SCOMM

#19:13

#10

CROSS-CULTURAL EDUCATION DEVELOPMENT PROGRAM

X-CED is -- A program operated jointly by the Alaska Dept. of Education and the University of Alaska, School of Education, Fairbanks, under Contract.

-- Governed by a Consortium Board established under the State Board of Education, composed of representatives of rural regions, students, postsecondary institutions, the State Education Agency, Teachers' Association, Administrators' Association, Native organizations.

-- Funded by USOE Teacher Corps and State General Funds, and direct grants to U of A/X-CED from the Office of Bilingual Education and Office of Environmental Education.

-- A staff and teaching faculty in education, based in Anchorage, Fairbanks, Shishmaref, Bethel, Dillingham, Tanana, and Ft. Yukon.

X-CED Provides -- Academic programs leading to the B.Ed. and Master of Arts in Teaching, cross-cultural in its focus, interdisciplinary in their nature. They lead to elementary and secondary certification.

-- Specialties in Cross-Cultural Elementary, Rural School Secondary, Bilingual Education, Human Resource Development (non-certificating).

-- Delivery of these programs to students and inservice teachers on site, in the field in 25 villages served by the five Field Centers.

X-CED Students -- Are primarily Native, but not exclusively. It is intended for persons who wish to teach in, and administer, schools with high concentration of children culturally different from the larger society, and from low-income families.

-- Number nominally 80 full-time undergraduates, 15 teachers taking one or more courses, 4 full-time graduate students, and 6 full-time graduate students/assistants.

-- Who have graduated or are seniors in 1977-78 number 54 Natives and 19 Caucasians. (32 N, 17C to date).

-- Are persons who, for reasons of economics, family situation, community ties, and culture cannot, or would not, leave their homes to attend campus programs for four years or more.

X-CED Costs -- Were high on a per student basis because federal grants provided for direct financial assistance (stipends) at $6,500/year plus dependent allowance at $60/month/dependent to 60 students.

-- Have diminished as stipends have ended (except for four graduates) and program efficiency has increased.

-- Are roughly equal to cost per student on campus at Fairbanks (FY 76: $4,660; FY 77: $5,226). There are no buildings, bonds, or debt retirement involved.

-- Predominantly covered by Federal Categorical grants (95.7 % in FY 77 and 88.3% projected in FY 78).

-- Increasing overall only as a result of uncontrolled increases in salaries set by the legislature and university, air fares, and cost of communication, i.e., inflation.

Schools Need -- Teachers who speak the same language as the students.

-- Teachers who are knowledgeable of, and sensitive to, the cultural and physical environment of the places in which they teach.

-- Teachers whose teaching styles match the learning styles of the children.

-- Educators who can eliminate, rather than exacerbate, the existing cultural discontinuity between schools and communities where such exists (Native villages, ghettos, low income neighborhoods).

-- Educators who can create small rural high schools which meet the needs of the youth and communities and which assure that the State is in compliance with laws relating to equal educational opportunity.

-- A means for orienting newcomers to rural schools, communities, and cultures.

X-CED Needs -- Closer association with research and other teaching units of the University.

-- A continuing source of general funding in addition to the categorical federal grants which are intended to serve purposes of development and demonstration, but which have been used by the State for operation.

-- Support for the education of persons who will become teacher trainers in the university faculties of education.

-- Serious adoption by the University of Alaska of the Academic Development Plan of 1975, specifically pps. 107-112 pursuant to Teacher Education.

* * * * * * * *

A. SPECIAL DEFINITIONS

CULTURE is defined as the totality of socially transmitted behavior patterns characteristic of a people; a style of social and artistic expression, mode of learning, perspectives, and view of the world held in common by a society or class.

CROSS-CULTURAL is used here as denoting the interrelationships and interactions between individuals and groups of different cultures.

CROSS-CULTURAL EDUCATION denotes the teaching and learning process, both formal and informal, between and among individuals and groups whose cultures differ in one or more respects from one another; this is transcendent of geographical locale, i.e., the principles pertain to urban and rural alike

B. DISCUSSION OF ISSUES

1. In spite of recent shifts in the structure of power, and in spite of the fact that public education accrues to it more money and more scrutiny than any other national enterprise short of war, education for Native children in rural Alaska and minority children in most schools has not improved substantially during the past decade. There is no new wave of Native young people filling jobs or entering our universities who are demonstrating skills or knowledge or other results of formal schooling different from those of a decade or two ago. While new laws are passed, new systems created, new funds appropriated, new regulations adopted, and new schools constructed, the State and many rural districts are forced by threat of litigation and cessation of federal funding to agree to make good, belatedly, the fundamental principle that children have a right to be taught in the language they speak. Since this principle is now a law of the land, it is not a great extension of the spirit of the law to adopt policies which say that children also have a right to be educated in a manner and in a direction consistent with the goals, aspirations, and within the value systems of their own cultures, regardless of how different they may be from those of the mainstream of society. It is, in fact, this spirit which has caused enactment of state laws and adoption of state regulations which speak to education for a pluralistic society. Yet the results have been systemic and political in nature, not educational. Further, the majority of the improvements in the educational processes for Native and other minority children have come about as a result of two things: (1) federal categorical grant programs and (2) the chance that some school administrators and some teachers have been sufficiently sensitive to the problems that they are willing to assume responsibility for real improvement.

It has repeatedly been made clear that, beyond the laws and regulations, the key factors in improvement of education are the quality and qualifications of the school staffs, and the materials and environment with which they and the children have to work. Yet there remains a general lack of action outside of some communities themselves and among a few individuals, for who teaches, where teachers come from, how were they selected, how they have been

prepared to deal with culturally different children and settings, where they have been trained, what their university curriculum was like, what the motives were for coming to teach in Alaska, how long they may stay, what their basic humanistic attitudes are, their adaptiveness and awareness, how many positions could be filled with Native and other State residents were they available, and the cost in educational and financial terms of the constant rotation and flow through the rural school systems of 'temporary' teachers.

Attempts to remedy the situation through in-state undergraduate teacher education programs and providing newcomers and inservice teachers with needed orientation and special training have been spasmodic and poorly funded, subject to neglect and low prioritization by the administrations of the State's universities, the State administrations, and the legislatures, while both common sense and law call for equal educational opportunities for all children and youth. The achievement of this lies almost singularly with the competence, quality, and nature of public school educators as a whole. And while teachers from out of state continue to come, access of rural people to careers as teachers and administrators has been limited by the absence of in-state, field-based programs of sufficient scope and magnitude.

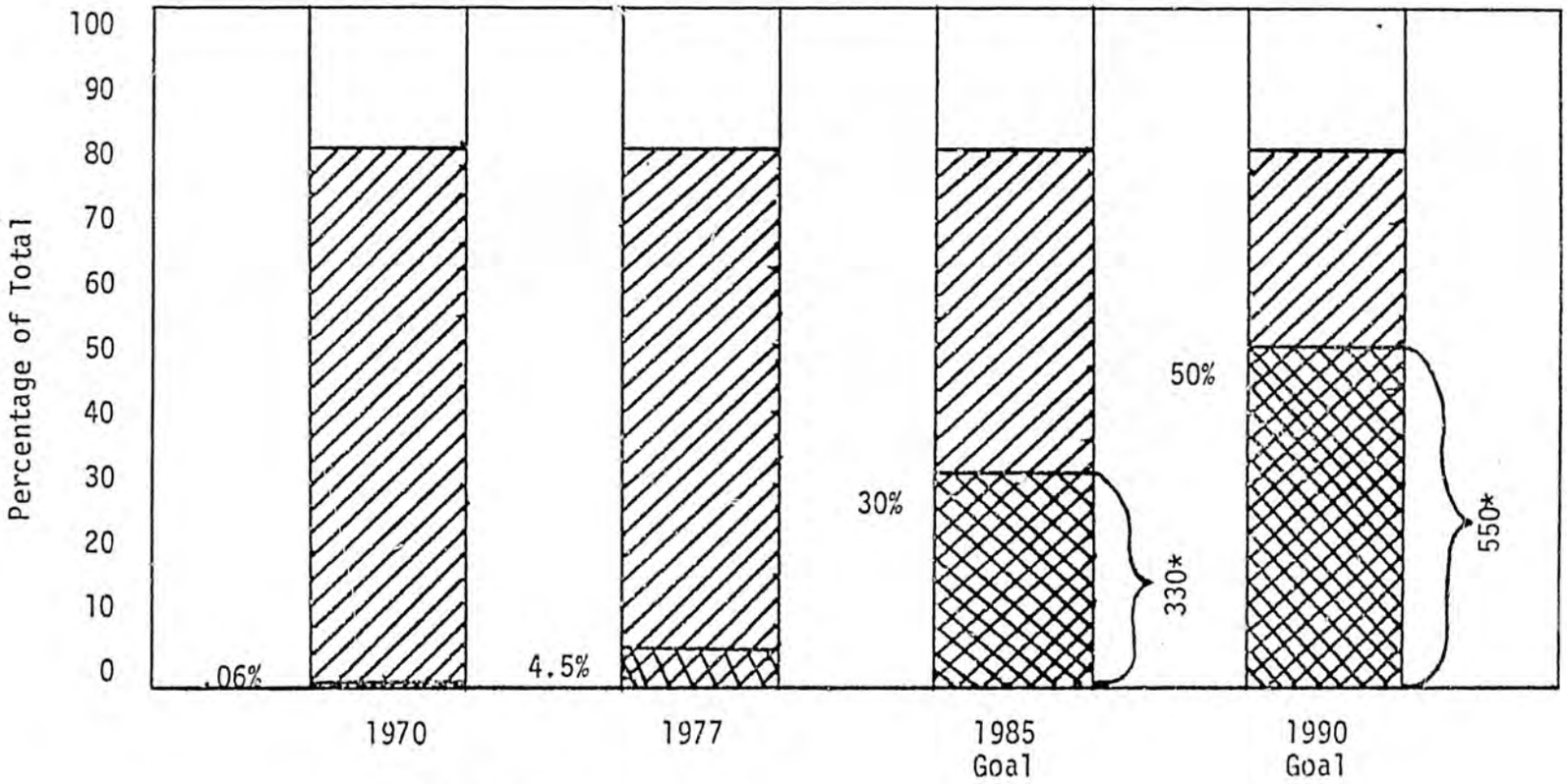
2. Among federal legislation related to Civil Rights (Civil Rights Act of 1964, Amended) and Equal Employment Opportunities, is the requirement that school districts file Affirmative Action Plans. Within such plans, the current percentage of minority students enrolled in the schools of the district and the concurrent percentage of minority teachers and administration in the schools are to be shown. If the ethnic and racial composition of the enrolled student body is not reflected in similar percentages in the professional staff, the plan for remedy is to be presented. In Alaska, approximately 80% of the students in REAA and other rural districts is Native while about 4% of the teachers are Native. The problem is the acute lack of Native certificated teachers and school administrators which would make compliance with EEO laws possible in the immediate future.

Statistically, there are approximately elementary and secondary teachers and administors in the rural schools. Applying the 80% figure for Native enrollment, a need for Native teachers is projected. This manpower need projection has never been dealt with seriously by the State. Yet not only does this projection call for action to come into compliance, the ability to fill this number of career positions with State residents, and particularly with many Native persons who are currently unemployed, should be dealt with directly when formulating State education and manpower policy.

Second, an issue raised by the U. S. Office for Civil Rights in its findings of non-complaince of the REAA's with the Supreme Court Decision in Lau v. Nichols is the absence of regularly certificated teachers whose language and culture is in common with the student, "---failure to provide adequate instructional assistance to students whose primary or home language is other than English." The listing of numbers of Native aides did not meet the terms of the OCR noncompliance finding. The State Plan (Minimum Guidelines as Proposed in 4A AC 34.060) currently undergoing the hearing process speaks to "Teachers holding regular Type A certificates who are fluent in the Native language of the local community" (Ch. XI, Par. 1). The Plan contains an entire chapter, pps. 94-110, and

Appendix G (pps. 199-217) related to staff development, training, education, and curriculum. Yet at the current rate that X-CED and the Schools of Education are graduating Native and Cross-Culturally prepared teachers, it would take 15-30 years to fill the 300-400 teaching positions required to meet EEO criteria.

NATIVE EDUCATOR/NATIVE TEACHER
Percentages in Alaska
Rural School Districts



* Number of Teachers

BRU Cross-Cultural Education Development Program (X-CED) BRU CODE 05-12-2-25-00-00 REVISED

ANALYTIC STATEMENT

02-1002

SOURCE OF FUNDING

X-CED/ARTTC 1970-1978

Teacher Corps (Title V-B HEA)

Career Opportunities Program, U.S. Office of Education

Johnson O'Malley Act

Public Law 874

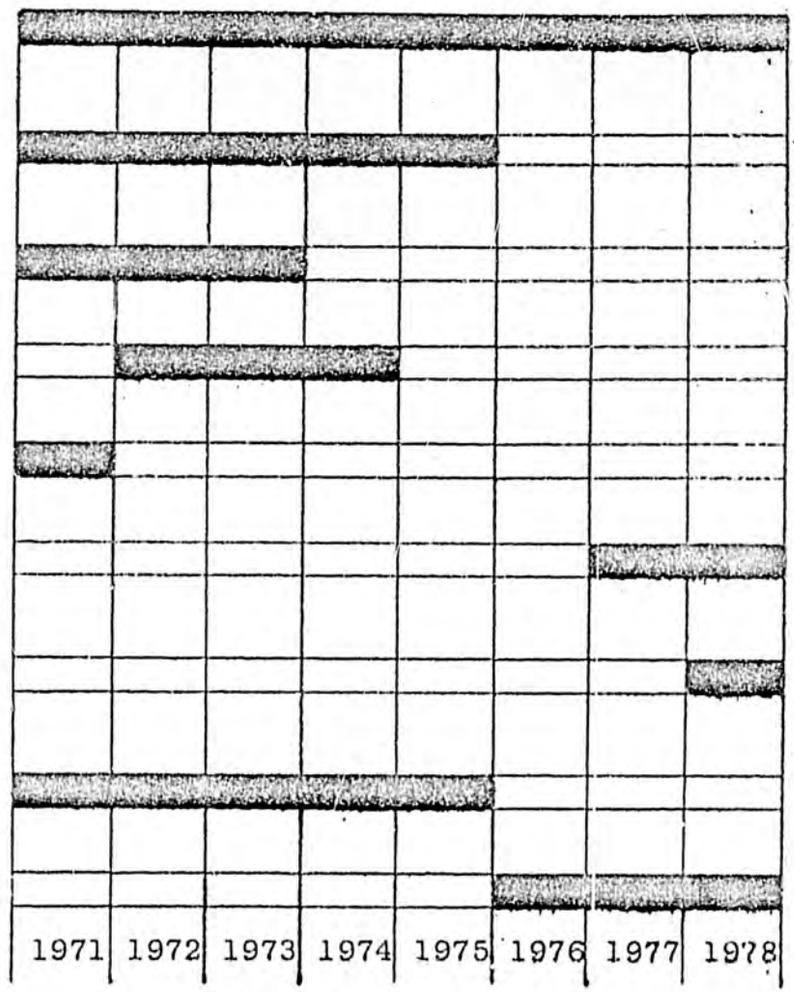
ESEA Title I

ESEA Title VII (Bilingual)

Public Law 91-516 (Environmental Education)

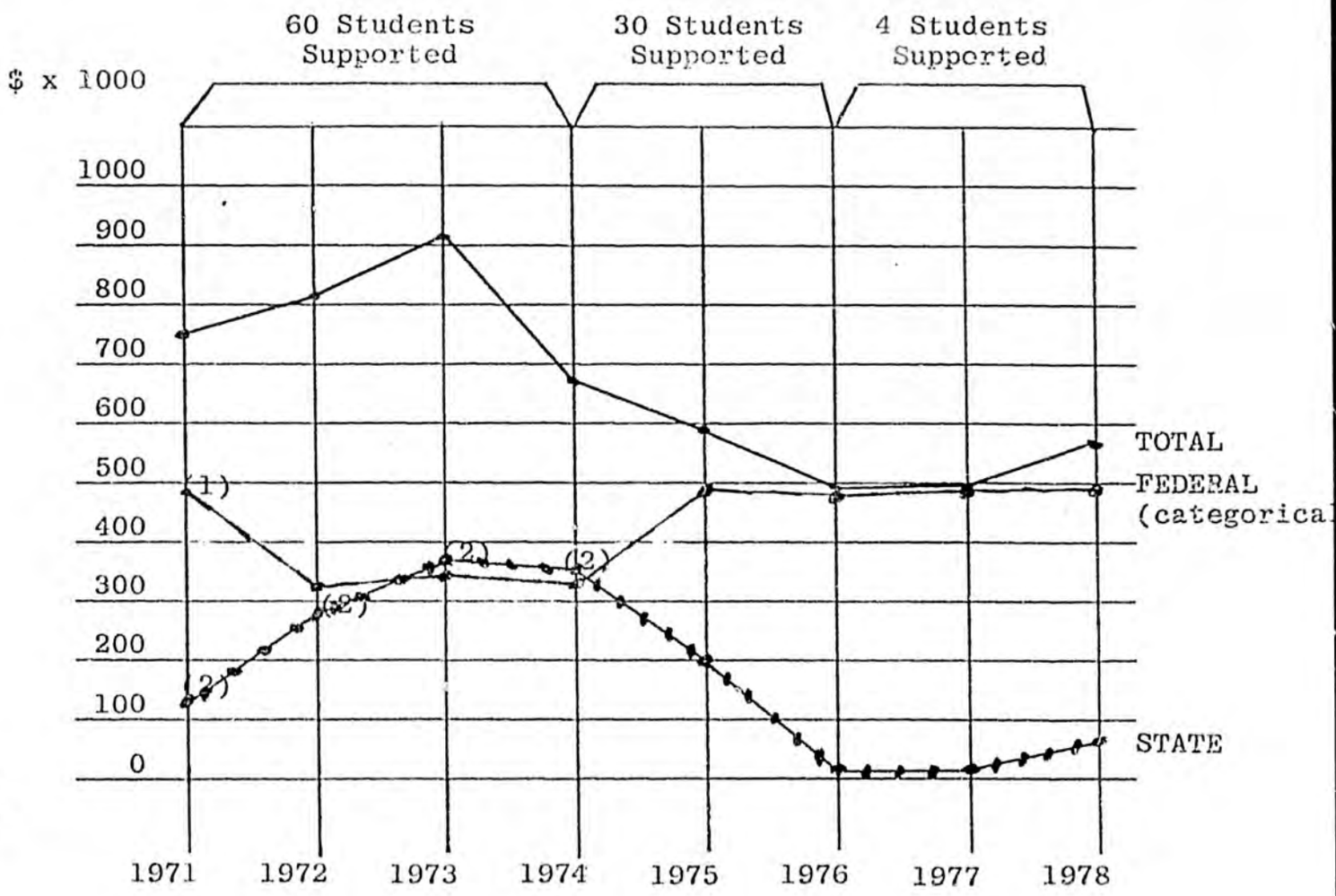
State Unrestricted Funds

State Restricted Funds



Program Year Ending

BRU Cross-Cultural Education Development Program (X-CED) BRU CODE 05-12-2-25-00-00 REVISED



(1) Includes ESEA Title I in FY 71.

(2) Includes PL 874 funds in FY 71, 72, 73, 74.

From 1971 through 1974 the total budget included direct financial support (stipends) for an average of 50 students and their dependents, an annual total of approximately $310,000.

In 1975 and 1976 student support was reduced to approximately $150,000 covering 25-30 students plus dependent allowance.

In 1977 and 1978 student support was provided for four graduate interns only, plus dependent allowance, approximately $35,000. Financial assistance for undergraduate students is provided under federal Basic Education Opportunity Grants and BIA scholarships. Number of students (undergraduate) increased in 1975 from approximately 60 to 80; number of teachers & others taking graduate courses from 0 to 15 full time equivalents; 4 full time graduate interns.

OVERALL COST
PER STUDENT IN X-CED

1975-76: $324,000 (TC) + 147,523 (COP) + 19,000 (GF) = $490,523

$490,523
-87,429 Direct Stipends to 18 students and dependents.

$403,103 Total Budget for Operations and Delivery.

$\frac{\$403,103}{85.5 \text{ FTE}}$ = $4,660 Cost Per Student

1976-77: $380,000 TC) + 63,750 (9 mos. bilingual grant to UA) +

20,600 (GF) = $464,350

$464,350
-35,780 Direct Stipends to 18 students and dependents.

$428,570 Total Budget for Operations and Delivery.

$\frac{\$428,570}{82 \text{ FTE}}$ = $5,226* Cost Per Student

*Reflects salary increases in ADOE and U of A, air fares and cost of phone and postage.

X-CED ENROLLMENT STATISTICS

PERIOD	NO. OF STUDENTS	CREDIT HOURS	F.T.E. Hrs./12	NOTES
Fall, 1974	39	627	52	Accepting full-time students only.
Spring, 1975	144	1044	87	Open to part-time and graduate.
Summer, 1975	12	72	6	Elective - 6 hr. maximum.
Total 1974-75		1743	145	
Fall, 1975	112	1012	84	
Spring, 1976	118	1036	86	
Summer, 1976	6	36	3	Elective - 6 hr. maximum.
Total 1975-76		2084	173	
Fall, 1976	105	860	72	
Spring, 1977	118	1085	90	Added Lower Kuskokwim Bilingual; figures are enrollment as of 2/1/77.
Summer, 1977	4	24	2	
Total 1976-77		1969	164	

BRU Cross-Cultural Education Development Program (X-CED) BRU CODE 05-12-2-25-00-00 REVISED

ARTTC/X-CED GRADUATES

1972-1977 & 1978 (Projected)

1972 ARTTC GRADUATES

1. Linda Garrett (C)
2. Jim Graham (C)
3. Dan Haslett (C)
4. Larry Hayden (C)
5. Flossie Hopson (N)
6. Kathryn (Krogstad) Kortie (C)
7. Steve Kortie (C)
8. Kathy Kurtz (C)
9. John Laughlin (C)
10. Bob Mandell (C)
11. Cecilia (Ulroan) Martz (N)
12. Perry Mendenhall (N)
13. Mike Miller (C)
14. Olinka Nicolai (N)
15. Darrell Offt (C)
16. Stan Senungetuk (N)
17. Bridget Smith (C)
18. Loddy (Sundown) Jones (N)
19. Ferdinand Sharp (N)
20. Shelley Trainer (N)
21. Tom Wagner (C)

1974 ARTTC GRADUATES

22. Nels Alexie (N)
23. Pat (Norton) Beals (N)
24. Patty Bowen (C)
25. Louise (Kelly) Britton (N)
26. Virginia Demmert (N)
27. Lary Hill (N)
28. Pauline Hobson (N)
29. Lois (Edwin) Huntington (N)
30. Merriline Kangas (N)
31. Leo Kinneeveauk (N)
32. Ella Kowunna (N)
33. Genevieve Kratzer (N)
34. Lillian (Brendible) McGilton (N)
35. Lulu Nazaruk (N)
36. Edith (Hildebrand) Nicholas (N)
37. Mary "Dee" Stickman (N)
38. Linda Swenson (N)
39. Alice Weber (N)
40. John Weise (C)

1975 X-CED GRADUATES

41. Emma (Hedlund) Hill (N)
42. Eileen MacLean (N)
43. Shirley Wheeler (N)

1976 X-CED GRADUATES

44. Laura Aaberg (N)
45. Tom Browner (C)
46. Sophie (Manutoli) Shield (N)

1977 X-CED GRADUATES

47. Loretta Pollock (C)
48. Joann Duchume (N)
49. Eileen Weise (N)

1978 X-CED GRADUATES (Projected)

50. Gail Fouts, MAT (C)
51. Joyce Shales, MAT (N)
52. Russ Griffin, MAT (C)
53. Dorothy Jordan, MAT (N)
54. Jeanne (Brighte) Jones (N)
55. Vicky Becwar-Lewis (N)
56. Joshua Lewis (N)
57. Velma Simon (N)
58. Paul Asicksik (N)
59. Marilyn Asicksik (N)
60. Eleanor David (N)
61. William Gumbickpuk (N)
62. Earla Hutchinson (N)
63. Ragine Pilot (N)
64. Gertie Brown (N)
65. Elma Gillett (N)
66. Virginia Ned (N)
67. Jeff Smith (C)
68. Eileen Kozevinkoff (N)
69. Marge Mogg (N)
70. Edna Apatiki (N)
71. Hazel Gogert (N)
72. Wilbur Bavilla (N)
73. Miriam Bavilla (N)

05-E3LH

STATE OF ALASKA

JAY S. HAMMOND
GOVERNOR

DEPARTMENT OF EDUCATION

Alaska Rural Teacher Training Corps
Cross-Cultural Education Development Program
(907) 279-0503

2221 E. Northern Lights Blvd.
Suite 220
Anchorage, AK 99504

January 28, 1977

Office of the Governor
attn: Sue Greene, Special Assistant
Pouch A
Juneau, AK 99811

Dear Sue:

The risk of bending protocol in addressing you directly is transcended by the concern a small group of educators and I have relative to what we perceive to be an issue perhaps not being given adequate consideration. Among all the activities being engaged in pursuant to the new State Regulations relating to small rural high schools, the settlement of the Tobeluk et al. vs. Lind, et al. case and passage of the school construction bond proposition, the questions of where the rural secondary school teachers will come from, how have they been prepared to competently meet rural high school students' needs, where they will have been prepared, how many (if any) will be Natives and what should the teacher preparation and inservice programs be like, remain, in our view, as yet unanswered and of concern to too few at this time.

While the University of Alaska and the X-CED/ARTTC BRU of the State Dept. of Education may be faulted for not having the foresight to have begun dealing with the then potential problem a year or more ago, perhaps the uncertainty of small high schools becoming a reality is sufficient reason why the budget of the U. of A. didn't reflect this staff development program need. The fact remains, however, that the FY 78 request of the X-CED/ARTTC BRU did address it in a modest way in a new component. It proposes to work in the undefined area between the rural secondary schools, postsecondary education and the communities. Actually, X-CED is a program "in between" which, sometimes, is awkward. The Dept. of Education cannot pursue the funding of a program at the risk of diminishing funds from any direct

K-12 programs, since its statutory responsibility lies there. Thus, the matter of staff preparation and development seems to be in sort of a limbo. However, we are concerned that there be teachers trained in-State, both at preservice and inservice levels. We feel it essential that their preparation for the small secondary schools aims at how the schools will be and that it enables them to work effectively with whatever the curricula become and, in fact, to aid in curriculum development and refinement.

Actually, a new public need has been created by adoption of the new regulations and settlement of the Tobeluk case and should probably be initially considered separate from the DOE and U. of A. budget submittals.

If the State budget and priority situation is such that the approximately $100,000 requested cannot be reflected in the Governor's budget, this is most certainly understood and respected. My conscience, but not my concern, is alleviated by calling this issue to your attention, especially since you were unable to be present during its discussion at the BRC hearing.

I am attempting to secure federal financial assistance via proposals to the Fund for Improvement of Postsecondary Education and the U. S. Office of Environmental Education, but will know nothing of these until April. Should any General Funds be appropriated to help develop the program, they could be diminished if federal funds are granted.

Sincerely,

D. M. Murphy, Exec. Director
Cross-Cultural Education
Development Program (X-CED)

DMM:slw

Enclosures: **Memo to Lind dated Dec. 14 from Kleinfeld**
Letter to Lind dated Dec. 15 from Ray & Darnell
Letter to Lind dated Dec. 20 from Kleinfeld
Alaska Rural Secondary Schools Forum, a Position Paper, pps. 1, 4, 9, 10, 11.

05-E3LH

STATE OF ALASKA

JAY S. HAMMOND
GOVERNOR

DEPARTMENT OF EDUCATION

Alaska Rural Teacher Training Corps
Cross-Cultural Education Development Program
(907) 279-0503

2221 E. Northern Lights Blvd.
Suite 220
Anchorage, AK 99504

January 10, 1977

U.S. Office of Education
Application Control Center
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Re: 13.925

Gentlepersons:

Enclosed herewith is a preliminary proposal being submitted to the Fund for the Improvement of Postsecondary Education under the Comprehensive Program.

Since we are unsure whether Form 001 is appropriate for this submittal by the State Education Agency, also enclosed are 3 copies of Form HEW 606T. Please dispose of the inapplicable form.

Although copies of the pre-application are being sent to the Postsecondary Education Commission (1202), it is not being sent to the State Clearinghouse at this stage. The proposal, if invited, will be submitted to the Clearinghouse in accordance with the OMB Circular.

Sincerely,

D. M. Murphy, Executive Director
Cross-Cultural Education Development
Program

cc: Marshall Lind, Commissioner of Education
Charles Ray, Dean, School of Education, U of A
Frank Darnell, Director, CNER, U of A
Judith Kleinfeld, ISER, U of A
Marilou Madden, Alaska Dept. of Education
Robert D. Arnold, Center for Equal Opportunity in Schooling, ANF
Kerry Romesberg, Director, Postsecondary Commission

DMM:gg

O.M.B. NO. 80-R0182

PREAPPLICATION FOR FEDERAL ASSISTANCE PART I

1. STATE CLEARINGHOUSE IDENTIFIER

2. APPLICANT'S APPLICATION NUMBER

3. FEDERAL GRANTOR AGENCY

DHEW/OE

ORGANIZATIONAL UNIT

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

ADMINISTRATIVE OFFICE

400 Maryland Ave. S.W.

STREET ADDRESS - P.O. BOX

Washington D.C. 20202

CITY STATE ZIP CODE

4. APPLICANT NAME

Alaska Dept. of Education/X-CED

DEPARTMENT DIVISION

2221 E. Northern Lights, Suite 220

STREET ADDRESS - P.O. BOX

Anchorage Anchorage

CITY COUNTY

AK 99504

STATE ZIP CODE

5. DESCRIPTIVE NAME OF THE PROJECT

Rural Small High Schools Development Assistance Project

6. FEDERAL CATALOG NUMBER

13.925

7. FEDERAL FUNDING NEEDED

$228,490

8. GRANTEE TYPE

X STATE, _____ COUNTY, _____ CITY, _____ OTHER (Specify)

9. TYPE OF ASSISTANCE

X GRANT, _____ LOAN, _____ OTHER (Specify)

10. POPULATION DIRECTLY BENEFITING FROM THE PROJECT

6,200

11. CONGRESSIONAL DISTRICT

a. Alaska-At-Large

b.

12. LENGTH OF PROJECT

24 months

13. BEGINNING DATE

Oct. 1, 1977

14. DATE OF APPLICATION

January 6, 1977

15. THE APPLICANT CERTIFIES THAT TO THE BEST OF THIS KNOWLEDGE AND BELIEF, THE DATA IN THIS PREAPPLICATION ARE TRUE AND CORRECT, AND THE FILING OF THE PREAPPLICATION HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT.

TYPED NAME

Nathanial Cole

TITLE

Deputy Commissioner of Education

SIGNATURE OF AUTHORIZED REPRESENTATIVE

Nathanial Cole

TELEPHONE NUMBER

AREA	NUMBER	EXTENSION
907	465-2801	Main SEA
907	279-0503	Project Contact

For Federal Use Only

HEW 605T

O.M.B. NO. 80-R0187

PREAPPLICATION FOR FEDERAL ASSISTANCE
PART II

1. DOES THIS ASSISTANCE REQUEST REQUIRE STATE, LOCAL, REGIONAL OR OTHER PRIORITY RATING? ☐ YES ☒ NO

2. DOES THIS ASSISTANCE REQUIRE STATE OR LOCAL ADVISORY, EDUCATIONAL OR HEALTH CLEARANCE? ☐ YES ☒ NO

3. DOES THIS ASSISTANCE REQUEST REQUIRE CLEARINGHOUSE REVIEW? ☒ YES ☐ NO

4. DOES THIS ASSISTANCE REQUEST REQUIRE STATE, LOCAL, REGIONAL OR OTHER PLANNING APPROVAL? ☐ YES ☒ NO

5. IS THE PROPOSED PROJECT COVERED BY AN APPROVED COMPREHENSIVE PLAN? ☐ YES ☒ NO

6. WILL THE ASSISTANCE REQUESTED SERVE A FEDERAL INSTALLATION? ☐ YES ☒ NO

7. WILL THE ASSISTANCE REQUESTED BE ON FEDERAL LAND OR INSTALLATION? ☐ YES ☒ NO

8. WILL THE ASSISTANCE REQUESTED HAVE AN EFFECT ON THE ENVIRONMENT? ☐ YES ☒ NO

9. WILL THE ASSISTANCE REQUESTED CAUSE THE DISPLACEMENT OF INDIVIDUALS, FAMILIES, BUSINESSES, OR FARMS? ☐ YES ☒ NO

10. IS THERE OTHER RELATED ASSISTANCE FOR THIS PROJECT PREVIOUS, PENDING, OR ANTICIPATED? ☒ YES ☐ NO

PART III - PROJECT BUDGET

FEDERAL CATALOG NUMBER (a)	TYPE OF ASSISTANCE LOAN, GRANT, ETC. (b)	FIRST BUDGET PERIOD (c)	BALANCE OF PROJECT (d)	TOTAL (e)
1. 13.925	Grant	228,490	129,000	357,490
2.				
3.				
4.				
5.				
6. TOTAL FEDERAL CONTRIBUTION		$228,490	$129,000	$357,590
7. STATE CONTRIBUTION		23,280	15,320	38,600
8. APPLICANT CONTRIBUTION (applicant is state agency)				
9. OTHER CONTRIBUTIONS (univ.)		32,000	17,000	49,000
10. TOTALS		$283,770	$161,320	$445,090

PART IV - PROGRAM NARRATIVE STATEMENT
(Attach per instruction)

HEW 606T

PART II (cont.)

Item 10. State General Funds may be appropriated in a currently unknown amount. If any, funds will likely not exceed $100,000. State budgetary restrictions suggest that a sustantial appropriation is unlikely and knowledge of such must await adjournment of the legislature in April or May, 1977. The F.I.P.S.E. will be apprised should such an appropriation be made.

PART III (cont.)

Item 7 & 8. The applicant is a state agency. The projected contribution is as follows:

	Year 1	Year 2
Waiver of 8% Indirect Costs	$18,280	$10,320
Administration/Accounting	5,000	5,000
	$23,280	$15,320

Item 9. Other Contributions. University of Alaska: The projected contribution is as follows:

	Year 1	Year 2
Steering Committee time & travel	$15,000	$10,000
Consulting & assistance, other staff, faculty	15,000	5,000
Shared & contributed equipment and facilities	2,000	2,000
	$32,000	$17,000

*

PREAPPLICATION

UNDER

The Comprehensive Program of the

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

* * * * * * * * *

Submitted by

The Alaska Department of Education

As A Cooperative Activity With The

University of Alaska

and the

General Assistance Center of the Alaska Native Foundation

* * * * * * * * *

Prepared by

The Cross-Cultural Education
Development Program

2221 E. Northern Lights Blvd.
Suite 220
Anchorage, Alaska 99504

0001 (ASE)

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

Preliminary [X] Final [ ]

Form Approved:
O.M.B. No. 85-R0287

This application should be sent to:
Office of Education: No. 13.925
Application Control Center
400 Maryland Avenue, S.W.
Washington, D.C. 20202

1. Application No.

2. Employer Identification No.

3. LEGAL APPLICANT

a. Alaska Department of Education
Legal Applicant Name

b. Cross-Cultural Education Development Program
Department, Division, or Branch

c. 2221 E. Northern Lights - Rm. 220
Street Address, or P.O. Box

d. Anchorage AK 99504
City State Zip

e. Alaska-At-Large f. ____
Congressional District(s)

4. APPLICATION TYPE:
[X] New Grant [ ] Modification of Old Grant

5. PROJECT DIRECTOR

a. D. M. Murphy
Name

b. Exec. Director, Cross-Cultural Ed.
Title

c. (907) 279-0503
Telephone: Area Code Number

6. INSTITUTIONAL INFORMATION
(If Applicable)

Approx. Total Enrolled ____

(Check One)

	2 yr.	4 yr.	Graduate
Public	[ ] (310)	[ ] (210)	[ ] (240)
Private	[ ] (320)	[ ] (230)	[ ] (250)

7. Federal Funds Requested:

1st Year $228,490

2nd Year (If Applicable) $129,000

3rd Year (If Applicable) -0-

Total: ____

8. DURATION OF PROJECT:
Starting Date Oct. 1, 1977

Ending Date Sept. 30, 1979

No. of Months 24

9. POPULATION DIRECTLY BENEFITING FROM THE PROJECT

4,000 rural secondary students

200 educators, 2,000 other citizens

10. PROPOSAL TITLE:

Rural Small High Schools Development Assistance Project

11. BRIEF ABSTRACT OF PROPOSAL:

Settlement in Sept., 1976 of a class action suit on behalf of rural Native high school age youth against the state has resulted in an unprecedented effort by the state to build high schools, develop secondary programs and to uniquely prepare professional staff. Immediately this will involve some 60 small villages. The University of Alaska has, therefor, had placed upon it an unusual demand to assist the public schools and communities. High schools with enrollments of from 10 to 50 students will not be uncommon and will require educators prepared in unconventional, interdisciplinary post-secondary programs not yet existant. Development of models, analysis & dissemination of developing programs, socio-economic impact and inter-unit coordination will be undertaken

The applicant certifies to the best of his/her knowledge and belief, that the data in this application are true and correct, and the filing of the application has been duly authorized by the governing body of the applicant.

12. CERTIFICATION BY AUTHORIZING OFFICIAL

Nathanial Cole
Name

Deputy Commissioner of Education (907)465-2801
Title Phone

Signature

January 6, 1977
Date

BUDGET
1st Year Only
(Use same format for each continuing year)

BUDGET ITEM

A. Direct Costs:	
1. Salaries & Wages	
a. Professional* (4 @ 34,000)	$ 136,000
b. Consultant*	-0-
c. Clerical (1 Secty. I)	18,000
2. Employee Benefits (@ 18.5%)	28,490
3. Travel*	23,000
4. Materials & Supplies	4,000
5. Equipment (Purchase or Rental)*	2,000
6. Production (Printing, Reproduction, Audio-visual)*	5,000
7. Other* (telephone, Mailing, computer)	12,000
B. Indirect Costs: (Waived and contributed under Institutional Support @ 18,280)	-0-
TOTAL	$ 228,490

Institutional Support (1st year total) $ 55,280

*Items to be detailed in Budget Narrative, if applicable.

Explanation of Institutional Support

The applicant is a state agency. The projected contribution is as follows:

	Year 1	Year 2
Waiver of 8% Indirect Costs	$18,280	$10,320
Administration/Accounting	5,000	5,000
	$23,280	$15,320

Other Contributions. University of Alaska: The projected contribution is as follows:

	Year 1	Year 2
Steering Committee time & travel	$15,000	$10,000
Consulting & assistance, other staff, faculty	15,000	5,000
Shared & contributed equipment and facilities	2,000	2,000
	$32,000	$17,000

*

05-EDLI

STATE OF ALASKA

JAY S. HAMMOND
GOVERNOR

DEPARTMENT OF EDUCATION

Alaska Rural Teacher Training Corps
Cross-Cultural Education Development Program
(907) 279-0503

2221 E. Northern Lights Blvd.
Suite 220
Anchorage, AK 99504

January 10, 1977

TO: Fund for the Improvement of Postsecondary Education

FROM: D. M. Murphy, Exec. Director, Cross-Cultural Education Development Program, Alaska Dept. of Education

SUBJECT: Introductory Note on the Preliminary Proposal

Although the applicant is the Alaska Dept. of Education, we wish to make clear that the proposed project, and all planning leading thereto, is a joint effort between the State Education Agency, research and teaching units of the University of Alaska, involved school districts, and appropriate non-profit organizations which may lend non-cost support to the task we are mutually facing. An inter-unit steering committee, representing the involved interests, has been meeting informally and will become formalized to provide guidance for the project and the larger effort of which it is a part.

Since the task at hand is of such scope and complexity that it transcends the capacity of any single unit to deal with it effectively, steering committee members (whose names are shown below) are recommending that the grant, if approved, be made to the State Department of Education, Cross-Cultural Education Development Program. That State Program, or Budget Request Unit, will, in turn, subcontract grant funds, and any appropriated State General Funds, to the University of Alaska and the Alaska Native Foundtion. The University units which can best address the problems we are facing and carry out the objectives of the proposed project are the School of Education, the Center for Northern Educational Research, and the Institute of Social and Economic Research. The Alaska Native Foundation will provide two functions, one as a Native non-profit

organization which will assist in maintaining avenues for input and influence of the Native populace which will be involved and affected and, second, as operator of the Type A General Assistance Center funded under Title IV of the Civil Rights Act of 1964 (Amended). Two reasons for this thinking are that the State Education Agency can provide coordination in the context of its responsibility to assist and oversee the development of a new rural secondary school system and, second, its imprimatur will assist in the needed liaison between the University and the rural school districts of the State. Explication of the roles of the University, the Alaska Native Foundation, and the State Department of Education is contained in the preapplication narrative.

If, F.I.P.S.E. is reluctant to approve a grant in this somewhat unusual manner (although the collaborative structure and avenue for Native influence is desireable to the involved interests), we would wish the opportunity to negotiate an arrangement more compatible with the F.I.P.S.E. procedures.

The persons listed below have been directly involved in the thinking and planning toward this project and approval of this preapplication.

Robert D. Arnold, Director
General Assistance Center
(CRA Title IV)
Alaska Native Foundation

Charles Ray, Dean
School of Education
University of Alaska-Fairbanks

Marilou Madden, Director
Education Support
Alaska Dept. of Education

Frank Darnell, Director
Center for Northern Educational
Research, Univ. of Alaska

Judith Kleinfeld, Assoc. Prof.
of Psychology, for Lee Gorsuch
Director, Institute of Social
and Economic Research
University of Alaska

D. M. Murphy, Exec. Director
Cross-Cultural Education
Development Program
Alaska Dept. of Education

Robert Hage, Acting Chancellor
Div. of Rural Education Affairs
University of Alaska

PRELIMINARY PROPOSAL
TO THE
FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

PART II - NARRATIVE

(a) The Problem

Regulations adopted by the State Board of Education on Sept. 3, 1976 call for the provision of a secondary school in each community of the State in which there lives one or more children available to attend a secondary school and in which there is an elementary school. In the four months since Sept., 1976 there have been established no fewer than 52 small rural high schools and high school programs where formerly there were none. Preceeding the adoption of the Regulations and of the Agreement of Settlement of a class action suit[1] on behalf of rural Native students in 126 communities against the State, the legislature authorized placement of a construction bond proposition before the voters. This proposition was approved at the General Election on Nov. 2, 1976. The sum of $32,670,000 is allocated to small rural high school construction in 37 communities.

The problems faced by the approximately 30 rural school districts in carrying out the terms of the settlement and regulations are complex and rather unprecedented, ranging from building design and construction to the development of education specifications and new curricula and to finding competent staff to carry out the secondary programs. The social impact of teenage youth spending winters at home in small villages (pop. 50-400) for the first time in decades is also of concern.

---

[1] The suit (Anna Tobeluk,et.al. vs. (Commissioner of Education) Lind, et.al. alleged--"a pattern and practice of racial discrimination against Alaska Natives in the non-provision of secondary schools in violation of the Constitution and Laws of the United States and Alaska; and (b) a disparity between the manner in which secondary education is provided to the plaintiffs and the manner in which such education is offered to most other children of Alaska---".

The matter of equal educational opportunities for students of the new and developing rural secondary education system pervades all facets of this unprecedented effort and engages the citizens and educational institutions of the State. Such factors as school facilities design, development of curricula and programs, preparation and inservice training of educational staff, the qualities and competencies they should possess, and the means by which these can be acquired, creation of new communication links, and the socio-economic impact of teenage youth at home in winter are among the overriding concerns which bear upon providing equal educational opportunities for rural youth. High schools with enrollments of two, three, ten, or thirty students obviously demand a new approach to education and rethinking of the entire system. None of the factors can be dealt with in isolation since the solutions to one depend upon solutions to the others. Nor can any single entity such as the State Dept. of Education, the school districts themselves, or a unit of the University of Alaska work effectively toward solutions in the absence of coordination, cooperation, and mutual assistance.

(b) Expected Outcomes

The proposal, if invited, will explicate those parts of the larger rural secondary school development endeavor in which the University of Alaska, the General Assistance Center of the Alaska Native Foundation, and the Cross-Cultural Education Development Program of the State Dept. of Education will assume a definite role. Following is a synopsis:

(1) A review and assessment of the rural secondary school system and its current resources and facilities (spread throughout an area roughly 1/5 that of the Continental United States) will suggest how, as a system, it can be improved. The interrelationships between extremely small high schools (1-30 students), small high schools (30-100 students), and the larger regional high schools and urban high schools and their respective resources will be examined in order to assist the 30 rural districts to meet the terms of the Agreement of Settlement of the Tobeluk case and the new State Regulations. Analysis of the systems potential will take place, such as efficacy of a feeder system from village to rural growth community (Regional High School) to urban schools, in the contexts of both resources available in different places and the differing needs and aspirations of

different students. In so doing, the secondary system which develops must afford equal educational opportunities to the students as specified in federal law and as measured by criteria established by the U. S. Office for Civil Rights and the State.

(2) New teacher education curricula and programs, both preservice and inservice will be designed, developed, and tested. They will have cross-cultural and small high school emphasis and will be designed for delivery both on-campus and in the field. At the undergraduate level, the focus will be on preparing Native persons, particularly residents of the affected communities, to become certificated secondary teachers. Preparation of subject-matter specialists will necessarilly give way to preparation of secondary generalists especially skilled to teach in, and admininster, small isolated rural high schools in which students are predominantly from minority cultures.

(3) Information, gathered and analyzed from newly established high schools around the State and, to the extent possible, from any existing similar schools in the other states, will be disseminated to the other districts in Alaska. For example, as secondary curricula are developed in the districts and individual schools, the University will provide an avenue for identification of successes and problems which should be shared among the districts. Assistance in the development of secondary curricula and delivery systems will be provided, including review of available curriculum packages to determine which, if any, are suited to enlarge options to rural students. Models, such as student travel programs, student exchange, work-study, presemester at college, and utilization of modern media (satellite, computer) will be examined with an emphasis on helping districts to provide the broadest alternatives possible to the students. Social problems arising in communities because of the presence of teenage youths for which there are few planned non-school activities will be identified and brought to the attention of other communities with an eye to ameliorating them through positive steps which the schools and villages might take.

(4) A model (or models) will be established in a selected rural region wherein the University, school staff, undergraduate (Native) students in education, and the community will be involved in the implementation, testing and documentation of the small high school development, teacher preparation, inservice education, and curriculum and materials development.

(c) Processes for Accomplishment

A staff of four persons is needed to accomplish the tasks conceptualized here. At this stage the steering group has not yet determined precisely within which involved educational unit each position should be located. Yet each unit has a particular established focus, responsibility, and capability and all will interrelate with one another and with faculties of other departments and disciplines within the University which bear upon teacher education and educational development. The sum of the following functions will produce the Expected Outcomes:

(1) One University position will be established to carry out liaison, primarilly between rural district superintendents, regional and local school boards, teachers and students, and the University in general and other project staff specifically. Extensive travel will be required, meeting for purposes of identifying needs, assisting with secondary program development, sharing models, successes, and problem areas between the rural districts and with project staff and others involved. As secondary curricula take shape, which in turn implies the qualities and qualifications needed by teachers, this person will work with the person(s) responsible for developing new teacher education programs.

(2) A second University staff position will be created to work with others on design, development, and delivery of new curricula in teacher education. Efforts in this direction to date by faculty of the field-based Cross-Cultural Education Development Program (a State/University Teacher Corps and Bilingual Project) will be capitalized on, but the focus will be bringing the perspectives and methodologies of appropriate academic disciplines to bear upon the development of the cross-cultural, small high school teacher education programs. This will require new (and often missing) involvement of faculties of other University departments and disciplines, since the envisioned interdisciplinary programs will draw heavilly from English, anthropology, linguistics, sociology, and psychology. Undergraduate and graduate curricula will be developed for field-based and campus-based delivery, both inservice and preservice. Programs thus developed will undergo review by appropriate academic councils of the University and adopted as regular offerings leading to the B.Ed., MAT, and M.Ed. degrees, approved by the State Board of Education for Secondary Certification.

(3) A third position will carry out what can be termed a delivery/testing function. A field-based faculty member of the School of Education will be assigned to live and work in a rural community (to be designated) in which there is a new small high school (20-40 students) and around which there are several smaller villages with high school enrollments of from 1 to 15. This will serve as a model mini-system in which school staff, local boards, parents, the on-site University instructor, secondary students and undergraduate and graduate students in education will be cooperatively engaged in developing and refining all aspects of secondary education. Continuing liaison between this mini-system and staffs of the project and of the University, SEA, General Assistance Center, and other districts will be maintained. The other members of the Cross-Cultural faculty located in currently established rural Field Centers and appropriate instructors of rural community colleges will also become involved, both in teaching and in providing dissemination to the other school districts in whose regions they work. Village residents who wish to enter careers in education will be enrolled at the undergraduate level to work toward the baccalaureate degree and assist in providing intercultural links and understandings.

(4) The fourth position will be located in the Alaska Native Foundation which, among other activities, is operator of Type A General Assistance Center for Alaska, funded under Title IV of the Civil Right Act (Amended). Avoidance of the rural school districts finding themselves, at a future time, in noncompliance with federal law pertaining to equal education opportunity or facing further litigation for failure to meet the terms of the Settlement in the Tobeluk vs. Lind case, is of paramount concern. The motivating factor, however, is a moral one, to provide an excellent educational experience for Alaska's children. Toward this end, the addition of a staff position to the General Assistance Center to deal with the issues of rural

secondary education development and to provide the needed technical assistance and program monitoring function underlies all other activities.

(5) The staff members and their activities will be linked with one another and with the involved units of the University, State Dept. of Education, and other educational entities. Coordination will take place within the University and, overall, will be the responsibility of the grantee which will have formed a small working/coordinating committee consisting of key representatives of the involved agencies and institutions, e.g., Director, Cross-Cultural Education (SEA); Director of Learning Support(SEA); Dean, School of Education (IHE); Dean, Div. of Rural Education Affairs (IHE); Director, Center for Northern Educational Research (IHE); Director or Designee, Institute for Social and Economic Research (IHE); Director of General Assistance Center (Alaska Native Foundation); Designee of School Superintendents Association; Designee of School Board Association. A working group with well-established liaison with rural school boards and citizens in an important function.

If the budget request exceeds the maximum allowable, F.I.P.S.E. should be aware of current efforts to secure State funds for at least two of the needed positions. Should available federal assistance provide, for example, sufficient for two positions only, the proposal will reduce the scope accordingly and designate the priority activities.

(d) Impact Beyond the Institution

The foregoing narrative describes that the project will be a mutual effort involving at least three units of the University of Alaska (a social research and an educational research institute, the School of Education--both on-campus and field-based branches), the rural Community Colleges, the Alaska Department of Education, school districts in which the new schools are to be developed, the Native communities (boards, parents, youth and Native undergraduates) and, in an assessing and support role, the Division of Policy Development and Planning of the Governor's Office. Through writings and other communications, states with potentially similar situations and other institutions will be apprised of processes and outcomes.

UNIVERSITY OF ALASKA
FAIRBANKS, ALASKA 99701

Institute of Social and Economic Research

Dec. 14, 1976

Dr. Marshall Lind
Commissioner of Education
Pouch F
Juneau, Alaska 99811

DEC 21 RECD

Dear Marshall:

It was good to talk with you about putting together a Small High Schools Development Project under the leadership of the Department of Education. As I mentioned, I talked at length to Steve Cowper about the Department's obtaining a special legislative appropriation for this purpose. He was quite favorable, offered to follow through, and suggested that I contact you about it.

Now that the bond issue has passed, the need for such a project has become critical. It is important to develop models of effective small high school programs before inappropriate methods and special interests become entrenched and make future change difficult. Without attention to program development, we may end up with buildings in the villages, but not schools.

This Small High Schools Project could bring together a group of perhaps four staff people, each working on a key aspect of program development. Together, they would form the critical mass necessary for the project to take off, and they would reinforce and complement each other. One staff person might be primarily engaged in a community liason function. He would work with the school boards and school personnel of the REAA's and local school districts to determine what their needs are, what would be most relevant to them. He would take materials and high school program models developed by the project back to the schools. This person would insure close coordination at all times between the project and the schools.

A second staff person would work primarily on curriculum development. He would review available curriculum packages to determine which, if any, are suited to enlarge the curricular options available to rural students in small high schools. He would monitor innovative programs developed in particular schools and disseminate them to other areas. He would also examine strategies to expand the curriculum that might involve several small high schools or school districts, such as teacher specialists who travel from school to school.

A third staff person would be responsible for arranging to modify the conventional teacher education programs to produce broadly-prepared secondary school teachers who could handle a number of subject areas. He would work closely with the University of Alaska's teacher training programs and the X-CED program. Of great importance would be involving students in university education programs in the whole problem of small high school design. An intellectual climate needs to be generated that makes the future school personnel interested in and aware of innovative approaches to small high schools.

A fourth staff person would examine alternative models for small high schools that enable students to be based in the villages but still expand their experiences so they can make informed choices about the adult life styles they wish to pursue. These models might include travel programs, student exchange programs, a special pre-semester at college, or work-study with regional corporations and other organizations. The emphasis would be on examining the developmental needs of rural students, on the one hand, and the economic and political context, on the other, to develop high school programs which link students into satisfying adult roles. Alternative small high school models would be developed in ways that permit the communities to choose the ones most relevant to them. This staff person would then have the responsibility of developing the necessary institutional arrangements with universities, regional corporations, and other organizations.

This is, of course, only one possible way such a Small High Schools Project might be structured. I have described it, in part, to use it as a point for future discussion.

As you suggested, perhaps it would be a good idea to convene (or re-convene) a Small High Schools Task Force. Last spring, a group of us informally got together to talk about these concerns. MariLou Madden chaired the meeting, and Mick Murphy, Tod Ray, Ray Barnhart, Frank Darnell, Bob Arnold, Jim Eliot and others were involved. This task force could develop a project design, staffing pattern, institutional base, and funding level. It could have drafted appropriate legislation and develop needed political support. I think there is widespread agreement among REAA superintendents, school personnel, university staff and others about the need for the project. The problem is putting it all together.

I hope these thoughts are of some use to you. I would be glad to help in any way I could.

Yours truly,

Judith Kleinfeld (Ed.D.)
Associate Professor of Psychology

cc: Bob Arnold
Mick Murphy
Tod Ray
Frank Darnell

Phone: (907) 479-7143

UNIVERSITY OF ALASKA
FAIRBANKS, ALASKA 99701

December 15, 1976

Dr. Marshall Lind
Commissioner of Education
Pouch F
Juneau, Alaska 99811

Dear Marshall:

We learned today that the budget line item in the X-CED budget, the 02 component, for preparing teachers in small, rural secondary schools has been denied by the budget review committee. We feel this is an unfortunate turn of events since the importance of developing competent staffs for the newly created small, secondary schools is every bit as important, if not more so, than the physical facilities now authorized to house them. That the design of facilities has predated the design of programs for these schools is to be expected; since everyone is familiar with the nature of physical facilities, and thus, the advent of new school buildings is certainly commendable. However, to stop at that point would be very unfortunate and ultimately could defeat the purpose of litigation brought about by Anna Tobeluk, et al, in her class action suit against the state. The need for systematic staff and program development is now of first importance.

The X-CED program represents a unique position in that it holds common ground between the Department of Education and the University. Because of this, there is a tangible connection by which the two agencies are able to cooperate in solving common problems. Thus, the appropriateness of such a line item having been presented in the X-CED budget continues to appear worthwhile. Thus, we support the efforts of the X-CED staff to include this activity in their unit and hope there is some readdress in the budget process which will enable the project to move forward. If you have the opportunity to request that this item in the X-CED budget be reviewed, we certainly would support efforts you make to have it reinstated.

Sincerely yours,

C. K. Ray
C. K. Ray
Dean, School of Education

and

Frank Darnell
Frank Darnell
Director, Center for Northern
Educational Research

FD/ijs

PLEASE REPLY BY AIRMAIL

C-E3LH

STATE OF ALASKA

JAY S. HAMMOND
GOVERNOR

DEPARTMENT OF EDUCATION

Alaska Rural Teacher Training Corps
Cross-Cultural Education Development Program
(907) 279-0503

2221 E. Northern Lights Blvd.
Suite 220
Anchorage, AK 99504

December 16, 1976

IMPORTANT

MEMORANDUM

TO: Marshall Lind, Commissioner
Alaska Dept. of Education

FROM: D. M. Murphy, Exec. Director
X-CED Program

As of today I've not received the BRC budget and instructions and forms related to the appeal or rebuttal process. Bill Thompson advises that it has been mailed but, in the meantime, read to me the BRC's recommended allowances including the deletion of funds for the rural small high schools staff development component. I understand that deadline is upon us relative to establishing arguments for restoration and, second, that requests for reconsideration submitted to the BRC are conveyed by you. I cannot, therefore, delay initiating such a request while the Postal Service dallies with the proper forms and budget documents.

Ironically, during the past two days I was contacted by Judith Klienfeld and, subsequently, have talked with Marilou Madden, Bob Arnold, Charles Ray, and Frank Darnell regarding strategies to call the attention of other state and university entities to the significance of the need for staff development for small rural high schools and sort out the roles of such entities which should play in everything from research to curriculum development to teacher training. Frankly, the great efforts being made in facilities planning and secondary curriculum development contrast sharply with those being made to prepare teachers and administrators in preservice and inservice programs in-state to staff the new schools and conduct the secondary programs. One result of our discussions, done prior to the news that funds for X-CED's secondary emphasis component were not approved, was that the aforementioned persons, plus Don McKinnon, Jim Elliott, Mike Gaffney and, perhaps, someone from the staff of the Div. of Policy Development and Planning would

convene informally in Anchorage on Dec. 22 to dicuss the issues and begin formulation of steps which would contribute to solutions. It should be obvious to all that there will be considerable lag time, measured in terms of more than a year, before the first especially trained small secondary school teachers will have completed the now non-existent program. If we fail to see the importance of this new need, and fail to heed the recommendations made during the Alaska Rural Secondary Schools Forum, then I suspect that the REAA's and other rural districts will be forced to engage in outside recruitment and importation and, with luck, some shots at teacher orientation.

To be critical of the University of Alaska for failing to order its priorities in a manner which would committ the needed funds to this effort seems to me to beg the question. The settlement of the Tobeluk case, the adoption of the new regulations and voter approval of the bond proposition all occured late in the University's priority and budgetary process. One might argue lack of foresight, but if so there are many of us who would also fall into this category. The point is that this is water under the bridge and remedies can be started. If not, then the rural districts and REAA's suffer for lack of a resource of properly prepared educators. In my view, this shouldn't be allowed to happen, particularly since the issues seem clear and the resources are available to work on solutions.

Not having possession of the forms for submittal to the BRC, I am enclosing a brief set of points I feel should be considered, and a budget projection by category which I feel should be restored. It is the same as the 02-component originally submitted but is repeated for ease of reference. I would welcome the inclusion of a copy of this memorandum should you wish and should you agree to submit the request for reconsideration. The amount asked for is too modest for the entire task, but other avenues open to the University, including a proposal to FIPSE, might bring to bear additional funds needed.

D.M.M.

DMM:slw

cc: Nat Cole
Bill Thompson

School of Education as follows:

100 Personal Services		
Secondary Curriculum Coord./Researcher (Asst/Assoc Prof)		$37,500
Field-Based Secondary Emphasis Instructor (Asst.Prof)		30,600
Benefits @ .18659		12,709
	SUBTOTAL	$80,821
200 Travel		
Coord. (Supervision and Meetings w/REAA, Superintendents, teachers, board members, etc.)		$ 5,000
Field Instructor (Field Center to proximate communitites/ direct instruction, analysis)		5,000
	SUBTOTAL	$10,000
300 Contractual		
Communications Services		$ 2,000
Printing and Duplication		2,000
Rent, Field Office (Rural)		3,000
	SUBTOTAL	$ 7,000
02-380: (Cont'd) **400 Commodities**		
Stationary and Office Supplies		$ 500
Other (Instructional Materials)		2,000
	SUBTOTAL	$ 2,500
	TOTAL of 02-380	$100,321

BRU ARTTC (Alaska Rural Teacher Training Corps) BRU CODE 05-12-2-25-00-00 REVISED _____
Change to X-CED (Cross-Cultural Education Development Program)

15 EXPLANATION

UNIVERSITY OF ALASKA
FAIRBANKS ALASKA 99701

Institute of Social and Economic Research

DEC 22 RECD

December 20, 1976

Dr. Marshall Lind
Commissioner of Education
Pouch F
Juneau, Alaska 99811

Dear Marshall:

I was very concerned to hear that the Governor's Budget Review Committee deleted the $140,000 item in the X-CED budget for the training of secondary teachers in small high schools. Could you ask them to reopen this question for review? Indeed, perhaps it would be appropriate to ask the committee to consider a larger appropriation designed to carry out in a coordinated, mutually-reinforcing manner the four key functions of teacher preparation, curriculum development, innovative high school models, and community liaison.

Since I have just written to you at length on these matters, it is perhaps not useful here to reiterate the problems which I know you understand well. Of all the functions needed in developing small high school programs, however, teacher training is by far the most critical. Particulars of programs may outlive their usefulness. But people who acquire innovative ideas can influence the coarse of education in Alaska for many years to come.

Yours truly,

Judith Kleinfeld/by jb

Judith Kleinfeld (Ed.D.)
Associate Professor of Psychology

JK/jb
cc: Mick Murphy

PLEASE REPLY BY AIRMAIL

05-E3LH

STATE OF ALASKA

JAY S. HAMMOND
GOVERNOR

DEPARTMENT OF EDUCATION

Alaska Rural Teacher Training Corps
Cross-Cultural Education Development Program
(907) 279-0503

2221 E. Northern Lights Blvd.
Suite 220
Anchorage, AK 99504

February 14, 1977

Hon. Thelma Buchholdt
Alaska House of Representatives
Pouch V
Juneau, AK 99811

Dear Thelma:

Enclosed are copies of the materials in which you are interested pursuant to the X-CED program and rural secondary school staff development. Combined with the matters we discussed last Friday and the budget document, perhaps it will help in providing the substance you need in order to better review our budget request, particularly for the 02 Component asking for increase in State funds.

In our conversation you mentioned a bill recently introduced which dealt with rural teacher training. In spite of not having seen the bill, I would appreciate your looking into it to see if it lends itself to the process in which X-CED is engaged and, if so, the possibility of the X-CED BRU receiving appropriation under the bill and carrying out its purposes through the contractual arrangement with the University. Please bear in mind, however, that we tenaciously hold to preparing roundly educated, degreed, certificated teachers, both elementary and secondary. If preparation of aides is the focus, then not only is this not our emphasis, it falls short of the need for preparing fully qualified Native and other cross-culturally trained teachers.

The preapplication to the Fund for the Improvement of Postsecondary Education (FIPSE) conceptualizes both the task before us and one approach to solution. If FIPSE approves this preapplication, they will invite a full proposal. If, then, the proposal is approved, we can begin in earnest. These are two big "if's" and I'd hate to rely on approval of the proposal. But if it's funded (we'll know by mid-April), we could switch the federal

funds with all or part of any State funds appropriated for X-CED's 02 Component by means of the Revised Program process. I include this proposal narrative because it deals with the issues and approaches and also lets you know that I'm trying to cover all bases possible.

I appreciate the time and interest you have taken. Call me if there is anything more that I can provide.

Incidentally, would you have a copy of the bill you mentioned sent to me?

Sincerely yours,

D. M. Murphy, Exec. Director
Cross-Cultural Education
Development Program (X-CED)

DMM:slw