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TO: Senator Bill Ray

FROM: Paula d. Scavera

DATE: March 27, 1984

RE: CSHB 504 (Finance)

This bill creates a special student loan program to encourage rural residents to return to their communities to teach in local schools.

SECTION 1

Establishes a Teacher Scholarship Loan Program and a Teacher Scholarship Revolving Loan Fund. States the program will be administrated by the Alaska Commission on Postsecondary Education. Gives local school boards the authority to select the students, but leaves administration of the actual loans to the Commission.

If a borrower returns to teach in a rural school, the borrower becomes eligible to receive up to 100% forgiveness. The schedule for forgiveness is: one year employment--15%; two years--30%; three years--45%; four years--70% over four years--100%.

A loan may not exceed \$10,000 per school year.

The selection (eligibility) criteria is:

1. student must be a graduate of an Alaskan high school with enough credits for admittance to an accredited college or university
2. show evidence of seeking a teachers degree
3. meet the conditions set by the student's local school board relative to teacher requirements
4. submit an application
5. school boards are required to award loans giving a preference to applicants from rural schools and by taking into account the student academic record

6.a student cannot borrow through this program and the regular student loan program at the same time

Definition of "rural" means a community in the state with a population of 4,500 or less.

SECTION 2

Immediate effective date clause

\$2.50

February 1984

Alaska Native News

A Statewide Magazine

**CEDC and
Rural Development**

**Native Students
and
Non-Native Teachers**

Handwritten signature

*Kay Mallis
1024 W. 6th Ave., Suite 204 B
Anchorage, AK 99501*

Culture, Cooperation, Community and the Alaskan Native Classroom

By Robert David Stearns

In rural Alaska the scope of sociocultural influences within the learning environment of the predominantly Native classroom is broad. The learning that takes place there is a cultural transmission process. The teachers and students are affected in thought and action by their respective sociocultural experiences. Interactional behavior among teachers and students, as well as the vitality of the classroom learning environment, are affected by cooperation.

This article examines three elements woven into a tapestry forming the learning environment of the classroom in rural Alaska—the threads of culture, cooperation and community. As we shall see, these threads have both texture and dimension in affecting the quality of the interrelationships among teachers, students, parents and other community members.

Culture

Culture is learned and is the human manifestation of social interaction. Considering the field of education, culture is all the knowledge that is learned and shared—transmitted—by community members. Within both the classroom and home learning environments, we can find cultural influences on the interactive process of knowledge transmission; some influences being essentially explicit and others implicit. In the classroom, however, the causes and effects of explicit or implicit interactional behaviors which arise between a non-Native teacher and a Native student are difficult for an outside observer to discern—more difficult than in the monocultural learning environment found in the Native home. For example, a verbal/nonverbal communicative exchange between a teacher and a student

'... teaching strategies and teaching styles must be developed or adapted to foster student respect for ethnic diversity.'

may appear to be meaningless to one observer; to another, the same exchange may appear to be an intentional teacher machination slighting the student; to a third, the event seems to be associated with a hyperactive student's behavioral hyperboles. In each instance, the observers' perceptions are affected by their respective cultural background. Simply stated, no one is "free from the influences of culture. The 'isolated individual' (free of culture) is a myth" (Cole and Scribner 1974:8).

In the hypothetical classroom situation presented above, what each observer sees occurring interactionally between the non-Native teacher and Native student, how he categorizes what he sees (as being essentially a positive or negative communicative exchange), and why he categorizes what he sees is actuated by culturally-based thought processes. As with the observations of the outside observers, the *raison d'être* of everyday teacher-student interactions in the rural or urban classroom is rooted also in culture; the teacher and each of his or her students view interactive phenomena within the classroom from the perspective of their cultural experience.

Cultural Concepts

The concept of cultural relativism, cultural pluralism and cultural discontinuity help to give further depth to the import of culture in

the classroom in a pluralistic society. During the enculturation process, members of every society learn to see the world from an ethnocentric viewpoint. Their community is the world's center. This perspective is not only held by all peoples, but is also implicit in curriculum materials developed by urban educators as well as in teacher interactional styles in the classroom. Curriculum materials used and teaching styles employed in the rural classroom of predominantly Native students make it clear that the pedagogical perspective is the non-Native or mainstream perspective: primary texts refer to clotheslines and pajamas while mainstream-oriented teachers talk of "common" roses and tulips, all unfamiliar to the everyday experience of most Alaskan Native children.

Cultural Relativity

To bridge the cultural gap between non-Native teacher and Native student in classrooms in Alaska, teachers must learn to

'The transition from home to classroom can be traumatic for any child entering school for the first time. For the Native child, the transitional experience is even more difficult...'

"see" from the Native viewpoint. They must use curriculum and teaching strategies incorporating the indigenous child's known world in presenting new concepts. These educators must become less cultural outsiders and more cultural insiders by becoming familiar with the sociocultural dynamics of



Native households and communities—moving from the ethnocentric pole to the cultural relativistic pole on the continuum of cultural sensitivity. Accordingly, a more culturally relativistic teacher would (1) make his or her teaching style sensitive to each child's cultural and socialization background; (2) demonstrate respect for the child by facilitating activities and encouraging each student to complete successfully the activity at hand; and (3) take a firm, directive role in classroom management, recognizing and accepting cultural differences while promoting creativity and experimentation.

Cultural Pluralism

Academicians seeking to counteract or moderate the impact of the mainstream emphasis on acculturation in the classroom have promulgated the term "cultural pluralism." The system of cultural pluralism mandates the right of ethnic groups to retain their societal identity and their cultural values and charges teachers to provide a cooperative environment so that all of their students will receive a comparable, equal education. For this aim to be realized, teachers and educators must be aware of several socio-pedagogical considerations—teaching strategies and teaching styles must be developed or adapted to foster student respect for ethnic diversity. Be-

fore implementing this approach in the classroom, mainstream teachers and educators must realize their own cultural

'teachers who ignore teaching-learning styles occurring in the Native community may impede the "learning to learn" classroom modality.'

predilections toward ethnic minorities. A way for the mainstream teachers or educators, as well as for the minority students, to overcome their biases is for them to interact, face-to-face, with individuals of other ethnicities. The individual teacher/educator who seeks and maintains cross-cultural interaction inside and outside the classroom will acquire a greater understanding and a greater appreciation of others who have life-styles different from his or her own. Such cross-cultural interaction encourages movement toward intercultural understanding as it encourages and promotes movement toward cultural pluralism.

Cultural Discontinuity

The transition from home to classroom can be traumatic for any child entering school for the first time. For the Native

child, the transitional experience is even more difficult than it is for the mainstream child. The abrupt changes suggest a cultural discontinuity in the everyday experience of

'Teachers teach and curriculum planners plan curricula as if the village school existed without the village—they teach and plan in a vacuum.'

the child.

John Ogbu has distinguished between three types of cultural discontinuities: universal, primary and secondary (1982:290). The universal discontinuity is experienced by all children regardless of sociocultural background. Every child attending school for the first time must make cognitive adaptations in their learning style appropriate to the classroom environment. Ogbu suggests social-emotional socialization and language are discontinuities experienced by all school children (*ibid.*:292). Primary discontinuities "result from cultural developments before members of a given population come in contact with . . . (mainstream)-type schools" (*ibid.*:293). The difference between primary and secondary discontinuities is that the latter develops *after* members of two populations (e.g. Aleut and Sugpiaq Eskimo) have been in contact, or *after* members of a given population have begun to participate in an institution, such as a school system. Ogbu considers Alaskan Natives to be affected by this type of discontinuity (*ibid.*:299).

Susan Philips found that Indian school children, from their home socialization experience, had the expectation that an adult leader (Indian), unlike the non-Indian school teacher, would not try to control all learning and communication activities. In another study involving a Canadian Indian and a non-Indian teacher, Erickson and Mohatt noted, from observing classroom videotapes, that the non-Indian teacher used "spotlighting"—calling the name of a particular student in class to respond to a question—as an instructional strategy, a strategy in which students responded with silence (1982). Toward the end of the academic year in the Canadian school, the non-Indian teacher began to use the successful teaching strategy of the Indian teacher in the next classroom whereby the non-Indian teacher established "privitized" arenas for his In-

dian students (quietly discussing an issue or learning activity with a student or small group of students). The privatized approach reflected a style used by Indian adults conversing with children in their village. Cole and Scribner have observed that teachers who ignore teaching-learning styles occurring in the Native community may impede the "learning to learn" classroom modality (1974:302). Again, the tacit implication for teacher and educator may be the need for movement toward cultural accommodation or cultural continuity—making the changes experienced by the young Native student less "abrupt and dramatic" (Spindler 1974:302).

Cooperation

Cooperation linkages exist in virtually all rural Alaska social interactions. Such linkages might be expected since Native communities having predominantly subsistence economies depend upon cooperation among members for survival. But cooperation found in Native villages is replicated to varying degrees in *all* communities, rural or urban. All communities depend upon social groups for their welfare. The networking among the social groups who form the community is carried out via interpersonal cooperation linkages. The vitality of the

'Teachers in rural Alaska, with few exceptions, come from mainstream, non-Native backgrounds.'

cooperative networking among the members of a community, whether the community is an entire village or subgroup such as a classroom, often presages the vitality of the community itself. Thus it is cooperation—not competition—which fosters community growth. As Garcia insightfully points out, "Community interdependence and cooperation dispute the myth that our (mainstream) society is essentially competitive" (1982:60).

Communities

In one sense, the classroom learning environment is most dependent upon the local community, for the communities provide the students. On the other hand, in these rural communities in Alaska and in rural communities throughout the Americas, the input from the local community to the learning environment of the classroom is

minimal. Teachers teach and curriculum planners plan curricula as if the village school existed without the village—they teach and plan in a vacuum. Oddly enough, the larger communities which envelop the village—the regional, state, national and international communities—have the greatest impact on what is taught and how it is taught in the village classroom.

Teachers in rural Alaska, with few exception, come from mainstream, non-Native backgrounds. They acquired their values, beliefs, attitudes and other cultural attributes through the enculturation process of growing up in their hometowns, mostly outside of rural Alaska.

'The key to making the learning environment of the rural classroom more culturally congruent may not lie solely within the confines of the school itself, but in its broader context of the school's community.'

den shifts in oil revenues. If Saudi Arabia decides to saturate the oil market with increased oil production, the market price of oil, including that produced in Alaska,



Photo Courtesy CEDC

At the state and national level, curricula are formulated and policies drafted which affect the day-to-day management of the village classroom and the content of what is taught there. At the international level, the influence of the international community would be slight or nonexistent, we would think, particularly within the small rural classroom in Alaska. But Alaska, like developing countries, is dependent on international market conditions and trade. To maintain the quality of its educational programs, Alaska cannot afford a sizeable reduction in its budget revenue. Alaska's budget is most vulnerable to sud-

would fall appreciably. If the price of oil remained low in Alaska from the Saudi's continuation of saturating the market, the State, suffering from reduced revenue, might be forced to cut back its program, for example, to provide monies for routine maintenance of village schools/classrooms and development of culturally-relevant curricula.

Concluding Thoughts

The key to making the learning environment of the rural classroom more culturally congruent may not lie solely within the confines of the school itself, but in its broader context of the school's community.

Teaching-learning activities take place

in the community and, accordingly, so does transmission of the culturally appropriate ways to interact with others, to view the world, and to evaluate our actions as well as the actions of others. Children are taught attitudes, values, belief systems, expectations and roles acceptable to community members. Knowledge transmission in the home and the classroom, is a here-and-now, face-to-face phenomenon. The dynamics of the classroom learning environment, of whatever specificity, do not exist in a vacuum. As we discovered, the quality of the teaching and learning that takes place in the classroom is strongly influenced by cooperation and other sociocultural parameters found outside the school—in the community. Thus it is the task of the teacher/educator to find suitable strategies to link the teaching and learning taking place in the classroom to the everyday cultural realities experienced by Native children within their community.

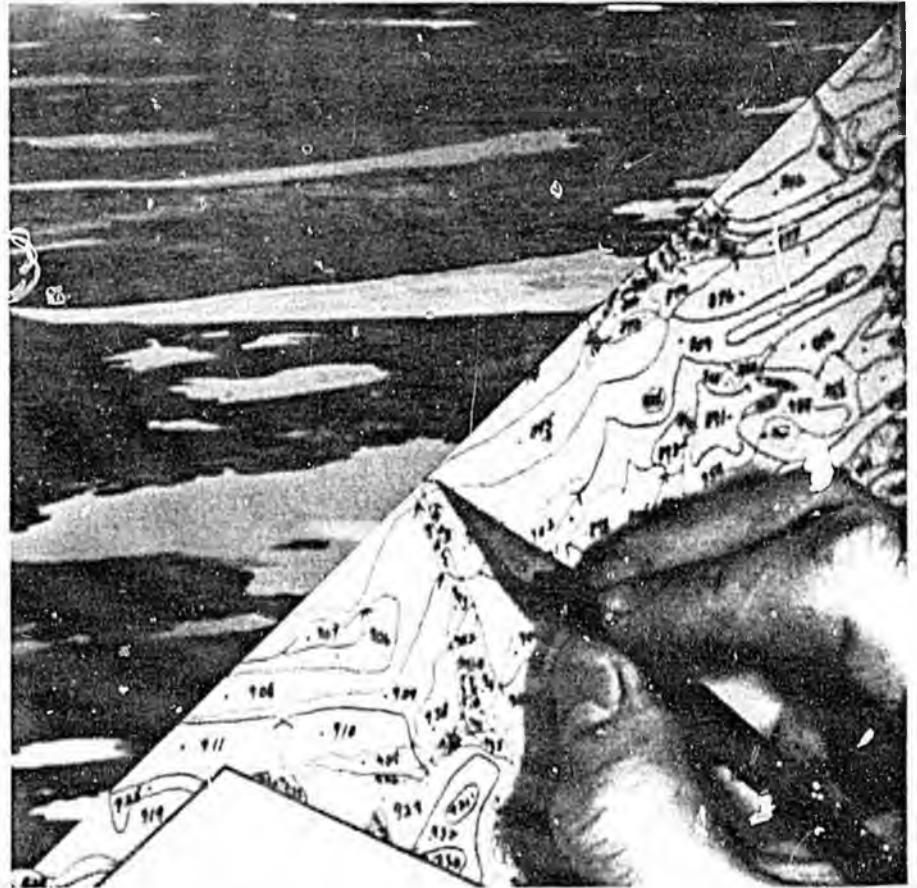
Robert David Stearns, Ph.D. is an Assistant Professor, University of Alaska-Fairbanks.

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geo•pro•cess:

to subject a geographic area to a special process (as with the aid of aerial maps and computer graphics) for the purpose of producing multi-levelled geographic information.



This year the North Slope Borough committed itself to a massive computerized land management program called

Geographic Information System (GIS)

that will greatly facilitate planning, development, and environmental safety within its jurisdiction of 88,000 square miles.

GIS:

EXPANDING OUR KNOWLEDGE OF
THE LAND

THE NORTH SLOPE BOROUGH

Barrow, Alaska

Guest Editorial . . .

Fund Students, Not Professors -

The Hayes Scholarship Bill

File
HB-504

By Jim Greig, Ph. D.

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 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 \$250,000 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 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 anyway. 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 the administrator so upset over my suggestion? The answer is that if these

Continued on page 7

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Students . . .

-Continued from page 4

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 hush 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.

PUBLIC AUCTION

STATE OF ALASKA 1984 LEGISLATIVE SESSION
FISCAL NOTE

Revision Date: 3-20-84

REQUEST Page 1 of 2
Bill/Resolution No.: CSHB504(Fin)
Title: Teacher Scholarship
Loans
Sponsor: Hayes, Hurlbert, et. al.
Requestor: House Finance
Date of Request: 3-20-84

FISCAL DETAIL
Agency Affected: Education
Program Category Affected: Postsecondary
Commission
BRU, Program or Subprogram(s) Affected:
Scholarship Loan Fund

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.	164.5	348.8	554.6	783.7	830.8
REVENUE	N.A.	-0-	-0-	-0-	-0-	-0-

FUNDING: (Thousands of Dollars)

GENERAL FUND	N.A.	164.5	348.8	554.6	783.7	830.8
FEDERAL FUNDS						
OTHER						
TOTAL						

POSITIONS:

FULL-TIME	N.A.	-0-	-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, Executive Director Phone: 465-2854
Division: Alaska Commission of Postsecondary Ed. Date: 3-20-84

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

FISCAL ANALYSIS
CSHB504 (Fin) Page 2 of 2

March 20, 1984

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, other than travel, would be for those eligible costs exceeding \$6,000. This is estimated to be \$2,500 for 25 students in FY85, and then is carried forward with a 6% inflation in future years. The result for costs, other than travel are:

FY85	\$ 62.5	FY87	\$210.7	FY89	\$315.7
FY86	\$132.5	FY88	\$297.8		

3. Travel estimated costs are compiled upon the assumption that half the students each year will attend in-state, and half will attend out-of-state. Two roundtrip airline trips have been projected from various Alaska sites to the following locations: Anchorage, Fairbanks, Portland, Phoenix, and Los Angeles. The additional travel costs are:

FY85	\$102.2	FY87	\$343.9	FY89	\$515.1
FY86	\$216.3	FY88	\$485.9		

STATE OF ALASKA 1984 LEGISLATIVE SESSION
FISCAL NOTE

Revision Date: _____

REQUEST

Bill/Resolution No.: CSHB 504 (Hess)
Title: Teacher Scholarship Loans

Sponsor: Hayes, Huribert, et al.
Requestor: House HESS
Date of Request: 1-15-84

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	152.5	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: 1-15-84

Approved by Commissioner: _____ Date: _____
Agency: _____

Distribution (by Agency preparing fiscal note):

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

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 \$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.

HOUSE JOURNAL

HOUSE FINANCE COMMITTEE
LETTER OF INTENT
FOR
COMMITTEE SUBSTITUTE FOR HOUSE BILL 504 (FINANCE)

It is the intent of the legislature that rural students who are/were displaced from their communities because of (a) inadequate school facilities, (b) by Division of Family and Youth Services (State of Alaska, Department of Health and Social Services), (c) health reasons, or (d) who have elected to or were required to attend a school in an urban setting, will be given the same preference as indicated in AS 14.43.650(b), added by Section 1 of this bill. The local school board shall select these students on a case-by-case basis.



Al Adams, Chairman
House Finance Committee

Selected letters of support and suggested changes.



MUSTANGS

Fortuna Ledge P. O.

(907) 679-6112

Marshall, Alaska 99585

February 23, 1984

The Honorable Representatives 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
House of Representatives
State of Alaska
Juneau, Alaska 99801

Dear Committee Members:

At our recent Advisory School Board Meeting we reviewed the proposed House Bill No. 504, regarding State educational loans. We found the findings and intent portion of the Bill to be not only true, but also stating concerns we have discussed often. As we continued with the reading of the Bill, however, we found that section 14.43.650, Selection Criteria, has restricted a group of highly desirable potential teachers from being eligible.

We are pleased that graduating students may have the financial help needed to continue their education and feel the State of Alaska is very generous in providing funds for them. However, we feel the Bill overlooks those former graduates who, for whatever reason, decided to put off going to college for a year or two. There are many capable and desirable people in this group who have worked other available jobs and now have the maturity and drive needed to continue their education. But then now find they lack adequate financial help.

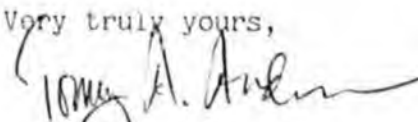
The most noteworthy group being excluded from House Bill 504, we feel, are those individuals who have gained experience working in our schools as classroom aides. Many are highly capable aides with high potential for making excellent teachers. House Bill 504 with its recent six month graduate restriction eliminates this highly desirable group.

Letter to House of Representatives
House Bill No. 504
Page two

It is our hope that the committee re-assess the Selection Criteria outlined in House Bill 504 and change the recent graduate requirement to allow for these highly desirable individuals.

Thank you for your time and consideration on this matter.

Very truly yours,

A handwritten signature in cursive script that reads "Tommy A. Andrew". The signature is written in dark ink and is positioned above the typed name.

Tommy A. Andrew, Chairperson
Advisory School Board

TAA:te



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 direct'y 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

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

Alaska Native Land Managers Association
800 K Street, Suite 207
Anchorage, Alaska 99501
Tel. 272-1254

L M A

February 13, 1984

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

Re: HB 504

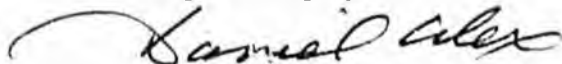
Dear Representative Tischer:

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

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 FTY THE SLOT.

SINCERELY


MARIE T. [WALKER] HAILEY

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 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
Rep. Walt Furnace
Rep. Ben F. Grussendorf
Rep. Adelheid Herrmann
Rep. Niilo Koponen
Rep. John Lindauer
Rep. John L. Liska
Rep. Hugh Malone
Rep. Terry Martin
Rep. Mike W. Miller
Rep. John Ringstad
Rep. Richard Schultz
Rep. Mike Symanski
Rep. Rick Uehling
Rep. Jerry Ward
Rep. Fred Zharoff
Rep. Milo Fritz
Rep. Robert H. Bettisworth
Rep. Jack McBride



NEA-ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

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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.

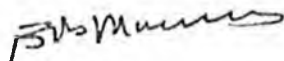
With an increasing number of Native students in the urban areas perhaps it is worthy of some emphasis to encourage, through incentives, more Native teachers in these areas as well.

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

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