

TEACHER
TRAINING

STATE OF ALASKA

ALASKA STATE-OPERATED SCHOOL SYSTEM

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JAY S. HAMMOND, Governor

650 INTERNATIONAL AIRPORT ROAD
ANCHORAGE 99502

May 1, 1975

The Honorable George H. Hohman
Alaska State Senate
Pouch "V", State Capitol Building
Juneau, Alaska 99801

Dear Senator Hohman:

Attached please find information concerning ESEA Title VII funds
for teacher training.

Sincerely yours,

George H. White
Acting Superintendent

GHW:hj

attachment

MEMORANDUM

State of Alaska

TO: George White, Acting Supt.
Alaska State-Operated School
System

DATE: April 18, 1975

FILE NO:

TELEPHONE NO

FROM: Baxter Wood, Director
Bilingual Education

SUBJECT: Response to Questions from
Senator George Hohman
Regarding ESEA Title VII
Teacher Training

Baxter Wood

To clarify the scope of this inquiry, the pending revised program before the Legislative Budget and Audit Committee deals with three separate funding sources (State General Fund, ESEA Title VII Yup'ik, and ESEA Title VII Teacher Training). First, the RP re-allocates State General Funds from Contractual Services and other budget categories to Personal Services in order to fund a majority of bilingual instructors with State General Funds and have the Federal monies provide the supportive, supplemental services such as bilingual teacher training and bilingual materials development. Secondly, the RP includes an additional \$17,000 unanticipated Federal Funds in the Yup'ik Grant which goes to the Kuskokwim Community College Yup'ik Language Workshop for the development of Yup'ik language material. The new \$385,968 ESEA Title VII fund had not been proposed to the Office of Education at the time the ASOSS FY 75 budget was submitted. Upon learning of the availability of these funds for this purpose, we submitted in February, 1974, a proposal for extensive bilingual teacher training. Thus, these funds are the bulk of the revised program and is explained below.

When the teacher training proposal was submitted, it was with the understanding that a great deal of planning was needed in order to provide this training on a regional basis instead of as originally proposed in the Seward Skill Center. I anticipated delaying the implementation of this until January of this year but because of administrative problems in developing a complicated RP, it has been delayed to this point. However, this has not caused serious problems in that the training is to be provided this coming summer.

Beginning as soon as May 12, 1975, these funds will provide teacher training to bilingual instructors and certificated teachers working directly with bilingual programs as follows:

1. May 12 to 27, 1975, training for nine bilingual instructors in the Dillingham region at KCC in Yup'ik language literacy and bilingual teaching methods.

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2. May 19 to June 13, eleven bilingual instructors and at least five certificated teachers (June 2 through July 11, 1975) for training in Koyukon, Upper Tanana, and Upper Kuskokwim language literacy and grammar as well as teaching methods and English communication.

This training will be conducted with the University of Alaska in Fairbanks and take place on that campus. The training for paraprofessionals and certificated teachers deliberately overlaps to allow inter-action between the certificated teachers and bilingual instructors. The certificated teachers will be taking conversational Koyukon as well as graduate-level training in methods of second language teaching.

3. June 16 to 27 and July 7 to 18, training for eleven bilingual instructors in Arctic Village. This training will also deal with literacy and grammar in Gwich'in and teaching methods.
4. July 7 to August 1, training for 25 bilingual instructors and five certificated teachers in Nome. This training will deal with advanced Inupiat literacy but concentrating on the bilingual instructors' Inupiat grammar skills, development of bilingual classroom materials and teaching methods. The five or more certificated teachers will be working closely with the bilingual instructors but will take a graduate-level course in methods of second language teaching.
5. July 14 to August 8, training for 15 bilingual instructors and at least two certificated teachers in the Bethel region and also teachers from Togiak, Manokotak, Twin Hills, and Aleknagik North Shore. This training will include (ED 206) Introduction to Teaching and for those who have not already taken it, a course (ED 193) Introduction to Methods and Materials in Bilingual Education. In addition to this, a communications lab in English language skills will be offered for those needing it and we are exploring ways of offering other courses.
6. Not included in the above workshops will be training for two or more bilingual instructors from Akutan and Atka as well as instructors and teachers from Angoon and Metlakatla. Due to the uniqueness of the situation, this training will be handled on an individual basis but could be incorporated into one of the above workshops. In the Southeast, we are hoping to make a continuing agreement for training with Sheldon Jackson College.

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All of the above training for a total of 71 bilingual instructors and at least 12 certificated teachers will be for college credit at the individual's option and will count towards an Associate of Arts Degree and/or a Bachelor's Degree for full teacher certification. Attached is a recent report developed for the University of Alaska under contract with ASOSS which proposes a new four-year degree program for teacher certification. This is built on the Associate Degree Program developed by KCC. Although this report and its various recommendations need much review and revision, it does propose a definite plan for the University that would allow our bilingual instructors to receive training that will be documented, transferable, and most of all, will cumulate towards a potential degree.

I am now completing the Title VII Proposal for next year which will take this basic plan and stretch it throughout next school year and next summer and hopefully, on a continuing basis generally providing for the following:

1. Two one-week workshops during the school year held in regional locations with a follow-up visit to each site after each workshop. We consider the on-site training essential in order to deal with the actual problems faced by the teachers in the classroom.
2. Approximately four weeks of summer training also in regional locations which both continues the training of experienced staff and also provides initial training to any new instructors and teachers.
3. Intensive, on-going training for a corp group of ten Native language experts in order to develop the personnel resources to assist in the immense job of developing bilingual instructional material in at least six major languages. We expect to identify these persons during the summer training programs and formalize their training as "Interns" for the rest of next year and thereafter.

The ESEA Title VII Proposal for next year which will be available within two weeks will specifically outline the training and materials development plan for next year but also project continuing plans for seven years. As this stands now, our objectives are to first meet the bilingual instructors' most immediate needs but do so in an accredited, degree-oriented, field-centered program that will by the summer of 1982 help provide for a minimum of 60 bilingual instructors with Associate Teacher Certification and approximately 25 fully certified teachers with expertise in bilingual education.

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At present, although the number of Alaska Native teachers is increasing, to my knowledge, there are only three teachers within ASOSS who are fluent in the Native language of the area. The total potential number of students needing or potentially needing some form of bilingual education is around 4,000.

There is some ambivalence in my own mind regarding the above plan as to the role of the University of Alaska and other institutions of higher education. The general feeling seems to be that ASOSS is not established for higher education and that the University should play a major role in providing this training. However, there is some question as to losing direction and control over this training if it is contracted lump sum to the University. My feeling is that the reorganization within the University providing the administrative and program capabilities of dealing with our needs is most critical. I am optimistic that in the near future, the University will take moves to alleviate some of these problems. Basically, however, we need Community Colleges such as KCC in Nome, Kotzebue, Fort Yukon, Dillingham, Glennallen and other regional locations.

To get back to the original point, additional monies in the training grant include consultant services on materials development, some hardware such as a printing press, VTR and a modified type of language master and \$40,000 to provide the travel for these workshops. One last detail, the participants for summer training will not be on salary but receive a weekly stipend of approximately \$150.

I will be glad to elaborate on this program and provide any additional information needed.

BW:gjd

cc: David Lannigan
Harvey Pitts
Tupou Pulu
Dennis Rehder
Mike Travis

P. S. Also attached are copies of ASOSS Proposed Regulations on Bilingual Education and ASOSS Administrative Procedures for Bilingual Education.

ALASKA STATE OPERATED SCHOOL SYSTEM

PROPOSED REGULATIONS ON BILINGUAL EDUCATION

REFERENCE: Alaska Statutes

Section 14.08.160 Bilingual Education. (a) A state operated school which is attended by at least 15 pupils whose primary language is other than English shall have at least one teacher who is fluent in the native language of the area where the school is located. Written and other educational material, when language is a factor, shall be presented in the language native to the area.

(b) The board of directors shall promulgate regulations to carry out the purposes of this section.

* * * * *

In accordance with AS 14.08.160(a) and pursuant to the authority contained in AS 14.08.160(b) the Board of Directors of the Alaska State Operated School System proposes to adopt regulations on bilingual education as set forth below.

BILINGUAL EDUCATION

A. Definitions

1. "Bilingualism" is defined as the practice of alternately using two languages.

2. "Bilingual education is defined as the use of two languages as mediums of instruction. This includes instruction in either English as a second language or the native language(s) of the community as a second language.

3. "pupils whose primary language is other than English" is defined as pupils who come from an environment where the dominant language is other than English.

4. "dominant language" is defined as the language traditionally relied upon for communication in the home and community.

5. "teacher who is fluent in the native language of the area" is defined as a certificated teacher (or a noncertificated instructor receiving teacher training) who is literate and fluent in the language native to the community.

6. "Culture" is defined as the sum total of ways of living built up by a group of people and transmitted from one generation to another.

B. Purposes

Recognizing the students' inherent right to an education in both English and the native language of the community, it is the policy of A.S.O.S.S. to incorporate , as applicable both languages into the instructional program for the following purposes.

1. To utilize the students' native language to facilitate learning and to strengthen communication skills in both the native language and in English

2. To provide a better opportunity for all students to receive a more meaningful education by incorporating the languages and cultures of the community into the school curriculum.

3. To facilitate the students' development of a positive understanding and appreciation of his own cultural heritage as well as respect and appreciation for other cultures.

4. To provide increased opportunities for parents and community members to participate in the schools'activities.

C. Eligibility

Due to the many languages spoken in communities within A.S.O.S.S. and the different status of these languages, bilingual education shall be implemented in those schools which fall under the following categories

in order of priority and upon the approval of the advisory school board.

1. (a) schools in which fifteen or more students speak the native language of the community fluently with little or no English speaking ability.

(b) schools in the above category with less than fifteen students

2. (a) schools in which fifteen or more students speak the native language of the community and English with some degree of fluency in both languages

(b) schools in the above categories with less than fifteen students

3. (a) schools in which fifteen or more students speak English with little or no ability to speak the native language of the community.

(b) schools in the above category with less than fifteen students

D. Planning and Implementation

The priorities for implementation as set forth in C. above apply to the total District as well as to each regional administrative area. An annual plan of services shall be developed for each region as a part of the overall instructional plans for that region. An annual plan of services for the total District shall be developed from the regional plans.

Regional and District plans shall detail the activities needed to support the local school operations in administration, instructional materials development, teacher training and evaluation.

Instructional planning for bilingual education is the responsibility of the local school staff with support from the regional and District offices. Approval of the advisory school board is required before implementation.

E. Instructional Materials

A.S.O.S.S. shall develop instructional materials appropriate to the languages and cultures of the communities it serves. To the fullest extent possible, the development of these materials shall involve the local school staff and community.

Nothing in these regulations shall prevent the purchase of any relevant materials that may be available.

F. Teacher Education

A.S.O.S.S. shall in conjunction with post secondary education institution(s) provide for and on-going program of teacher education for paraprofessional instructors and certificated teachers who are directly involved in bilingual education.

ALASKA STATE-OPERATED SCHOOL SYSTEM

BILINGUAL EDUCATION DEPARTMENT

ADMINISTRATIVE PROCEDURES

February 1975

Submitted by
Baxter Wood, Director
Bilingual Education

ALASKA STATE-OPERATED SCHOOL SYSTEM

ADMINISTRATIVE PROCEDURES FOR BILINGUAL EDUCATION

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(includes A.S. 14.08.160 (a) and (b))
- B. Statewide Bilingual Education Conference Recommendations
to DOE
- C. Language Assessment Instruments
 - 1. Teacher Questionnaire
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ALASKA STATE-OPERATED SCHOOL SYSTEM

ADMINISTRATIVE PROCEDURES FOR BILINGUAL EDUCATION

PREFACE

Attached to this document as Appendix "A" are (proposed) ASOSS Regulations on Bilingual Education. These Regulations interpret and define Alaska Statute 14.08.160 (a) on bilingual education. The following administrative procedures, based on these Regulations, provide the requirements for planning, implementing and administering bilingual education activities.

To the fullest extent possible, the planning and administration of bilingual education should be accomplished through established procedures for the schools' basic instructional program. Thus, these planning procedures and the regional plan itself should be a component of the overall planning process and of the total instructional plan for each region.

These procedures are intended to facilitate the development of all bilingual education activities utilizing all resources, however, the specific budgetary information required is limited to State General Funds allocated specifically for bilingual education under AS 14.08.170 and/or Federal ESEA Title VII funds.

Federal funds are generally to supplement the State's obligation to provide bilingual education. Thus, the State's resources should be used for the core bilingual teaching and administrative staff, whereas Federal funds more appropriately address the special needs of bilingual teacher education and bilingual curriculum and instructional materials development.

In addition to information required by State and Federal regulations, these procedures include information required by the Civil Rights Compliance Report on Instructional Services for Students Whose Primary or Home Language is Other than English. (IEW No. OS 53-74; attached as Appendix H.)

A. LOCAL PROGRAM PLANNING PROCEDURES AND GUIDELINES

1. Purposes

The purposes of bilingual education as set forth in the (proposed) Regulations are as follows:

- a. To utilize the students' Native language to facilitate learning and to strengthen the students' communication skills in both the Native language and in English.
- b. To provide a better opportunity for all students' to receive a more meaningful education by incorporating the languages and cultures of the community into the school curriculum.
- c. To facilitate the students' development of a positive understanding and appreciation of his own cultural heritage as well as respect and appreciation for other cultures.
- d. To provide increased opportunities for parents and community members to participate in the schools' activities.

On these general purposes the community, parents, Advisory School Board and school staff must develop the specific goals and objectives for bilingual education in the local school.

2. Planning Procedures

- a. The local school administrator (Principal or Principal Teacher) is responsible for the development of the bilingual education curriculum with assistance provided from the Regional and District offices. Exactly how this is to be accomplished is to be decided by the local Advisory School Board, the School Administrator and the Regional Superintendent.
- b. Input from parents of bilingual students must be incorporated into the bilingual curriculum.
- c. The local Advisory School Board must approve the school's curriculum for bilingual education.

3. Guidelines

- a. The school's bilingual education curriculum should be developed as a part of the basic instructional program. The design of the program is based on the status of languages spoken in the community and the community's goals for continued use of these languages.
- b. An assessment of each student's language abilities is needed in order to develop an appropriate curriculum. Instruments used in determining the language situation of each community will be provided by the Regional Office and will include a Village Questionnaire, A Student Questionnaire, a Language Skills Rating Scale and other instruments which may be developed for a specific situation.

c. The bilingual component of the school's curriculum should be closely coordinated with other bilingual activities in existing preschool and/or adult education programs. Although the primary responsibility of staff supported with State bilingual funds or federal (ESEA Title VII) funds for students in the K-12 program, some staff time may be allotted to preschool and/or adult education activities.

B. REGIONAL PLAN OF SERVICES

In each ASOSS Administrative Region with schools eligible for bilingual education, the Regional Superintendent will direct the development of a Regional Plan of Services for Bilingual Education. These plans are due annually on June 1 ; submitted to the Associate Superintendent for Instructional Services.

1. Planning Procedures

- a. The Regional Superintendent is responsible for the development of the Regional Plan of Services. The District Office will provide assistance upon request and coordinate inter-regional planning efforts.
- b. Parents of bilingual students shall be involved in the planning of bilingual education activities. A representative parent committee must approve the Regional Plan of Services. To the extent feasible, this parent committee should overlap with similar parent committees established for planning ESEA Title I, Title IV Indian Education Act and other similar programs.
- c. This plan may be developed as a separate document or incorporated into a more comprehensive plan of services for all instructional activities.

2. Planning Guidelines

a. Administration

- i. Include a summary statement of the needs for bilingual education in the region and the status of existing activities and future plans.
- ii. List the staff and description of positions involved in the administration of bilingual education. Include an organizational chart for the above positions.
- iii. Describe the selection procedures, the composition and operating procedures covering the Regional Parent Committee.
- iv. List the schools with and without bilingual education and the order of priority for implementing new programs. State the criteria used to establish priorities. The Regional Parent Committee must specifically approve this priority list.

b. Materials and Curriculum Development

- i. List all instructional materials currently used for bilingual instruction.
- ii. List instructional materials to be developed during the following school year and describe how and by whom they are to be developed, printed and disseminated.

iii. Describe in general the current bilingual curriculum in the regional schools.

iv. Describe the process by which the bilingual education curriculum will be further developed in each school and how that process is related to overall curriculum development.

c. Teacher Education

To the fullest extent possible teacher education activities should:

- be an ongoing program
- provide for college credit
- be degree oriented (AA. or BEd.)
- provide for training activities on site, at regional centers and the option of on campus training
- include an integrated design for increased interaction between certificated teachers and bilingual instructors.

i. List by name and school the current certificated teachers and bilingual instructors working directly with bilingual education.

ii. Describe the training needs for all staff working with bilingual education and the activities to meet those needs. Include how these activities are to be administered such as by Regional Office staff or through an institution of higher education.

d. Assessment/Evaluation

The regional superintendent is responsible for the evaluation of the Regional Plan of Services. Areas to be included in the evaluation include administration of the regional plan, development of materials, teacher education activities and the assessment instruments. The regional parent committee must be involved in the evaluation.

A language assessment of the region's students will be conducted by the local school staff with needed support from the Regional and District Offices. Instruments used to determine the language status of each community are attached as Appendix C.

The following should be completed with data from the above instruments:

- i. The number of students by school which fall into the following categories of language usage:

Primary or Home Language Other Than English	A Speak Only This Language	B Speak Mostly This Language and Some English	C Speak This Language and English Equally	D Speak Mostly English and Some of This Language	E Speak Only English	F Line Totals
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
Column Totals	_____	_____	_____	_____	_____	_____

- ii. From the column totals in Item i above, the number of students by school who receive bilingual instruction.
- iii. The number of students receiving bilingual instruction who are Alaska Native (or other minority ethnic group).
- iv. Explain the method(s) of language dominance assessment employed to determine the degree or ability of the students reported under Item 2.

C. DISTRICT PLAN OF SERVICES

An annual District Plan of Services for bilingual education shall be developed under the direction of the Associate Superintendent for Instructional Services. This plan will incorporate the Regional Plans of Services as well as specify the activities and services provided by the District Office staff. This plan is due annually on July 1; submitted to the District Superintendent.

1. Planning Procedures

- a. The Director of Bilingual Education shall coordinate the development of the District Plan of Services with the Regional Offices staff.
- b. The District Plan of Services shall be developed with input from parents of bilingual students and approved by a representative parent group prior to September 1.

2. Planning Guidelines

a. Administration.

- i. Include a summery statement of the needs for bilingual education in the District and the status of existing activities and future plans.
- ii. List the staff and description of positions involved in the administration of bilingual education at the District and Regional Offices. Include an organizational chart for the above positions.
- iii. Describe the selection procedure, the composition and operating procedures covering the District Parent Committee.
- iv. List the schools with and without bilingual education and the order of priority for implementing new programs within each region and within the District. State the criteria used for establishing priorities. The District Parent Committee must specifically approve the District's inter-regional priorities for implementation.
- v. Describe the services to be provided by the District Office staff supporting bilingual educaiton. State the need for these services and how these activities will meet those needs. Include an evaluation design for the services provided by the District Office staff.

D. BUDGET INFORMATION

These procedures and guidelines cover the planning and administration of State General Funds allocated specifically for bilingual education and Federal ESEA Title VII funds. However, nothing in State or Federal Regulations prohibits the use of basic instruction funds for bilingual education activities. As each region's bilingual program will probably involve expenditures of both funding sources, regional budgets must distinguish between these sources.

Following are procedures and guidelines to facilitate the planning and administering of these funds:

1. Budget Planning Cycle

- a. The District's budget for bilingual education is submitted (along with the other departments) to the Superintendent on July 1 of each year for the following fiscal year's operation. For example, on July 1, 1975, the preliminary budget request is submitted for fiscal year 1976-77. Both State and Federal funds are included in the budget request. This budget cycle thus requires a bilingual education preliminary budget submission from each region by June 1 each year for the second following fiscal year. (i.e., June 1, 1975, preliminary budget request from each region for fiscal year 1976-77.)
- b. Upon receiving the Governor's recommended budget allocation (in January-February) for bilingual education, the District Office staff shall make tentative allocations of State and Federal funds to each region and the District Office based upon the needs of regional schools for bilingual education according to priorities established in the (proposed) Regulations.
- c. Using this budget allocation, the Regional Superintendent will develop tentative budget allocations to local schools according to regional priorities. An appropriate percentage of this budget should be allocated to the Regional Office for the administrative, teacher education, curriculum and materials development, and assessment/evaluations supporting the schools' bilingual activities. The Regional Office allocation should be based on the schools' need for these services.
- d. Based on the above allocations, or on subsequently revised budget allocation (as approved by the Legislature) each Regional Superintendent shall submit a Regional Office budget and local school budgets along with the Regional Plan of Services on June 1, for the following school year. (i.e., June 1, 1975, for fiscal year 1975-76.) Any discrepancies between the regional budgets as submitted and the authorized budget shall be resolved in writing by the District Office prior to July 1.

Thus, on June 1, each region must submit:

- i. A Regional Plan of Services for the following fiscal year as specified in Section "B".

ii. A preliminary budget request for the second following fiscal year including: - separate budgets for State and Federal funds.

- totals for each budget category (use State budget categories only)

- list of all new positions requested with job description.

- summary explanation of budget changes from the Regional Plan of Services submitted for the previous year.

e. By June 30, the District Office will notify each region in writing as to the status of the regional budget for the following fiscal year.

2. ESEA Title VII

The rules and regulations governing the use of ESEA Title VII funds are attached as Appendix "E", "F" and "G". These regulations change from time to time and specific requirements may supercede procedures and guidelines in this document.

As a detailed proposal is required to be submitted to the U. S. Office of Education in February (approximately) each year, each region shall submit on January 15, a proposed plan for the use of Title VII funds for the following fiscal year. This plan should further detail the activities projected in the preliminary regional budget (Federal) request made on June 1, previously. To the extent feasible, this plan should include the information required on the ESEA Title VII application forms attached as Appendix "I". However, joint planning is required between the Regional and District Offices as the Regional plans for Title VII must be submitted as one proposal to the U. S. Office of Education.