

Thank you for the opportunity to comment on the proposed legislation for a state match to regional Native organizations for tribal TANF programs and services. We appreciate the state's efforts in involving the regional Native organizations, in addressing the implementation of tribal assistance plans in Alaska.

Central Council supports the proposed legislation authorizing the state to convey an equitable amount of state appropriations to regional Native organizations operating a tribal TANF. We have concerns that the state match may not be enough, especially if the legislature reduces it later. Tribal programs will then need to terminate services due to shortfall funding. We want the best results for our families and need to ensure effective programs are in place to address the varying economic conditions of our regions.

Central Council is a Self-Governance Tribe participating in the Indian Employment, Training and Related Services Demonstration Act (PL 102-477) which enables us to integrate into a consolidated plan several federal grants. The Tribal TANF is one of those grants authorized to be included in PL 102-477. We recommend the state allow, **the state funded services, to be included in our consolidated regional plan.** Integrating state funding into our existing federally approved consolidation plan (TANF included) would contribute substantially to achieving our approach to reducing welfare.

The proposed legislation addresses administrative issues such as information sharing, confidentiality, data reporting, program termination and appeal procedures, that will require further development. We recommend you **continue working closely with the regional Native organizations** to accurately reflect the needs and conditions of each issue.

Letter to Commissioner Perdue, 1-15-98, Page 2

We continue to recommend a six-month notice to the state, through a letter of intent, to proceed with a tribal TANF. A longer notice requirement would shorten the necessary time needed for planning and consultation with tribal and federal officials.

Lastly, and very critical to this entire effort is job development and employment opportunities. Native organizations need to be included in the benefits resulting from the state's actions to promote the hiring of welfare recipients. Governor Knowles' welfare reform initiative to organize a steering committee identified as "WorkStar" reported significant numbers of people being removed from the welfare roles. How many actually got meaningful jobs? How many are Alaska Native?

I personally offer my services in the presentation of this legislation to the Alaska State Legislature or any other group to gain support. Once again, we appreciate the state's effort to introduce this legislation during this session of the legislature.

Sincerely,

A handwritten signature in cursive script, appearing to read "Edward K. Thomas".

Edward K. Thomas
President



CENTRAL COUNCIL
tingit and haida indian TRIBES of alaska
ANDREW P. HOPE BUILDING
320 West Willoughby Avenue • Suite 300
Juneau, Alaska 99801-9983

SPECIAL REPORT TO THE
GRAND CAMP CONVENTION OF THE ALASKA NATIVE BROTHERHOOD AND
SISTERHOOD

TRIBAL WELFARE REFORM – NOVEMBER 1997

BY: SHARON OLSEN, DIVISION DIRECTOR, EMPLOYMENT AND TRAINING

This report will describe Central Council Tlingit and Haida's involvement in "welfare reform", consistent with the purposes of the "Personal Responsibility and Work Opportunity Reconciliation Act of 1996". This report will also be a continuation of my February 12, 1997, Status Report on Tribal Welfare Reform.

What is Central Council Tlingit and Haida doing?

Central Council's staff has been actively involved in the welfare reform movement since 1989, when we implemented our Job Opportunities and Basic Skills (JOBS) Program. Many programs are now in place assisting tribal members in becoming gainfully employed. The advantages we have are...in 1994 we integrated our employment, training and related services programs under PL 102-477 and began operating as a "one stop shop" utilizing flexible funding to meet tribally driven plans. We also have years of experience working with state welfare agencies and have participated in many national forums that address tribal Temporary Assistance to Needy Families (TANF) issues. As the "Single Point of Contact" (SPOC) for the Southeast region, I have become familiar with what is happening statewide, as well as, the direction other tribes are taking nationwide. This knowledge has helped us move with caution, so as not to suffer later, because of what was agreed upon today.

The Employment and Training Division has conducted a major expansion of our education, training, employment and related services for our region. Our expanded regional services include: our Vocational Training and Resource Center; an Even Start Child Development and Parent Training Program; a tribally-run Vocational Rehabilitation Program; support for the Southeast Native Veterans Association, support a Tribal Employment Rights Office, formed a partnership with DCI Alaska and developed a computerized Employment Data System (job bank). Our General Assistance funds support our Tribal Work Experience Program and we have Child Care Development Funds to support families in need of child care assistance. We provide support for tribal economic development efforts, help in the reduction of welfare caseloads and continuously work to improve services to our tribal members. As a 477 tribe, we have

been able to do more even though our funding for employment and training services has suffered major decreases.

Central Council has received Tribal Native Employment Works (NEW) funds to be used to make work activities available to members of the Indian tribe. The law does not apply the tight definitions of work activities that count in the calculation of work participation rates to the NEW program. We are offering many of the same kinds of services we made available under the old JOBS program. Some of these services include work search activities, basic skills training and a variety of support services, to enable our clients to participate in training or employment opportunities. The law gives tribes flexibility to use the funds for activities such as long-term training, but it does not mean the Native Alaska Temporary Assistance Program (ATAP replaces AFDC) recipient will be able to accept such services. To correct this problem the Native SPOC Workgroup has made a request to the Commissioner of Health Social Services, Karen Perdue, to remove tribal NEW participants from the state's work participation rate calculations.

Central Council will receive Tribal Welfare-to-Work (W2W) funds to be used primarily to help long-term ATAP recipients obtain employment. The law established strict rules with emphasis on job placements, when many tribes serve a population, with many barriers to employment, and a depressed economic environment, where there are few jobs. Central Council will be expected to create and develop employment opportunities where none exist. Under W2W, education and training are out and immediate direct employment is in. The state held community meetings in Sitka and Ketchikan with interested organizations to explain the state's strategy for coordinating the delivery of W2W. The state plans to use grants and contracts to fund this collaboration with community partners. This sounds great but I want to caution you to understand exactly what they want you to do, in the way of reporting and case management, because this business is costly and time consuming. If the funds are not attached to support the work, make sure you have your own resources, otherwise you will have a difficult time meeting the state's performance standards.

We received \$116,000 grant from the state to provide Prime Client Services to Native ATAP recipients residing in the City and Borough of Juneau. Although we requested this grant include our entire region, the state agreed to only fund Juneau because of limited funding. This grant is a perfect example of how much money it takes to implement just one portion of welfare reform, and that is providing just "work search" services for just one community. If you look at the \$100,000 federal grants I mentioned above (NEW and W2W), they were to cover the entire region, all 21 communities. This is an expensive business to be in.

Even with the funding mentioned above, it is not enough! Our NEW grant is only \$124,791 and our W2W grant is \$133,216 both are expected to serve the entire region (all 21 communities). The funding is not there to do the job right or even adequate! The state continues to look to the tribes, as the "financial safety net". We do not have the financial backing and resources that it requires. Our corporations can help, but they are not the only answer. The State Legislature needs to recognize how important it is to the

state that the tribes do a Tribal TANF. Otherwise, the state must do the job, which will cost more money and will not be as effective.

More work is still needed in preparation for a Tribal TANF plan. We have requested data from the state to match with our own data, in an effort to evaluate cost saving measures. We continue to seek funding and enter into joint ventures to help us meet welfare reform challenges, whether we have a TANF program or we continue as is. We have sponsored two Welfare Reform Workshops, one in September of 1996 and the second one was April of 1997, in an effort to get community input and involvement. We developed a video on "Introduction to Welfare Reform" and gave each community a copy. Central Council formed an in-house steering committee to address tribal welfare reform, made up of managers from the following departments: Human Services, Economic Development, Head Start and Employment and Training. Welfare reform is on a fast track and requires constant attention and involvement.

What is the State of Alaska doing?

Welfare Reform legislation passed over a year ago and now it is at the state level because of the very strong block grant orientation built into the welfare reform law. So what's happening with welfare reform is at the state level. The State Legislature is the key decision makers on state implementation of welfare reform. We must work together to ensure legislation is passed this session regarding state matching funds for tribal TANF plans. The State Administration and the 13 Native organizations, eligible for a tribal TANF, are drafting the legislative language at this time.

In the Governor's October 8, 1997, press release he states "Caseload down, welfare reform off to a successful start." What this means is...welfare recipients in urban communities, with limited to no barriers to employment...have found work! We, on the other hand, make up the rural communities, with the highest unemployment rates, and the least employment and training opportunities to become gainfully employed. The Governor must hear from the communities and include you, in his plans to reduce welfare caseloads in rural Alaska.

The state has involved the thirteen (13) eligible Native organizations (to implement TANF plans) in "comparable services" between tribal programs and the state programs. The 13 Native organizations have appointed their regional representative to represent them at the Single Point of Contact (SPOC) meetings. I am the SPOC representative for the Southeast region. At these meetings we discuss many issues related to coordinating our service delivery systems with state and local agencies to ensure equal access and comparable services. We also plan to enter into regional Memorandum of Agreements with the state outlining the referral process, between the state and tribes, child care services and the exchange of information on clients.

The state agreed to fund a State/Native Liaison position last year. Ted Wright filled that position but resigned last July. We recommended five Native people to fill the position and the state has not filled the position to date. This is a critical position to the 13 Native

organizations trying to coordinate services with various state agencies. Several months have gone by and this position remains vacant.

What is the federal government doing?

The federal government approved a total of nine tribal TANF plans. Tribes with approved plans include two in Oregon, four in Wisconsin, one in South Dakota and two in Arizona. The major hurdle to tribes taking over TANF remains the state matching fund issue. Tribes are only guaranteed the federal share of the funds that were used to serve Indian AFDC families in tribal service areas at the FY 94 level. Without a state match, most tribes simply cannot afford to take over TANF. Three states have agreed to a state match and they are Oregon, California and Arizona. A few tribes had their own financial backing to support their tribal TANF plans. It's a little early to tell how successful the tribal TANF programs will be in reducing welfare, but you can be sure tribal programs will provide a better more encompassing service delivery system than the states. Also, tribal programs tend to be more cost effective, than if the states tried to provide the same service. The State of Alaska needs to support the tribal TANF plans and recognize that we have the knowledge and experience to help our people, not to mention the commitment and desire to see all our people healthy and self-sufficient.

The "Balanced Budget Act of 1997", includes the W2W grant funds described above and the long pending technical amendments of last year. The bill changed the time limits on benefits for TANF recipients living in reservation areas or in Alaska Native villages. There is a 50% unemployment rate, which means if 50% of the residents don't have jobs, the reservation or village area would be eligible for special consideration. The technical amendment dropped the 1,000 population requirement and allows BIA or even tribal data to be used in determining whether the area has an adult jobless rate of at least 50%. This provision is applicable to all welfare recipients, throughout the US. Implications exist for when a client who receives TANF benefits, from either the state or tribe, when they lived in the village at some point of their participation.

Another amendment would allow states to exclude tribal Native Employment Works (NEW) participants from the calculation of state work participation rates. This could have the effect of enabling such participants to receive more job training services.

What are some of the impacts of Welfare Reform?

There is an abundance of articles and studies written on the impacts of welfare reform, some describe employment patterns of young welfare mothers and the likeliness they will make the transition from bad to good jobs. By being forced to work first, often times without adequate training, reduces the likeliness of success in the workforce. There are so many barriers to employment that our people are faced with and the current system does not intend to address them adequately. It looks more and more like welfare reform is destined to fail, unless it receives the necessary funding to do the job right. Many of our tribal members receiving assistance from the Alaska Temporary Assistance Program (ATAP) either do not understand the impacts of welfare reform or choose to ignore it.

It's not until they are cut off from receiving benefits, before they start to pay attention. On the other hand, there are cases of clients being sanctioned (cut off from receiving benefits) without just cause. These clients need to appeal and challenge the state by requesting a fair hearing within the statutory time limits.

Alaska Natives make up approximately 17% of Alaska's total population and 36% of the State's welfare assistance caseload. We are **represented disproportionately** among the population statistics related to: unemployed, impoverished, homeless, suicide rates, and other health related problems. Alaska Natives have a **serious competitive disadvantage** to competing with non-Natives for the better paying jobs or any jobs at all. Many of our tribal members live outside the effective labor market, in small isolated villages where employment opportunities are limited. In examining the Southeast Alaska Native labor force, Natives have made progress in employment, but many are struggling to enter the job market and secure adequate employment. A number of Natives are also still trying to obtain equal access to training and fair treatment on the job. **Native unemployment is generally double or triple** to the general population unemployment rates. This indicates that long-standing barriers continue to prevent Natives from future development, sufficient employment, and economic well-being.

The welfare reform movement is still **not focusing on the labor market** in which welfare recipients would be expected to find jobs to support themselves and their families. It would have made sense to do this before implementing such as drastic change as time-limiting welfare on a national scale. Over the past two decades, wage rates for those at the bottom of the skill ladder have fallen, making it more difficult for the unskilled, who make up the bulk of our welfare caseload, to find a job that will support a family. We need to express our concerns to the Alaska Legislature and the Governor and prevent any level of devastation.

What can you do?

1. Support Central Council's efforts to conduct our own Tribal Census, which would identify **Native unemployment rates** and other pertinent information. Unemployment information must be collected carefully to ensure all unemployed/jobless Alaska Native residents are recorded.
2. Contact your legislators and congressmen and **advocate for a state match of funds** for the tribal TANF programs. Keep tribal welfare reform separate from being attached to subsistence and Venetic.
3. Insist on: **"equal access of services"** for every Alaska resident, no matter where they reside.
4. Prepare for the 2,000 Census and work together to gather **accurate information** about your communities.

5. Insist on being involved in the State's Economic Development Plan for rural Alaska.
6. Support the State/Tribal Liaison position to improve the coordination of welfare reform between the tribal organizations and the state agencies.
7. Monitor the impact the State's Food Stamp and Child Support Enforcement Programs have on rural communities.
8. Tribal leaders, especially in the rural communities, must play an active role in the state's strategic plan for welfare reform.

Attachment: State AFDC Caseload Statistics by Community.

For more information contact:

Sharon Olsen, Division Director
 Employment and Training
 1-800-344-1432 or (907) 463-7132



CENTRAL COUNCIL
 tingit and haıda indian
 TRIBES of alaska
 320 W. Woodbury Ave. • Suite 200
 Anchorage, Alaska 99501

SHARON OLSEN, C.P.M.
 Division Director
 Employment & Training

ALASKA STATE
 DEPARTMENT OF LABOR

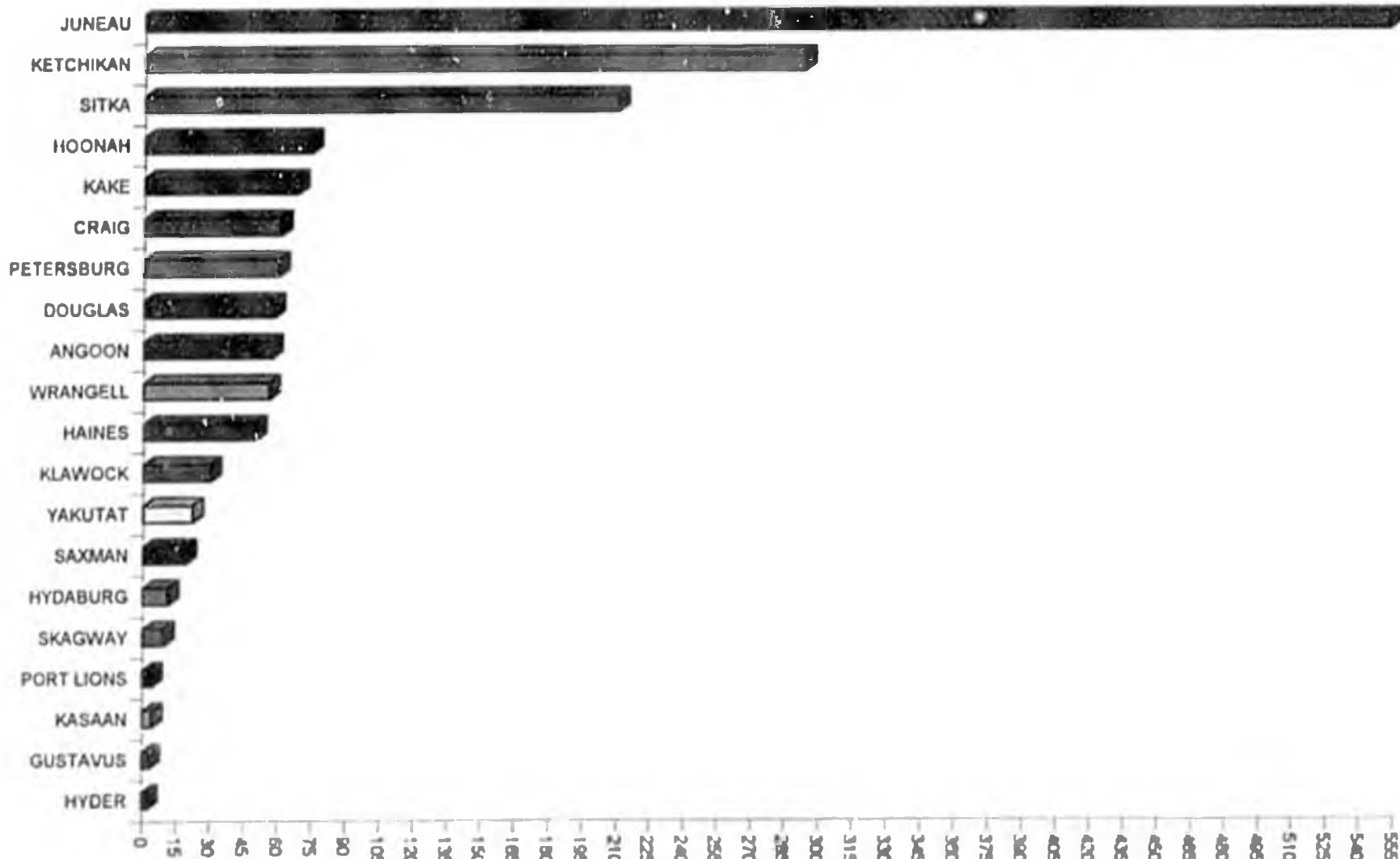
Division of Employment & Training

1000 W. Woodbury Ave. • Suite 200
 Anchorage, Alaska 99501

SOUTHEAST AFDC COMMUNITY RECIPIENTS

STATICS INCLUDE HEAD OF HOUSEHOLD, SPOUSES,
CHILDREN, NEICE/NEPHEWS, AND OTHER RELATED MEMBERS

FOR THE MONTH OF FEBRUARY 1997



P.L. 102-477 Demonstration Project Statistical Report

Tribe: Name & Address: Central Council of Tlingit Haida Tribes of Alaska 320 West Willoughby Avenue, Suite 300 Juneau, Alaska 99801	Report Period From: January 1, 1997 To: December 31, 1997	ID Number 920036505
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	Number
I. People Served/Outcomes (Employment & Training Services)	
A. Total Participants	1122
1. AFDC Participants	226
B. Total Terminations	924
1. Entered Unsubsidized Employment	375
2. Completed Education/Training Objective	206
3. Completed Other Plan Objective	328
4. Other Termination's	15
C. Total Current Participants	198

II. Terminee Characteristics			
Characteristic	Number	Characteristic	Number
Male	326	High School Graduate/GED	616
Female	598	Post-High School	202
Youth (14-21)	156	Barriers to Employment	205
Adults (22 and over)	768	BIA General Assistance Recipient	301
Dropouts	15	Veteran	27
Students	91		

III. Program Activities and Services			
Activity	Number	Activity	Number
Classroom Training	424	Families receiving Child Care	132
On-the-Job Training	14	Children Receiving Child Care	236
Supported Work Services	216	Ages 0 - 3 years	68
Supportive Services	255	Ages 4 - 5 years	57
Other Tribal Services	53	Ages 6 years and over	111

Name of Tribal Contact Person for this Report	Phone Number	Date
Sharon Olsen	(907) 789-1432	3/23/98

◆ Employment & Training ◆

NEWS RELEASE

March 10, 1994

FROM THE PRESIDENT OF TLINGIT & HAIDA

Edward K. Thomas

Consolidated Programs

It is a "historic day" for Tlingit and Haida. We recently received approval to consolidate funds we receive for employment, training, and related services under several separate federal programs into a single comprehensive program. This has been done through Public Law 102-477. It enables our Tribe to increase the effectiveness of services, reduce joblessness, and further self-determination. PL 102-477 is a demonstration to test an innovative approach for integrating fragmented employment and training programs. The Tlingit and Haida Consolidated Plan will decrease administrative burden and allow the Tribe to improve the effectiveness of services.

Central Council commends Sharon Olsen, Manager of Employment and Training, for the development of the Consolidated Plan. Implementation of the plan will begin immediately.



Ed Thomas, President T&H Central Council, and Ada Deer, Assistant Secretary Bureau of Indian Affairs, signing the Consolidated Programs Agreement. March 1994, Washington, DC.

Major Significance

- **FIRST TIME** - This is the first time more than one federal agency (U.S. Dept. of Labor, U.S. Health & Human Services and Bureau of Indian Affairs), merged program funds and contracted *government to government* with the Tribe.
- **ONE OF SIX TRIBES** - Central Council, Tlingit and Haida is one of six tribes in the Nation to be approved to participate in this demonstration program.
- **FIRST COMPACT TRIBE** - Central Council, Tlingit and Haida is the first Compact Tribe to participate in PL 102-477.
- **REGION WIDE SUPPORT** - Central Council received region wide support from the Southeastern IRA Tribes to participate in PL 102-477.



Copper River Native Association (ATNA' T'AENE NENE')

Mile 104 Richardson Highway
Drawer H • Copper Center, Alaska 99573
Phone (907) 822-5241
Fax (907) 822-5247

CD-98-208

April 17, 1998

Honorable Members
Alaska House of Representatives
Juneau, Alaska

Dear Representatives:

Copper River Native Association is named in PL 104-193, the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, as eligible for its own Temporary Assistance for Needy Families (TANF) grant, which we can implement to serve those in need of help within our Region - individuals and families who are, or soon will be, participants in the State's own version of TANF, the Alaska Temporary Assistance Program (ATAP). Due to limited funding, the Alaska Division of Public Assistance (DPA) has not provided services within Copper River Native Association's region at the present time that could enable families on welfare to move from the dependent status to a working environment, and there are no immediate plans for DPA to develop new programs in our service area in the future.

As a recipient of TANF Block Grant funds directly from the federal government, Copper River Native Association would be able to initiate programs that DPA's funding will not enable it to do, but a prerequisite for Copper River Native Association's becoming involved in the provision of Welfare-to-Work services is the assurance that Native participants in the program will receive the same level of benefits that the non-Native benefits receive. Without immediate action on the part of the State Legislature, there is no assurance that that will be the case, because the Legislature must agree that the State's match for TANF/ATAP payments to Natives will equal the match provided to non-Natives. That assurance is given by House Bill 401.

HB 401, which is before the Legislature at the present time, will prevent the establishment of a two-tiered Welfare-To-Work program in Alaska, with Natives receiving fewer benefits than non-Natives. If HB 401 passes, all Alaska citizens involved in the welfare-to-work process will be treated equally and will have the opportunity to receive the same benefits, as they move from welfare to work and remove themselves from ATAP and TANF roles, regardless of their race, gender, religion, or origin. If that assurance is made by the Legislature's passage of HB 401, Copper River Native Association will proceed with its plans to utilize the maximum amount of federal funding available to it through PL 104-193 to serve the needy families of our Region. If HB 401 is not passed by the Legislature, it would be unethical for us to proceed, since we would be placed in the position of implementing a program that would guarantee higher benefits to non-Natives than those available for Natives.

Sincerely,

Ken Johns
For
Ken Johns
President/CEO

TESTIMONY

HOUSE HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE

HB 401

April 16, 1998

By Don Shircel, Tanana Chiefs Conference Director of Family Services

Mr. Chairman ... Committee members. My name is Don Shircel. I have been the Director of TCC Family Services for the past fourteen (14) years. I hold a Master of Science degree in Behavioral Disabilities and administer \$6 Million of the total \$55 Million dollar TCC annual budget of state and federal Health and Social Service programs.

As a social service professional and program planner, I strongly support HB 401. In a state, especially of our size, it makes a lot of sense to regionally design and administer temporary assistance programming. HB 401 is consistent with the same rationale from which state and federal Welfare Reform emerged. Programs closest to the people are more responsive, relevant, effective and efficient than large centrally administered "one size fits all" programs planned and administered outside the community.

Let me give you a little background of some of TCCs efforts to date regarding regional planning to develop Welfare Reform programming for Interior Alaska communities.

Since 1993, member communities of the Tanana Chiefs Conference initiated and have been jointly implementing over \$1.3 million of "workfare" assistance programming annually under the BIA Welfare Assistance Grant program. The program has always required people to work in exchange for any benefits they received from it. Over the course of the past three years the Tanana Chiefs Conference has conducted regional, subregional and village community meetings and teleconferences regarding the development and implementation of state and federal Welfare Reform legislation and programming. As part of our Interior region's TANF program planning process, in December of 1996, TCC conducted a regionwide survey of its member communities

to determine local preferences in program design. In March of 1997 TCC developed and circulated for discussion a draft regional TANF program concept paper based on consensus elements of the survey. We solicited and received comment on each program element of the plan at the TCC annual convention and Board of Directors meeting, and held a Special Board of Directors Meeting in June of 1997 to establish consensus on all key program design elements. Additional discussion and input from Interior communities was initiated through separate subregional board meetings throughout the fall of 1997. A draft regional TANF plan was developed and distributed for public review by each community in the service area and three separate teleconferences were held to solicit additional comments on the draft plan. In February of 1998, a final draft of the plan was developed which incorporated the comments garnered through the community public review process. The Executive Board of Directors of TCC reviewed and approved the TCC regional TANF Plan on February 24, 1998 and we have submitted the plan for approval by the U.S. Department of Health and Human Services. These formal decision processes along with a regionwide public awareness effort utilizing the agency's regional newsletter and ongoing planning sessions with other regional Native Nonprofit Corporations and the State of Alaska, Division of Public Assistance constitute the broad range of sustained planning and public awareness efforts utilized by TCC which were incorporated into the development of their plan. In the truest sense of the word the TCC Plan is programming developed by the communities themselves. The deliberate actions that have been taken to reach consensus on all aspects regarding the design of our regional plan, we believe, assures maximum ongoing collaboration between the local and regional partners of the project, creates a collective ownership, investment and commitment by all parties regarding the goals of the plan and establishes a shared responsibility toward reaching the objectives of the joint programming. The TCC Plan has been developed by Interior Alaska communities with and for their families.

It is a regional plan designed through ongoing local discussion and regional consensus decision-making processes, focusing on available resources, practical realities and the joint investments and commitments of over 37 Interior communities.

While many of the specific elements of the TCC TANF Plan are identical to those of the state to assure standards of fairness to all Alaska citizens, many key elements differ as a reflection of the strong attitudes and local values of communities in Interior Alaska.

The TCC Plan incorporates the same standards relative to available income and allowable exemptions.

The same definitions for earned and unearned income.

The same standards of need and eligibility.

The same amount of benefits for children, pregnant women, and disabled adults and the same 60 month life time limit to assistance.

The TCC TANF Plan, differs from the state's temporary assistance plan only in that our regionally designed plan gets a far bigger bang for the buck than the state's current program.

For the same dollar amount under the TCC Plan:

All applicants are required to undergo alcohol and substance abuse evaluations and follow the recommendations of the evaluation or lose a percentage of their benefit (for those who comply with the evaluation recommendation within six months -- their benefits are restored and the percentage withheld is returned to them upon successful completion of their treatment).

Under the TCC Plan all parent's receiving benefits are required to attend their children's parent teacher conferences and include their children in regular health screenings made available in their community. Failure to do so results in a reduction in their benefits.

Under the TCC Plan in two parent households in which domestic violence is a problem -- the perpetrator is required to leave the home and receive counseling -- by court order if necessary.

He may receive a portion of the household benefit only if he continues counseling outside the home.

The TCC TANF Plan actually reduces the benefits of non-disabled adults by five percent and requires more households to work more than does the current state plan.

Under the state TANF Plan, households are required to engage in 20-35 hours of work activities within two years from the time of their initial application -- under the TCC Plan the same households are required to engage in 25-35 hours of work activities within two months of the time of their initial application for benefits.

The state's plan finances One Stop Centers with a wide range of services to help people to get off of welfare. But the state plan finances such centers for only in a handful of Alaska's urban centers.

The TCC Regional Plan incorporates a small, community based service delivery infrastructure that includes 37 existing community based offices and assigned staff located in one stop centers in each of the communities of the service area created through shared funding from new and existing federal program funds. These shared staff and facilities are funded through the combined resources of multiple federal programs to minimize administrative cost and maximize the level of collaboration with other support services needed by families seeking to enter the labor market. The small community based service centers serve as locally accessible, culturally appropriate single points of entry for families needing assistance and also as the single points of contact for a broad range of regional service providers and employers seeking to get information about their services and employment opportunities to potential clients.

The small size of each village on stop service center allows for personal attention, individualized planning, and services tailored to the needs of each family as well as the accurate, timely and ongoing monitoring of each client's progress. The TCC Regional Plan incorporates a service delivery infrastructure in which people are working with people.....not paper! They know each

other and regularly interact as members of the same community and work together toward a common goal to move on to work and to be more self-sufficient in providing for the needs of their family.

Alaska's rural communities through their Regional Non-profit Corporations have been designing programs to better fit the needs of their families. Many have also been developing local and regional infrastructures that now rival the state's capacity to provide a comparable level of local service delivery, especially in rural remote areas.

For communities in the Interior this is and has been the case for quite some time. HB 401 would maximize our efforts to combine programs and funding streams to more efficiently and effectively get people off of welfare and on to work.

We ask that you seriously consider moving this bill out of Committee and on to passage. We look forward to this positive and healthy collaboration with the state which this bill would encourage.

Thank you Mr. Chairman and Committee Members for your time and this opportunity to testify.

HB

407

HOUSE COMMITTEE REPORT

(7)

Date Referred to Committee: February 16, 1998

FURTHER REFERRALS:

Date of Committee Action: 3/17/98

The HEALTH, EDUCATION AND SOCIAL SERVICES Committee considered:

HB 407

HOUSE BILL NO. 407

TEACHER SCHOLARSHIP LOANS

"An Act relating to repayment of teacher scholarship loans."

recommends it be replaced with the following committee substitute _____ [] the same title [] a new title

[] additional referral to _____ Committee [] attached amendment(s)

ADOPTS: _____ Letter of Intent

ATTACHES NEW FISCAL NOTE(S): (Dept) APPROVES PREVIOUS: (Dept/Date)

[] fiscal note(s) _____ [] fiscal note(s) _____

[x] zero fiscal note(s) DOE [] zero fiscal note(s) _____

SIGNING WITH RECOMMENDATIONS	DP	DNP	NR	AM
<i>Paul Dwyer</i>	✓			
<i>Joseph [unclear]</i>	✓			
<i>Van [unclear]</i>	✓			
<i>Brian Porter</i>	✓			
<i>Tom [unclear]</i>	✓			

CHAIR'S SIGNATURE Car Bud

FISCAL NOTE

STATE OF ALASKA
1998 LEGISLATIVE SESSION

BILL NO. HB 407

Revision Date (Note if correction) _____ Dept. Affected Education
 Title "An act relating to repayment of teacher scholarship loans." BRU Alaska Commission on Postsecondary Education
 Component Student Loan Operations
 Sponsor Rep. Davis
 Requester HHESS Component Serial No. 213

Expenditures/Revenues (Thousands of Dollars)

OPERATING EXPENDITURES	FY 99	FY 00	FY 01	FY 02	FY 03	FY 04
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
-----------------------------	--	--	--	--	--	--

CHANGE IN REVENUES ()	0.0	0.0	0.0	0.0	0.0	0.0
-------------------------------	------------	------------	------------	------------	------------	------------

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type)						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY98) cost:

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This legislation provides Teacher Scholarship Loan (TSL) borrowers forgiveness benefits if he/she meets all other eligibility requirements but is unable to teach in a rural area of Alaska due to a medical condition. The condition must have been diagnosed after the loan was received and only be treatable at facilities in urban Alaska.

Continued

Prepared by Mike Maher, Director of Student Loan Operations
 Division Student Loan Operations

Phone 465-6743
 Date March 17, 1998

Approved by Executive Director  Diane Barrans
 Agency Alaska Commission on Postsecondary Education

Date March 17, 1998

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FISCAL NOTE

STATE OF ALASKA
1998 LEGISLATIVE SESSION

BILL NO. HB 407

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

Because of the provision for up to 100% forgiveness on TSLs, the Alaska Student Loan Corporation must consider these loans, for financial reporting purposes, in a specific loss allowance. Therefore, assuming that the impacted borrowers would have otherwise met the forgiveness criteria, this change is not expected to have a fiscal impact.

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Alaska State Legislature

Interim:

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Session:

State Capitol

Juneau, AK 99801

907/465-2693

fx 907/465-3835

800/463-2693

Representative Gary Davis

SPONSOR STATEMENT

House Bill 407

"An Act relating to repayment of teacher scholarship loans"

The Teacher Scholarship Loan Program provides incentive to Alaska high school graduates to pursue teaching careers in rural Alaska elementary and secondary schools. Participants in the program are eligible to have their loan payments forgiven--either partially or in their entirety--based on the number of years they teach at a rural elementary or secondary school.

Sometimes, however, individuals are prevented from fulfilling the requirements to obtain payment forgiveness because of circumstances beyond their control. House Bill 407 addresses this type of situation. It provides that an individual who, after participating in the loan program, is diagnosed with a medical condition for which treatment is available only in an urban area, may still qualify for loan payment forgiveness so long as that individual is teaching in an elementary or secondary school.

Provisions already exist for payment deferrals and extensions because of hardship and total loan forgiveness because of total disability. Unfortunately, there are times when individuals who are able to continue working are not able to work in a rural area because of required medical treatment. They would like to fulfill the requirements by working in rural areas but, through no fault of their own, cannot. This legislation remedies this situation without damaging the integrity of the program.

HB407/SS/2/19/98

Representative House District 8

Cooper Landing, AK

G. Sterling, Soldotna

Sponsor Statement

Alaska State Legislature

Interim:
145 Main St. Ep., 223
Kenai, Alaska 99611
907/283-7095
907/283-3075 fx
907/262-7574 hm

Session:
State Capitol
Juneau, AK 99801
907/465-2693
fx 907/465-3835
800/463-2693

Representative Gary Davis

SECTIONAL ANALYSIS

House Bill 407

"An Act relating to repayment of teacher scholarship loans"

Section 1: Adds a new subsection (f) to AS 14.43.640 **Conditions of and limitations on loans** providing that an individual who, after participating in the loan program, is diagnosed with a medical condition for which treatment is available only in an urban area, may still qualify for loan payment forgiveness so long as that individual is teaching in an elementary or secondary school in the urban area.

HB407/SA/2/18/98

*Representing House District 8
Cooper Landing, Tunny River, Hope, Moose Pass,*

Representative Gary Davis/legis

Sectional Analysis

Alaska Administrative Code

(downloaded from folioviuws 2/19/98)

20 AAC 15.200 PURPOSE OF TEACHER SCHOLARSHIP LOAN PROGRAM.

The teacher scholarship loan program provides low-cost educational loans to Alaska high school graduates enrolled in bachelor's degree programs in elementary or secondary teacher education or in teacher certification programs.

History - Eff. 8/16/86, Register 99
Authority - AS 14.43.600; AS 14.43.610; AS 14.43.630

20 AAC 15.205 ADMINISTRATION.

(a) The commission will allocate loan awards in January of each year to local school boards, giving preference to rural school districts.

(b) School boards shall notify the commission by April 1 of each year, on forms provided by the commission, as to which students have been selected to be recipients of loans.

(c) By May 1 of each year, the commission will send an appropriate number of teacher scholarship loan application forms to the school boards for distribution to selected students.

(d) In May of each year, the commission will send application forms to recipients of previous teacher scholarship loans who are expected to continue in an eligible program of study.

(e) Repealed 3/22/97.

History - Eff. 8/16/86, Register 99; am 3/22/97, Register 141
Authority - AS 14.43.630

20 AAC 15.210 FILING OF APPLICATION.

(a) The application deadline for teacher scholarship loan applications is the July 1 preceding the school year for which the loan is requested.

(b) Repealed 3/22/97.

(c) Repealed 3/22/97.

History - Eff. 8/16/86, Register 99; am 3/24/94, Register 130; am 3/22/97, Register 141
Authority - AS 14.43.630

20 AAC 15.215 APPLICANT ELIGIBILITY.

In addition to the eligibility requirements set out in AS 14.43.650, an applicant must be enrolled, or must intend to enroll, in a four-year bachelor's degree program in elementary or secondary teacher education or in a teacher certification program.

History - Eff. 8/16/86, Register 99
Authority - AS 14.43.630, AS 14.43.650

20 AAC 15.220 PRIORITY RANKING OF APPLICANTS.

If available money is not sufficient to fund all eligible applicants, loans will be awarded in accordance with the following priority:

(1) applicants who received a teacher scholarship loan the preceding year;

(2) one new applicant, ranked by high school grade-point average, from each school district;

(3) remaining new applicants ranked by highest number of years enrolled in a teacher education program, with students who are in a teacher certification program ranked first.

History - Eff. 8/16/86, Register 99
Authority - AS 14.43.630, AS 14.43.650

20 AAC 15.225 COMPUTATION OF AUTHORIZED LOAN AWARDS

Repealed

History - Eff. 8/26/86, Register 99; am 11/26/94, Register 132; repealed 3/22/97, Register 141

20 AAC 15.230 CONDITIONS OF LOANS.

A loan may be used to attend only an institution that meets the requirements of

- (1) 20 AAC 15.922; and
- (2) AS 14.20.020 and 4 AAC 12.010 - 4 AAC 12.900 for teacher certification degree programs.

History - Eff. 8/16/86, Register 99; am 5/8/88, Register 106; am 11/28/92, Register 124; am 11/26/94, Register 132; am 11/27/94, Register 132; am 7/1/96, Register 138; am 12/4/96, Register 140; am 3/22/97, Register 141
Authority - AS 14.43.600; AS 14.43.610; AS 14.43.630; AS 14.43.640; AS 14.43.650

20 AAC 15.235 DISBURSEMENT OF LOAN AWARDS

Repealed.

History - Eff. 8/16/86, Register 99; am 11/26/94, Register 132; repealed 3/22/97, Register 141

20 AAC 15.240 REPAYMENT OF LOANS.

(a) In cases of hardship, and based on such factors as the seriousness of the hardship, its anticipated duration, and the expectation of increased earnings in later years, the commission will either alter the repayment schedule by extending the period of repayment, subject to the deferment provisions of AS 14.43.120(k), to a maximum term of 15 years, or weight the regular payments to ease payment in the first years and require larger payments in later years, or both.

(b) A recipient whose repayment schedule has been modified as a result of hardship shall certify annually to the commission the continued existence of the conditions under which the hardship determination was made. When the conditions no longer exist, the recipient shall notify the commission, and renegotiate the payment schedule, based on the loan's outstanding balance and accrued interest, over a term acceptable to the commission.

History - Eff. 8/16/86, Register 99; am 11/26/94, Register 132; am 11/27/94, Register 132; am 12/4/96, Register 140; am 3/22/97, Register 141
Authority - AS 14.43.630; AS 14.43.640

20 AAC 15.245 DEFERMENT OF PAYMENTS.

Repealed.

History - Eff. 8/16/86, Register 99; am 11/27/94, Register 132; repealed 3/22/97, Register 141

20 AAC 15.250 FORGIVENESS BENEFITS.

(a) To qualify to have a portion of a loan be paid by the state as a forgiveness benefit under AS 14.43.640(b), a borrower must

(1) provide a copy of the borrower's degree, diploma, or certificate of completion for the course of study for which the loan was awarded;

(2) show proof of employment as a teacher in a rural elementary or secondary school, as defined in AS 14.43.700;

(3) provide certification on a form provided by the commission that the borrower has satisfied the requirements of AS 14.43.640(b) and this section;

(4) be current in repayment in compliance with AS 14.43.120 and 20 AAC 15 on the loan for which a forgiveness benefit is claimed; and

(5) not have defaulted on the loan.

(b) Forgiveness benefits will be prorated for a borrower who shows proof of employment as a teacher for the equivalent of at least one-half of the school day for a full

school year, or full-time for one-half of the school year, but less than full-time for the full school year.

(c) Forgiveness benefits are credited against the unpaid principal balance. Receipt of a forgiveness benefit does not alter the amount of the monthly payments due under the borrower's repayment schedule for the loan, but instead reduces the remaining number of monthly payments.

(d) A borrower who is not eligible for forgiveness benefits under AS 14.43.640(b) is eligible for benefits under former AS 14.43.120(j) if the loan was awarded before July 1, 1987 and the borrower qualifies under former AS 14.43.120(j) and 20 AAC 15.060.

History - Eff. 8/16/86, Register 99; am 6/26/87, Register 102; am 5/8/88, Register 106; am 9/15/88, Register 107; am 5/18/90, Register 114; am 11/28/92, Register 124; am 6/23/95, Register 134; am 3/22/97, Register 141
Authority - Former AS 14.43.120(j); AS 14.43.630; AS 14.43.640

20 AAC 15.255 DEFAULT

Repealed.

History - Eff. 8/16/86, Register 99; repealed 12/4/96, Register 140

20 AAC 15.260 APPEALS TO THE EXECUTIVE DIRECTOR

Repealed.

History - Eff. 8/16/86, Register 99; am 11/28/92, Register 124; repealed 6/23/95, Register 134

20 AAC 15.265 APPEALS TO THE COMMISSION

Repealed.

History - Eff. 8/16/86, Register 99; am 11/28/92, Register 124; repealed 6/23/95, Register 134

20 AAC 15.270 COMPLAINT FILE

Repealed.

History - Eff. 8/16/86, Register 99; repealed 6/23/95, Register 134

20 AAC 15.275 LOAN AUDIT AND INSTITUTIONAL SANCTIONS

Repealed.

History - Eff. 8/16/86, Register 99; am 6/26/87, Register 102; repealed 3/22/97, Register 141

20 AAC 15.295 DEFINITIONS.

(a) In AS 14.43.600 - 14.43.700 and 20 AAC 15.200 - 20 AAC 15.295, "total loan" means the total amount of all teacher scholarship loans received by a borrower.

(b) For the purposes of 20 AAC 15.200 - 20 AAC 15.295,

(1) "employment as a teacher" means to enter into and complete the terms of a contract to serve as a certificated elementary or secondary school teacher;

(2) "hardship" means being unable to meet the obligation to repay a teacher scholarship loan over the term or in the amount determined by loan personnel.

History - Eff. 8/16/86, Register 99; am 11/26/94, Register 132; am 12/4/96, Register 140; am 3/22/97, Register 141
Authority - AS 14.43.630

Gary Reed
1120 Rezanof Dr.
Kodiak, Ak. 99615
phone: 907-486-5375

April 17, 1997

Ladies and Gentlemen,

I am writing this letter to make you aware of a situation which exists and to make an appeal for your consideration.

In 1992, after carrying 3.87 grade point average throughout her high school career at Kodiak High School, my daughter, Lisa Reed, was awarded the Alaska State Teachers Scholarship program. She was elated. This was what she wanted to do and now she had the chance. She entered college that fall at the University of Alaska, Anchorage where she has pursued her degree in Education diligently majoring in history and drama. She has maintained a very high grade point average throughout her college career and graduated with her degree this December. Now she is actively seeking employment with various school districts throughout the state.

Now here is where the problems begin: Upon acceptance of the Teachers Loan Program, one of the stipulations is that if you teach in a rural qualifying school the loan payback will be forgiven over time as you remain employed in a rural setting and that was totally acceptable to Lisa in fact she expressed excitement and joy in the thought of teaching in rural Alaska. However, in January of 1996, less than a year from graduation, she was diagnosed with a degenerative muscle disorder (Dermatomyositis) which is a very close relative to Muscular Dystrophy. She is doing very well and has a good and full life ahead of her if she follows prescribed treatments and therapies. Lisa is fully functional and has no intention of letting this stop her from teaching. However, in order to stay on top of this she must visit her rheumatologist regularly and she attends physical therapy twice a week. The only place that she can receive adequate medical care in Alaska is in the Anchorage area which means that she must work and live in the Anchorage area. As you know, this does not qualify for the loan program forgiveness clause. For her to fly in to Anchorage for treatment from a village regularly would be impossible. So, with that said, I am appealing to you for some assistance in resolving this problem. Possibly by making some kind of an amenities for medical reasons or something of this nature in order to relieve the additional burden of the scholarship payback from her already burdened shoulders. Your expeditious response to this letter would be greatly appreciated. If you need more information or documentation please feel free to contact either myself at the above address or you may contact Lisa direct at,

Lisa Reed
1470 Northview, #K2
Anchorage, Ak. 99504
phone: 907-333-4653

Thank you very much.

Sincerely


Gary Reed

May 8, 1997

Gary L. Reed
1120 Rezanof Dr.
Kodiak, Ak, 99615

phone: 907-486-5375

Dear Senator Mackie,

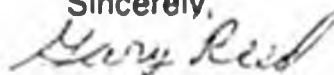
I recently sent the attached letter to the director of the Alaska State Teachers Scholarship Loan Program. In response I received the state form which is also enclosed.

I am writing you because this form really does not address the problem. This form is for people who are disabled to the point that they can not work. This is not the case in my daughters situation. Yes, she has a progressively debilitating disease which will eventually cause her to quit working, however, for now, she is bound and determined to not let this disease beat her. She is mobile, and has the endurance to function perfectly fine in a teaching situation. The problem is that in order to qualify for the loan forgiveness clause she has to work in qualifying bush school. This disease requires her to be in or around Anchorage in order to receive medical attention about every three weeks and physical therapy twice a week regularly.

Due to the fact that she engaged in this contract in good faith with full intention of fulfilling it, and wasn't diagnosed with Dermatomyositis until the last year of her college career I am seeking help in making the years that she can fulfill her dream of being a teacher the least stressful as possible. (Stress is a major factor in the speed of the progression of this disease). She would have been perfectly willing to teach in a bush school but because she has to remain close to medical attention by specialists in this field she must stay close to Anchorage. She has a letter written and signed by her doctor, if you need it, stating the debilitating effects of this disease and a recommendation for disability but she won't hear of that. I would greatly appreciate you assistance in helping me secure a special forgiveness in order to make her life a little more pleasant and less stressful.

Thank you very much for your time and attention.

Sincerely,



Gary L. Reed

SENATE DISTRICT KODIAK SOT	7871	DATE 5/14/97	2
To GARY REED		From LACEY	
Co Dept		Co Sen. MACKIE	
Phone #		Phone # 486 4925	
Fax # 486 9283		Fax # 5264	



STATE CAPITOL
JUNEAU, ALASKA 99801-1182
(907) 465-4925
(800) 421-4925 (TOLL FREE)
(907) 465-3317 (TASO)
Senator Jerry Mackie @legis.state.ak.us

SENATOR JERRY MACKIE
ALASKA STATE LEGISLATURE

May 14, 1997

Ms. Shirley Holloway, Ph.D.
Commissioner
Department of Education
801 W. 10th Street, Suite 200
Juneau, Alaska 99801-1894
FAX: 465-4156

Dear Commissioner Holloway:

I have enclosed a letter from one of my constituents, Mr. Gary Reed, requesting assistance in his daughter's unique situation regarding the Alaska State Teacher's Scholarship Loan Program.

The daughter, Ms. Lisa Reed, 1470 Northview, #K2, Anchorage, Alaska 99504, was awarded this scholarship program in 1992. Lisa successfully completed her Education degree this last year, utilizing a five year Teacher's Loan, and was completely prepared and looking forward to beginning a teaching career in rural Alaska.

In January of 1996, less than a year before graduation, Lisa began to experience health problems and was subsequently diagnosed with an extremely rare, but progressively debilitating muscle disorder, "dermatomyositis", a close relative to Muscular Dystrophy. Because stress is a heavy mobilizer to this disorder, I would like to assist her family in providing a quick remedy to this dilemma.

Ms. Reed's medical treatment requires visits to her rheumatologist regularly and physical therapy treatments twice a week; Anchorage is currently the only place in Alaska where she can receive this care. Unfortunately, this situation does not enable her to qualify for the loan program forgiveness clause.

Is there any way to alleviate the burden placed on this young, capable woman with the potential to contribute to the children in Alaska as she begins her career in education? I would certainly appreciate any assistance you could offer in

finding a reasonable solution as quickly as possible because of medical complications which are directly impacted by stress.

Commissioner, Lisa needs our assistance in beating this progressively debilitating disease. If necessary, upon your recommendations, I am willing to look into statute changes as a remedy to this situation. If there is any way to address this through the regulatory process or another alternative, that would certainly be in everyone's best interests.

Thank you for your time and attention to this matter. I know that Lisa has it in her heart to educate Alaska's children for as long as she is medically possible and that our assistance will provide her with the ability to have a productive, independent and successful educational career in Alaska. Best wishes to you for a productive and healthy summer.

Sincerely,



Senator Jerry Mackie
Alaska State Legislature

Enclosure

cc: Diane Barrens, Exec. Director, Postsecondary Education Commission 3030
Vintage Boulevard, Juneau, Ak. 99801-7109 FAX: 465-3293
Lisa Reed, 1470 Northview, #K2, Anchorage, Ak. 99504
Mr. Gary Reed, 1120 Rezanof Drive, Kodiak, Ak. 99615

TONY KNOWLES, GOVERNOR

3030 VINTAGE BLVD
JUNEAU, ALASKA 99801-7122
VOICE (800) 441-2962
IN JUNEAU 465-3740
TDD (907) 465-3143
FAX (907) 465-3293

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

May 19, 1997

Senator Jerry Mackie
Alaska State Senate
State Capitol
Juneau, AK 99801

Dear Senator Mackie,

I am writing in response to your letter of May 14, 1997, regarding the status of Ms. Lisa Reed's Alaska Teacher Scholarship Loan (TSL) Program.


Unfortunately, there are very few options currently available to offer relief to Ms. Reed relative to the financial obligation of her TSL. The statutes which govern this program specifically limit the conditions during which a borrower may cease making payments (See AS 14.43.120(k)). Nor do the TSL statutes (AS 14.43.600 - .700) provide for forgiveness benefits to borrowers who are unable to secure qualifying employment or, as in this case, are prevented from even residing in a rural area. By regulation, the Commission has extended the option, in the event of total and permanent disability, to actual cancellation of the debt after a period of deferment.

I certainly understand your concern for this constituent given her unusual circumstances and I am certainly prepared to work with you in developing a legislative remedy.

At this time, Ms. Reed may want to explore seeking reduced payments if she finds that current demands on her finances make it impossible for her to make payments as scheduled. If she is unable to secure a teaching position and finds herself unemployed there is also a deferment option available for that situation.

I regret that I am unable to offer another remedy at this time.

Sincerely,


Diane Barrans
Executive Director

Cc: Ms. Lisa Reed ✓
Mr. Gary Reed ✓
Commissioner Shirley Holloway

STATE OF ALASKA

ALASKA STUDENT LOAN PROGRAMS

3030 VINTAGE BOULEVARD - JUNEAU, ALASKA 99801-7109

(800) 441-2962 — TOLL FREE
(907) 465-2962 — IN JUNEAU
(907) 465-5316 — FAX
(907) 465-3143 — TDD

June 4, 1997

Gary Reed
1120 Rezanof Drive
Kodiak, AK 99615

POB 2612
Soldotna AK

Dear Mr. Reed:

262-0925

RE: Lisa Reed

Account Number: 508-96-7082

This letter is in response to your letter received in our office on April 21, 1997, regarding forgiveness benefits on your daughters Alaska Student Loan. I apologize for the delayed response.

The regulations governing the Alaska Teacher Scholarship Program states 20 AAC 15 250 (a) to qualify for to have a portion of a loan be paid by the state as a forgiveness benefit under AS 14.43.640(b), a borrower must under item (2) show proof of employment as a teacher in a rural elementary or secondary school, as defined in AS 14.43.700; "rural" means a community with a population of 5,500 or less that is not connected by road or rail to Anchorage or Fairbanks or with a population of 1,500 or less that is connected by road or rail to Anchorage or Fairbanks.

Based on the above regulation, I can find no bars to approve your appeal. Your appeal is denied.

This is the commissions final decision on this issue unless you decide to appeal to the executive director under 20 AAC 15 915(c). In order to appeal this decision, you must write the executive director a letter that clearly states all your objections to this decision and any justification for the result you are requesting. Your appeal letter must be postmarked within 40 days after the date of this letter. You have the burden to prove by a preponderance of the evidence that you are entitled to the results you are requesting under the statues and regulations governing the Alaska Student Loan Program.

Sincerely,

Johanna S. Keys

Johanna S. Keys
Customer Service Officer

cc: Lisa Reed

HB

429

FISCAL NOTE

**STATE OF ALASKA
1998 LEGISLATIVE SESSION**

BILL NO. HB 429

Revision Date _____	Dept. Affected <u>Education</u>	
Title <u>"An Act relating to vocational education."</u>	BRU <u>K-12 Support</u>	
	Component <u>Foundation Program</u>	
Sponsor <u>Representative Austerman</u>		
Requester <u>(H) HESS</u>	Component Serial No. <u>141</u>	

Expenditures/Revenues

(Thousands of Dollars)

OPERATING EXPENDITURES	FY 99	FY 00	FY 01	FY 02	FY 03	FY 04
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims	*	*	*	*	*	*
Miscellaneous						
TOTAL OPERATING	*	*	*	*	*	*

CAPITAL EXPENDITURES						
-----------------------------	--	--	--	--	--	--

CHANGE IN REVENUES ()						
-------------------------------	--	--	--	--	--	--

FUND SOURCE

(Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	*	*	*	*	*	*
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type)						
TOTAL	*	*	*	*	*	*

Estimate of any current year (FY98) cost: 0.0

POSITIONS

Full-time						
Part-time						
Temporary						

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

HB 429 would require that to qualify for graduation from high school that at least two hours of vocational education must be completed. This bill would generate more vocational education units within the state foundation formula. The additional costs cannot be determined at this time.

Prepared by <u>Eddy Jeans</u>	Phone <u>465-8679</u>
Division <u>School Finance</u>	Date <u>3-2-98</u>
Approved by <u>Commissioner Shirley J. Holloway, Ph.D.</u>	Date <u>3-2-98</u>
Agency _____	

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SPONSOR STATEMENT - HB 429

The global marketplace is being driven by fast moving technological changes.

Technical skills and adaptability are becoming the standard in the workplace. Robotics, computers, electronics, communications, genetics and countless other topics are among the forces driving industrial economies, and therefore, the job markets of those economies.

The emergence of the technical workplace and the reduction in the number of middle management positions indicate the end of an era during which a bachelor's degree was viewed as a sign of an individual's potential. Today, in order to be competitive, employers must hire people who can do a job immediately or with minimal training. One study suggests that the single most important criterion in hiring for high-skill, high-wage nonprofessional technical occupations was possession of a specific occupational skill.

The U.S. Department of Labor has concluded that the lifetime earnings of individuals who work in such technical occupations will exceed the earnings of all college graduates, save for those who are successful in finding work in the professional or managerial ranks. Because of unfilled vacancies in technical occupations, the U.S. annually admits roughly 25,000 foreign workers with the appropriate technical skills.

The message should be clear. An unfocused general high school education is not enough anymore. Approximately 75% of America's high school graduates are leaving high school without clearly defined job options.

The State of Alaska has no specific high school graduation requirements in the area of vocational education. This legislation would mandate that every school district in the state require at least two units of credit for vocational education to be completed before a student qualifies for graduation from high school. This requirement would not increase the number of credits required before graduation. The two units of credit for vocational education would come from the pool of a district's electives.

Article I. Department of Education.

Section

- 10. Department of Education
- 20. Duties of the department
- 30. Powers of the department
- 50. Selection of textbooks

Section

- 57. Transmittal of textbook selections
- 60. Regulations
- 70. Withholding state funds

Collateral references. — 68 Am. Jur. 2d Schools, §§ 5-7, 52-70
78 C.J.S. Schools and School Districts, §§ 74-92.

Modern status of doctrine of sovereign immunity as applied to public schools and institutions of higher learning 33 ALR3d 703.

Sec. 14.07.010. Department of Education. The Department of Education includes the commissioner of education, the state Board of Education, and the staff necessary to carry out the functions of the department. (§ 1 ch 98 SLA 1966)

NOTES TO DECISIONS

Quoted in *Begich v. Jefferson*, 441 P.2d 27 (Alaska 1968).

Cited in *Tunley v. Municipality of Anchorage Sch. Dist.*, 617 P.2d 490 (Alaska 1980).

Sec. 14.07.020. Duties of the department. (a) The department shall

(1) exercise general supervision over the public schools of the state except the University of Alaska;

(2) study the conditions and needs of the public schools of the state, adopt or recommend plans, administer and evaluate grants to improve school performance awarded under AS 14.03.125, and adopt regulations for the improvement of the public schools;

(3) provide advisory and consultative services to all public school governing bodies and personnel;

(4) prescribe by regulation a minimum course of study for the public schools; the regulations must provide that if a course in American Sign Language is given, the course shall be given credit as a course in a foreign language;

(5) establish, in coordination with the Department of Health and Social Services, a program for the continuing education of children who are held in detention facilities in the state during the period of detention;

(6) accredit those public schools that meet accreditation standards prescribed by regulation by the department; these regulations shall be adopted by the department and presented to the legislature during the first 10 days of any regular session, and become effective 45 days after presentation or at the end of the session, whichever is earlier, unless disapproved by a resolution concurred in by a majority of the members of each house;

(7) prescribe by regulation, after consultation with the state fire marshal and the state sanitarian, standards in addition to the requirements of AS 18.15.145 that will assure healthful and safe conditions in the public and private schools of the state including a requirement of physical examinations and immunizations in pre-elementary schools; the standards for private schools may not be more stringent than those for public schools;

(8) exercise general supervision over pre-elementary schools that receive direct state or federal funding;

(9) provide accredited elementary and secondary correspondence study programs available to any Alaskan through a centralized office of correspondence study;

(10) accredit private schools that request accreditation and that meet accreditation standards prescribed by regulation by the department; nothing in this paragraph authorizes the department to require religious or other private schools to be licensed;

(11) review plans for construction of new public elementary and secondary schools and for additions to and major rehabilitation of existing public elementary and secondary schools and, in accordance with regulations adopted by the department, determine and approve the extent of eligibility for state aid of a school construction or major maintenance project; for the purposes of this paragraph, "plans" include educational specifications, schematic designs, and final contract documents;

(12) provide educational opportunities in the areas of vocational education and training, and basic education to individuals over 16 years of age who are no longer attending school;

(13) administer the grants awarded under AS 14.11;

(14) establish, in coordination with the Department of Public Safety, a school bus driver training course;

(15) administer the grants awarded under AS 14.30.750.

(b) In this section "pre-elementary school" means a school for children ages three through five years if the school's primary function is educational. (§ 1 ch 98 SLA 1966; am § 2 ch 69 SLA 1971; am § 6 ch 104 SLA 1971; am § 1 ch 190 SLA 1975; am § 6 ch 50 SLA 1977; am §§ 1 — 3 ch 126 SLA 1978; am § 10 ch 147 SLA 1978; am § 1 ch 86 SLA 1979; am § 24 ch 59 SLA 1982; am §§ 1, 2 ch 92 SLA 1982; am § 2 ch 11 SLA 1984; am § 1 ch 32 SLA 1984; am § 1 ch 19 SLA 1986; am E.O. No. 62, § 2 (1986); am § 1 ch 70 SLA 1988; am § 2 ch 5 SLA 1990; am § 3 ch 173 SLA 1990; am § 2 ch 100 SLA 1992; am § 2 ch 78 SLA 1993)

Effect of amendments. — The 1992 amendment, effective September 16, 1992, added paragraph (a)(15).

The 1993 amendment, effective June 26, 1993, substituted "or major maintenance project" for "project begun after July 1, 1975" in paragraph (a)(11).

Editor's notes. — Section 23, am ch. 79, SLA 1993 provides that the amendment of (a)(11) by § 2, ch. 79,

SLA 1993 applies to grants awarded under AS 14.11.005 — 14.11.019 after June 30, 1993.

Opinions of attorney general. — The State Board of Education has statutory authority to adopt regulations concerning corporal punishment of students in private schools to the extent necessary to protect the physical health and safety of the children. April 1, 1988 Op. Atty Gen.

NOTES TO DECISIONS

Stated in *Tunley v. Municipality of Anchorage Sch. Dist.*, 631 P2d 67 (Alaska 1980).

Collateral references. — Right of municipal corporation to recover back from contractor payments made under contract violating competitive bidding statute 33 ALR3d 397

AIDS infection as affecting right to attend 60 ALR4th 15

Validity, construction, and effect of provision releasing school from liability for injuries to students caused

by interscholastic and other extra-curricular activities 85 ALR4th 344

Validity, under Federal Constitution, of regulations, rules, or statutes allowing drug testing of students 67 ALR Fed 148

Constitutionality of teaching or otherwise promoting secular humanism in public schools 103 ALR Fed 538

Sec. 14.07.030. Powers of the department. The department may

(1) establish, maintain, govern, operate, discontinue, and combine area, regional, and special schools;

(2) enter into contractual agreements with the Bureau of Indian Affairs or with a school district to share boarding costs of secondary school students;

(3) provide for citizenship night schools when and where expedient;

(4) provide for the sale or other disposition of abandoned or obsolete buildings and other state-owned school property;

(5) prescribe a classification for items of expense of school districts;

(6) acquire and transfer personal property, acquire real property, and transfer real property to federal agencies, state agencies, or to political subdivisions;

NEWS Business

February 25, 1998

11:31 EST

Hourly News

Real Audio 14.4/28.8
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Business

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High-Tech Workers

Officials from some of America's biggest computer companies Wednesday told lawmakers on Capitol Hill that they can't find enough skilled workers. They want Congress to allow them to bring more foreign high-tech workers into the country to fill job openings. While the computer executives got a sympathetic hearing from members of the Senate Judiciary Committee, the Clinton administration is less open to the idea. NPR's John Ydsti reports.

Audio

Credit Union Ruling

If you bank with a credit union, you soon could be shopping for a new place to deposit your money. On Wednesday, the Supreme Court struck down revisions to a banking law that let credit unions accept new members from non-traditional membership pools. Big banks had asked lower courts to force credit unions to drop millions of members that had signed up in the last 15 years under the broad enrollment rules.

Audio NPR's Jim Zarroli reports.

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in addition...

Microsoft testified it couldn't fill half of their high tech jobs.

Virginia Tech University stated that 340,000 high tech jobs are going unfilled.

Cyber Semi-Conductor also testified they had many highly skilled jobs going unfilled. They were in favor of raising the ceiling on the number of foreign workers allowed to come into this country.

**A Rationale for
Increasing High School Vocational
Education Graduation Requirements**

Barry F. Altenhof
Kodiak High School
August, 1997

The scenario of American high school education has largely remained unchanged since the turn of the last century. On a daily basis, classes are followed by other classes resulting in credit applied toward graduation. When enough credits are earned a diploma is granted. With this rite of passage expectations are created suggesting that success is a natural consequence of high school graduation. For the most talented high school grads college was the most natural consequence. For those less inspired and talented the options might have included 'on-the-job' training, military service, vocational training, or perhaps an uncertain fling at private enterprise. Even for the less inspired one of the basic assumptions was that a high school diploma had value as a job ticket. A high school diploma meant that you could read, write, compute, follow directions and show up on time. It gave you economic credibility. That assumption is no longer valid.

Global economic change driven by technological innovation has changed the competitive landscape forever. Technical skill and adaptability are becoming standard measures of employability. As Hull and Parnell(1991) point out: "Post secondary education and training have become integral to a majority of the work force, whether they be nurses, law-enforcement officers, electronics technicians, aircraft technicians, computer operators, and auto-service personnel, or marketing representatives." As an example Hull and Parnell also mention that "IBM now requires each technician, marketing representative, and systems analyst in that large corporation to spend nineteen to twenty days(one working month) in education and training programs each year." The authors of Tech Prep Associate Degree then go on to name several major American corporations who require similar employee training programs as a key part of long term planning. The economic message is clear: technical training, in particular technical training beyond high school, will keep America competitive in the global marketplace. In short, Hull and Parnell point out that the "fastest growing occupations

of the 90's...will require some form of post-secondary education and training, but only two of these occupations will require college baccalaureate degrees for entry." The educational message is also clear: **an unfocused general high school education is not enough.** Success for most students will depend on a combination of high school and post-secondary vocational/technical training.

To achieve that goal we have a long way to go. As currently structured and administered about 25% of most high school graduates will enter four year college programs. Another 25%, for a variety of reasons will enter the work force directly from high school with some, generally unstructured, vocational training. Last, about 50% of high school graduates fall into what Hull(1992) refers to as the "neglected majority". They are the students who pursue what is generally referred to as a general academic program and who fall into the middle two quartiles of a typical high school population. These students receive little or no vocational training and are ill-prepared to pursue meaningful employment after high school graduation. These numbers suggest to me that approximately 75% of America's high school graduates are leaving high school without clearly defined job options. They are entering a world of economic Darwinism apparently ready to accept whatever options fate may choose to deliver. That is not a healthy strategy for them or for America.

Before launching into a promotion of Tech Prep program components as a solution to these dilemmas it might be wise to consider simpler changes in vocational education graduation requirements. Specifically, by doubling current vocational education graduation requirements many key elements of Tech Prep proposals will also be addressed. For example, in the Kodiak Island Borough School District the current requirement in vocational education is one unit. One year(or two semesters) of any class from our Career Tech Department will satisfy the requirement. Career Tech classes include: business, woods, auto-shop, fisheries, commercial foods, drafting, small engines, welding, and others as approved. The one unit requirement fits no

where in particular nor is it sequenced with other classes such as math or science. One semester can be taken the freshman year and the other semester could be taken the senior year. The result is that Career Tech(voc ed)classes tend to be viewed as an inconvenience rather than a necessity. Two years of Career Tech classes changes that perception and forces students and parents to deal with issues of selection and scheduling.

At this point it might be useful to review graduation requirements from selected school districts across Alaska.

School Dist.	Eng.	Math	Sci.	Hist.	P.E.	For. Lang	Govt.	Econ.	Voc. Ed	Elec	Total
Copper River	4	2	2	2	0.5		0.5	0.5		9.5	22
Dillingham	4	2	2	3	2	2			2 *	5.5	22
Galena	4	3	3	3	2				0.5	5.5	21
Anchorage	4	2	2	3	1.5			0.5		8	21
Anchorage 2000	4	2.5	3	4	1.5					7.5	22.5
Bering Strait	4	3	3	3	2				2	2	22
Ketchikan	4	3	3	3	1				1 *	7	22
Kotzebue	4	2	2	3	2.5					8.5	22
Kenai	4	2	2	3	1	1 *			1	6.5	21
Ak. Gateway	4	2	2	3	1				1	8	21
Juneau H.S.	4	2	2	2	2		0.5			6.5	21

Several features of Alaska education are quickly apparent. First, wide discrepancies exist between districts for vocational education requirements. Second, half the districts polled had no specific vocational requirement at all--(though some did require

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Galena	4	3	3	3	2				0.5	5.5	21
Anchorage	4	2	2	3	1.5			0.5		8	21
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Bering Strait	4	3	3	3	2				2	2	22
Ketchikan	4	3	3	3	1				1 *	7	22
Kotzebue	4	2	2	3	2.5					8.5	22
Kenai	4	2	2	3	1	1 *			1	6.5	21
Ak. Gateway	4	2	2	3	1				1	8	21
Juneau H.S.	4	2	2	2	2		0.5			6.5	21

Several features of Alaska education are quickly apparent. First, wide discrepancies exist between districts for vocational education requirements. Second, half the districts polled had no specific vocational requirement at all--(though some did require

a technology or computer credit*). Third, more than one third of the credits required for graduation are electives. These features are based on my observations of numerical requirements only and do not consider program descriptions or coordinated curriculum efforts between subject areas. Nevertheless, it seems plain that the polled districts share common problems regarding program emphasis. The most common of those problems is that many Alaska high schools offer a program of unfocused classes that might often be taken without regard to sequence or relevance to other classes. Finally, it should be noted that the State of Alaska has no specific high school graduation requirement in the area of vocational education. The State of Alaska requires that each high school graduate complete at least 21 units and that they include 4 units of language arts; 3 units of social studies; 2 units of math; 2 units of science; and 1 unit of health/p.e. My arithmetic indicates that 12 units of specific subjects and 9 units of electives are required. The perception is that vocational education classes do not rate equal time with the traditional areas of high school instruction. In the eyes of the state Voc ed classes are still viewed as electives and are therefore of optional importance to the future of young people. Nothing could be further from the truth.

One can hardly read a national newsmagazine or newspaper or view a TV news program that doesn't discuss how profoundly technical change is altering our economic and social landscape. Robotics, computers, electronics, communications, composites, alternative energy, satellites, medicine, remote sensing, genetics, and countless other topics are among the forces driving industrial economies, and therefore, the job markets of those economies. Clearly, people who are actually trained to fix, or make, or adjust technical equipment will be in high demand. People who are trained for nothing in particular will have a more difficult time finding meaningful employment.

One method of dealing with this dilemma is to double vocational education

graduation requirements. With reference to the State of Alaska this would mean increasing state requirements from no voc ed requirement to two units required for graduation from an Alaska high school. In addition, most of the school districts cited earlier would need to increase requirements, in most cases, from one unit to two units needed to graduate. There are many rationales for making these changes and they will be discussed shortly. Before doing so it should be pointed out that many students do take vocational classes as electives. There are also many students who do not take any vocational classes in high school. These rationales are aimed at both groups in order that vocational education become a more prominent part of their educational experience.

First and foremost vocational education needs to be recognized by the State of Alaska as a fundamental ingredient of a quality basic education. The State of Alaska should require at least as much vocational education as it requires in math or science--two units. Such a requirement would of course produce several effects. Fundamentally, the message would be clear: students who graduate from Alaska high schools need real world skills to be successful in the real world. Specifically, the message to students is that they need to know math and science and they also need to learn to apply math and science in real situations. A properly constructed vocational education program can make that happen. The point is that until the state changes the law school districts will have no reason to change graduation requirements. School boards are not in the habit of making unilateral changes to existing school programs unless those changes have broad community support. Though I've only taught six years in Alaska, I have the suspicion that increasing vocational education requirements from one to two units might be viewed as a threat to other programs. An extra year of voc ed may mean one less year of other electives. Those electives might include art, drama, band, languages, weight training, yearbook, and perhaps, other voc ed classes. A strong marketing program alone probably won't sell parents and

students on the idea of cuts on popular electives in order that students can take an extra year of vocational classes. It must be mandated by state law. To ask teachers to lead the charge in marketing voc ed and tech prep programs in the absence of a legal mandate is at best inefficient and probably futile. Obviously, the addition of extra voc ed staff would lessen the impact to other course offerings. It will also, quite obviously, be expensive.

Second, requiring two units or more of vocational education classes will force students and parents to more carefully plan the sequence of classes a son or daughter will take during their high school years. At present many voc ed classes are simply used as schedule-fillers. For example, on more than one occasion my wood shop classes have suffered a 50% attrition at the semester break because students are allowed to take the class for only one semester. The result is that I must halt whatever momentum I've created with original class members (woodworking classes generally hold 12-15 students at KHS) and introduce new class members to shop safety and general procedures before attempting to move on with the whole class. This procedure alone can take up to two weeks with as many as eight new class members. This is also a very slow and disruptive process--largely created by the lack of a coherent sequence of vocational education classes that students know they must take to graduate. Dignify the instructional process and require that students take vocational classes for a full year. A two unit vocational education minimum in yearlong classes will require that students carefully select classes based on something more than absent minded scheduling.

Third, by requiring two or more vocational education credits for graduation the image of vocational classes might eventually approach widespread respectability. A vocational program that knows it is going to have a steady flow of customers will have to offer a credible experience that produces qualified graduates. A large part of that respectability will be the result of offering classes in applied academics. Another part

of the marketing plan will be connecting school learning and real work experience. These ideas are not new and have come to be known as the Tech Prep initiative. By any other name these ideas still mean we must offer a coherent program staffed by competent instructors. I really believe that along with respectability comes status and that means students will pursue vocational classes because they believe they will help them to be successful. The selling of vocational classes may take a long time but it doesn't stand a chance unless additional vocational units are required for high school graduation by state law, local school boards or both.

Fourth, and perhaps the most persuasive rationale for expanding vocational requirements for graduation is the historical rationale. Our country, our industries, and our culture have largely been built by those who knew how to make things. They made things that changed the way we live, do business, and produce the things we use every day. History is littered with the names of people who made a difference because they understood and pursued the value of the mechanical and vocational arts. In short, they were tinkerers who found that success was connected with basic values and the application of technical know-how. If those successes can be called a 'tradition of inventiveness', I think it is a tradition worth keeping. One of the simple ways of doing so is to insist that all high school students be required to take at least two years of meaningful vocational courses--courses that connect applied academics, hands-on training, and real work experience.

Finally, the last and probably most compelling rationale for increasing high school vocational graduation requirements is one of simple economics. As has been pointed out earlier most of the jobs being created today won't require a college degree. Given the fact that a minimum investment in a four year college degree can easily reach \$20,000 most high school students need to consider a lower cost alternative. Technical schools and community colleges offer lower cost training programs that connect with existing high school programs and provide a better return

on investment than a four year college degree. As I have pointed out to my students on more than one occasion, the fact that you choose to attend a one or two year technical training program doesn't disqualify you from deciding to attend a four year college later on. A training program that can provide a good job will go a long way toward reducing the inevitable debt load that generally accompanies a four year degree. A high school vocational program that requires two years of useful training will no doubt help to connect many students with extended training opportunities that lead to successful careers.

There are probably many more persuasive rationales that might be used to advocate increasing high school vocational graduation requirements but I believe the ones I've mentioned to be practical and doable. The real battle will be for the attention and allegiance of parents in strengthening and expanding existing vocational programs. If parents can be convinced school boards will follow. Eventually, for the reasons mentioned above, vocational education and regular academic classes will receive the equal time they deserve.

Sources

Hull, D. & Parnell, D (1991) Tech Prep Associate Degree, A Win/Win Experience Waco, Texas: Center for Occupational Research and Development.

Hull, D (1992) Tech Prep: Practical Education for America's Work Force. Tech Directions, 17-19.

1995. Alaska Education Regulations, 4AAC 06 075. High School Graduation Requirements, 18.

Survey results were collected via fax and phone from the districts indicated on the chart on page 3 of this paper.

→ AS A POLITICAL POINT, I WOULD ADD THAT MORE JOBS WITH HIGHER PAY MEANS MORE LOCAL TAX REVENUE ; LESS DEPENDENCE ON STATE PROGRAMS.

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Author: jobworks@pobox.alaska.net (micky franks) at CC2MHS1

Date: 4/3/98 12:41 PM

Priority: Normal

TO: Representative Alan Austerman at LAA_TRANS

Subject: HB 429

Dear Rep. Austerman,

I am in support of mandatory vocational education classes (2 credit hours) for Alaska's secondary students. However, I believe the legislation should address the need of the school districts to provide a range of options among vocational education courses that students may take. It is important to offer variety to students, allowing them to choose subjects most relevant to their individual needs and interests. Otherwise, the mandate could result in increasing disinterest in vocational education, resentment (both parents & students), and the unnecessary limiting of student's potentials.

Thank you for the opportunity to express my opinion.

Micky Franks

12260 Ellen Ave.

Anchorage AK 99515



Lawrence A. Wiget, Ed.D., Director, Public Affairs
Government Relations/Legislative Liaison
Anchorage School District
4600 Debarr Road
Anchorage, Alaska 99519-6614
(W) 907 269-2255 (FAX) 907 269-2340

TO: HOUSE HESS COMMITTEE MEMBERS

SUBJECT: HB 429

DATE: APRIL 13, 1998

The Anchorage School District opposes HB 429, an Act relating to vocational education.

If this requirement is enacted, the top 30% of our students will not be able to complete their academic programs. Students will not be able to complete four-year programs in Math, Science, Music and Foreign Languages. Currently, a student enrolled in the Anchorage School District may choose to take 2 credits in vocational education, or follow a four-year high school vocational plan of studies.

Attached please find a copy of the following:

- **ASD Graduation Requirements beginning with the class of 2000.**
(Anchorage requires 22.5 credits for a student to graduate. The State minimum requirement is 21 credits.)
- **Sample High School Four-Year Plans**

**College Plan A
Vocational Plan
Business Plan**

Graduation Requirements beginning with the class of 2000

1. **Language Arts** 4 credits
English 9-1, 9-2, English 10-1, 10-2 and one semester of composition during grades 11 or 12 plus three semesters of electives in grades 10, 11, or 12.
2. **Social Studies** 4 credits
Two years of a coordinated course in World and United States History, one semester of Social Science, one semester of Economics, one semester of Area Studies and one semester of United States Government.
3. **Mathematics** 2.5 credits
Five semesters of Mathematics electives. Students must complete course work containing or founded in Algebra I level math skills or demonstrate Algebra I level skills by examination.
4. **Sciences** 3 credits
Two semesters in Life Science, two semesters in Physical Science and two semesters in additional science or designated courses in Technology, Computer Science, and Health-related subjects.
5. **Physical Education/Health Education** 1.5 credits
Three semesters of P.E., one semester of a lifetime activity class, one semester of any activity class and one semester of lifetime personal fitness.
6. **Electives** 7.5 credits
Fifteen semester courses have not been specified so as to provide students an opportunity to pursue individual educational goals. Electives may include additional courses in Language Arts, Social Studies, Mathematics, Science, Technology, Fine Arts, Foreign Language and Physical Education.
7. A student may graduate when he or she has acquired a minimum of 22.5 credits after grade 8 in required and elective subjects.
8. Seniors entering the ASD for the first time may graduate by meeting requirements of their previous school when the ASD requirements create hardship.
9. One quarter (.75) credit for the Physical Education/Health Education activity class or lifetime activity class requirement (5 above) may be waived for each full season of participation in approved interscholastic athletic competition. Elective credit must be earned to replace the Physical Education/Health Education requirement that is waived. A waiver of credit under this section does not affect the overall minimum requirements of 22.5 credits.
10. Two years of a single foreign language may waive one semester of Area Studies.

Sample High School Four-Year Plan

College Plan "A"

<p><u>Career Goals</u></p> <p>9th Grade Fall</p> <ol style="list-style-type: none"> Honors English 9-1 Geometry Biology Integrated History German I P.E. 	<p><u>Career Goals</u></p> <p>9th Grade Spring</p> <ol style="list-style-type: none"> Honors English 9-2 Geometry Biology Honors Integrated History German I P.E. 	<p>Credits Planned</p> <p>6</p>	<p>Credits Acquired</p> <p>6</p>	<p>Total: 6</p>
<p><u>Career Goals</u></p> <p>10th Grade Fall</p> <ol style="list-style-type: none"> Honors English 10-1 Algebra II Chemistry I Integrated History German II P.E. 	<p><u>Career Goals</u></p> <p>10th Grade Spring</p> <ol style="list-style-type: none"> Honors English 10-2 Algebra II Chemistry I Honors Integrated History German II Keyboarding 	<p>Credits Planned</p> <p>6</p>	<p>Credits Acquired</p> <p>6</p>	<p>Total: 12</p>
<p><u>Career Goals</u></p> <p>11th Grade Fall</p> <ol style="list-style-type: none"> Honors English 11 Pre-Calculus/Trig Physics Criminology German III Microcomputer Applications 	<p><u>Career Goals</u></p> <p>11th Grade Spring</p> <ol style="list-style-type: none"> Honors English 11 Pre-Calculus/Trig Physics Psychology German III Economics 	<p>Credits Planned</p> <p>6</p>	<p>Credits Acquired</p> <p>6</p>	<p>Total: 18</p>
<p><u>Career Goals</u></p> <p>12th Grade Fall</p> <ol style="list-style-type: none"> AP English 12 AP Calculus AP Gov't and Politics Chemistry II German IV Photography 	<p><u>Career Goals</u></p> <p>12th Grade Spring</p> <ol style="list-style-type: none"> AP English 12 AP Calculus AP Comp. Gov. & Pol. Systems Chemistry II German IV Drawing/Design 	<p>Credits Planned</p> <p>6</p>	<p>Credits Acquired</p> <p>6</p>	<p>Total: 24</p>

Sample High School Four-Year Plan

Vocational Plan

<p>Career Goals _____ 9th Grade Fall</p> <ol style="list-style-type: none"> 1 English 9 2 Integrated History 3 Pre-Algebra 4 Integrated Sciences 5 Applied Technology 6 P.E. 	<p>Career Goals _____ 9th Grade Spring</p> <ol style="list-style-type: none"> 1 English 9 2 Integrated History 3 Pre-Algebra 4 Integrated Sciences 5 Keyboarding 6 P.E. 	<p>Credits Planned</p> <p style="text-align: center;">0</p>	<p>Credits Acquired</p> <p style="text-align: center;">0</p>
Total: 0			
<p>Career Goals _____ 10th Grade Fall</p> <ol style="list-style-type: none"> 1 English 10 2 Algebra I 3 Biology 4 Integrated History 5 Spanish I 6 P.E. 	<p>Career Goals _____ 10th Grade Spring</p> <ol style="list-style-type: none"> 1 English 10 2 Algebra I 3 Biology 4 Integrated History 5 Spanish I 6 P.E. 	<p>Credits Planned</p> <p style="text-align: center;">0</p>	<p>Credits Acquired</p> <p style="text-align: center;">0</p>
Total: 12			
<p>Career Goals _____ 11th Grade Fall</p> <ol style="list-style-type: none"> 1 Frontier Literature 2 Geometry 3 Applied Economics 4 911 Response (KCC) 5 6 	<p>Career Goals _____ 11th Grade Spring</p> <ol style="list-style-type: none"> 1 Literature of the North 2 Geometry 3 Criminology 4 911 Response (KCC) 5 6 	<p>Credits Planned</p> <p style="text-align: center;">0</p>	<p>Credits Acquired</p> <p style="text-align: center;">0</p>
Total: 18			
<p>Career Goals _____ 12th Grade Fall</p> <ol style="list-style-type: none"> 1 Individualized Writing 2 Marine Science/Biology 3 U.S. Government 4 Construction Electricity (KCC) 5 6 	<p>Career Goals _____ 12th Grade Spring</p> <ol style="list-style-type: none"> 1 Motion Picture 2 Marine Science/Oceanography 3 Dignity in Diversity 4 Construction Electricity (KCC) 5 6 	<p>Credits Planned</p> <p style="text-align: center;">0</p>	<p>Credits Acquired</p> <p style="text-align: center;">0</p>
Total: 24			

Sample High School Four-Year Plan

Business Plan

Career Goals _____ 9th Grade Fall 1 English 9 2 Integrated History 3 Algebra I 4 Integrated Sciences 5 P.E. 6 Keyboarding	Career Goals _____ 9th Grade Spring 1 English 9 2 Integrated History 3 Algebra I 4 Integrated Sciences 5 P.E. 6 Micro Computer Applications I	Credits Planned 6	Credits Acquired 6
		Total: 6	

Career Goals _____ 10th Grade Fall 1 English 10 2 Integrated History 3 Geometry 4 Biology 5 Micro Computer Applications II 6 Drawing/Design	Career Goals _____ 10th Grade Spring 1 English 10 2 Geometry 3 Integrated History 4 Biology 5 P.E. 6 Painting	Credits Planned 6	Credits Acquired 6
		Total: 12	

Career Goals _____ 11th Grade Fall 1 Individualized Writing 2 Economics 3 Marine Science/Biology 4 Algebra II 5 Accounting I 6 Spanish I	Career Goals _____ 11th Grade Spring 1 Grammar Vocab Building 2 Anthropology 3 Marine Science/Oceanography 4 Algebra II 5 Accounting 2 6 Spanish I	Credits Planned 6	Credits Acquired 6
		Total: 18	

Career Goals _____ 12th Grade Fall 1 Individualized Reading 2 Dignity in Diversity 3 Spanish II 4 Business Prin. & Mgmt 5 Electronic Office 6 Co-op Office Education	Career Goals _____ 12th Grade Spring 1 Multicultural Lit. 2 U.S. Government 3 Spanish II 4 Business Prin. & Mgmt II 5 Electronic Office 6 Co-op Office Education	Credits Planned 6	Credits Acquired 6
		Total: 24	

4 AAC 51.390

DEFINITIONS.

As used in 4 AAC 51.200 - 4 AAC 51.390.

(1) "curriculum" means the instructional program content as approved by the department;

(2) repealed 4/9/92.

(3) "program" means a logically sequenced set of instructional outcomes;

(4) "vocational education" means organized programs, approved by the department, for grades nine through twelve, that prepare individuals for paid or unpaid employment, or for further education.

(5) repealed 4/9/92.