

HB

504

Introduced: 1/10/84
Referred: Health, Education & Social
Services, House Special Committee on
State Loans and Finance

BY HAYES, HURLBERT, ADAMS, ABOOD,
BARNES, BUSSELL, CATO, COWDERY, DAVIS,
FULLER, FURNACE, GRUSSENDORF, HERRMANN
KOPONEN, LINDAUER, LISKA, MALONE,
MARTIN, M.W.MILLER, RINGSTAD, SHULTZ,
SZYMANSKI, JEHLING, WARD, ZHAROFF,
FRITZ, BETTISWORTH AND MCBRIDE

1 IN THE HOUSE

2

HOUSE BILL NO. 504

3

IN THE LEGISLATURE OF THE STATE OF ALASKA

4

THIRTEENTH LEGISLATURE - SECOND SESSION

5

A BILL

6

For an Act entitled: "An Act establishing the teacher scholarship loan
program."

7

8

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

9

* Section 1. AS 14.43 is amended by adding new sections to read:

10

ARTICLE 7. TEACHER SCHOLARSHIP LOAN PROGRAM.

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Sec. 14.43.600. FINDINGS AND INTENT. (a) The legislature finds

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that there is a wide and unacceptable disparity between the ethnic

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distribution of ^{native} teachers (and the ethnic distribution) of ^{other} students in

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the state public schools. Particularly in rural areas, many schools

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have virtually no Native teachers and no non-Native students. The

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undesirable effects of this disparity include the following:

17

(1) there is a serious weakness in the ability of teaching

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staffs, particularly in rural schools, to foster a sense of (ethnic)

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^{native} traditions and cultures in the students;

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(2) many rural students are forced to exist in two entirely

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separate situations: the essentially traditional atmosphere of many

22

Native homes, and the essentially modern atmosphere of the classroom;

23

(3) almost no ^{native} students (among the state's ethnic minorities)

24

return to rural schools to teach, continuing the (ethnic) imbalance and

25

exacerbating its effects; and

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(4) there is an annual turnover of 40 percent among teach-

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ers in rural educational attendance areas in the state.

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(b) The legislature further finds that existing programs have

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failed to increase the proportion of (members of ^{native} ethnic minorities)

1 teaching in rural schools. Therefore, it is the intent of the legis-
2 lature to establish the teacher scholarship loan program to encourage
3 (members of ^{native} ethnic minorities) to return to rural schools as teachers
4 and relieve the conditions described in this section.

5 Sec. 14.43.610. PROGRAM ESTABLISHED. There is established the
6 teacher scholarship loan program to provide an incentive for graduates
7 (of Alaska high schools who are from ethnic minorities) to pursue teach-
8 ing careers in ^{Elementary & Secondary Schools in the State} (Alaska schools).

9 Sec. 14.43.620. TEACHER SCHOLARSHIP REVOLVING LOAN FUND. There
10 is created a teacher scholarship revolving loan fund. The fund shall
11 be used to make scholarship loans to students selected under AS 14.-
12 43.600 - 14.43.650. All repayments of principal and interest on
13 teacher scholarship loans shall be paid into the teacher scholarship
14 revolving fund and shall be used to make new teacher scholarship
15 loans. If estimated funds available from teacher scholarship loan
16 repayments are inadequate to fully fund estimated teacher scholarship
17 loans for any fiscal year, additional funding from the general fund
18 may be requested and appropriated for that year.

19 Sec. 14.43.630. ADMINISTRATION. The teacher scholarship loan
20 program shall be administered by the student financial aid committee
21 (AS 14.43.095) in accordance with regulations adopted by the
22 committee. The committee shall ^{allocate} (distribute) the ^{loan awards} (funds) available for
23 teacher scholarship loans annually to local school boards giving a
24 preference to school districts with a high percentage of ^{native students} (students in
25 ethnic minorities) and a low percentage of ^{native teachers} (teachers in ethnic
26 minorities) The local school boards shall select the recipients of
27 the teacher scholarship loans.

28 Sec. 14.43.640. CONDITIONS OF LOANS. (Each school district shall
29 award teacher scholarship loans subject to the following conditions:)

50% requirement

1 (A) the conditions provided in AS 14.43.120 apply except
2 that no loans may be made to graduate students. (and the state shall
3 repay a portion of a teacher scholarship loan under AS 14.43.120(j)
4 only if, in addition to the other criteria, the borrower is also
5 employed as a public school teacher in the state during the period for
6 which the loan is forgiven;)

7 (B) if a borrower meets the conditions provided in para-
8 graph (A) of this section and is employed as a public school teacher
9 in the district from which the borrower graduated, the portion of the
10 loan that shall be paid by the state is the following percentages of
11 the total loan received plus interest up to a total of 100 percent of
12 the total loan:

A region of same or similar ethnic origin and language origin

- 13 (A) one year employment, 15 percent;
- 14 (B) two years employment, an additional 15 percent;
- 15 (C) three years employment, an additional 15 percent;
- 16 (D) four years employment, an additional 25 percent;
- 17 (E) over four years employment, an additional 30 per-
- 18 cent; and

19 (3) a loan may not exceed \$10,000 in a school year.

20 Sec. 14.43.650. SELECTION CRITERIA. (a) To be eligible for a
21 teacher scholarship loan, a student must

22 *Requirement* (1) be a graduate of, or scheduled for graduation within
23 six months from, a *Alaskan* state public high school, with sufficient credits
24 to be admitted to an accredited college or university;

25 (2) be enrolled in or show evidence of intent to enroll in
26 a degree program directed at a teaching career at the elementary or
27 secondary school level; and

28 (3) meet the conditions set by the student's local school
29 district with respect to the district's requirements for teachers in

1 particular subject areas.

2 (b) Each school district shall award teacher scholarship loans
3 in direct proportion to the distribution of ethnic groups among the
4 students eligible for graduation from the school district each year.

5 (c) A student may not be awarded a scholarship loan under
6 AS 14.43.090 - 14.43.160 and a teacher scholarship loan under AS 14.-
7 43.600 - 14.43.650 for the same school year.

Define ethnic minority

Bethel

✓ Robert Nick
✓ Timothy Miller

Committee:

Hayes ✓

- * Navis
- + Ehling
- * Kopelow
- * Martin
- * Platenger

Locations

Naknek: (3) Dave Hamilton ✓
Harry Masington ✓
Frank Hill ✓

Newhalen: (3) Sue Arce ✓
~~Stumpas~~
John Goffman

Dillingham: (1) Peter Eliock ✓

Kodiak: (2) ~~Robert~~ ✓
~~Robert~~ ✓

Petersburg: (1) Victor Hether ✓

Anchorage: (1)

Juneau:

Dave - Return the District

↳ no issue
school board decide

Dave Hamilton

Anchor - R

Mr Eliock

HOUSE HEALTH, EDUCATION & SOCIAL SERVICES
STANDING COMMITTEE
Kotzebue, Alaska
February 3, 1984
1:05 p.m.

Members Present: Rep. Tischer, Chairman (In Kotzebue)
Rep. Pestinger, Vice-Chair (via teleconference in Juneau)
Rep. Uehling (via teleconference in Juneau)
Rep. Martin (via teleconference in Anchorage)
Rep. Davis (via teleconference in Juneau)
Rep. Goll (via teleconference in Juneau)
Rep. Koponen (via teleconference in Juneau)

Members Absent: None

COMMITTEE CALENDAR

HB 504 "An Act establishing the teacher scholarship loan program."

WITNESS REGISTER

Rep. Hayes
Pouch V
State Capitol Building
Juneau, Alaska 99811
465-1965

Position Statement: Sponsor of HB 504; reviewed reasons for writing the bill.

Russell Jones
Special Assistant to the President
Legislative Affairs
University of Alaska

Position Statement: Generally supported HB 504, saying that the number of Native teachers is far too few, but he had several questions which detracted from his complete support.

Evellyn Conwell
Member
Regional School Board
Kotzebue, Alaska

Position Statement: Supports the intent of HB 504.

Nita Towarok
Teacher
Kotzebue Middle School
Kotzebue, Alaska

Position Statement: Supports HB 504.

Jackie Hill
Supervisor
Northwest Arctic School District
Kotzebue, Alaska

Position Statement: HB 504 is excellent incentive for rural students to get higher education.

Helen Chamberlain
Counselor
Kotzebue Technical Center
Kotzebue, Alaska

Position Statement: Supports intent of bill but had several qualms which abrogated support for the bill as written.

Kerry Romesburg
Executive Director
Postsecondary Education Commission
Pouch F
Juneau, Alaska 99811
465-2854

Position Statement: If a person with a Bachelor's degree returned to school to get an MA in teaching, the MA would be considered an extension of his BA, thus, he could get this loan for that purpose.

Susy Ehrlich
Advisory School Board
Kotzebue, Alaska

Position Statement: Very strongly supports the intent of this bill.

Wesley Goodwin
Student
Kotzebue High School
Kotzebue, Alaska

Position Statement: Strongly supports HB 504.

Calvin Baker
Principal
Kotzebue Middle School
Kotzebue, Alaska

Position Statement: Strongly supports intent of HB 504.

James Elliot

Superintendent
Northwest Arctic School District
Kotzebue, Alaska
Position Statement: Supports intent of HB 504, cited several
short comings.

Marie Schwind
President
Maniilaq Association
Kotzebue, Alaska
442-3311
Position Statement: Maniilaq supports without qualifications the
language and intent of bill.

Nina Bradfield
Director
Instructional Support
Chukchi Community College
Kotzebue, Alaska
442-3400
Position Statement: Applauds intent of HB 504, but did have
concerns.

Jean Robb
NEA Alaska
Box 193
Kotzebue, Alaska
442-3510
Position Statement: Observer.

Rita Ryder
Box 792
Kotzebue, Alaska
442-3400
Position Statement: Fully supports HB 504.

Dennis Trepelman
Former President
Maniilaq Association
President
Kotzebue Village Corporation
Box 279
Kotzebue, Alaska
442-3460
Position Statement: Supports HB 504.

Beverly Grogin
Teacher
Chukchi Community College
Kotzebue, Alaska
442-3400
Position Statement: Getting people to return to rural regions
very important; supports HB 504.

- Number 0089 Rep. Hayes, sponsor of HB 504 comes to the stand. He said there is too much disparity between rural and urban education experience.
- Number 0125 Rep. Hayes continues. In at least 13 districts there are no Native teachers and the annual turnover is 50%.
- Number 0131 Rep. Hayes; \$4 million in 1980 for teacher training.
- Number 0153 He said the intent of HB 504 is to place more Native teachers in rural Alaska. HB 504 makes forgiveness easier and encourages teaching profession, said Rep. Hayes.
- Number 0170 Rep. Hayes continues testimony. It will reduce turnover rate and preserve Native cultural heritage and all Alaskans will benefit.
- Number 0208 Russell Jones, Special Assistant, Legislative Office for University of Alaska comes to the stand to testify on HB 504. He said the number of Native teachers is too low. He questions Page 3, Lines 7 - 11, "forgiveness". Asks if one must return to his exact village, even if recommended for scholarship from another village.
- Number 0248 He asked for age requirements; must be immediate last year's graduate or could it be a 20-25 year old who could become a great teacher?
- Number 0268 Rep. Koponen questions Mr. Jones; suggest any changes to current wording?
- Number 0274 Mr. Jones; broader bill - so candidate must not go back to exact district; but any comparable district, and still get forgiveness.
- Number 0286 Rep. Koponen said language is the problem.
- Number 0293 Rep. Davis agrees with Rep. Koponen and Russell Jones, put in a language requirement.
- Number 0300 Rep. Martin in Anchorage: Agrees with Mr. Jones. When there is an overload of students from one area they should be

eligible to teach in a comparable regional area. We should be more flexible, said Rep. Martin.

- Number 0318 Chairman Tischer suggested members look at map of rural area. School districts are very large. Bill sponsor interested in preserving the ethnic cohesion.
- Number 0340 Evellyn Conwell, Regional School Board Member in Kotzebue welcomes people and said she supports HB 504. Ethnic minorities are needed and is aware of the need for programs like this which compliments the EXCEED Program. As board member, they will make personal commitment to hire more Native teachers, however, only qualified teachers.
- Number 0396 Rep. Martin in Anchorage: What about marriage during college? What about forgiveness when students move to others' home town?
- Number 0417 Nita Towarok, Teacher, Kotzebue Middle School; supports bill, but concerned with language on page 3, line 1; no loans to graduate students. It excludes students who want to return to learn to teach.
- Tape 1, Side B
Recording
Number 0001 Nita Towarok continues testimony.
- Number 0010 Chairman Tischer said regular Alaska Student Loan is not restrictive in this way. They still have that option.
- Number 0036 Nita Towarok said loan should apply to all rural students.
- Number 0048 Rep. Koponen asked about success of the loan program, and how many students are interested in teaching?
- Number 0075 Jackie Hill, Supervisor, Northwest Arctic School District; HB 504 is excellent incentive for rural students to go into education. Asked why it wasn't applicable to private schools?
- Number 0099 Chairman Tischer agreed to make suggestion to sponsor of bill and include all schools.
- Number 0113 Helen Chamberlain, Kotzebue Technical

Center, had the following questions and concerns:

1. restricted to public schools and what about those with GED?
2. concerned about elimination of graduate students.
3. why not be able to apply for both Alaska Student Loan and this at the same time?

Just applying does not ensure the full amount.

- Number 0182 Kerry Romesburg said a person with a Baccalaureat degree could return to get MA in teaching, and that part would be considered as extension of his BA.
- Number 0201 Susy Ehrlich, Local Advisory School Board; very strongly in support for this effort. It will enhance student if we have successful Native role models.
- Ms. Ehrlich: Cultural empathy; when educators from different culture dominate, some of the value of the culture is lost.
- Number 0262 Chairman Tis-her asks Ms. Ehrlich, why haven't we ever seen flood of Native students to return as teachers? They have the original loan.
- Number 0274 Susy Ehrlich said they see no opportunity, it's invisible to them.
- Number 0293 Rep. Koponen asked definition of district to which student must return. Could we broaden the bill to include a language requirement instead of strictly district.
- Number 0310 Rep. Pestinger referred to Page 3; add - "return to region of same or similar ethnic and linguistic origin."
- Number 0322 Calvin Baker, Principal, Kotzebue Middle and High School; strong^{ly} supports for intent of bill. He said when Native teachers are on staff, its much easier to meet the needs of community and students.
- Number 0362 Rep. Goll is now present.

Rep. Goll questions the constitutionality of the bill.

Number 0371 Mr. Baker said the bill is an excellent vehicle for attacking the problem; expressed concern about language of bill.

Number 0414 Rep. Goll asks Mr. Baker; what about expanding existing student loan to have additional incentives and not create a new HB 504.

Tape 2, Side A
Recording
Number 0001 Mr. Baker continues; just expand original bill. Intimated at question not constitutionality of the racial qualifications of HB 504.

Number 0050 Chairman Tischer stated that the Attorney General is drafting a legal statement.

Number 0062 Wesley Goodwin, Student, Kotzebue High School; reassuring to know that people care about students in these regions.

Number 0095 James Elliot, Superintendent, Northwest Arctic School District; supports concept of this bill. We have 8 (of 107) Native teachers in this district, 98% native students and the turnover is 11.6% said Mr. Elliot. We have strong commitment to hire district graduates and glad that HB 504 gives discretion to choose school boards. He cited shortcomings of the bill and the value of Natives teaching Natives.

Number 0200 Mr. Elliot passed copy of marked bill to Chairman Tischer.

Number 0202 Rep. Koponen: How many of Arctic Villages have 4-year high schools?

Mr. Elliot: All, but one.

Number 0220 Rep. Goll asks Mr. Elliot the same questions he asked Mr. Baker. Also, what about modifying existing student loan program?

Number 0266 Marie Schwind, President, Maniilaq Association said she was happy to have Chairman Tischer and staff in Kotzebue. She said Maniilaq Association supports without qualifications the language and intent of HB

504.

Ms. Schwind cited percentages concerning ratio of Native teachers to Native students.

- Number 0357 Nina Bradfield, Director, Instructional Support; applaud intent of HB 504, concerned that this bill may penalize students who fail in college - they both fail in college and have a debt. What about those who can't find work in their home districts? They have a debt and no job.
- Number 0380 Rep. Goll asks Ms. Bradfield the same question about modifying existing bill.
- Number 0387 Ms. Bradfield; would like to modify the bill.
- Number 0410 Camille Z.; supports intent of bill, but does bill exclude non-high school students? She said she graduated long ago, but wants to return.
- Tape 2, Side B
Recording
Number 0001 Rep. Goll said there are other loan programs.
- Number 0065 Rep. Pestinger restated language change suggested before.
- Number 0085 Rita Ryder, Administrative Record Clerk at Chukchi College; fully supports HB 504, it will help bridge cultural gap.
- Number 0126 Dennis Trepelman, former Maniilaq President, President of Kotzebue Village Corporation; encouraged HB 504, percentage of Native teachers far too low. He said the turnover is sometimes higher than 40%.
- Number 0203 Dennis Trepelman continues. He agrees with language on Page 2, Lines 20-26.
- Number 0238 Mr. Trepelman considers requirement of demonstration, first semester of first year. Money is lost often by drop-outs. We should have U of A aware of rural issues, said Mr. Trepelman. He encourages passage of HB 504.
- Number 0275 Dennis Trepelman; NANA scholarships derived from contributions from other business or

corporations. We take and look at all applications, what is written well, and promises to benefit both corporation and village, and them, we view highly.

- Number 0306 Chairman Tischer said some selection criteria leans toward what applicant can do for NANA later? (Yes).
- Number 0327 Beverly Grogin, Chukchi Community College; getting people to return to these regions for all jobs is very important.
- Number 0352 Ms. Grogin; I'd like to see district encouraged to hire Natives if possible or people who love the area.
- Number 0361 Reggie Jewel, Board Director, NANA Regional Corporation; supports HB 504. It is needed and agrees with Camille Z., that this bill should be broadened to include those already out of high school or who have already done some college.
- Number 0391 Reggie Jewel; really need positive role models for Natives, and agrees with Dennis Trepelman's testimony.
- Number 0404 Rep. Koponen: Might not this loan be supplemented by direct scholarship?
- Number 0410 Mr. Jewel; agree with Dennis Trepelman's suggestion that perhaps a student go to school for a year or semester to help weed those who would not make it.
- Tape 3, Side A
Recording
Number 0001 Eric Madsen agrees with Mr. Trepelman's statement and would like the language change as suggested.
- Number 0051 Chairman Tischer; how do you feel about opening bill to extent that it might be short funded?
- Number 0109 Rachel O.: fully supports HB 504. She said, do not exclude private school graduates from this loan, and was concerned that other majors such as administration be included as eligible for this bill.

Number 0169 Chairman Tischer; was your adjustment
difficult?

Number 0182 Rachel O.; yes quite, I almost quit, but I
did adjust.

Number 0189 Chairman Tischer; if the college experience
were the first contact with metropolitan
life, could that have a lot to do with
failure?

 Rachel O.: Yes.

Number 0215 Rep. Koponen: are there incentives built in
programs for areas where problem is just the
opposite?

Number 0250 Sharon Moore, NANA Museum for Arctic:
Supports prior testimony, concerned with
public high school restriction, and on Page
3, Line 9, support change of language.

Number 0301 Chairman Tischer: thanks witnesses of
Kotzebue for testifying and calls for recess
at 3:12 p.m.

HOUSE HEALTH, EDUCATION & SOCIAL SERVICES
STANDING COMMITTEE
Nome, Alaska
February 4, 1984
10:50 a.m.

Members Present: Rep. Tischer, Chairman (In Kotzebue)
Rep. Pestinger, Vice-Chair (via
teleconference in Juneau)
Rep. Davis (via teleconference in Juneau)
Rep. Martin (via teleconference in Juneau)
Rep. Goll (via teleconference in Juneau)
Rep. Koponen (via teleconference in Juneau)
Rep. Uehling (via teleconference in Juneau)

Members Absent: None

COMMITTEE CALENDAR

HB 504 "An Act establishing the teacher scholarship
loan program."

WITNESS REGISTER

Nancy Mendenhall
Northwest Community college
Pouch 400
Nome, Alaska
443-2201
Position Statement: Supports HB 504.

Ken Kristenson
NEA Alaska
Box 1508
Nome, Alaska
443-2559
Position Statement: Supports HB 504.

Ralph Gabrielli
Northwest Community College
Pouch 400
Nome, Alaska
443-2201
Position Statement: Supports HB 504.

Jenny Alowa

Box 1007
Nome, Alaska
443-5641
Position Statement: Supported HB 504.

Willie Willoya
Nome, Alaska
443-2688
Position Statement: Favored HB 504.

Susie Silook
Box 1902
Nome, Alaska
443-2201
Position Statement: Supported HB 504.

Helga Eakon
Unalakleet, Alaska
Position Statement: Favored HB 504.

Herbert Ivanoff
City Administrator
Unalakleet, Alaska
Position Statement: Favored HB 504.

Alfred White
Principal
Unalakleet High School
Unalakleet, Alaska
Position Statement: Favored HB 504.

PREVIOUS ACTION

HB 504 1/10/84 - First Reading.

Committee Referrals - HESS, Loans and
Finance Committees.

See HESS minutes of February 3, 1984.

ACTION NARRATIVE

TAPE#1, Side A
Recording
Number 0001

Chairman Tischer welcomes all witnesses in
Kotzebue. Members present in Juneau;
Representatives Davis, Martin, Goll, Koponen
and Uehling. Representatives Hayes and
Hurlbert are observing.

Number 0003

Nancy Mendenhall; involved in teaching
education for four years, she said there

were 15 students in the teacher education program, and 8 students in the EXCEED Program.

- Number 0022 Ms. Mendenhall likes the bill; it's well stated. She said they have a very serious problem in their region with the lack of Native children.
- Number 0032 The EXCEED Program is not working as it takes too long, these people need to become full-time student. HB 504 would help correct that problem, said Nancy Mendenhall.
- Number 0064 Ms. Mendenhall: Natives with BA degree are in great demand. This bill will be a great incentive for them to return to their community and that they are very important role models.
- Number 0086 Nancy Mendenhall stated HB 504 is an outstanding bill.
- Number 0092 Rep. Hayes, sponsor of HB 504 comes to the stand. He said the student loan program is aimed at getting students who graduated to return to their villages. Rep. Hayes said there is too much disparity between rural and urban education experience. In at least 13 districts there are no Native teachers and the annual turnover is 50%. The intent of HB 504 is to place more Native teachers in rural Alaska; the bill makes forgiveness easier and encourages teaching profession. It will reduce turnover rate and preserve Native cultural heritage and all Alaskans will benefit, said Rep. Hayes.
- Number 0139 Rep. Hayes further stated that this bill will create a larger pool of qualified Native teachers and a stronger sense of the values of the rural cultures.
- Number 0164 Alfred White, Principle, Unalakleet High School: Thanks for the opportunity to speak, pleased particularly with this bill. But, public school graduates only - not acceptable. He read the testimony to be sent to Juneau, and he recognized the need since 1959. Mr. White stated that private school students are being discriminated against.
- Number 0195 Mr. White continues his testimony. The

success of private schools is widely accepted, and that some areas have only one high school and what if it is private? He encouraged to increase the bill's scope.

Number 0240

Rep. Koponen: Speaker made a good statement, we'll be working with you, Chairman Tischer when you return.

Number 0255

Ken Kristenson, NEA Alaska: There is a great lack of role models for students, and the increasing number of students wish to go on in school. He said, this bill will give us something to show them it's special for them to get educated and return. Ken Kristenson said NEA supports HB 504.

Number 0306

Helga Eakon from Unalakleet: She read a written testimony.

Number 0324

Helga Eakon: Happy to testify in support of HB 504, the findings and intent are accurate. She said, we need teachers who understand our culture.

Number 0350

Group other than Alaska School Board should not choose students, said Ms. Eakon.

Number 0361

Eligibility should not depend upon graduating from public school. This is unconstitutional, said Helga Eakon.

Number 0390

Ike Wowakok: Native pride is a stepping stone to realize we have something unique and important. In our rapidly changing culture, education helps to make adjustments easier. Private school graduates not allowed, is unfair and discriminating.

Number 0441

Rep. Davis: We are going to work on that point in the legislation, that complaint was brought up yesterday, it's a very good observation.

Number 0487

Jenny Alowa: Originally from Sevonga.

Tape 1, Side B
Recording
Number 0001

Jenny Alowa continues testimony. Working toward MA degree, thank you for the chance to speak. Sometimes it takes the top level to change things or motivate. The bill is very positive; it has already made an

impact. Our children do need successful role models. EXCEED teachers are overworked and under paid. They must work too hard too long.

Number 0035

Jenny Alowa: Local school districts very slow in moving people up any career ladder. Curriculum also a problem, it limits people sometimes.

Jenny Alowa: This is a conflict between the various cultures, but our children are very adaptable, and fewer and fewer are being lured to urban areas.

Number 0062

Jenny Alowa: Local Community Colleges have been a great advantage to the villages. So has state wide satellite, Channel 13.

Number 0072

Chairman Tischer: How would it affect your thinking to that offer borrowing \$40,000. You might change your decision and not teach, or you might marry and go without your mate to another area?

Number 0100

Jenny Alowa: This is limiting. If one returns to any area within the state, they should have forgiveness.

Number 0128

Lawrence Olson, Executive Director; fully supports the bill, and restated, should not be restricted to public school graduates. He added, our high school has students from all over Western Alaska, please include private schools.

Number 0170

Ralph Gabrielli, Education Teacher for (4) years, Northwest Community College: Probably 30 students in this area are moving toward AA or BA degrees. These are very fine motivated students who sacrificed greatly for only 9 credits per semester. Thus, it takes 7 years to get BA.

Number 0206

Ralph Gabrielli continues, strongly support HB 504. The money will provide options not currently available.

Number 0217

Mr. Gabrielli: Students who take this loan will be risking a great deal. They may not finish their college, there may be no jobs available.

Number 0234 Mr. Gabrielli continues: Committee should consider forgiveness for returning to any rural area in Alaska.

Number 0248 Ralph Gabrielli: Addressing the spirit behind the bill; in Alaska, 35 Natives who care called Aides, but who take great responsibility for classroom. Perhaps some special legislation could make them full-time teachers, because that is what they are doing now.

Number 0291 Willie Willoya, former school teacher; as this bill stands, I am against it. It's a political football - the administration clause may work against ethnic community.

number 0314 Mr. Willoya: The things not firmly established in bill will work against the Natives in the area.

Number 0345 Mr. Willoya continues testimony. In 5 years, Sec. 14.43.360 will work against villages. I suggest that if legislators really want Native teachers, they establish a two year grant program to any Native who wants it. No politics, no time consuming things besides teaching courses.

Number 0374 Willie Willoya: The people who really want to make it, they can, if they don't have families to feed.

Number 0405 Mr. Willoya refers to Sec. 14.43.650. SELECTION CRITERIA. His concern was, most people don't know until their second year if they want to be a teacher.

Number 0431 You could have A and B students teach C and D students to help pinpoint the best and help them decide if they want to spend a life teaching, said Mr. Willoya.

Number 0484 Mr. Willoya said HB 504 does not define philosophies.

Tape 2, Side A
Recording
Number 0001 Mr. Willoya continues his testimony: If those who will choose students for scholarships.

Number 0012 Chairman Tischer: How did you get MA's?

Mr. Willoya: Kuskokwim Community College and Barrow. I have close to 7 other Masters degree if I want to finish them. Extension programs.

Number 0050 Herbert Ivanhoff, City Administrator, Unalakleet: This bill is long over due. He noted on Page 3, Sec. 14.43.650. SELECTION CRITERIA. Private schools should not be left out.

Number 0072 Mr. Ivanoff: Should be able to teach in a private school, too.

Number 0081 Student should be able to return anywhere in rural Alaska, said Herbert Ivanhoff.

Number 0090 Mr. Ivanoff refers to Sec. 3 and asks for explanation.

Number 0095 Chairman Tischer explained the section.

Number 0116 Susie Silook, Administrative Assistant, Community College: Voices her support. I sympathize with students who try to feed a family and get a degree. Outside teachers cannot always adopt their teaching to Native culture. We need Native teachers who can adapt knowledge to the culture.

Number 0148 Chairman Tischer: Clarified that if one could not get this loan, there is still the Alaska Student Loan.

Helga Eakon: Refers to Sec. 14.43.650. SELECTION CRITERIA: Clarity of first clause - 6 months period, could a several year graduate also seek loan?

Number 0221 Chairman Tischer: Clarification.

Number 0270 Alfred White: Refers to Sec. 14.43.640. CONDITIONS OF LOANS and the next paragraph. He feels that it is too restrictive.

Number 0313 Mr. White: School Board select recipients regarding a quota? Then if there are no qualified candidates, they would still have to pick someone, which would lower the overall quality of students.

Number 0384 Edna Apatiki from Gamble: She is pursuing a teaching certificate and is in support of HB 504.

Number 0481

Chairman Tischer called for a recess until
noon on Sunday, February 5, 1984.

HOUSE HEALTH, EDUCATION & SOCIAL SERVICES
STANDING COMMITTEE
February 6, 1984
2:04 p.m.

Members Present: Rep. Tischer, Chairman
Rep. Pestinger, Vice-Chair
Rep. Uehling
Rep. Koponen
Rep. Goll, late
Rep. Davis, late

Members Absent: Rep. Martin

COMMITTEE CALENDAR

HB 504: "An Act establishing the teacher scholarship
loan program."

WITNESS REGISTER

Jeff Day
Legislative Aide
Rep. Hayes
Pouch V
State Capitol Building
Juneau, Alaska 99811
465-3740

Position Statement: Urged passage of bill and clarified intent
of HB 504.

Kerry Romesburg
Director
Postsecondary Education Commission
Pouch
Department of Education
Juneau, Alaska 99811
465-

Position Statement: Represented the Attorney General's Office.

Rep. Hurlbert
Pouch V
State Capitol Building
Juneau, Alaska 99811
465-3711

Position Statement: Clarified some provisions.

PREVIOUS ACTION

HB 504 1/10/84 - First Reading.

Committee Referrals - HESS, Loans and Finance Committee.

See HESS minutes of February 3, 4 and 5, 1984.

ACTION NARRATIVE

TAPE#1, Side A
Recording
Number 0001

Chairman Tischer called the meeting to order at 2:04 p.m., recognized the members present and announced the committee will have a work session on HB 504.

Number 0048

Chairman Tischer reviewed the suggestions and concerns of the weekend hearings. She said she intended to change the language in the bill concerning "private schools."

Number 0131

Rep. Koponen asked who decides admission to a University? He said, we can't force University to accept credits from any high school.

Number 0150

Rep. Uehling asks Rep. Pestinger: Can we put Alaska high school or State high school?

Number 0161

Chairman Tischer said, we've got to be consistent. We will ask the legal drafter for exact language.

Page 3, Subsection 2. Condition of Loan. The village dweller who went outside village to high school, or those students from different districts who marry and go to one spouse's home village, the other gets penalized.

Number 0234

Rep. Pestinger: Amendment, "of same or similar ethnic and linguistic origin". Rep. Pestinger suggested that this change was consistent with testimony, and did not interfere with the intent of the bill. This seem a good change.

Number 0259

Representatives Goll and Davis arrived at 2:25 p.m.

Number 0266

Jeff Day; to help with the intent of the bill. Intent; they can return to a culturally linguistically similar area.

- Number 0278 Rep. Uehling; would this apply to any urban areas? We don't want to open it up this much.
- Number 0296 Rep. Koponen: Some testimony stated support for bill because of the role model idea, this would be as viable for an urban Native as a rural one.
- Number 0300 Chairman Tischer: Exactly. How do you not discriminate and still account? There is a large black population in Anchorage, for example.
- Number 0315 Rep. Davis: What if one moves to city at 16 years? Is he not eligible for the loan?
- Number 0331 Chairman Tischer: There is always the Alaska Student Loan program available.
- Number 0346 Rep. Pestinger: -I'm trying to look toward the policy of bill, not legal matters. How broad should our meddling be? Do you want me to look at the constitutionality of it? As Chairman, I need your discretion.
- Number 0356 Chairman Tischer: Answer for sponsor, the intent of the bill is to keep handle on loan. We want to encourage kids who are thinking about college to become teachers and go back to their rural area.
- Number 0360 Rep. Pestinger: Attorney General's legal opinion you had drafted, any red flags?
- Number 0375 Chairman Tischer gave the committee five minutes to review the legal document.
- Number 0376 Rep. Davis: Perhaps we should ask Mr. Romesburg to add his testimony. He's worked on the legal
- Number 0379 Mr. Romesburg: The Attorney General raised several questions about equal protection, and most of those can be addressed by dealing with preference rather than proportion. Preference in an area of unbalance will get you around quotas. She also addressed the public, private high school part. She (Assistant Attorney General) said about forgiveness, don't restrict to school district. Intent is cultural similarity. School district and cultural similarity may not be the same

thing. Looking for ethnic balance. She liked going with each rural Alaska as returning point.

Number 0410 Rep. Goll asked to clarify the federal incentive loans, the forgiveness.

Number 0417 Rep. Goll; what's your recommendation for defining minority rural areas.

Number 0426 Rep. Goll said the intent of the bill is fine, but statistics show that people do return to rural Alaska. These constitutional problems would be overcome. Take Section 640, line 28 - exclude part 3, \$10,000.

Rep. Goll; include this part in the existing loan program. Rather than create a new program, just amend this Alaska State Loan Program with the same forgiveness for returning to rural areas.

Tape 1, Side B
Recording
Number 0001 Kerry Romesburg: Doesn't address the problem of mal-distribution of teachers.

Number 0020 Rep. Davis: I must leave soon, but could Mr. Romesburg provide us with some written recommendations.

Number 0057 Rep. Uehling: Re; Rep. Goll's suggestion to change this but expand Alaska Student Loan Program.

Number 0073 Kerry Romesburg: If purpose is to recruit for specific occupation, then fine.

Number 0083 Rep. Goll: Do you want to make a dollar incentive?

Number 0085 Rep. Uehling: I want to make sure we put this bill together without constitutional problems, and still keep the \$10,000 in the loan.

Number 0092 Representatives Goll and Uehling: What happens to the junior who changes his mind about becoming a teacher?

Number 0095 Chairman Tischer: He'll suffer the consequences.

Number 0110 Mr. Romesburg: As written, I don't know why

any student would take this loan. Because this program demands 100% payback if you don't do exactly what the loan demands - gamble that you'll graduate with a teacher's degree and get a job in Alaska. Too many gambles.

- Number 0137 Rep. Hurlbert: At first we had a provision that you got 50% forgiveness if you taught anywhere in the state. Others clarified that provision still exists.
- Number 0170 Rep. Davis agrees with Mr. Romesburg.
- Number 0191 Rep. Hurlbert asks Mr. Romesburg: What does loan cover? Books, tuition, room and board? No travel. Rep. Hurlbert suggested to add travel as an expense covered by loan.
- Number 0204 Chairman Tischer to Mr. Romesburg: With more forgiveness, what impact on idea that program will eventually be a revolving fund?
- Number 0209 Kerry Romesburg: This loan will become a revolving fund, about 1 of 5 students ever gets forgiveness.
- Number 0217 Chairman Tischer: Rural folks concerned about paying back that money.
- Number 0226 Mr. Romesburg: Same as anyone else, 10 year pay back. Then you could extend that 5 years under the Hardship Rule.
- Number 0238 Rep. Goll: Do we have a fiscal note here? Why such a low fiscal note?
- Number 0240 Mr. Romesburg: So low, because this fund comes from the same fund as the Alaska Student Loan fund.
- Number 0257 Chairman Tischer: Another questions the folks brought up, I'm going to take this loan and go to U of A,A. Second year, switch majors. I suggested they should then switch to original Alaska State Loan Program, then I advised them to start out with the Alaska State Loan anyway because no matter what you graduate in, it's forgiven.
- Number 0289 Rep. Uehling: Concerned about potential liability of \$80,000 loan.
- Number 0302 Rep. Hurlbert: What about leaving some of

this to the discretion of the post-secondary board. We can't foresee all circumstances.

Number 317

Chairman Tischer adjourned the meeting.



NEA-ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

ANCHORAGE REGIONAL OFFICE

1411 W 33RD
ANCHORAGE, ALASKA 99503
(907) 274-0536

JUNEAU OFFICE

147 S. FRANKLIN #207
JUNEAU, ALASKA 99801
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FAIRBANKS REGIONAL OFFICE

2118 CUSHMAN STREET
FAIRBANKS, ALASKA 99701
(907) 456-4435

TO: Mae Tischer, Chairman
House HESS Committee
Members of the Committee

DATE: February 21, 1984

RE: HB 504; "An Act establishing the teacher scholarship loan program."

NEA-Alaska strongly supports and encourages favorable consideration of the concept of scholarship incentives as a method of encouraging Alaska Natives to pursue careers in teaching in the public schools in Alaska. This particular issue was established as one of the six major legislative priorities of the Delegate Assembly, meeting in Anchorage in January.

It may be appropriate for the Committee to seek data relative to the previous implementation of AS 14.43.050 -.090 for purposes addressing specifically identified needs. SB 426 expands upon the provisions of the above referenced statute.

We would further encourage that the Committee, either on its own initiative or through the Department of Education, consider the feasibility of conducting an annual survey of all Alaska Native High School sophomores, juniors, and seniors and, perhaps even a supplemental survey of their parents and guardians as well, in an effort to build a data base which could be used to bring even more focus to this kind of legislation on a long term basis. Specifically, it seems appropriate to have more information on:

- career aspirations, expectations, needs
- current deterrents, barriers, problems
- extent and nature of counseling and adequacy of curriculum

A recent survey published by Texas Christian University on "Factors Related to High School Students' Interest in Teaching as a Profession" strongly suggest that a decline in parental interest in encouraging their children toward teaching is a major factor. It may be appropriate to ascertain the validity of this conclusion for Alaska.

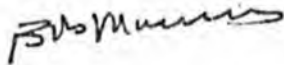
With an increasing number of Native students in the urban areas perhaps it is worthy of some emphasis to encourage, through incentives, more Native teachers in these areas as well.

It also seems appropriate to consider making this loan program an adjunct of the regular student loan program, but utilizing an expanded and separate sub-committee of the Post Secondary Education Commission which would also include practicing teachers and parents among its membership.

We feel that it is appropriate to raise some caution relative to geographic restrictions upon where a recipient may chose to teach. Reduction in the teaching force, non-retention and/or desire to voluntary job changes may have some effect on mobility of the recipients.

Finally, it may also be appropriate to clarify the legislative intent of HB 504 as it pertains to the term "teacher." AS 14.20.207 currently provides that the term teacher is also intended to cover administration. It is our recommendation that the primary focus be toward those who are actually in a classroom teaching circumstance.

Respectfully Submitted,



Bob Manners
Executive Secretary
NEA-Alaska

4:DS1

HOUSE HESS COMMITTEE
Mae Tischer, Chairman
Capitol Room 112
Juneau, Alaska

1/31/84

*you might want to remind the
members in Juneau of this. Also for
the record.*

NOTICE

The House Health, Education and Social Services Committee gives notice that it will take testimony on House Bill 504, "An Act establishing the teacher scholarship loan program," at the times and locations indicated below:

Kotzebue

Kotzebue Technical Center

1:00 p.m.

Friday, February 3, 1984

Teleconferenced to Capitol Room 112, Juneau, 1:00 p.m.

Nome

Nome City Hall

10:00 a.m.

Saturday, February 4, 1984

Teleconferenced to Capitol Room 112, Juneau, 10:00 a.m.

Bethel

Kuskokwim Inn Annex

12:00 p.m.

Sunday, February 5, 1984

Teleconferenced to Capitol Room 112, Juneau, 12:00 p.m.

If necessary, the Chairman may at her discretion limit testimony to a stated amount of time per witness.

Please contact Bill Lovell at 465 - 3777 or the local Legislative Information Office for more information.

/wtl



RESEARCH SUMMARY

Institute of Social and Economic Research, University of Alaska

January 1984, R.S. No. 13

Effective Schooling in Rural Alaska

INTRODUCTION

Rural teachers are not satisfied with their students' academic progress, according to a new University of Alaska report, and they tend to blame the problem on a lack of motivation. On the other hand, the teachers are satisfied with their relationships with both the students and the community.

The report was prepared by the College of Human and Rural Development and the Institute of Social and Economic Research for the Alaska Department of Education. It was based on a survey of 304 rural teachers, representing every school outside Alaska's urban areas (such as Anchorage, Fairbanks, and Juneau). The teachers identified several educational areas that needed attention. They also described the instructional practices that they found effective in a rural Alaska context. Ninety-six percent of the teachers returned their surveys, an unusually high proportion.

FINDINGS

Satisfaction with Educational and Other Conditions

Most rural teachers, whether they taught in majority Native or non-Native schools, are satisfied with the quality of their relationships with students (92 percent), with discipline in their schools (84 percent), and with school/community relations (73 percent).

Ironically, what frustrates rural teachers, particularly in Native majority communities, is not relationships with people of a different culture, but relationships with the district center. Fewer than half the teachers in Native majority communities are satisfied with the support they receive from the central office (43 percent), with the superintendent's management (46 percent), and with the district board's action (46 percent). According to teachers, many district staff do not appreciate the local situation. (We did not survey district staff; their perspective may very well be different.)

Most rural teachers (80 percent) are pleased with

their salary and benefits. To our surprise, only about a third voiced dissatisfaction with their housing.

Almost half of the rural teachers want more opportunities for professional growth. One wrote:

I am in a tiny school—one other teacher who is not my husband. I have no one to ask questions of. My class of primary grade children includes an incredible range of students (skill, intelligence, behavior, motivation). I have an unworkable curriculum guide. My district has offered me one training session, one week. I am alone!

Student Achievement: What Teachers Expect

Rural teachers' views of their students' performance are ambivalent. On the one hand, over half the teachers in Native majority schools (52 percent) say they are not satisfied with their students' academic progress. Even more (60 percent) say they cannot expect average or above-average achievement from their students.

Rural teachers expect virtually all their students to graduate from high school. But most teachers in Native majority schools (90 percent) expect less than half their students to attend college.

Despite their pessimistic view of students' academic performance and potential, most teachers in Native majority schools (63 percent) say they are satisfied with the quality of education at the school.

Rural teachers in non-Native majority schools are significantly more satisfied with their students' academic progress. They feel that achievement levels above national norms can be expected from their students. Finally, they are much more likely to expect students to attend college.

These differences between teachers' views in Native and non-Native majority schools are troubling. We are not sure what they mean. Several teachers wrote on the margins of their surveys that we should be careful *not* to interpret their attitudes as "low expectations." In their view, they are simply being realistic when they say that they do not expect many students to achieve at national norms and that they do not expect many students to attend college.

JAN 15 1984

Indeed, 49 percent of the teachers in Native majority communities say that none of the parents expected students to complete college. "Parents are reluctant to see their children leave home and become indoctrinated in a foreign culture," one teacher explained on the survey.

But teachers also point out that the rural context unjustifiably lowers academic expectations. One said:

My own personal level of expectation has gone down since I arrived here. When I started as an English teacher my expectations were too high. Very quickly my expectations became more realistic. The big problem is that we overcompensate and come to expect too little.

Effective Teaching Practices in Rural Alaska Schools

Rural teachers say their schools do not emphasize many of the practices that are related to high achievement test scores in schools outside Alaska. Most teachers, for example, say their schools do not pay much attention to standardized test scores as a basis for setting academic goals.

Less than half (48 percent) of rural teachers assign homework regularly. Many say they avoid homework because students do not have the needed lighting, space, or opportunity at home.

A large proportion of teachers (40 percent), however, do hold study sessions before or after school once a week or more. These study sessions are advantageous, they say, because the school setting helps students settle down to work and teachers are right there to help.

When asked to describe briefly the instructional practices they personally found effective, rural teachers emphasized some of the practices stressed in national studies of effective schooling and some practices related to the village cultural context. These include:

1. Use of diverse instructional materials and especially projects where students actively do things.
2. Self-paced instruction, especially where the teacher sets standards for the amount of work to be done.

3. Cooperative student learning situations, such as group projects and peer tutoring.
4. Opportunities for parents and community people to participate in schooling, such as sending home nightly study guides.

CONCLUSIONS

We have asked many different people—school superintendents, rural and urban teachers, representatives of professional education organizations—to comment on these findings. Most raise the same issue: How can so many rural teachers say they are satisfied with the quality of education at their schools and then turn around and say they don't expect students to reach national achievement norms or attend college or complete college if they do attend?

Possibly the answer is straightforward: most rural teachers may feel they are working in a difficult situation, with students whose cultural traditions do not necessarily support academic achievement or college attendance, and whose parents are not often oriented toward these goals. They may feel that under these circumstances, they and their schools are doing a fine job. But the disturbing issues remain: do teachers expect too little of village students? And what should count as "educational success" in rural Alaska? Such questions as these must be answered before we can reasonably expect to improve the effectiveness of rural schooling in Alaska.

This report, entitled *Effective Schooling in Rural Alaska* (27 pages), was prepared by Judith Kleinfeld and G. Williamson McDiarmid under the auspices of the College of Human and Rural Development and the Institute of Social and Economic Research, University of Alaska. The teacher survey on which the report was based was part of a study of school governance in rural Alaska, conducted by Dr. Gerald McBeath at the University of Alaska with the assistance of the authors and others. The report is available from the Institute of Social and Economic Research, 204 Chapman Building, University of Alaska, Fairbanks, AK 99701, or from ISER in Anchorage, 707 A St., Suite 206, Anchorage, AK 99501, telephone 278-1621. For more information on this report, call Judith Kleinfeld, ISER-Fairbanks, 474-7435.

RESEARCH SUMMARY

Institute of Social and Economic Research
Lee Gorsuch, Director
707 "A" Street, Suite 206
Anchorage, Alaska 99501

Rep. Vernon
General Del
Sleetmute;

Forward to:
Representative Vern Huribert
1024 West 6th, Suite 204-B
Anchorage, Alaska 99501

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MR VERN HULBERT
HOUSE OF REPRESENTATIVES
JUNEAU, AK

FEB. 15, 1984


DEAR REP. Vern Hulbert

THIS IS A LETTER CONCERNING HOUSE BILL NO. 504
IN SUPPORT OF STUDENT LOANS TO AKASKAN STUDENTS.
I AM IN FULL SUPORT OF THIS BILL. I CAN HONESTLY SPEAK
ON THIS ISSUE. WHEN I ATTENED THE X-CED PROGRAM THERE
WHERE MANY DISCOMFORTS I HAD TO ENCOUNTER IN APPLYING
FOR FUNDING AS AN OFF CAMPUS STUDENT. THE EXISTING LOANS
WERE NOT ENOUGH TO MET THE NEEDS OF ANYONE WITH A FAMILY.
WE ALL UNDERSTOOD THAT IT COSTED MONEY TO GO TO SCHOOL
BUT THE HARDSHIP WAS AT TIMES VERY DEMANDING ON OUR
SLIM BUDGETS.

THE BILL HAS INSIGHT FOR OUR NON-CERTIFIED TEACHERS
WHO HAVE BEEN VERY DEDICATED TO THEIR JOBS. THAY HAVE
WORKED VERY SALENTLY WITHOUT RETIREMENT BENIFITS ON PART
TIME BASES. I CAN FORESEE THEM GOING ON TO SCHOOL NOW
IF THIS BILL IS PASSED IN BOTH HOUSES. THE COMMUNICATION
WHICH LINKS THE VILLAGE LIFE AND THE SCHOOLS ARE THE NON-
CERTIFIED AIDES. PERHAPS, IN THE FURTURE WITH MORE
CERTIFIED TEACHERS WHO ARE ALASKAN NATIVES A BETTER
DELIVERY OF EDUCATION WILL BE A REALITY HERE IN RURAL
ALASKA.

I ALSO CAN SEE ANOTHER BARRIER WHAT WILL BE DONE
FOR THE NATIVE CRTIFIED TEACHERS WHO MUST WAIT
FOR THE TENURE TIACHERS TO MOVE ON I MYSELF SIT IN THAT
POSITION AND HAVE BROUGHT IT TO THE ATTENTION OF THE
REAA BOARD THE REPLY WAS THE TENURE TEACHER OR AN
OPENING WITHIN THE DISTRICT WHEN EVERY THE WAS ON WHERE
I CAN FIT THE SLOT.

SINCERELY


MARIE T. [WALKER] HAILEY

Alaska Native Land Managers Association

WHEREAS, the preservation and continuation of Native culture in Alaska is of paramount importance; and

WHEREAS, Native teachers are needed to foster a sense of ethnic traditions and cultures in Alaska Native students; and

WHEREAS, existing programs have failed to increase the number of Alaska Native teachers; and

WHEREAS, the number of Alaska Native teachers returning to teach Alaska Native students is inadequate.

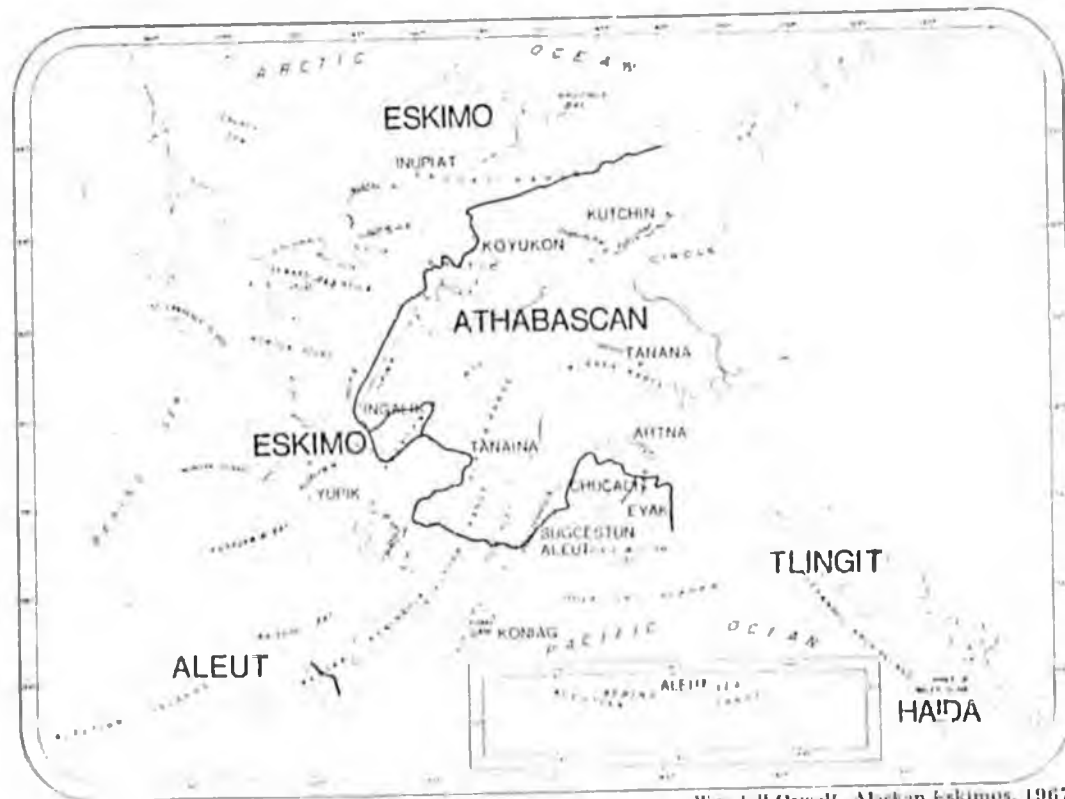
THEREFORE BE IT RESOLVED that the Alaska Native Land Managers Association, meeting in Anchorage, Alaska, this 19th day of January, 1984, does hereby support and urge the immediate passage of House Bill 504.

Chapter 2

of the existence of northwestern
 voyage of Vitus Bering in 1741.
 coastline was more fully defined,
 by explorers and navigators to its
 atures. Much of the interior was to
 old for another hundred years.

the land were already known and
 ple who would in time become
 Indians, and Aleuts. It was — and
 years — their homeland.

edge of these Americans — as they
 by their first foreign visitors — was
 their existence and their lifeways
 ld only through the eyes of foreign
 ers, missionaries, and others. It is
 heir observations gathered over a
 er with later research, to portray
 the arrival of the first Russians in



Wendell Oswalt, *Alaskan Eskimos*, 1967

MAP 2 GENERALIZED GEOGRAPHIC DISTRIBUTION OF ESKIMOS,
 INDIANS AND ALEUTS IN ALASKA

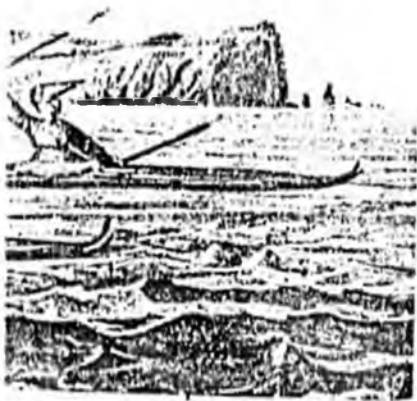
Most Aleuts lived in coastal villages on islands named after them stretching 1,000 miles across the North Pacific. Some few lived at the lower end of the Alaska Peninsula.

Aleuts

The population of about 15,000 Aleuts lived in numerous small villages, most of which were located on the Bering Sea side of the islands. One island, Umnak, once had 16 villages. A typical village was made up of six or seven houses; each household consisted of 20 to 30 people who were related to one another. Their houses were half underground and covered with a warm dome of sod.

Every village with its cluster of houses had its own sea hunting areas, which had to be respected by other villages. Use of these areas without permission meant war.

Adult men hunted seals, sea lions, and whales in the open sea from kayaks, perhaps the most seaworthy of watercraft. Roots, berries, birds, and eggs were available on the land. The food resources of the Aleuts were so abundant that anyone



Alaska State Museum, Juneau (Lutke's Voyages)

Alaska State Legislature



Speaker of the House of Representatives

Official Business

Pouch V
State Capitol
Juneau, Alaska 99811
(907) 465-3720

February 22, 1984

Mr. William Willoya
Box 484
Nome, Alaska

Dear Mr. Willoya,

Thank you for forwarding your comments on HB 504. I found them enlightening and thoughtful. They will be an important contribution to what we are attempting to make a thorough and complete review on the subject of rural education in Alaska, as it affects the proposed program.

I have forwarded your comments to the HESS Committee for its final work sessions on the bill, and it will become a part of the permanent bill file.

I appreciate your taking the time to attend the hearing and to type and send your comments. When I may be of further assistance or information, please feel free to contact me.

Sincerely,

A handwritten signature in dark ink, appearing to read "Joe L. Hayes".

Joe L. Hayes
SPEAKER OF THE HOUSE

JLH:rjn

FEB 10 1984

Teleconference opinions of William Willoya on
House Bill no. 504 at Nome Alaska, Feb.4, 1984.

As per your request for written words here is a brief, concise recap of my oral testimony. I am a bachelor of Arts certified, graduate of Alaska Pacific University, class of 1974. Prior to that I was a student of "Arctic" teacher training program, class of 1969.

The experiences I have had in the Arctic as a working person and Principal Teacher number 30 years, approximately 9½ in k-12 schoolteaching. I arrived thru the back door into education, (which is one of many careers I have pursued). Hence I have the objectivity to look at any stratum of Arctic Society with a relatively unprejudiced, experienced eye. With this in mind let me remind you the Arctic, now "x-ced" program is a visible bureaucracy, created by the Alaska people to using your "words." Therefore, it is the intent of the legislature to establish the teacher scholarship loan program to encourage members of ethnic minorities to return to rural schools as teachers and relieve the conditions described in this section".

As per my testimony as living proof that Arctic X-ced is a viable program. Except, the Super insulated bureaucratic intelligentsia administered the program. I am totally opposed to programs that are statistical "miracles" and real life failures. This is true with any program that involves several layers of accountability, in which native people are the constituents, technicians and professionals work for and are accountable to. In all cases the legislature hears the professionals and not the village spokesman when programs are called into account.

Sec. 14.43.630 I Object: Local school boards should be the "total" process. Selection, administration, Identification of Awardee, Guardianship of the funds, etc.etc.

Reason: Professional Educators know there finest students, know there local school board, know the familys, know whether or not the student -is sincere in purpose, Pure in motivation, and hard working enough to stick out 4 years in college. School Districts statewide are in political and administrative chaos. Most of the elected school boards leave every type possible work to the administration. Hence, if this provision is left in, infighting, quota politicking, promoting, and other common tactics will be employed to insure the "right" student is awarded.

As per the testimony on Article 7, I reiterate the goals. Rural students are the aristocracy of the Arctic kingdom. All life goals, plans, efforts, and societal measures are planned with the idea in mind of insuring the student child will be awarded the highest degree of status. Hence, when jobs take children away enmasse the subsistence villagiers revolt by sabotaging the take away our children, program. Right now there is not enough sophistication to keep the talented in remote villages. I can name you the survivors of "Arctic X-ced" left in villages if you wish, on my fingers and toes. Arctic Attrition will kill this bill as surely as a firing squad. A subsistence person is Arctic Royalty. A child, spoiled, self sufficient, aristocratically upbred, secure, in full control of that society does not necessarily find education a progressive entity. Hence, I suggest that this bill be redrafted so that earlier identification of client students, and school boards be finally called on to correct the deficiencies of this bill and the Village Local school boards in conjunction with Local teachers keep this bill out of the hands of bureaucracys.

Finally, let me congratulate you for your universality, progressive mindedness, and fairness to all Alaskans, especially, the future ones now in school.

William Willoya

Introduced: 1/10/84
Referred: Health, Education & Social
Services, House Special Committee on
State Loans and Finance

BY HAYES, HURLBERT, ADAMS, ABOOD,
BARNES, BUSSELL, CATO, COWDERY, DAVIS,
FULLER, FURNACE, GRUSSENDORF, HERRMANN
KOPONEN, LINDAUER, LISKA, MALONE,
MARTIN, M.W. MILLER, RINGSTAD, SHULTZ,
SZYMANSKI, UEHLING, WARD, ZHAROFF,
FRITZ, BETTISWORTH AND MCBRIDE

1 IN THE HOUSE

2

HOUSE BILL NO. 504

3

IN THE LEGISLATURE OF THE STATE OF ALASKA

4

THIRTEENTH LEGISLATURE - SECOND SESSION

5

A BILL

6

For an Act entitled: "An Act establishing the teacher scholarship loan
7 program."

8

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

9

* Section 1. AS 14.43 is amended by adding new sections to read:

10

ARTICLE 7. TEACHER SCHOLARSHIP LOAN PROGRAM.

11

Sec. 14.43.600. FINDINGS AND INTENT. (a) The legislature finds

12

that there is a wide and unacceptable disparity between the ethnic
13 distribution of teachers and the ethnic distribution of students in
14 the state public schools. Particularly in rural areas, many schools
15 have virtually no Native teachers and no non-Native students. The
16 undesirable effects of this disparity include the following:

17

(1) there is a serious weakness in the ability of teaching
18 staffs, particularly in rural schools, to foster a sense of ethnic
19 traditions and cultures in the students;

20

(2) many rural students are forced to exist in two entirely
21 separate situations: the essentially traditional atmosphere of many
22 Native homes and the essentially modern atmosphere of the classroom;

23

(3) almost no students among the state's ethnic minorities
24 return to rural schools to teach continuing the ethnic imbalance and
25 exacerbating its effects; and

26

(4) there is an annual turnover of 40 percent among teach-
27 ers in rural educational attendance areas in the state.

28

(b) The legislature further finds that existing programs have

29

failed to increase the proportion of members of ethnic minorities

NWISSD 1
BSSD 2
Barrow D
Bethel ?

BIA
Policy
2 years
Max-
petite

what

orthodox eskimo

STIFLING

1 teaching in rural schools. Therefore, it is the intent of the legis-
2 lature to establish the teacher scholarship loan program to encourage
3 members of ethnic minorities to return to rural schools as teachers
4 and relieve the conditions described in this section.

5 Sec. 14.43.610. PROGRAM ESTABLISHED. There is established the
6 teacher scholarship loan program to provide an incentive for graduates
7 of Alaska high schools who are from ethnic minorities to pursue teach-
8 ing careers in Alaska schools.

9 Sec. 14.43.620. TEACHER SCHOLARSHIP REVOLVING LOAN FUND. There
10 is created a teacher scholarship revolving loan fund. The fund shall
11 be used to make scholarship loans to students selected under AS 14.-
12 43.600 - 14.43.650. All repayments of principal and interest on
13 teacher scholarship loans shall be paid into the teacher scholarship
14 revolving fund and shall be used to make new teacher scholarship
15 loans. If estimated funds available from teacher scholarship loan
16 repayments are inadequate to fully fund estimated teacher scholarship
17 loans for any fiscal year, additional funding from the general fund
18 may be requested and appropriated for that year.

19 Sec. 14.43.630. ADMINISTRATION. The teacher scholarship loan
20 program shall be administered by the student financial aid committee
21 (AS 14.43.095) in accordance with regulations adopted by the
22 committee. The committee shall distribute the funds available for
23 teacher scholarship loans annually to local school boards giving a
24 preference to school districts with a high percentage of students in
25 ~~urban~~ ^{or local majority} ~~minorities~~ and a low percentage of teachers in ~~urban~~
26 ~~minorities~~ ^{or local majority}. The local school boards shall select the recipients of
27 the teacher scholarship loans.

28 Sec. 14.43.640. CONDITIONS OF LOANS. Each school district shall
29 award teacher scholarship loans subject to the following conditions:

Will consist of 10/10

High school?

Village or Local School Board

regulations? or wrong

do they stop ^{borrowing} ~~being~~ perfect teachers?

1 (1) the conditions provided in AS 14.43.120 apply except
2 that no loans may be made to graduate students and the state shall
3 repay a portion of a teacher scholarship loan under AS 14.43.120(j)
4 only if, in addition to the other criteria, the borrower is also
5 employed as a public school teacher in the state during the period for
6 which the loan is forgiven;

7 (2) if a borrower meets the conditions provided in para-
8 graph (1) of this section and is employed as a public school teacher
9 in the ^{school} ~~district~~ from which the borrower graduated, the portion of the
10 loan that shall be paid by the state is the following percentages of
11 the total loan received plus interest up to a total of 100 percent of
12 the total loan:

- 13 (A) one year employment, 15 percent;
- 14 (B) two years employment, an additional 15 percent;
- 15 (C) three years employment, an additional 15 percent;
- 16 (D) four years employment, an additional 25 percent;
- 17 (E) over four years employment, an additional 30 per-
18 cent; and

19 (3) a loan may not exceed \$10,000 in a school year.

20 Sec. 14.43.650. SELECTION CRITERIA. (a) To be eligible for a
21 teacher scholarship loan, a student must

22 (1) be a graduate of, or scheduled for graduation within
23 six months from, a state public high school, with sufficient credits
24 to be admitted to an accredited college or university;

25 (2) be enrolled in or show evidence of intent to enroll in
26 a degree program directed at a teaching career at the elementary or
27 secondary school level; and

28 (3) meet the conditions set by the student's local school
29 district with respect to the district's requirements for teachers in

Too vague
↓

1 particular subject areas.

2 (b) ~~Each school district shall award teacher scholarship loans~~
3 ~~in direct proportion to the distribution of ethnic groups among the~~
4 ~~students eligible for graduation from the school district each year.~~

5 (c) A student may not be awarded a scholarship loan under
6 AS 14.43.090 - 14.43.160 and a teacher scholarship loan under AS 14.-
7 43.600 - 14.43.650 for the same school year.

Alaska Native Land Managers Association
840 K Street, Suite 202
Anchorage, Alaska 99501
272-1254

February 13, 1984

Representative Mae Tischer
Pouch V (MS 3100)
Juneau, Alaska 99811

Re: HB 504

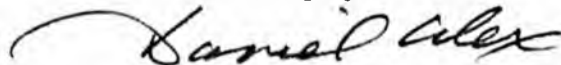
Dear Representative Tischer:

At a recent meeting of the Alaska Native Land Managers Association, the membership passed the enclosed resolution urging passage of HB 504, dealing with establishing the teacher scholarship loan program.

We feel that this bill satisfies an important need in rural Alaska. For too long, young people have left the villages to attend college, never to return. Additionally, we have watched a parade of non-native teachers through the village schools. We feel that it is important to have a stable staff of teachers in rural schools. We also feel that it is preferable to have native teachers teaching in predominantly native schools in order to understand and preserve the unique culture and history of Alaska Native peoples. It is our feeling that native teachers will provide a valuable role model for students in rural Alaska. The students need to see that they can be a success and that they can be leaders in today's world.

We feel strongly that the passage of HB 504 will be another step along the path towards improving rural education and the lives of rural Alaskans.

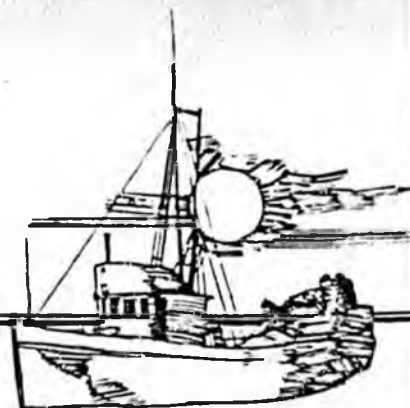
Very truly yours,



Daniel Alex,
President

CHUGACH

School District — Nyal D. Worsham, Superintendent



February 2, 1984

Honorable Joseph Hayes, Speaker of the House
Alaska State Legislature
Pouch V
Juneau, AK 99811



RE: House Bill #504

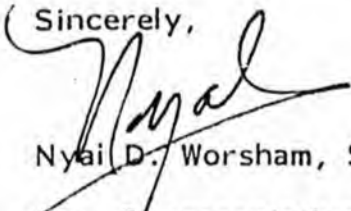
Dear Mr. Speaker:

I wish to speak in support of House Bill #504 related to a teacher scholarship fund for native students. Having spent the last eight years in Alaska bush and rural school systems, I know that our native students do need the relationships that native teachers can give to them.

We need positive counseling efforts to lead our future native teachers into the profession and give them support while they develop their teaching skills.

I thank you for the introduction of this bill and wish you and Representative Hurlbert success in its passage.

Sincerely,


Nyal D. Worsham, Supt.

cc: Representative Vern Hurlbert
Files

MANIILAQ MANPOWER

P.O. Box 725
Kotzebue, Alaska 99752

Phone
(907) 442-3360

February 6, 1984

Mr. William T. Lovell
House HE&SS Committee
Alaska State Legislature
Pcuch V
Juneau, Alaska 99811



Dear Mr. Lovell:

Thank you for this opportunity to submit written comments on House Bill No. 504. I admire the legislators insight into the problems of Rural Alaska and I applaud them for their inventiveness. Keep up the good work!!

Once again thank you for this opportunity.

Sincerely,


Fred Wemark
Special Assistant

enclosure: 1

Mauneluk Manpower
Testamony on HB 504

Thank you for this opportunity to comment on HB 504. My name is Fred Wemark, Special Assistant with Mauneluk Manpower. I manage a program that brings career awareness into the villages. The main thrust for the program is to get the students and adults within the villages to think about what they would like to do in the village or region in the way of an occupation. We explore all the potential possibilities of work and try to give as accurate a picture of employment as possible in the future.

Your Bill reaches right to the heart of employment that will always be present regardless of the amount of development the rural parts of our great state may or may not enjoy. As long as there is a rural population there will be teaching jobs available. It is only fitting that these positions be taken by those that will live in the community and raise their families and keep the money within the community. This not only makes sense from an economic standpoint but from a social standpoint also.

There are many students in our University system that are studying for a career in Education. But those people are to few. Your bill will increase that number dramatically. More and more the high school students are realizing the importance of a higher education. With the rural economy in the shape it is in those hopes for a higher education fades with the lack of money to send them to school. Hope is now on the horizon. I urge that you pass this important piece of legislation as soon as possible with the appropriate funding.

Thank you.



City of Mountain Village

P.O. Box 204
Mountain Village, Alaska 99632
(907) 591-2929

February 10, 1984

Honorable Joe Hayes
Speaker of the House
Alaska House of Representative
Pouch V
Juneau, Alaska 99811

Dear Speaker Hayes:

I am writing to you in support of House Bill no. 504, which you introduced recently in the second session of the 13th legislature. This bill if passed, will greatly encourage and enhance our native people to come back and teach among their own people and will improve the quality of education which is vital in this area. Representative Vern Hurlbert is aware of this and it is his concern for his constituents in District 24 of which he represents.

Mr. Speaker, I advise your integrity and is some what surprise to me that you are concerned for us natives, therefore, I believe that is the kind of leadership we need in Juneau. Thank you very much!

Sincerely,

Andrew Brown, Vice-Mayor

cc. ✓ Rep. Vern Hulbert
Sen. John Sackett
Sen. Frank Ferguson
Rep. Jack Fuller
Supt. Dr. William Phillips, Lower Yukon School District
City Manager, Steve Schwab

January 27, 1984



Mr. Joe Hayes
Speaker of the House
Pouch V
Capitol Building
Juneau, Alaska 99811

Dear Speaker Hayes:

I am in receipt of a letter from Vern Hurlbert and a copy of HB 504. The idea seems a propitious one and has my enthusiastic support. I have noticed the problem you described with village schools in this area, wherein the bulk of the students are native and the teachers non-native. The teacher turnover rate is also sometimes rather appalling. I am sure the problem is even more marked in the northern sections of the state.

The only question I have is a legal one; namely, what is the advice of the AG's office on the constitutionality of Sec. 14.41.630 wherein preference is given to certain districts. I understand the intent, applaud it as morally correct and a practical necessity (if you are to accomplish the stated goal and not end up giving the bulk of the scholarships to non-natives from non-native majority school districts) but wonder if it runs afoul of due process clauses. It is worth getting an opinion on beforehand to make sure the bill is couched in terms that are proof against later litigation.

Sincerely,

Thomas L. Conley, M.D.
Secretary
Ketchikan Gateway Borough School District
Board of Education

N.B. This is a personal, not a Ketchikan Gateway Borough School District, Board of Education, response.

cc: Representative Vernon L. Hurlbert
 Representative Jack McBride
Ms. Cheri Davis
President
Ketchikan Gateway Borough School District



WRANGELL

**PUBLIC SCHOOLS
DISTRICT OFFICE**

P. O. BOX 657

WRANGELL, ALASKA 99529

Telephone (907) 874-2347

GATEWAY TO THE STIKINE

ROBERT W. McCONNELL, Superintendent of Schools

January 31, 1984

The Honorable Joe Hays, Speaker of the House
Pouch V
Capitol Building
Juneau, Alaska 99811

Dear Honorable Hays:

In response to Representative Vern Hurlbert's letter of January 20, 1984, please regard this as support for HB 504.

Having spent time with a government which tried the same process, designed with the same philosophy, I have some concerns over the possible outcome. I applaud the intent however.

Sincerely,

Robert W. McConnell
Superintendent

cc: Representative Hurlbert
Representative McBride

MR. DARRELL G. MOORE
DISTRICT SUPERINTENDENT

Chatham School District

P.O. BOX 109
~~ANGOOK~~ ALASKA 99820
TELEPHONE: 788-3302 OR 788-3682
January 27, 1984

BOARD OF EDUCATION

MR. WALLY FRANK, SR.
MR. EDWARD GAMBLE, SR.
MS. MATILDA GAMBLE
MRS. ANN MACKOVJAK
DR. JACK LESH

Representative Vern Hurlbert
State Capital
Pouch V
Juneau, Alaska 99811

Dear Representative Hurlbert:

I would like to respond to ~~House Bill NO. 504~~ which was recently introduced in an effort to encourage Alaska Native high school graduates to return to their home village to teach.

Prior to my tenure here in Chatham School District, I spent nine years on the Sheldon Jackson campus encouraging and developing a teachers education program. I am very interested in presenting role models for the village; however, I think your approach is ~~wrong~~.

In our school district I would be in favor of hiring a student to ~~return to the area, but not the same village~~. Experience from Bible times to the present will demonstrate that people returning to their ~~home village are usually subjected to demands not common to other candidates~~.

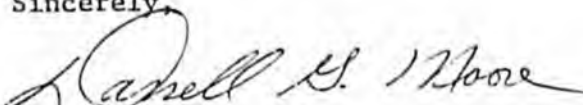
I also think the loan is discriminatory. This fact on the surface may not seem like an important clause; however, minorities like to know they made it on their ~~own merits~~. I also think people are more inclined to succeed at something they invest time and money in.

Finally, I think many native graduates do something other than teach simply because they can demand more money as a college graduate in another occupation.

Many of our Sheldon Jackson graduates were either offered employment and terminated or never started due to the high wages they were able to attain through private enterprise or the native corporations. I do not ~~think this program will change this fact and say in the long run do a disservice~~.

Please write or call me if I can be of further service or add clarification

Sincerely,


Darrell G. Moore, Supt. of Schools

cc: Joe Hayes, Speaker of the House
Reading File
- S C H O O L S -

Native teacher fund envisioned

(Continued from Page One)

tive students among the state's ethnic minorities return to the rural schools which continues the ethnic imbalance.

A high turnover of as much as 40 percent of teachers in rural education attendance areas in the state.

The bill states that current programs such as the X-CED program at the University of Alaska has failed to rectify the problem.

The loan program would appropriate money to be loaned to high school graduates or students within six months of graduation from a state public high school who have sufficient credits to be admitted to an accredited college. Those students also must be enrolled in or show intent to enroll in a university program which aims at a teaching degree for elementary or secondary school. The student also must meet criteria established by the local school board.

If the student is awarded the scholarship and completes his education and returns to the village, a percentage of his loan will be "forgiven" by the state at a rate of 15 percent each year for the first three years of teaching; 25 percent of the total loan for the fourth year completed and the final 30 percent for the fifth year.

The bill is given good change for success on the House side, of the legislature because it is supported by the House Majority coalition of urban Republicans and Bush Democrats and because Hayes, the powerful House Speaker, is backing it. It isn't often that a bill sponsored by the Speaker is defeated.

On the Senate side, it is given fair chance for passage by Sen.

Frank Ferguson, D-Kotzebue, who said that it will probably pass in a refined form after some things are ironed out.

One possible problem the bill may have is surviving a legal challenge on the basis that it discriminates in favor of one specific ethnic group. The bill directs that the scholarships be awarded on a level proportionate to the percentage of ethnic representation.

Therefore, if 80 percent of the students are Native, 80 percent of the scholarship money must go to Native students.

Recent laws directing money at a specific group, such as the Longevity Bonus program which gives money to Alaska residents older than 65 years who have lived in the state since statehood has been ruled unconstitutional on the grounds that it discriminates against a person who moved to the state after statehood.

Tony Vaska of Bethel, who is a member of the Bush Caucus but not a member of the House Majority, said he thinks it will not survive a constitutionality test.

Hayes said he has had the Legislature's lawyers review the bill and they found it all right. He said the state attorney general has yet to review the bill.

Veteran observers of the Legislature found the key sponsor of the bill — Hayes — to be of particular interest because of his urban background. One commented that "if there ever was any doubt that Hayes is running for governor, this kills it."

Hayes responds to such skepticism by saying "I suppose it would look (like he is trying to gain a rural support) but I just

know the problems of rural people. I fly a lot and get into the villages more than our urban legislators. I also have worked with the Bush Caucus for the past two years and know of their concerns."

He said that Hurlbert was instrumental in pushing the bill and is second sponsor on the document.

Gov. Bill Sheffield had comment on the bill other than to point out that programs exist in the state to draw rural students into teaching.

And as for Hayes drawing a gubernatorial constituency, Sheffield said, "I told him, I'll campaign him 125 to one and have more staying power."

Child abuse bill introduced

The Associated Press

Juneau — Certain kinds of child neglect and abuse unpunishable under existing law would be classified as felonies by a bill introduced in the Alaska House of Representatives.

The legislation is aimed at adults who use force against

cause or permit a child to be placed in circumstances resulting in serious physical injury."

The measure (HB 489) is sponsored by House Democrats Jack McBride of Ketchikan, Niilo Koponen of Fairbanks and Mike Szymanski of An-



City of Kaitag

Kaitag, Alaska 99748



February 7, 1984

Vern Hurlburt, Representative
Pouch V
Juneau, Alaska 99811

RE: HB 504 - Educational

Dear Representative Hurlburt:

This is a letter of support to the educational scholarship funding for rural students of Alaska including students of private schools.

Sincerely,

Kenneth B. Madros
Kenneth B. Madros,
Mayor

e jm





THE LAKE AND PENINSULA SCHOOL BOARD

SARA HORNBERGER, ~~President~~ Member
~~1800 Alaska 99501~~

P.O. Box 69, Iliamna, AK. 99606
February 3, 1984



The Honorable Vern Hurlbert
Alaska State Representative
Pouch V - Capital Building
Juneau, Alaska 99811

Dear Vern:

Thank you for your letter of January 20, 1983, in reference to House Bill No. 504. I appreciate the opportunity to comment on it. In realization of how very busy you folks are down there, I still hope that you will find time to read my letter of reply in addition to the reading by an administrative assistant. (I have no objections to this system - I know it is necessary if you elected officials are to be able to accomplish anything.)

I believe that my comments are made from a position of great strength. We have in our school district an administrative assistant, Frank Hill; two principal teachers, Norm Auberg and Pete Hill; and three teachers, Pauline Hobson, Larry Hill, and Gwen Nielsen; and one teacher on leave, Emma Hill, who are Native. In addition, we recently inaugurated a minority administrative apprenticeship and Frank Hill is the first person to participate. Whenever possible we hire local people to do school district jobs as for example, Alex Wassilie our North Area Maintenance Person.

Going from there, I want to ask if anyone had done any research at all to see if this bill will do what it proposes to do? Three of our Native teachers got their degrees through the RCTIC program (later called X-Ced); Several refused all financial help of any sort preferring the joy of being able to say, "I did it all by myself." Several used the regular state loan program and BIA assistance.

In our district at least there has been no lack of assistance for village persons interested in higher education of any sort in obtaining any possible loan, grant, or scholarship. Persons who work as aides who show promise are encouraged - urged - to go on and get their degrees. Some few have attended the university sporadically. The members of the school board and the local teachers association have joined together for five years to grant two scholarships a year to district high school seniors in the name of one of our members who was killed in a snowmachine accident shortly after she enrolled in a teacher preparation program in Anchorage. She was a Native from Newhalen. We have youngsters from our district in college under the regular state loan program; but, so far as I know, my daughter is the only one in a teacher training program.

February 3, 1964

The Hon able Vern Hurlbert

I should add that one of our current board members, Jeannie Ihly, a Native from Chignik Lake, has ^{been} enrolled in college in Anchorage with the intention of becoming a primary teacher.

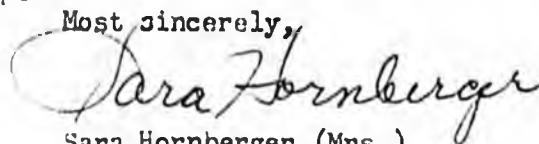
Where does this leave us? I believe that this bill will not do what you hope it will. All the money in the world will not prompt a person to attend college unless that person has the sincere desire, the personal drive to go. Secondly, that person, if he/she is to become a teacher must be willing to face a five-day-a-week, nine-month-a-year job; a job that is very intense and demanding. How many of our village people really want that sort of job? So we are talking about motivation. What is going to motivate a youngster from a village who enjoys the freedom of a life of trapping, fishing, hunting, etc., without the demands of a time clock, to take on the other sort of life? There are two things that cause a person to become a teacher: for some it is a calling; they cannot imagine doing anything else; it is their life; for other it is a job, a way to make a living and have three months a year off, etc. If a youngster from a village doesn't have an intense desire to become a teacher, I can't imagine that this loan program will inspire him/her to spend four years away from home in school to become a teacher. That child is going to get a trade that will enable him/her to go out and earn money when it is needed and then go home and enjoy life, and I don't blame that person one bit. Who wouldn't prefer that sort of life! So, we have a motivation problem.

We have one more problem. The fact that a person is a Native does not mean that he/she will make a good teacher, anymore than membership in any other race guarantees skill in any profession. This bill has no criteria set up at any place to evaluate participants. Today our children must have the very best possible teachers for the basics. We have many fine people in our villages who can and do work in the schools assisting with local culture programs, bi-lingual programs, who are not college graduates. Many of them have not finished eighth grade. They cannot teach math or reading or other subjects the certificated teachers handle; rather, the two work as a team complimenting each other when the program is handled properly.

One last point I'd like to speak to is teacher turnover. Years ago when Bristol Bay Borough was formed and took over the schools one of our main concerns was teacher turnover. However, that ^{teacher turnover} is not all bad. Teachers like preachers maybe need to move around. I'm not going to dwell on this, but the question is a very debatable one. Furthermore, we have discovered that not all residents of a village are pleased when a local person comes home as a teacher. Was it not Christ who said something to the effect that a prophet is not without honor except in his own country.

This letter, of course, contains my opinions only and most certainly does not speak for the other members of the board either individually or as a legal group.

Most sincerely,



Sara Hornberger (Mrs.)

AVCP

Association of Village Council Presidents
P. O. Box 219 • Bethel, Alaska 99559 • Phone 543-3521

February 1, 1984



Hon. Joe Hayes
Speaker of the House of Representatives
Alaska State Legislature
Pouch V
Juneau, Alaska 99811

Dear Representatives Hayes:

On behalf of the Association of Village Council Presidents, regional non-profit Native corporation for the 56 Yupik Native communities of the Yukon-Kuskokwim delta region, I wish to commend you and the 27 co-sponsors for your introduction of House Bill 504, providing for a teacher scholarship loan program.

We concur with the legislative findings as stated in the bill. In particular, incentive has not be provided for Alaska Natives to pursue teaching careers in rural Alaska. Throughout the State (REAA) schools and remaining federal (BIA) schools, there are almost no Native teachers available for the almost totally Native student bodies. We sincerely appreciate your sponsorship of H.B. 504 and encourage your aggressive efforts for the enactment of this very beneficial legislation.

There is one small group of rural school districts which has overcome many of the difficulties which H.B. 504 seeks to correct. In the examination of rural education issues by you and your colleagues, we wish to encourage you to consider the future of five locally-controlled community schools in the AVCP-Calista Region. The Native communities of Akiachak, Akiak, Cheforak, Chevak and Tuluksak manage the only village-operated community schools in Alaska.

Beginning in 1977, these village council chose to operate their own community schools, apart from the federally-operated BIA schools and the State REA systems. The federal government provides funds through the BIA appropriations, however management of the education programs and school districts is completely controlled at the community level.

Local community, Native involvement is provided in every aspect of the education program of these "contract" schools. The largest school, for example, has eight certified Alaska Native teachers in its teaching staff. Community school boards at these schools completely determine, within the village, all administrative, curricula, fiscal and policy decisions concerning school district operations.

Unfortunately, these schools are scheduled to be closed at the end of the 1984-85 school year.

Hon. Joe Hayes
February 1, 1984
Page 2

The schools are community-operated and controlled, while funds are provided by the federal government under contracting provisions of the "Indian Self-Determination and Education Assistance Act." The communities wish to continue to locally manage their education programs, however federal funds will not be available beyond federal FY-85.

These schools have requested financial assistance from the State to continue to operate their districts. Under present policies, the state will not provide education funds to the contract schools because they are operated by Native community councils (village councils), which were organized prior to statehood. The councils are recognized as "tribal governing bodies" by the federal government.

Although the village council "contract" schools have agreed to admit all student village residents to the schools, regardless of race, the present state policy regards them as "private" schools because they are operated by Native community councils.

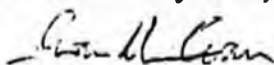
Despite their desire to maintain community control over the village education programs, the contract schools' only other option is to join the REAA education systems. They are very reluctant to do so because of the loss of community control over the education program, and because of the successes which they have achieved through the systems which have been established by them and which are now in place. If, for example, a Native community school becomes part of an REAA, they will be absorbed by a school district which encompasses up to 35 or more other communities, and will no longer have effective control over education at the community level.

The history, circumstances, and legal and policy issues are perhaps more complicated than I describe in this letter, however the basic aim of the village contract schools is simple. They wish to maintain effective local control and community operation of their schools. This goal is becoming destroyed by pressures of state and federal policies over which they have no effective control. We hope that you will consider the fate of these school districts among other rural education issues under review by the legislature.

By alerting you to the matter of Native community schools, we in no way wish to diminish the importance of your continued support for H.B. 504. Your interest in rural and Native education needs, as evidenced by H.B. 504, is genuinely appreciated.

Sincerely,

ASSOCIATION OF VILLAGE COUNCIL PRESIDENTS
Willie Kasayulie, Chairman of the Board


Ivan M. Ivan
President

Hon. Joe Hayes
February 1, 1984
Page 3

cc: Hon. Bill Sheffield, Governor
Rep. Vern Hurlbert
Rep. Jack Fuller
Rep. Tony Vaska
Sen. Frank Ferguson
Sen. John Sackett
Contract School Association

REP. JOHN G. (JACK) FULLER

CHAIRMAN, RULES COMMITTEE

MEMBER

POLICY COMMITTEE
COMMITTEE ON COMMITTEES
REAA BUDGET OVERSIGHT COMMITTEE
BLUE RIBBON COMMISSION ON PERSONNEL

DISTRICT 28

ALAKANUK
BREVIK MISSION
CHEVAK
DIOMEDE
ELIM
EMMONAK
GAMBELL
GOLOVIN
HOOPER BAY
KOTLIK
KOYUK
NOME
SAVOONGA
SCAMMON BAY
SHAKTOOLIK
SHELDON'S POINT
SHISHMAREF
STEBBINS
ST MICHAEL
TELLER
UNALAKLEET
WALES
WHITE MOUNTAIN



Alaska House of Representatives

February 13, 1984

Mr. Alfred S. White, Principal
Covenant High School
Unalakleet, Alaska 99684

Dear Mr. White:

Thank you for your letter regarding HB 504 - "An Act establishing the teacher scholarship loan program."

HB 504 was introduced 1/10/84 and referred to the Health & Social Services Committee, which is chaired by Representative Mae Tischer. The bill has further referrals to the House Committee on Loans, chaired by Representative Rick Uehling and the Finance Committee, chaired by Representative Al Adams. Any further correspondence you may have should be addressed to these Committees.

I have forwarded your letter to the Health, Education and Social Services Committee. Thank you for your interest in the Legislative process.

Sincerely,

Rep. John G. (Jack) Fuller
Chairman, House Rules





Covenant High School

(907) 624-3282 Unalakleet, Alaska 99684

FEB 9 1984

February 6, 1984

Representative Jack Fuller
Alaska State Legislature
Pouch V (MS 3100)
Juneau, Alaska 99811

Dear Representative Fuller:

Enclosed is a letter which we submitted at the hearing recently on HB 504. We feel that this bill could serve an excellent purpose in the bush but feel strongly that private school graduates should not be restricted from participation. Our letter expresses our viewpoint.

The method of payment might need to be altered in order to avoid channeling funds through a private school to the recipients, but I am sure that this could be done without altering the intent of the bill. I am inclined to believe that it would be preferable, at any rate, to have recipients receive grants directly from the state on nomination from the districts. This method would largely parallel the present Student Loan program while giving the districts input on promising candidates.

Other items in the bill which might be given additional consideration are the following:

Sec. 14.43.640 Conditions of loan. Paragraph 2 requires that the borrower must teach in the district from which he/she graduated in order to be eligible for loan forgiveness. I believe that this is entirely too restrictive. In small districts such as Nome or Dillingham, an opening may not be available upon graduation. Also, marriage often requires a graduate to re-locate. It has been our experience that most Alaska Native graduates do return to the bush, and the value of others in the major city school systems is significant in its impact on Native students in those areas as well.

It seems unfortunate also that a returning student would be restricted from teaching in a private school in order to receive credit toward forgiveness. Federal teacher loans have not made this distinction. If the school is classified as having a high percentage of minority students, the borrower may apply for a percentage of forgiveness regardless of the public or private status of the school.

I am personally inclined to think that the loan should be supplemental rather than set at \$10,000 maximum without restrictions. BIA loans, for example, require that the applicant "show financial need after other sources of funding have been considered." Some such requirement would serve the double purpose of weeding out the less serious applicants and would increase the numbers of students who could be served.

I think that there should be close state monitorship of the loan recipients through the four years. This might require more than the present regulations for the Student Loan program.

Again, we want to indicate our strong support for this bill and will appreciate your consideration of the items we have discussed.

cc. Rep. Joe Hayes

Sincerely,

Alfred S. White, Principal



Covenant High School

(907) 624-3282 Unalakleet, Alaska 99684

February 3, 1984

Alaska House of Representatives
Health, Education and Social Services
House Special Committee on State Loans and Finance
Juneau, Alaska 99801

Dear Committee Members:

We are taking this opportunity to comment on House Bill No. 504 which has recently come to our attention. We certainly applaud the intent of the bill to enlarge the number and strengthen the training of ethnic minorities, particular Alaska Natives, in the teaching profession by offering teacher scholarship loans. We have recognized this need since 1954 when Covenant High School was opened and have encourage both public and private support of teacher training.

We are surprised, however, to discover that Native graduates of private schools are discriminated against in receiving this assistance. Since the intent of the bill is "to encourage members of ethnic minorities to return to rural schools as teachers," and since "almost no students among the state's ethnic minorities return to rural schools to teach," it would seem that every able condidate would be encouraged to participate.

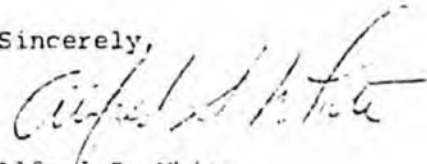
The success of such schools as St. Mary's High School and Covenant High School in providing graduates with college skills has been widely recognized and documented by studies such as those of Judith Kleinfeld at the University of Alaska. A quick survey of Covenant High School's alumni list indicates at least 10 people, all but three of whom are Alaska Natives, who have teaching degrees. One, Sam Towarak, is president of Chuchi Community College in Kotzebue. Probably at least another 10 have education minors or are presently working on education degrees. It is entirely possible that the incentive of a bill like HE 504 would have encouraged other such private school graduates with college skills to enter education. It might also have led some of these young people who showed an interest in education, but entered other fields, to find a place in education.

We see no problem in administering this legislation with graduates of private schools as recipients. Funds would be made available to eligible Alaskans without discrimination in the same way Alaska Student Loans are made available. No payments would be made to private or denominational schools. The Bureau of Indian Affairs Scholarship Grant Program, federal Pell Grants, etc. are all administered on this basis. Students receiving teacher scholarship loans may very well attend private colleges. It seems unreasonable that they would be restricted from attending a private high school to become eligible.

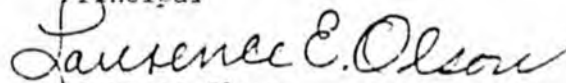
It would seem that the same formula for awarding scholarships by public schools could be used in such schools as Covenant High School. In communities where there is a single high school in the district, such as Nome or Dillingham, the process of awarding scholarships would be identical to the situation at Covenant High School. We would simply be considered as a district, as we are now with the Alaska High School Activities Association.

Again, we wish to offer our strong support for this legislation which shows promise of dealing with a serious deficiency in our rural communities - the lack of Native educators. We hope that the committee will increase the bill's scope to include what we believe is a strong source of eligible candidates for the program - the private and denominational schools.

Sincerely,



Alfred S. White
Principal



Laurence Olson
Executive Director

REP. JOHN G. (JACK) FULLER

CHAIRMAN, RULES COMMITTEE

MEMBER

POLICY COMMITTEE
COMMITTEE ON COMMITTEES
REAA BUDGET OVERSIGHT COMMITTEE
BLUE RIBBON COMMISSION ON PERSONNEL

DISTRICT 28

ALAKANUK	NOME
BREVIG MISSION	SAVOONGA
CHEVAK	SCAMMON BAY
DIOMEDE	SHAKTOOLIK
ELM	SHELDON'S POINT
EMMONAK	SHISHMAREF
GAMBELL	STEBBINS
GOLOVIN	ST MICHAEL
HOOPER BAY	TELLER
KOTLIK	UNALAKLEET
KOYUK	WALES
	WHITE MOUNTAIN



Alaska House of Representatives

February 13, 1984

Mr. Ivan M. Ivan, President
Association of Village Council Presidents
P. O. Box 219
Bethel, Alaska 99559

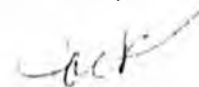
Dear Ivan:

Thank you for your letter regarding HB 504 - "An Act establishing the teacher scholarship loan program."

HB 504 was introduced 1/10/84 and referred to the Health & Social Services Committee, which is chaired by Representative Mae Tischer. The bill has further referrals to the House Committee on Loans, chaired by Representative Rick Uehling and the Finance Committee, chaired by Representative Al Adams. Any further correspondence you may have should be addressed to these Committees.

I have forwarded your letter to the Health, Education and Social Services Committee. Thank you for your interest in the Legislative process.

Sincerely,


Rep. John G. (Jack) Fuller
Chairman, House Rules

AVCP

Association of Village Council Presidents
P. O. Box 219 • Bethel, Alaska 99559 • Phone 543-3521

FEB 9 1984

February 1, 1984

Hon. Joe Hayes
Speaker of the House of Representatives
Alaska State Legislature
Pouch V
Juneau, Alaska 99811

Dear Representatives Hayes:

On behalf of the Association of Village Council Presidents, regional non-profit Native corporation for the 56 Yupik Native communities of the Yukon-Kuskokwim delta region, I wish to commend you and the 27 co-sponsors for your introduction of House Bill 504, providing for a teacher scholarship loan program.

We concur with the legislative findings as stated in the bill. In particular, incentive has not be provided for Alaska Natives to pursue teaching careers in rural Alaska. Throughout the State (REAA) schools and remaining federal (BIA) schools, there are almost no Native teachers available for the almost totally Native student bodies. We sincerely appreciate your sponsorship of H.B. 504 and encourage your aggressive efforts for the enactment of this very beneficial legislation.

There is one small group of rural school districts which has overcome many of the difficulties which H.B. 504 seeks to correct. In the examination of rural education issues by you and your colleagues, we wish to encourage you to consider the future of five locally-controlled community schools in the AVCP-Calista Region. The Native communities of Akiachak, Akiak, Cheforak, Chevak and Tuluksak manage the only village-operated community schools in Alaska.

Beginning in 1977, these village council chose to operate their own community schools, apart from the federally-operated BIA schools and the State REAA systems. The federal government provides funds through the BIA appropriations, however management of the education programs and school districts is completely controlled at the community level.

Local community, Native involvement is provided in every aspect of the education program of these "contract" schools. The largest school, for example, has eight certified Alaska Native teachers in its teaching staff. Community school boards at these schools completely determine, within the village, all administrative, curricula, fiscal and policy decisions concerning school district operations.

Unfortunately, these schools are scheduled to be closed at the end of the 1984-85 school year.

Hon. Joe Hayes
February 1, 1984
Page 3

cc: Hon. Bill Sheffield, Governor
Rep. Vern Hurlbert
Rep. Jack Fuller
Rep. Tony Vaska
Sen. Frank Ferguson
Sen. John Sackett
Contract School Association

Bristol
Bay
Native
Corporation

445 E. 5TH AVENUE / P.O. BOX 100220 / ANCHORAGE, ALASKA 99510 / (907) 278-3602

February 15, 1984


The Honorable Joe L. Hayes, Speaker
Alaska State House of Representatives
Pouch V
Juneau, Alaska 99811

Dear Mr Hayes:

House Bill No. 504, creating a teacher scholarship loan program for Alaska Native high school graduates who would earn a teaching degree and return to their district to teach, would give incentive for our Native students to enter into a field which would allow them to return to their villages or districts to teach.

Often, students are reluctant to enter this sector because upon conclusion, they are forced to move out of their environment to seek employment opportunities. House Bill No. 504 would alleviate this hurdle.

Sincerely,


Trefon Angasan, Jr.
Director, Shareholder Relations

cc: Representative Vernon L. Hurlbert

<u>DISTRICT</u>	<u>NATIVE TEACHERS</u>	<u>CERTIFIED H.S. GRADS</u>
Adak	0	1
Alaska Gateway	0	1
Aleutians	0	1
Anchorage	30	21
Annette Island	No response	
Bering Strait	2	1
Bristol Bay	No response	
Chatham	0	0
Chugach	0	0
Copper River	1	2
Cordova	0	6
Craig	No response	
Delta/Greely	0	3
Dillingham	No response	
Fairbanks	No response	
Galena	1	0
Haines	1	4
Hoonah	0	0
Hydaburg	0	0
Iditarod	2	4
Juneau	0	0
Kake	0	0
Kenai	0	0
Ketchikan	3	25
King Cove	1	1
Klawock	2	2
Kodiak	2	?
Kuspuk	0	0
Lake & Peninsula	8	6
Lower Kuskokwim	13	22
Lower Yukon	5	15
Mat-Su	No response	
Nenana	0	1
Nome	2	2
North Slope	20	14
Northwest Arctic	6	59
Pelican	No Response	
Petersburg	0	5
Pribilof	0	0
Railbelt	0	0
St. Marys	10	5
Sand Point	No response	
Sitka	2	6
Skagway	0	2
Southeast Islands	0	3
Southwest Region	No Response	
Tanana	No Response	
Unalaska	0	0
Valdez	0	0
Wrangell	No Response	
Yakutat	1	1
Yukon Flats	2	3
Yukon Koyukuk	10	?

Introduced: 1/10/84
Referred: Health, Education & Social
Services, House Special Committee on
State Loans and Finance

BY HAYES, HURLBERT, ADAMS, ABOOD,
BARNES, BUSSELL, CATO, COWDERY, DAVIS,
FULLER, FURNACE, GRUSSENDORF, HERRMANN
KOPONEN, LINDAUER, LISKA, MALONE,
MARTIN, M.W.MILLER, RINGSTAD, SHULTZ,
SZYMANSKI, UEHLING, WARD, ZHAROFF,
FRITZ, BETTISWORTH AND MCBRIDE

1 IN THE HOUSE

2

HOUSE BILL NO. 504

3

IN THE LEGISLATURE OF THE STATE OF ALASKA

4

THIRTEENTH LEGISLATURE - SECOND SESSION

5

A BILL

6

For an Act entitled: "An Act establishing the ^{educator}~~teacher~~ scholarship loan
7 program."

8

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

9

* Section 1. AS 14.43 is amended by adding new sections to read:

10

ARTICLE 7. ^{EDUCATOR}~~TEACHER~~ SCHOLARSHIP LOAN PROGRAM.

11

Sec. 14.43.600. FINDINGS AND INTENT. (a) The legislature finds

12

that there is a wide and unacceptable disparity between the ethnic

13

distribution of ^{educators}~~teachers~~ and the ethnic distribution of students in

14

the state public schools. Particularly in rural areas, many schools

15

have virtually no Native teachers, ^{no Native administrators,} and no non-Native students. The

16

undesirable effects of this disparity include the following:

17

(1) there is a serious weakness in the ability of ^{educators,}~~staff~~

18

staff, particularly in rural schools, to foster a sense of ethnic

19

traditions and cultures in the students;

20

(2) many rural students are forced to exist in two entirely

21

separate situations: the essentially traditional atmosphere of many

22

Native homes, and the essentially modern atmosphere of the classroom;

23

(3) almost no students among the state's ethnic minorities

24

return to rural schools to ^{work as educators}~~teach~~, continuing the ethnic imbalance and

25

exacerbating its effects; and

26

(4) there is an annual turnover of 40 percent among teach-

27

ers in rural educational attendance areas in the state.

28

(b) The legislature further finds that existing programs have

29

failed to increase the proportion of members of ethnic minorities

working as educators

1 ~~teaching~~[^] in rural schools. Therefore, it is the intent of the legis-
2 lature to establish the ~~teacher~~^{educator} scholarship loan program to encourage
3 members of ethnic minorities to return to rural schools as ~~teachers~~^{educators}
4 and relieve the conditions described in this section.

5 Sec. 14.43.610. PROGRAM ESTABLISHED. There is established the
6 teacher scholarship loan program to provide an incentive for ~~graduates~~
7 ~~of Alaska high schools~~^{individuals} who are from ethnic minorities to pursue teach-
8 ing careers in Alaska schools.

9 Sec. 14.43.620. ~~TEACHER~~^{EDUCATOR} SCHOLARSHIP REVOLVING LOAN FUND. There
10 is created a ~~teacher~~^{educator} scholarship revolving loan fund. The fund shall
11 be used to make scholarship loans to students selected under AS 14.-
12 43.600 - 14.43.650. All repayments of principal and interest on
13 ~~teacher~~^{educator} scholarship loans shall be paid into the ~~teacher~~^{educator} scholarship
14 revolving fund and shall be used to make new ~~teacher~~^{educator} scholarship
15 loans. If estimated funds available from ~~teacher~~^{educator} scholarship loan
16 repayments are inadequate to fully fund estimated ~~teacher~~^{educator} scholarship
17 loans for any fiscal year, additional funding from the general fund
18 may be requested and appropriated for that year.

19 Sec. 14.43.630. ADMINISTRATION. The ~~teacher~~^{educator} scholarship loan
20 program shall be administered by the student financial aid committee
21 (AS 14.43.095) in accordance with regulations adopted by the
22 committee. The committee shall distribute the funds available for
23 teacher scholarship loans annually to local school boards giving a
24 preference to school districts with a high percentage of students in
25 ethnic minorities and a low percentage of ~~teachers~~^{educators} in ethnic
26 minorities. The local school boards shall select the recipients of
27 the ~~teacher~~^{educator} scholarship loans.

28 Sec. 14.43.640. CONDITIONS OF LOANS. Each school district shall
29 award ~~teacher~~^{educator} scholarship loans subject to the following conditions:

1 (1) the conditions provided in AS 14.43.120 apply ~~except~~
2 ~~that no loans may be made to graduate students~~ and the state shall
3 repay a portion of a ^{educator} ~~teacher~~ scholarship loan under AS 14.43.120(j)
4 only if, in addition to the other criteria, the borrower is also
5 employed as a public school ^{educator} ~~teacher~~ in the state during the period for
6 which the loan is forgiven;

7 (2) if a borrower meets the conditions provided in para-
8 graph (1) of this section and is employed as a public school ^{educator} ~~teacher~~
9 in ^{rural Alaska} ~~the district from which the borrower graduated~~, the portion of the
10 loan that shall be paid by the state is the following percentages of
11 the total loan received plus interest up to a total of 100 percent of
12 the total loan:

- 13 (A) one year employment, 15 percent;
- 14 (B) two years employment, an additional 15 percent;
- 15 (C) three years employment, an additional 15 percent;
- 16 (D) four years employment, an additional 25 percent;
- 17 (E) over four years employment, an additional 30 per-
18 cent; and

19 (3) a loan may not exceed \$10,000 in a school year.

20 Sec. 14.43 650. SELECTION CRITERIA. (a) To be eligible for a
21 ^{educator} ~~teacher~~ scholarship loan, a student must

22 (1) be a graduate of, or scheduled for graduation within
23 six months from, a ~~state public~~ high school ^{or its equivalent (G.E.D.)}, with sufficient credits
24 to be admitted to an accredited college or university;

25 (2) be enrolled in or show evidence of intent to enroll in
26 a degree program directed at a teaching ^{or administrative} career at the elementary or
27 secondary school level; and

28 (3) meet the conditions set by the student's local school
29 district with respect to the district's requirements for ^{educators} ~~teachers~~ in

1 particular subject areas.

2 (b) Each school district shall award ^{educator}~~teacher~~ scholarship loans
3 in direct proportion to the distribution of ethnic groups among the
4 students eligible for graduation from the school district each year.

5 (c) A student may not be awarded a scholarship loan under
6 AS 14.43.090 - 14.43.160 and a ^{educator}~~teacher~~ scholarship loan under AS 14.-
7 43.600 - 14.43.650 for the same school year.

✓ allow 'private school graduates as well as public school graduates to receive loans

delete "local school boards," page 2, line 23
insert "advisory council" or something like that

✓ allow graduates to teach in public or private high schools, page 3, line 8

allow graduates to teach at any nurse school district by adding "or a region of same or similar ethnic and linguistic origin," page 3, line 9 or perhaps broader

[grant program for two years]

✓ change (3) so that it is clearer what is meant

✓ students must apply to local school board so that those awarded the scholarship

✓ clarify language on page 3, lines 22-23

✓ some statewide selection monitoring

[any rural village or district]

~~delete "except that no loans may be made to graduate students", page 3, line 1~~

~~delete "a state public," insert "an Alaskan," page 3, line 23~~

~~add "or equivalent," page 3, line 23~~

✓ add "or a region of same or similar ethnic cultural and linguistic origin," page 3, line 9 or perhaps broader

adopt Lomesberg's language on page 3,
"CONDITIONS OF LOAN"

somehow allow regional or village corporations or similar local group to assist selecting nominees

somehow require 1 semester or more of completed school work before persons may be eligible - SELECTION CRITERIA

STATE OF ALASKA

DEPARTMENT OF LAW

OFFICE OF THE ATTORNEY GENERAL

February 6, 1984

BILL SHEFFIELD, GOVERNOR

REPLY TO:

1031 W 4th AVENUE
SUITE 200
ANCHORAGE, ALASKA 99501
PHONE: (907) 276-3550

1st NATIONAL CENTER
100 CUSHMAN ST.
SUITE 400
FAIRBANKS, ALASKA 99701
PHONE: (907) 452-1568

POUCH K - STATE CAPITOL
JUNEAU, ALASKA 99811
PHONE: (907) 465-3600

465-3603

The Honorable Mae Tischer
Alaska State House
Pouch V
Juneau, AK 99811

Dear Representative Tischer:

You have asked us to review HB 504, "[a]n Act establishing the teacher scholarship loan program." This bill raises several constitutional and legal questions which we briefly address below.

Several provisions of this proposed legislation are subject to challenge under the equal protection clauses of the United States or Alaska Constitutions. These concern (1) the establishment of racial quotas in loan distribution; (2) the exclusion of graduates of private high schools, and (3) the limitation of total forgiveness to teachers who teach in the district from which they graduated. Another constitutional issue raised by this bill concerns the prohibition against dedicated funds.

The United States Supreme Court has adopted a "two-tiered" analysis for evaluating most legislative classifications challenged under the federal equal protection clause. A classification which is "suspect" or impinges upon a "fundamental right" is subject to "strict scrutiny." A law that makes a classification based on race or ethnicity is "suspect" and, consequently, will be closely examined by the court to determine whether (1) it is supported by a compelling state interest, and (2) whether the racial or ethnic classification is necessary to promote that state interest. The first equal protection issue identified above would be analyzed under this test. The second and third do not involve suspect classifications or fundamental rights and, therefore, under federal law would be subjected to the less demanding standard of whether (1) the classification promotes a legitimate state interest, and (2) whether the means chosen to achieve that interest is rational.

The Honorable Mae Tischer
Representative
Re: HB 504

February 6, 1984
Page 2

The Alaska Supreme Court has adopted a single standard of review for equal protection questions arising under the Alaska Constitution which is more rigorous than the federal "rational basis" test and, in areas involving suspect classifications and fundamental rights, is comparable to the federal standard. The Alaska Supreme Court would inquire as to the purposes of the statute and the circumstances surrounding it to determine whether those purposes are legitimate and fall within the police power of the state. Then the court would determine whether the means chosen "substantially furthers the goals of the enactment." Finally, the court would balance the state interest in the chosen means against the nature of the constitutional right involved. State v. Erickson, 574 P.2d 1, 12 (Alaska 1978); Isakson v. Rickey, 550 P.2d 359 (Alaska 1976).

Under section 650(b), the award of loans is to be "in direct proportion to the distribution of ethnic groups" among eligible students. This provision establishes a racial quota and would be subject to close examination under both federal and state law.

We have serious reservations regarding the ability of the bill to survive an equal protection challenge, under either the federal or state analyses described above, to the ethnic classification of § 650(b). Even if the court were to find the purposes of the bill, as expressed in sections 600 and 610 to be compelling ones, which cannot be assumed, the court would closely scrutinize the means chosen to achieve those ends. Since the means employ ethnic criteria, the bill would fall if the court were to find that the ends could be achieved by less discriminatory means. An example may be helpful. In a school district with 90 percent Alaska Natives, and 10 percent non-Natives, if there were 10 loans to be awarded, nine would be available for distribution to Alaska Native students and one for a non-Native student. If only eight Alaska Natives and two non-Natives applied for loans, the bill would require that only one non-Native get a loan, despite the shortage of Alaska Native applicants. The quota in § 650(b) is not expressed as simply a preference, but as an inflexible mandate, which may not be necessary to accomplish the stated objectives. ^{1/} Of course, if it could be shown that the means employed in this legislation are

^{1/} This example is for illustrative purposes only and is not meant to suggest that substituting a preference for the existing quota would necessarily render it constitutionally permissible.

The Honorable Mae Tischer
Representative
Re: HB 504

February 6, 1984
Page 3

essential to remedy problems identified in § 600 and 610, or problems that could be identified, 2/ the provisions of § 650(b) could be upheld.

The second equal protection issue arises with respect to the restriction of this program to graduates of public high schools. Although § 610 states that the purpose of the bill is to provide an incentive "for graduates of Alaskan high schools ...", and § 600 identifies problems found in rural schools, § 640 and 650 restrict participation to graduates of public schools, and the forgiveness benefits are only available to those who teach in public high schools. If the preservation and pedagogical use of cultural heritage and traditions, through inducement of rural students to return and teach in rural areas, is the main objective of the bill, the restriction to graduates of and teachers in public high schools would not seem to further that goal. Consequently, this provision may also be subject to challenge under state, if not federal, law.

The forgiveness provision in § 640(2) also raises equal protection concerns. Under § 640(2), total forgiveness is available only to students who return to teach in the school districts from which they graduate. Assuming the main purpose of the bill is that stated above, it would seem that a return to the general area or culture in which the student was raised would suffice to achieve it. 3/ It appears unlikely that each school district is so culturally distinct as to justify such a restriction.

2/ In a recent case the United States Supreme Court upheld a law that employed racial and ethnic criteria. The case involved a federal law giving a 10 percent preference for minority businesses in the award of certain contracts, with the intent of remedying the present effects of past discrimination. Before a legislative body can predicate a race-conscious remedy on redressing past discrimination, however, findings of past discrimination sufficient to justify that remedy must be made. *Valentine v. Smith*, 654 F.2d 503 (8th Cir 1981). Our brief review has uncovered no cases which sanction the use of a racial or ethnic quota where there are not factual findings that the racial imbalance sought to be remedied is due to past discrimination.

3/ Additionally, it should be considered that many rural school districts will have a limited capacity to absorb new teachers,
(Footnote Continued)

The Honorable Mae Tischer
Representative
Re: HB 50'

February 6, 1984
Page 4

A constitutional problem of a different nature arises with respect to administration of the loan program under § 620. That section establishes the program as a revolving loan fund in which all repayments of principal and interest are put back into the fund and used to make new loans. This may contravene the constitutional prohibition against dedicated funds. Alaska Const., art IX, sec. 7. However, this department has indicated that it will defend such legislation until this issue is definitively resolved. 13 Op. Atty. Gen. Nov. 30, 1982.

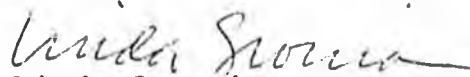
We suggest, finally, that the term "ethnic minority" be defined to obviate questions of statutory interpretation that might arise as this program is implemented. For example, it is unclear whether each group in a community composed of Tlingits, Haidas, and Tsimpshians would be considered members of a single "Alaska Native" ethnic group, or whether each would be considered a distinct ethnic group.

If you have any other questions about this bill, please do not hesitate to contact us.

Sincerely yours,

NORMAN C. GORSUCH
ATTORNEY GENERAL

By:


Linda Scoccia
Assistant Attorney General

LS:jal

cc: Arthur H. Peterson

(Footnote Continued)

and a teacher who is unable to get a job in his or her school district of origin may be in effect penalized as a result, by being ineligible for forgiveness under § 640(b).

STATE OF ALASKA 1984 LEGISLATIVE SESSION
FISCAL NOTE

Revision Date: _____

REQUEST

Bill/Resolution No.: HB 504
Title: Teacher Scholarship Loans

Sponsor: Hayes, Hurlbert, et.al.
Requestor: House HESS
Date of Request: 1-13-84

FISCAL DETAIL

Agency Affected: Education
Program Category Affected: Postsecondary Commission

BRU, Program or Subprogram(s) Affected: Scholarship Loans

EXPENDITURES/REVENUES: (Thousands of Dollars)

	FY 84	FY 85	FY 86	FY 87	FY 88	FY 89
OPERATING						
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 SUPPLIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS						
800 MISCELLANEOUS						
TOTAL OPERATING	N.A.	0	0	0	0	0
CAPITAL	N.A.					
REVENUE	N.A.	0	0	0	0	0

FUNDING: (Thousands of Dollars)

GENERAL FUND	N.A.	62.5	132.5	210.7	297.8	315.7
FEDERAL FUNDS						
OTHER						
TOTAL						

POSITIONS:

FULL-TIME	N.A.	0		0	0	0
PART-TIME						
TEMPORARY						

SOURCE OF FUNDS TO OFFSET FISCAL IMPACT OF BILL:

ANALYSIS: Attach a separate page for analysis

Prepared By: Kerry D. Romesburg Phone: 465-2854
Division: Commission on Postsecondary Education Date: 1-13-84

Approved by Commissioner: _____ Date: _____
Agency: _____

Distribution (by Agency preparing fiscal note):

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

12/1/83

HB504: Teacher Scholarship Program

A. Comments

1. Borrower must be a graduate from an Alaskan public high school.
There are a number of private high schools which would have no students eligible (Covenant High School - Unalakleet, Monroe High School - Fairbanks, St. Mary's Catholic High School - St. Mary's, for example).
2. Borrower is eligible to borrow up to the total cost of room and board, tuition and fees, and books and supplies, or \$10,000, whichever is lower. Hence, only twenty or thirty students per year would borrow more than the normal \$6,000 student loan maximum.
3. Borrower must maintain good standing to continue receiving loans. ("C" average, enroll and complete 12 hours per term.)
4. Loans may not be awarded for more than 5 years of study.
5. Interest is 5% - repayment is 10 years.
6. Section 14.43.630 requires the commission to actually transfer funds to the school districts. We feel that fund transfer to the district is an unnecessary step and should be eliminated. The funds should go to the student (actually to the school in which the student enrolls) and not to the district and then to the student.
7. Section 14.43.640 (b)(1) means that if a borrower does not teach

public school in Alaska, no loan forgiveness is possible - not even the normal 50% for which other loan borrowers are eligible.

B. Possible Amendments

1. Section 14.43.630 amended to read:

Sec. 14.43.630. ADMINISTRATION. The teacher scholarship loan program shall be administered by the student financial aid committee (AS 14.43.095) in accordance with regulations adopted by the committee. The committee shall allocate [DISTRIBUTE] the loan awards [FUNDS] available for teacher scholarship loans annually to local school boards giving a preference to school districts with a high percentage of students in ethnic minorities and a low percentage of teachers in ethnic minorities. The local school boards shall select the recipients of the teacher scholarship loans.

2. Section 14.43.640 amended to read:

Sec. 14.43.640. CONDITIONS OF LOANS. Each school district shall award teacher scholarship loans subject to the following conditions:

(1) the conditions provided in AS 14.43.120 apply except that no loans may be made to graduate students [AND THE STATE SHALL REPAY A PORTION OF A TEACHER SCHOLARSHIP LOAN UNDER AS 14.43.120 (j) ONLY IF, IN ADDITION TO THE OTHER CRITERIA, THE BORROWER IS ALSO EMPLOYED AS A PUBLIC SCHOOL TEACHER IN THE STATE DURING THE PERIOD FOR WHICH THE LOAN IS FORGIVEN];

(2) if a borrower meets the conditions provided in paragraph (1) of this section and is employed as a public school teacher in the district from which the borrower graduated, AS 14.43.120 (j) does not apply, but rather, the portion of the loan that shall be paid by the state is the following percentages of the total loan received plus interest up to a total of 100 percent of the total loan:

- (A) one year employment, 15 percent;
- (B) two years employment, an additional 15 percent;
- (C) three years employment, an additional 15 percent;
- (D) four years employment, an additional 25 percent;
- (E) over four years employment, an additional 30 percent; and

(3) a loan may not exceed \$10,000 in a school year.

3. Section 14.43.650 amended to read:

Sec. 14.43.650. SELECTION CRITERIA. (a) To be eligible for a teacher scholarship loan, a student must

(1) be a graduate of, or scheduled for graduation within six months from, an Alaskan [A STATE PUBLIC] high school, with sufficient credits to be admitted to an accredited college or university;

(2) be enrolled in or show evidence of intent to enroll in a degree program directed at a teaching career at the elementary or secondary school level; and

(3) meet the conditions set by the student's local school district with respect to the district's requirements for teachers in particular subject areas.

C. Fiscal Analysis

1. Estimated number of teacher scholarship loans available

FY85	80
FY86	160
FY87	240
FY88	320
FY89	320

2. Since a student may not borrow both a teacher loan and a standard student loan, much of the cost would be off-set. The only add-on would be for those eligible costs exceeding \$6,000. This is estimated to be \$2,500 for 25 students in FY85, and then carried forward with a 6% inflation in future years.

Feb. 1, 1984

Jim Greig, Ph.D.
Box 399
Bernalillo, N.M.
87004
(505) 867-2969

FEB 06 1984

FUND STUDENTS, NOT PROFESSORS -- THE HAYES SCHOLARSHIP BILL

Rural Native American students may soon receive \$10,000 per year scholarships towards teaching degrees if the bill recently introduced by Alaska State Representative Joe Hayes is successful. Many voters may see this as too much money lavished on a favored ethnic minority. They may see this bill as both an example of government waste and of government reverse discrimination. But, I have good evidence to show that this bill is neither wasteful nor discriminatory. The reality is quite the opposite.

My evidence comes from inside information, information that is common knowledge among rural college professors and administrators but is almost never released to the general public. I can divulge this information because I was willing to risk my career in Alaska rather than cover up the waste that I found in rural higher education. For any that care to investigate this evidence, I have quite extensive, specific information. In 1981 and 1982 I worked as a University of Alaska professor among Native American villages along the Yukon River. Then, in the spring of 1983, I worked as the director of a "non-profit" Native teacher education program among the villages of the Bering Sea. The following are just as few of my experiences as a rural educator.

When I arrived at my job on the Bering Sea, I was responsible for directing an on-going \$346,000 Federal program that was coordinated with two University of Alaska programs that cost about \$252,000. In all, we were spending about \$600,000 per year. All the publicly released documents -- grant requests, appeals for more state funding, etc. -- advertised that we had over 40 students, all rapidly progressing towards their teaching degrees. But, after I had been on the job for a month, nothing seemed to be happening. Four or five students seemed to be doing some of their assignments, but that was about all. This program had been running for a year and a half before I arrived. Had the students done any work during that year and a half? It was hard to say. No credit hour totals had ever been compiled. What was the total cost of this program? Again, no total cost figures had ever been kept. I asked the university officials for their totals, but they said that they didn't have any.

In attempting to determine the success rate of my program, I began to piece together the facts. If the program really was not working, perhaps something could be done to improve it. But, first I had to determine what was actually happening. So, I began to assemble complex charts on my office walls -- charts showing student progress during the current semester and charts showing student progress during the previous semesters.

At first it was difficult to determine just what I should consider as a "student." After all, I had over 40 people signed up, and all were claiming to be "students." Yet, little work was being done. But, then I found a clear solution. If, for example, those in my program completed a total of 1000 courses (3 credit hours each) during the school year, and if each full time student was theoretically expected to complete 10 courses per year, then I could justifiably speak of having 100 "students." This would be true no matter how many people were actually on my rolls. Further, if the total cost of my program was, for example, \$1,000,000 per year, then I could say that the efficiency of this program was \$10,000 per student per year.

Such cost effectiveness is so easy to calculate that it could be demanded by the State Legislature and even published in the newspapers. In this way alternative programs could openly compete with each other for public funds. At present, university administrators hide such statistics as though they were nuclear secrets.

For example, one day two officials from a rural community college came by and noticed the charts on my wall.

"Better not display information like that," said one.

"Best not to collect such information in the first place," said the other.

These well intentioned men simply wanted to give me good survival advice. Nevertheless, I kept on with my chart work. Soon my charts clearly showed that over the last year and a half this program had not 40 students but only 5 students. I was generously calculating that one "student" would complete about seven courses per year -- which is only a part-time load anywhere else. Further, we were spending not \$10,000 but \$120,000 for each student each year. At this rate, the price of just one teaching degree was going to be well over \$700,000.

I went to a high administrator of the local community college that formed part of this program.

"Look at these charts," I said. "This program clearly isn't working."

"I know," said the administrator, "but we have tried almost everything."

I had been giving some thought to another, quite obvious approach. It seemed to me that most Native American college graduates that I met in rural Alaska earned their degrees at major campuses. Scholarships large enough to allow our average student, who often had dependent children, to venture onto a large campus, might be the way to go.

"What about setting up a large scholarship fund to send our best students to major campuses?" I asked. "It might be worth a try."

"No way!" He said.

At this point, I should give the reader some background information. Why was this administrator so upset over my suggestion? The answer is that if these scholarships were granted, his college would not only be losing student tuition money, but it would also be faced with decreasing enrollment statistics. His total student enrollment was a major factor in his own funding and was a major factor by which his bureaucratic superiors measured his effectiveness as an administrator. He didn't want to send away promising students -- even if it was to their advantage.

Why don't other rural professors protest over the waste within their own programs? After all, don't professors have the freedom and desire to "profess" the truth? The answer to this is, again, "No way!" Almost two hundred Ph.D's applied for the position that I was selected for at the University of Alaska. Most of these were unemployed. Even if they could find jobs in the Lower Forty-Eight, their average pay would only be about \$18,000. The Alaskan bush is often their last chance to make up for all those years at the poverty level. My Alaskan job paid about \$50,000 per year, plus a long vacation, junkets to southern

California, and other benefits. With these wages and with 200 Ph.D's waiting in line to replace you, are you going to rock the boat? Probably not.

If you are a boat rocker, you are very quickly replaced. Through a process of natural selection, all boat rockers are soon jettisoned, and only those with a stomach for this kind of excursion survive. I now run my own construction company in New Mexico.

So, would this \$10,000 scholarship be wasteful? Not at all. In fact, quite the opposite. If my program is typical, and I believe it is, the taxpayer is already spending up to \$120,000 a year for each rural student. How much better would it be for this money to fund twelve students directly, instead of one student indirectly. As it is, most of this \$120,000 per student never benefits the student, but instead benefits the bank account of some professional educator. The case is similar if the efficiency of the main rural teacher education program of the University of Alaska at Fairbanks, the X-CED Program, is put to the test. X-CED spends in excess of \$1,130,000 per year to field eight professors, some with as little as two or three actual students. This money alone would fund 113 \$10,000 scholarships -- perhaps far more scholarships than rural Alaska could presently absorb. Figured this way, the direct benefits become tremendous, and this scholarship program is already funded. It is just a matter of switching the money around.

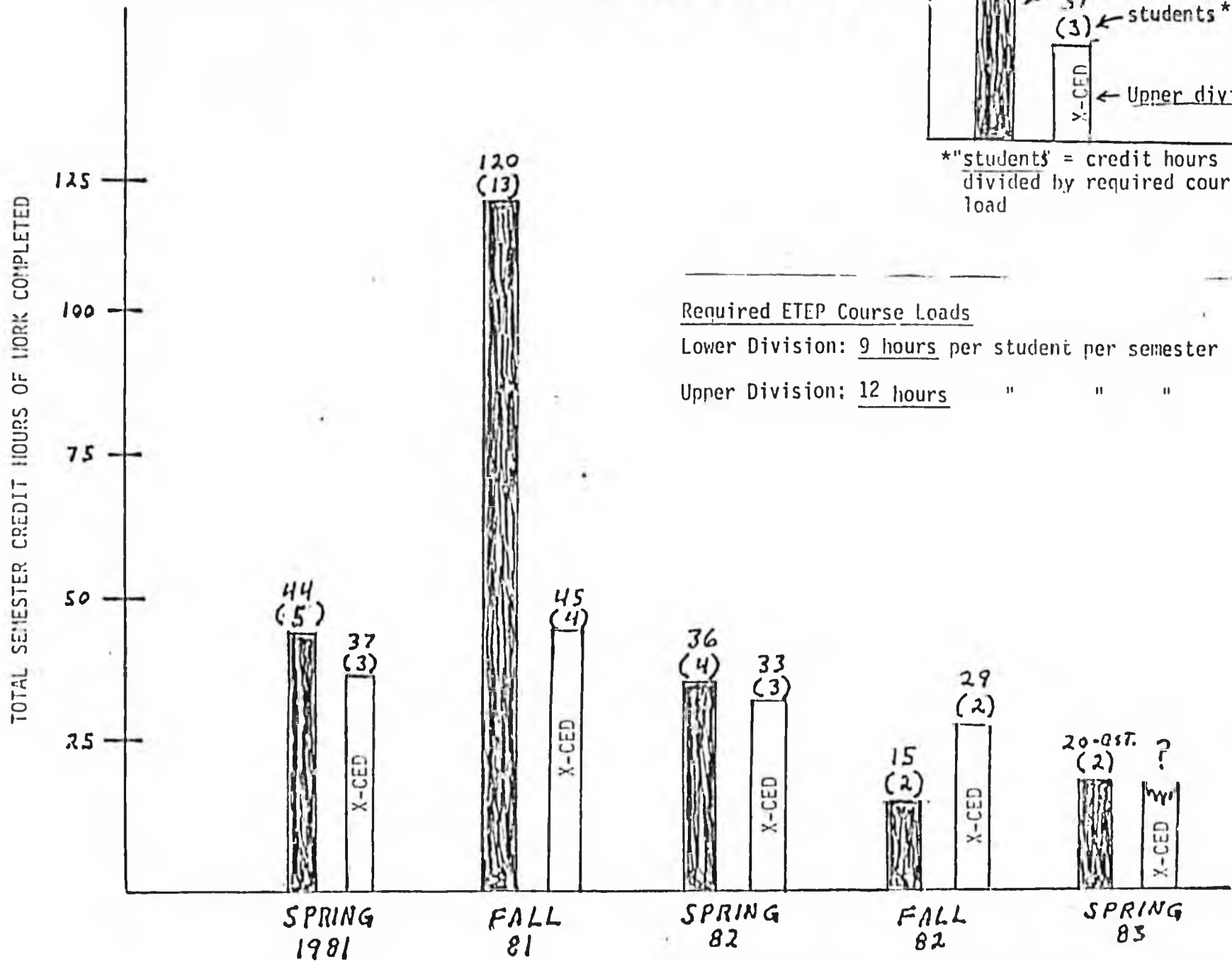
Would this scholarship constitute reverse discrimination? I think not. The point of this scholarship is not to reward someone for having a particular kind of genes, but for having a particular kind of knowledge. Someone with, for example, Inupiaq ancestry who was raised in Ireland would not be a fitting candidate for these scholarships. On the other hand, an Irish child adopted by an Inupiaq family presumably could become a scholarship candidate. Further, these scholarships would not be designed to reward a student simply because he is a product of Alaskan Native culture. If, for example, the proposed scholarship were for a degree in electrical engineering, then the student's cultural knowledge would have no relevance. But, the point here is that such cultural knowledge is directly relevant to the student's future duties as a teacher of his own children. As has been amply demonstrated, teachers from the American mainstream rarely remain in a Native American village long enough to understand their new culture or to understand their students. Due to this lack of cultural and linguistic knowledge, effective education suffers.

To conclude, from direct experience I know that much of rural higher education is extremely wasteful. For every \$100,000 the state pours into rural programs, over \$90,000 gets drained away by a vast bureaucracy of professional educators. How much better would it be to give the students money directly and to cut out all of these expensive middlemen. These educators will certainly scream over such a proposal. But, they can easily be silenced by auditing their programs and calculating the total cost per actual student. At present this ratio is never made public.

Secondly, It seems only fair that rural Alaskan communities be given the opportunity to educate their own children. These scholarships should not be seen as discriminating against those who are not Native Americans, but as rewarding those who have a specialized and valuable kind of knowledge.

①

BAR GRAPH OF ETEP PROGRESS



Required ETEP Course Loads

Lower Division: 9 hours per student per semester

Upper Division: 12 hours " " "

*"students" = credit hours divided by required course load

Totals do not include work by 2 non-Native students who are not funded by ETEP.

Presented by Jim Greig, ETEP Director, to the Kawerak Board of Directors, April 20, 1983.

ANALYSIS OF ETEP PERFORMANCE -- APRIL 20, 1983
 (with some revisions for more precise data & corrections on 4/24)

TOTAL PROGRAM COST (Both X-CED & Lower Division, Spring Sem. '81 -- Sp. Sem. '83)

ETEP Budget for Entire Program (11/1/80 to 6/30/83)	\$248,296
Cost of X-CED for 2½ years *	332,380
Cost of NMCC for 2½ years *	<u>247,430</u>
<u>Total Program Cost</u> (X-CED & Lower Division)	<u>1,478,606</u>
Total Credit Hours Produced (X-CED & Lower Division) *	517
Cost per Credit Hour	\$2860
Cost for One 130 hour Teaching Degree (B.Ed.):	\$371,800
Average number of students per semester (Calculated using "required course loads" -- see bar graph) *	8

COSTS FOR 1982 - 1983 SCHOOL YEAR (Both X-CED & Lower Division)

Total Program Cost	\$598,762
Total Credit Hours Produced (est.)	88
Cost per Credit Hour	\$6804
Cost for 130 ^{hr} Teaching Degree (B.Ed.):	\$834,520
Average numbers of students per semester (Calculated using "required course loads" -- see bar graph)	4

ANALYSIS OF BERING STRAITS REGION X-CED PERFORMANCE -- Prepared April 22, 83

TOTAL X-CED PROGRAM COST, SPRING SEMESTER '81 THROUGH SPRING SEMESTER '83

Total X-CED Budget (est., extrapolating from '82-'83) *	\$332,380
Total Semester Credit Hours Produced (est.) *	173
Cost per Credit Hour	\$2,213
Cost for 130 hour teaching degree (B.Ed.)	\$287,690
Average number of students per semester * (Total cdt. hrs., divided by 5 semesters, divided by 12 hr. normal course load)	2.9

*Separate sheets of paper contain information explaining these calculations

PREPARED BY JIM GREIG, ETEP DIRECTOR

REVISED COSTS 4/20/83

CORRECTED MWCC COSTS 4/24/83

ETEP, X-CED, & MWCC ANNUAL COSTS FOR ETEP PROGRAM (UPPER & LOWER DIVISIONS)

ETEP 1982-83 Budget \$346,630

X-CED

Total X-CED Budget 1982-83
 \$1,130,966
 Total number of X-CED student state-wide: 96
 Number of X-CED students in Dering
 Straits Region: 13
 Therefore costs: $13/96 \times \$1,130,966 = \underline{\underline{\$153,152}}$

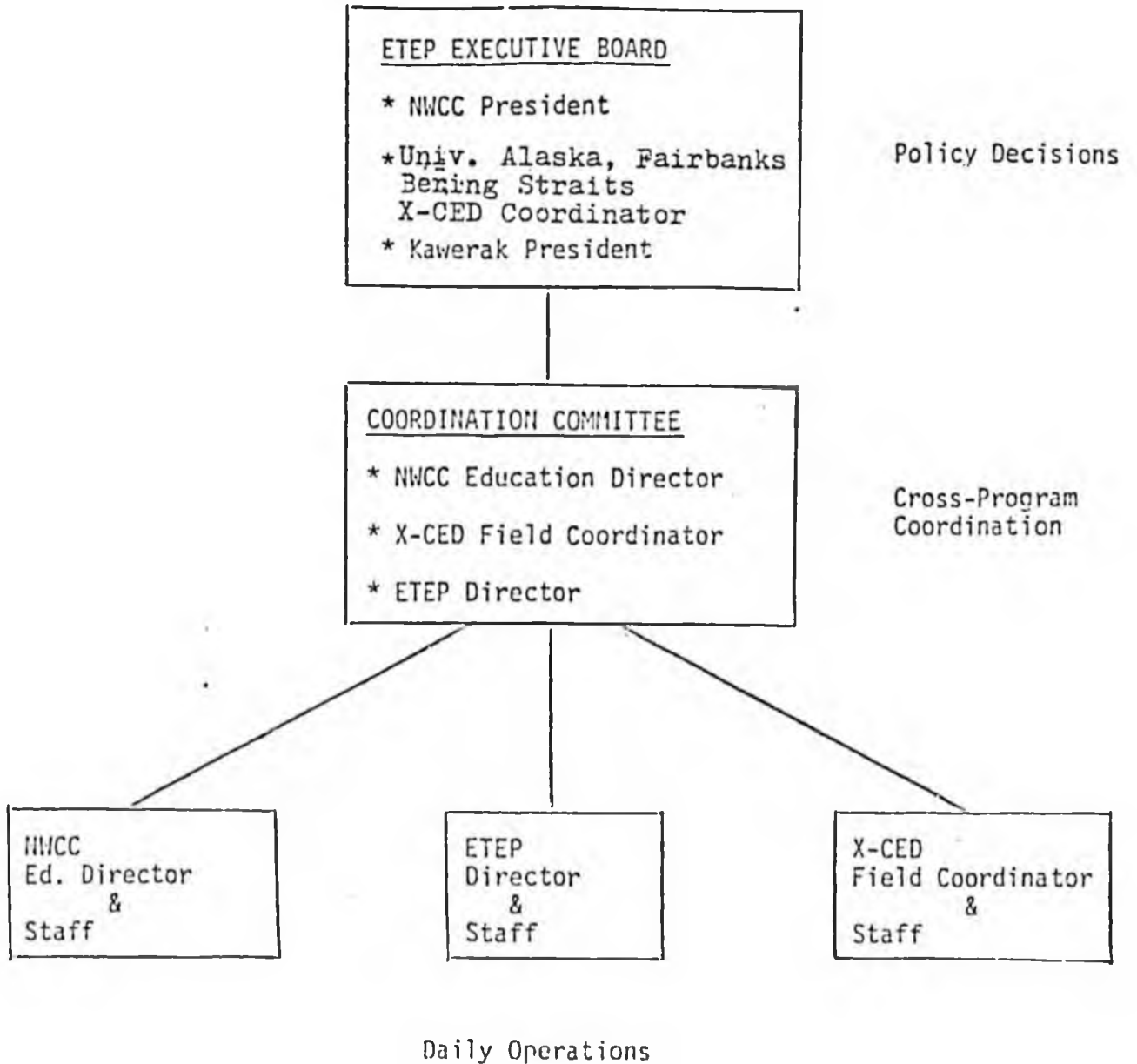
MWCC

MWCC Affiliated Staff Salaries: \$73,150
 (from ETEP Title VII grant request p.7-1A
 Travel (not, as in ETEP, 25% of salaries
 but, approximately 10%) \$7,315
 Indirect charges (as in ETEP, 23%) \$18,507
 Total for MWCC \$98,972

TOTAL FOR ALL OF THE ABOVE \$598,762
 (i.e. for school year 1982-83)

NOTE: These two information sheets on ETEP organization, although prepared for a Title VII grant proposal, generally show the de facto ETEP organizational plan.

ETEPA ORGANIZATION CHART (Administrative)



Ousted director raps rural teacher program

By MARTHA ELIASSEN
Daily News reporter

The former director of a Nome-based Eskimo teacher training program claims he was fired because he has said publicly that the program costs too much and it is not working.

Dr. Jim Greig, a philosophy professor who has taught in universities around the world and was hired in January to oversee the Eskimo Teacher Education Program in northwest Alaska, claims hundreds of thousands of dollars are going into the program but only a handful of students are benefiting.

The program was developed two years ago by Kawerak Inc., a non-profit Native corporation, to provide teacher training in individual villages. It is coordinated by Kawerak, the Northwest Community College in Nome and a cross-cultural education program based at the University of Alaska-Fairbanks.

University and Kawerak officials say Greig was not on the job long enough to make

Continued from Page A-1

teachers for village schools.

"A lot of money has been spent since the ETEP program began with very little produced," Greig said in an initial memo to Caleb Pungowiyi, Kawerak president.

Greig said he gave a presentation to the Kawerak board of directors April 21 outlining what he says are the shortcomings of the program. He received a memo from Pungowiyi April 25 telling him he had been fired for unsatisfactory performance.

"Obviously, I am being fired for telling the truth," Greig said. Facts about the success rate of the program have been deliberately hidden to make sure it continues, he said.

"There are a few people out there who understand how the system works and are milking it for all it's worth," Greig said.

"My firing is made even

an accurate judgment. They say he misunderstood the nature of the training program.

In the past year and a half, Greig said, about \$598,000 a year has been used to educate five students. Although 27 students are registered this semester, Greig said, the majority are students "in name only." They do not attend classes or complete assignments regularly and have collectively earned only 16 credit hours this semester, he said.

Greig estimates the cost of one teaching degree earned through the program at \$800,000.

"Everybody realizes it isn't working and they don't know what to do," Greig said.

After he was hired in January, Greig said he spent the first month or so writing grants for the program because funds run out this summer. But after praising the program to the government and oil companies, Greig said he began investigating its success in producing Eskimo

more repugnant by being described as "in the interests of students," Greig said in a protest letter to Pungowiyi. "Eight-hundred-thousand dollar degrees are not in the interest of the students — their interests lie in the efficient use of the \$598,000 poured into ETEP each year."

Pungowiyi said Greig does not understand what the program is meant to accomplish and made judgments about rural Alaska he did not have the background to make.

"What Jim does not understand is the need for Eskimo teachers and the cost of education in rural Alaska," Pungowiyi said.

The aim of the program is to prepare Eskimos for teacher certification in their own villages, at their own pace, he said.

Though Greig had proposed that it would be much cheaper to give Eskimo students university scholarships, Eskimos who enroll in urban col-

This story also appeared in:

- The Anchorage Times
- The All-Alaska Weekly (headlines)
- The U.S.A. Today (national paper)
- Associated Press (sent nationally)
- Alaska Public Radio
- And many other news sources.

leges have a high dropout rate, Pungowiyi said.

"There is no doubt that the program is expensive," Pungowiyi said. The pay-off will be in 10 or more years rather than within the next two years, he said.

Mike Metty, Northwest Community College president, said Greig made his judgments with only "a couple of months of observation." The goal of the teacher training program is to develop a pool of young people who could one day become certified teachers, he said.

Metty acknowledged enrollment in the program fluctuates. "Right now, we know we're going to lose students on St. Lawrence Island because whaling has started," he said. Education in rural Alaska is unlike education anywhere else because of the demanding way of life, he said.

Furthermore, college is a relatively new idea in the

Eskimo culture, Metty said.

"There was no premise that the program was going to produce 40 teachers in four years," Metty said. "We hope to get 30 or 40 teachers over a decade."

But Dr. Gene Adam, former field coordinator for the university cross-cultural program, said some of the original grant applications had more optimistic projections.

Adam, who now teaches English at Fairbanks Community College, supports Greig's view and said the spending bears investigation by taxpayers.

"I think he (Greig) is saying, 'Here is the cost, here is the product,'" Adam said.

Rural education is expensive and it is difficult to coordinate, Adam said. "I have the greatest respect for those students. They have to catch fish, they have to work, they have to take care of their kids and they have to mail in their homework," he said.

"The idea of bringing education into every little valley is a noble one but it's not very practical," Adam said.

Rep. Terry Martin, R-Anchorage, said Greig's concerns about the Nome-based programs are similar to his own about the high cost of rural education in general.

"When you compare it to some of the other programs I've been blathering about, it's not out of line," Martin said.

"The concept has been around for a long time to get Native people to work with Native people," Martin said, but the cost of present methods is too high.

In addition to the letter Pungowiyi protesting his firing, Greig flew to Fairbanks from Anchorage Tuesday to discuss the situation with university officials.

He said he plans on returning to New Mexico in a week or so to resume a lucrative adobe construction business.

END

RESUME

JAMES GREIG

Box 399
Bernalillo, New Mexico 87004

(505) 867-2969

EDUCATION

UNIVERSITY OF COLORADO, Boulder. B.A. 1964, M.A. 1969. Philosophy major, English minor.
UNIVERSITY OF NEW MEXICO, Albuquerque. Ph.D. 1978. Philosophy major, English minor. Dissertation: "The Overman & the Unity Of Nietzsche's Phil."

AREAS OF SPECIALIZATION: Cross-cultural Ed., Interdisciplinary Ed., Humanities, Philosophy, English.

TEACHING EXPERIENCE

- 1969 LATIN AMERICAN INSTITUTE, NY, NY. Instructor of English as a Second Language.
- 1969-70 SOPHIA UNIV., Tokyo. Instructor of Philosophy & English.
- 1971-74 UNIV. OF NEW MEXICO, Albuquerque. Instructor of Philosophy.
- 1974-75 UNIV. OF GUAM, Agana. Instructor of Philosophy & English.
- 1976 TEXAS TECH UNIV., Lubbock. Assist. Prof. of Philosophy.
- 1981-82 UNIV. OF ALASKA, Fairbanks. Assist. Prof. X-CED Program (Cross-Cultural Education Development Program, Sch. of Ed.). Duties: Interdisciplinary humanities "specialist" in a Native teacher education program. Administered B.Ed. program over a 200,000 sq. mile area. Flew between and resided in remote Athabascan Native American villages in the interior of Alaska.
- 1982 UNIV. OF ALASKA, Fairbanks. Assist. Prof. of Philosophy.
- 1983 ESKIMO TEACHER EDUCATION PROGRAM (ETEP), Nome, Alaska. Director. Duties: Administer a \$346,000/yr. Title IV program, write grant requests, coordinate program planning with the University of Alaska and the Northwest Community College, develop curriculum, supervise bi-lingual student teachers, teach B.Ed. related courses. Constant flights into Eskimo villages in Bering Straits.

COURSES TAUGHT

Humanities	English as a Second Language
English literature	Logic
Philosophy & Mythology	Introduction to Philosophy
English Grammar & Composition	History of Philosophy & Science
American Philosophy	Contemporary Philosophy

(Note: These are courses I developed & taught, I tutored a range of others

OTHER EXPERIENCE

- 1970 Editor, Encyclopedia Britannica, Tokyo, (part-time editing).



NEA-ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

ANCHORAGE REGIONAL OFFICE

1411 W. 33RD
ANCHORAGE, ALASKA 99503
(907) 274-0536

JUNEAU OFFICE

147 S. FRANKLIN #207
JUNEAU, ALASKA 99801
(907) 596-3090

FAIRBANKS REGIONAL OFFICE

2118 CUSHMAN STREET
FAIRBANKS, ALASKA 99701
(907) 456-4435

TO: Mæ Fischer, Chairman
House HESS Committee
Members of the Committee

DATE: February 21, 1984

RE: HB 504; "An Act establishing the teacher scholarship loan program."

NEA-Alaska strongly supports and encourages favorable consideration of the concept of scholarship incentives as a method of encouraging Alaska Natives to pursue careers in teaching in the public schools in Alaska. This particular issue was established as one of the six major legislative priorities of the Delegate Assembly, meeting in Anchorage in January.

It may be appropriate for the Committee to seek data relative to the previous implementation of AS 14.43.050 -.090 for purposes addressing specifically identified needs. SB 426 expands upon the provisions of the above referenced statute.

We would further encourage that the Committee, either on its own initiative or through the Department of Education, consider the feasibility of conducting an annual survey of all Alaska Native High School sophomores, juniors, and seniors and, perhaps even a supplemental survey of their parents and guardians as well, in an effort to build a data base which could be used to bring even more focus to this kind of legislation on a long term basis. Specifically, it seems appropriate to have more information on:

- career aspirations, expectations, needs
- current deterrents, barriers, problems
- extent and nature of counseling and adequacy of curriculum

A recent survey published by Texas Christian University on "Factors Related to High School Students' Interest in Teaching as a Profession" strongly suggest that a decline in parental interest in encouraging their children toward teaching is a major factor. It may be appropriate to ascertain the validity of this conclusion for Alaska.

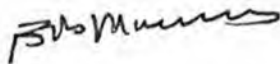
With an increasing number of Native students in the urban areas perhaps it is worthy of some emphasis to encourage, through incentives, more Native teachers in these areas as well.

It also seems appropriate to consider making this loan program an adjunct of the regular student loan program, but utilizing an expanded and separate sub-committee of the Post Secondary Education Commission which would also include practicing teachers and parents among its membership.

We feel that it is appropriate to raise some caution relative to geographic restrictions upon where a recipient may chose to teach. Reduction in the teaching force, non-retention and/or desire to voluntary job changes may have some effect on mobility of the recipients.

Finally, it may also be appropriate to clarify the legislative intent of HB 504 as it pertains to the term "teacher." AS 14.20.207 currently provides that the term teacher is also intended to cover administration. It is our recommendation that the primary focus be toward those who are actually in a classroom teaching circumstance.

Respectfully Submitted,



Bob Manners
Executive Secretary
NEA-Alaska

4:DS1

DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

February 8, 1984

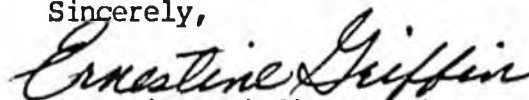
Representative Vern Hurlbert
House of Representatives
Pouch V
Juneau, Alaska 99811

Dear Representative Hurlbert:

Thank you for your letter soliciting support for HB 504. At the most recent meeting of the State Board of Education, Board Members voted to support this Bill in concept, but following considerable discussion, they recommended that the Legislature consider some additional amendments to the proposal. These have been communicated to you in the February 2, 1984, memorandum from Commissioner Raynolds.

We appreciate your continued interest and support of education in Alaska.

Sincerely,



Ernestine Griffin, President
State Board of Education

COMMITTEE REPORT

HOUSE

HOUSE SPECIAL
COMMITTEE ON
STATE LOANS

(7)

FURTHER:

FINANCE

1/10/84

Date:

2-27-84

Mr. Speaker:

HEALTH, EDUCATION AND
SOCIAL SERVICES

The Committee on

has had

HB 504

"An Act establishing the teacher scholarship loan program."

under consideration and reports it back as follows:

[] do pass [] do not pass

[] do pass with attached amendments(s)

[] replace with CS for

HB 504 (HESS)

[X] same title
[] new title

and recommends

THAT IT DO PASS

[] AND attaches a "Letter of Intent" [] New Fiscal Note

[] reports it back without recommendation

[] referred to the _____ Committee

MEMBERS SIGNING
DO PASS

MEMBERS HAVING
OTHER RECOMMENDATIONS:

NK - No Rec

[Signature]
[Signature]

CHAIRMAN

MEMORANDUM

Bill

TO: ~~Representative Mae Fischer~~
FROM: Tuckerman Babcock, staff

DATE: February 17, 1954

RE: HB 504 and conference with former educators and school board Presidents.

Randy Briggs, President of the Lake and Peninsula School District (Lake Clark, Naknek etc.), former educator, and Sarah Hornberger, former President of the Lake and Peninsula School District and former educator, stopped by to give their views on HB 504 and the issue of Mt. Edgecumbe.

COMMENTS ON HB 504:

- 1- State loans already very generous, and Bureau of Indian Affairs might lend money.
- 2- All districts have counselors to encourage students to seek higher education.
- 3- Does not address problem of MOTIVATION, which they viewed as the single greatest handicap to native students wanting to teach school. Most simply prefer other activities to teaching.
- 4- There is a legitimate need for teachers with a cosmopolitan background to balance the heavy emphasis on rural, local issues.
- 5- To ease the culture shock between home and school continue to hire locals as assistants.
- 6- Their district always gives locals first crack at teaching job.
- 7- Provision for three years teaching before loan is forgiven will cause several problems:
 - A- Tenure is granted in the third contract, making it impossible (virtually) to fire someone.
 - B- Boards will be in position of forcing someone to assume large debt or keep an unqualified teacher on.
 - C- Will be likely to create tension in the community if the teacher is not very good by dividing neighbor against neighbor as parents advocate removal while friends and family argue for retention.
- 8- Bad practice to completely forgive any loan.
- 9- Just because someone takes four years of teacher education courses does not mean they will be educated in their subject matter or be comparatively cognizant of the larger "world out there".

page two

MEMORANDUM REGARDING HB 504

Randy Briggs and Sarah Hornberger's comments on Mt. Edgecumbe:

- 1- Not really a viable alternative.
 - 2- Those that emerged from Mt. Edgecumbe as leaders would have been leaders anywhere.
 - 3- Drain off money better used to maintain programs of quality closer to home.
-

MY COMMENT:

I suspect they are most upset because of the possibility that their best students would opt to attend Mt. Edgecumbe.

Randy Briggs
Ugashik, AK 99683

Sarah Hornberger
P.O. Box 69
Iliamna, AK 99606

MEMORANDUM

State of Alaska

TO: The Honorable Mae Tischer
Alaska State Representative
Chairman, House Health
& Social Services

DATE: February 2, 1984

FILE NO:

TELEPHONE NO: 465-2800

FROM: Harold Reynolds
Commissioner,
Department of Education

SUBJECT: HB 504: Teacher Scholarship
Loan Program

The State Board of Education addressed HB 504 during the State Board meeting in Juneau, January 31, 1984. The Board voted approval of the concept of a loan program to encourage Alaskan ethnic minorities to enter the teaching profession. There were several areas which they felt needed further clarification in consideration of the legislation:

1. The findings and intent focus on problems experienced in rural Alaska, but the bill would allow any ethnic minority student to be eligible, including those from the urban Alaskan districts, with forgiveness tied to that teacher returning to the district from which he came. The State Board expressed some confusion as to whether this is what was intended by the sponsors, or if the intent was to limit the loan program to just rural ethnic minority students. If it is to be limited to rural students a definition of rural students should be included in the legislation.

2. The State Board of Education felt the criteria for forgiveness was too restrictive by requiring that a student return to teach in the district from which he graduated. The district from which he graduated may have no openings when the teacher is ready to return to teach. If that student returns to teach in another Alaskan school district, other than the district from which he graduated, the State still receives the benefit of the ethnic minority in the teaching role. If it is the intent of the legislation to assure that students return to teach in rural Alaska, this might also be accomplished by expanding Sec. 14.43.640(2) to include "employed as a public school teacher in the district from which he graduated or another rural Alaskan school district." This amendment would also require that rural school district be defined in a definitions section.

3. The State Board of Education felt that the loan should be available to a student who, after completing an academic major (i.e. history, English, science), decides to return to college for a fifth year of study for the purpose of teacher training. As the legislation is currently drafted, it prohibits loans for graduate study.

4. The State Board of Education felt that the loan program should also be available to Alaskan ethnic minority students

The Honorable Mae Tischer
February 2, 1984
Page 2

attending high school outside the State who desire to enter the teaching profession and return to the State to teach.

The legislation appears to be an excellent step towards encouraging Alaskan ethnic minorities into the teaching profession and providing incentives to return Native Alaskans to rural areas to teach. Your consideration of the State Board of Education's recommendations is appreciated.

cc: Ernestine Griffin, President
State Board of Education
Rep. Joe L. Hayes
Rep. Vernon L. Hurlbert
Rep. Albert P. Adams
Rep. Mitchell E. Abood, Jr.
Rep. Ramona L. Barnes
Rep. Charlie Bussell
Rep. Bette Cato
Rep. John Cowdery
Rep. Mike Davis
Rep. John G. "Jack" Fuller
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Rep. Fred Zharoff
Rep. Milo Fritz
Rep. Robert H. Bettisworth
Rep. Jack McBride

7

\$ 70,000

Program Proposal for the Design
of: A Program for the Recruitment,
Training, and Retention of Local
Personnel on Bush School District
Staffs.

Rep. Vern Hurlbert
Pouch V
Juneau, Alaska 99811

March 8, 1983

Synopsis:

This report proposes a design process to structure a coordinated educational program. The paper is divided thusly-

- Statement of problem: not enough local persons on professional bush school district staffs.
- Analysis of components of problem: inadequate educational preparation to allow successful postsecondary training; problems caused by bush/urban transition necessary for postsecondary education; lack of field-based postsecondary educational program that integrates instead of separating the individual from the rural community.
- Guidelines for designing a comprehensive program with the objective of developing a workable, coordinated program with the primary focus being a marked increase in local persons who are educationally prepared to fill professional staff positions in rural Alaskan school districts.
- Final note.
- Footnotes & Appendix

INTRODUCTION:

Anyone who has lived in bush Alaska understands the importance of the school to the community. Not only does it provide the most stable source of employment, but in most places the school also serves, ideally, as the center of community activity. Recreation, social gatherings, and educational events all are coordinated through the school. Most importantly, the social and intellectual development of young bush residents takes place under the guidance and influence of those staffing the local schools.

The herein proposed program aims to facilitate in producing more local persons who are educationally prepared to fill professional positions within bush school systems. As it now stands, most bush school systems are predominantly staffed at the certified level by transient (non-local) persons. A major problem facing rural Alaskan schools is not a lack of positions to be filled, but the scarcity of well trained local persons to fill those positions that do open.

The program design being proposed here would address this lack of qualified personnel by breaking the problem into three component parts that, taken together, it is felt, are the root cause of the shortage. Attention would then be focussed on each of the three separate areas:

1. Inadequate educational preparation for post-secondary education.
2. The difficulties that bush persons experience when moving to more structured urban environments.
3. The lack of an adequate post-secondary educational program focussing on bringing the bush student back into the local school and community (integrating the education with the needs and perceptions of the local community).

DEFINITION of PROBLEM:

The program proposed here is in answer to the problem of not enough local persons to staff bush schools. The definition of problem results from, first and most importantly, living in the bush and experiencing the schism of school personnel/community. Rural Alaska, although well supplied in terms of educational materials, is not fully participating in the implementation of its educational programs.

In a formal sense, the problem was defined by members of the Alaska Pacific University staff in a paper Developing and maintaining teacher competence for rural Alaska. The paper concludes that "It seems evident that teacher turnover can be reduced by recruiting teachers who are more favorably inclined -

to the rural Alaskan lifestyle." This we view as part of the problem, but, -because we aren't limiting our focus to teachers alone-rather our interest includes all personnel involved in staffing rural schools, it served as only the beginning point. The key being recruiting those who are favorably disposed to the rural Alaskan lifestyle.

The Alaska Department of Education, in the Comprehensive Plan for the Coordination of Federal and State Funds for Training Educational Personnel¹ discussing preservice educational needs, states that: "The two most important changes have to do with the need to prepare educators for the rural, cross-cultural, small school context, and to provide more pre-graduate field experience."² It is the belief of this office that a program can be designed that, through expanded pre-graduate field service, will prepare rural Alaskan students to fill the need for more (cross-culturally) prepared educators.

"The matter of an increased level of field experience for teacher candidates drew considerable discussion. Basically the problem was seen to have two dimensions. The first dimension was one of 'too little-to late.' The second dimension evolves around the problem of relevant early field experience in the area of the rural small school portion of preservice curriculum. The problem of content training and relevant field experience are exacerbated by the issues involved. There appears to be some confusion and ambiguity in rural schools. There are no unique Alaskan requirements in terms of preservice or pre-employment experiences. The traditional institutional requirements for the teacher education program in IHE (Institutes of Higher Education) do not speak to Alaskan cross-cultural and/or small school issues."³

A study of the H.U.D./Internship program⁴ run through the University of Alaska, Juneau concluded that not only does such an interactive approach to education better prepare the student for real-life situations, but, at the same time, creates a method for the sponsoring agency to appraise potential employees, and for participating students to cultivate employment opportunities-both problem areas that would benefit from the herein proposed program.

The above mentioned studies emphasize the value of a more interactive, internship-style of educational program for adequately preparing rural school personnel-recognized by this office to be an integral part of the solution to redressing the current shortage of local persons on rural school staffs.

Another area of concern: inadequate preparation for post-secondary education, has been documented in numerous studies (see Appendix A). The most recent Alaska Statewide Assessment Program⁵ report shows rural students' scores averaging only 81% those of middle-sized schools in incorporated areas of the state. A January 1982 report put out by the Institute of Social and Economic Research⁶ at the University of Alaska, Anchorage shows-

a marked decrease in the ACT (American College Test) scores for native freshmen entering the University of Alaska, Fairbanks between the years 1963 and the period 1975-78 (appendix). In the most recent statewide Assessment Program, ample evidence is presented identifying educational deficiencies as a handicap impeding rural Alaskans in their attempts to obtain the postsecondary education necessary to qualify for certified staff level positions with the local school districts.

The third concern of the proposed program-difficulties that bush persons experience in making the transition from the bush to more urban communities-though not well documented as a major problem, is often cited as a problem needing to be dealt with if rural students are to be successful in completing postsecondary educational programs. In its proposal for continued funding of the Summer Enrichment Program, 1983, the Alaska Native Foundation-a leader in the field of educational programs for rural Alaska-lists its goal as facilitating a student's transition from a small rural high school to a postsecondary institution. It goes on to say that as drop-out rates document, this change from school to college is frequently devastating.

In the course of exploring the possibilities for putting together this type of program, a large and varied cross section of persons associated with one or more aspect of the proposal were contacted. Whether they were originally sought out for the technical knowledge, historical perspective or an assesment of their present educational activities, there was a discussion of the multi-focal nature of what is here being proposed. A result of these discussions was that the direction of the program was modified with a more clear understanding of what the practicalities, and objectives could be. All seemed to agree on one thing, putting such a program together will-to be successful-require the broadest level of participation in planning. Attached to this report (appendix) is an article taken from the Anchorage Times, February 24, 1983 that identifies some of the special problems of rural Alaskan schools. A recognition of these unique problems, coupled with an understanding of the important role the local school plays in bush communities, mandates that in any planning process addressing the local school system, the community be consulted at all stages of development.

1. Program Design:

As more stones were overturned in search of the right components to make up the whole program, it became increasingly clear that only those who would eventually make it work-including those who will be served-are in a knowledgeable enough position to define a structure and method. The areas of focus have either wholly or in part been addressed. Therefore, the major task at hand is to eclectically draw upon the existing resources and structure them in an operable manner.

2. Administration of Program Design Process:

Because of this office's concern that the need for more local persons on rural school system staffs is very important, and that the here proposed program can-if put together with the highest regard for a broad-based level of input-succeed in greatly facilitating a solution to the shortage, potential administrators for program design were examined. As the concept of a comprehensive program integrating the array of concerns noted (in this paper) developed, and information concerning other educational programs dealing with rural Alaska was gathered, it became clear that those most functional are those closest to the public being served. In this particular instance that could be one of any number of regional administrative units, but-for the criterion of experience and acceptability-the Alaska Native Foundation (ANF) appears to be best able to preside over the program's design. This is a program for rural Alaskans, and the ANF's focus has always been rural Alaska.

3. Design Process Participants:

Representatives from postsecondary Alaskan educational institutions, Kuspuk and Yukon Flats school districts (administrations, boards, staff and citizens), the concerned regional and local corporations, and any group or person involved with rural or educational issues.

4. Guiding Principles.

Eclecticism (choosing the best approach from those existing), fiscal prudence, broad participation in design, commitment to making the program work (good faith effort).

5. STATEMENT OF OBJECTIVE:

The objective of this design process is to develop a workable, coordinated program with the primary focus being a marked increase in local persons who are educationally prepared to fill professional staff positions in rural school districts.

Time Schedule for Program Design

July 1, 1983	Projected funding for design available; begin identification of participants, submission of planning schedule within 30 days of funding.
September 1, 1983	Submit draft outline of possibilities for structuring program (put together from research of existing possibilities) along with proposals to deal with portions of the program previously undealt with (e.g. postsecondary field-based curriculum).

January 16, 1983 Submission of final program design, complete with identification of participants, budget, and extended program requirements (5 year outline for operation).

Spring 1984 Begin operation of program.

Summary:

What has been outlined in this paper is that in rural Alaska there is a shortage of local persons in meaningful positions in the staffing structure of local school districts, and a proposed method of designing a program to rectify the problem. A number of guiding principles as to who should be a part of the design process, a call for a pragmatic and utilitarian approach, and a rough time schedule for completing certain aspects of the design are also laid out.

A final note to this report, and a firm belief of this office, is that what is being sought in this program offers to all who participate very real and positive benefits that will multiply as more local rural Alaskans become part of their educational process. Bush schools are annually plagued by cultural wars involving bush vs. non-bush interpretations of often non-complex questions. Communities are split, administrations and staffs are forced to 'choose up sides', and inevitably the real losers are the kids who suffer the life-long effects of poor education. This program proposal is no quick-fix solution, but it does offer an opportunity to begin addressing a problem that is so often dealt with only cosmetically by replacing one problem with another.

Footnotes:

1. Comprehensive Plan for the Coordination of Federal and State Funds for Training Educational Personnel. Division of Educational Program Support, Alaska Department of Education, May 1982.
2. Ibid. page 9
3. Ibid. page 10
4. Performance Evaluation-H.U.D. Work/Study Intern Program. Prepared for Division of Community Planning, Department of Community and Regional Affairs by Kevin Waring Associates. 6255 East 41st Court, Anchorage, Alaska 99504
5. Assesment Report 3: An update on the Alaska Statewide Assesment Program. Office of Planning and Research, Alaska Department of Education. Copyright 1982 by the Alaska Department of Education and InterWest Applied Research.
6. Native College Success in the Seventies: Trends at the University of Alaska at Fairbanks. Judith Kleinfeldt, Robert Travis, Velma Hubbard. Institute of Social and Economic Research, University of Alaska, Anchorage, Alaska 1982.

Persons Contacted in exploration of Program possibilities:

Main reason for contact:

Person contacted:

program participant.

Mr. Robert McHenry, Superintendent of Schools
Kuspuk School District, Aniak, Alaska.

program participant.

Dr. Beatriz Apodaca, Superintendent of schools
Yukon Flats School District, Fort Yukon, Ak.

remedial program.

Mr. Mike McKeown, Asst. Coordinator S.O.S.,
Anchorage Community College

Administration of design process.

Mr. Frank Berry, President, Alaska Native Foundation,
Anchorage, Alaska

program conceptualization.

Dr. Glen Olds, President, Alaska Pacific University,
Anchorage, Alaska

Internship program.

Mr. Dennis Demmert, Cross-Cultural Studies,
University of Alaska, Fairbanks, Alaska

Educational program.

Dr. Ray Lehrman, Professor of Education, Alaska Pacific University, Anchorage, Alaska

<u>Main reason for contact:</u>	<u>Person Contacted:</u>
Educational program.	Dr. Virginia Hohnson, Professor of Education, Alaska Pacific University, Anchorage, Alaska
Financial Aid.	Ms Jane Byers Maynard, Director of Special Programs, Alaska Commission on Postsecondary Education, Juneau, Alaska.
Community involvement & Financial Aid.	Mr. Glen Fredericks, Kusko Corporation, Anchorage, Alaska.
" " "	Mr. Mike Irwin, Tanana Chiefs Conference, Fairbanks, Alaska.
Remedial Program	Ms. Sue Hare, Asst. Supt. Lower Kuskokwim School District, Bethel, Alaska.
Internships	Mr. Lawrence Kimball Jr., Director Division of Community Planning, Alaska Dept. of Community and Regional Affairs.
Internships	Ms. Baribel Sorenson, University of Alaska at Juneau.
program structuring	Mr. Richard Spaziani, Deputy Director Educational Program Support Division, Alaska Dept. of Education, Juneau, Alaska.
" " "	Dr. Allen Barnes, SouthEast Regional Resource Center, Juneau, Alaska.
Educational program.	University of Alaska, Fairbanks. School of Education. University of Alaska, Anchorage, School of Education. Members of Alaska Native Foundation, Youth Leadership Conference-while in Juneau (regarding Community Involvement).
Technical information.	Alaska Dept. of Education: consulted on numerous questions about technical structuring. B.I.A. Educational personnel



RESEARCH SUMMARY

Institute of Social and Economic Research, University of Alaska

January 1984, R.S. No. 13

Effective Schooling in Rural Alaska

INTRODUCTION

Rural teachers are not satisfied with their students' academic progress, according to a new University of Alaska report, and they tend to blame the problem on a lack of motivation. On the other hand, the teachers are satisfied with their relationships with both the students and the community.

The report was prepared by the College of Human and Rural Development and the Institute of Social and Economic Research for the Alaska Department of Education. It was based on a survey of 304 rural teachers, representing every school outside Alaska's urban areas (such as Anchorage, Fairbanks, and Juneau). The teachers identified several educational areas that needed attention. They also described the instructional practices that they found effective in a rural Alaska context. Ninety-six percent of the teachers returned their surveys, an unusually high proportion.

FINDINGS

Satisfaction with Educational and Other Conditions

Most rural teachers, whether they taught in majority Native or non-Native schools, are satisfied with the quality of their relationships with students (92 percent), with discipline in their schools (84 percent), and with school/community relations (73 percent).

Ironically, what frustrates rural teachers, particularly in Native majority communities, is not relationships with people of a different culture, but relationships with the district center. Fewer than half the teachers in Native majority communities are satisfied with the support they receive from the central office (43 percent), with the superintendent's management (46 percent), and with the district board's action (46 percent). According to teachers, many district staff do not appreciate the local situation. (We did not survey district staff; their perspective may very well be different.)

Most rural teachers (80 percent) are pleased with

their salary and benefits. To our surprise, only about a third voiced dissatisfaction with their housing.

Almost half of the rural teachers want more opportunities for professional growth. One wrote:

I am in a tiny school—one other teacher who is not my husband. I have no one to ask questions of. My class of primary grade children includes an incredible range of students (skill, intelligence, behavior, motivation). I have an unworkable curriculum guide. My district has offered me one training session, one week. I am alone!

Student Achievement: What Teachers Expect

Rural teachers' views of their students' performance are ambivalent. On the one hand, over half the teachers in Native majority schools (52 percent) say they are not satisfied with their students' academic progress. Even more (60 percent) say they cannot expect average or above-average achievement from their students.

Rural teachers expect virtually all their students to graduate from high school. But most teachers in Native majority schools (90 percent) expect less than half their students to attend college.

Despite their pessimistic view of students' academic performance and potential, most teachers in Native majority schools (63 percent) say they are satisfied with the quality of education at the school.

Rural teachers in non-Native majority schools are significantly more satisfied with their students' academic progress. They feel that achievement levels above national norms can be expected from their students. Finally, they are much more likely to expect students to attend college.

These differences between teachers' views in Native and non-Native majority schools are troubling. We are not sure what they mean. Several teachers wrote on the margins of their surveys that we should be careful *not* to interpret their attitudes as "low expectations." In their view, they are simply being realistic when they say that they do not expect many students to achieve at national norms and that they do not expect many students to attend college.

JAN 16 1984

Indeed, 49 percent of the teachers in Native majority communities say that none of the parents expected students to complete college. "Parents are reluctant to see their children leave home and become indoctrinated in a foreign culture," one teacher explained on the survey.

But teachers also point out that the rural context unjustifiably lowers academic expectations. One said:

My own personal level of expectation has gone down since I arrived here. When I started as an English teacher my expectations were too high. Very quickly my expectations became more realistic. The big problem is that we overcompensate and come to expect too little.

Effective Teaching Practices in Rural Alaska Schools

Rural teachers say their schools do not emphasize many of the practices that are related to high achievement test scores in schools outside Alaska. Most teachers, for example, say their schools do not pay much attention to standardized test scores as a basis for setting academic goals.

Less than half (48 percent) of rural teachers assign homework regularly. Many say they avoid homework because students do not have the needed lighting, space, or opportunity at home.

A large proportion of teachers (40 percent), however, do hold study sessions before or after school once a week or more. These study sessions are advantageous, they say, because the school setting helps students settle down to work and teachers are right there to help.

When asked to describe briefly the instructional practices they personally found effective, rural teachers emphasized some of the practices stressed in national studies of effective schooling and some practices related to the village cultural context. They include:

1. Use of diverse instructional materials and especially projects where students actively do things.
2. Self-paced instruction, especially where the teacher sets standards for the amount of work to be done.

3. Cooperative student learning situations, such as group projects and peer tutoring.
4. Opportunities for parents and community people to participate in schooling, such as sending home nightly study guides.

CONCLUSIONS

We have asked many different people—school superintendents, rural and urban teachers, representatives of professional education organizations—to comment on these findings. Most raise the same issue: How can so many rural teachers say they are satisfied with the quality of education at their schools and then turn around and say they don't expect students to reach national achievement norms or attend college or complete college if they do attend?

Possibly the answer is straightforward: most rural teachers may feel they are working in a difficult situation, with students whose cultural traditions do not necessarily support academic achievement or college attendance, and whose parents are not often oriented toward these goals. They may feel that under these circumstances, they and their schools are doing a fine job. But the disturbing issues remain: do teachers expect too little of village students? And what should count as "educational success" in rural Alaska? Such questions as these must be answered before we can reasonably expect to improve the effectiveness of rural schooling in Alaska.

This report, entitled *Effective Schooling in Rural Alaska* (27 pages), was prepared by Judith Kleinfeld and G. Williamson McDiarmid under the auspices of the College of Human and Rural Development and the Institute of Social and Economic Research, University of Alaska. The teacher survey on which the report was based was part of a study of school governance in rural Alaska, conducted by Dr. Gerald McBeath at the University of Alaska with the assistance of the authors and others. The report is available from the Institute of Social and Economic Research, 204 Chapman Building, University of Alaska, Fairbanks, AK 99701, or from ISER in Anchorage, 707 A St., Suite 206, Anchorage, AK 99501, telephone 278-4621. For more information on this report, call Judith Kleinfeld, ISER-Fairbanks, 474-7435.

RESEARCH SUMMARY

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DEPARTMENT OF LAW

OFFICE OF THE ATTORNEY GENERAL

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POUCH K - STATE CAPITOL
JUNEAU, ALASKA 99811
PHONE: (907) 465-3600

465-3603

February 6, 1984

The Honorable Mae Tischer
Alaska State House
Pouch V
Juneau, AK 99811

Dear Representative Tischer:

You have asked us to review HB 504, "[a]n Act establishing the teacher scholarship loan program." This bill raises several constitutional and legal questions which we briefly address below.

Several provisions of this proposed legislation are subject to challenge under the equal protection clauses of the United States or Alaska Constitutions. These concern (1) the establishment of racial quotas in loan distribution; (2) the exclusion of graduates of private high schools, and (3) the limitation of total forgiveness to teachers who teach in the district from which they graduated. Another constitutional issue raised by this bill concerns the prohibition against dedicated funds.

The United States Supreme Court has adopted a "two-tiered" analysis for evaluating most legislative classifications challenged under the federal equal protection clause. A classification which is "suspect" or impinges upon a "fundamental right" is subject to "strict scrutiny." A law that makes a classification based on race or ethnicity is "suspect" and, consequently, will be closely examined by the court to determine whether (1) it is supported by a compelling state interest, and (2) whether the racial or ethnic classification is necessary to promote that state interest. The first equal protection issue identified above would be analyzed under this test. The second and third do not involve suspect classifications or fundamental rights and, therefore, under federal law would be subjected to the less demanding standard of whether (1) the classification promotes a legitimate state interest, and (2) whether the means chosen to achieve that interest is rational.

The Honorable Mae Tischer
Representative
Re: HB 504

February 6, 1984
Page 2

The Alaska Supreme Court has adopted a single standard of review for equal protection questions arising under the Alaska Constitution which is more rigorous than the federal "rational basis" test and, in areas involving suspect classifications and fundamental rights, is comparable to the federal standard. The Alaska Supreme Court would inquire as to the purposes of the statute and the circumstances surrounding it to determine whether those purposes are legitimate and fall within the police power of the state. Then the court would determine whether the means chosen "substantially furthers the goals of the enactment." Finally, the court would balance the state interest in the chosen means against the nature of the constitutional right involved. State v. Erickson, 574 P.2d 1, 12 (Alaska 1978); Isakson v. Rickey, 550 P.2d 359 (Alaska 1976).

Under section 650(b), the award of loans is to be "in direct proportion to the distribution of ethnic groups" among eligible students. This provision establishes a racial quota and would be subject to close examination under both federal and state law.

We have serious reservations regarding the ability of the bill to survive an equal protection challenge, under either the federal or state analyses described above, to the ethnic classification of § 650(b). Even if the court were to find the purposes of the bill, as expressed in sections 600 and 610 to be compelling ones, which cannot be assumed, the court would closely scrutinize the means chosen to achieve those ends. Since the means employ ethnic criteria, the bill would fall if the court were to find that the ends could be achieved by less discriminatory means. An example may be helpful. In a school district with 90 percent Alaska Natives, and 10 percent non-Natives, if there were 10 loans to be awarded, nine would be available for distribution to Alaska Native students and one for a non-Native student. If only eight Alaska Natives and two non-Natives applied for loans, the bill would require that only one non-Native get a loan, despite the shortage of Alaska Native applicants. The quota in § 650(b) is not expressed as simply a preference, but as an inflexible mandate, which may not be necessary to accomplish the stated objectives. 1/ Of course, if it could be shown that the means employed in this legislation are

1/ This example is for illustrative purposes only and is not meant to suggest that substituting a preference for the existing quota would necessarily render it constitutionally permissible.

The Honorable Mae Tischer
Representative
Re: HB 504

February 6, 1984
Page 3

essential to remedy problems identified in § 600 and 610, or problems that could be identified, 2/ the provisions of § 650(b) could be upheld.

The second equal protection issue arises with respect to the restriction of this program to graduates of public high schools. Although § 610 states that the purpose of the bill is to provide an incentive "for graduates of Alaskan high schools ...", and § 600 identifies problems found in rural schools, § 640 and 650 restrict participation to graduates of public schools, and the forgiveness benefits are only available to those who teach in public high schools. If the preservation and pedagogical use of cultural heritage and traditions, through inducement of rural students to return and teach in rural areas, is the main objective of the bill, the restriction to graduates of and teachers in public high schools would not seem to further that goal. Consequently, this provision may also be subject to challenge under state, if not federal, law.

The forgiveness provision in § 640(2) also raises equal protection concerns. Under § 640(2), total forgiveness is available only to students who return to teach in the school districts from which they graduate. Assuming the main purpose of the bill is that stated above, it would seem that a return to the general area or culture in which the student was raised would suffice to achieve it. 3/ It appears unlikely that each school district is so culturally distinct as to justify such a restriction.

2/ In a recent case the United States Supreme Court upheld a law that employed racial and ethnic criteria. The case involved a federal law giving a 10 percent preference for minority businesses in the award of certain contracts, with the intent of remedying the present effects of past discrimination. Before a legislative body can predicate a race-conscious remedy on redressing past discrimination, however, findings of past discrimination sufficient to justify that remedy must be made. *Valentine v. Smith*, 654 F.2d 503 (8th Cir 1981). Our brief review has uncovered no cases which sanction the use of a racial or ethnic quota where there are not factual findings that the racial imbalance sought to be remedied is due to past discrimination.

3/ Additionally, it should be considered that many rural school districts will have a limited capacity to absorb new teachers,
(Footnote Continued)

The Honorable Mae Tischer
Representative
Re: HB 504

February 6, 1984
Page 4

A constitutional problem of a different nature arises with respect to administration of the loan program under § 620. That section establishes the program as a revolving loan fund in which all repayments of principal and interest are put back into the fund and used to make new loans. This may contravene the constitutional prohibition against dedicated funds. Alaska Const., art IX, sec. 7. However, this department has indicated that it will defend such legislation until this issue is definitively resolved. 13 Op. Atty. Gen. Nov. 30, 1982.

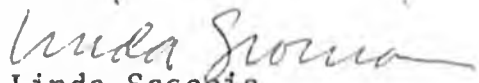
We suggest, finally, that the term "ethnic minority" be defined to obviate questions of statutory interpretation that might arise as this program is implemented. For example, it is unclear whether each group in a community composed of Tlingits, Haidas, and Tsimpshians would be considered members of a single "Alaska Native" ethnic group, or whether each would be considered a distinct ethnic group.

If you have any other questions about this bill, please do not hesitate to contact us.

Sincerely yours,

NORMAN C. GORSUCH
ATTORNEY GENERAL

By:


Linda Scoccia
Assistant Attorney General

LS:jal

cc: Arthur H. Peterson

(Footnote Continued)
and a teacher who is unable to get a job in his or her school district of origin may be in effect penalized as a result, by being ineligible for forgiveness under § 640(b).

Dear Rep. Hayes:

Here is an article on your
Native teacher scholarship bill.
Perhaps you will find it
useful - perhaps you can even
induce some newspaper to print it
after nine months of controversy,
the University of Alaska has never
contradicted my facts - they have
only attacked my character.

If you have any questions,
please phone. yours truly,
Jim H. H.

Feb. 1, 1984

Jim Greig, Ph.D.
Box 399
Bernalillo, N.M.
87004
(505) 867-2969

FEB 06 1984

FUND STUDENTS, NOT PROFESSORS -- THE HAYES SCHOLARSHIP BILL

Rural Native American students may soon receive \$10,000 per year scholarships towards teaching degrees if the bill recently introduced by Alaska State Representative Joe Hayes is successful. Many voters may see this as too much money lavished on a favored ethnic minority. They may see this bill as both an example of government waste and of government reverse discrimination. But, I have good evidence to show that this bill is neither wasteful nor discriminatory. The reality is quite the opposite.

My evidence comes from inside information, information that is common knowledge among rural college professors and administrators but is almost never released to the general public. I can divulge this information because I was willing to risk my career in Alaska rather than cover up the waste that I found in rural higher education. For any that care to investigate this evidence, I have quite extensive, specific information. In 1981 and 1982 I worked as a University of Alaska professor among Native American villages along the Yukon River. Then, in the spring of 1983, I worked as the director of a "non-profit" Native teacher education program among the villages of the Bering Sea. The following are just as few of my experiences as a rural educator.

When I arrived at my job on the Bering Sea, I was responsible for directing an on-going \$346,000 Federal program that was coordinated with two University of Alaska programs that cost about \$252,000. In all, we were spending about \$600,000 per year. All the publicly released documents -- grant requests, appeals for more state funding, etc. -- advertised that we had over 40 students, all rapidly progressing towards their teaching degrees. But, after I had been on the job for a month, nothing seemed to be happening. Four or five students seemed to be doing some of their assignments, but that was about all. This program had been running for a year and a half before I arrived. Had the students done any work during that year and a half? It was hard to say. No credit hour totals had ever been compiled. What was the total cost of this program? Again, no total cost figures had ever been kept. I asked the university officials for their totals, but they said that they didn't have any.

In attempting to determine the success rate of my program, I began to piece together the facts. If the program really was not working, perhaps something could be done to improve it. But, first I had to determine what was actually happening. So, I began to assemble complex charts on my office walls -- charts showing student progress during the current semester and charts showing student progress during the previous semesters.

At first it was difficult to determine just what I should consider as a "student." After all, I had over 40 people signed up, and all were claiming to be "students." Yet, little work was being done. But, then I found a clear solution. If, for example, those in my program completed a total of 1000 courses (3 credit hours each) during the school year, and if each full time student was theoretically expected to complete 10 courses per year, then I could justifiably speak of having 100 "students." This would be true no matter how many people were actually on my rolls. Further, if the total cost of my program was, for example, \$1,000,000 per year, then I could say that the efficiency of this program was \$10,000 per student per year.

Such cost effectiveness is so easy to calculate that it could be demanded by the State Legislature and even published in the newspapers. In this way alternative programs could openly compete with each other for public funds. At present, university administrators hide such statistics as though they were nuclear secrets.

For example, one day two officials from a rural community college came by and noticed the charts on my wall.

"Better not display information like that," said one.

"Best not to collect such information in the first place," said the other.

These well intentioned men simply wanted to give me good survival advice. Nevertheless, I kept on with my chart work. Soon my charts clearly showed that over the last year and a half this program had not 40 students but only 5 students. I was generously calculating that one "student" would complete about seven courses per year -- which is only a part-time load anywhere else. Further, we were spending not \$10,000 but \$120,000 for each student each year. At this rate, the price of just one teaching degree was going to be well over \$700,000.

I went to a high administrator of the local community college that formed part of this program.

"Look at these charts," I said. "This program clearly isn't working."

"I know," said the administrator, "but we have tried almost everything."

I had been giving some thought to another, quite obvious approach. It seemed to me that most Native American college graduates that I met in rural Alaska earned their degrees at major campuses. Scholarships large enough to allow our average student, who often had dependent children, to venture onto a large campus, might be the way to go.

"What about setting up a large scholarship fund to send our best students to major campuses?" I asked. "It might be worth a try."

"No way!" He said.

At this point, I should give the reader some background information. Why was this administrator so upset over my suggestion? The answer is that if these scholarships were granted, his college would not only be losing student tuition money, but it would also be faced with decreasing enrollment statistics. His total student enrollment was a major factor in his own funding and was a major factor by which his bureaucratic superiors measured his effectiveness as an administrator. He didn't want to send away promising students -- even if it was to their advantage.

Why don't other rural professors protest over the waste within their own programs? After all, don't professors have the freedom and desire to "profess" the truth? The answer to this is, again, "No way!" Almost two hundred Ph.D's applied for the position that I was selected for at the University of Alaska. Most of these were unemployed. Even if they could find jobs in the Lower Forty-Eight, their average pay would only be about \$18,000. The Alaskan bush is often their last chance to make up for all those years at the poverty level. My Alaskan job paid about \$50,000 per year, plus a long vacation, junkets to southern

California, and other benefits. With these wages and with 200 M.D.'s waiting in line to replace you, are you going to rock the boat? Probably not.

If you are a boat rocker, you are very quickly replaced. Through a process of natural selection, all boat rockers are soon jettisoned, and only those with a stomach for this kind of excursion survive. I now run my own construction company in New Mexico.

So, would this \$10,000 scholarship be wasteful? Not at all. In fact, quite the opposite. If my program is typical, and I believe it is, the taxpayer is already spending up to \$120,000 a year for each rural student. How much better would it be for this money to fund twelve students directly, instead of one student indirectly. As it is, most of this \$120,000 per student never benefits the student, but instead benefits the bank account of some professional educator. The case is similar if the efficiency of the main rural teacher education program of the University of Alaska at Fairbanks, the X-CED Program, is put to the test. X-CED spends in excess of \$1,150,000 per year to field eight professors, some with as little as two or three actual students. This money alone would fund 113 \$10,000 scholarships -- perhaps far more scholarships than rural Alaska could presently absorb. Figured this way, the direct benefits become tremendous, and this scholarship program is already funded. It is just a matter of switching the money around.

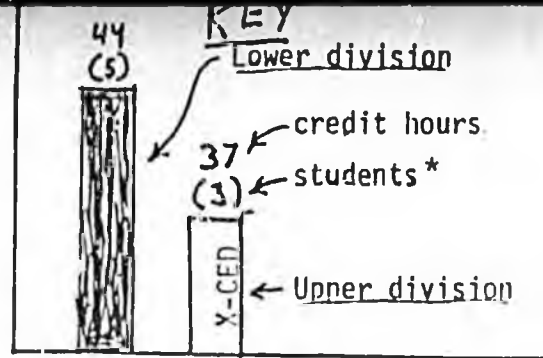
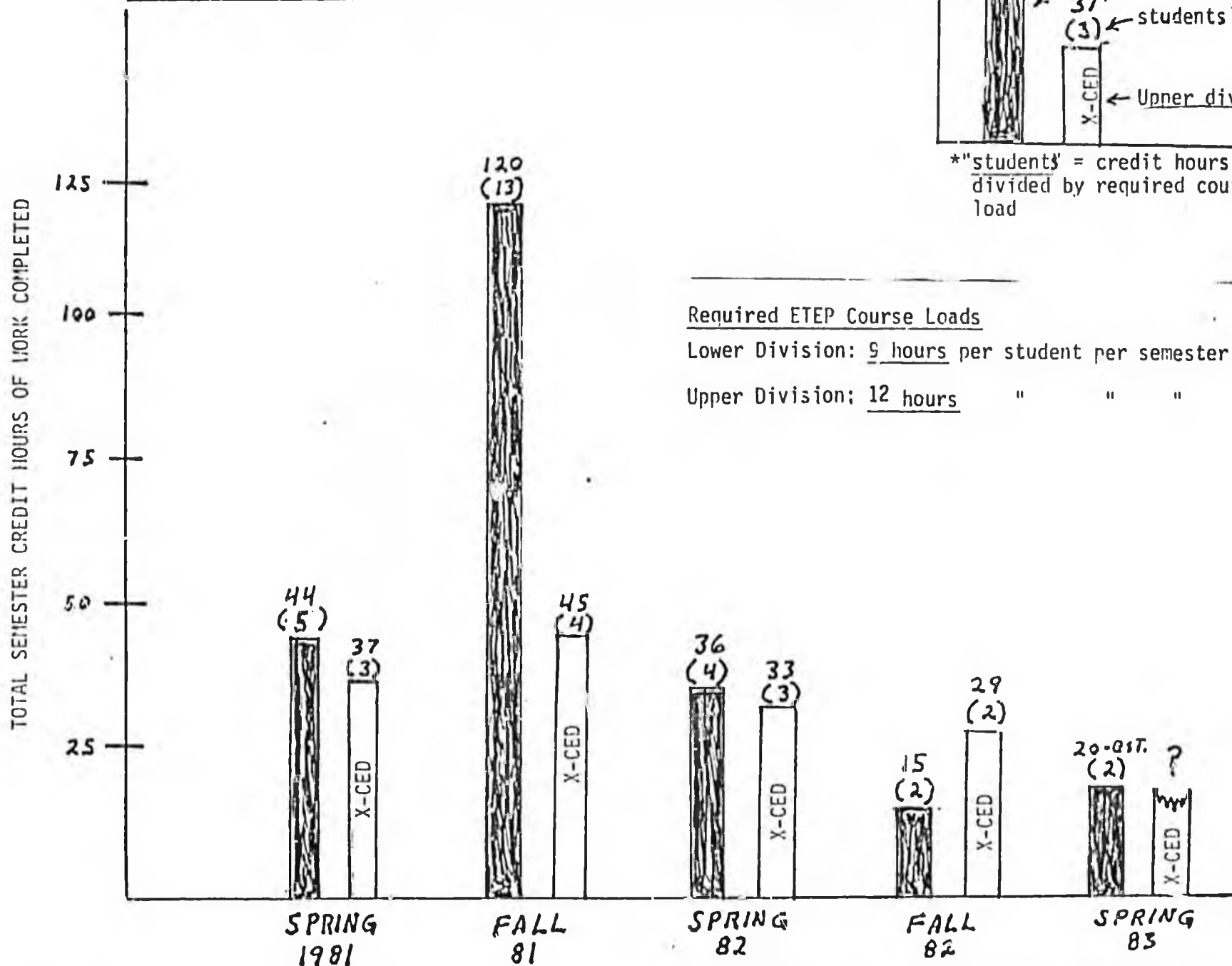
Would this scholarship constitute reverse discrimination? I think not. The point of this scholarship is not to reward someone for having a particular kind of genes, but for having a particular kind of knowledge. Someone with, for example, Inupiaq ancestry who was raised in Ireland would not be a fitting candidate for these scholarships. On the other hand, an Irish child adopted by an Inupiaq family presumably could become a scholarship candidate. Further, these scholarships would not be designed to reward a student simply because he is a product of Alaskan Native culture. If, for example, the proposed scholarship were for a degree in electrical engineering, then the student's cultural knowledge would have no relevance. But, the point here is that such cultural knowledge is directly relevant to the student's future duties as a teacher of his own children. As has been amply demonstrated, teachers from the American mainstream rarely remain in a Native American village long enough to understand their new culture or to understand their students. Due to this lack of cultural and linguistic knowledge, effective education suffers.

To conclude, from direct experience I know that much of rural higher education is extremely wasteful. For every \$100,000 the state pours into rural programs, over \$90,000 gets drained away by a vast bureaucracy of professional educators. How much better would it be to give the students money directly and to cut out all of these expensive middlemen. These educators will certainly scream over such a proposal. But, they can easily be silenced by auditing their programs and calculating the total cost per actual student. At present this ratio is never made public.

Secondly, it seems only fair that rural Alaskan communities be given the opportunity to educate their own children. These scholarships should not be seen as discriminating against those who are not Native Americans, but as rewarding those who have a specialized and valuable kind of knowledge.

①

BAR GRAPH OF ETEP PROGRESS



*"students" = credit hours divided by required course load

Required ETEP Course Loads
 Lower Division: 9 hours per student per semester
 Upper Division: 12 hours " " "

Totals do not include work by 2 non-Native students who are not funded by ETEP.

Presented by Jim Greig, ETEP Director, to the Kawerak Board of Directors, April 20, 1983.

ANALYSIS OF ETEP PERFORMANCE -- APRIL 20, 1983
 (With some revisions for more precise data & corrections on 4/24)

TOTAL PROGRAM COST (Both X-CED & Lower Division, Spring Sem. '81 -- Sp. Sem. '83)

ETEP Budget for Entire Program (11/1/80 to 6/30/83)	\$848,296
Cost of X-CED for 2½ years *	382,880
Cost of NWCC for 2½ years *	<u>247,430</u>
<u>Total Program Cost</u> (X-CED & Lower Division)	<u>1,478,606</u>
Total Credit Hours Produced (X-CED & Lower Division) *	517
Cost per Credit Hour	\$2860
Cost for One 130 hour Teaching Degree (B.Ed.):	\$371,800
Average number of students per semester (Calculated using "required course loads" -- see bar graph) *	8

COSTS FOR 1982 - 1983 SCHOOL YEAR (Both X-CED & Lower Division)

Total Program Cost	\$598,762
Total Credit Hours Produced (est.)	88
Cost per Credit Hour	\$6804
Cost for 130 ^{hr} Teaching Degree (B.Ed.):	\$884,520
Average numbers of students per semester (Calculated using "required course loads" -- see bar graph)	4

ANALYSIS OF BERING STRAITS REGION X-CED PERFORMANCE -- Prepared April 22, 83

TOTAL X-CED PROGRAM COST, SPRING SEMESTER '81 THROUGH SPRING SEMESTER '83

Total X-CED Budget (est., extrapolating from '82-'83) *	\$382,880
Total Semester Credit Hours Produced (est.) *	173
Cost per Credit Hour	\$2,213
Cost for 130 hour teaching degree (B.Ed.)	\$287,690
Average number of students per semester * (Total cdt. hrs., divided by 5 semesters, divided by 12 hr. normal course load)	2.9

*Separate sheets of paper contain information explaining these calculations

PREPARED BY JIM GREIG, ETEP DIRECTOR

REVISED COSTS 4/20/83

CORRECTED NWCC COSTS 4/24/83

ETEP, X-CED, & NWCC ANNUAL COSTS FOR ETEP PROGRAM (UPPER & LOWER DIVISIONS)

ETEP 1982-83 Budget \$346,632

X-CED

Total X-CED Budget 1982-83
\$1,130,966
Total number of X-CED student state-
wide: 96
Number of X-CED students in Dering
Straits Region: 13
Therefore costs: 13/96 x \$1,130,966 = \$153,152

NWCC

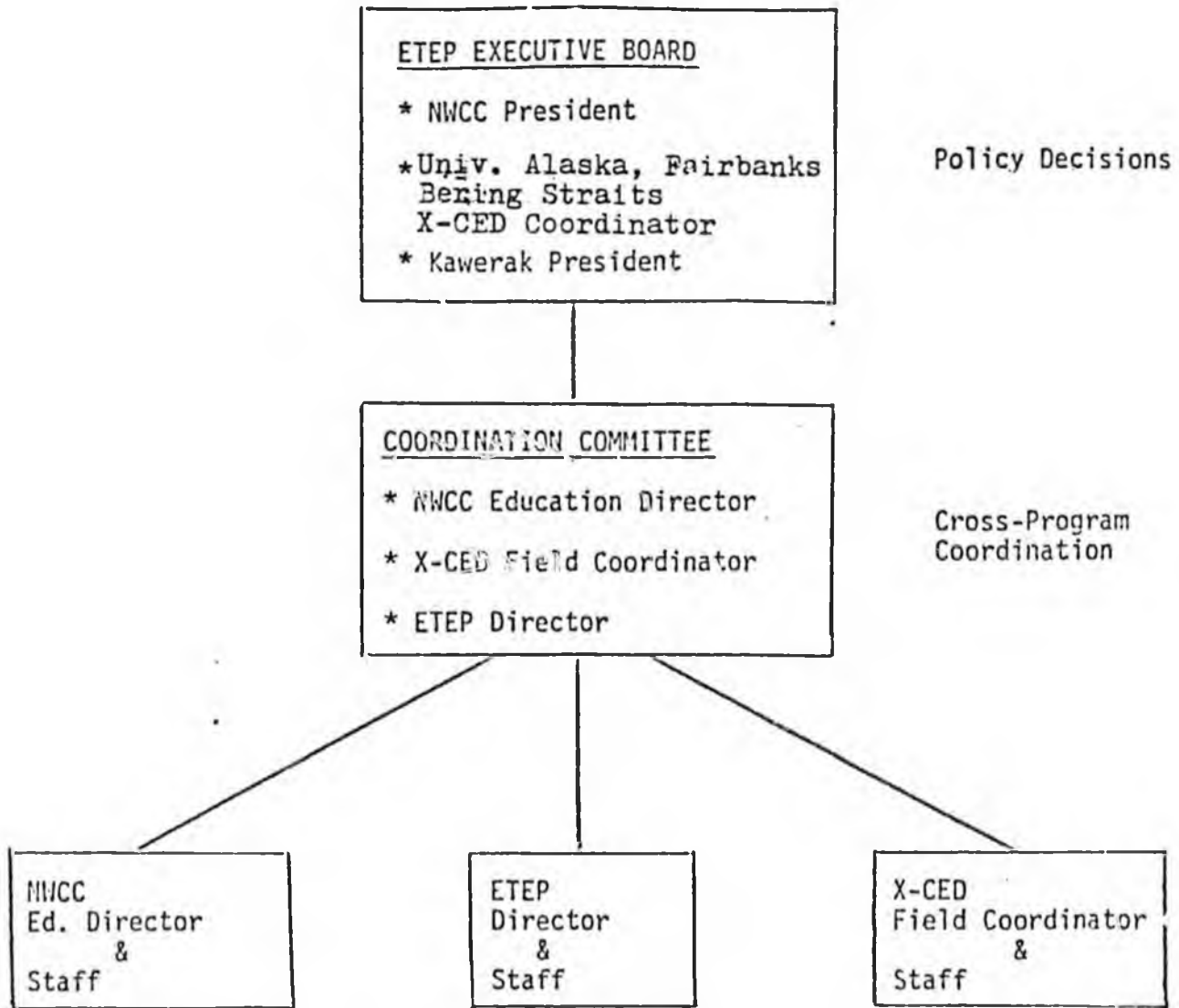
NWCC Affiliated Staff Salaries: \$73,150
(From ETEP Title VII grant request p.7-1A
Travel (not, as in ETEP, 25% of salaries
but, approximately 10%) \$7,315
Indirect charges (as in ETEP, 23%) \$18,507

Total for NWCC \$98,972

TOTAL FOR ALL OF THE ABOVE \$598,762
(i.e. for school year 1982-83)

NOTE: These two information sheets on ETEP organization, although prepared for a Title VII grant proposal, generally show the de facto ETEP organizational plan.

ETEP ORGANIZATION CHART (Administrative)



Daily Operations

Ousted director raps rural teacher program

By MARTHA ELIASSEN
Daily News reporter

The former director of a Nome-based Eskimo teacher training program claims he was fired because he has said publicly that the program costs too much and it is not working.

Dr. Jim Greig, a philosophy professor who has taught in universities around the world and was hired in January to oversee the Eskimo Teacher Education Program in northwest Alaska, claims hundreds of thousands of dollars are going into the program but only a handful of students are benefiting.

The program was developed two years ago by Kawerak Inc., a non-profit Native corporation, to provide teacher training in individual villages. It is coordinated by Kawerak, the Northwest Community College in Nome and a cross-cultural education program based at the University of Alaska Fairbanks.

University and Kawerak officials say Greig was not on the job long enough to make

Continued from Page A-1

teachers for village schools.

"A lot of money has been spent since the ETEP program began with very little produced," Greig said in an initial memo to Caleb Pungowiyi, Kawerak president.

Greig said he gave a presentation to the Kewarak board of directors April 21 outlining what he says are the shortcomings of the program. He received a memo from Pungowiyi April 25 telling him he had been fired for unsatisfactory performance.

"Obviously, I am being fired for telling the truth," Greig said. Facts about the success rate of the program have been deliberately hidden to make sure it continues, he said.

"There are a few people out there who understand how the system works and are milking it for all it's worth," Greig said.

"My firing is made even

an accurate judgment. They say he misunderstood the nature of the training program.

In the past year and a half, Greig said, about \$598,000 a year has been used to educate five students. Although 27 students are registered this semester, Greig said, the majority are students "in name only." They do not attend classes or complete assignments regularly and have collectively earned only 16 credit hours this semester, he said.

Greig estimates the cost of one teaching degree earned through the program at \$800,000.

"Everybody realizes it isn't working and they don't know what to do," Greig said.

After he was hired in January, Greig said he spent the first month or so writing grants for the program because funds run out this summer. But after praising the program to the government and oil companies, Greig said he began investigating its success in producing Eskimo

more repugnant by being described as 'in the interests of students.'" Greig said in a protest letter to Pungowiyi. "Eight-hundred-thousand dollar degrees are not in the interest of the students — their interests lie in the efficient use of the \$598,000 poured into ETEP each year."

Pungowiyi said Greig does not understand what the program is meant to accomplish and made judgments about rural Alaska he did not have the background to make.

"What Jim does not understand is the need for Eskimo teachers and the cost of education in rural Alaska," Pungowiyi said.

The aim of the program is to prepare Eskimos for teacher certification in their own villages, at their own pace, he said.

Though Greig had proposed that it would be much cheaper to give Eskimo students university scholarships, Eskimos who enroll in urban col-

This story also appeared in:

- The Anchorage Times
- The All-Alaska Weekly (headlines)
- The U.S.A. Today (national paper)
- Associated Press (sent nationally)
- Alaska Public Radio
- And many other news sources.

leges have a high dropout rate, Pungowiyi said.

"There is no doubt that the program is expensive," Pungowiyi said. The pay-off will be in 10 or more years rather than within the next two years, he said.

Mike Metty, Northwest Community College president, said Greig made his judgments with only "a couple of months of observation." The goal of the teacher training program is to develop a pool of young people who could one day become certified teachers, he said.

Metty acknowledged enrollment in the program fluctuates. "Right now, we know we're going to lose students on St. Lawrence Island because whaling has started," he said. Education in rural Alaska is unlike education anywhere else because of the demanding way of life, he said.

Furthermore, college is a relatively new idea in the

Eskimo culture, Metty said.

"There was no premise that the program was going to produce 40 teachers in four years," Metty said. "We hope to get 30 or 40 teachers over a decade."

But Dr. Gene Adam, former field coordinator for the university cross-cultural program, said some of the original grant applications had more optimistic projections.

Adam, who now teaches English at Fairbanks Community College, supports Greig's view and said the spending bears investigation by taxpayers.

"I think he (Greig) is saying, 'Here is the cost, here is the product,'" Adam said.

Rural education is expensive and it is difficult to coordinate, Adam said. "I have the greatest respect for those students. They have to catch fish, they have to work, they have to take care of their kids and they have to mail in their homework," he said.

"The idea of bringing education into every little valley is a noble one but it's not very practical," Adam said.

Rep. Terry Martin, R-Anchorage, said Greig's concerns about the Nome-based programs are similar to his own about the high cost of rural education in general.

"When you compare it to some of the other programs I've been bickering about, it's not out of line," Martin said.

"The concept has been around for a long time to get Native people to work with Native people," Martin said, but the cost of present methods is too high.

In addition to the letter to Pungowiyi protesting his firing, Greig flew to Fairbanks from Anchorage Tuesday to discuss the situation with university officials.

He said he plans on returning to New Mexico in a week or so to resume a lucrative adobe construction business.

END

RESUME

JAMES GREIG

Box 399
Bernalillo, New Mexico 87004

(505) 867-2969

EDUCATION

UNIVERSITY OF COLORADO, Boulder. B.A. 1964, M.A. 1969. Philosophy major, English minor.

UNIVERSITY OF NEW MEXICO, Albuquerque. Ph.D. 1978. Philosophy major, English minor. Dissertation: "The Overman & the Unity Of Nietzsche's Phil."

AREAS OF SPECIALIZATION: Cross-cultural Ed., Interdisciplinary Ed., Humanities, Philosophy, English.

TEACHING EXPERIENCE

1969 LATIN AMERICAN INSTITUTE, NY, NY. Instructor of English as a Second Language.

1969-70 SOPHIA UNIV., Tokyo. Instructor of Philosophy & English.

1971-74 UNIV. OF NEW MEXICO, Albuquerque. Instructor of Philosophy.

1974-75 UNIV. OF GUAM, Agana. Instructor of Philosophy & English.

1976 TEXAS TECH UNIV., Lubbock. Assist. Prof. of Philosophy.

1981-82 UNIV. OF ALASKA, Fairbanks. Assist. Prof. X-CED Program (Cross-Cultural Education Development Program, Sch. of Ed.). Duties: Interdisciplinary humanities "specialist" in a Native teacher education program. Administered B.Ed. program over a 200,000 sq. mile area. Flew between and resided in remote Athabascan Native American villages in the interior of Alaska.

1982 UNIV. OF ALASKA, Fairbanks. Assist. Prof. of Philosophy.

1983 ESKIMO TEACHER EDUCATION PROGRAM (ETEP), Nome, Alaska. Director. Duties: Administer a \$346,000/yr. Title IV program, write grant requests, coordinate program planning with the University of Alaska and the Northwest Community College, develop curriculum, supervise bi-lingual student teachers, teach B.Ed. related courses. Constant flights into Eskimo villages in Bering Straits.

COURSES TAUGHT

Humanities	English as a Second Language
English Literature	Logic
Philosophy & Mythology	Introduction to Philosophy
English Grammar & Composition	History of Philosophy & Science
American Philosophy	Contemporary Philosophy

(Note: These are courses I developed & taught, I tutored a range of others)

OTHER EXPERIENCE

1970 Editor, Encyclopedia Britannica, Tokyo, (part-time editing).

ALASKA SCHOOL MAP
Showing
 CITY BOUNDARIES
 MUNICIPAL BOUNDARIES
 BOROUGH BOUNDARIES
 REEA BOUNDARIES
 DISTRICT BOUNDARIES

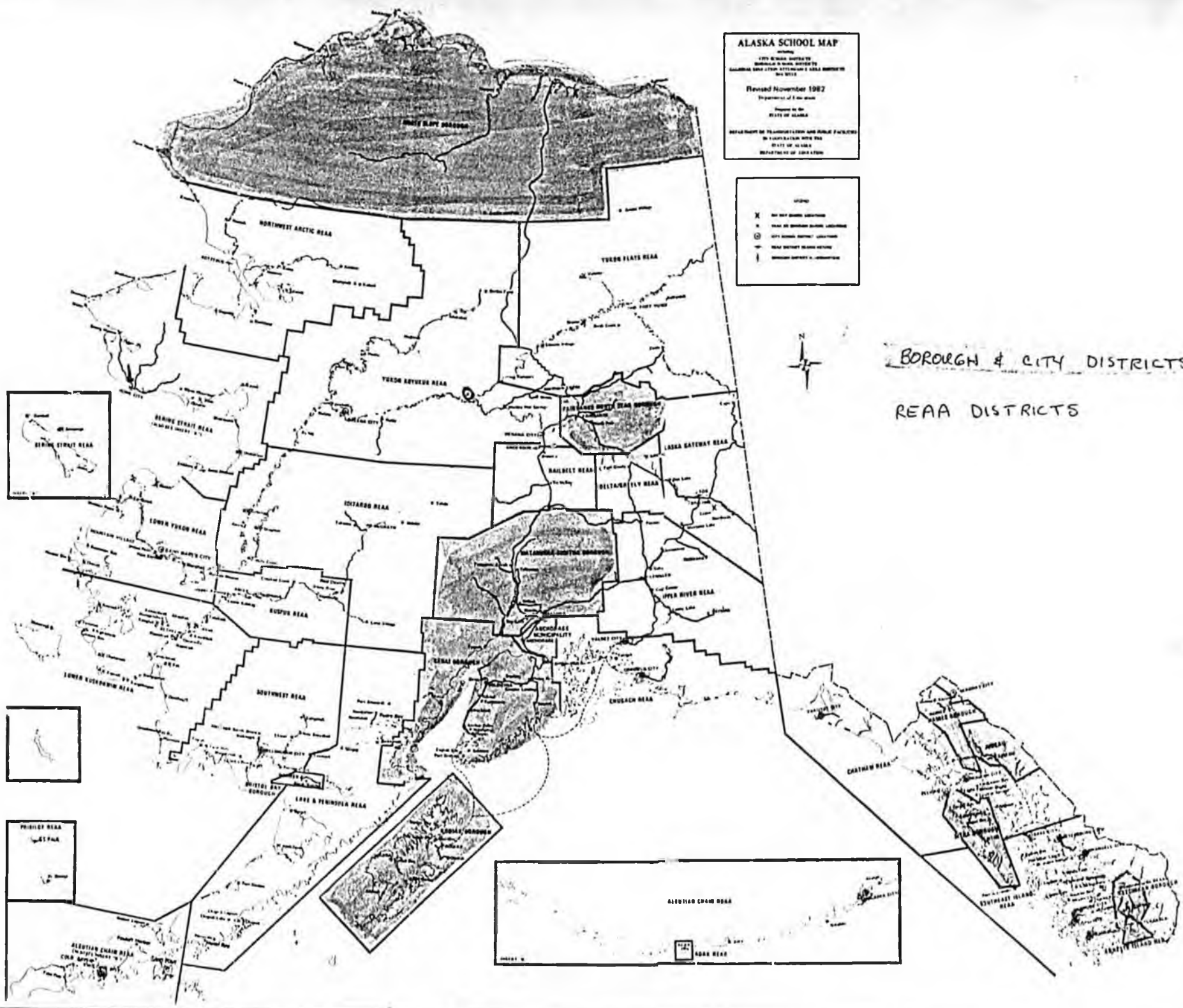
Revised November 1987
 Department of Education
 Division of Planning
 Department of Transportation and Public Facilities
 Division of Planning
 Department of Administration
 Division of Planning

LEGEND

- X AIRPORT
- STATE GOVERNMENT BUILDING
- CITY GOVERNMENT BUILDING
- HIGHWAY
- RAILROAD
- TELEPHONE LINE



BOROUGH & CITY DISTRICTS
 REEA DISTRICTS



ASSOCIATION FOR SCHOOL, COLLEGE AND UNIVERSITY STAFFING
Box 4411
Madison, Wisconsin 53711
608 271-8782

TEACHER SUPPLY/DEMAND 1984

A Report Based Upon an Opinion Survey
of Teacher Placement Officers

Survey and Report by:

James N. Aki.
Career Planning and Placement Center
Kansas State University
Manhattan, Kansas 66506
913 532-6508

copyright 1984 Association for School, College and University Staffing (ASCUS)

1984 ASCUS TEACHER SUPPLY/DEMAND REPORT
Survey of October, 1983

BACKGROUND

In 1976 the Executive Committee of the Association for School, College and University Staffing (ASCUS) directed then President, Jim Akin, to develop teacher supply/demand information for dissemination to the ASCUS membership and to the public. A survey of the entire institutional and associate membership was conducted at that time and became the prototype for the current annual teacher supply/demand survey and report. Comparisons in this report include new data, as well as those from previous reports dating back to 1976.

The three-page survey instrument has been modified only slightly from previous years for the 1983 survey (1984 report). Copies of the instrument were forwarded to basically the same placement officers who participated in recent surveys. The report deals with nine continental United States regions, plus Alaska and Hawaii. The chart of the regions is shown below. Of the 67 instruments mailed, 61 were received from Teacher Placement Officers in time for utilization in this report.

The survey requested supply/demand comparisons for different years for elementary and secondary teachers by field. In addition, it asked for average beginning salaries for graduates in special education, elementary and secondary education for recent placement years.

MAP OF REGIONS



AK=Alaska, HI=Hawaii, 1=North West, 2=West, 3=Rocky Mountain, 4=Great Plains/Midwest, 5=South Central, 6=South East, 7=Great Lakes, 8=Middle Atlantic, 9=North East.

TEACHER SUPPLY/DEMAND REPORT

- After three years of decreasing optimism among reporting placement officers, it appears that the job market for teachers has bottomed and that the job market, generally, will be the same or better for new teachers for the 1984-85 school year.
- For the third consecutive year, education placement officers in the South Central region (#5) expressed higher levels of optimism about teacher employment than did their counterparts in other regions.
- For the third consecutive year, placement officers in the New England region (#9) expressed less optimism for teacher employment than did their counterparts in other regions.
- Compared to reports from their own regions one year earlier, increased optimism for the teacher job market was reflected by teacher placement officers from the following regions: Alaska, Northwest (#1), Middle Atlantic (#8), Southeast (#7), Northeast (#9), Great Lakes (#6), and West (#2).
- Compared to reports from their own regions one year earlier, decreased optimism for the teacher job market was reflected by teacher placement officers in the following regions: Hawaii, Great Plains/Midwest (#4), and Rocky Mountain (#3).
- Only in the fields of mathematics, physics, computer programming and chemistry is there a considerable teacher shortage, nationwide.
- Only in physical education is there a considerable surplus of teachers, nationwide.
- Sixteen subject areas were identified as having a slight or a considerable teacher shortage.
- Ten subject areas were reported as having either a slight or considerable surplus of teachers.
- Fifteen teaching fields were identified as having a balanced supply/demand.
- The identification of those fields having considerable shortage or considerable surplus was consistent throughout most regions of the United States.

For:
ASCUS Supply/Demand
January, 1984

By:
James N. Akin
Kansas State University

RELATIVE DEMAND BY TEACHING AREA AND YEAR
Continental United States

Based upon a Survey of Teacher Placement Officers

	1984	1983	1982	1981	1980	1979	1976
Teaching fields with considerable teacher shortage....(5.00-4.25):							
Mathematics	4.78	4.75	4.81	4.79	4.80	4.68	3.86
Science-Physics	4.45	4.46	4.41	4.56	4.23	4.36	4.04
Computer Programming	4.34	--	--	--	--	--	--
Science-Chemistry	4.25	4.30	4.13	4.42	4.18	4.09	3.72
Teaching fields with slight teacher shortage.....(4.24-3.45):							
Data Processing	4.18	4.36	3.86	--	--	--	--
Bilingual Education	4.04	3.83	4.13	4.10	4.21	4.32	--
Special Education-LD	3.98	4.09	4.20	4.47	4.48	4.50	4.00
Special Education-ED/PSA	3.84	4.08	3.98	4.22	4.36	4.22	3.42
Speech Pathology/Audio.	3.83	3.62	3.95	4.27	4.17	3.83	3.68
Special Education-Multi. Handi.	3.77	3.82	3.95	4.13	3.87	3.24	--
Special Education-Gifted	3.74	3.80	3.81	4.10	4.33	4.56	3.85
Science-Earth	3.70	3.80	3.89	4.08	3.64	3.82	3.44
Science-General	3.65	--	--	--	--	--	--
Special Education-MR	3.55	3.71	3.84	4.14	4.23	4.39	2.87
Industrial Arts	3.50	3.96	4.36	4.72	4.77	4.68	4.22
Special Education-Reading	3.48	3.39	3.73	4.21	4.23	4.27	3.96
Teaching fields with balanced supply and demand.....(3.44-2.65):							
Vocational Agriculture	3.44	4.02	4.36	4.46	4.73	4.67	4.06
Science-Biology	3.40	4.10	3.66	3.98	3.50	3.49	2.97
Nurse (school)	3.40	--	--	--	--	--	--
Library Science	3.30	3.09	3.12	3.31	3.58	4.26	--
Music-Instrumental	3.25	2.97	3.28	3.33	3.65	3.33	3.03
Language, Mod.-Spanish	3.18	2.77	2.68	2.95	3.34	2.88	2.47
English	3.13	2.90	3.21	3.37	3.51	2.78	2.05
Business	3.11	3.24	3.47	3.50	3.80	3.65	3.10
Language, Mod.-German	3.08	2.51	2.48	2.58	2.70	2.17	2.03
Language, Mod.-French	3.00	2.59	2.49	2.58	2.68	2.49	2.15
Music-Vocal	3.00	2.89	2.95	3.06	3.32	2.97	3.00
Psychologist (school)	2.98	3.19	3.56	3.70	3.87	3.43	3.09
Counselor-Elementary	2.80	3.03	2.72	3.05	3.38	2.96	3.15
Speech	2.70	2.51	2.76	2.65	2.50	2.47	2.46
Counselor-Secondary	2.67	2.83	2.79	3.13	3.76	3.03	2.69
Teaching fields with slight surplus of teachers.....(2.64-1.85):							
Driver Education	2.61	2.94	2.77	2.87	2.98	3.06	2.44
Journalism	2.60	2.63	2.61	2.77	2.98	2.50	2.86
Home Economics	2.43	2.44	2.43	2.54	2.85	2.67	2.62
Social Worker (school)	2.33	2.27	2.34	--	--	--	--
Elementary-Intermediate	2.20	2.11	2.26	2.56	2.84	2.33	1.90
Elementary-Primary	2.13	2.11	2.02	2.24	2.77	2.19	1.78
Social Science	1.91	1.75	2.11	2.05	1.98	1.83	1.51
Health Education	1.90	1.76	1.90	2.24	2.17	2.16	2.27
Art	1.89	1.92	1.84	2.00	2.45	2.06	2.14
Teaching field with considerable surplus of teachers..(1.84-1.00):							
Physical Education	1.61	1.54	1.72	1.80	1.82	1.67	1.74

5 = Greatest Demand, 1 = Least Demand

ASCUS Supply/Demand
January, 1984

James N. Akin
Kansas State University

TEACHER SUPPLY/DEMAND BY FIELD AND REGION

Region	Alaska	Hawaii	1	2	3	4	5	6
<u>Field</u>								
Agriculture	3.00	4.00	4.00	3.00	2.50	3.00	4.00	4.00
Art	2.00	2.00	1.50	1.67	1.50	2.17	2.33	2.00
Bilingual Ed.	4.00	4.00	4.60	4.70	3.67	4.67	4.40	4.00
Business	3.00	3.00	2.92	3.50	2.50	3.20	2.63	3.00
Computer Programming	4.00	--	4.75	4.50	4.33	4.70	4.80	4.60
Counselor-Elem.	2.00	3.00	3.33	2.50	3.00	3.00	2.75	2.67
Counselor-Sec.	3.00	3.00	3.00	2.43	3.00	3.00	2.50	2.50
Data Processing	--	--	4.50	4.50	5.00	2.33	4.00	4.67
Driver Ed.	1.00	3.00	2.92	2.33	3.50	2.50	2.50	3.00
Elem.-Primary	1.00	1.00	2.00	2.86	1.40	2.00	2.44	2.00
Elem.-Intermediate	1.00	1.00	2.00	2.71	1.75	2.17	2.44	2.17
English	3.00	3.00	2.17	3.36	3.17	3.83	3.63	3.00
Health Education	1.00	3.00	1.66	2.50	1.60	1.50	1.63	1.67
Home Economics	4.00	3.00	2.63	2.50	2.00	2.25	2.17	2.40
Industrial Arts	2.00	4.00	3.38	3.00	2.67	3.00	4.33	3.75
Journalism	--	3.00	1.75	2.60	2.75	3.40	2.43	2.40
Language, Mod.-French	--	3.00	2.33	2.14	3.20	3.33	3.25	3.33
Language, Mod.-German	--	3.00	2.50	2.14	2.83	3.30	3.50	3.67
Language, Mod.-Spanish	--	3.00	3.00	2.71	3.00	3.17	3.38	3.33
Library Science	5.00	3.00	3.00	3.25	3.50	2.80	3.50	3.40
Math	3.00	4.00	4.83	4.71	4.33	4.83	5.00	4.83
Music-Instrumental	4.00	2.00	3.83	3.43	3.67	3.33	3.56	2.50
Music-Vocal	4.00	2.00	3.83	2.67	3.20	3.33	2.89	2.67
Nurse (school)	3.00	--	2.66	4.00	--	3.33	3.00	3.75
Physical Education	--	1.00	1.83	1.86	1.00	1.17	1.75	1.50
Psychologist (school)	3.00	--	4.00	2.71	3.50	3.33	3.00	2.80
Science-Biology	3.00	4.00	3.00	3.36	3.33	3.33	3.57	3.17
Science-Chemistry	4.00	4.00	4.17	4.07	3.67	4.50	4.63	4.33
Science-Earth	3.00	3.00	4.67	3.43	3.20	4.00	4.13	3.50
Science-General	3.00	3.00	3.67	4.00	3.17	3.50	4.13	3.83
Science-Physics	4.00	4.00	4.17	4.14	3.83	4.75	4.63	4.67
Social Science	3.00	2.00	1.17	1.17	1.67	2.33	2.25	2.00
Social Worker (school)	--	--	2.25	1.33	2.00	4.00	1.50	2.50
Speech	--	2.00	2.00	2.40	2.60	2.92	2.50	3.20
Special-ED/PSA	3.00	3.00	3.83	3.75	4.25	4.00	4.14	3.83
Special-Gifted	5.00	3.00	3.83	3.75	4.00	3.20	4.20	4.33
Special-LD	3.00	3.00	3.83	3.50	4.50	4.00	4.38	4.33
Special-MR	3.00	3.00	3.83	3.60	4.50	3.17	4.00	3.33
Special-Multi. Handi.	3.00	4.00	3.80	4.50	4.25	3.50	4.29	3.67
Special-Reading	3.00	3.00	4.00	3.14	3.25	3.40	4.00	3.50
Speech Path./Audiology	4.00	--	3.13	3.50	2.67	4.50	4.17	4.40
COMPOSITE	3.03	2.91	3.15	3.07	3.02	3.25	3.36	3.24

Regions are coded as follows: Alaska, Hawaii, 1-Northwest, 2-West, 3-Rocky Mountain, 4-Great Plains/Midwest, 5-South Central, 6-Southeast, 7-Great Lakes, 8-Middle Atlantic, 9-Northeast. Alaska and Hawaii are not included in the Continental United States totals.

ASCUS Supply/Demand
January, 1984

JANUARY, 1984 REPORT

7	8	9	Continental United States							
			1984	1983	1982	1981	1980	1979	1976	
3.67	3.00	3.00	3.44	4.02	4.36	4.46	4.73	4.67	4.06	Ag.
2.00	1.90	2.00	1.89	1.92	1.84	2.00	2.45	2.06	2.14	Art
4.29	3.00	3.50	4.04	3.83	4.13	4.10	4.21	4.32	--	Bil. Ed.
3.57	4.00	3.00	3.11	3.24	3.47	3.50	3.80	3.65	3.10	Bus.
4.67	4.60	4.00	4.34	--	--	--	--	--	--	Comp. Prog.
2.86	2.75	2.40	2.80	3.03	2.72	3.05	3.38	2.96	3.15	Couns.-El.
2.71	2.75	2.40	2.67	2.83	2.79	3.13	3.76	3.03	2.69	Couns.-Sec.
4.33	4.25	4.00	4.18	4.36	3.86	4.35	--	--	--	Data Proc.
2.17	1.00	3.00	2.61	2.94	2.77	2.87	2.98	3.06	2.44	Dr. Ed.
2.33	2.00	1.60	2.13	2.11	2.02	2.24	2.77	2.19	1.78	El.-Prim.
2.33	2.40	1.40	2.20	2.11	2.26	2.56	2.84	2.33	1.90	El.-Inter.
3.21	3.00	2.25	3.13	2.90	3.21	3.37	3.51	2.78	2.05	English
2.00	2.40	2.50	1.90	1.76	1.90	2.24	2.17	2.16	2.27	Health Ed.
2.71	2.67	2.50	2.43	2.44	2.43	2.54	2.85	2.67	2.62	Home Ec.
3.33	4.25	4.00	3.50	3.96	4.36	4.72	4.77	4.68	4.22	Ind. Arts
3.00	2.33	2.00	2.60	2.63	2.61	2.77	2.98	2.50	2.86	Journ.
3.86	3.20	2.00	3.00	2.59	2.49	2.58	2.68	2.49	2.15	French
3.71	3.60	2.00	3.08	2.51	2.48	2.58	2.70	2.17	2.03	German
4.14	3.20	2.25	3.18	2.77	2.68	2.95	3.34	2.88	2.47	Spanish
3.67	2.50	4.00	3.30	3.09	3.12	3.31	3.58	4.26	--	Libr. Sci.
5.00	4.80	4.50	4.78	4.75	4.81	4.79	4.80	4.68	3.86	Math
3.43	2.20	2.75	3.25	2.97	3.28	3.33	3.65	3.33	3.03	Instr.
3.43	2.20	2.50	3.00	2.89	2.95	3.06	3.32	2.97	3.00	Vocal
3.67	3.50	4.00	3.40	--	--	--	3.50	3.62	3.93	Nurse
1.14	2.20	2.25	1.61	1.54	1.72	1.80	1.82	1.67	1.74	P. E.
2.92	3.00	2.25	2.98	3.19	3.56	3.70	3.87	3.43	3.09	Psych.
3.71	3.40	3.75	3.40	4.10	3.66	3.89	3.50	3.49	2.97	Biol.
4.00	4.80	4.00	4.25	4.30	4.13	4.42	4.18	4.09	3.72	Chem.
3.43	3.20	3.50	3.70	3.80	3.89	4.08	3.64	3.82	3.44	Earth
3.43	3.20	3.75	3.65	--	--	4.31	4.10	4.00	--	General
4.71	4.80	4.25	4.45	4.46	4.41	4.56	4.28	4.36	4.04	Physics
2.14	2.80	1.50	1.91	1.75	2.11	2.05	1.98	1.83	1.51	Soc. Sci.
3.00	2.50	2.00	2.33	2.27	2.34	--	--	--	--	Soc. Wrk.
2.79	3.50	3.00	2.70	2.51	2.76	2.65	2.50	2.47	2.46	Speech
3.43	3.80	3.50	3.84	4.08	3.98	4.22	4.36	4.22	3.42	ED/PSA
3.67	3.25	3.50	3.74	3.80	3.81	4.10	4.33	4.56	3.85	Gifted
4.29	3.25	3.40	3.98	4.09	4.20	4.47	4.48	4.50	4.00	LD
2.86	3.50	3.25	3.55	3.71	3.84	4.14	4.23	4.39	2.87	MR
3.29	3.50	3.50	3.77	3.82	3.93	4.13	3.87	3.24	--	MH
3.57	3.25	2.80	3.48	3.39	3.73	4.21	4.23	4.27	3.96	Reading
4.00	4.00	4.00	3.83	3.62	3.95	4.27	4.17	3.83	3.68	Sp./Aud.
3.32	3.20	2.88	3.19	3.14	3.20	3.39	--	--	--	COMP.

5 = Considerable Shortage, 4 = Slight Shortage, 3 = Balanced, 2 = Slight Surplus,
 1 = Considerable Surplus

From October, 1983 survey of Teacher Placement Officers

James N. Akin
 Kansas State University

AVERAGE SALARY REPORTS

The following average salary reports for beginning teachers are from data which were furnished by survey respondents. The averages in some cases are based upon limited salary input thus reliability is not assured.

It is hoped that this limited information can be helpful until more complete information is available.

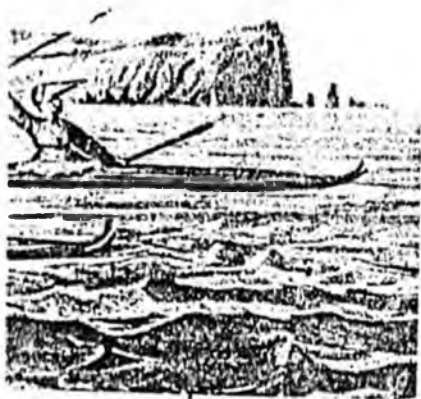
		Special Education		Elementary/Secondary	
		Bachelors	Masters	Bachelors	Masters
Region 1	1981-1982	<u>\$12,651</u>	<u>\$13,750</u>	<u>\$12,410</u>	<u>\$13,417</u>
	1982-1983	<u>13,275</u>	<u>14,500</u>	<u>13,038</u>	<u>14,250</u>
	1983-1984	<u>13,607</u>	<u>15,400</u>	<u>13,806</u>	<u>15,000</u>
Region 2	1981-1982	<u>12,505</u>	<u>13,510</u>	<u>12,505</u>	<u>13,510</u>
	1982-1983	<u>13,000</u>	<u>14,922</u>	<u>13,707</u>	<u>14,772</u>
	1983-1984	<u>13,900</u>	<u>15,723</u>	<u>14,375</u>	<u>15,665</u>
Region 3	1981-1982	<u>14,157</u>	<u>15,389</u>	<u>13,742</u>	<u>15,475</u>
	1982-1983	<u>15,061</u>	<u>16,550</u>	<u>14,421</u>	<u>15,700</u>
	1983-1984	<u>14,681</u>	<u>16,917</u>	<u>14,345</u>	<u>16,313</u>
Region 4	1981-1982	<u>13,291</u>	<u>15,438</u>	<u>12,758</u>	<u>14,883</u>
	1982-1983	<u>12,789</u>	<u>---</u>	<u>12,051</u>	<u>---</u>
	1983-1984	<u>13,914</u>	<u>15,659</u>	<u>13,144</u>	<u>15,345</u>
Region 5	1981-1982	<u>11,792</u>	<u>12,503</u>	<u>11,175</u>	<u>11,725</u>
	1982-1983	<u>12,903</u>	<u>13,813</u>	<u>12,642</u>	<u>13,302</u>
	1983-1984	<u>13,090</u>	<u>14,335</u>	<u>12,815</u>	<u>14,114</u>
Region 6	1981-1982	<u>12,078</u>	<u>13,396</u>	<u>11,496</u>	<u>12,567</u>
	1982-1983	<u>11,750</u>	<u>12,750</u>	<u>12,000</u>	<u>12,750</u>
	1983-1984	<u>13,875</u>	<u>15,225</u>	<u>13,480</u>	<u>14,725</u>
Region 7	1981-1982	<u>12,503</u>	<u>13,958</u>	<u>12,090</u>	<u>14,040</u>
	1982-1983	<u>13,213</u>	<u>15,477</u>	<u>12,890</u>	<u>15,054</u>
	1983-1984	<u>14,140</u>	<u>15,475</u>	<u>13,328</u>	<u>14,825</u>
Region 8	1981-1982	<u>11,875</u>	<u>12,500</u>	<u>11,875</u>	<u>12,500</u>
	1982-1983	<u>12,875</u>	<u>13,875</u>	<u>12,875</u>	<u>13,875</u>
	1983-1984	<u>13,333</u>	<u>14,500</u>	<u>13,250</u>	<u>14,500</u>
Region 9	1981-1982	<u>10,000</u>	<u>11,100</u>	<u>10,332</u>	<u>11,100</u>
	1982-1983	<u>10,500</u>	<u>11,750</u>	<u>10,365</u>	<u>11,000</u>
	1983-1984	<u>11,667</u>	<u>13,233</u>	<u>11,369</u>	<u>13,233</u>
Alaska	1981-1982	<u>22,000</u>	<u>25,000</u>	<u>22,000</u>	<u>25,000</u>
	1982-1983	<u>22,000</u>	<u>25,000</u>	<u>22,000</u>	<u>25,000</u>
	1983-1984	<u>---</u>	<u>---</u>	<u>---</u>	<u>---</u>
Hawaii	1981-1982	<u>13,271</u>	<u>14,245</u>	<u>13,271</u>	<u>14,245</u>
	1982-1983	<u>14,598</u>	<u>15,669</u>	<u>14,598</u>	<u>15,669</u>
	1983-1984	<u>14,589</u>	<u>15,669</u>	<u>14,598</u>	<u>15,669</u>

Chapter 2

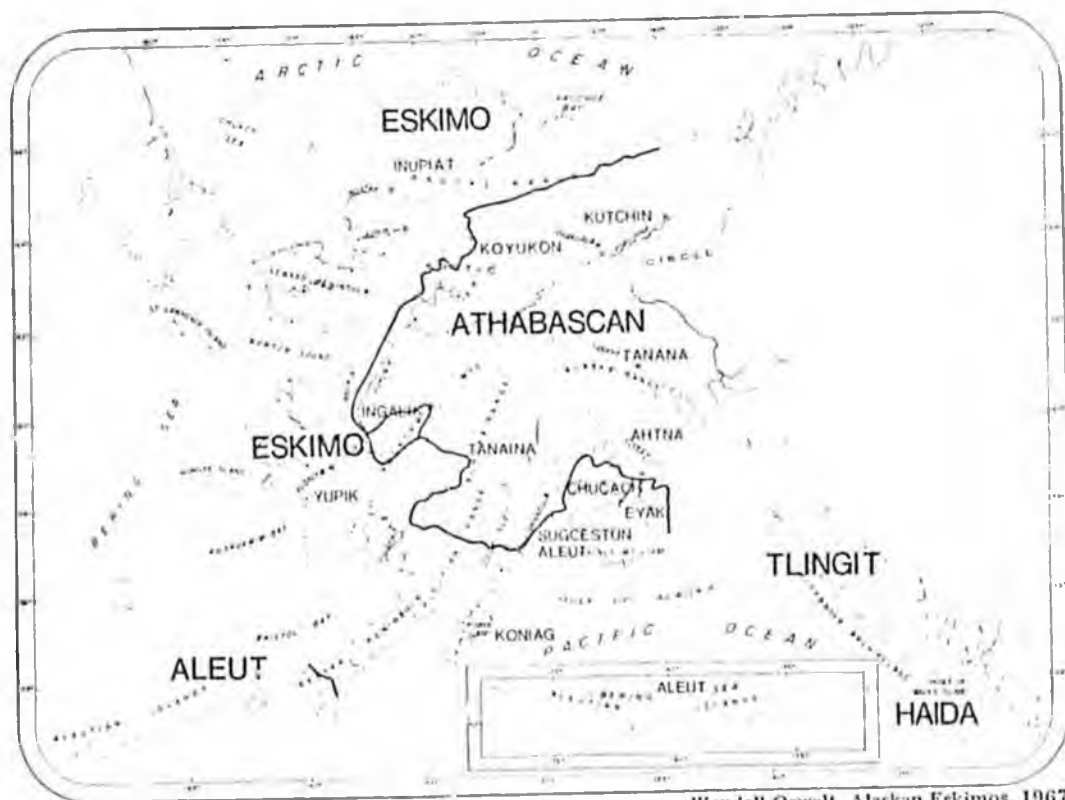
of the existence of northwestern
the voyage of Vitus Bering in 1741.
coastline was more fully defined,
by explorers and navigators to its
atures. Much of the interior was to
rld for another hundred years.

the land were already known and
ople who would in time become
. Indians, and Aleuts. It was — and
years — their homeland.

edge of the e Americans — as they
y their first foreign visitors — was
eir existence and their lifeways
ld only through the eyes of foreign
ers, missionaries, and others. It is
heir observations gathered over a
er with later research, to portray
the arrival of the first Russians in



Alaska State Museum, Juneau (Lutke's Voyages)



Wendell Oswalt, *Alaskan Eskimos*, 1967

MAP 2 GENERALIZED GEOGRAPHIC DISTRIBUTION OF ESKIMOS,
INDIANS AND ALEUTS IN ALASKA

Most Aleuts lived in coastal villages on islands named after them stretching 1,000 miles across the North Pacific. Some few lived at the lower end of the Alaska Peninsula.

Aleuts

The population of about 15,000 Aleuts lived in numerous small villages, most of which were located on the Bering Sea side of the islands. One island, Umnak, once had 16 villages. A typical village was made up of six or seven houses; each household consisted of 20 to 30 people who were related to one another. Their houses were half underground and covered with a warm dome of sod.

Every village with its cluster of houses had its own sea hunting areas, which had to be respected by other villages. Use of these areas without permission meant war.

Adult men hunted seals, sea lions, and whales in the open sea from kayaks, perhaps the most seaworthy of watercraft. Roots, berries, birds, and eggs were available on the land. The food resources of the Aleuts were so abundant that anyone

STATE OF ALASKA 1984 LEGISLATIVE SESSION
FISCAL NOTE

Revision Date: _____

REQUEST

Bill/Resolution No.: HB 504
 Title: Teacher Scholarship Loans
 Sponsor: Hayes, Hurlbert, et.al.
 Requestor: House HESS
 Date of Request: 1-13-84

FISCAL DETAIL

Agency Affected: Education
 Program Category Affected: Postsecondary Commission
 BRU, Program or Subprogram(s) Affected: Scholarship Loans

EXPENDITURES/REVENUES: (Thousands of Dollars)

	FY 84	FY 85	FY 86	FY 87	FY 88	FY 89
OPERATING						
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 SUPPLIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS						
800 MISCELLANEOUS						
TOTAL OPERATING	N.A.	0	0	0	0	0
CAPITAL	N.A.					
REVENUE	N.A.	0	0	0	0	0

FUNDING: (Thousands of Dollars)

	FY 84	FY 85	FY 86	FY 87	FY 88	FY 89
GENERAL FUND	N.A.	62.5	132.5	210.7	297.8	315.7
FEDERAL FUNDS						
OTHER						
TOTAL						

POSITIONS:

	FY 84	FY 85	FY 86	FY 87	FY 88	FY 89
FULL-TIME	N.A.	0		0	0	0
PART-TIME						
TEMPORARY						

SOURCE OF FUNDS TO OFFSET FISCAL IMPACT OF BILL:

ANALYSIS: Attach a separate page for analysis

Prepared By: Kerry D. Romesburg Phone: 465-2854
 Division: Commission on Postsecondary Education Date: 1-13-84

Approved by Commissioner: _____ Date: _____
 Agency: _____

Distribution (by Agency preparing fiscal note):

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

12/1/83

HB504: Teacher Scholarship Program

A. Comments

1. Borrower must be a graduate from an Alaskan public high school. There are a number of private high schools which would have no students eligible (Covenant High School - Unalakleet, Monroe High School - Fairbanks, St. Mary's Catholic High School - St. Mary's, for example).

2. Borrower is eligible to borrow up to the total cost of room and board, tuition and fees, and books and supplies, or \$10,000, whichever is lower. Hence, only twenty or thirty students per year would borrow more than the normal \$6,000 student loan maximum.

3. Borrower must maintain good standing to continue receiving loans. ("C" average, enroll and complete 12 hours per term.)

4. Loans may not be awarded for more than 5 years of study.

5. Interest is 5% - repayment is 10 years.

6. Section 14.43.630 requires the commission to actually transfer funds to the school district. We feel that fund transfer to the district is an unnecessary step and should be eliminated. The funds should go to the student (actually to the school in which the student enrolls) and not to the district and then to the student.

7. Section 14.43.640 (b)(1) means that if a borrower does not teach

public school in Alaska, no loan forgiveness is possible - not even the normal 50% for which other loan borrowers are eligible.

B. Possible Amendments

1. Section 14.43.630 amended to read:

Sec. 14.43.630. ADMINISTRATION. The teacher scholarship loan program shall be administered by the student financial aid committee (AS 14.43.095) in accordance with regulations adopted by the committee. The committee shall allocate [DISTRIBUTE] the loan awards [FUNDS] available for teacher scholarship loans annually to local school boards giving a preference to school districts with a high percentage of students in ethnic minorities and a low percentage of teachers in ethnic minorities. The local school boards shall select the recipients of the teacher scholarship loans.

2. Section 14.43.640 amended to read:

Sec. 14.43.640. CONDITIONS OF LOANS. Each school district shall award teacher scholarship loans subject to the following conditions:

(1) the conditions provided in AS 14.43.120 apply except that no loans may be made to graduate students [AND THE STATE SHALL REPAY A PORTION OF A TEACHER SCHOLARSHIP LOAN UNDER AS 14.43.120 (j) ONLY IF, IN ADDITION TO THE OTHER CRITERIA, THE BORROWER IS ALSO EMPLOYED AS A PUBLIC SCHOOL TEACHER IN THE STATE DURING THE PERIOD FOR WHICH THE LOAN IS FORGIVEN];

(2) if a borrower meets the conditions provided in paragraph (1) of this section and is employed as a public school teacher in the district from which the borrower graduated, AS 14.43.120 (j) does not apply, but rather, the portion of the loan that shall be paid by the state is the following percentages of the total loan received plus interest up to a total of 100 percent of the total loan:

- (A) one year employment, 15 percent;
- (B) two years employment, an additional 15 percent;
- (C) three years employment, an additional 15 percent;
- (D) four years employment, an additional 25 percent;
- (E) over four years employment, an additional 30 percent; and

(3) a loan may not exceed \$10,000 in a school year.

3. Section 14.43.650 amended to read:

Sec. 14.43.650. SELECTION CRITERIA. (a) To be eligible for a teacher scholarship loan, a student must

(1) be a graduate of, or scheduled for graduation within six months from, an Alaskan [A STATE PUBLIC] high school, with sufficient credits to be admitted to an accredited college or university;

(2) be enrolled in or show evidence of intent to enroll in a degree program directed at a teaching career at the elementary or secondary school level; and

(3) meet the conditions set by the student's local school district with respect to the district's requirements for teachers in particular subject areas.

C. Fiscal Analysis

1. Estimated number of teacher scholarship loans available

FY85	80
FY86	160
FY87	240
FY88	320
FY89	320

2. Since a student may not borrow both a teacher loan and a standard student loan, much of the cost would be off-set. The only add-on would be for those eligible costs exceeding \$5,000. This is estimated to be \$2,500 for 25 students in FY85, and then carried forward with a 6% inflation in future years.

STATE OF ALASKA
THE LEGISLATURE

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

LEGISLATIVE AFFAIRS AGENCY

MEMORANDUM

February 24, 1984

SUBJECT: Affirmative action--teacher
scholarship loan program
(CSHB 504 (HESS))

TO: Representative Rick Uehling

FROM: Keith B. Levy *KBL*
Legislative Counsel

You have requested an opinion on the constitutional issues raised by CSHB 504 (HESS). As you are aware, any legislation which creates classifications based on race or ethnic background will be subject to close judicial scrutiny if challenged in the courts. In establishing the teacher scholarship loan program, the bill creates a racial classification and could therefore be subject to challenge. Although I believe that the bill could withstand a constitutional challenge, it does raise a number of significant constitutional issues.

In University of California Regents v. Bakke, 438 U.S. 265, 57 L.Ed.2d 750 (1978) the United States Supreme Court issued a divided opinion on the subject of "affirmative action". While no five justices could agree on a single opinion, the opinion of the Court lends some guidance to future treatment of affirmative action programs.

Bakke, a white male, was denied admission to a medical school run by the state and he challenged the state's admission procedures as violative of the Equal Protection clause of the Fourteenth Amendment to the United States Constitution. The school accepted a quota of a certain percentage of minority students. Bakke claimed that this constituted unfair racial discrimination in violation of the federal constitution. The Court ruled that racial and ethnic distinctions are subject to strict scrutiny, but a preferential classification using race as a factor would not be unconstitutional. However, a preferential classification establishing a racial quota would be unconstitutional unless it is

precisely tailored to serve a compelling governmental interest. Moreover, the burden is on the state to prove that the quota meets this criterion.

Under this test, the Court struck down the school's admission procedure saying that the state had failed to establish a compelling interest on which to justify the racial quota. In doing so, the Court rejected several of the state's justifications for the program. Specifically, the medical school's racial quota could not be justified: (1) solely to insure that the school contained a certain percentage of racial minorities; (2) to increase the number of physicians practicing in underserved areas, since the state couldn't prove that the program was likely to have that result; or (3) to counter the effects of "social discrimination" generally. The only justification for such an affirmative action program would be to counter the effects of specific identified discrimination, the Court said.

In a more recent case, Fullilove v. Klutznick, 448 U.S. 448, 65 L.ED.2d 902 (1980), the United States Supreme Court upheld a racial quota in the Federal Public Works Employment Act of 1977. The "minority business enterprise" provision of the Act required a minimum of 10 percent of federal funds granted for local public works projects to be used to contract with businesses owned by "minority group members." As in Bakke, no five members of the Court in Fullilove could agree on a single opinion. But the opinion of the Court stated that Congress could use a racial quota to avoid perpetuation of the effects of prior discrimination. The decision indicates that the court is leaning toward approval of affirmative action programs aimed at relieving the effects of past discrimination.

There are two provisions in the teacher scholarship loan program which raise the "affirmative action" problem. AS 14.43.630, added by section 1 of the bill, provides that the funds available for the loans shall be distributed to the local school boards by "giving a preference to school districts with a high percentage of Native students and a low percentage of Native teachers.

AS 14.43.650(b), also added by the bill, requires the local school boards to award teacher scholarship loans "giving a preference to Native students that meet the qualifications for a loan." Since both of these provisions merely give a preference to Native students, rather than establishing a

quota, they stand a good chance of surviving a constitutional attack under the Bakke decision.

However, even the Native preference provisions will be given strict scrutiny by the Court if challenged. To withstand the challenge, the legislature will have the burden of showing that the provisions are aimed at a compelling state interest, e.g., remedying past racial discrimination. The state would also have to prove that the provisions are precisely tailored to do this.

Under the apparent rationale of the Bakke decision, the legislature would have to show that the Native preference is aimed at relieving actual past discrimination in the hiring of Native teachers and that it would actually have the effect of relieving the results of that discrimination. Moreover, the court would probably not accept the legislature's mere claims of past discrimination; the state would have to show evidence of such discrimination. Assuming that the state can make this showing, however, the teacher scholarship loan program would probably survive judicial scrutiny.

If the legislature wishes to circumvent the potential constitutional problems altogether, I would recommend removing the Native preference and substituting a preference for rural areas, or something to that effect. Removing the racial classification would have the effect of changing the test the Court would use if the provisions were challenged. If the classification were rural rather than racial, the Court would only require that the classification have a "rational basis", rather than a "compelling state interest", required under the strict scrutiny test. The rational basis test requires only that the state show that the legislation's rationally related to some legitimate end. It is a very easy burden for the state to meet, as opposed to the compelling interest standard which is very difficult to satisfy.

In conclusion, CSHB 504 (HESS) presents some significant constitutional problems, which may or may not survive a legal challenge. To remove the constitutional issues altogether, the legislature could use some classification other than the present preference for Natives, such as a rural classification.

KBL:ojb
J4/002

Introduced: 1/10/84
Referred: Health, Education & Social
Services, House Special Committee on
State Loans and Finance

BY HAYES, HURLBERT, ADAMS, ABOOD,
BARNES, BUSSELL, CATO, COWDERY, DAVIS,
FULLER, FURNACE, GRUSSENDORF, HERRMANN
KOPONEN, LINDAUER, LISKA, MALONE,
MARTIN, M.W.MILLER, RINGSTAD, SHULTZ,
SZYMANSKI, UEHLING, WARD, ZHAROFF,
FRITZ, BETTISWORTH AND MCBRIDE

1 IN THE HOUSE

2

HOUSE BILL NO. 504

3

IN THE LEGISLATURE OF THE STATE OF ALASKA

4

THIRTEENTH LEGISLATURE - SECOND SESSION

5

A BILL

6

For an Act entitled: "An Act establishing the teacher scholarship loan
7 program."

7

8

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

9

* Section 1. AS 14.43 is amended by adding new sections to read:

10

ARTICLE 7. TEACHER SCHOLARSHIP LOAN PROGRAM.

11

Sec. 14.43.600. FINDINGS AND INTENT. (a) The legislature finds

12

that there is a wide and unacceptable disparity between the [ethnic]

13

distribution of ^{NATIVE} teachers and ~~the ethnic distribution of~~ ^{NATIVE} students in

14

the state public schools. Particularly in rural areas, many schools

15

have virtually no Native teachers and no non-Native students. The

16

undesirable effects of this disparity include the following:

17

(1) there is a serious weakness in the ability of teaching
18 staffs, particularly in rural schools, to foster a sense of ethnic
19 traditions and cultures in the ^{NATIVE} students;

20

(2) many rural students are forced to exist in two entirely
21 separate situations: the essentially traditional atmosphere of many
22 Native homes, and the essentially modern atmosphere of the classroom;

23

(3) almost no students among the state's ethnic minorities
24 return to rural schools to teach, continuing the ethnic imbalance and
25 exacerbating its effects; and

26

(4) there is an annual turnover of 40 percent among teach-
27 ers in rural educational attendance areas in the state.

28

(b) The legislature further finds that existing programs have
29 failed to increase the proportion of members of ethnic minorities

1 teaching in rural schools. Therefore, it is the intent of the legis-
2 lature to establish the teacher scholarship loan program to encourage
3 members of ethnic minorities to return to rural schools as teachers
4 and relieve the conditions described in this section.

5 Sec. 14.43.610. PROGRAM ESTABLISHED. There is established the
6 teacher scholarship loan program to provide an incentive for graduates
7 of Alaska high schools who are from ethnic minorities to pursue teach-
8 ing careers in Alaska schools.

9 Sec. 14.43.620. TEACHER SCHOLARSHIP REVOLVING LOAN FUND. There
10 is created a teacher scholarship revolving loan fund. The fund shall
11 be used to make scholarship loans to students selected under AS 14.-
12 43.600 - 14.43.650. All repayments of principal and interest on
13 teacher scholarship loans shall be paid into the teacher scholarship
14 revolving fund and shall be used to make new teacher scholarship
15 loans. If estimated funds available from teacher scholarship loan
16 repayments are inadequate to fully fund estimated teacher scholarship
17 loans for any fiscal year, additional funding from the general fund
18 may be requested and appropriated for that year.

19 Sec. 14.43.630. ADMINISTRATION. The teacher scholarship loan
20 program shall be administered by the student financial aid committee
21 (AS 14.43.095) in accordance with regulations adopted by the
22 committee. The committee shall distribute the funds available for
23 teacher scholarship loans annually to local school boards giving a
24 preference to school districts with a high percentage of students in
25 ethnic minorities and a low percentage of teachers in ethnic
26 minorities. The local school boards shall select the recipients of
27 the teacher scholarship loans.

28 Sec. 14.43.640. CONDITIONS OF LOANS. Each school district shall
29 award teacher scholarship loans subject to the following conditions:

1 (1) the conditions provided in AS 14.43.120 apply except
2 that no loans may be made to graduate students and the state shall
3 repay a portion of a teacher scholarship loan under AS 14.43.120(j)
4 only if, in addition to the other criteria, the borrower is also
5 employed as a public school teacher in the state during the period for
6 which the loan is forgiven;

7 (2) if a borrower meets the conditions provided in para-
8 graph (1) of this section and is employed as a public school teacher
9 in the district from which the borrower graduated, the portion of the
10 loan that shall be paid by the state is the following percentages of
11 the total loan received plus interest up to a total of 100 percent of
12 the total loan:

13 (A) one year employment, 15 percent;

14 (B) two years employment, an additional 15 percent;

15 (C) three years employment, an additional 15 percent;

16 (D) four years employment, an additional 25 percent;

17 (E) over four years employment, an additional 30 per-

18 cent; and

19 (3) a loan may not exceed \$10,000 in a school year.

20 Sec. 14.43.650. SELECTION CRITERIA. (a) To be eligible for a
21 teacher scholarship loan, a student must

22 (1) be a graduate of, or scheduled for graduation within
23 six months from, a state public high school, with sufficient credits
24 to be admitted to an accredited college or university;

25 (2) be enrolled in or show evidence of intent to enroll in
26 a degree program directed at a teaching career at the elementary or
27 secondary school level; and

28 (3) meet the conditions set by the student's local school
29 district with respect to the district's requirements for teachers in

1 particular subject areas.

2 (b) Each school district shall award teacher scholarship loans
3 in direct proportion to the distribution of ethnic groups among the
4 students eligible for graduation from the school district each year.

5 (c) A student may not be awarded a scholarship loan under
6 AS 14.43.090 - 14.43.160 and a teacher scholarship loan under AS 14.-
7 43.600 - 14.43.650 for the same school year.

*The local school board
That selection shall include ~~students~~ applicants from both
public and private schools for the teacher
Scholarship loan.*

~~■~~
(4) Complete an application

*The school committee shall make its selections
without prejudice*

Levy
2/23/84

Original sponsors: Hayes, Hurlbert,
Adams, et al

1 IN THE HOUSE BY THE HEALTH, EDUCATION AND
2 SOCIAL SERVICES COMMITTEE

3 CS FOR HOUSE BILL NO. 504 (HESS)

4 IN THE LEGISLATURE OF THE STATE OF ALASKA

5 THIRTEENTH LEGISLATURE - SECOND SESSION

6 A BILL

7 For an Act entitled: "An Act establishing the teacher scholarship loan
8 program."

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

10 * Section 1. AS 14.43 is amended by adding new sections to read:

11 ARTICLE 7. TEACHER SCHOLARSHIP LOAN PROGRAM.

12 Sec. 14.43.600. FINDINGS AND INTENT. (a) The legislature finds
13 that there is a wide and unacceptable disparity between the distribu-
14 tion of Native teachers and Native students in elementary and second-
15 ary schools in the state. Particularly in rural areas, many schools
16 have virtually no Native teachers and no non-Native students. The
17 undesirable effects of this disparity include the following:

18 (1) there is a serious weakness in the ability of teaching
19 staffs, particularly in rural schools, to foster a sense of Native
20 traditions and cultures in the Native students;

21 (2) many rural students are forced to exist in two entirely
22 separate situations: the essentially traditional atmosphere of many
23 Native homes, and the essentially modern atmosphere of the classroom;

24 (3) almost no Native students return to rural schools to
25 teach, continuing the imbalance and exacerbating its effects; and

26 (4) there is an annual turnover of 40 percent among teach-
27 ers in rural educational attendance areas in the state.

28 (b) The legislature further finds that existing programs have
29 failed to increase the proportion of Natives teaching in rural
schools. Therefore, it is the intent of the legislature to establish

1 the teacher scholarship loan program to encourage Natives to return to
2 rural schools as teachers and relieve the conditions described in this
3 section.

4 Sec. 14.43.610. PROGRAM ESTABLISHED. There is established the
5 teacher scholarship loan program to provide an incentive for Native
6 high school graduates to pursue teaching careers in elementary and
7 secondary schools in the state.

8 Sec. 14.43.620. TEACHER SCHOLARSHIP REVOLVING LOAN FUND. There
9 is created a teacher scholarship revolving loan fund. The fund shall
10 be used to make scholarship loans to students selected under AS 14.-
11 43.600 - 14.43.700. All repayments of principal and interest on
12 teacher scholarship loans shall be paid into the teacher scholarship
13 revolving loan fund and shall be used to make new teacher scholarship
14 loans. If estimated funds available from teacher scholarship loan
15 repayments are inadequate to fully fund estimated teacher scholarship
16 loans for any fiscal year, additional funding from the general fund
17 may be requested and appropriated for that year.

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19 program shall be administered by the student financial aid committee
20 (AS 14.43.095) in accordance with regulations adopted by the commit-
21 tee. The committee shall allocate the loan awards available for
22 teacher scholarship loans annually to local school boards giving a
23 preference to school districts with a high percentage of Native stu-
24 dents and a low percentage of Native teachers. The local school
25 boards shall select the recipients of the teacher scholarship loans.
26 *For the purposes of 14.43.640^s The Committee shall annually designate
those ~~schools~~ ^{districts} with a high percentage of native students.*

27 Sec. 14.43.640. CONDITIONS OF LOANS. (a) The conditions pro-
28 vided in AS 14.43.120 apply to teacher scholarship loans except that
29 no loans may be made to graduate students.

(b) If a borrower meets the conditions provided in (a) of this

1 section and is employed as a teacher in a ~~school~~ designated by the
2 student financial aid committee as having a high percentage of Native
3 students, notwithstanding AS 14.43.120(j), the portion of the loan
4 that shall be paid by the state is the following percentages of the
5 total loan received plus interest up to a total of 100 percent of the
6 total loan:

- 7 (1) one year employment, 15 percent;
8 (2) two years employment, an additional 15 percent;
9 (3) three years employment, an additional 15 percent;
10 (4) four years employment, an additional 25 percent;
11 (5) over four years employment, an additional 30 percent.

12 (c) A loan may not exceed \$10,000 in a school year.

13 Sec. 14.43.650. SELECTION CRITERIA. (a) To be eligible for a
14 teacher scholarship loan, a student must

15 (1) be a graduate of, or scheduled for graduation within
16 six months from, a high school in the state, with sufficient credits
17 to be admitted to an accredited college or university;

18 (2) be enrolled in or show evidence of intent to enroll in
19 a degree program directed at a teaching career at the elementary or
20 secondary school level; and

21 (3) meet the conditions set by the student's local school
22 district with respect to the district's requirements for teachers in
23 particular subject areas.

24 (b) Each school district shall award teacher scholarship loans
25 giving a preference to Native students that meet the qualifications
26 for a loan.

27 (c) A student may not be awarded a scholarship loan under
28 AS 14.43.090 - 14.43.160 and a teacher scholarship loan under AS 14.-
29 43.600 - 14.43.700 for the same school year.

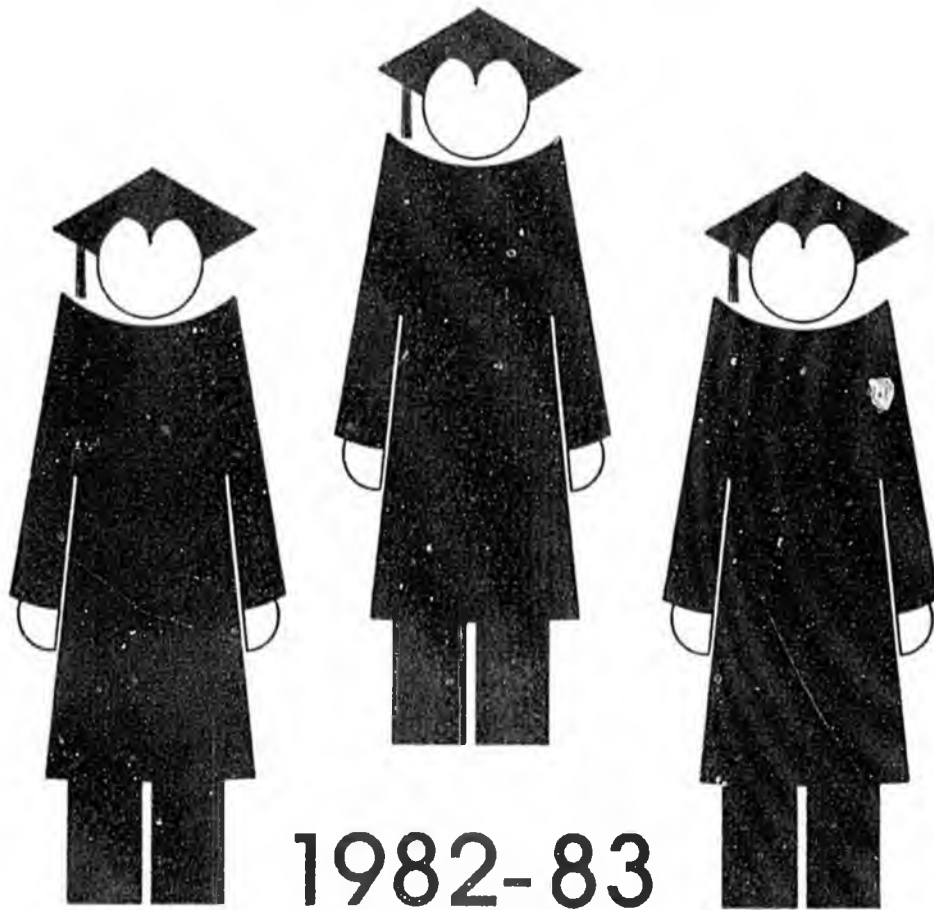
1 Sec. 14.43.700. DEFINITION. In AS 14.43.600 - 14.43.700,
2 "Native" means any person who is a descendant of a member of the
3 aboriginal races inhabiting the state when annexed to the United
4 States, or who is a descendant of an Indian or Eskimo who, since the
5 year 1867 and prior to June 30, 1952, migrated into the state from
6 Canada, and who is a descendant having at least one-quarter blood
7 derived from these ancestors.
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HOUSE HEALTH, EDUCATION & SOCIAL SERVICES COMMITTEE
27 February 1984
1:15 p.m.

CONTENTS OF MEMBER'S FILE

- 1) Committee Substitute for HB 504.
- 2) House Bill 504, "An Act establishing the teacher scholarship program."
- 3) Fiscal Note, prepared by Kerry Romesburg, Commission on Postsecondary Education.
- 4) Sectional analysis of the differences between the CS and the original HB 504, HESS Committee staff.
- 5) Attorney General's review of HB 504: Constitutional and legal questions.
- 6) Map describing borough and city districts, and REAA districts.
- 7) Letter to Hayes in support of the bill by University of Alaska professor Jim Greig, Ph.D.
- 8) Booklet, Alaska High School Seniors Survey Report, 1982-1983, by the Commission on Postsecondary Education.
- 9) Booklet, Effective Schooling in Rural Alaska: Information for the Rural Effective Schools Project, by the Institute of Social and Economic Research, University of Alaska, Fairbanks.
- 10) Minutes, HESS Committee hearings: 3 February 1984, Kotzebue, Alaska.
- 11) Minutes, HESS Committee hearings: 4 February 1984, Nome, Alaska.
- 13) Minutes, HESS Committee hearings: 6 February 1984, Juneau, Alaska.

Alaska High School Seniors Survey Report



1982-83

Alaska Commission on Postsecondary Education

ALASKA HIGH SCHOOL SENIORS SURVEY REPORT

JUNE, 1983

Alaska Commission on Postsecondary Education
Pouch FP, 400 Willoughby Avenue
Juneau, Alaska 99811

Document Number 83-8

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

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ACKNOWLEDGEMENTS

The Alaska Commission on Postsecondary Education wishes to acknowledge the cooperation of the Alaska Department of Education, the principals, counselors and teachers who administer the senior survey, and the high school seniors whose responses make this report possible.

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INTRODUCTION

Historically, large numbers of Alaska's high school seniors have looked "outside" for pursuit of postsecondary education. In an effort to document this pattern and to try to understand the underlying motivations, this annual survey of Alaska's seniors has developed. The first survey report was published for the 1977-78 academic year; this report represents the sixth in the series.

During the fall of the 1982-83 school year, Alaska high school seniors were asked their opinions of their overall high school experience, their need for additional assistance in selected academic and career planning areas, and general demographic information, as well as what they planned to do after high school graduation. Survey results can be used for administrative and academic planning within the state and for improving student counseling and advisement.

METHODOLOGY

A written questionnaire, consisting of eighteen questions, was sent to all 215 Alaska public and private schools identified as having a twelfth grade.

For 1982-83, it was estimated that there were 5,830 students enrolled in the twelfth grade in Alaska. Of these 5,830 seniors, 3,505, or 60 percent, responded to this survey. Slightly more than a third (1,306, or 37 percent) were seniors enrolled in Anchorage area schools. Students from Fairbanks accounted for 6 percent, Juneau for 3 percent, and the remainder of the students in the state accounted for 54 percent.

Four general groupings of questions were included in the questionnaire.

These were:

1. those describing demographic characteristics of the student (sex, race, primary home language, income, etc.);
2. those describing the high school experiences of the student (evaluation of school experiences, and identification of possible areas of weakness);
3. those describing the postsecondary plans of the respondent (occupational choices, choice of college, post-high school plans, etc.); and
4. those describing the more detailed plans of that group of respondents planning to pursue some type of postsecondary education.

RESULTS AND ANALYSIS

A. Demographic Data

The demographic data indicate that the students who responded are a highly representative sample of the general senior population. This conclusion is based upon previous senior surveys and current year estimates and projections. Approximately half the respondents were male (52 percent) and half were female (48 percent); 67 percent were Caucasian, 22 percent were Alaska Native, 3 percent were Black, and small percentages were Oriental, Hispanic, or other; 72 percent indicated annual family incomes of \$15,000 or more; 56 percent indicated annual family incomes of \$25,000 or more; and 93 percent were from homes where English is the primary language spoken. (Details of these results are presented in Appendix B, Tables 22 to 30).

B. High School Experience

Ranking of High School Experiences. Respondents were requested to evaluate various aspects of their high school experiences using the following descriptors: outstanding, average, poor, or not provided. Those characteristics receiving the highest number of "outstanding" responses were: Counseling and Guidance Services, Athletic and Recreational Facilities, Library and Learning Center Facilities, and Vocational Training, as indicated in Table 1. This response is very similar to the responses of recent years. Also consistent with responses from past years were those characteristics receiving the least number of "outstanding" responses.

They were Grades, Marks, or Promotion Policy, School Rules and Discipline, and Variety of Courses. It is interesting to note that Laboratory Facilities was separated out for the first time this year and it received the lowest number of "outstanding" responses.

TABLE 1
DISTRIBUTION OF "OUTSTANDING" RESPONSES
FOR HIGH SCHOOL CHARACTERISTICS

CHARACTERISTICS	"OUTSTANDING" RESPONSES	
	Number	Percent
Counseling and Guidance Services	1,212	34.6
Athletic & Recreation Facilities	1,206	34.4
Library, Learning Center Facilities	1,001	28.6
Vocational Training	981	28.0
Quality of Instruction	830	23.7
Special Help for Students	794	22.7
Variety of Courses	744	21.2
School Rules, Regulations, & Discipline	685	19.5
Grades, Marks, Promotion Policy	529	15.1
Laboratory Facilities	436	12.4
Overall High School Experience	1,066	30.4

Table 2 presents the "poor" responses to the high school characteristics. As was true for the past two years, Quality of Instruction, Vocational Training, and Grades, Marks, or Promotion Policy received the fewest "poor" ratings. School Rules, Regulations, and Discipline, Laboratory Facilities, Counseling and Guidance Services, and Athletic and Recreation Facilities received the highest number of "poor" ratings.

TABLE 2
DISTRIBUTION OF "POOR" RESPONSES
FOR HIGH SCHOOL CHARACTERISTICS

CHARACTERISTICS	"POOR" RESPONSES	
	Number	Percent
School Rules, Regulations, & Discipline	849	24.2
Laboratory Facilities	809	23.1
Counseling and Guidance Services	501	14.3
Athletic & Recreation Facilities	475	13.6
Library, Learning Center Facilities	473	13.5
Variety of Courses	466	13.3
Special Help for Students	446	12.7
Grades, Marks, Promotion Policy	286	8.2
Vocational Training	285	8.1
Quality of Instruction	228	6.5
Overall High School Experience	344	9.8

Although 83.4 percent of the seniors rated their overall high school experiences as "average" or "outstanding", this represents a decrease from last year when nearly 90 percent of the seniors did so. While it is encouraging that a substantial number of seniors indicated general satisfaction with their high school experiences, the Commission will pay special attention to this response in subsequent surveys to see if the downward trend continues. A more complete listing of responses to high school experiences and characteristics may be found in Table 27 of Appendix B.

A comparison of Tables 1 and 2 shows that Counseling and Guidance Services again evoked strong responses from the seniors. It ranked highest in "outstanding" ratings and third highest in "poor" ratings. Even so, 80 percent of the seniors rated Counseling and Guidance Services as "average" or "outstanding". It is also apparent that Laboratory Facilities evoked strong negative responses; it ranked lowest in "outstanding" ratings and second highest in "poor" ratings.

Further analysis of seniors' evaluation of their high school experiences was conducted by comparing the assessment of respondents from small and large schools. Small schools were identified as schools with 200 students or fewer; large schools had more than 200 students. Table 3 shows the percentages of "outstanding" responses for small and large schools. In almost every case, seniors from large schools had greater percentages than those from small schools. In particular, there were considerable differences in the categories of Library, Learning Center Facilities and Variety of Courses.

TABLE 3
 PERCENTAGES OF "OUTSTANDING" RESPONSES FOR
 HIGH SCHOOL CHARACTERISTICS FOR LARGE AND SMALL SCHOOLS

CHARACTERISTICS	PERCENTAGE OF "OUTSTANDING" RESPONSES	
	Large School	Small School
Counseling and Guidance Services	37.7	23.9
Athletic & Recreation Facilities	36.9	28.5
Vocational Training	28.6	24.5
Library, Learning Center Facilities	33.4	12.8
Special Help for Students	23.8	18.7
Quality of Instruction	23.9	20.6
Variety of Courses	24.7	9.1
School Rules, Regulations, & Discipline	18.6	22.6
Grades, Marks, Promotion Policy	14.8	14.8
Laboratory Facilities	13.6	9.1
Overall High School Experience	32.2	25.8

Areas of Improvement. Seniors were asked if they felt a need for additional assistance in the four areas of writing, reading, mathematics, and career planning. Table 4 shows that over half of the seniors felt a need for more assistance in mathematics and career planning and approximately 40 percent indicated a need for assistance in the areas of writing and reading. It should be noted that, in relation to last year's responses, a higher percentage of seniors expressed a need for additional assistance in all four areas. In writing, the percentages increased over 5 points from 34.6 percent to 39.8 percent, and in math the percentage change was from 46.8 to 50.9.

TABLE 4
SENIOR EXPRESSED NEED FOR FURTHER
ASSISTANCE IN SELECTED AREAS

TYPE OF ASSISTANCE	NEEDED		NOT NEEDED		TOTAL
	No.	%	No.	%	
Expressing ideas in writing	1,362	39.8	1,058	60.2	3,420
Improving reading skills	1,443	42.1	1,981	57.9	3,424
Improving math skills	1,755	50.9	1,691	49.1	3,446
Deciding on Career/Education	1,738	50.6	1,708	49.4	3,446

Those seniors planning to attend a postsecondary educational institution (technical, business, two- or four-year college) after high school indicated less of a need for assistance in all areas than did those planning to work full-time or those who were undecided about post-graduation plans. These data are presented in Table 5 and also reflect the opinion that the greatest need for those seniors planning to work was for additional assistance in career planning. Moreover, there was a substantial percentage increase of those seniors planning to work and needing assistance when compared to last year's survey. In particular, the percentage of seniors planning to work and needing assistance in writing increased from 37.4 to 46.7. For those seniors planning schooling beyond high school, the greatest need areas were for improved math skills and additional assistance in career and/or educational planning.

TABLE 5
SENIOR EXPRESSED NEED FOR FURTHER ASSISTANCE IN SELECTED
AREAS BY INDICATED POST-HIGH SCHOOL PLANS

POST-HIGH SCHOOL PLAN: FURTHER SCHOOLING					
TYPE OF ASSISTANCE	NEEDED		NOT NEEDED		TOTAL
	No.	%	No.	%	
Expressing ideas in writing	757	35.8	1,357	64.2	2,114
Improving reading skills	817	38.6	1,300	61.4	2,117
Improving math skills	1,049	49.3	1,080	50.7	2,129
Deciding on Career/Education	1,006	47.4	1,117	52.6	2,123
POST-HIGH SCHOOL PLAN: FULL-TIME JOB OR DON'T KNOW					
TYPE OF ASSISTANCE	NEEDED		NOT NEEDED		TOTAL
	No.	%	No.	%	
Expressing ideas in writing	515	46.7	587	53.3	1,102
Improving reading skills	534	48.4	569	51.6	1,103
Improving math skills	595	53.6	516	46.4	1,111
Deciding on Career/Education	628	56.7	480	43.3	1,108

As a student's yearly household income increased, the need for assistance in all areas decreased. More than half of those seniors whose annual yearly household income was less than \$25,000 indicated that they needed assistance in improving math skills and deciding on career or continuing education. There is little difference between the students whose yearly household income was between \$25,000 and \$40,000 and those students who came from a household whose income was over \$40,000. These data are presented in Table 6. It should be noted, however, that the need for help in improving math skills and deciding on future career or educational plans is evident for a significant percentage of students, irrespective of family income.

TABLE 6
 SENIOR EXPRESSED NEED FOR FURTHER ASSISTANCE
 IN SELECTED AREAS BY HOUSEHOLD INCOME

EXPRESSED NEED FOR ASSISTANCE IN:	ANNUAL HOUSEHOLD INCOME					
	UNDER \$25,000		\$25,000 TO \$40,000		OVER \$40,000	
	No.	%	No.	%	No.	%
Expressing ideas in writing	535	45.3	294	36.5	388	33.2
Improving reading skills	566	48.0	317	39.4	416	35.6
Improving math skills	677	57.4	380	47.2	516	44.1
Deciding on Career/Education	658	55.8	383	47.6	537	45.9

More detail on need for assistance by varied levels of annual household income is presented in Appendix B, Table 28.

C. Postsecondary Plans

A number of questions regarding postsecondary plans were posed for the seniors, and based upon the responses, the seniors were divided into two groups, those planning educational pursuits and those not. Those planning some form of education were then asked to respond to additional questions which will be discussed later in this report.

The responses to the question concerning the post-high school plans of seniors are contained in Table 7. The percentage of those planning to continue with some form of postsecondary education has increased steadily the past several years, from 56.5 in 1980 to 61.6 this year.

The number of seniors not planning any postsecondary education was 1,348, or 38.4 percent of the total respondents. However, it should be noted that this number includes 377 students who did not know what they were going to do, so the number of students actually involved in postsecondary education could increase.

TABLE 7
DISTRIBUTION OF SENIORS BY
MOST LIKELY ACTIVITY AFTER HIGH SCHOOL

ACTIVITY	NUMBER	PERCENT
Attend a 4-Year College	1,400	40.0
Attend a 2-Year College	408	11.6
Attend a Vocational-Technical School	349	10.0
Enter Into Apprenticeship Training	103	2.9
Become a Full-Time Homemaker	33	0.9
Join the Military	140	4.0
Get a Full-Time Job	480	13.7
Don't Know Yet	377	10.8
Other	215	6.1
Total	3,505	100.0

D. Similarities and Differences Between Those Seniors Planning

Postsecondary Education and Those Who Are Not

Sex. In examining the plans of the seniors and differentiating by sex, as presented in Table 8, one can see that certain activities are more likely for one sex than the other. For instance, 65.2 percent of female seniors intend to enroll in some form of postsecondary education, while 58.3 percent of male seniors have the same intention. A larger difference can be seen when focusing upon two- or four-year postsecondary institutions. 57.8 percent of female seniors intend to enroll in either a two-year or four-year college, while only 46.0 percent of the male seniors express the same desire.

TABLE 8
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY SEX OF RESPONDENT

ACTIVITY	MALE		FEMALE	
	No.	%	No.	%
Attend a 4-Year College	656	35.7	732	44.6
Attend a 2-Year College	190	10.3	216	13.2
Attend a Vocational-Technical School	225	12.3	122	7.4
Subtotal	1,071	58.3	1,070	65.2
Enter Into Apprentice Training	72	3.9	30	1.8
Become a Full-Time Homemaker	8	0.4	25	1.5
Join the Military	116	6.3	24	1.5
Get a Full-Time Job	252	13.8	224	13.6
Don't Know Yet	210	11.5	164	10.0
Other	107	5.8	105	6.4
Subtotal	765	41.7	572	34.8
Total	1,836	100.0	1,642	100.0

Race. The race of the senior respondents was a significant factor in determining postsecondary plans. As illustrated in Table 9, almost 49 percent of Alaska Natives intend to pursue some type of postsecondary education, while 60 percent and 66 percent of Black and Caucasian seniors, respectively, indicated the same desire. A slightly different picture emerges when this year's seniors are compared to last year's. The percentage of Alaska Natives intending to pursue some type of postsecondary education increased from 42 to 49 percent. On the other hand, the percentage of Black seniors with that intent decreased significantly, from 73 to 60 percent. Native seniors, however, continue to have a much higher percentage of undecided responses than any other group, and they also had a higher percentage of those planning to enter into apprentice training.

TABLE 9
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY RACE OF RESPONDENT

ACTIVITY	ALASKA NATIVE		BLACK		CAUCASIAN		ALL OTHERS	
	No.	%	No.	%	No.	%	No.	%
Attend a 4-Year College	188	24.0	40	38.1	1,070	45.6	102	38.1
Attend a 2-Year College	90	11.4	16	15.2	269	11.5	33	12.3
Attend a Vocational- Technical School	105	13.3	7	6.7	209	8.9	28	10.4
Subtotal	383	48.7	63	60.0	1,548	66.0	163	60.8
Enter Into Apprentice Training	35	4.4	2	1.9	56	2.4	10	3.7
Become a Full-Time Homemaker	5	0.6	1	1.0	25	1.1	2	0.7
Join the Military	42	5.3	10	9.5	74	3.2	14	5.2
Get a Full-Time Job	102	13.0	18	17.1	330	14.0	30	11.3
Don't Know Yet	170	21.6	5	4.8	175	7.5	27	10.1
Other	50	6.4	6	5.7	137	5.8	22	8.2
Subtotal	404	51.3	42	40.0	797	34.0	105	39.2
Total	787	100.0	105	100.0	2,345	100.0	268	100.0

School Size. There is a striking difference between those seniors planning to attend a four-year college and those seniors undecided about their future when differentiating by size of school they attend. Table 10 shows that only 26.2 percent of seniors from small schools plan to attend a four-year college compared to 43.6 percent of seniors from large schools. Moreover, 21.4 percent of seniors from small schools do not know what they plan to do after graduation compared to only 8.1 percent from large schools.

TABLE 10
DISTRIBUTION OF SENIORS BY MOST LIKELY ACTIVITY
AFTER HIGH SCHOOL AND BY SIZE OF SCHOOL IN
WHICH THE SENIOR IS ENROLLED

ACTIVITY	LARGE SCHOOLS		SMALL SCHOOLS	
	No.	%	No.	%
Attend a 4-Year College	1,174	43.6	190	26.2
Attend a 2-Year College	320	11.9	77	10.6
Attend a Vocational- Technical School	257	9.6	86	11.8
Subtotal	1,751	65.1	353	48.6
Enter Into Apprentices Training	65	2.4	35	4.8
Become a Full-Time Homemaker	25	0.9	5	0.7
Join the Military	94	3.5	41	5.6
Get a Full-Time Job	376	14.0	89	12.2
Don't Know Yet	218	8.1	155	21.4
Other	162	6.0	49	6.7
Subtotal	940	34.9	374	51.4
Total	2,691	100.0	727	100.0

Household Income. Annual household income has continued to relate strongly to specific postsecondary plans of the seniors over the past four years. A comparison was made of the responses of those seniors from

households with annual incomes of less than \$25,000, \$25,000 to \$40,000, and more than \$40,000. The results of this comparison are presented in Table 11. As household income increases, so does the tendency of seniors to pursue postsecondary activities at a four-year college. This, however, does not hold true for attendance at two-year colleges or vocational/technical schools. In fact, the higher the household income, the less likely it is for seniors to attend vocational/technical schools. Also, as household income increases, uncertainty about postsecondary plans decreases. Almost 17 percent of those seniors whose household incomes were less than \$25,000 indicated that they did not know what they intended to do after graduation, while considerably less than 10 percent of those students from households in higher income brackets expressed the same uncertainty.

TABLE 11
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY ANNUAL HOUSEHOLD INCOME

ACTIVITY	INCOME UNDER \$25,000		\$25,000-\$40,000		OVL'R \$40,000	
	No.	%	No.	%	No.	%
Attend a 4-Year College	319	27.1	355	44.1	628	53.8
Attend a 2-Year College	139	11.8	101	12.5	124	10.6
Attend a Vocational/ Technical School	141	11.9	82	10.2	81	6.9
Subtotal	599	50.8	538	66.8	833	71.3
Enter Into Apprentices Training	49	4.2	18	2.2	25	2.1
Become a Full-Time Homemaker	16	1.4	9	1.1	4	0.3
Join the Military	62	5.3	33	4.1	34	2.9
Get a Full-Time Job	185	15.6	95	11.9	132	11.3
Don't Know Yet	198	16.7	63	7.8	78	6.7
Other	71	6.0	49	6.1	63	5.4
Subtotal	581	49.2	267	33.2	336	28.7
Total	1,180	100.0	805	100.0	1,169	100.0

Grades Earned. The seniors were asked to indicate what their grades had been in high school, whether they had earned mostly A's, mostly B's, mostly C's, or mostly below C's.

As one might suspect, and consistent with surveys from the past two years, those seniors who earned mostly A's and B's indicated their intention to pursue postsecondary education far more frequently than those earning lower grades. As Table 12 indicates, nearly 84 percent of those seniors earning mostly A's planned to go on for more schooling, while considerably smaller percentages are evident for seniors with lower grades. There is, however, a slight but steady upward trend of seniors with lower grades planning to attend postsecondary institutions. For seniors earning mostly B's, the percentage planning to go on for more schooling increased from 64.3 to 66.6 from 1981 to 1983. For seniors earning mostly C's, the percentage change was from 42.3 to 48.2, and for seniors earning grades below C, the percentage change was from 21.2 to 23.9.

TABLE 12
 DISTRIBUTION OF SENIORS BY MOST LIKELY
 ACTIVITY AFTER HIGH SCHOOL AND BY GRADES EARNED IN HIGH SCHOOL

ACTIVITY	A's		B's		C's		Below C's	
	No.	%	No.	%	No.	%	No.	%
Attend a 4-Year College	388	71.0	751	46.0	254	21.2	5	4.6
Attend a 2-Year College	50	9.2	202	12.3	145	12.1	10	9.2
Attend a Vocational Technical School	19	3.5	135	8.3	179	14.9	11	10.1
Subtotal	457	83.7	1,088	66.6	578	48.2	26	23.9
Enter Into Apprentice Training	7	1.3	41	2.5	50	4.2	5	4.6
Become a Full-Time Homemaker	2	0.4	16	1.0	11	0.9	4	3.7
Join the Military	5	0.9	57	3.5	71	5.9	6	5.5
Get a Full-Time Job	21	3.8	186	11.4	241	20.2	30	27.5
Don't Know Yet	37	6.8	158	9.7	160	13.3	18	16.5
Other	17	3.1	87	5.3	88	7.3	20	18.3
Subtotal	89	16.3	545	33.4	621	51.8	83	76.1
Total	546	100.0	1,633	100.0	1,199	100.0	109	100.0

Occupational Choice. Seniors were asked to choose a first and second occupational preference from a list of 58 technical and professional occupations. Business Management and Computer Programming are solidly the most popular choices by the seniors. Aviation Careers was also very popular. The top four choices in descending order of popularity, were:

First Preference

Business Management
Computer Programming
Education
Aviation Careers

Second Preference

Computer Programming
Business Management
Aviation Careers
Social Sciences

The occupational preferences varied quite markedly between the sexes, with the exception of Business Management. The male seniors preferred the more technical and trade occupations while Elementary/Secondary education is clearly the choice of female seniors. The top four choices, in descending order of popularity, for male and female seniors were:

Male Seniors

Computer Programming
Business Management
Automotive Repair
Heavy Equipment Operations

Female Seniors

Elementary/Secondary Education
Business Management
Office Occupations
Accounting

A further analysis was conducted to relate occupational preference to race of respondent. As in the past, there seemed to be no particular patterns of occupational preference based upon race. Indeed, for Black, Hispanic, and Oriental students, no clear preference for occupational choices were evident. The top choices for Alaska Native and Caucasian seniors were:

Alaska Native

Business Management
Commercial Fishing
Accounting
Elementary/Secondary Education

Caucasian

Business Management
Computer Programming
Elementary/Secondary Education
Business & Commerce, General

E. Seniors Planning Postsecondary Education.

A separate portion of the survey was devoted to obtaining more information about those seniors planning to pursue postsecondary education. Although the number of seniors indicating plans to attend school immediately after graduation was fairly consistent at about 2,150 in response to a number of cross-check items (such as income levels, sex, and race), the total number of seniors responding to specific questions on schooling increased to 2,786. This increased figure is assumed to include not only those seniors with firm post-high school plans, but also a number who were undecided and were responding in a suppositional manner. That is, suppose I were to attend, then how would I answer?

State of Attendance. Seniors were asked to indicate the state in which they planned to pursue their postsecondary education. The evidence is clear that Alaska has increasingly become a more popular choice the past four years. In 1979-80, 31 percent of the high school seniors indicated that they planned to pursue their postsecondary education in Alaska. That percentage increased to 36.5 percent in 1980-81, 40.6 percent in 1981-82, and this year the percentage is 42.7 percent. Table 13 provides detailed information regarding where the students intend to pursue their postsecondary education activities. As in previous years, Washington, California, Oregon, and Colorado are the most popular states for those seniors who intend to enroll in institutions out-of-state.

TABLE 13
DISTRIBUTION OF SENIORS BY
INTENDED STATE OF POSTSECONDARY ATTENDANCE

STATE	NUMBER	PERCENT
Alaska	1,190	42.7
Washington	300	10.8
California	296	10.6
Oregon	152	5.5
Hawaii	112	4.0
Colorado	110	3.9
Arizona	78	2.8
Texas	54	1.9
Montana	42	1.5
Idaho	41	1.5
Utah	35	1.3
Other*	376	13.5
Total	2,786	100.0

*Including foreign.

When the intended state of attendance was cross-referenced with the seniors' grades in high school, no single state seemed to draw heavily from any particular grade group.

The distribution for a few selected states is presented on a percentage basis in Table 14. It appears that those seniors electing attendance in Alaska are heavily represented by those earning mostly B's and C's while in high school, but this distribution is largely due to the normal distribution of all seniors (also presented in Table 14). It should be noted, however, that the percentage of seniors planning to attend school in Alaska, and who earned mostly A's, is steadily increasing. In 1980-81 the percentage was 8.8, in 1981-82, 12.6 percent, and this year it is 14.3 percent.

TABLE 14
 PERCENTAGE DISTRIBUTION OF SENIORS BY SELECTED
 STATES OF PLANNED ATTENDANCE AND BY GRADES EARNED IN HIGH SCHOOL

SENIORS' GRADES	ALASKA	WASHINGTON	OREGON	CALIFORNIA	COLORADO	ALL SENIORS
Mostly A's	14.3	23.5	18.4	24.0	19.1	15.7
Mostly B's	50.3	50.2	59.9	46.0	39.1	46.8
Mostly C's	33.8	23.9	20.4	27.7	35.1	34.4
Below C's	1.6	2.4	1.3	2.3	2.7	3.1
Total	100.0	100.0	100.0	100.0	100.0	100.0

Another way of examining these same data is to compare Alaska's drawing power, within the grade distribution of seniors, to the drawing power of "outside". This is presented in Table 15 and differs from Table 14 in that the question addressed in Table 15 is: of those seniors earning mostly A's (or B's, C's, etc.), how many plan schooling in Alaska; while the question in Table 14 is: of those seniors planning schooling in Alaska, how many earned mostly A's (or B's, C's, etc.)? In the analysis which led to Table 15, it was discovered that 66.5 percent of the seniors earning mostly A's in high school who planned postsecondary attendance, planned it for "outside" of Alaska. It is very significant that this

percentage has declined sharply over the past three years; in 1980-81, 83.7 percent of the seniors earning mostly A's planned postsecondary education "outside" of Alaska.

TABLE 15
 PERCENTAGE DISTRIBUTION OF SENIORS BY
 GRADES EARNED IN HIGH SCHOOL AND BY
 PLANNED POSTSECONDARY ATTENDANCE IN OR OUT OF ALASKA

SENIORS' GRADES	ALASKA	OUT-OF-STATE	TOTAL
Mostly A's	33.5	66.5	100.0
Mostly B's	43.1	56.9	100.0
Mostly C's	48.3	51.7	100.0
Below C's	34.6	65.4	100.0

It is important to try to understand why those seniors earning mostly A's plan to attend postsecondary institutions outside of the state. Although a more detailed presentation is found later in this report, the survey contained a question which asked the seniors to indicate which factors were important in their decisions about institutions. Of those seniors who earned mostly A's and intend to enroll in an institution of Alaska, the most important reason was the "availability of program" followed closely by "reputation or prestige of the school". This finding parallels very closely the research regarding "brain drain" in other states. As noted in last year's report, Maryland provides a good example of that research. The Maryland State Board for Higher Education conducts an annual survey of high school seniors who were semi-finalists in the National Merit and National Achievement competition. They find that the most important factor in college choice cited by students going out of state is "institutional reputation". Having a quality program in the student's major is the second most important reason.

For those Alaskan students who intend to enroll in institutions within the state, the most important reason was "low tuition and expenses" and the second most important reason was "program availability".

When addressing the question of "brain drain" then, we find that a higher percentage of Alaska's higher-grade-earning seniors are indeed looking "outside" for their postsecondary schooling. This is, however, not unlike the experiences of other states.

Alaska Attendance. When asked which institution in Alaska they planned to attend, 36 percent of the responding seniors indicated the University of Alaska-Fairbanks, followed by the University of Alaska-Anchorage, with 17 percent. The responses to this question are presented in Table 16.

It is interesting to note that the fourth and sixth most popular institutional choices of the seniors were the Alaska Vocational Technical Center at Seward and the Alaska Business College in Anchorage, respectively. This pattern is consistent over several years and the survey continues to show that these two institutions, which are dedicated to preparing persons for employment in selected occupational and career fields, have strong drawing power.

TABLE 16
DISTRIBUTION OF SENIORS BY
CHOICE OF ALASKAN POSTSECONDARY INSTITUTION

INSTITUTION	NUMBER	PERCENT
Anchorage Community College	148	12.4
Chukchi Community College	5	0.4
Kenai Peninsula Community College	30	2.5
Ketchikan Community College	5	0.4
Kodiak Community College	4	0.3
Kuskokwim Community College	15	1.3
Matanuska-Susitna Community College	14	1.2
Northwest Community College	3	0.3
Prince William Sound Community College	4	0.3
Sitka Community College	7	0.6
Tanana Valley Community College	7	0.6
Extension Center Near Home	3	0.3
COMMUNITY COLLEGE SUBTOTAL	245	20.6
University of Alaska-Anchorage	201	16.9
University of Alaska-Fairbanks	432	36.3
University of Alaska-Juneau	17	1.4
UNIVERSITY CENTER SUBTOTAL	650	54.6
Alaska Bible College	9	0.8
Alaska Pacific University	68	5.7
Sheldon Jackson College	38	3.2
PRIVATE COLLEGE SUBTOTAL	115	9.7
Alaska Business College	54	4.4
Alaska Vocational Technical Center at Seward	78	6.6
Trade, Technical School	21	1.8
Hutchison Career Center	12	1.0
Kotzebue Technical Center	15	1.3
OCCUPATIONAL SCHOOL SUBTOTAL	180	15.1
Total	1,190	100.0

Reasons for Institutional Choice. Why a senior chooses to attend a particular institution is a question of great interest to those persons involved in postsecondary education. The seniors were asked to indicate, from a list of 16 possible reasons, which factors were important in their decisions about institutions. The seniors were to pick the two most important reasons and also the least important reason affecting the choice of the postsecondary institution they planned to attend.

The most important reasons for institutional choice were "availability of program", "closeness to home", and "reputation or prestige of school". This was followed closely by "low tuition and living expenses" and "geographic location". "Availability of program" stands out because of the large number of seniors indicating it as the most important reason for attending school. (See Table 17.) Also, it has continued to be the top choice since 1978. The least important determinants of college selection for the seniors were "friends will be there," "religious atmosphere," "close to home," and "sorority/fraternity/student organizations on campus".

TABLE 17
REASONS FOR SELECTING A
POSTSECONDARY EDUCATIONAL INSTITUTION

REASON	MOST IMPORTANT		SECOND MOST IMPORTANT		LEAST IMPORTANT	
	Number	Percent	Number	Percent	Number	Percent
	Availability of Program	611	24.0	246	9.4	58
Close to Home	308	12.0	323	12.4	292	11.5
Reputation or Prestige of School	284	11.1	206	7.9	134	5.3
Low Tuition and Living Expenses	272	10.6	255	9.8	143	5.6
Geographic Location	260	10.2	382	14.7	211	8.3
Encouragement from Parents/Relatives	243	9.5	258	9.9	109	4.3
Availability of Jobs While in School	99	3.9	137	5.2	125	4.9
Availability of Financial Aid	94	3.7	165	6.3	79	3.1
Friends Will Be There	77	3.0	183	7.0	417	16.3
Intercollegiate Athletics	72	2.8	104	4.0	140	5.5
Intramural Athletics	70	2.7	84	3.2	139	5.5
Encouragement from Teachers	62	2.4	75	2.9	64	2.5
Religious Atmosphere	55	2.1	55	2.1	318	12.5
Encouragement from College Representatives	21	0.8	35	1.3	38	1.5
Availability of College Housing	19	0.7	58	2.2	76	3.0
Sororities/Fraternities	14	0.5	45	1.7	200	7.9
Total	2,561	100.0	2,611	100.0	2,543	100.0

As was shown earlier in this report, more seniors intend to enroll in in-state institutions than in past years. A major reason for the increase of in-state attendance is the availability of low tuition and living expenses. To explain further the reasons why students attend in-state or out-of-state institutions, institutional choice was cross-referenced with the state of planned attendance, the results of which are presented in Table 18. Also, those factors affecting choice were further analyzed on an in-state basis. A cross-tabulation was run between reasons for institutional choice and Alaskan institution indicated. The results of those data for selected institutions are shown in Table 19.

A very consistent pattern exists among those seniors who intend to enroll out-of-state. In all cases except Hawaii the principal reason for institutional choice was "availability of program".

For those students attending institutions within the state, the principal factors affecting institutional selection were "low tuition", "closeness to home", and "availability of program".

TABLE 18
REASONS FOR SELECTING A POSTSECONDARY
EDUCATIONAL INSTITUTION DISTRIBUTED BY STATE

STATE	PRIMARY REASON	SECONDARY REASON
Alaska	Close to Home	Close to Home
Washington	Availability of Program	Geographic Location
California	Availability of Program	Geographic Location
Oregon	Availability of Program	Geographic Location
Colorado	Availability of Program	Geographic Location
Hawaii	Geographic Location	Geographic Location

TABLE 19
REASONS FOR SELECTING A PARTICULAR
ALASKA POSTSECONDARY EDUCATIONAL INSTITUTION

INSTITUTION	PRIMARY REASON	SECONDARY REASON
Univ. of Alaska-Fairbanks	Low Tuition and Expenses	Close to Home
Univ. of Alaska-Anchorage	Close to Home	Close to Home
Univ. of Alaska-Juneau	Availability of Program	Close to Home
All Community Colleges	Close to Home	Close to Home
Alaska Pacific University	Availability of Program	Close to Home
Sheldon Jackson	Encouragement from Parents/Relatives	Friends Will Be There
Alaska Business College	Availability of Program	Availability of Jobs
Alaska Vocational- Technical Center	Availability of Program	Close to Home

Familiarity with Financial Aid. The seniors were asked about their familiarity with, and intent to use, various types of financial aid available for postsecondary education. As one can see in Table 20, the program with which the seniors were most familiar (when combining familiarity with intent to use) is the Alaska State Student Loan Program. Four out of five of the students responding to this survey are aware of the program.

TABLE 20
SENIORS' FAMILIARITY WITH AND INTENDED
USE OF SELECTED FINANCIAL ASSISTANCE PROGRAMS

PROGRAMS	FAMILIAR WITH		INTEND TO USE		Total Percentage
	Number	Percent	Number	Percent	
Pell Grant	389	11.1	152	4.5	15.4
GSL (Guaranteed Student Loan)	1,187	33.8	375	10.7	44.5
Alaska State Student Loan	1,309	37.3	1,502	42.8	80.1
Native Corp. Assistance	956	27.3	180	5.1	32.4
CETA	1,171	33.4	119	3.4	37.8
BIA	950	27.1	159	4.5	31.6
ROTC	1,708	48.7	104	3.0	51.7
SEIG (State Educational Incentive Grant)	539	15.4	121	3.5	18.9

Plans to Return to Alaska. Those seniors planning postsecondary education of Alaska were asked if they planned to return to the state after completing their schooling. In 1980-81, 72.2 percent indicated that they did plan to return to Alaska. That percentage decreased slightly to 69.1 percent in 1981-82 but increased almost 10 points to 77.6 percent this year. There remains, however, a strong relationship between the distance one intends to go away from the state and the intention to return after schooling. A regional distribution is presented in Table 21 which indicates that, in general, the propensity to return decreases as the student attends school farther away from Alaska.

TABLE 21
DISTRIBUTION OF SENIORS PLANNING ATTENDANCE
"OUTSIDE" BY REGION OF ATTENDANCE* AND BY
INTENTION TO RETURN TO ALASKA AFTER SCHOOLING

REGION OF PLANNED ATTENDANCE	PERCENT PLANNING TO RETURN TO ALASKA
Northwest	75.3
West	68.8
Southwest	63.5
Midwest	63.0
South	54.3
Southeast	40.6
East	71.4
Northeast	54.1

* REGIONS: Northwest: WA, OR, ID, MT; West: CA, HI, NV, UT, CO, WY;
Southwest: AZ, NM, TX, OK; Midwest: ND, SD, NE, KS, MN, WI, MI, IA, MO,
IL, IN, OH; South: FL, GA, AL, MS, LA, AR; Southeast: VA, NC, SC,
TN, KY; East: PA, NJ, MD, DE, WV, DC; Northeast: ME, VT, NH,
NY, MA, CT, RI.

SUMMARY

Alaska's high school seniors have now responded to six consecutive annual surveys. Responses have been generally consistent over the six-year period, and support the following conclusions.

1. Most seniors are generally quite satisfied with their high school experiences. Those particular areas which have received the highest number of "outstanding" marks are counseling and guidance services and athletic and recreational facilities. Compared to last year, there was a decline in the percentage of seniors expressing satisfaction with their overall high school experience, from 90 to 83 percent. It remains to be seen if this represents a trend.

2. Seniors from small schools are not as satisfied with their high school experience as seniors from large schools. This is particularly evident when considering variety of courses and library and learning center facilities.

3. Regardless of whether they plan to pursue further schooling, many seniors feel that they need assistance in improving mathematics skills and in developing career or educational plans.

4. Those seniors who have higher household incomes and who earn higher grades are more likely to plan schooling beyond high school than are other seniors.

5. Proportionately, considerably fewer seniors from small schools plan to attend four-year colleges than seniors from large schools. Also, a much larger percentage of seniors from small schools are undecided about what they plan to do after graduation than seniors from large schools.

6. The percentage of students who choose to remain in Alaska for postsecondary education has increased in the past three years. Another way to look at this statistic is to say that, although a majority of seniors still go "outside" for their schooling, the percentage of students leaving the state is continuing to diminish.

7. There does not seem to be a direct correlation between grades earned in high school and geographic choice. Although many students in all grade categories are drawn "outside", the tendency to plan out-of-state attendance is highest among those seniors who earned mostly A's in high school. Institutional reputation and availability of programs are the reasons that "A" students cite for choosing their schools. Other states have reported similar propensities among their higher-grade-earning seniors.

8. Regardless of the grades they earned in high school, seniors choose particular out-of-state educational institutions primarily because of the availability of certain programs. Students choose particular Alaskan institutions because of availability of programs and proximity.

9. The University of Alaska's Fairbanks and Anchorage campuses continue to be the top choices for those students who remain in Alaska for further schooling; again this year over 50 percent of in-state students indicated that they plan to attend one of these institutions.

10. Approximately 16 percent of students remaining in Alaska plan to attend vocational-technical and private proprietary schools. Those institutions with the greatest drawing power are Alaska Business College and Alaska Vocational Technical Center at Seward.

11. A high proportion of the seniors planning to attend school out-of-state also plan to return to Alaska after completing their schooling. This proportion has increased dramatically over last year. Future surveys will ascertain if this upward trend will continue.

The information from this survey is compiled on an individual high school basis and returned to each participating school. This feedback enables the secondary officials to better plan or respond to and for the high school students' needs. The information and results are also used on a statewide basis for planning and analysis of postsecondary resources for Alaskans.

APPENDIX A
1982-83 ALASKA HIGH SCHOOL SENIOR SURVEY



Alaska High School Senior Survey 1982-83

This survey is an attempt to find out what you intend to do with your life the first year after graduation. The results of this survey will be used to plan for the growth and development of postsecondary education* in Alaska, to coordinate and plan for better financial aid services for Alaskan postsecondary students and to provide for the educational needs of Alaskan high school graduates.

Please answer questions 1 through 14 regardless of what you plan to do after graduation. Students continuing a postsecondary education should also complete questions 15 through 18.

Individual responses will be kept confidential. Please do not identify yourself on the survey. **PLACE THE NUMBER OF YOUR RESPONSE IN THE SPACE PROVIDED AT THE RIGHT.** Your cooperation is appreciated.

- | | |
|---|---|
| <p>1. What is your sex? 1. Male 2. Female.....</p> | RESPONSE
_____ |
| <p>2. How do you describe yourself? (Choose only one).....</p> <p style="margin-left: 20px;">1. Alaskan Native 3. Caucasian 5. Oriental
2. Black 4. Hispanic 6. Other</p> | _____ |
| <p>3. What category best describes your total family income?</p> <p style="margin-left: 20px;">1. Under \$8,000 4. Between \$25,000 and \$40,000
2. Between \$8,000 and \$15,000 5. Over \$40,000
3. Between \$15,000 and \$25,000</p> | _____ |
| <p>4. What category best describes your parents' level of education?</p> <p style="margin-left: 20px;">1. did not finish high school.....
2. graduated from high school or attained the GED.....
3. attended college.....
4. graduated from college with at least a bachelor's degree.....</p> <p style="margin-left: 40px;">Father</p> <p style="margin-left: 40px;">Mother.....</p> | RESPONSE:
(Enter 1, 2,
3, or 4)

_____ |
| <p>5. There are a number of financial aid programs offered to Alaskans. Please indicate your familiarity with each program by using the following code.</p> <p style="margin-left: 20px;">1. I am not aware of this financial assistance program.
2. I am aware of this financial assistance program.
3. I am aware of this program and plan to use it.</p> <p style="margin-left: 20px;">A. Pell Grant Program (BEOG).....
B. GSL (Guaranteed Student Loan Program).....
C. Alaska State Student Loan Program.....
D. Native Corporation Student Financial Aid.....
E. CETA (Comprehensive Employment Training Act).....
F. BIA (Bureau of Indian Affairs) Financial Assistance.....
G. ROTC (Reserve Officer Training Corps) Financial Assistance.....
H. SEIG (State Educational Incentive Grant Program).....
I. Other Financial Aid Program (Specify).....</p> | RESPONSE:
(Enter 1, 2,
or 3)

_____ |

*NOTE: Postsecondary education is defined as any organized education, learning or training experience beyond high school.

PLACE 1 IN THE RESPONSE SPACE FOR "YES" AND 2 FOR "NO" for questions 6 through 10.

RESPONSE
(Enter 1 or 2)

- 6. English is the language most frequently spoken in my home..... _____
- 7. I have had the following employment experiences:
 - A. held a regular part-time job while in school..... _____
 - B. held a full-time job during the summer..... _____
 - C. participated in work-study or distributive education while in school..... _____
 - D. supervised the work of others..... _____
 - E. never worked..... _____
- 8. I need assistance in the following educational areas:
 - A. expressing my ideas in writing..... _____
 - B. improving reading speed or comprehension..... _____
 - C. improving math skills..... _____
 - D. deciding on a career, occupation or educational plans..... _____
- 9. I plan to take or have already taken the ACT (American College Testing Program)..... _____
- 10. I plan to take or have taken the SAT (Scholastic Aptitude Test)..... _____

RESPONSE
(Enter 1, 2,
3 or 4)

- 11. Please indicate what grades you received in high school:
(Place the appropriate number in the space provided.)..... _____
 - 1. Mostly A's 3. Mostly C's
 - 2. Mostly B's 4. Mostly below C's

- 12. Listed below are a number of characteristics of your high school. You are asked to rank each one on how beneficial it has been to you. That is, how well did it contribute to your experience as a student? Please use the following ranking scale and use your own experience for the ranking, not what you have heard from others.
 - 1. Outstanding 3. Poor
 - 2. Average 4. Not provided/Not applicable

RESPONSE
(Enter 1, 2,
3 or 4)

- A. Variety of courses..... _____
- B. Quality of instruction..... _____
- C. Counseling or guidance service..... _____
- D. Special help or programs for students needing it..... _____
- E. School rules, regulations and discipline..... _____
- F. Assignment of grades or marks..... _____
- G. Athletic or recreational facilities..... _____
- H. Library and learning centers..... _____
- I. Laboratory facilities..... _____
- J. Vocational training (industrial, business, home economics, etc.)..... _____
- K. Satisfaction with your high school experience overall..... _____

RESPONSE
(Enter 1-9)

13. What are you most likely to be doing this time next year?
 Use the following list to indicate your response. (Choose only one answer.)
1. Don't know yet.
 2. Join the military.
 3. Get a full-time job.
 4. Become a full-time homemaker.
 5. Enter into apprentice training.
 6. Attend a vocational-technical school.
 7. Attend a four-year college.
 8. Attend a two-year college.
 9. Other: _____ (Please specify).

14. Please indicate by number your first and second occupational choice, choosing from the list in Table A, located on page 4 of this survey.

RESPONSE
(Enter 10-99)

- A. My first occupational choice is
 B. My second occupational choice is

IF YOU DO NOT PLAN TO GO ON FOR MORE SCHOOLING, SKIP THE REST OF THE SURVEY.

15. Using the code found in Table B on page 4 of the survey, indicate by number the state in which you plan to attend a postsecondary institution.

RESPONSE
(Enter 1-52)

16. If your answer was Alaska in question 15, indicate which Alaskan institution you plan to attend by using the list in Table C on page 4 of the survey. (If you are not going to school in Alaska, skip this question) ..

RESPONSE
(enter 1-22)

17. Regardless of where you are going to school, why have you made that choice? Use the number codes below to select the two most important reasons and the one least important reason for your choice.

RESPONSE
(enter 1-17)

- A. Most important reason for my selection
 B. Second most important reason for my selection
 C. Least important reason for my selection

- | | |
|--|--------------------------------------|
| 1. Intramural athletics/recreational activities | 10. Availability of program |
| 2. Sororities/fraternities/student organizations on campus | 11. Availability of financial aid |
| 3. Geographic location/weather/climate | 12. Close to home |
| 4. Encouragement from parents/relatives | 13. Religious atmosphere |
| 5. Encouragement from teachers/principal/counselor | 14. My friends will be there |
| 6. Encouragement from college representative | 15. Availability of campus housing |
| 7. Availability of jobs while in school | 16. Intercollegiate athletic program |
| 8. Low tuition and living expenses | 17. Other (please specify) |
| 9. Reputation or prestige of school | |

RESPONSE
(enter 1 or 2)

18. Do you plan to live in Alaska upon completion of your chosen program?

1. Yes 2. No

**TABLE A
LIST OF OCCUPATIONAL CHOICES**

PLEASE CHOOSE THE NUMBER OF YOUR FIRST AND SECOND OCCUPATIONAL CHOICE FROM THE LIST BELOW. SELECT THE OCCUPATIONAL AREA THAT BEST FITS YOUR GOALS, AND FILL IN THE RESPONSE BLANKS ON PAGE 3 OF THE SURVEY WITH THE NUMBERS YOU HAVE SELECTED.

- | | |
|---|---|
| 10 AGRICULTURE OR ANIMAL SCIENCE | 47 DATA PROCESSING |
| 11 FORESTRY SCIENCE | 48 COMPUTER SYSTEMS ANALYSIS |
| 12 FORESTRY PRODUCTION & PROCESSING | 50 FOREIGN LANGUAGES/HUMANITIES |
| 13 NATURAL RESOURCE MANAGEMENT | 51 RELIGIOUS STUDIES/THEOLOGY |
| 14 FISHERIES SCIENCE | 55 HOME ECONOMICS/FAMILY LIFE SKILLS |
| 15 COMMERCIAL FISHING | 60 TRADE & VOCATIONAL, GENERAL |
| 16 SEAFOOD PROCESSING | 61 AVIATION TECHNOLOGY |
| 20 ARCHITECTURE | 62 AUTO REPAIR (ENGINE & BODY) |
| 21 INTERIOR DESIGN | 63 CARPENTRY & CONSTRUCTION |
| 24 LIFE SCIENCE, GENERAL (ANATOMY, BACTERIOLOGY, BIOLOGY, BOTANY, ECOLOGY, GENETICS, MARINE BIOLOGY, ZOOLOGY, ETC.) | 64 DIESEL TECHNOLOGY |
| 25 COMMUNITY OR SOCIAL SERVICES (LAW ENFORCEMENT, FIRE PROTECTION, PUBLIC ADMINISTRATION, SOCIAL WORK, PARKS AND RECREATION MANAGEMENT, ETC.) | 65 ELECTRICITY (HOUSE WIRING) |
| 26 LAW | 66 HEAVY EQUIPMENT OPERATIONS |
| 27 SOCIAL SCIENCES (ANTHROPOLOGY, ARCHAEOLOGY, CRIMINOLOGY, ECONOMICS, HISTORY, POLITICAL SCIENCE, SOCIOLOGY, PSYCHOLOGY, ETC.) | 67 WELDING & METAL FABRICATION |
| 30 BUSINESS & COMMERCE, GENERAL | 68 COSMETOLOGY |
| 31 ACCOUNTING | 69 AVIATIONAL ASSOCIATED CAREERS (COMMERCIAL PILOT, STEWARDESS, ETC.) |
| 32 ADVERTISING | 75 ELEMENTARY AND/OR SECONDARY EDUCATION |
| 33 BANKING | 80 ENGINEERING, GENERAL |
| 34 BUSINESS MANAGEMENT | 81 AEROSPACE ENGINEERING |
| 35 OFFICE OCCUPATIONS | 82 ELECTRICAL ENGINEERING |
| 36 RECREATION & TOURISM | 83 MECHANICAL ENGINEERING |
| 37 TRANSPORTATION & PUBLIC UTILITIES | 85 FINE OR APPLIED ARTS, GENERAL |
| 40 COMMUNICATIONS, GENERAL | 86 COMMERCIAL ARTS |
| 41 JOURNALISM | 87 MUSIC |
| 42 BROADCASTING (RADIO & TV) | 88 DRAMA |
| 43 ADVERTISING | 90 HEALTH PROFESSION, GENERAL |
| 45 COMPUTER & INFORMATION SERVICES | 91 NURSING |
| 46 COMPUTER PROGRAMMING | 92 DENTISTRY |
| | 93 MEDICAL, M.D. |
| | 94 CHIROPRACTIC |
| | 95 MENTAL HEALTH |
| | 96 PHYSICAL SCIENCE, GENERAL (GEOLOGY, PHYSICS, OCEANOGRAPHY, MATHEMATICS, CHEMISTRY, ETC.) |
| | 99 OTHER |

**TABLE B
LIST OF STATES**

USE THE FOLLOWING NUMBER CODES TO ANSWER QUESTION 14 ON PAGE 3 OF THE SURVEY. (INDICATE IN WHICH STATE YOU PLAN TO ATTEND A POSTSECONDARY INSTITUTION.)

- | | | |
|-------------------------|--------------------|--------------------|
| 1. ALABAMA | 19. LOUISIANA | 36. OHIO |
| 2. ALASKA | 20. MAINE | 37. OKLAHOMA |
| 3. ARIZONA | 21. MARYLAND | 38. OREGON |
| 4. ARKANSAS | 22. MASSACHUSETTS | 39. PENNSYLVANIA |
| 5. CALIFORNIA | 23. MICHIGAN | 40. RHODE ISLAND |
| 6. COLORADO | 24. MINNESOTA | 41. SOUTH CAROLINA |
| 7. CONNECTICUT | 25. MISSISSIPPI | 42. SOUTH DAKOTA |
| 8. DELAWARE | 26. MISSOURI | 43. TENNESSEE |
| 9. DISTRICT OF COLUMBIA | 27. MONTANA | 44. TEXAS |
| 10. FLORIDA | 28. NEBRASKA | 45. UTAH |
| 11. GEORGIA | 29. NEVADA | 46. VERMONT |
| 12. HAWAII | 30. NEW HAMPSHIRE | 47. VIRGINIA |
| 13. IDAHO | 31. NEW JERSEY | 48. WASHINGTON |
| 14. ILLINOIS | 32. NEW MEXICO | 49. WEST VIRGINIA |
| 15. INDIANA | 33. NEW YORK | 50. WISCONSIN |
| 16. IOWA | 34. NORTH CAROLINA | 51. WYOMING |
| 17. KANSAS | 35. NORTH DAKOTA | 52. FOREIGN |
| 18. KENTUCKY | | |

**TABLE C
ALASKAN POSTSECONDARY INSTITUTIONS**

USE THE FOLLOWING NUMBER CODES TO ANSWER QUESTION 15 ON PAGE 3 OF THE SURVEY. (INDICATE WHICH ALASKA INSTITUTION YOU PLAN TO ATTEND.)

- | | |
|---|---|
| 1. ALASKA BIBLE COLLEGE | 12. KOTZEBUE TECHNICAL CENTER |
| 2. ALASKA BUSINESS COLLEGE | 13. KUSKOKWIM COMMUNITY COLLEGE |
| 3. ALASKA PACIFIC UNIVERSITY | 14. MATANUSKA-SUSITNA COMMUNITY COLLEGE |
| 4. ALASKA VOCATIONAL TECHNICAL CENTER AT SEWARD | 15. NORTHWEST COMMUNITY COLLEGE |
| 5. ANCHORAGE COMMUNITY COLLEGE | 16. PRINCE WILLIAM SOUND COMMUNITY COLLEGE |
| 6. CHUKCHI COMMUNITY COLLEGE | 17. SHELDON JACKSON COLLEGE |
| 7. EXTENSION CENTER NEAR HOME | 18. SITKA COMMUNITY COLLEGE |
| 8. HUTCHISON CAREER CENTER | 19. TANANA VALLEY COMMUNITY COLLEGE |
| 9. KENAI PENINSULA COMMUNITY COLLEGE | 20. TECHNICAL INSTITUTE, BUSINESS OR TRADE SCHOOL |
| 10. KETCHIKAN COMMUNITY COLLEGE | 21. UNIVERSITY OF ALASKA, ANCHORAGE |
| 11. KODIAK COMMUNITY COLLEGE | 22. UNIVERSITY OF ALASKA, FAIRBANKS |
| | 23. UNIVERSITY OF ALASKA, JUNEAU |

APPENDIX B
SELECTED DATA TABLES

TABLE 22
DISTRIBUTION OF SENIORS BY SEX

SEX	NUMBER	PERCENT
Male	1,836	52.4
Female	1,642	46.8
No Response	27	0.8
TOTAL	3,505	100.0

TABLE 23
DISTRIBUTION OF SENIORS BY RACE

RACE	NUMBER	PERCENT
Alaska Native	787	22.5
Black	105	3.0
Oriental	61	1.7
Caucasian	2,345	66.9
Hispanic	42	1.2
Other	133	3.8
No Response	32	0.9
TOTAL	3,505	100.0

TABLE 24
DISTRIBUTION OF SENIORS BY
ANNUAL HOUSEHOLD INCOME

ANNUAL INCOME	NUMBER	PERCENT
Under \$8,000	303	8.6
\$8,000 to 14,999	339	9.7
\$15,000 to 24,999	538	15.4
\$25,000 to 39,999	805	23.0
\$40,000 or over	1,169	33.4
No Response	351	10.0
TOTAL	3,505	100.0

TABLE 25
DISTRIBUTION OF SENIORS
BY PRIMARY HOME LANGUAGE

PRIMARY SPOKEN HOME LANGUAGE	NUMBER	PERCENT
English	3,190	91.0
Other	295	8.4
No Response	20	0.6
TOTAL	3,505	100.0

TABLE 26
DISTRIBUTION OF SENIORS
BY WORK EXPERIENCE

TYPE OF WORK	YES		NO		NO RESPONSE		TOTAL	
	NO.	%	NO.	%	NO.	%	NO.	%
Part-Time Job	2,423	69.1	1,040	29.7	42	1.2	3,505	100.0
Full-Time Summer Job	2,647	75.5	817	23.3	41	1.2	3,505	100.0
Work Study	1,109	31.6	2,302	65.7	94	2.7	3,505	100.0
Supervised Others	1,442	41.1	1,977	56.4	86	2.5	3,505	100.00
No Work Experience	322	9.2	2,992	85.4	191	5.4	3,505	100.0

TABLE 27
DISTRIBUTION OF SENIORS BY RATING
OF SELECTED HIGH SCHOOL CHARACTERISTICS

HIGH SCHOOL CHARACTERISTIC	SENIOR RATING					
	OUTSTANDING		AVERAGE		POOR	
	No.	%	No.	%	No.	%
Variety of Courses	744	21.2	2,215	63.2	466	13.3
Quality of Instruction	830	23.7	2,365	67.5	228	6.5
Counseling Services	1,212	34.6	1,596	45.5	501	14.3
Special Help, if Needed	796	22.7	1,820	51.9	446	12.7
School Rules and Discipline	685	19.5	1,857	53.0	849	24.2
Grades, Marks, and Promotion	529	15.1	2,630	75.0	286	8.2
Athletic & Recreation Facilities	1,206	34.4	1,710	48.8	475	13.6
Library & Learning Centers	1,001	28.6	1,886	53.8	473	13.5
Vocational Training	981	28.0	2,152	61.4	285	8.3
Overall Satisfaction	1,066	30.4	1,857	53.0	344	9.8

TABLE 28
DISTRIBUTION OF SENIORS BY NEED
FOR ADDITIONAL ASSISTANCE AND BY HOUSEHOLD INCOME

ANNUAL HOUSEHOLD INCOME	AREAS OF ASSISTANCE							
	WRITING		READING		MATHEMATICS		CAREER PLANNING	
	YES	NO	YES	NO	YES	NO	YES	NO
Under \$8,000	167	124	176	115	201	93	187	109
\$8,000 to \$14,999	154	175	159	172	194	137	195	135
\$15,000 to \$24,999	214	316	231	300	282	249	276	254
\$25,000 to \$39,999	294	495	317	471	380	413	383	408
\$40,000 or over	388	752	416	724	516	637	573	612
No Response	145	196	144	199	182	162	160	182

TABLE 29
DISTRIBUTION OF SENIORS BY GRADES
EARNED IN HIGH SCHOOL AND BY SEX

GRADES	MALE		FEMALE		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
Mostly A's	216	39.6	330	60.4	546	100.0
Mostly B's	768	47.3	856	52.7	1,624	100.0
Mostly C's	765	64.7	418	35.3	1,183	100.0
Below C's	82	76.6	25	23.4	107	100.0
No Response	5	27.8	13	72.2	18	100.0
TOTAL	1,836	52.7	1,642	47.2	3,478	100.0

TABLE 30
DISTRIBUTION OF SENIORS BY GRADES
EARNED IN HIGH SCHOOL AND BY RACE

GRADES	ALASKA NATIVE		BLACK		CAUCASIAN		OTHER	
	No.	%	No.	%	No.	%	No.	%
Mostly A's	75	9.5	7	6.7	427	18.2	35	14.8
Mostly B's	377	47.9	30	28.6	1,113	47.5	102	43.2
Mostly C's	302	38.4	62	59.0	743	31.7	74	31.4
Below C's	26	3.3	6	5.7	55	2.3	21	8.9
No Response	7	0.9	0	0.0	7	0.3	4	1.7
TOTAL	787	100.0	105	100.0	2,345	100.0	236	100.0

EFFECTIVE SCHOOLING IN RURAL ALASKA:
INFORMATION FOR THE
RURAL EFFECTIVE SCHOOLS PROJECT

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RESEARCH SUMMARY

Background

Rural Alaska educators are skeptical about the applicability of national "effective schooling" research to culturally different village schools. The effective schooling research focuses on such matters as efficient use of classroom time, using standardized test scores to set academic priorities, and direct instruction to the class as a whole.

The Alaska Department of Education is planning to establish a rural Effective Schools Project in 1983. The Department is specifically concerned about the appropriateness of this research for rural Alaska and generally concerned with how to make the Effective Schools Project of value to rural education.

Purpose

In view of the controversy on effective schooling practices in rural Alaska, we added questions on this topic to a general survey of rural teachers. We asked teachers:

- how often they or their schools used the kinds of practices discussed in the national literature on effective schooling;
- how often they or their schools used instructional practices research has found to be especially effective with Native American children;
- what instructional methods they personally found most effective in their own communities; and
- how satisfied they were with students' academic progress, their own opportunities for professional growth, and other conditions of rural Alaska education.

Methods

We received surveys from 304 rural teachers. One teacher was randomly sampled from each school outside urban areas (such as Anchorage or Fairbanks). Response rate was 96 percent.

While the response rate was unusually high for a mailed survey, the limitations of questionnaires must be kept in mind in interpreting the results. We could not ask teachers in a survey how often they used many of the practices identified in the national literature on effective schooling; classroom observation would be required. In addition, standard measures of such concepts as "academic expectations" may not be applicable to rural Alaska.

Results

National Effective Schooling Practices

The majority of rural teachers do not often use national effective schooling practices. Fewer than half the teachers, for example, said that their schools often used standardized testing to set academic priorities or that their schools had found ways to schedule non-academic activities to limit disruption of instructional time.

Among teachers of junior high school students and above, about half regularly assigned homework. Rural teachers pointed out that many students did not have the lighting, space, or opportunity at home to complete homework. About a quarter of the teachers, however, overcame this problem by holding after-school study sessions twice a week or more. The classroom atmosphere, they felt, helps students get down to work and a teacher is available when students need assistance.

Teachers in all rural schools expected virtually all of their students to complete high school. The majority of teachers in Native majority schools, however, did not expect many students to attend or complete college, and they believed parents held similar views.

Only about 40 percent of teachers in Native majority schools felt that their students' academic ability was the same or higher than students' nationwide and that achievement at or above national norms could be expected of their students. In view of the isolation and different cultural background of many communities, teachers' views may be realistic. These results, however, underscore the problem of determining what "counts" as high academic expectations and reasonable standards for success in a village setting.

Effective Practices in Native American Education

While the national literature on effective schooling focuses on such issues as efficient use of time and standardized test scores, the research literature on Native American education has identified a different set of "effective" educational practices. These include, for example, use of Native teacher aides, self-paced instruction, and use of local examples to illustrate academic concepts. Most teachers in Native majority communities said they used these practices often.

When asked to describe the teaching practices they personally found effective, rural teachers emphasized those in the Native American research literature more often than those in the national effective schooling literature. Teachers emphasized the usefulness of such practices as 1) diverse instructional techniques, especially hands-on materials, 2) self-paced instruction, especially where the teachers set standards for how much work should be completed, 3) cooperative student learning, especially group projects and peer tutoring, and 4) involving parents and community people in the classroom.

Teacher Satisfaction with School Conditions

Most rural teachers are satisfied with their pay and benefits, teacher-student relationships, student discipline at their schools, and relationships between the school and the community. What frustrates many rural teachers is relationships with the district center, not relationships across cultures. About half the teachers in Native majority communities were dissatisfied or only somewhat satisfied with the district board's actions, the superintendent's management, and the support they receive from the central office. Many teachers are also dissatisfied with their own opportunities for professional growth.

Most rural teachers, especially more experienced teachers, are satisfied with the general quality of education at their schools. In Native majority communities, however, slightly over half the teachers were dissatisfied or only somewhat satisfied with their students' academic progress.

Implications

The focus of effective schooling projects in most states is academic progress. These results suggest that many rural teachers, particularly those in Native majority communities, see academic progress as a problem and will be receptive to this issue. Most rural teachers, especially experienced teachers, are satisfied with the general quality of education their schools offer. The Rural Effective Schools Project should avoid any negative implications about rural schools.

Most rural teachers, however, are unlikely to consider the national research on effective teaching helpful. When they consider what works in their own schools, they are likely to focus on practices emphasized in the research on Native American education. The Rural Effective Schools Project can point out that there is typically no conflict between the research on effective schooling and the research on Native American education.

In working with village schools, the Rural Effective Schools Project should be aware of the tensions that sometimes exist between the district center and the village schools and of the need to develop independent support for the project at both the central office and the individual school level. The project also needs to be aware of rural teachers' sensitivity to what rural parents want and to collaborate with parents as well as with teachers in any efforts to improve rural schools.

THE ISSUE

Rural Alaska educators are skeptical about the "effective schooling" practices summarized in the Governor's Task Force on Effective Schooling (1981). The Task Force attempted to identify, on the basis of national research, "effective schooling practices which would have general applicability to Alaskan students" (p.43).¹ The Alaska Department of Education (DOE) is using these findings to assist Alaska schools in designing their own improvement strategies. In 1982, DOE focused on urban schools; in 1983 DOE plans to begin a Rural Effective Schools Project.

Rural educators question whether the national findings on effective schooling—usually coming from large urban elementary schools—apply to the small Native multi-grade schools typical of rural Alaska. For example, national research on effective schooling shows that "children in the primary grades evidence higher achievement levels when they receive instruction in closely supervised, highly structured small group settings" (Governor's Task Force, p. 62). Direct instruction in small group settings is difficult to arrange in rural schools. The teacher must monitor children sometimes spanning five grade levels or more. A small group of students at the same grade level may not even exist. Self-paced individualized instruction, in the view of many rural teachers, is what works.

Is the national research literature irrelevant to the multi-grade classrooms of rural Alaska? Or do Native children also learn more from direct instruction in small groups rather than self-paced instruction where this situation can be arranged?

Rural teachers also question the national research literature on effective schooling because it does not take into account the specific cultural

characteristics and learning styles of Native American children. Indeed, a review of the research on Native American education has identified a different set of "effective" instructional practices (Cotton and Savard, 1981a). This set of practices does not typically contradict the findings of national research. It focuses, however, on other matters--the importance of warm, supportive teachers, Native American teachers and teacher aides, hands-on materials, and cooperative student projects.

PURPOSE OF REPORT

The purpose of this report is to provide background information for educators interested in finding ways to support rural schools in increasing their effectiveness.

We present the views of 304 randomly sampled rural Alaska teachers on effective instruction in their communities. We asked teachers:

1) how often they or their schools used the national effective schooling practices recommended in the Task Force Report;

2) how often they or their schools used the instructional practices research has found to be especially effective with Native American children;

3) what instructional practices they personally found most effective in their own communities; and

4) how satisfied they were with their students' academic progress, their own opportunities for professional growth and development, and other school conditions in rural Alaska.

METHODS

This teacher survey was part of a large study of school governance in rural Alaska conducted by Dr. Gerald McBeath at the University of Alaska with the assistance of Judith Kleinfeld, Bill McDiarmid, and others. In view of the controversy on effective schooling practices in rural Alaska, we added questions on this topic to a general survey of rural teachers.

The Sample

We mailed the survey in the spring of 1982 to one randomly selected teacher from each rural Alaska school (N = 315). (We defined "rural" as schools outside urban areas, such as Anchorage, Fairbanks, Juneau, and Kenai.) The response rate was extremely high—96 percent of the rural teachers answered our questions. Most teachers answered the questions carefully; indeed, many wrote notes in the margins to clarify their views.

The total sample—304 rural Alaska teachers—is unusually large and representative of rural schools. Since we sampled one teacher from each rural school (not rural teachers in general) the sample includes large numbers of teachers from small, multi-grade schools.

Limitations of a Survey

In asking teachers about their own instructional practices or those commonly used at their school, we faced a problem. Some of the most important instructional practices identified in the national literature cannot be measured through a survey.

Study after study, for example, has found that in some classrooms students spend most of their time doing academic tasks. In others, classwork is constantly interrupted because the teacher stops to discipline students, pass out materials, or attend to administrative details. "Time on task" is strongly related to gains in achievement on standardized tests (see review by Cotton and Savard, 1981b).

A mailed survey, however, cannot be used to measure how much time rural Alaska students spend doing academic work. Most teachers could not say with any accuracy how many minutes a day their students are on task. Classroom observation--extremely expensive and time-consuming in remote rural schools--would be required. What we could ask teachers in a mailed survey is a related question--whether their school has found a way to limit the interruptions common in rural schools, for example, basketball games, medical and dental exams, student trips, and the like.

In short, we could not ask rural teachers about every effective instructional practice discussed in the Task Force Report. We did ask about those practices which teachers could report on in a mailed survey.

Data Analysis

We analyzed teachers' reports by many categories--whether the school was Native majority (80 percent or more), white majority (80 percent or more), or of mixed ethnicity; whether the school was REAA, BIA, city or borough; whether the school was large or small; and the number of years experience the teacher had in the community or in rural Alaska education.

In presenting the results, we use the categories where statistically significant differences most frequently occurred. In the case of the principal's instructional role, for example, the greatest differences occurred in schools of

different size. In the case of teachers' expectations about whether or not their students would attend college, the greatest differences occurred between Native and white majority communities. Where no substantial differences occur, we present results for all rural teachers.

FINDINGS

Use of National Effective Schooling Practices

National research suggests that the following practices are strongly and consistently related to student achievement (Governor's Task Force, 1981). We asked rural Alaska teachers how often they used them:

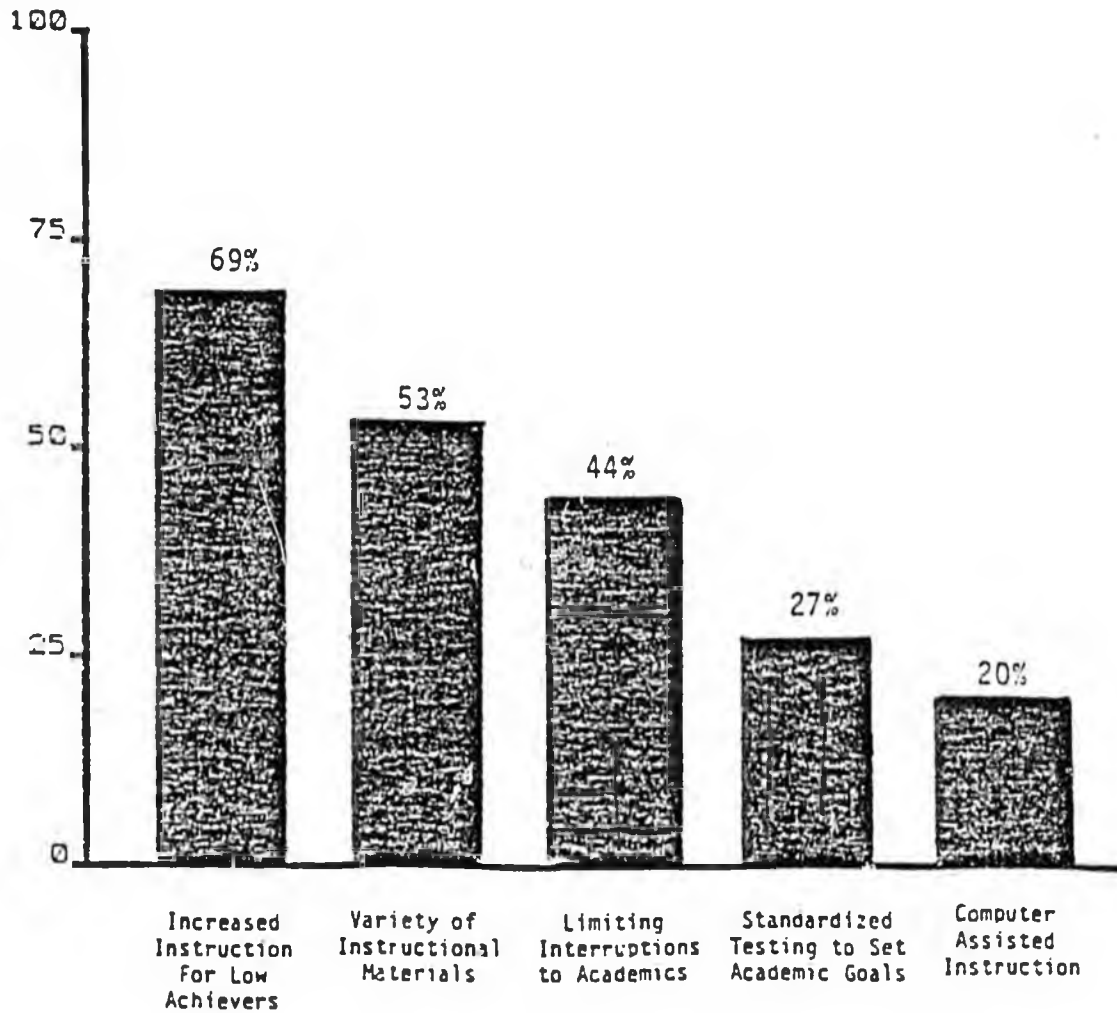
- Allocating additional instructional time for low ability, low-achieving students (including Title I and other programs).
- Using computer-assisted instruction to supplement regular teaching.
- Using standardized test scores to set academic priorities and objectives.
- Using diverse instructional materials including kits, mock-ups, modules and hands-on projects.
- Scheduling non-academic activities to limit disruption of instructional time.

Of these five practices, the only one used in most schools (69 percent) was increasing instructional time with low achieving students (Table I). Federally funded Title I programs probably account for the frequency of this practice. About half the teachers (53 percent) said they used a variety of instructional materials. But less than half said that the school attempted to schedule non-academic activities outside classtime, that computers were used on a regular basis,² or that the school paid attention to standardized test scores in setting academic goals and priorities. Most teachers said that their schools used these practices "somewhat" but not "often."

TABLE 1

NATIONAL EFFECTIVE TEACHING PRACTICES

TEACHERS USING PRACTICE OFTEN:
ALL RURAL SCHOOLS



SOURCE: McBeath, G., Kleinfeld, J., McDiarmid, G., and Coon, D. A Statewide Survey of Rural Alaska School Teachers, Fairbanks, AK: Center for Cross-Cultural Studies, University of Alaska, 1982.

We found very little difference in the use of these practices in schools of different size or of different ethnic composition. Since BIA schools are being phased out in rural Alaska, it is interesting, however, that these were the schools most likely to use some of these practices. BIA schools were significantly more likely to use standardized test scores to set academic goals and priorities (50 percent) and to schedule non-academic activities so they did not interrupt classwork (62 percent). We do not know why this is the case. Possibly these results indicate the narrower academic emphasis of the BIA—an older and more traditional school system.

Homework

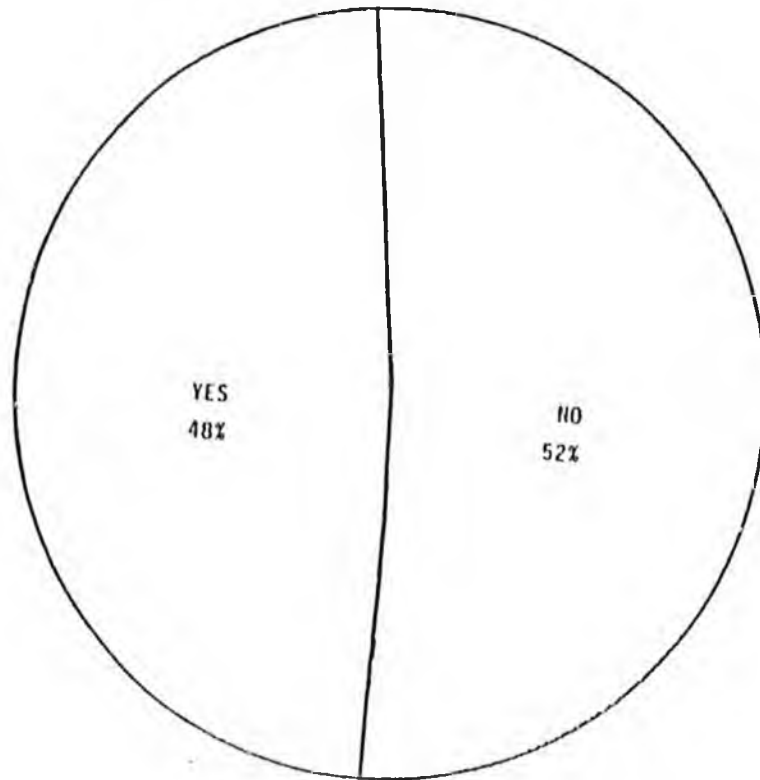
Another instructional practice related to student achievement in national research is regularly assigning homework (Coleman, Hoffer, and Kilgore, 1982). In rural Alaska many teachers find whether or not to give homework a troublesome issue. As some teachers explained in the margins of the survey, students may not have the lighting, space, or opportunity at home to complete homework. (One teacher in a traditional Eskimo community wrote that the "school board requested that students not be given homework.")

In view of these circumstances, we asked rural teachers whether they regularly assigned homework to their students. Slightly less than half (48 percent) said they did (Table 2). Some of these teachers, of course, teach in the early elementary grades where homework is not conventional. When we consider only teachers of junior high and high school students, the proportion of teachers who assign homework increases but only slightly (55 percent).

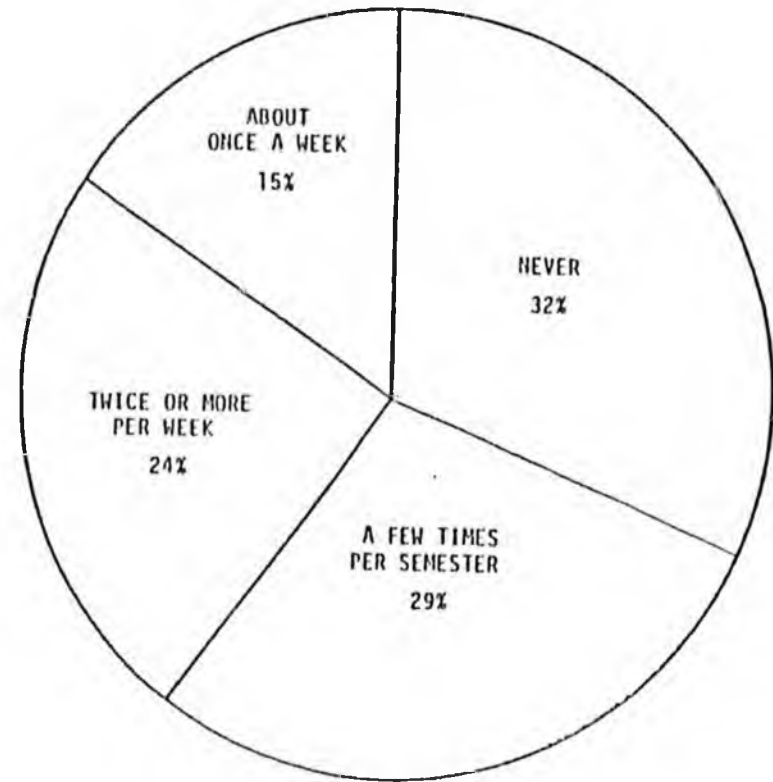
Some rural teachers, aware that students find it difficult to do homework at home, hold before or after school study sessions where students can do homework. The classroom atmosphere, they argue, helps students get

TABLE 2

HOMEWORK AND AFTER-SCHOOL STUDY SESSIONS :
ALL RURAL SCHOOLS



PROPORTION OF RURAL TEACHERS WHO
REGULARLY ASSIGN HOMEWORK



PROPORTION OF RURAL TEACHERS WHO
HOLD FORMAL BEFORE OR AFTER SCHOOL
STUDY SESSIONS

SOURCE: McBeath, G., Kleinfeld, J., McDiarmid, G., and Coon, D. A Statewide Survey of Rural Alaska School Teachers, Fairbanks, AK: Center for Cross-Cultural Studies, University of Alaska, 1982.

down to work and the teacher is there when the students need help. About a quarter of the rural teachers we surveyed held such study sessions as often as twice a week and another 15 percent held them once a week (Table 2). Teachers of junior high and high school students held after school study sessions no more frequently than other teachers.

More experienced rural teachers are more likely to hold after school study sessions. For example, only about 20 percent of teachers in Native communities with one to four years' experience held after school study sessions; among teachers with five or more years' experience 46 percent held such sessions ($p < .06$).

Teacher Expectations

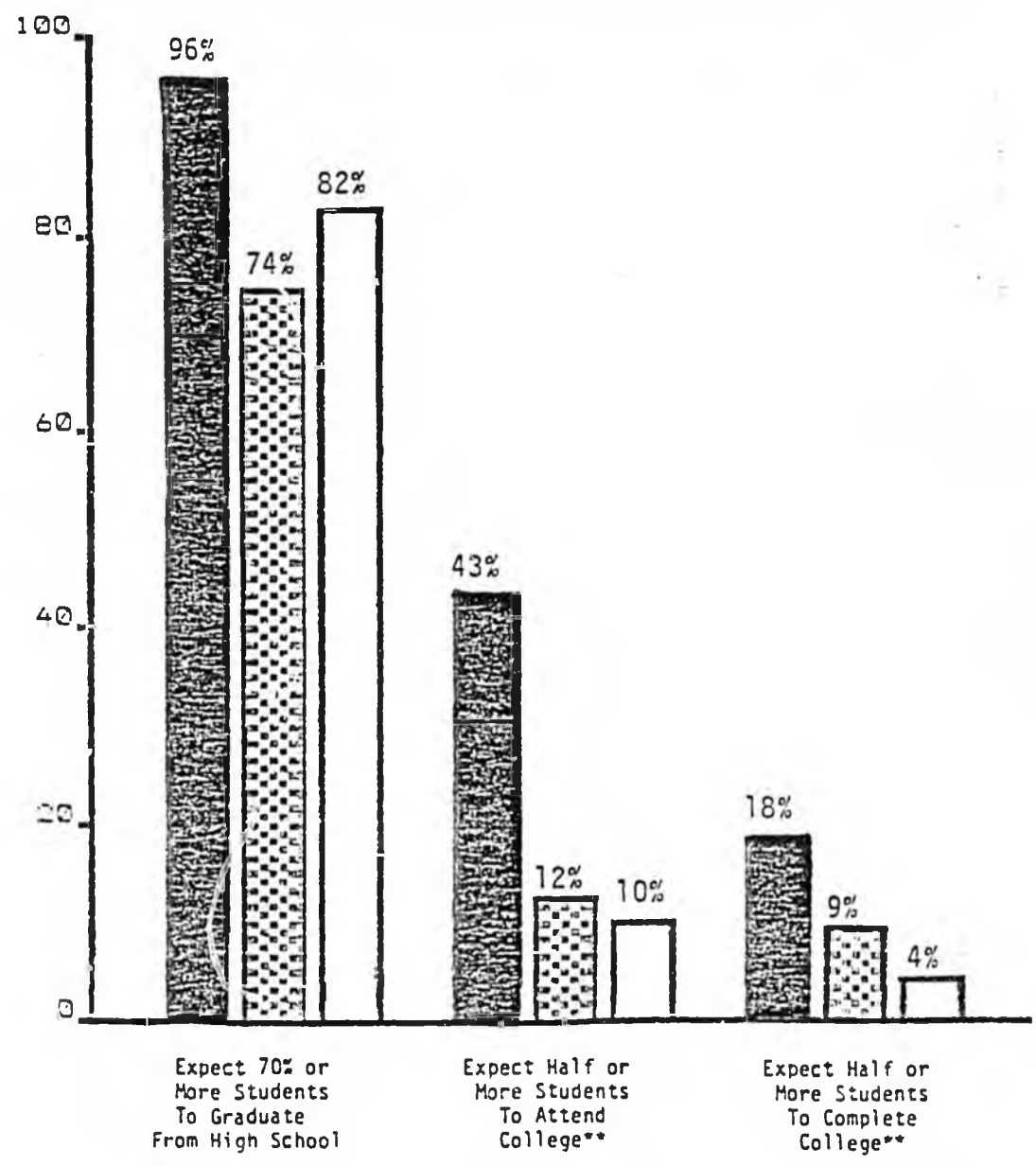
In the national literature on effective schooling, holding high expectations for student achievement has been found to be a critical characteristic of effective teachers (see especially Brookover, 1979). Typically expectations are measured by asking teachers such questions as what proportion of their students they expect to complete high school and attend college, how they would compare the ability of their students to students nationally, and whether they feel their students can be expected to achieve at national norms.³


Rural teachers, whether their students are mostly Native or mostly white, expect the majority of their students to complete high school (Table 3). Teachers in Native majority schools, however, are significantly less likely to expect students to attend and complete college than teachers in white majority schools (Table 3).


Rural teachers' own views about college for their students are consistent with what they think parents want for their children. In Native


TABLE 3

RURAL TEACHERS' EXPECTATIONS ABOUT HIGH SCHOOL AND COLLEGE COMPETITION: WHITE MAJORITY, MIXED, AND NATIVE MAJORITY SCHOOLS



 WHITE MAJORITY SCHOOLS
 N = 74

 MIXED ETHNICITY SCHOOLS
 N = 59

 NATIVE MAJORITY SCHOOLS
 N = 162

**p < .01

SOURCE: McBeath, G., Kleinfeld, J., McDiarmid, G., and Coon, D. A Statewide Survey of Rural Alaska School Teachers, Fairbanks, AK: Center for Cross-Cultural Studies, University of Alaska, 1982.

majority communities, 49 percent of the teachers said that none of the parents expected students to complete college. In white majority communities, the same proportion of teachers believed that parents expected half or more students to complete college.

We did not survey parents in either Native or white communities, and we do not know if teachers' perceptions are correct or incorrect. Teachers' comments in the margins of the surveys, however, suggest their concern about parents' support for what they are trying to do in school:

"It gets very depressing to a teacher. You really get tired of playing the heavy and being the only (most of the time) negative influence on their life. By negative I mean that you try to enforce some kind of discipline or rules."

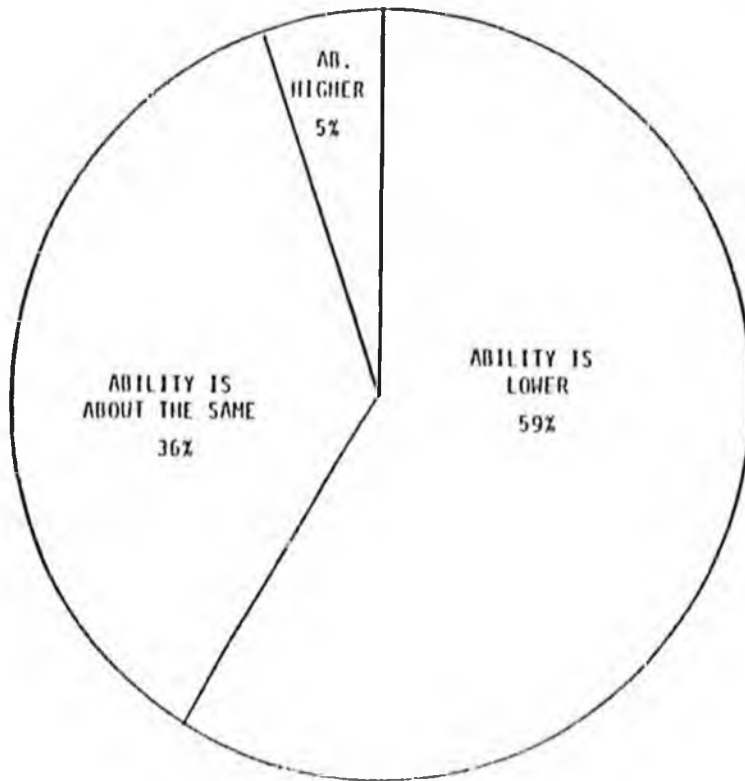
"Parents are reluctant to see their children leave home and become indoctrinated in a foreign culture."

"If the parents would support the teacher we would have much greater success."

When we asked rural teachers about the level of academic achievement they could expect of their students, there were again wide differences between Native majority schools and white majority schools. About 60 percent of rural teachers in Native majority communities felt that the academic ability of their students was lower than that of students nationally (Table 4). Sixty percent also felt that their students could not be expected to achieve at national norms (Table 5). Similarly, only slightly more than half the teachers in Native majority communities felt their schools could be better than average (Table 6).

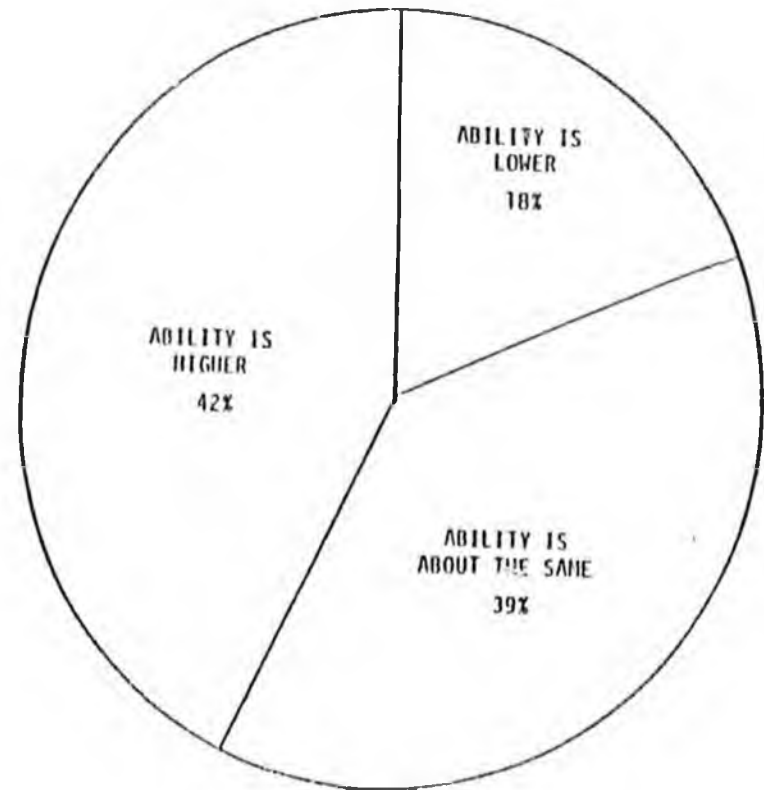
TABLE 4

RURAL TEACHERS' VIEWS OF THEIR STUDENTS' ACADEMIC ABILITY
COMPARED TO STUDENTS NATIONWIDE:
NATIVE MAJORITY SCHOOLS AND WHITE MAJORITY SCHOOLS



NATIVE MAJORITY SCHOOLS**

N = 162



WHITE MAJORITY SCHOOLS**

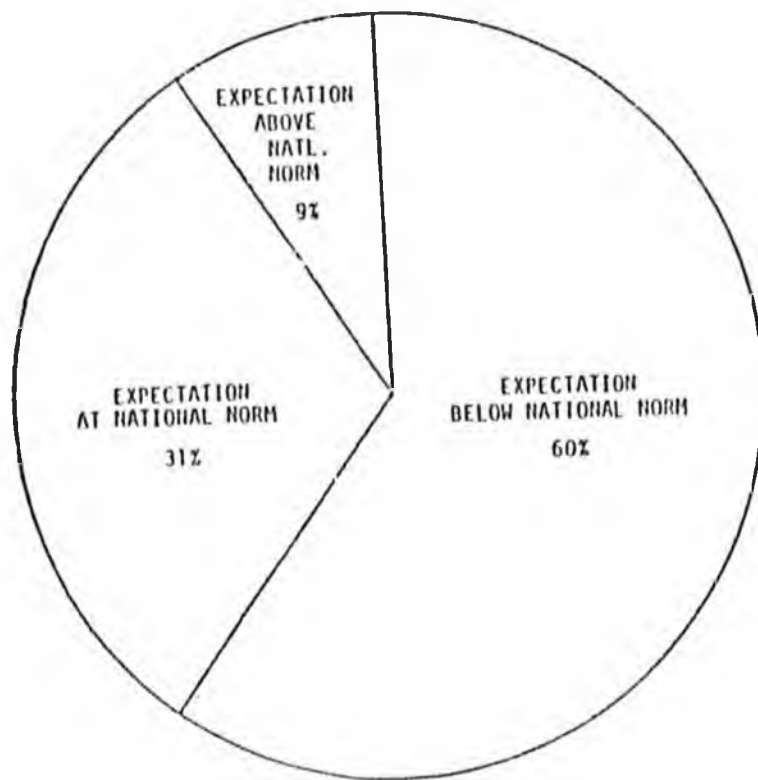
N = 74

**p < .01

SOURCE: McBeath, G., Kleinfeld, J., McDiarmid, G., and Coon, D. A Statewide Survey of Rural Alaska School Teachers, Fairbanks, AK: Center for Cross-Cultural Studies, University of Alaska, 1982.

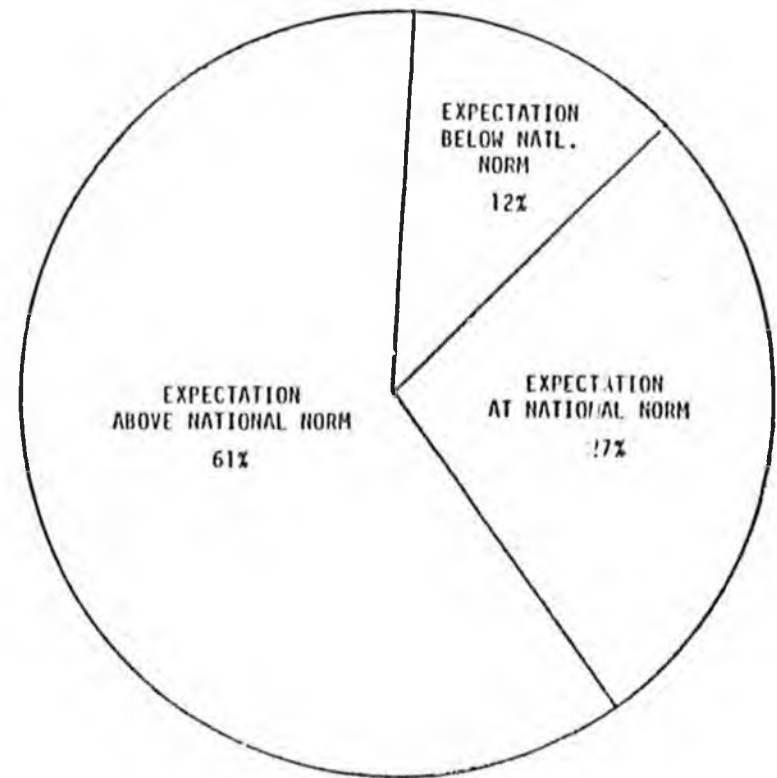
TABLE 5

RURAL TEACHERS' VIEWS ON THE ACHIEVEMENT LEVEL
THAT CAN BE EXPECTED OF THEIR STUDENTS:
NATIVE MAJORITY SCHOOLS AND WHITE MAJORITY SCHOOLS



NATIVE MAJORITY SCHOOLS **

N = 162



WHITE MAJORITY SCHOOLS **

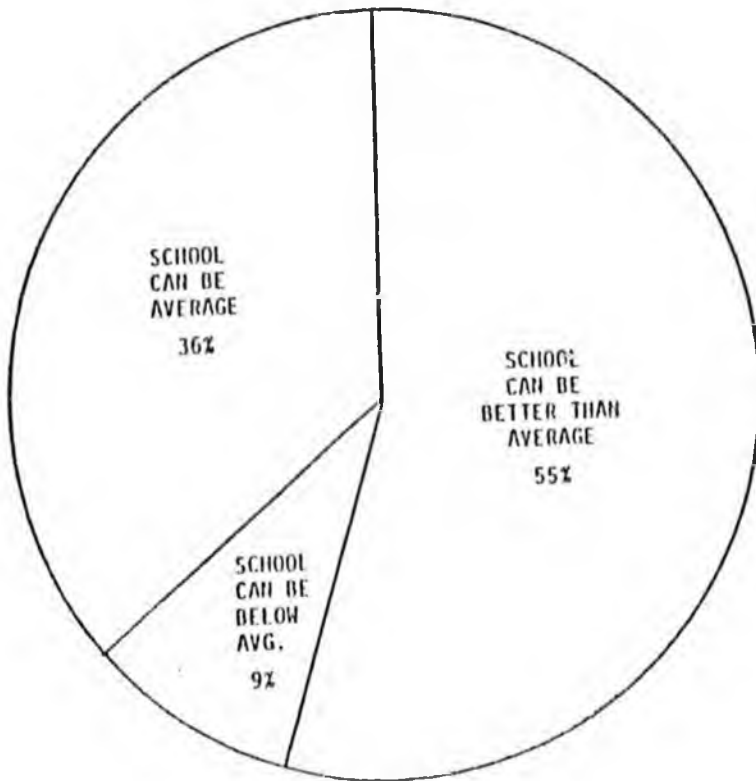
N = 74

** p < .01

SOURCE: McBeath, G., Kleinfeld, J., McDiarmid, G., and Coon, D. A Statewide Survey of Rural Alaska School Teachers, Fairbanks, AK: Center for Cross-Cultural Studies, University of Alaska, 1982.

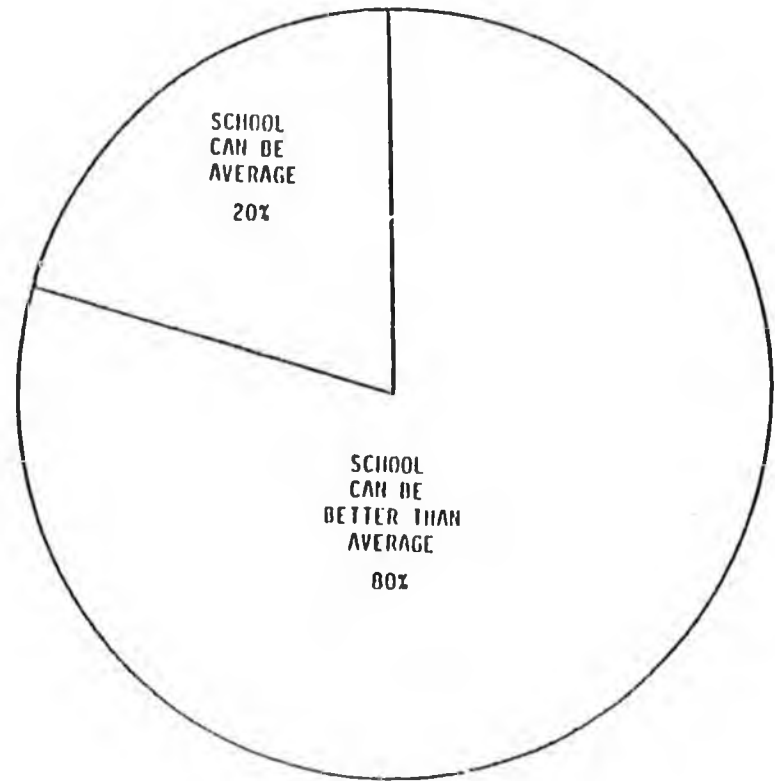
TABLE 6

RURAL TEACHERS' VIEWS ON HOW GOOD A SCHOOL
THEIR SCHOOL CAN BE:
NATIVE MAJORITY SCHOOLS AND WHITE MAJORITY SCHOOLS



NATIVE MAJORITY SCHOOLS**

N = 162



WHITE MAJORITY SCHOOLS**

N = 74

** p < .01

SOURCE: McBeath, G., Kleinfeld, J., McDiarmid, G., and Coon, D. A Statewide Survey of Rural Alaska School Teachers, Fairbanks, AK: Center for Cross-Cultural Studies, University of Alaska, 1982.

It is difficult to know how to interpret these results. One view is that rural teachers are simply being realistic. They are aware that their students have grown up in isolated, culturally different communities and that for many standard English is a second language. They know that in fact most students score below national norms. It would be unreasonable to expect their students to do as well as students nationally. Indeed, several teachers wrote on their surveys that we should be careful NOT to interpret their responses as "low expectations."

While we were inclined to accept this view, it is still troubling that so many rural teachers do not expect their students to achieve at national norms. A national norm, after all, is an average of children from the inner city and rural Mississippi as well as from Scarsdale. The issue of how to set reasonable standards, of what kinds of academic performance should count as success, is a vexing one in rural education.

Use of Native American Effective Teaching Practices

In a review of the research literature on Native American education, Cotton and Savard (1981a) identified instructional practices especially effective with Indian and Eskimo students. These practices are quite different from those identified in the national literature on effective schooling. They emphasize localized instruction rather than efficient use of time. The practices include:

- Use of Native teacher aides
- Self-paced instruction
- Cooperative student learning situations (such as peer teaching and group projects)
- Use of local curriculum materials (such as legends)
- Use of local examples to illustrate academic concepts

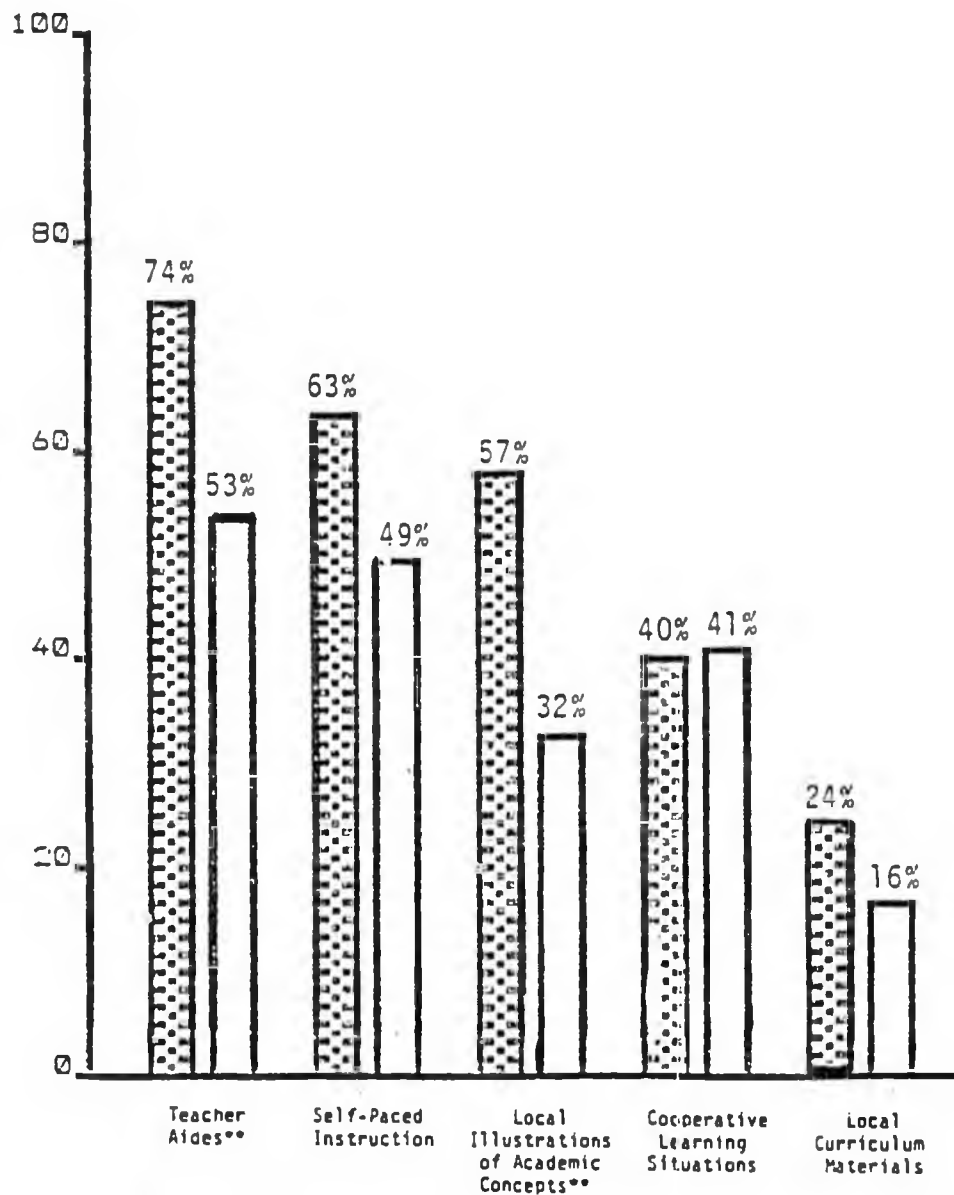
The practices listed above, however, are not supported by a substantial body of well-designed research. In general, research on Native American education is scarce. Such practices as "time on task" have not been systematically examined with Native Americans.


We found that rural teachers in Native majority schools used the practices linked to effective teaching of Native American students fairly often (Table 7). Almost three-fourths of the teachers, for example, said their schools often used teacher aides. More than half the teachers frequently used self-paced instruction and relied on local examples to explain academic concepts. More experienced teachers were especially likely to use these practices. For example, 44 percent of teachers with five or more years experience in the community often used local curriculum materials; among teachers with two to four years experience, 17 percent often used local


TABLE 7

USE OF INSTRUCTIONAL PRACTICES RESEARCH HAS FOUND ESPECIALLY EFFECTIVE WITH NATIVE AMERICAN STUDENTS: NATIVE MAJORITY SCHOOLS AND WHITE MAJORITY SCHOOLS

USE PRACTICE OFTEN



 NATIVE MAJORITY SCHOOLS
N = 162

 WHITE MAJORITY SCHOOLS
N = 74

**p < .01

SOURCE: McBeath, G., Kleinfeld, J., McDiarmid, G., and Coon, D. A Statewide Survey of Rural Alaska School Teachers, Fairbanks, AK: Center for Cross-Cultural Studies, University of Alaska, 1982.

materials ($p < .04$). More experienced teachers were significantly more likely to use local examples to illustrate academic concepts. They were somewhat more likely (the trends did not quite reach conventional levels of statistical significance) to use self-paced instruction and cooperative student learning situations.

Instructional Practices Rural Alaska Teachers See as Highly Effective
in Their Communities

We asked rural teachers to describe briefly the instructional practices they found particularly effective in their own communities. Each of the following practices were mentioned by about 20 percent of the teachers (a fairly large group considering the wide variety of practices teachers mentioned):

1. Use of diverse instructional materials, especially hands-on materials.

"Any type of hands-on class seems to be a better motivator than a purely academic program. Arts, music, small engines, skin sewing, etc."

"Hands-on projects that are pertinent and meaningful to everyday life."

"Hands-on projects have shown the most knowledge gains."

2. Self-Paced Instruction, especially when the teachers sets some standards for the amount of work to be completed.

"Self-paced with guidelines (such as at least five pages in math done by Friday; they can go faster but have to meet the minimum requirements)."

"As I have only ten students in a one room school, self-paced (and teacher-paced) instruction works well. I find group activities hard to plan because of the grade level spread."

3. Cooperative Student Learning, especially group projects and peer tutoring.

"Group assignments are very effective."

"In a multi-grade classroom, the older students make wonderful teachers for the younger students."

"Group projects such as a weekly school-community newspaper."

4. Involving Parents and Community People in the Classroom.

"Sending home nightly study guides for the family to work on that day's reading vocabulary and word skills."
(majority white community)

"Retired community people with special talents and interests."
(majority white community)

When asked to describe the teaching practices they saw as effective, few rural teachers mentioned any of the practices discussed in the national literature on effective schooling.⁴ The exception was the use of diverse instructional materials and here rural Alaska teachers added a different emphasis—the importance of hands-on materials.

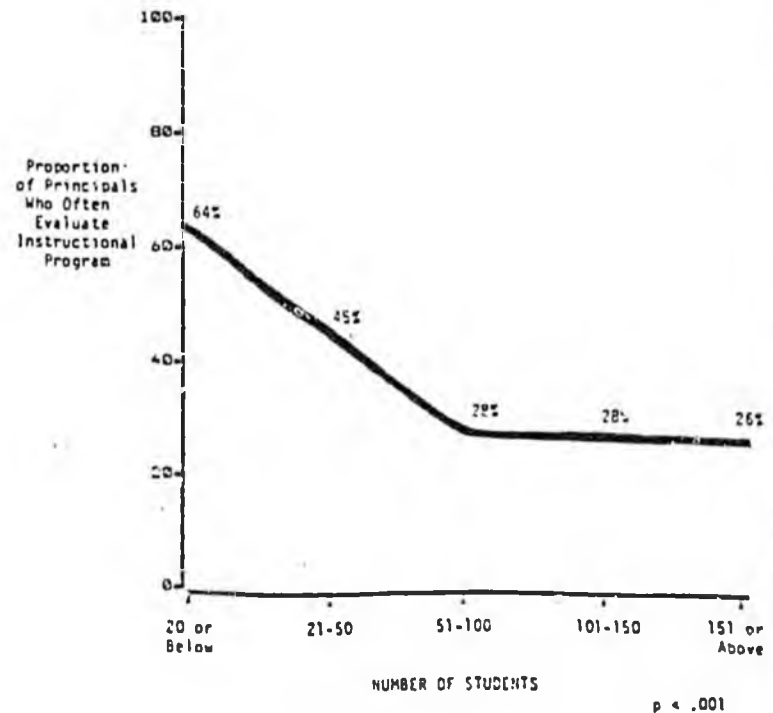
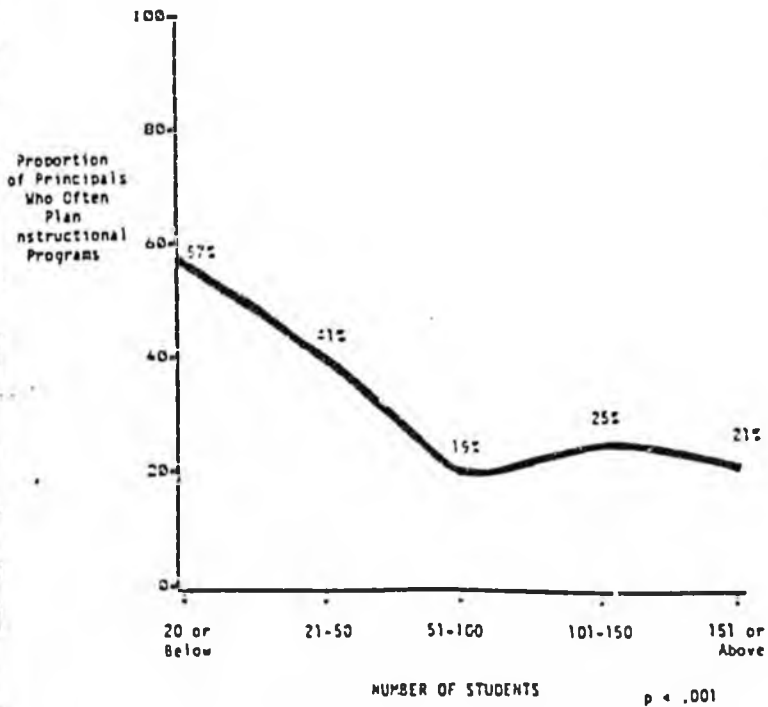
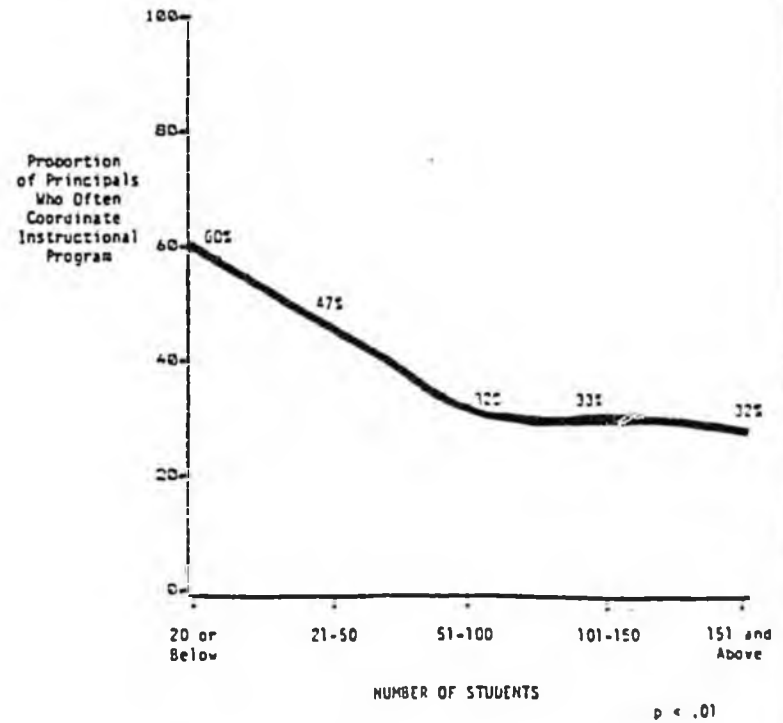
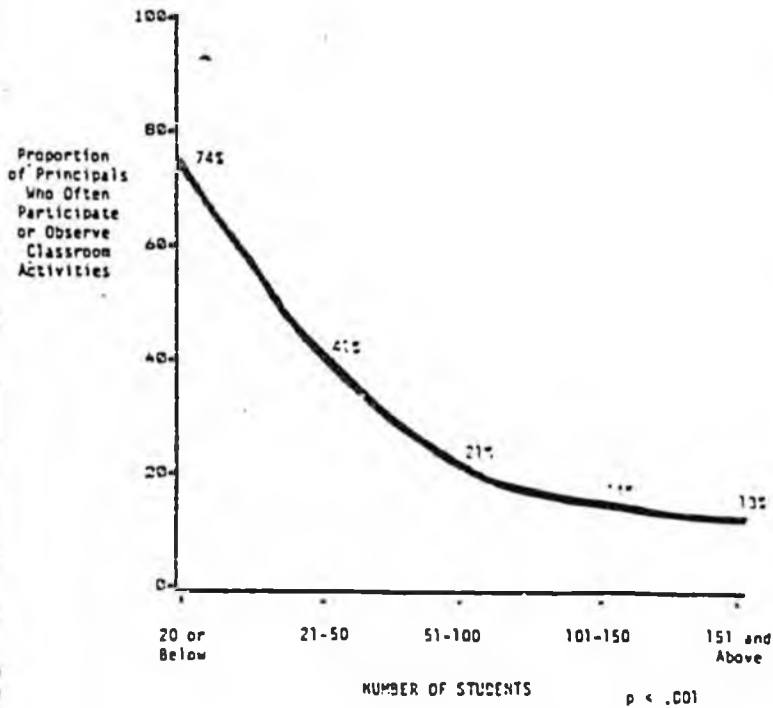
Rural Principals' Instructional Role

The national literature on effective schooling suggests that the achievement of low-income children goes up when the building principal takes on the role of instructional leader and focuses staff and student energy on raising achievement levels (Cotton and Savard, 1981c).

Principals in Alaska rural schools, especially smaller schools, already participate to a great extent in the business of teaching (Table 8). The role of the principal is strongly related to the size of the school. In very small schools, almost three-fourths of the principals are also classroom teachers. In schools of 50 students or below, about half the principals often plan, coordinate, and evaluate instruction.

TABLE 8

THE PRINCIPAL AS INSTRUCTIONAL LEADER:
ALL RURAL SCHOOLS



SOURCE: McBeath, G., Kleinfeld, J., McDiarmid, G., and Coon, D.
A Statewide Survey of Rural Alaska School Teachers, Fairbanks, AK:
Center for Cross-Cultural Studies, University of Alaska, 1992.

Rural Teachers' Satisfaction With School Management and Working Conditions

Reading through 304 teacher surveys, many marked with marginal comments, was a disheartening experience. The teachers' dominant mood was frustration. Occasionally, a teacher would voice satisfaction:

"This is a great place to be, challenging students, helpful parents, and a cooperative district. We love it here so I don't know when we'll leave."

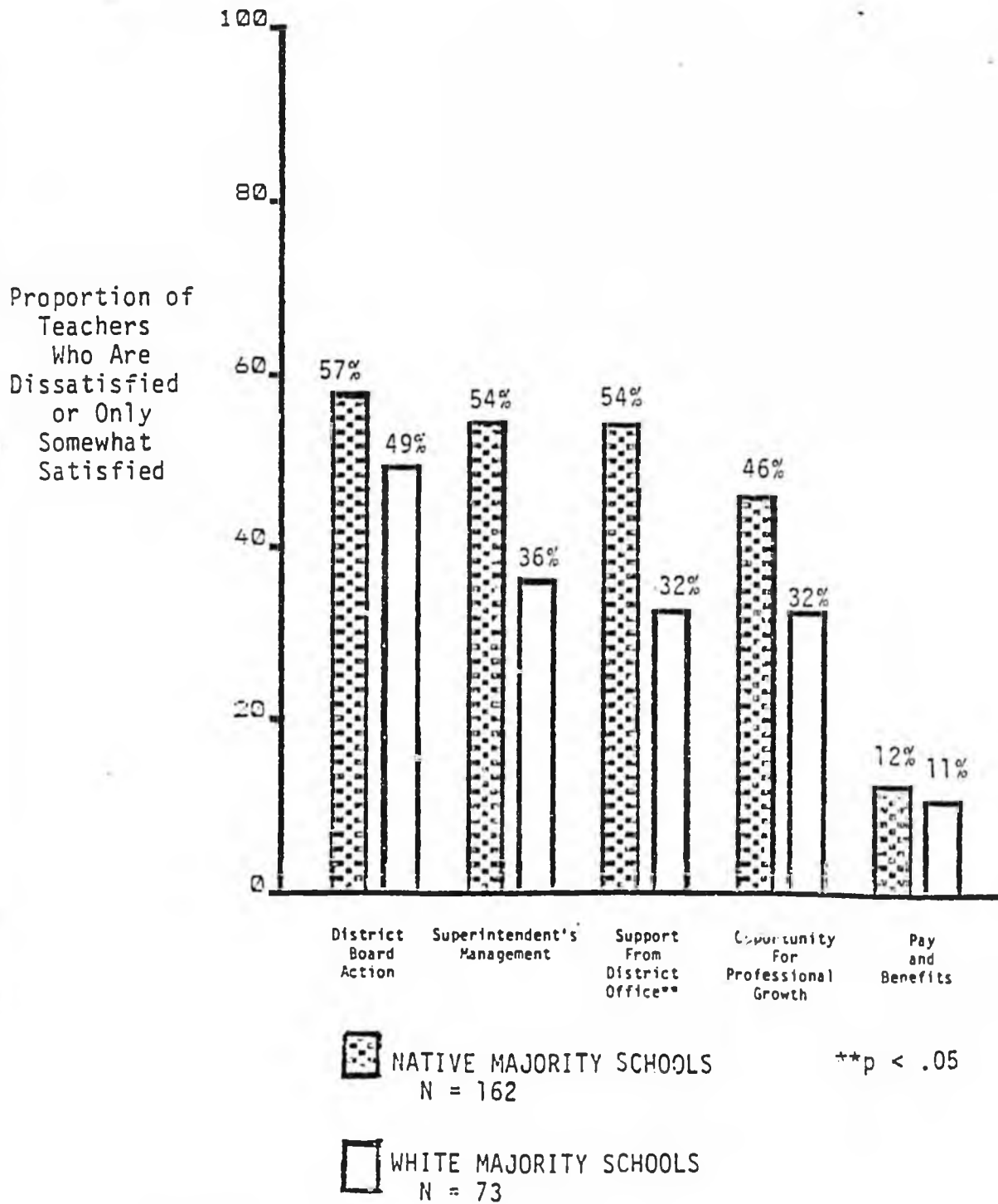
But the majority of the notes in the margins were complaints. Many teachers were depressed and dissatisfied, even though the majority (78 percent) thought they were personally successful as rural teachers.

We asked teachers what they were satisfied and dissatisfied about—pay and benefits, housing, relationships with the students and with the community, district office management, students' academic progress, and so on. The results surprised us.

The majority of teachers were not concerned about the standard issues discussed in contract negotiations or legislative reports or the academic literature. Most teachers (88 percent) were satisfied with their pay and benefits (Table 9). Housing was an acute problem for some (about a third), but not for most. Nor did teachers find it difficult to develop good relationships with the culturally different students they taught. Indeed most teachers (93 percent) saw their relationships with students as a major source of satisfaction.

What frustrated teachers most was not relationships with different cultures but relationships with the district office. More than half the teachers in Native majority communities were dissatisfied or only somewhat satisfied

TABLE 9
TEACHER SATISFACTION WITH SCHOOL MANAGEMENT
AND WORKING CONDITIONS:
NATIVE MAJORITY SCHOOLS AND WHITE MAJORITY SCHOOLS



SOURCE: McBeath, G., Kleinfeld, J., McDiarmid, G., and Coon, D.
A Statewide Survey of Rural Alaska School Teachers, Fairbanks, AK:
Center for Cross-Cultural Studies, University of Alaska, 1982.

with the district school board, the superintendent's management, and the support they received from the district office.

Several teachers commented on the margins of their survey, for example, that the school near the central office received an unfair share of equipment. Some teachers in remote schools said that the "superintendent never has been here to make a visit" and that the district office "too frequently forgets the village schools." Others felt that the district staff did not support them and did not understand their situation:

"Many problems that face rural schools are self-inflicted—usually from the central office. Administrators who have never worked or lived in rural Alaska often make decisions that do not fit village life or needs."

These types of tensions are common between any "center" and its "periphery", whether it is a corporate headquarters and its remote offices, a city and its countryside, or the district office and its village schools. The central office perspective is, of course, quite different. Central office staff see themselves as having many schools to visit, many programs to administer, many grant applications and reports to write. The point of interest to the rural Effective Schools Project is the existence of such tensions and the need to develop a strategy for change that is supported by both the central office and the village schools.

Another area where a large proportion of teachers were dissatisfied was with their own opportunities for professional growth. In Native majority communities, 46 percent of the teachers mentioned this area (Table 9). One teacher wrote on her survey:

"I am in a tiny school—one other teacher not my husband. I have no one to ask questions of. My class of primary grade children includes an incredible range of students (skill, intelligence, behavior, motivation). I have an unworkable curriculum guide which presents me with ample materials to use with each grade -- three -- and each subject—eight—but no advice at all for my class. My district has offered me one training session, one week. I am alone!"

Rural teachers see the lack of opportunities, for example, to talk over their teaching problems with other professionals as one of the serious problems of village teaching. Professional exchanges in an isolated village school are difficult. The teaching staff itself is small and few instructors teach similar grade levels or subjects. The teacher can't talk shop with someone else, for example, who is struggling with how to teach high school English. In addition, interpersonal tensions can develop between rural teachers at the same school. Unlike urban teachers, a village teacher cannot leave it all, vent frustrations to an uninvolved party, and return the next morning with a different perspective.

EFFECTIVE SCHOOLING IN RURAL ALASKA:
INFORMATION FOR THE
RURAL EFFECTIVE SCHOOLS PROJECT

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July 1983

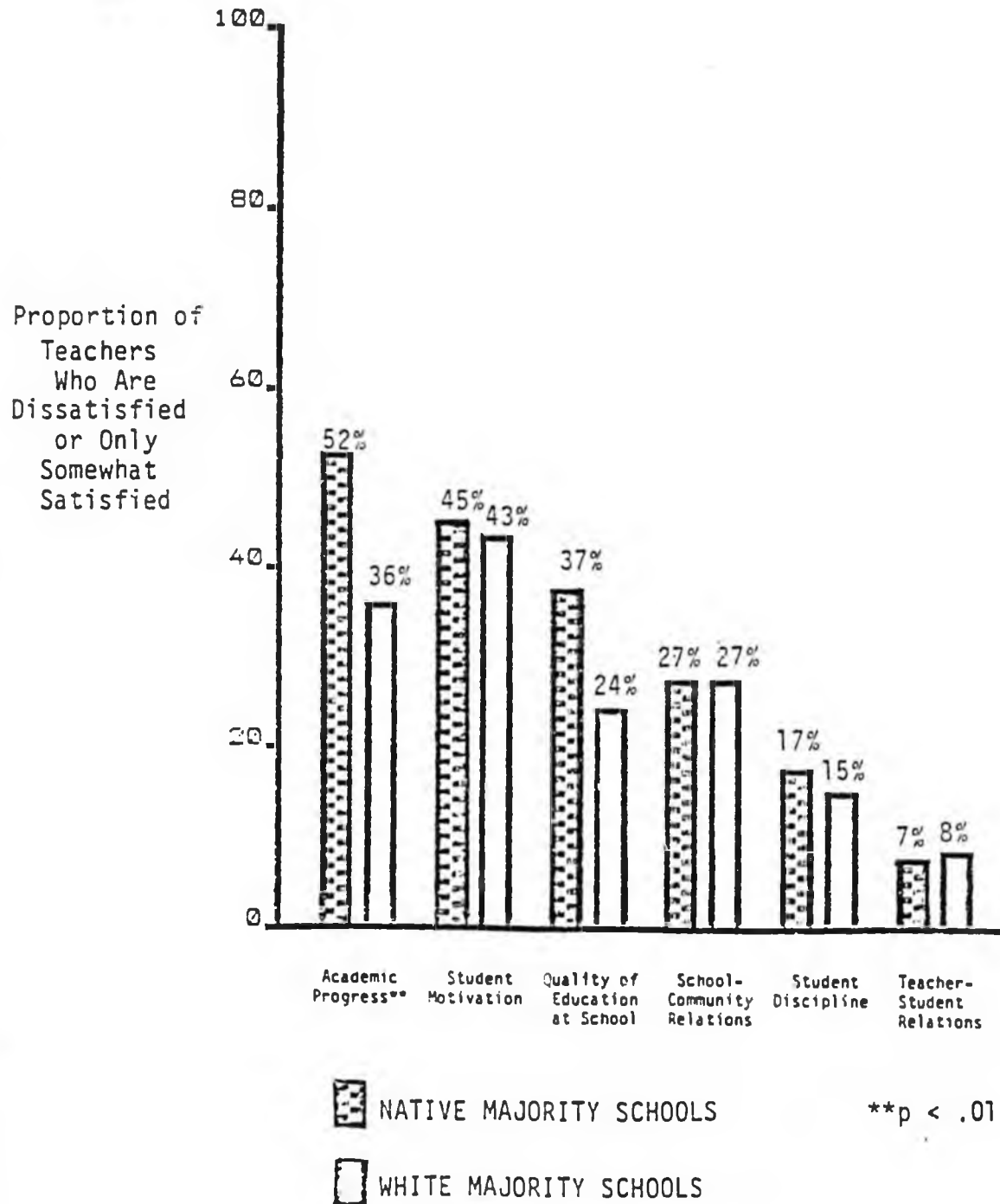
Rural Teachers' Satisfaction With Educational Conditions

Most rural teachers (63 percent) were satisfied with the general quality of education at their school (Table 10). Teachers with more experience in rural Alaska education were significantly more satisfied. Of teachers who had five years or more experience, for example, 79 percent were very or mostly satisfied with the general quality of education.

When we asked teachers more specifically about academic progress, however, less than half the teachers were satisfied. More experienced teachers were not significantly more satisfied than those new to rural Alaska education. Teachers saw a key problem as motivation, not discipline or teacher-student relationships (Table 10).

TABLE 10

TEACHER SATISFACTION WITH EDUCATIONAL CONDITIONS:
NATIVE MAJORITY SCHOOLS AND WHITE MAJORITY SCHOOLS



SOURCE: McBeath, G., Kleinfeld, J., McDiarmid, G., and Coon, D.
A Statewide Survey of Rural Alaska School Teachers, Fairbanks, AK:
Center for Cross-Cultural Studies, University of Alaska, 1982.

IMPLICATIONS FOR THE RURAL EFFECTIVE SCHOOLS PROJECT

In attempting to change schools, it is critical to begin with what teachers see as problems. It is important, therefore, to know that many rural teachers do see students' academic progress—the typical focus of statewide effective schooling projects—as a serious issue. Rural teachers may well be receptive to a project aimed at assisting them to increase students' academic skills. The majority of teachers are satisfied, in contrast, with the general quality of education in their school. A project that appears to teachers to be based on the assumption that rural schools are somehow "failing" will be unattractive.

Rural Alaska teachers are not likely, however, to be receptive to the instructional practices that national research has found to be important in raising achievement among low income children. Most of these practices are not used often in rural schools. Nor are these the practices that come to mind when teachers think about what really works in rural classrooms.

The majority of teachers in Native majority communities, in contrast, do use often some of the instructional practices that research has linked to the effective education of Native American education—Native teacher aides, self-paced instruction, using local examples to illustrate academic concepts. When we asked teachers what worked in their own classrooms, they mentioned these kinds of practices, not the practices emphasized in the national research literature.

The Rural Effective Schools Project should point out to teachers that there is no necessary contradiction between the national research on effective schooling and the research on Native American education. (The value of individualized, self-paced instruction is an exception.) The effective schooling

literature focuses in large part at the school level. The Native American education literature focuses primarily at the classroom level. It is not surprising that teachers, concerned with making their classrooms run well and fine tuning their methods, are more interested in the classroom level. Both sets of practices may be important to rural schooling.

In working with teachers to improve small rural schools, there are special opportunities and special pitfalls. An opportunity is that many rural teachers are dissatisfied with what they are offered in the area of professional growth and development. The Rural Effective Schooling Project may be able to provide professional assistance that teachers will appreciate. Another advantage is that rural principals, particularly in small schools, are already active in instruction. Many principals are principal-teachers and plan, coordinate, and evaluate the instructional program. Rural principals are strategically placed to become instructional leaders.

In working with village schools, however, the Rural Effective Schools Project should be aware of the tensions that exist between many village schools and the central office. The Project should carefully develop independent support at both the school and central office levels.

The Rural Effective Schools Project also needs to be aware of rural teachers' sensitivity to what parents want and the feeling of teachers in some communities that parents do not expect their children to go on to college. The issue of what should count as high expectations and academic success in a culturally different village school warrants discussion. This is an issue that cannot be appropriately considered without the participation of village parents. Above all, the Rural Effective Schools project needs to gain the active support of parents for efforts to improve rural schools.

FOOTNOTES

¹ Many reviews of the literature on effective schooling practices have been published in the national literature. This paper refers primarily to the literature reviews conducted by the Northwest Regional Educational Laboratory. These reviews were commissioned by the Governor's Task Force on Effective Schooling and form the research base most discussed in Alaska.

² This survey was done in the spring of 1982. More computers have been introduced to rural school since this time. How often they are used, however, is another question.

³ We used the set of questions developed by Brookover et al. (1979) to measure academic expectations. Brookover found these items to be highly related to achievement in Michigan schools enrolling low income black and white children. We made minor modifications of these items to make them more appropriate for rural Alaska.

⁴ Our survey question on what instructional practices the teacher personally found effective came after the survey questions asking whether the teacher used the practices described in the national literature or the literature on Native American education. We asked teachers to draw either from these lists or elsewhere in describing what they personally found effective.

REFERENCES

- Brookover, W.B., and others. School Social Systems and Student Achievement: Schools Can Make a Difference. New York: Praeger Publishers, 1979.
- Coleman, James S., Hoffer, Thomas, and Kilgore, Sally. High School Achievement: Public, Catholic, and Private Schools Compared. New York: Basic Books, 1982.
- Cotton, Kathleen and Savard, William. Native American Education: Topic Summary Report. Portland, OR: Northwest Regional Educational Laboratory, 1981a.
- Cotton, Kathleen and Savard, William. Time Factors in Learning. Portland, OR: Northwest Regional Educational Laboratory, 1981b.
- Cotton, Kathleen and Savard, William. The Principal as Instructional Leader. Northwest Regional Educational Laboratory, 1981c.
- Governor's Task Force on Effective Schooling. Effective Schooling Practices. A Report Presented to the Honorable Jay S. Hammond, Governor of Alaska, 1981.

504

2/1/84

Vern

NOTICE

The House Health, Education and Social Services Committee gives notice that it will take testimony on House Bill 504, "An Act establishing the teacher scholarship loan program," at the times and locations indicated below:

Kotzebue

Kotzebue Technical Center
1:00 p.m.
Friday, February 3, 1984
Teleconferenced to Capitol Room 112, Juneau, 1:00 p.m.

Nome

Nome City Hall
10:00 a.m.
Saturday, February 4, 1984
Teleconferenced to Capitol Room 112, Juneau, 10:00 a.m.

Bethel

Kuskokwim Inn Annex
12:00 p.m.
Sunday, February 5, 1984
Teleconferenced to Capitol Room 112, Juneau, 12:00 p.m.

If necessary, the Chairman may at her discretion limit testimony to a stated amount of time per witness.

Please contact Bill Lovell at 465 - 3777 or the local Legislative Information Office for more information.

/wtl



Janet M. Merrill
8760 Dudley St.
Juneau, Alaska 99801

February 7, 1984

Rep. Vern Hurlbert
Alaska State Legislature
Pouch V, State Capitol
Juneau, Alaska 99811

Dear Vern;

With respect to your recent letter concerning House Bill 504, I would like to state that I do support the concept of this bill. I do, however, have some reservations with respect to section 14.43.630, entitled "Conditions of Loans." In order to encourage a larger number of Native people to take advantage of this loan program, I would suggest the following revisions: 1) Loans should be available to graduate students as well as undergraduates. 2) The forgiveness scale for returning to the home school district to teach should be extended to returning to any rural district in Alaska to teach (perhaps with a maximum of 75% forgiveness for the latter option).

I personally feel that these amendments would increase the quality and the quantity of applicants. As a professional in the field of education, I am encouraged in your efforts to pass this bill, and wish you success and support. Please feel free to share this letter with The Speaker of the House, Mr. Joe Hayes.



Sincerely,

Janet M. Merrill

Gwitchyaa Zhee Corporation

Box 57
Fort Yukon, Alaska 99740

February 7, 1984

Representative Vern Hurlbert
Alaska State Legislature
Pouch V
State Capitol
Juneau, Alaska 99811



Dear Representative Hurlbert:

This letter is written in support of House Bill No. 504 which was recently introduced in the second session of the 13th Legislature.

As Native Leaders of Native Corporation and the Community we are well aware of your concerns on the lack of Native teachers within the teaching position. Unfortunately to our knowledge there is only two certified Native teacher in the district.

We need to work together to encourage educational excellence in all perspective among our students and to place role models in the classrooms.

One other thing is to encourage or have mandatory regulation of Department of Education and the local School District hire certified Native teachers when they are graduates of X-CED Programs.

In any event we sincerely support the concept of House Bill 504.

Sincerely,

A handwritten signature in dark ink, appearing to read "Nancy James".

Nancy James
General Manager
Gwitchyaa Zhee Corporation

cc: Nels Petersen, President GZ Corporation
NJ:abp





01-30-84

Dear Vern,

I have written letters to Joe Hayes and my local representative Arthur Herrmann. I thank you for the letter of Jan. 20, 1984 and I will continue to support and encourage others to support H.B. 504.

Your friend
Peter Florsch

Alaska Native Land Managers Association

840 K Street, Suite 202
Anchorage, Alaska 99501
(907) 272-1254

February 13, 1984

Representative Vern Hurlbert
Pouch V (MS 3100)
Juneau, Alaska 99811

Re: HB 504

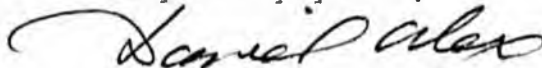
Dear Representative Hurlbert:

At a recent meeting of the Alaska Native Land Managers Association, the membership passed the enclosed resolution urging passage of HB 504, dealing with establishing the teacher scholarship loan program.

We feel that this bill satisfies an important need in rural Alaska. For too long, young people have left the villages to attend college, never to return. Additionally, we have watched a parade of non-native teachers through the village schools. We feel that it is important to have a stable staff of teachers in rural schools. We also feel that it is preferable to have native teachers teaching in predominantly native schools in order to understand and preserve the unique culture and history of Alaska Native peoples. It is our feeling that native teachers will provide a valuable role model for students in rural Alaska. The students need to see that they can be a success and that they can be leaders in today's world.

We feel strongly that the passage of HB 504 will be another step along the path towards improving rural education and the lives of rural Alaskans.

Very truly yours,



Daniel Alex,
President

Respond

HSS
[Signature]

MSG 84-00011995 PRTY 1 02/09/84 15:06:15 ORIG: LG00 IN= 0015 OUT= 0138
FROM: JOANN GLENNALLEN TO: JNU LIO FOR RE-TRANSMISSION
TARGET: LJHK SUBJ: POM

PUBLIC OPINION MESSAGE TO: SENATORS - KERTTULA AND MOSS
REPRESENTATIVES - SHULTZ AND FISCHER

SENDER: MAXWELL D. FANCHER, RETIRED PUBLIC SCHOOL ADMINISTRATOR
BOX 72 GLENNALLEN, ALASKA 99588
HOME PHONE: 822-3715 WORK PHONE: 822-5241 X208

MESSAGE: RE - HB 504

1. OPEN THE BILL TO GRADUATES OF PRIVATE SCHOOLS AND GED GRADUATES
2. ALLOW STUDENTS TO APPLY TO ANY SCHOOL DISTRICT WHERE THERE IS AN ESTABLISHED NEED FOR NATIVE TEACHERS.
3. LOAN FORGIVENESS: IF DISTRICT WHERE STUDENT RECEIVES LOAN HAS NO OPENING ALLOW STUDENT TO TEACH IN ANY OTHER DISTRICT WHICH HAS ETHNIC NEED.
4. WHAT EMPLOYMENT COMMITMENT WILL SCHOOL DISTRICT PROVIDE FOR GRADUATE?
5. WHAT HAPPENS IF A DISTRICT HAS NO OPENINGS BUT ANOTHER DISTRICT DOES?
6. THE CONCEPT AND NEED FOR THIS BILL SHOULD RECEIVE A HIGH PRIORITY.





MSG 84-00012465 PRTY 1 02/10/84 15:12:31 ORIG: LG00 IN= 0008 OUT= 0098
FROM: JOANN GLENNALLEN TO: JUNEAU LIO FOR RE-TRANSMISSION
TARGET: LJHK SUBJ: POM

***** PUBLIC OPINION MESSAGE *****

TO: ALL REPRESENTATIVES AND SENATOR MOSS
FROM: FRED T. WILLIAMS
MILE 112 RICHARDSON HWY.
BOX 91, GLENNALLEN, AK 99589 HOME PHONE: 822-3922

RE: HB 504 I OPPOSE THIS BILL. THE PRESENT STUDENT LOAN PROGRAM NOW PROVIDES FUNDS FOR EDUCATIONAL PURSUITS. A LACK OF EDUCATIONAL FUNDS AND OPPORTUNITIES IS NOT THE REASONS WE DO NOT HAVE MORE NATIVE TEACHERS. CREATING ANOTHER STATE PROGRAM WILL NOT SOLVE THIS PROBLEM.

MSG 84-00014783 PRTY 1 02/17/84 10:15:07 ORIG: LN00 IN= 0002 OUT= 0029
FROM: SANDY / NOME TO: JUNEAU INFORMATION
TARGET: LJHK SUBJ: P.O.M. 5

TO: REPRESENTATIVE MAE TISCHER, CHAIRPERSON, HESS COMMITTEE
REPRESENTATIVE SAM PESTINGER, VICE-CHAIRPERSON, HESS COMMITTEE
REPRESENTATIVE AL ADAMS, REPRESENTATIVE JACK FULLER

FROM: DEBORAH K. SWISHER, DIRECTOR
BILINGUAL TEACHER EDUCATION PROGRAM
KAWERAK, INC.
P.O. BOX 948
NOME, ALASKA 99762PHONE: (W) 443-5231 EXT. 53 (H) 443-5702

RE: HB 504

PLEASE HOLD ADDITIONAL TELECONFERENCE. INTENT OF BILL IS GREAT. PROBLEMS
INCLUDE POSSIBLE POLITICAL NATURE OF SCHOOL BOARD, DISTRIBUTION OF FUNDS;
STUDENTS SHOULD BE ALLOWED ONE YEAR GRACE PERIOD IF JOB IN DISTRICT IS NOT
AVAILABLE; MOBILITY TO ANOTHER DISTRICT DESIRABLE; RESTRICTION TO PUBLIC SCHOOLS
GRADUATES QUESTIONABLE.

Bill

February 1, 1984

Representative Joe Haynes
Pouch V
Juneau, Alaska 99811



Dear Representative Hayes:

I am responding to Representative Vern Hurlbert's letter concerning House Bill No. 504. As a Native with elementary certificate, I fully support this bill.

This year I am in NEA-Alaska Minority Affairs Committee, but due to my location I am unable to work closely with other Native teachers in my region. I am also having some difficulty with telephones and mail service, which is not my fault.

I have been teaching at Gambell Elementary School for two years. This year I am asking BSREAA for transfer to Shishmaref which is my home town. I have not heard from them yet other than my principal, Dave Bowling, recommending for the transfer. I would very much like to teach there, for simple fact, I have my parents and my house there. I also have other projects I would like to do. Enclosed you will find part of my official records, which clearly stated my reason since the year I graduated.

One of the main reasons why it is hard for Natives to come back to the villages is lack of support from the District and the Board. you see, I am the first person from my village to earn a degree in education but due to jealous and other factors, I have unable to teach in my village.

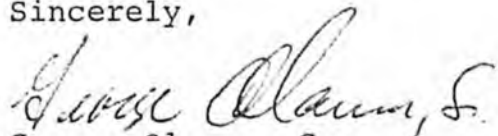
One of the reasons why we have few graduates is because of lack of funds to continue and complete training to become a teacher. I am still paying for my state loan. Students with families have no money to support families while at the campus, and therefore takes forever to complete courses. We have many students in our regions who have been students for years but due to lack of funds, it is impossible to complete any projects.

One thing I oppose is Sec.14.43.650, (b) Each school district shall award teacher scholarship loans... My reason is some students may not be award due to personal conflict with the Board president or administrators. Some people are very hard to deal with in the villages. They tend to create problems which prevents students from receiving support. They tend not follow professional criteria. I think this is wrong for I was and still the victim of such actions. We need some one else to over see the program if it passes. In fact, I would like to be involve in such program.

I have been very successful with my students this year and last. I feel we should have more Natives in positions.

Thank you for supporting our people. Someday, I hope we will be treated like any other teachers in the world and be proud.

Sincerely,



George Olanna, Sr.
5th & 6th Grade teacher

cc:

Rep. Vernon Hurlbert

Rep. John "Jack" Fuller

NEA-Alaska Minority Affairs Committee

THE FOLLOWING DOCUMENT(S) MAY NOT FILM
LEGIBLY BECAUSE OF POOR QUALITY OF THE
ORIGINAL.



To Whom it may concern:

I was born and raised in Shishmaref, Alaska. I attended Mt. Edgecumbe High School and upon graduation, moved to Washington State where I continued my training as auto mechanic. I worked as a mechanic for total of seven (7) years.

When I returned to Alaska, I found the culture of my village rapidly changing and the concept of Native Pride was disappearing. I didn't like what I saw and wanted to help educate our young people to realize that it is acceptable to be a Native. I wanted to show what I had seen outside of Alaska. I couldn't do it being a mechanic.

In the future, as a teacher in my village and my culture, I will

- 1. To be an example for the students to demonstrate that a Native can receive an education that will improve his/her life style and still be a Native.
- 2. With the development of the Land Claims Act, the future citizens of our villages will need education to be successful.
- 3. To help students to see changes that will come in the future, and that are now in process.
- 4. To get communication between the teachers and parents.

My goals I have set will expand as my experience increase.

Sincerely,

George Olawa, Sr.
George Olawa, Sr.

CANDIDATE'S PAGE

PAGE 7

Retyped: NOV. 12, 1983

THE PRECEDING DOCUMENT(S) MAY NOT FILM
LEGIBLY BECAUSE OF POOR QUALITY OF THE
ORIGINAL.

Alaska Native Land Managers Association

840 K Street, Suite 202
Anchorage, Alaska 99501
(907) 272-1254

February 13, 1984

Representative Mae Tischer
Pouch V (MS 3100)
Juneau, Alaska 99811

Re: HB 504

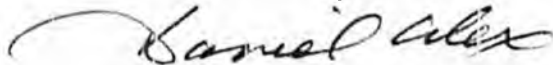
Dear Representative Tischer:

At a recent meeting of the Alaska Native Land Managers Association, the membership passed the enclosed resolution urging passage of HB 504, dealing with establishing the teacher scholarship loan program.

We feel that this bill satisfies an important need in rural Alaska. For too long, young people have left the villages to attend college, never to return. Additionally, we have watched a parade of non-native teachers through the village schools. We feel that it is important to have a stable staff of teachers in rural schools. We also feel that it is preferable to have native teachers teaching in predominantly native schools in order to understand and preserve the unique culture and history of Alaska Native peoples. It is our feeling that native teachers will provide a valuable role model for students in rural Alaska. The students need to see that they can be a success and that they can be leaders in today's world.

We feel strongly that the passage of HB 504 will be another step along the path towards improving rural education and the lives of rural Alaskans.

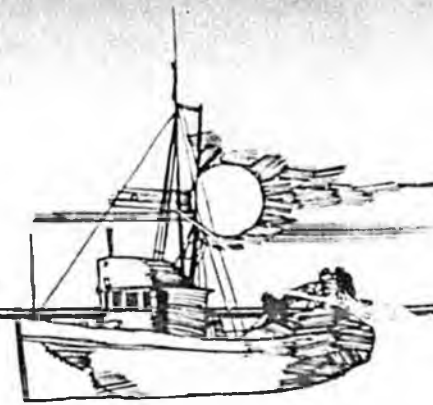
Very truly yours,



Daniel Alex,
President

CHUGACH

School District — Nyal D. Worsham, Superintendent



February 2, 1984

Honorable Joseph Hayes, Speaker of the House
Alaska State Legislature
Pouch V
Juneau, AK 99811



RE: House Bill #504

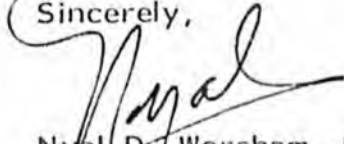
Dear Mr. Speaker:

I wish to speak in support of House Bill #504 related to a teacher scholarship fund for native students. Having spent the last eight years in Alaska bush and rural school systems, I know that our native students do need the relationships that native teachers can give to them.

We need positive counseling efforts to lead our future native teachers into the profession and give them support while they develop their teaching skills.

I thank you for the introduction of this bill and wish you and Representative Hurlbert success in its passage.

Sincerely,


Nyal D. Worsham, Supt.

cc: Representative Vern Hurlbert
Files

MANILAQ MANPOWER

P.O. Box 725
Kotzebue, Alaska 99752

Phone
(907) 442-3860

February 6, 1984

Mr. William T. Lovell
House HE&SS Committee
Alaska State Legislature
Pouch V
Juneau, Alaska 99811



Dear Mr. Lovell:

Thank you for this opportunity to submit written comments on House Bill No. 504. I admire the legislators insight into the problems of Rural Alaska and I applaud them for their inventiveness. Keep up the good work!!

Once again thank you for this opportunity.

Sincerely,


Fred Wemark
Special Assistant

enclosure: 1



MANILAM SAVAAKSRAQSIUC VIA
MEMBER VILLAGES

Ambler, Buckland, Deering, Kiana, Kivalina, Kobuk, Kotzebue, Noatak, Noorvik, Selawik, Shungnak

Mauneluk Manpower
Testamony on HB 504

Thank you for this opportunity to comment on HB 504. My name is Fred Wemark, Special Assistant with Mauneluk Manpower. I manage a program that brings career awareness into the villages. The main thrust for the program is to get the students and adults within the villages to think about what they would like to do in the village or region in the way of an occupation. We explore all the potential possibilities of work and try to give as accurate a picture of employment as possible in the future.

Your Bill reaches right to the heart of employment that will always be present regardless of the amount of development the rural parts of our great state may or may not enjoy. As long as there is a rural population there will be teaching jobs available. It is only fitting that these positions be taken by those that will live in the community and raise their families and keep the money within the community. This not only makes sense from an economic standpoint but from a social standpoint also.

There are many students in our University system that are studying for a career in Education. But those people are too few. Your bill will increase that number dramatically. More and more the high school students are realizing the importance of a higher education. With the rural economy in the shape it is in those hopes for a higher education fades with the lack of money to send them to school. Hope is now on the horizon. I urge that you pass this important piece of legislation as soon as possible with the appropriate funding.

Thank you.

HB 504
HESS

CITY OF SCAMMON BAY

GENERAL DELIVERY
Scammon Bay, Alaska 99662 / (907) 558-5529

The Honorable Anthony Vaska
State Representative for District 25
Alaska State Legislative
Pouch V
Juneau, Alaska 99811

2-7-84

Dear Tony,

Hello there Mr. Vaska! I understand that you and Senator Sackett were very busy having to meet with your constituents in Bethel. I'm sorry I did not have an opportunity to see you when Frank Aguchak and I went down to Juneau during the week of Febuary 1-4 to do political business with our district legislator.. Anyway I talked with your /isaltive assistant, Jim Plasman and, gave him a copy of Scammon Bay's Capital priority needs for this year.

We also would like for you to support H.B. 504 introduced by Representative Joe Hayes which is a bill aimed at providing a teacher scholarship loan program.

It's time that rural students especially natives must have sufficient financial recourse in order to come back to their own villages and teach. We would like for you to oppose the State take over of Mt. Edgcomb High School. Both of these issues are fully supported by the majority of the AVCP delegates which convened in Hooper Bay on January 26-27. You know as well as we know that it's unnessary for the State to take another financial burden when there's so much to full for rurals basic need's.

Well, Tony, if theres anything I can do in anyway, please let me know.

Sincerely,

Homer Hunter Jr.

Mayor

cc. Files
Senatore John Sackett
Senatore F

Rep. Al Adams

Rep. Veen
Hess

KALTAG NATIVE VILLAGE COUNCIL

RESOLUTION NO. 84-2

A RESOLUTION OF THE KALTAG NATIVE VILLAGE COUNCIL, KALTAG, ALASKA
PERTAINING TO HOUSE BILL NO. 504, "ESTABLISHING TEACHER SCHOLARSHIP
LOAN PROGRAM".

WHEREAS, we, the Council of Kaltag Village, are aware of the need for more
native teachers in our school systems across the state, and

WHEREAS, there is a need for funding and scholarships, and

WHEREAS, House Bill No. 504, in the legislature of the State of Alaska,
Thirteenth Legislature - Second Session has been introduced, and

WHEREAS, the above bill does not include students of private schools,

NOW, THEREFORE BE IT RESOLVED that the Kaltag Native Village Council respectfully
requests the sponsors of HB 504 to include private school students and,
if and when it does this, the council will fully endorse the above mentioned
bill.

ADOPTED THIS 9th day of Feb, 1984.

Franklin Madsen Sr Chief

Plasher Nerbati Sr Second Chief

Marylene Esmailka Council Member

Mary E Neglaska Council Member

_____ Council Member

_____ Council Member



City of Mountain Village

P.O. Box 204
Mountain Village, Alaska 99632
(907) 591-2929

Febraury 10, 1984


Honorable Joe Hayes
Speaker of the House
Alaska House of Representative
Pouch V
Juneau, Alaska 99811

Dear Speaker Hayes:

I am writing to you in support of House Bill no. 504, which uou introduced recently in the second session of the 13th legislature. This bill if passed, will greatly encourage and enhance our native people to come back and teach among their own people and will improve the quality of education which is vital in this area. Representative Vern Hurlbert is avare of this and it is his concern for his constituents in District 24 of which he represents.

Mr. Speaker, I advice your integrity and is some what surprise to me that you are concerned for us natives, therefore, I believe that is the kind of leadership we need in Juneau. Thank you very much!

Sincerely,


Andrew Brown, Vice-Mayor

cc. Rep. Vern Hulbert
Sen. John Sackett
Sen. Frank Ferguson
Rep. Jack Fuller
Supt. Dr. William Phillips, Lower Yukon School District
City Manager, Steve Schwab

January 27, 1984

Mr. Joe Hayes
Speaker of the House
Pouch V
Capitol Building
Juneau, Alaska 99811



Dear Speaker Hayes:

I am in receipt of a letter from Vern Hurlbert and a copy of HB 504. The idea seems a propitious one and has my enthusiastic support. I have noticed the problem you described with village schools in this area, wherein the bulk of the students are native and the teachers non-native. The teacher turnover rate is also sometimes rather appalling. I am sure the problem is even more marked in the northern sections of the state.

The only question I have is a legal one; namely, what is the advice of the AG's office on the constitutionality of Sec. 14.43.630 wherein preference is given to certain districts. I understand the intent, applaud it as morally correct and a practical necessity (if you are to accomplish the stated goal and not end up giving the bulk of the scholarships to non-natives from non-native majority school districts) but wonder if it runs afoul of due process clauses. It is worth getting an opinion on beforehand to make sure the bill is couched in terms that are proof against later litigation.

Sincerely,

Thomas L. Conley, M.D.
Secretary
Ketchikan Gateway Borough School District
Board of Education

N.B. This is a personal, not a Ketchikan Gateway Borough School District, Board of Education, response.

cc: Representative Vernon L. Hurlbert
Representative Jack McBride
Ms. Cheri Davis
President
Ketchikan Gateway Borough School District



WRANGELL

**PUBLIC SCHOOLS
DISTRICT OFFICE**

P. O. BOX 651

WRANGELL, ALASKA 99929

Telephone (907) 874-2347

GATEWAY TO THE STIKINE

ROBERT W. McCONNELL, Superintendent of Schools

January 31, 1984

The Honorable Joe Hays, Speaker of the House
Pouch V
Capitol Building
Juneau, Alaska 99811

Dear Honorable Hays:

In response to Representative Vern Hurlbert's letter of January 20, 1984, please regard this as support for HB 504.

Having spent time with a government which tried the same process, designed with the same philosophy, I have some concerns over the possible outcome. I applaud the intent however.

Sincerely,

Robert W. McConnell
Superintendent

cc: Representative Hurlbert ✓
Representative McBride

MR. DARRELL G. MOORE
DISTRICT SUPERINTENDENT

Chatham School District

P.O. BOX 109
ANGOON, ALASKA 99820
TELEPHONE: 788-3302 OR 788-3682
January 27, 1984

BOARD OF EDUCATION
MR. WALLY FRANK, SR.
MR. EDWARD GAMBLE, SR.
MS. MATILDA GAMBLE
MRS. ANN MACKOVJAK
DR. JACK LESH

Representative Vern Hurlbert
State Capital
Pouch V
Juneau, Alaska 99811

Dear Representative Hurlbert:

I would like to respond to House Bill NO. 504 which was recently introduced in an effort to encourage Alaska Native high school graduates to return to their home village to teach.

Prior to my tenure here in Chatham School District, I spent nine years on the Sheldon Jackson campus encouraging and developing a teachers education program. I am very interested in presenting role models for the village; however, I think your approach is wrong.

In our school district I would be in favor of hiring a student to return to the area, but not the same village. Experience from Bible times to the present will demonstrate that people returning to their home village are unduly criticized or subjected to demands not common to other candidates.

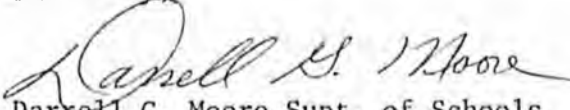
I also think the loan is discriminatory. This fact on the surface may not seem like an important clause; however, minorities like to know they made it on their own merits. I also think people are more inclined to succeed at something they invest time and money in.

Finally, I think many native graduates do something other than teach simply because they can demand more money as a college graduate in another occupation.

Many of our Sheldon Jackson graduates were either offered employment and terminated or never started due to the high wages they were able to attain through private enterprise or the native corporations. I do not think this program will change this fact and may in the long run do a disservice.

Please write or call me if I can be of further service or add clarification

Sincerely,



Darrell G. Moore, Supt. of Schools

cc: Joe Hayes, Speaker of the House
Reading File
- S C H O O L S -

Native teacher fund envisioned

(Continued from Page One)

tive students among the state's ethnic minorities return to the rural schools which continues the ethnic imbalance.

A high turnover of as much as 40 percent of teachers in rural education attendance areas in the state.

The bill states that current programs such as the X-CED program at the University of Alaska has failed to rectify the problem.

The loan program would appropriate money to be loaned to high school graduates or students within six months of graduation from a state public high school who have sufficient credits to be admitted to an accredited college. Those students also must be enrolled in or show intent to enroll in a university program which aims at a teaching degree for elementary or secondary school. The student also must meet criteria established by the local school board.

If the student is awarded the scholarship and completes his education and returns to the village, a percentage of his loan will be "forgiven" by the state at a rate of 15 percent each year for the first three years of teaching; 25 percent of the total loan for the fourth year completed and the final 30 percent for the fifth year.

The bill is given good change for success on the House side of the legislature because it is supported by the House Majority coalition of urban Republicans and Bush Democrats and because Hayes, the powerful House Speaker, is backing it. It isn't often that a bill sponsored by the Speaker is defeated.

On the Senate side, it is given fair chance for passage by Sen.

Frank Ferguson, D-Kotzebue, who said that it will probably pass in a refined form after some things are ironed out.

One possible problem the bill may have is surviving a legal challenge on the basis that it discriminates in favor of one specific ethnic group. The bill directs that the scholarships be awarded on a level proportionate to the percentage of ethnic representation.

Therefore, if 80 percent of the students are Native, 80 percent of the scholarship money must go to Native students.

Recent laws directing money at a specific group, such as the Longevity Bonus program which gives money to Alaska residents older than 65 years who have lived in the state since statehood has been ruled unconstitutional on the grounds that it discriminates against a person who moved to the state after statehood.

Tony Vaska of Bethel, who is a member of the Bush Caucus but not a member of the House Majority, said he thinks it will not survive a constitutionality test.

Hayes said he has had the Legislature's lawyers review the bill and they found it all right. He said the state attorney general has yet to review the bill.

Veteran observers of the Legislature found the key sponsor of the bill - Hayes - to be of particular interest because of his urban background. One commented that "if there ever was any doubt that Hayes is running for governor, this kills it."

Hayes responds to such skepticism by saying "I suppose it would look (like he is trying to gain a rural support) but I just

know the problems of rural people. I fly a lot and get out into the villages more than other urban legislators. I also have worked with the Bush Caucus for the past two years and I know of their concerns."

He said that Hurlbert was instrumental in pushing the bill and is second sponsor on the document.

Gov. Bill Sheffield had no comment on the bill other than to point out that programs do exist in the state to draw rural students into teaching.

And as for Hayes drawing a gubernatorial constituency, Sheffield said, "I told him, I'll out-campaign him 125 to one and I have more staying power."

Child abuse bill introduced

The Associated Press

Juneau - Certain kinds of child neglect and abuse unpunishable under existing law would be classified as felonies by a bill introduced in the Alaska House of Representatives.

The legislation is aimed at adults who use force against children or who "intentionally

cause or permit a child to be placed in circumstances resulting in serious physical injury."

The measure (HB 489) is sponsored by House Democrats Jack McBride of Ketchikan, Niilo Koponen of Fairbanks and Mike Szymanski of Anchorage.



City of Kaltag

Kaltag, Alaska 99748



February 7, 1984

Vern Hurlburt, Representative
Pouch V
Juneau, Alaska 99811

RE: HB 504 - Educational

Dear Representative Hurlburt:

This is a letter of support to the educational scholarship funding for rural students of Alaska including students of private schools.

Sincerely,

Kenneth B. Madros
Kenneth B. Madros,
Mayor

ejm





THE LAKE AND PENINSULA SCHOOL BOARD

SARA HORNBERGER, ~~President~~ Member
~~Box 100, Iliamna, Alaska 99606~~
P.O. Box 69, Iliamna, AK. 99606
February 3, 1984



The Honorable Vern Hurlbert
Alaska State Representative
Pouch V - Capital Building
Juneau, Alaska 99811

Dear Vern:

Thank you for your letter of January 20, 1983, in reference to House Bill No. 504. I appreciate the opportunity to comment on it. In realization of how very busy you folks are down there, I still hope that you will find time to read my letter of reply in addition to the reading by an administrative assistant. (I have no objections to this system - I know it is necessary if you elected officials are to be able to accomplish anything.)

I believe that my comments are made from a position of great strength. We have in our school district an administrative assistant, Frank Hill; two principal teachers, Norm Auberg and Pete Hill; and three teachers, Pauline Hobson, Larry Hill, and Gwen Nielsen; and one teacher on leave, Emma Hill, who are Native. In addition, we recently inaugurated a minority administrative apprenticeship and Frank Hill is the first person to participate. Whenever possible we hire local people to do school district jobs as for example, Alex Wassilie our North Area Maintenance Person.

Going from there, I want to ask if anyone had done any research at all to see if this bill will do what it proposes to do? Three of our Native teachers got their degrees through the ARCTIC program (later called X-Ced); Several refused all financial help of any sort preferring the joy of being able to say, "I did it all by myself." Several used the regular state loan program and BIA assistance.

In our district at least there has been no lack of assistance for village persons interested in higher education of any sort in obtaining any possible loan, grant, or scholarship. Persons who work as aides who show promise are encouraged - urged - to go on and get their degrees. Some few have attended the university sporadically. The members of the school board and the local teachers association have joined together for five years to grant two scholarships a year to district high school seniors in the name of one of our members who was killed in a snowmachine accident shortly after she enrolled in a teacher preparation program in Anchorage. She was a Native from Newhalen. We have youngsters from our district in college under the regular state loan program; but, so far as I know, my daughter is the only one in a teacher training program.

February 3, 1984

The Hon able Vern Hurlbert

I should add that one of our current board members, Jeannie Ihly, a Native from Chignik Lake, has ^{in Jan.} enrolled in college in Anchorage with the intention of becoming a primary teacher.

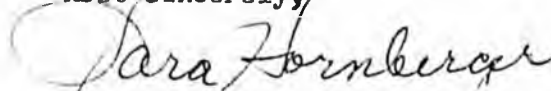
Where does this leave us? I believe that this bill will not do what you hope it will. All the money in the world will not prompt a person to attend college unless that person has the sincere desire, the personal drive to go. Secondly, that person, if he/she is to become a teacher must be willing to face a five-day-a-week, nine-month-a-year job; a job that is very intense and demanding. How many of our village people really want that sort of job? So we are talking about motivation. What is going to motivate a youngster from a village who enjoys the freedom of a life of trapping, fishing, hunting, etc., without the demands of a time clock, to take on the other sort of life? There are two things that cause a person to become a teacher: for some it is a calling; they cannot imagine doing anything else; it is their life; for other it is a job, a way to make a living and have three months a year off, etc. If a youngster from a village doesn't have an intense desire to become a teacher, I can't imagine that this loan program will inspire him/her to spend four years away from home in school to become a teacher. That child is going to get a trade that will enable him/her to go out and earn money when it is needed and then go home and enjoy life, and I don't blame that person one bit. Who wouldn't prefer that sort of life! So, we have a motivation problem.

We have one more problem. The fact that a person is a Native does not mean that he/she will make a good teacher, anymore than membership in any other race guarantees skill in any profession. This bill has no criteria set up at any place to evaluate participants. Today our children must have the very best possible teachers for the basics. We have many fine people in our villages who can and do work in the schools assisting with local culture programs, bi-lingual programs, who are not college graduates. Many of them have not finished eighth grade. They cannot teach math or reading or other subjects the certificated teachers handle; rather, the two work as a team complimenting each other when the program is handled properly.

One last point I'd like to speak to is teacher turnover. Years ago when Bristol Bay Borough was formed and took over the schools one of our main concerns was teacher turnover. However, that ^{teacher turnover} is not all bad. Teachers like preachers maybe need to move around. I'm not going to dwell on this, but the question is a very debatable one. Furthermore, we have discovered that not all residents of a village are pleased when a local person comes home as a teacher. Was it not Christ who said something to the effect that a prophet is not without honor except in his own country.

This letter, of course, contains my opinions only and most certainly does not speak for the other members of the board either individually or as a legal group.

Most sincerely,



Sara Hornberger (Mrs.)

AVCP

Association of Village Council Presidents
P. O. Box 219 • Bethel, Alaska 99559 • Phone 543-3521

February 1, 1984

Hon. Joe Hayes
Speaker of the House of Representatives
Alaska State Legislature
Pouch V
Juneau, Alaska 99811



Dear Representatives Hayes:

On behalf of the Association of Village Council Presidents, regional non-profit Native corporation for the 56 Yupik Native communities of the Yukon-Kuskokwim delta region, I wish to commend you and the 27 co-sponsors for your introduction of House Bill 504, providing for a teacher scholarship loan program.

We concur with the legislative findings as stated in the bill. In particular, incentive has not be provided for Alaska Natives to pursue teaching careers in rural Alaska. Throughout the State (REAA) schools and remaining federal (BIA) schools, there are almost no Native teachers available for the almost totally Native student bodies. We sincerely appreciate your sponsorship of H.B. 504 and encourage your aggressive efforts for the enactment of this very beneficial legislation.

There is one small group of rural school districts which has overcome many of the difficulties which H.B. 504 seeks to correct. In the examination of rural education issues by you and your colleagues, we wish to encourage you to consider the future of five locally-controlled community schools in the AVCP-Calista Region. The Native communities of Akiachak, Akiak, Cheforak, Chevak and Tuluksak manage the only village-operated community schools in Alaska.

Beginning in 1977, these village council chose to operate their own community schools, apart from the federally-operated BIA schools and the State REAA systems. The federal government provides funds through the BIA appropriations, however management of the education programs and school districts is completely controlled at the community level.

Local community, Native involvement is provided in every aspect of the education program of these "contract" schools. The largest school, for example, has eight certified Alaska Native teachers in its teaching staff. Community school boards at these schools completely determine, within the village, all administrative, curricula, fiscal and policy decisions concerning school district operations.

Unfortunately, these schools are scheduled to be closed at the end of the 1984-85 school year.

Hon. Joe Hayes
February 1, 1984
Page 2

The schools are community-operated and controlled, while funds are provided by the federal government under contracting provisions of the "Indian Self-Determination and Education Assistance Act." The communities wish to continue to locally manage their education programs, however federal funds will not be available beyond federal FY-85.

These schools have requested financial assistance from the State to continue to operate their districts. Under present policies, the state will not provide education funds to the contract schools because they are operated by Native community councils (village councils), which were organized prior to statehood. The councils are recognized as "tribal governing bodies" by the federal government.

Although the village council "contract" schools have agreed to admit all student village residents to the schools, regardless of race, the present state policy regards them as "private" schools because they are operated by Native community councils.

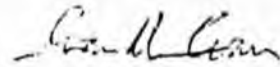
Despite their desire to maintain community control over the village education programs, the contract schools' only other option is to join the REAA education systems. They are very reluctant to do so because of the loss of community control over the education program, and because of the successes which they have achieved through the systems which have been established by them and which are now in place. If, for example, a Native community school becomes part of an REAA, they will be absorbed by a school district which encompasses up to 35 or more other communities, and will no longer have effective control over education at the community level.

The history, circumstances, and legal and policy issues are perhaps more complicated than I describe in this letter, however the basic aim of the village contract schools is simple. They wish to maintain effective local control and community operation of their schools. This goal is becoming destroyed by pressures of state and federal policies over which they have no effective control. We hope that you will consider the fate of these school districts among other rural education issues under review by the legislature.

By alerting you to the matter of Native community schools, we in no way wish to diminish the importance of your continued support for H.B. 504. Your interest in rural and Native education needs, as evidenced by H.B. 504, is genuinely appreciated.

Sincerely,

ASSOCIATION OF VILLAGE COUNCIL PRESIDENTS
Willie Kasayulie, Chairman of the Board


Ivan M. Ivan
President

Hon. Joe Hayes
February 1, 1984
Page 3

cc: Hon. Bill Sheffield, Governor
Rep. Vern Hurlbert
Rep. Jack Fuller
Rep. Tony Vaska
Sen. Frank Ferguson
Sen. John Sackett
Contract School Association

REP. JOHN G. (JACK) FULLER

CHAIRMAN, RULES COMMITTEE

MEMBER

POLICY COMMITTEE

COMMITTEE ON COMMITTEES

REAL BUDGET OVERSIGHT COMMITTEE

BLUE RIBBON COMMISSION ON PERSONNEL

DISTRICT 28

- ALAKANUK
- BREVISSION
- CHEVAK
- DIOMEDE
- ELIM
- EMMONAK
- GAMBELL
- GOLVIN
- HOOPER BAY
- KOTLIK
- KOYUK
- NOME
- SAVOONGA
- SAMMON BAY
- SHAKTOOLIK
- SHELDON'S POINT
- SHISHMAREF
- STEBBINS
- ST MICHAEL
- TELLER
- UNALAKLEET
- WALE
- WHITE MOUNTAIN



Alaska House of Representatives

February 13, 1984

Mr. Alfred S. White, Principal
 Covenant High School
 Unalakleet, Alaska 99684

Dear Mr. White:

Thank you for your letter regarding HB 504 - "An Act establishing the teacher scholarship loan program."

HB 504 was introduced 1/10/84 and referred to the Health & Social Services Committee, which is chaired by Representative Mae Tischer. The bill has further referrals to the House Committee on Loans, chaired by Representative Rick Uehling and the Finance Committee, chaired by Representative Al Adams. Any further correspondence you may have should be addressed to these Committees.

I have forwarded your letter to the Health, Education and Social Services Committee. Thank you for your interest in the Legislative process.

Sincerely,

Rep. John G. (Jack) Fuller
 Chairman, House Rules





FEB 9 1984

Covenant High School

(907) 624-3282 Unalakleet, Alaska 99684

February 6, 1984

Representative Jack Fuller
Alaska State Legislature
Pouch V (MS 3100)
Juneau, Alaska 99811

Dear Representative Fuller:

Enclosed is a letter which we submitted at the hearing recently on HB 504. We feel that this bill could serve an excellent purpose in the bush but feel strongly that private school graduates should not be restricted from participation. Our letter expresses our viewpoint.

The method of payment might need to be altered in order to avoid channeling funds through a private school to the recipients, but I am sure that this could be done without altering the intent of the bill. I am inclined to believe that it would be preferable, at any rate, to have recipients receive grants directly from the state on nomination from the districts. This method would largely parallel the present Student Loan program while giving the districts input on promising candidates.

Other items in the bill which might be given additional consideration are the following:

Sec. 14.43.640 Conditions of loan. Paragraph 2 requires that the borrower must teach in the district from which he/she graduated in order to be eligible for loan forgiveness. I believe that this is entirely too restrictive. In small districts such as Nome or Dillingham, an opening may not be available upon graduation. Also, marriage often requires a graduate to re-locate. It has been our experience that most Alaska Native graduates do return to the bush, and the value of others in the major city school systems is significant in its impact on Native students in those areas as well.

It seems unfortunate also that a returning student would be restricted from teaching in a private school in order to receive credit toward forgiveness. Federal teacher loans have not made this distinction. If the school is classified as having a high percentage of minority students, the borrower may apply for a percentage of forgiveness regardless of the public or private status of the school.

I am personally inclined to think that the loan should be supplemental rather than set at \$10,000 maximum without restrictions. BIA loans, for example, require that the applicant "show financial need after other sources of funding have been considered." Some such requirement would serve the double purpose of weeding out the less serious applicants and would increase the numbers of students who could be served.

I think that there should be close state monitorship of the loan recipients through the four years. This might require more than the present regulations for the Student Loan program.

Again, we want to indicate our strong support for this bill and will appreciate your consideration of the items we have discussed.

cc. Rep. Joe Hayes

Sincerely,

Alfred S. White, Principal



Covenant High School

(907) 624-3282 Unalakleet, Alaska 99684

February 3, 1984

Alaska House of Representatives
Health, Education and Social Services
House Special Committee on State Loans and Finance
Juneau, Alaska 99801

Dear Committee Members:

We are taking this opportunity to comment on House Bill No. 504 which has recently come to our attention. We certainly applaud the intent of the bill to enlarge the number and strengthen the training of ethnic minorities, particular Alaska Natives, in the teaching profession by offering teacher scholarship loans. We have recognized this need since 1954 when Covenant High School was opened and have encourage both public and private support of teacher training.

We are surprised, however, to discover that Native graduates of private schools are discriminated against in receiving this assistance. Since the intent of the bill is "to encourage members of ethnic minorities to return to rural schools as teachers," and since "almost no students among the state's ethnic minorities return to rural schools to teach," it would seem that every able candidate would be encouraged to participate.

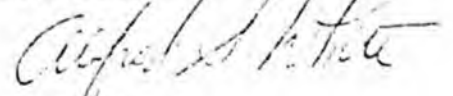
The success of such schools as St. Mary's High School and Covenant High School in providing graduates with college skills has been widely recognized and documented by studies such as those of Judith Kleinfeld at the University of Alaska. A quick survey of Covenant High School's alumni list indicates at least 10 people, all but three of whom are Alaska Natives, who have teaching degrees. One, Sam Towarak, is president of Chuchi Community College in Kotzebue. Probably at least another 10 have education minors or are presently working on education degrees. It is entirely possible that the incentive of a bill like HF 504 would have encouraged other such private school graduates with college skills to enter education. It might also have led some of these young people who showed an interest in education, but entered other fields, to find a place in education.

We see no problem in administering this legislation with graduates of private schools as recipients. Funds would be made available to eligible Alaskans without discrimination in the same way Alaska Student Loans are made available. No payments would be made to private or denominational schools. The Bureau of Indian Affairs Scholarship Grant Program, federal Pell Grants, etc. are all administered on this basis. Students receiving teacher scholarship loans may very well attend private colleges. It seems unreasonable that they would be restricted from attending a private high school to become eligible.

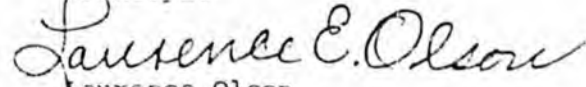
It would seem that the same formula for awarding scholarships by public schools could be used in such schools as Covenant High School. In communities where there is a single high school in the district, such as Nome or Dillingham, the process of awarding scholarships would be identical to the situation at Covenant High School. We would simply be considered as a district, as we are now with the Alaska High School Activities Association.

Again, we wish to offer our strong support for this legislation which shows promise of dealing with a serious deficiency in our rural communities - the lack of Native educators. We hope that the committee will increase the bill's scope to include what we believe is a strong source of eligible candidates for the program - the private and denominational schools.

Sincerely,



Alfred S. White
Principal



Laurence Olson
Executive Director

REP. JOHN G. (JACK) FULLER

CHAIRMAN, RULES COMMITTEE

MEMBER

POLICY COMMITTEE
COMMITTEE ON COMMITTEES
REAL BUDGET OVERSIGHT COMMITTEE
BLUE RIBBON COMMISSION ON PERSONNEL

DISTRICT 23

ALAKANUK	NOME
BREVIG MISSION	SAVOONGA
CHEVAK	SCAMMON BAY
DIOMEDE	SHAKTOOLIK
ELM	SHELDON'S POINT
EMMONAK	SHISHMAREF
GAMBELL	STEBBINS
GOLOVIN	ST MICHAEL
HOOPER BAY	TELLER
KOTLIK	UNALAKLEET
KOYUK	WALE
	WHITE MOUNTAIN



Alaska House of Representatives

February 13, 1984

Mr. Ivan M. Ivan, President
Association of Village Council Presidents
P. O. Box 219
Bethel, Alaska 99559

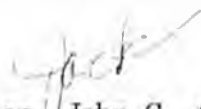
Dear Ivan:

Thank you for your letter regarding HB 504 - "An Act establishing the teacher scholarship loan program."

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I have forwarded your letter to the Health, Education and Social Services Committee. Thank you for your interest in the Legislative process.

Sincerely,


Rep. John G. (Jack) Fuller
Chairman, House Rules

AVCP

Association of Village Council Presidents
P. O. Box 219 • Bethel, Alaska 99559 • Phone 543-3521

FEB 9 1984

February 1, 1984

Hon. Joe Hayes
Speaker of the House of Representatives
Alaska State Legislature
Pouch V
Juneau, Alaska 99811

Dear Representatives Hayes:

On behalf of the Association of Village Council Presidents, regional non-profit Native corporation for the 56 Yupik Native communities of the Yukon-Kuskokwim delta region, I wish to commend you and the 27 co-sponsors for your introduction of House Bill 504, providing for a teacher scholarship loan program.

We concur with the legislative findings as stated in the bill. In particular, incentive has not been provided for Alaska Natives to pursue teaching careers in rural Alaska. Throughout the State (REAA) schools and remaining federal (BIA) schools, there are almost no Native teachers available for the almost totally Native student bodies. We sincerely appreciate your sponsorship of H.B. 504 and encourage your aggressive efforts for the enactment of this very beneficial legislation.

There is one small group of rural school districts which has overcome many of the difficulties which H.B. 504 seeks to correct. In the examination of rural education issues by you and your colleagues, we wish to encourage you to consider the future of five locally-controlled community schools in the AVCP-Calista Region. The Native communities of Akiachak, Akiak, Chefornak, Chevak and Tuluksak manage the only village-operated community schools in Alaska.

Beginning in 1977, these village council chose to operate their own community schools, apart from the federally-operated BIA schools and the State REAA systems. The federal government provides funds through the BIA appropriations, however management of the education programs and school districts is completely controlled at the community level.

Local community, Native involvement is provided in every aspect of the education program of these "contract" schools. The largest school, for example, has eight certified Alaska Native teachers in its teaching staff. Community school boards at these schools completely determine, within the village, all administrative, curricula, fiscal and policy decisions concerning school district operations.

Unfortunately, these schools are scheduled to be closed at the end of the 1984-85 school year.

Hon. Joe Hayes
February 1, 1984
Page 2

The schools are community-operated and controlled, while funds are provided by the federal government under contracting provisions of the "Indian Self-Determination and Education Assistance Act." The communities wish to continue to locally manage their education programs, however federal funds will not be available beyond federal FY-85.

These schools have requested financial assistance from the State to continue to operate their districts. Under present policies, the state will not provide education funds to the contract schools because they are operated by Native community councils (village councils), which were organized prior to statehood. The councils are recognized as "tribal governing bodies" by the federal government.

Although the village council "contract" schools have agreed to admit all student village residents to the schools, regardless of race, the present state policy regards them as "private" schools because they are operated by Native community councils.

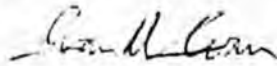
Despite their desire to maintain community control over the village education programs, the contract schools' only other option is to join the REAA education systems. They are very reluctant to do so because of the loss of community control over the education program, and because of the successes which they have achieved through the systems which have been established by them and which are now in place. If, for example, a Native community school becomes part of an REAA, they will be absorbed by a school district which encompasses up to 35 or more other communities, and will no longer have effective control over education at the community level.

The history, circumstances, and legal and policy issues are perhaps more complicated than I describe in this letter, however the basic aim of the village contract schools is simple. They wish to maintain effective local control and community operation of their schools. This goal is becoming destroyed by pressures of state and federal policies over which they have no effective control. We hope that you will consider the fate of these school districts among other rural education issues under review by the legislature.

By alerting you to the matter of Native community schools, we in no way wish to diminish the importance of your continued support for H.B. 504. Your interest in rural and Native education needs, as evidenced by H.B. 504, is genuinely appreciated.

Sincerely,

ASSOCIATION OF VILLAGE COUNCIL PRESIDENTS
Willie Kasayulie, Chairman of the Board


Ivan M. Ivan
President

Hon. Joe Hayes
February 1, 1984
Page 3

cc: Hon. Bill Sheffield, Governor
Rep. Vern Hurlbert
Rep. Jack Fuller
Rep. Tony Vaska
Sen. Frank Ferguson
Sen. John Sackett
Contract School Association

Bristol
Bay
Native
Corporation

445 E. 5TH AVENUE / P.O. BOX 100220 / ANCHORAGE, ALASKA 99510 / (907) 278-3602

February 15, 1984

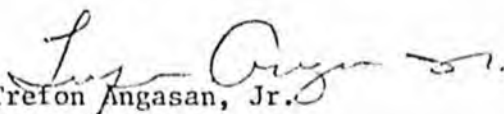
The Honorable Joe L. Hayes, Speaker
Alaska State House of Representatives
Pouch V
Juneau, Alaska 99811

Dear Mr Hayes:

House Bill No. 504, creating a teacher scholarship loan program for Alaska Native high school graduates who would earn a teaching degree and return to their district to teach, would give incentive for our Native students to enter into a field which would allow them to return to their villages or districts to teach.

Often, students are reluctant to enter this sector because upon conclusion, they are forced to move out of their environment to seek employment opportunities. House Bill No. 504 would alleviate this hurdle.

Sincerely,


Trefon Angasan, Jr.
Director, Shareholder Relations

cc: Representative Vernon L. Hurlbert

Haines Borough School District

P.O. Box 636
HAINES, ALASKA 99827

Stephen T. McPhetres, Superintendent

Gary D. Matthews, High School Principal
Alan W. Heinrich, Elementary Principal

January 30, 1984

Representative Vern Hurlbert
Alaska State Legislature
Pouch V
Juneau, Alaska 99811



Dear Rep. Hurlbert;

First, let me say I appreciate your sending me a copy of House Bill 504 and giving me the opportunity to respond.

Let me preface my comments by saying I have been in education in Alaska for twenty years and am myself a product of the Alaskan schools. So my comments will be somewhat bias.

As I read the bill, the intent is to encourage more Alaskan natives to pursue a career in education, However, the bill states "ethnic minorities". I read this to be negro, asian, hispanic, as well as Alaskan native. The bill must be more specific to accomplish the goal. I personally would be concerned if all minorities were eligible and I was not. That indeed would be a reverse discrimination. When I graduated from high school, the BIA assisted the native students in furthering their education. Possibly the state could pattern a scholarship program from the BIA.

Also, under the conditions of the loan, could you amend the section for payment by the State if borrower teaches in one of the State's rural school districts instead of anywhere in Alaska?

Again, thank you for the opportunity to comment.

Sincerely,

Stephen T. McPhetres
Superintendent

Alaska Native Land Managers Association

840 K Street, Suite 202
Anchorage, Alaska 99501
(907) 272-1254



January 26, 1984

Representative Hurlbert
Pouch V
Juneau, Alaska 99811

Re: HB 504

Dear Representative Hurlbert:

The Alaska Native Land Managers Association would like to thank you for co-sponsoring House Bill 504 dealing with establishing the teacher scholarship loan program.

We feel that it is very important to train teachers who will return to their rural villages to work. It will improve the quality of education in rural Alaska to have teachers from the area work in their schools. We hope that this will be a significant factor in improving the education system in rural Alaska.

We appreciate the support you have shown for rural Alaskan education by co-sponsoring this legislation. We look forward to working with you for the early passage of this bill.

Very truly yours,

A handwritten signature in cursive script that reads "Daniel Alex".

Daniel Alex
President

cc: Alaska Native Land Managers Association Members

WHEREAS, the preservation and continuation of Native culture in Alaska is of paramount importance; and

WHEREAS, Native teachers are needed to foster a sense of ethnic traditions and cultures in Alaska Native students; and

WHEREAS, existing programs have failed to increase the number of Alaska Native teachers; and

WHEREAS, the number of Alaska Native teachers returning to teach Alaska Native students is inadequate.

THEREFORE BE IT RESOLVED that the Alaska Native Land Managers Association, meeting in Anchorage, Alaska, this 19th day of January, 1984, does hereby support and urge the immediate passage of House Bill 504.

MR VERN HULBERT
HOUSE OF REPRESENTATIVES
JUNEAU, AK

FEB. 15, 1984

DEAR REP. Vern Hulbert

THIS IS A LETTER CONCERNING HOUSE BILL NO. 504 IN SUPPORT OF STUDENT LOANS TO AKASKAN STUDENTS. I AM IN FULL SUPORT OF THIS BILL. I CAN HONESTLY SPEAK ON THIS ISSUE. WHEN I ATTENED THE X-CED PROGRAM THERE WHERE MANY DISCOMFORTS I HAD TO ENCOUNTER IN APPLYING FOR FUNDING AS AN OFF CAMPUS STUDENT. THE EXISTING LOANS WERE NOT ENOUGH TO MET THE NEEDS OF ANYONE WITH A FAMILY. WE ALL UNDERSTOOD THAT IT COSTED MONEY TO GO TO SCHOOL BUT THE HARDSHIP WAS AT TIMES VERY DEMANDING ON OUR SLIM BUDGETS.

THE BILL HAS INSIGHT FOR OUR NON-CERTIFIED TEACHERS WHO HAVE BEEN VERY DEDICATED TO THEIR JOBS. THAY HAVE WORKED VERY SILENTLY WITHOUT RETIREMENT BENIFITS ON PART TIME BASES. I CAN FORESEE THEM GOING ON TO SCHOOL NOW IF THIS BILL IS PASSED IN BOTH HOUSES. THE COMMUNICATION WHICH LINKS THE VILLAGE LIFE AND THE SCHOOLS ARE THE NON-CERTIFIED AIDES. PERHAPS, IN THE FURTURE WITH MORE CERTIFIED TEACHERS WHO ARE ALASKAN NATIVES A BETTER DELIVERY OF EDUCATION WILL BE A REALITY HERE IN RURAL ALASKA.

I ALSO CAN SEE ANOTHER BARRIER WHAT WILL BE DONE FOR THE NATIVE CERTIFIED TEACHERS WHO MUST WAIT FOR THE TENURE TEACHERS TO MOVE ON I MYSELF SIT IN THAT POSITION AND HAVE BROUGHT IT TO THE ATTENTION OF THE REAA BOARD THE REPLY WAS THE TENURE TEACHER OR AN OPENING WITHIN THE DISTRICT WHEN EVERY THE WAS ON WHERE I CAN FIT THE SLOT.

SINCERELY


MARIE T. [WALKER] HAILEY

MANIILAQ MANPOWER

P.O. Box 725
Kotzebue, Alaska 99752

Phone
(907) 442-3360

February 6, 1984

Mr. William T. Lovell
House HE&SS Committee
Alaska State Legislature
Pouch V
Juneau, Alaska 99811




Dear Mr. Lovell:

Thank you for this opportunity to submit written comments on House Bill No. 504. I admire the legislators insight into the problems of Rural Alaska and I applaud them for their inventiveness. Keep up the good work!!

Once again thank you for this opportunity.

Sincerely,


Fred Wemark
Special Assistant

enclosure: 1

Mauneluk Manpower
Testamony on HB 504

Thank you for this opportunity to comment on HB 504. My name is Fred Wemark, Special Assistant with Mauneluk Manpower. I manage a program that brings career awareness into the villages. The main thrust for the program is to get the students and adults within the villages to think about what they would like to do in the village or region in the way of an occupation. We explore all the potential possibilities of work and try to give as accurate a picture of employment as possible in the future.

Your Bill reaches right to the heart of employment that will always be present regardless of the amount of development the rural parts of our great state may or may not enjoy. As long as there is a rural population there will be teaching jobs available. It is only fitting that these positions be taken by those that will live in the community and raise their families and keep the money within the community. This not only makes sense from an economic standpoint but from a social standpoint also.

There are many students in our University system that are studying for a career in Education. But those people are too few. Your bill will increase that number dramatically. More and more the high school students are realizing the importance of a higher education. With the rural economy in the shape it is in those hopes for a higher education fades with the lack of money to send them to school. Hope is now on the horizon. I urge that you pass this important piece of legislation as soon as possible with the appropriate funding.

Thank you.



City of Mountain Village

P.O. Box 204
Mountain Village, Alaska 99632
(907) 591-2929

Febraury 10, 1984

Honorable Joe Hayes
Speaker of the House
Alaska House of Representative
Pouch V
Juneau, Alaska 99811

Dear Speaker Hayes:

I am writing to you in support of House Bill no. 504, which you introduced recently in the second session of the 13th legislature. This bill if passed, will greatly encourage and enhance our native people to come back and teach among their own people and will improve the quality of education which is vital in this area. Representative Vern Hurlbert is aware of this and it is his concern for his constituents in District 24 of which he represents.

Mr. Speaker, I advise your integrity and is some what surprise to me that you are concerned for us natives, therefore, I believe that is the kind of leadership we need in Juneau. Thank you very much!

Sincerely,


Andrew Brown, Vice-Mayor

cc. Rep. Vern Hulbert
Sen. John Sackett
Sen. Frank Ferguson
Rep. Jack Fuller
Supt. Dr. William Phillips, Lower Yukon School District
City Manager, Steve Schwab

KALTAG NATIVE VILLAGE COUNCIL

RESOLUTION NO. 84-2

A RESOLUTION OF THE KALTAG NATIVE VILLAGE COUNCIL, KALTAG, ALASKA
PERTAINING TO HOUSE BILL NO. 504, "ESTABLISHING TEACHER SCHOLARSHIP
LOAN PROGRAM".

WHEREAS, we, the Council of Kaltag Village, are aware of the need for more
native teachers in our school systems across the state, and

WHEREAS, there is a need for funding and scholarships, and

WHEREAS, House Bill No. 504, in the legislature of the State of Alaska,
Thirteenth Legislature - Second Session has been introduced, and

WHEREAS, the above bill does not include students of private schools,

NOW, THEREFORE BE IT RESOLVED that the Kaltag Native Village Council respectfully
requests the sponsors of HB 504 to include private school students and,
if and when it does this, the council will fully endorse the above mentioned
bill.

ADOPTED THIS 9th day of Feb, 1984.

Franklin N. N. N. Chief

Plasher N. N. Second Chief

Marylene Esmailka Council Member

Mary E. Neglaske Council Member

_____ Council Member

_____ Council Member

HB 504
HESS

CITY OF SCAMMON BAY

GENERAL DELIVERY
Scammon Bay, Alaska 99662 / (907) 558-5529

D

2-7-84

The Honorable Anthony Vaska
State Representative for District 25
Alaska State Legislative
Pouch V
Juneau, Alaska 99811

Dear Tony,

Hello there Mr. Vaska! I understand that you and Senator Sackett were very busy having to meet with your constituents in Bethel. I'm sorry I did not have an opportunity to see you when Frank Aguchak and I went down to Juneau during the week of Febuary 1-4 to do political business with our district legislator..Anyway I talked with your /isaltive assistant, Jim Plasman and, gave him a copy of Scammon Bay's Capital priority needs for this year.

We also would like for you to support H.B. 504 introduced by Representative Joe Hayes which is a bill aimed at providing a teacher scholarship loan program.

It's time that rural students especially natives must have sufficient financial recourse in order to come back to their own villages and teach. We would like for you to oppose the State take over of Mt. Edgecumb High School. Both of these issues are fully supported by the majority of the AVCP delegates which convened in Hooper Bay on January 26-27. You know as well as we know that it's unnessary for the State to take another financial burden when there's so much to fell for rurals basic need's.

Well, Tony, if theres anything I can do in anyway, please let me know.

Sincerely,
Homer Hunter Jr.
Mayor

cc. Files
Senator John Sackett
Senator E

Rep. Al Adams

Rep. Veen
Worthen



NEA-ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

ANCHORAGE REGIONAL OFFICE

1411 W. 33RD
ANCHORAGE, ALASKA 99503
(907) 274-0527

JUNEAU OFFICE

147 S. FRANKLIN #207
JUNEAU, ALASKA 99801
(907) 586-3090

FAIRBANKS REGIONAL OFFICE

2118 CUSHMAN STREET
FAIRBANKS, ALASKA 99701
(907) 456-4435

TO: Mae Tischer, Chairman
House HESS Committee
Members of the Committee

DATE: February 21, 1984

RE: HB 504; "An Act establishing the teacher scholarship loan program."

NEA-Alaska strongly supports and encourages favorable consideration of the concept of scholarship incentives as a method of encouraging Alaska Natives to pursue careers in teaching in the public schools in Alaska. This particular issue was established as one of the six major legislative priorities of the Delegate Assembly, meeting in Anchorage in January.

It may be appropriate for the Committee to seek data relative to the previous implementation of AS 14.43.050 -.090 for purposes addressing specifically identified needs. SB 426 expands upon the provisions of the above referenced statute.

We would further encourage that the Committee, either on its own initiative or through the Department of Education, consider the feasibility of conducting an annual survey of all Alaska Native High School sophomores, juniors, and seniors and, perhaps even a supplemental survey of their parents and guardians as well, in an effort to build a data base which could be used to bring even more focus to this kind of legislation on a long term basis. Specifically, it seems appropriate to have more information on:

- career aspirations, expectations, needs
- current deterrents, barriers, problems
- extent and nature of counseling and adequacy of curriculum

A recent survey published by Texas Christian University on "Factors Related to High School Students' Interest in Teaching as a Profession" strongly suggest that a decline in parental interest in encouraging their children toward teaching is a major factor. It may be appropriate to ascertain the validity of this conclusion for Alaska.

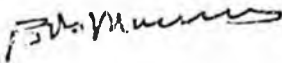
With an increasing number of Native students in the urban areas perhaps it is worthy of some emphasis to encourage, through incentives, more Native teachers in these areas as well.

It also seems appropriate to consider making this loan program an adjunct of the regular student loan program, but utilizing an expanded and separate sub-committee of the Post Secondary Education Commission which would also include practicing teachers and parents among its membership.

We feel that it is appropriate to raise some caution relative to geographic restrictions upon where a recipient may chose to teach. Reduction in the teaching force, non-retention and/or desire to voluntary job changes may have some effect on mobility of the recipients.

Finally, it may also be appropriate to clarify the legislative intent of HB 504 as it pertains to the term "teacher." AS 14.20.207 currently provides that the term teacher is also intended to cover administration. It is our recommendation that the primary focus be toward those who are actually in a classroom teaching circumstance.

Respectfully Submitted,



Bob Manners
Executive Secretary
NEA-Alaska

4:DS1

Alaska State Legislature



Speaker of the House of Representatives

Pouch V
State Capitol
Juneau, Alaska 99811
(907) 465-3720

Official Business

February 24, 1984

Jim Greig, Ph. D.
Box 399
Bernalillo, N.M. 87004

Dear Dr. Greig:

Thank you for your February 1st letter and the fascinating description of some of the high costs of education in rural Alaska. I had been aware they were high, but your material was a real eye-opener. Obviously, to the extent that it can be documented and publicized, it will work to the advantage of the bill I have sponsored.

In addition to that interest, however, it appears this might be material of interest to the Legislative Auditor. I will forward a copy of your material and of this letter to Representative Bob Bettisworth, Chairman of the Legislative Budget and Audit Committee, for his perusal.

With your interest in education you might be pleased to know that the bill, which has been the feature of several public hearings recently, is very popular, and it appears at this point that implementation could begin in the upcoming school year (next Fall). It has the strong support of the State Board of Education, the Director of Postsecondary education, and numerous other ranking officials in the education community. It very well could prove to be the sensible solution to a bothersome and very expensive problem.

Again, thank you for the information, and for your expression of support for the legislation.

Sincerely,

A handwritten signature in cursive script, appearing to read "Joe L. Hayes".

Joe L. Hayes
SPEAKER OF THE HOUSE

JLH:rjn

Feb 1, 1984

Dear Rep. Hayes:

Here is an article on your
Native teacher scholarship bill.
Perhaps you will find it
useful - perhaps you can even
induce some newspaper to print it.
after nine months of controversy,
the University of Alaska has never
contradicted my facts - they have
only attacked my conclusions.

If you have any questions,
please phone.

Yours truly,
Jim King

Feb. 1, 1984

Jim Greig, Ph.D.
Box 399
Bernalillo, N.M.
87004
(505) 867-2969

FEB 06 1984

FUND STUDENTS, NOT PROFESSORS -- THE HAYES SCHOLARSHIP BILL

Rural Native American students may soon receive \$10,000 per year scholarships towards teaching degrees if the bill recently introduced by Alaska State Representative Joe Hayes is successful. Many voters may see this as too much money lavished on a favored ethnic minority. They may see this bill as both an example of government waste and of government reverse discrimination. But, I have good evidence to show that this bill is neither wasteful nor discriminatory. The reality is quite the opposite.

My evidence comes from inside information, information that is common knowledge among rural college professors and administrators but is almost never released to the general public. I can divulge this information because I was willing to risk my career in Alaska rather than cover up the waste that I found in rural higher education. For any that care to investigate this evidence, I have quite extensive, specific information. In 1981 and 1982 I worked as a University of Alaska professor among Native American villages along the Yukon River. Then, in the spring of 1983, I worked as the director of a "non-profit" Native teacher education program among the villages of the Bering Sea. The following are just a few of my experiences as a rural educator.

When I arrived at my job on the Bering Sea, I was responsible for directing an on-going \$346,000 Federal program that was coordinated with two University of Alaska programs that cost about \$252,000. In all, we were spending about \$600,000 per year. All the publicly released documents -- grant requests, appeals for more state funding, etc. -- advertised that we had over 40 students, all rapidly progressing towards their teaching degrees. But, after I had been on the job for a month, nothing seemed to be happening. Four or five students seemed to be doing some of their assignments, but that was about all. This program had been running for a year and a half before I arrived. Had the students done any work during that year and a half? It was hard to say. No credit hour totals had ever been compiled. What was the total cost of this program? Again, no total cost figures had ever been kept. I asked the university officials for their totals, but they said that they didn't have any.

In attempting to determine the success rate of my program, I began to piece together the facts. If the program really was not working, perhaps something could be done to improve it. But, first I had to determine what was actually happening. So, I began to assemble complex charts on my office walls -- charts showing student progress during the current semester and charts showing student progress during the previous semesters.

At first it was difficult to determine just what I should consider as a "student." After all, I had over 40 people signed up, and all were claiming to be "students." Yet, little work was being done. But, then I found a clear solution. If, for example, those in my program completed a total of 1000 courses (3 credit hours each) during the school year, and if each full time student was theoretically expected to complete 10 courses per year, then I could justifiably speak of having 100 "students." This would be true no matter how many people were actually on my rolls. Further, if the total cost of my program was, for example, \$1,000,000 per year, then I could say that the efficiency of this program was \$10,000 per student per year.

Alaska State Legislature



Speaker of the House of Representatives

Pouch V
State Capitol
Juneau, Alaska 99811
(907) 465-3720

Official Business

February 24, 1984

Jim Greig, Ph. D.
Box 399
Bernalillo, N.M. 87004

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Sincerely,

A handwritten signature in cursive script, appearing to read "Joe L. Hayes".

Joe L. Hayes
SPEAKER OF THE HOUSE

JLH:rjn

Such cost effectiveness is so easy to calculate that it could be demanded by the State Legislature and even published in the newspapers. In this way alternative programs could openly compete with each other for public funds. At present, university administrators hide such statistics as though they were nuclear secrets.

For example, one day two officials from a rural community college came by and noticed the charts on my wall.

"Better not display information like that," said one.

"Best not to collect such information in the first place," said the other.

These well intentioned men simply wanted to give me good survival advice. Nevertheless, I kept on with my chart work. Soon my charts clearly showed that over the last year and a half this program had not 40 students but only 5 students. I was generously calculating that one "student" would complete about seven courses per year -- which is only a part-time load anywhere else. Further, we were spending not \$10,000 but \$120,000 for each student each year. At this rate, the price of just one teaching degree was going to be well over \$700,000.

I went to a high administrator of the local community college that formed part of this program.

"Look at these charts," I said. "This program clearly isn't working."

"I know," said the administrator, "but we have tried almost everything."

I had been giving some thought to another, quite obvious approach. It seemed to me that most Native American college graduates that I met in rural Alaska earned their degrees at major campuses. Scholarships large enough to allow our average student, who often had dependent children, to venture onto a large campus, might be the way to go.

"What about setting up a large scholarship fund to send our best students to major campuses?" I asked. "It might be worth a try."

"No way!" He said.

At this point, I should give the reader some background information. Why was this administrator so upset over my suggestion? The answer is that if these scholarships were granted, his college would not only be losing student tuition money, but it would also be faced with decreasing enrollment statistics. His total student enrollment was a major factor in his own funding and was a major factor by which his bureaucratic superiors measured his effectiveness as an administrator. He didn't want to send away promising students -- even if it was to their advantage.

Why don't other rural professors protest over the waste within their own programs? After all, don't professors have the freedom and desire to "profess" the truth? The answer to this is, again, "No way!" Almost two hundred Ph.D's applied for the position that I was selected for at the University of Alaska. Most of these were unemployed. Even if they could find jobs in the Lower Forty-Eight, their average pay would only be about \$18,000. The Alaskan bush is often their last chance to make up for all those years at the poverty level. My Alaskan job paid about \$50,000 per year, plus a long vacation, junkets to southern

California, and other benefits. With these wages and with 200 Ph.D's waiting in line to replace you, are you going to rock the boat? Probably not.

If you are a boat rocker, you are very quickly replaced. Through a process of natural selection, all boat rockers are soon jettisoned, and only those with a stomach for this kind of excursion survive. I now run my own construction company in New Mexico.

So, would this \$10,000 scholarship be wasteful? Not at all. In fact, quite the opposite. If my program is typical, and I believe it is, the taxpayer is already spending up to \$120,000 a year for each rural student. How much better would it be for this money to fund twelve students directly, instead of one student indirectly. As it is, most of this \$120,000 per student never benefits the student, but instead benefits the bank account of some professional educator. The case is similar if the efficiency of the main rural teacher education program of the University of Alaska at Fairbanks, the X-CED Program, is put to the test. X-CED spends in excess of \$1,130,000 per year to field eight professors, some with as little as two or three actual students. This money alone would fund 113 \$10,000 scholarships -- perhaps far more scholarships than rural Alaska could presently absorb. Figured this way, the direct benefits become tremendous, and this scholarship program is already funded. It is just a matter of switching the money around.

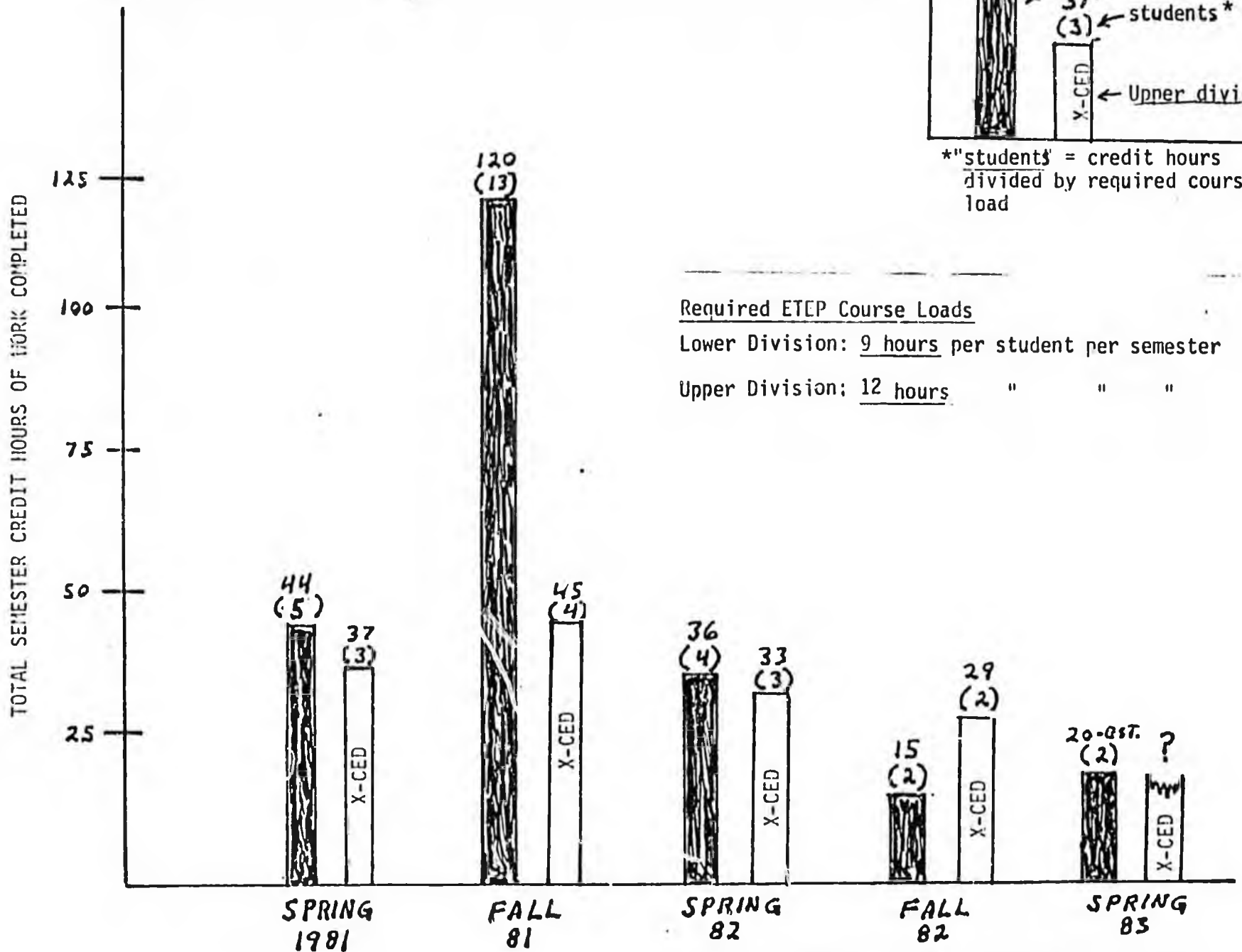
Would this scholarship constitute reverse discrimination? I think not. The point of this scholarship is not to reward someone for having a particular kind of genes, but for having a particular kind of knowledge. Someone with, for example, Inupiaq ancestry who was raised in Ireland would not be a fitting candidate for these scholarships. On the other hand, an Irish child adopted by an Inupiaq family presumably could become a scholarship candidate. Further, these scholarships would not be designed to reward a student simply because he is a product of Alaskan Native culture. If, for example, the proposed scholarship were for a degree in electrical engineering, then the student's cultural knowledge would have no relevance. But, the point here is that such cultural knowledge is directly relevant to the student's future duties as a teacher of his own children. As has been amply demonstrated, teachers from the American mainstream rarely remain in a Native American village long enough to understand their new culture or to understand their students. Due to this lack of cultural and linguistic knowledge, effective education suffers.

To conclude, from direct experience I know that much of rural higher education is extremely wasteful. For every \$100,000 the state pours into rural programs, over \$90,000 gets drained away by a vast bureaucracy of professional educators. How much better would it be to give the students money directly and to cut out all of these expensive middlemen. These educators will certainly scream over such a proposal. But, they can easily be silenced by auditing their programs and calculating the total cost per actual student. At present this ratio is never made public.

Secondly, It seems only fair that rural Alaskan communities be given the opportunity to educate their own children. These scholarships should not be seen as discriminating against those who are not Native Americans, but as rewarding those who have a specialized and valuable kind of knowledge.

①

BAR GRAPH OF ETEP PROGRESS



Totals do not include work by 2 non-Native students who are not funded by ETEP.

Presented by Jim Greig, ETEP Director, to the Kawerak Board of Directors, April 20, 1983.

ANALYSIS OF ETEP PERFORMANCE -- APRIL 20, 1983
 (With some revisions for more precise data & corrections on 4/24)

TOTAL PROGRAM COST (Both X-CED & Lower Division, Spring Sem. '81 -- Sp. Sem. '83)

ETEP Budget for Entire Program (11/1/80 to 6/30/83)	\$848,296
Cost of X-CED for 2½ years *	382,380
Cost of NWCC for 2½ years *	<u>247,430</u>
<u>Total Program Cost</u> (X-CED & Lower Division)	<u>1,478,606</u>
Total Credit Hours Produced (X-CED & Lower Division)*	517
Cost per Credit Hour	\$2860
Cost for One 130 hour Teaching Degree (B.Ed.):	\$371,800
Average number of students per semester (Calculated using "required course loads" -- see bar graph)*	8

COSTS FOR 1982 - 1983 SCHOOL YEAR (Both X-CED & Lower Division)

Total Program Cost	\$598,762
Total Credit Hours Produced (est.)	88
Cost per Credit Hour	\$6804
Cost for 130 ^{hr} Teaching Degree (B.Ed.):	\$884,520
Average numbers of students per semester (Calculated using "required course loads" -- see bar graph)	4

ANALYSIS OF BERING STRAITS REGION X-CED PERFORMANCE -- Prepared April 22, 83

TOTAL X-CED PROGRAM COST, SPRING SEMESTER '81 THROUGH SPRING SEMESTER '83

Total X-CED Budget (est., extrapolating from '82-'83)*	\$382,880
Total Semester Credit Hours Produced (est.)*	173
Cost per Credit Hour	\$2,213
Cost for 130 hour teaching degree (B.Ed.)	\$287,690
Average number of students per semester * (Total cdt. hrs., divided by 5 semesters, divided by 12 hr. normal course load)	2.9

*Separate sheets of paper contain information explaining these calculations

PREPARED BY JIM GREIG, ETEP DIRECTOR

REVISED COSTS 4/20/83

CORRECTED NWCC COSTS 4/24/83

ETEP, X-CED, & NWCC ANNUAL COSTS FOR ETEP PROGRAM (UPPER & LOWER DIVISIONS)

ETEP 1982-83 Budget \$346,630

X-CED

Total X-CED Budget 1982-83
\$1,130,966
Total number of X-CED student state-
wide: 96
Number of X-CED students in Bering
Straits Region: 13
Therefore costs: 13/96 x \$1,130,966 = \$153,152

NWCC

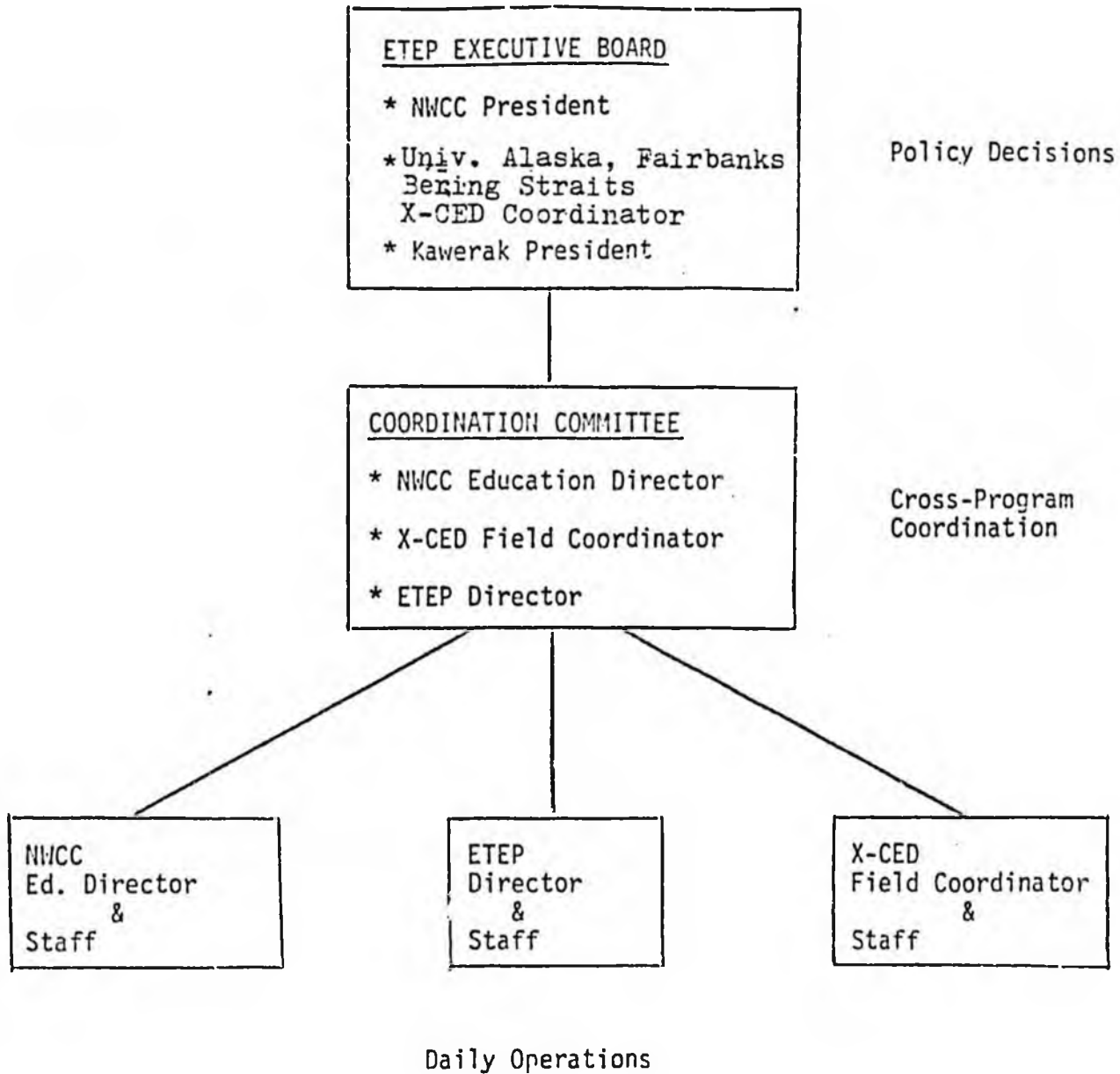
NWCC Affiliated Staff Salaries: \$73,150
(from ETEP Title VII grant request p.7-1A
Travel (not, as in ETEP, 25% of salaries
but, approximately 10%) \$7,315
Indirect charges (as in ETEP, 23%) \$18,507

Total for NWCC \$98,972

TOTAL FOR ALL OF THE ABOVE \$598,762
(i.e. for school year 1982-83)

NOTE: These two information sheets on ETEP organization, although prepared for a Title VII grant proposal, generally show the de facto ETEP organizational plan.

ETEP ORGANIZATION CHART (Administrative)



Ousted director raps rural teacher program

By MARTHA ELIASSEN
Daily News reporter

The former director of a Nome-based Eskimo teacher training program claims he was fired because he has said publicly that the program costs too much and it is not working.

Dr. Jim Greig, a philosophy professor who has taught in universities around the world and was hired in January to oversee the Eskimo Teacher Education Program in northwest Alaska, claims hundreds of thousands of dollars are going into the program but only a handful of students are benefiting.

The program was developed two years ago by Kawerak Inc., a non-profit Native corporation, to provide teacher training in individual villages. It is coordinated by Kawerak, the Northwest Community College in Nome and a cross-cultural education program based at the University of Alaska-Fairbanks.

University and Kawerak officials say Greig was not on the job long enough to make

Continued from Page A-1

teachers for village schools.

"A lot of money has been spent since the ETEP program began with very little produced," Greig said in an initial memo to Caleb Pungowiyi, Kawerak president.

Greig said he gave a presentation to the Kawerak board of directors April 21 outlining what he says are the shortcomings of the program. He received a memo from Pungowiyi April 25 telling him he had been fired for unsatisfactory performance.

"Obviously, I am being fired for telling the truth," Greig said. Facts about the success rate of the program have been deliberately hidden to make sure it continues, he said.

"There are a few people out there who understand how the system works and are milking it for all it's worth," Greig said.

"My firing is made even

an accurate judgment. They say he misunderstood the nature of the training program.

In the past year and a half, Greig said, about \$598,000 a year has been used to educate five students. Although 27 students are registered this semester, Greig said, the majority are students "in name only." They do not attend classes or complete assignments regularly and have collectively earned only 16 credit hours this semester, he said.

Greig estimates the cost of one teaching degree earned through the program at \$800,000.

"Everybody realizes it isn't working and they don't know what to do," Greig said.

After he was hired in January, Greig said he spent the first month or so writing grants for the program because funds run out this summer. But after praising the program to the government and oil companies, Greig said he began investigating its success in producing Eskimo

more repugnant by being described as 'in the interests of students,'" Greig said in a protest letter to Pungowiyi. "Eight-hundred-thousand dollar degrees are not in the interest of the students — their interests lie in the efficient use of the \$598,000 poured into ETEP each year."

Pungowiyi said Greig does not understand what the program is meant to accomplish and made judgments about rural Alaska he did not have the background to make.

"What Jim does not understand is the need for Eskimo teachers and the cost of education in rural Alaska," Pungowiyi said.

The aim of the program is to prepare Eskimos for teacher certification in their own villages, at their own pace, he said.

Though Greig had proposed that it would be much cheaper to give Eskimo students university scholarships, Eskimos who enroll in urban col-

This story also appeared in:

- The Anchorage Times
- The All-Alaska Weekly (headlines)
- The U.S.A. Today (national paper)
- Associated Press (sent nationally)
- Alaska Public Radio
- And many other news sources.

leges have a high dropout rate, Pungowiyi said.

"There is no doubt that the program is expensive," Pungowiyi said. The pay-off will be in 10 or more years rather than within the next two years, he said.

Mike Metty, Northwest Community College president, said Greig made his judgments with only "a couple of months of observation." The goal of the teacher training program is to develop a pool of young people who could one day become certified teachers, he said.

Metty acknowledged enrollment in the program fluctuates. "Right now, we know we're going to lose students on St. Lawrence Island because whaling has started," he said. Education in rural Alaska is unlike education anywhere else because of the demanding way of life, he said.

Furthermore, college is a relatively new idea in the

Eskimo culture, Metty said.

"There was no premise that the program was going to produce 40 teachers in four years," Metty said. "We hope to get 30 or 40 teachers over a decade."

But Dr. Gene Adam, former field coordinator for the university cross-cultural program, said some of the original grant applications had more optimistic projections.

Adam, who now teaches English at Fairbanks Community College, supports Greig's view and said the spending bears investigation by taxpayers.

"I think he (Greig) is saying, 'Here is the cost, here is the product,'" Adam said.

Rural education is expensive and it is difficult to coordinate, Adam said. "I have the greatest respect for those students. They have to catch fish, they have to work, they have to take care of their kids and they have to mail in their homework," he said.

"The idea of bringing education into every little valley is a noble one but it's not very practical," Adam said.

Rep. Terry Martin, R-Anchorage, said Greig's concerns about the Nome-based programs are similar to his own about the high cost of rural education in general.

"When you compare it to some of the other programs I've been bickering about, it's not out of line," Martin said.

"The concept has been around for a long time to get Native people to work with Native people," Martin said but the cost of present methods is too high.

In addition to the letter to Pungowiyi protesting his firing, Greig flew to Fairbanks from Anchorage Tuesday to discuss the situation with university officials.

He said he plans on returning to New Mexico in a week or so to resume a lucrative adobe construction business.

RESUME

JAMES GREIG

Box 399
Bernalillo, New Mexico 87004

(505) 867-2969

EDUCATION

UNIVERSITY OF COLORADO, Boulder. B.A. 1964, M.A. 1969. Philosophy major, English minor.
UNIVERSITY OF NEW MEXICO, Albuquerque. Ph.D. 1978. Philosophy major, English minor. Dissertation: "The Overman & the Unity Of Nietzsche's Phil."

AREAS OF SPECIALIZATION: Cross-cultural Ed., Interdisciplinary Ed., Humanities, Philosophy, English.

TEACHING EXPERIENCE

- 1969 LATIN AMERICAN INSTITUTE, NY, NY. Instructor of English as a Second Language.
- 1969-70 SOPHIA UNIV., Tokyo. Instructor of Philosophy & English.
- 1971-74 UNIV. OF NEW MEXICO, Albuquerque. Instructor of Philosophy.
- 1974-75 UNIV. OF GUAM, Agana. Instructor of Philosophy & English.
- 1976 TEXAS TECH UNIV., Lubbock. Assist. Prof. of Philosophy.
- 1981-82 UNIV. OF ALASKA, Fairbanks. Assist. Prof. X-CED Program (Cross-Cultural Education Development Program, Sch. of Ed.). Duties: Interdisciplinary humanities "specialist" in a Native teacher education program. Administered B.Ed. program over a 200,000 sq. mile area. Flew between and resided in remote Athabascan Native American villages in the interior of Alaska.
- 1982 UNIV. OF ALASKA, Fairbanks. Assist. Prof. of Philosophy.
- 1983 ESKIMO TEACHER EDUCATION PROGRAM (ETEP), Nome, Alaska. Director. Duties: Administer a \$346,000/yr. Title IV program, write grant requests, coordinate program planning with the University of Alaska and the Northwest Community College, develop curriculum, supervise bi-lingual student teachers, teach B.Ed. related courses. Constant flights into Eskimo villages in Bering Straits.

COURSES TAUGHT

Humanities	English as a Second Language
English Literature	Logic
Philosophy & Mythology	Introduction to Philosophy
English Grammar & Composition	History of Philosophy & Science
American Philosophy	Contemporary Philosophy

(Note: These are courses I developed & taught, I tutored a range of others)

OTHER EXPERIENCE

- 1970 Editor, Encyclopedia Britannica, Tokyo, (part-time editing).

Alaska State Legislature



Speaker of the House of Representatives

Official Business

Pouch V
State Capitol
Juneau, Alaska 99811
(907) 465-3720

February 22, 1984

Mr. William Willoya
Box 484
Nome, Alaska

Dear Mr. Willoya,

Thank you for forwarding your comments on HB 504. I found them enlightening and thoughtful. They will be an important contribution to what we are attempting to make a thorough and complete review on the subject of rural education in Alaska, as it affects the proposed program.

I have forwarded your comments to the HESS Committee for its final work sessions on the bill, and it will become a part of the permanent bill file.

I appreciate your taking the time to attend the hearing and to type and send your comments. When I may be of further assistance or information, please feel free to contact me.

Sincerely,

A handwritten signature in cursive script, appearing to read "Joe L. Hayes".

Joe L. Hayes
SPEAKER OF THE HOUSE

JLH:rjn

FEB 10 1984

Teleconference opinions of William Willoya on
House Bill no. 504 at Nome Alaska, Feb.4,1984.

As per your request for written words here is a brief, concise recap of my oral testimony. I am a bachelor of Arts certified, graduate of Alaska Pacific University, class of 1974. Prior to that I was a student of "Arctic" teacher training program, class of 1969.

The experiences I have had in the Arctic as a working person and Principal Teacher number 30 years, approximately 9½ in k-12 schoolteaching. I arrived thru the back door into education,(which is one of many careers I have pursued). Hence I have the objectivity to look at any stratum of Arctic Society with a relatively unprejudiced, experienced eye. With this in mind let me remind you the Arctic, now "x-ced" program is a visible bureaucracy, created by the Alaska people to using your "words."
"Therefore, it is the intent of the legislature to establish the teacher scholarship loan program to encourage members of ethnic minorities to return to rural schools as teachers and relieve the conditions described in this section".

As per my testimony as living proof that Arctic X-ced is a viable program. Except, the Super insulated bureaucratic intelligentsia administered the program. I am totally opposed to programs that are statistical "miracles" and real life failures. This is true with any program that involves several layers of accountability, in which native people are the constituents, technicians and professionals work for and are accountable to. In all cases the legislature hears the professionals and not the village spokesman when programs are called into account.

Sec. 14.43.630 I Object: Local school boards should be the "total" process. Selection,administration,Identification of Awardee, Guardianship of the funds, etc.etc.

Reason: Professional Educators know there finest students, know there local school board, know the familys, know whether or not the student -is sincere in purpose, Pure in motivation, and hard working enough to stick out 4 years in college. School Districts statewide are in political and administrative chaos. Most of the elected school boards leave every type possible work To the administration. Hence, if this provision is left in,infighting, quota politicking,promoting, and other common tactics will be employed to insure the "right" student is awarded.

As per the testimony on Article 7, I reiterate the goals. Rural students are the aristocracy of the Arctic kingdom. All life goals, plans, efforts, and societal measures are planned with the idea in mind of insuring the student child will be awarded the highest degree of status. Hence, when jobs take children away enmasse the subsistence villagiers revolt by sabotageing the take away our children,program. Right now there is not enough sophistication to keep the talented in remote villages. I can name you the survivors of "Arctic X-ced" left in villages if you wish, on my fingers and toes. Arctic Attrition will kill this bill as surely as a firing squad. A subsistence person is Arctic Royalty. A child, spoiled, self sufficient, aristocratically upbred, secure, in full control of that society does not necessarily find education a progressive entity. Hence, I suggest that this bill be redrafted so that earlier identification of client students, and school boards be finally called on to correct the deficiencies of this bill and the Village Local school boards in conjunction with Local teachers keep this bill out of the hands of bureaucrcys.

Finally, let me congratulate you for your universality, progressive mindedness, and fairness to all Alaskans, especially; the future ones now in school.

William Willoya

Introduced: 1/10/84
Referred: Health, Education & Social
Services, House Special Committee on
State Loans and Finance

BY HAYES, HURLBERT, ADAMS, ABOOD,
BARNES, BUSSELL, CATO, COWDERY, DAVIS,
FULLER, FURNACE, GRUSSENDORF, HERRMANN
KOPONEN, LINDAUER, LISKA, MALONE,
MARTIN, M.W.MILLER, RINGSTAD, SHULTZ,
SZYMANSKI, UEHLING, WARD, ZHAROFF,
FRITZ, BETTISWORTH AND MCBRIDE

1 IN THE HOUSE

2

HOUSE BILL NO. 504

3

IN THE LEGISLATURE OF THE STATE OF ALASKA

4

THIRTEENTH LEGISLATURE - SECOND SESSION

5

A BILL

6 For an Act entitled: "An Act establishing the teacher scholarship loan
7 program."

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

9 * Section 1. AS 14.43 is amended by adding new sections to read:

10 ARTICLE 7. TEACHER SCHOLARSHIP LOAN PROGRAM.

11 Sec. 14.43.600. FINDINGS AND INTENT. (a) The legislature finds
12 that there is a wide and unacceptable disparity between the ethnic
13 distribution of teachers and the ethnic distribution of students in
14 the state public schools. Particularly in rural areas, many schools
15 have virtually no Native teachers and no non-Native students. The
16 undesirable effects of this disparity include the following:

17 (1) there is a serious weakness in the ability of teaching
18 staffs, particularly in rural schools, to foster a sense of ethnic
19 traditions and cultures in the students;

20 (2) many rural students are forced to exist in two entirely
21 separate situations: the essentially traditional atmosphere of many
22 Native homes, and the essentially modern atmosphere of the classroom;

23 (3) almost no students among the state's ethnic minorities
24 return to rural schools to teach, continuing the ethnic imbalance and
25 exacerbating its effects; and

26 (4) there is an annual turnover of 40 percent among teach-
27 ers in rural educational attendance areas in the state.

28 (b) The legislature further finds that existing programs have
29 failed to increase the proportion of members of ethnic minorities

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1 teaching in rural schools. Therefore, it is the intent of the legis-
2 lature to establish the teacher scholarship loan program to encourage
3 members of ethnic minorities to return to rural schools as teachers
4 and relieve the conditions described in this section.

5 Sec. 14.43.610. PROGRAM ESTABLISHED. There is established the
6 teacher scholarship loan program to provide an incentive for graduates
7 of Alaska high schools who are from ethnic minorities to pursue teach-
8 ing careers in Alaska schools.

9 Sec. 14.43.620. TEACHER SCHOLARSHIP REVOLVING LOAN FUND. There
10 is created a teacher scholarship revolving loan fund. The fund shall
11 be used to make scholarship loans to students selected under AS 14.-
12 43.600 - 14.43.650. All repayments of principal and interest on
13 teacher scholarship loans shall be paid into the teacher scholarship
14 revolving fund and shall be used to make new teacher scholarship
15 loans. If estimated funds available from teacher scholarship loan
16 repayments are inadequate to fully fund estimated teacher scholarship
17 loans for any fiscal year, additional funding from the general fund
18 may be requested and appropriated for that year.

19 Sec. 14.43.630. ADMINISTRATION. The teacher scholarship loan
20 program shall be administered by the student financial aid committee
21 (AS 14.43.095) in accordance with regulations adopted by the
22 committee. The committee shall distribute the funds available for
23 teacher scholarship loans annually to local school boards giving a
24 preference to school districts with a high percentage of students in
25 ethnic minorities and a low percentage of teachers in ethnic
26 minorities. The local school boards shall select the recipients of
27 the teacher scholarship loans.

28 Sec. 14.43.640. CONDITIONS OF LOANS. Each school district shall
29 award teacher scholarship loans subject to the following conditions:

UN Constitution

High School?

Village or Local School Board

SMALL
SMALL

regulations?
or local majority
or local majority

do they stop ^{becoming} ~~being~~ perfect teachers,

1 (1) the conditions provided in AS 14.43.120 apply except
2 that no loans may be made to graduate students and the state shall
3 repay a portion of a teacher scholarship loan under AS 14.43.120(j)
4 only if, in addition to the other criteria, the borrower is also
5 employed as a public school teacher in the state during the period for
6 which the loan is forgiven;

7 (2) if a borrower meets the conditions provided in para-
8 graph (1) of this section and is employed as a public school teacher
9 in the ^{LV School} ~~district~~ from which the borrower graduated, the portion of the
10 loan that shall be paid by the state is the following percentages of
11 the total loan received plus interest up to a total of 100 percent of
12 the total loan:

- 13 (A) one year employment, 15 percent;
- 14 (B) two years employment, an additional 15 percent;
- 15 (C) three years employment, an additional 15 percent;
- 16 (D) four years employment, an additional 25 percent;
- 17 (E) over four years employment, an additional 30 per-
18 cent; and

19 (3) a loan may not exceed \$10,000 in a school year.

20 Sec. 14.43.650. SELECTION CRITERIA. (a) To be eligible for a
21 teacher scholarship loan, a student must

22 (1) be a graduate of, or scheduled for graduation within
23 six months from, a state public high school, with sufficient credits
24 to be admitted to an accredited college or university;

25 (2) be enrolled in or show evidence of intent to enroll in
26 a degree program directed at a teaching career at the elementary or
27 secondary school level; and

28 (3) meet the conditions set by the student's local school
29 district with respect to the district's requirements for teachers in

Too vague
↓

1 particular subject areas.

2 (b) Each school district shall award teacher scholarship loans
3 in direct proportion to the distribution of ethnic groups among the
4 students eligible for graduation from the school district each year.

5 (c) A student may not be awarded a scholarship loan under
6 AS 14.43.090 - 14.43.160 and a teacher scholarship loan under AS 14.-
7 43.600 - 14.43.650 for the same school year.

February 1, 1984

Robert Buttane
P.O. Box 601
Bethel, Alaska 99559

Speaker of the House
Joe Hayes
Pouch V
Capital Building
Juneau, Alaska 99811



Dear Speaker Hayes,


Please accept this letter as an expression of my support for HB 504, a bill which would create a teacher scholarship loan program. I am specifically supportive because this bill is designed to encourage Alaska Native high school graduates to earn a teaching degree and to return to their districts to teach.

In my position as a probation officer with Youth Services for the State of Alaska, I have noticed there is a real absence of Native teachers within the villages in my district. The intent of this bill would make an effort to address this deficiency and would provide economic incentive for Native students who obtained their teaching credentials to return to their home communities to teach local Native students.

I understand there will be a public hearing in Bethel by the Health & Social Services Committee on February 5, 1984. I will not likely be able to attend that hearing on that day, so would ask that this letter serve as an expression of my support and that my views would be considered along with the public testimony taken at that upcoming hearing.

Thank you for the opportunity to address you on this matter.

Sincerely,


Robert Buttane

cc. House Health & Social Services Committee, Representative Vern Hurlbert,
and Representative Tony Vaska.



FEB 01 1984

UNIVERSITY OF ALASKA, FAIRBANKS

January 26, 1984

Fairbanks, Alaska 99701

Joe L. Hayes
Representative
State of Alaska Legislature
Pouch V
Juneau, AK 99811

Dear Honorable Representative Hayes:

I read with great interest the article in the Tundra Times concerning the bill that you and other members of the House have submitted with regard to the increase in native student teacher loans. I consider this one of the most significant bills that has entered the Legislature in terms of an impact upon schools in rural Alaska. As you know, our College at the University has been responsible for the development and the execution of the Cross-Cultural Education Development (X-CED) Program in rural Alaska. During the early years of this particular program, when it was known as the ARTTC program, the students involved had access to stipends and were able, therefore, to be students full time. The number of graduates and the number of successful completions were significantly higher than after this particular program ceased. Obviously, this is accounted for by the fact that students were able to be full time students who did not additionally have responsibility for working full time. Although the X-CED Program continues to graduate students, the potential for success would greatly be enhanced by a loan program such as yours. We know that a large number of interested and motivated native people are present in the villages who wish to become teachers. The X-CED Program, itself, over its short ten years has only scratched the surface. However, within those ten years the program can account for thirty-three percent of all of the native graduates of the entire University of Alaska system since it began. This is a significant and perhaps shocking statistic; however, it is fact and indicates that such a rural-based program has tremendous potential for increasing accessibility of native people to education. A bill such as yours will provide the stability to enable students not only to go full time, but for instruction to take place in short workshops, for students to be able to come to campus for short periods of time, and for other teaching configurations which are really prohibited when a person must work full time while trying to complete a baccalaureate degree.

Again, I would like to thank you for your foresightedness in introducing such a bill. If there is any way I can be of support in any small way, please let me know. With best wishes for success,

Sincerely,

Gerald V. Mohatt, Dean
College of Human and Rural Development
University of Alaska, Fairbanks
Fairbanks, Alaska 99701
Phone: (907) 474-7106

GVM/ijs

The Honorable Vern Hurlbert
Alaska State House of Representatives
Juneau, AK 99801

Dear Mr. Speaker:

Your letter dated January 16, 1984, is commendable, as it states very desirable objectives. If the bill you described were to pass, it would help motivate native peoples to enter the teaching profession. I support such a bill and hope it passes into law.

We are very concerned about our native students and also our own children who have gone out to college and received their teaching degree. They return to their home town but are never considered for positions they have been trained.

I might mention that my daughter Lillian graduated from an accredited college with a BA in teaching and is certified to teach in the state of Alaska. She is a Tlingit and grew up in the state of Alaska. In the past, she applied for a teaching position at Klawock and Craig, to no avail. It is with some hesitation that I say that her Dad, uncles,

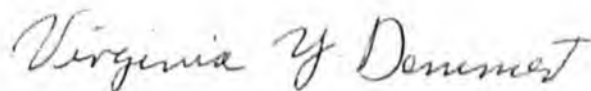
aunts, cousins and myself taught school for many years. Her Dad and some uncles are now retired from teaching and we had encouraged the younger family members to continue in this profession. She doesn't have any interest in teaching in any other area because she would rather work with her own people.

Administrators hired outside of Alaska have no interest in hiring local teachers. I personally have applied at the same school three consecutive years and was told, I wasn't strong enough.

In order to push your bill through you need to convince the administrators and the local school boards. The administrators work their way into controlling the school board which completely throws out local hiring.

Thank you for your letter.

Truly yours,

A handwritten signature in cursive script that reads "Virginia Y. Demmert". The signature is written in dark ink and is positioned above the printed name.

Virginia Y. Demmert