

**LDIR#036**  
**VOCATIONAL**  
**EDUCATION**  
**STUDIES**  
**1969-1970**

LDIR #032  
VOCATIONAL Education  
STudies 1969  
1970

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Article 1. State Aid to Local School Districts.

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Sec. 14.17.010. Public school foundation account. (a) The public school foundation account is established. The account consists of appropriations for distribution to districts under this chapter.

(b) The money of the account may be used only in aid of public schools as provided by this chapter.

(c) Repealed

Sec. 14.17.020. State aid. The amount of state aid is the basic need (Sec. 40 of this chapter).

Sec. 14.17.030. Repealed.

Sec. 14.17.040. Basic need. In this chapter the basic need for each school district is the sum of the following:

- (1) the teachers' salary allotment (Sec. 50 of this chapter);
- (2) the average daily membership allotment (Sec. 60 of this chapter);
- (3) the attendance center allotment (Sec. 70 of this chapter). (Sec. 1.02 ch 164 SLA 1962)

Sec. 14.17.050. Teachers' salary allotment. (a) The teachers' salary allotment for each district is the product of the "teacher salary average" times the "allowable number of teacher units."

(b) The teacher salary average is the sum derived by dividing the total amount which the district was required to pay to the full-time teachers employed by the district in the year two years before the fiscal year under the state minimum salary schedule, divided by the total number of full-time teachers employed by the district in the year two years before the fiscal year. If the legislature raises the state minimum salary scale by a law effective during the fiscal year, the teacher salary average is

## MEMORANDUM

## State of Alaska

TO: 

Mr. Chad Ransom  
 Legislative Affairs Office  
 State Capitol Building

DATE : February 25, 1969

FROM:

(Miss) Kay Kendall  
 Institutions and Foster  
 Care Consultant

SUBJECT: Institutions in Alaska

The attached table should give you most of the information you requested in your phone call of February 24, 1969. I would, however, like to make a few clarifying comments about board rates.

Our present board rates are based upon the results of a series of rate hearings held by the Department last June. These hearings afforded those people providing placement resources to present information and material relative to their operational costs. Following the rate hearings, an attempt was made to formulate a schedule which would provide uniform rates for various categories of facilities. Thus, all foster homes, for example, were to be paid the same amount of money, with two exceptions: some allowances were made for costs of living in various areas of the state; and children were divided by age only into two categories (thirteen or more and twelve or less). The rates so determined were to be used by all agencies within the state. Institutions were divided into four main categories: 1) Mission/church sponsored home, providing institutional foster care, 2) Receiving homes, providing emergency, short term care while permanent plans are made, 3) Specialized, providing care for children with special physical, educational and emotional problems, and 4) Intensive, providing residential treatment for emotionally disturbed children.

The rate schedule was a long step in the right direction; but, in my opinion, it has two major faults:

1. There is confusion regarding the basis for differentiated classes. The first class of institutions is entitled "Mission and Church Sponsored Homes". The board rates within this category are very low, not because of the nature of the service provided, but because these institutions received varying degrees of support from their church sponsors. At the other end of the scale are the "Intensive Institutions" which are paid a much higher rate because they provide a highly specialized (and expensive) form of service. Ironically, both of the institutions in this category are also partially church supported. There, thus, exists a built in conflict between two philosophies: "payment should be based upon the other resources available to the institution", and "payment should be based upon the type and quality of service rendered." In my own professional opinion, the latter is the philosophy which should form the basis for board payments; in a sense we should "get what we pay for, and pay for what we get."



STATE OF OHIO  
LEGISLATIVE REFERENCE BUREAU  
STATE HOUSE, COLUMBUS 43215

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January 16, 1968.

Mr. John M. Elliott,  
Executive Director  
Alaska Legislative Affairs Agency  
Pouch Y - State Capitol  
Juneau, Alaska 99801

Dear Mr. Elliott:

In response to your recent request dated January 9, 1968, please find enclosed copies of the legislation governing Ohio vocational and technical education programs.

Very truly yours,

  
William P. Lewis,  
Director

REK/bkm

encl.

**RECEIVED**  
JAN 18 1968

LEGISLATIVE AFFAIRS  
AGENCY

SUGGESTED STATE LEGISLATION TO INCREASE VOCATIONAL  
OPPORTUNITIES OF PERSONS WHO ARE WORKING BELOW SKILL  
CAPACITIES OR ARE UNEMPLOYED

Preliminary Note on the Alaska 1970 State Plan for Vocational  
Education.

The Alaska 1970 State Plan for Vocational Education sets forth an overall program to meet vocational-technical education needs within the state. The plan, prepared in conformity with federal aid requirements of the Vocational Education Act of 1963, the Vocational Education Amendments of 1968, and federal rules and regulations implementing these acts, calls for allocation of federal funds received by the state for the following vocational education purposes, on at least a dollar for dollar state matching basis and subject to other federal requirements detailed in the plan:

- (a) Vocational education for persons attending high school;
- (b) Vocational education for persons who have completed or left high school and who are available for full-time study in preparation of entering the labor market;
- (c) Vocational education for persons who have already entered the labor market and who need training or re-training to receive stability of advancement in employment;
- (d) Vocational education for persons who have academic, socioeconomic or other handicaps that prevent them from succeeding