

ALASKA LEGISLATURE SPECIAL COMMITTEE / SUBJECT FILES 8672

626 SCOM419 : JOINT INTERIM COMM. ON EDUCATIONAL PROG. 1977

STATE OF ALASKA

JAY S. HAMMOND
GOVERNOR

DEPARTMENT OF EDUCATION

Alaska Rural Teacher Training Corps
Cross-Cultural Education Development Program
(907) 279-05032221 E. Northern Lights Blvd.
Suite 220
Anchorage, AK 99504

January 10, 1977

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

Re: 13.925

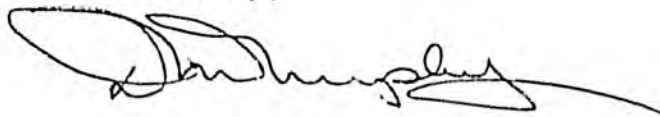
Gentlepersons:

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

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

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

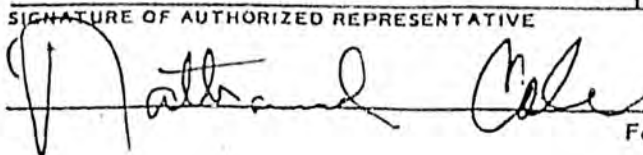
Sincerely,

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

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

DMM:gg

PREAPPLICATION FOR FEDERAL ASSISTANCE PART I		1. STATE CLEARINGHOUSE IDENTIFIER 2. APPLICANT'S APPLICATION NUMBER	
3. FEDERAL GRANTOR AGENCY DHEW/OE ORGANIZATIONAL UNIT FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION ADMINISTRATIVE OFFICE 400 Maryland Ave. S.W. STREET ADDRESS - P.O. BOX Washington D.C. 20202 CITY STATE ZIP CODE		4. APPLICANT NAME Alaska Dept. of Education/X-CED DEPARTMENT DIVISION 2221 E. Northern Lights, Suite 220 STREET ADDRESS - P.O. BOX Anchorage Anchorage CITY COUNTY AK 99504 STATE ZIP CODE	
5. DESCRIPTIVE NAME OF THE PROJECT Rural Small High Schools Development Assistance Project			
6. FEDERAL CATALOG NUMBER 13.925		7. FEDERAL FUNDING NEEDED \$228,490	
8. GRANTEE TYPE ☒ STATE, _____ COUNTY, _____ CITY, _____ OTHER (Specify)			
TYPE OF ASSISTANCE ☒ GRANT, _____ LOAN, _____ OTHER (Specify)			
10. POPULATION DIRECTLY BENEFITING FROM THE PROJECT 6,200		12. LENGTH OF PROJECT 24 months	
11. CONGRESSIONAL DISTRICT a. Alaska-At-Large b.		13. BEGINNING DATE Oct. 1, 1977	
14. DATE OF APPLICATION January 6, 1977		15. THE APPLICANT CERTIFIES THAT TO THE BEST OF THIS KNOWLEDGE AND BELIEF, THE DATA IN THIS PREAPPLICATION ARE TRUE AND CORRECT, AND THE FILING OF THE PREAPPLICATION HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT.	

TYPED NAME Nathaniel Cole		TITLE Deputy Commissioner of Education		TELEPHONE NUMBER		
SIGNATURE OF AUTHORIZED REPRESENTATIVE 		AREA 907 907		NUMBER 465-2801 279-0503-		EXTENSION Main SEA Project Contact
For Federal Use Only						

PREAPPLICATION FOR FEDERAL ASSISTANCE PART II

1. DOES THIS ASSISTANCE REQUEST REQUIRE STATE, LOCAL, REGIONAL OR OTHER PRIORITY RATING? ☐ YES ☒ NO
2. DOES THIS ASSISTANCE REQUIRE STATE OR LOCAL ADVISORY, EDUCATIONAL OR HEALTH CLEARANCE? ☐ YES ☒ NO
3. DOES THIS ASSISTANCE REQUEST REQUIRE CLEARINGHOUSE REVIEW? ☒ YES ☐ NO
4. DOES THIS ASSISTANCE REQUEST REQUIRE STATE, LOCAL, REGIONAL OR OTHER PLANNING APPROVAL? ☐ YES ☒ NO
5. IS THE PROPOSED PROJECT COVERED BY AN APPROVED COMPREHENSIVE PLAN? ☐ YES ☒ NO
6. WILL THE ASSISTANCE REQUESTED SERVE A FEDERAL INSTALLATION? ☐ YES ☒ NO
7. WILL THE ASSISTANCE REQUESTED BE ON FEDERAL LAND OR INSTALLATION? ☐ YES ☒ NO
8. WILL THE ASSISTANCE REQUESTED HAVE AN EFFECT ON THE ENVIRONMENT? ☐ YES ☒ NO
9. WILL THE ASSISTANCE REQUESTED CAUSE THE DISPLACEMENT OF INDIVIDUALS, FAMILIES, BUSINESSES, OR FARMS? ☐ YES ☒ NO
10. IS THERE OTHER RELATED ASSISTANCE FOR THIS PROJECT PREVIOUS, PENDING, OR ANTICIPATED? ☒ YES ☐ NO

PART III - PROJECT BUDGET

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

PART IV - PROGRAM NARRATIVE STATEMENT (Attach per instruction)

PART II (cont.)

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

PART III (cont.)

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

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

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

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

PREAPPLICATION

UNDER

The Comprehensive Program of the
FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

* * * * *

Submitted by

The Alaska Department of Education

As A Cooperative Activity With The

University of Alaska

and the

General Assistance Center of the Alaska Native Foundation

* * * * *

Prepared by

The Cross-Cultural Education
Development Program

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

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

Preliminary ☒ Final ☐Form Approved:
O.M.B. No. 85-R0287

This application should be sent to:
Office of Education: No. 12.925
Application Control Center
400 Maryland Avenue, S.W.
Washington, D.C. 20202

1. Application No. _____

2. Employer Identification No. _____

3. LEGAL APPLICANT

a. Alaska Department of Education

Legal Applicant Name
Cross-Cultural Education

b. Development Program

Department, Division, or Branch

c. 2221 E. Northern Lights - Rm. 220

Street Address, or P.O. Box

d. Anchorage AK 99504

City State Zip

e. Alaska-At-Large f. _____

Congressional District(s)

4. APPLICATION TYPE:

☒ New Grant ☐ Modification of Old Grant

5. PROJECT DIRECTOR

a. D. M. Murphy
Nameb. Exec. Director, Cross-Cultural Ed.
Titlec. (907) 279-0503
Telephone: Area Code Number

7. Federal Funds Requested:

1st Year \$228,490

2nd Year (If Applicable) \$129,000

3rd Year (If Applicable) -0-

Total: _____

6. INSTITUTIONAL INFORMATION
(If Applicable)

Approx. Total Enrolled _____

(Check One) 2 yr. 4 yr. Graduate

Public ☐ (310) ☐ (210) ☐ (240)Private ☐ (320) ☐ (230) ☐ (250)

8. DURATION OF PROJECT:

Starting Date Oct. 1, 1977

Ending Date Sept. 30, 1979

No. of Months 24

9. POPULATION DIRECTLY
BENEFITING FROM THE PROJECT

4,000 rural secondary students

200 educators, 2,000 other citizens

10. PROPOSAL TITLE:

Rural Small High Schools Development Assistance Project

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

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

12. CERTIFICATION BY AUTHORIZING OFFICIAL

Nathaniel Cole
NameDeputy Commissioner of Education (907) 465-2801
Title Phone

Signature

January 6, 1977
Date

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

BUDGET ITEM

A. Direct Costs:

1. Salaries & Wages

a. Professional* (4 @ 34,000)	\$ 136,000
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b. Consultant*	-0-
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c. Clerical (1 Secty. I)	18,000
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2. Employee Benefits (@ 18.5%)	28,490
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3. Travel*	23,000
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4. Materials & Supplies	4,000
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5. Equipment (Purchase or Rental)*	2,000
------------------------------------	-------

6. Production (Printing, Reproduction, Audio-visual)*	5,000
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7. Other* (telephone, Mailing, computer)	12,000
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B. Indirect Costs: (Waived and contributed under Institutional Support @ 18,280)	-0-
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TOTAL	\$ 228,490
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Institutional Support (1st year total) \$ 55,280

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

Explanation of Institutional Support

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

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

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

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

*

STATE OF ALASKA

JAY S. HAMMOND
GOVERNOR

DEPARTMENT OF EDUCATION

Alaska Rural Teacher Training Corps
Cross-Cultural Education Development Program
(907) 278-0503

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

January 10, 1977

TO: Fund for the Improvement of Postsecondary Education

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

SUBJECT: Introductory Note on the Preliminary Proposal

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

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

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

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

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

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

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

Marilou Madden, Director
Education Support
Alaska Dept. of Education

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

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

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

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

PRELIMINARY PROPOSAL
TO THE
FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

PART II - NARRATIVE

(a) The Problem

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

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

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

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

(b) Expected Outcomes

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

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

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

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

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

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

(c) Processes for Accomplishment

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

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

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

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

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

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

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

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

(d) Impact Beyond the Institution

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



UNIVERSITY OF ALASKA

FAIRBANKS, ALASKA 99701

Institute of Social and Economic Research

Dec. 14, 1976

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

DEC 21 REC

Dear Marshall:

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

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

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

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

Dr. Marshall Lind
Dec. 14, 1976

2

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

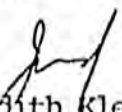
A fourth staff person would examine alternative models for small high schools that enable students to be based in the villages but still expand their experiences so they can make informed choices about the adult life styles they wish to pursue. These models might include travel programs, student exchange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

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

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

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

Yours truly,


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

cc: Bob Arnold
Mick Murphy
Tod Ray
Frank Darnell

Phone: (907) 479-7143

UNIVERSITY OF ALASKA
FAIRBANKS, ALASKA 99701

December 15, 1976

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

Dear Marshall:

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

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

Sincerely yours,

C. K. Ray

C. K. Ray
Dean, School of Education

and

Frank Darnell

Frank Darnell
Director, Center for Northern
Educational Research

FD/ij

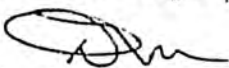
STATE OF ALASKA

JAY S. HAMMOND
GOVERNOR

DEPARTMENT OF EDUCATION

Alaska Rural Teacher Training Corps
Cross-Cultural Education Development Program
(907) 279-05032221 E. Northern Lights Blvd.
Suite 220
Anchorage, AK 99504

December 16, 1976

MEMORANDUMIMPORTANTTO: Marshall Lind, Commissioner
Alaska Dept. of Education
FROM: D. M. Murphy, Exec. Director
X-CED Program

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

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

December 16, 1976

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

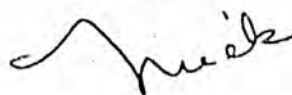
To be critical of the University of Alaska for failing to order its priorities in a manner which would commit the needed funds to this effort seems to me to beg the question. The settlement of the Tobeluk case, the adoption of the new regulations and voter approval of the bond proposition all occurred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

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

D.M.M.

DMM:slw

cc: Nat Cole
Bill Thompson



School of Education as follows:

100 Personal Services

Secondary Curriculum Coord./Researcher (Asst/Assoc Prof)	\$37,500
Field-Based Secondary Emphasis Instructor. (Asst.Prof)	30,600
Benefits @ .18659	12,709
SUBTOTAL	\$80,821

200 Travel

Coord. (Supervision and Meetings w/REAA, Superintendents, teachers, board members, etc.)	\$ 5,000
Field Instructor (Field Center to proximate communities/ direct instruction, analysis)	5,000
SUBTOTAL	\$10,000

300 Contractual

Communications Services	\$ 2,000
Printing and Duplication	2,000
Rent, Field Office (Rural)	3,000
SUBTOTAL	\$ 7,000

02-380:
(Cont'd)

400 Commodities

Stationary and Office Supplies	\$ 500
Other (Instructional Materials)	2,000
SUBTOTAL	\$ 2,500

TOTAL of 02-380

\$100,321



UNIVERSITY OF ALASKA

FAIRBANKS, ALASKA 99701

DEC 22 RECD

Institute of Social and Economic Research

December 20, 1976

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

Dear Marshall:

I was very concerned to hear that the Governor's Budget Review Committee deleted the \$120,000 item in the X-CED budget for the training of secondary teachers in small high schools. Could you ask them to reopen this question for review? Indeed, perhaps it would be appropriate to ask the committee to consider a larger appropriation designed to carry out in a coordinated, mutually-reinforcing manner the four key functions of teacher preparation, curriculum development, innovative high school models, and community liaison.

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

Yours truly,

Judith Kleinfeld/jb

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

JK/jb
cc: Mick Murphy

STATE OF ALASKA

JAY S. HAMMOND
GOVERNOR

DEPARTMENT OF EDUCATION

Alaska Rural Teacher Training Corps
Cross-Cultural Education Development Program
(907) 279-05032221 E. Northern Lights Blvd.
Suite 220
Anchorage, AK 99504

February 14, 1977

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

Dear Thelma:

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

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

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

Hon. Buchholdt

-2-

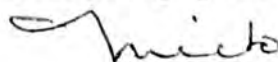
February 14, 1977

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

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

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

Sincerely yours,



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

DMM:slw

SCOMM

#19:14

11
Va Ed
Alaska Skill Center
P.O. Box 615
Seward, Alaska 99664
Phone 224-5246

The Alaska Skill Center is an Adult Vocational Training Center. Persons who enroll must be at least eighteen years old or have graduated from high school.

Courses offered:

BUILDING TRADES training includes general construction and repair of building components. Topics taught are painting, dry wall, furnace maintenance, basic home wiring, plumbing, and carpentry. The training period is twenty-six weeks long. Tuition is \$240.00 and the lab fee is \$30.00.

FOOD SERVICE training includes short order cooking, food preparation, menu planning, industrial cooking and baking. Cook/Baking training is twenty-four weeks long. Tuition is \$240.00 and the lab fee is \$50.00.

OFFICE OCCUPATIONS training includes Business English and Math, Office Machines, Typing, Office Procedures, Accounting, Switchboard Training and On-the job training in local offices. Students may graduate with levels of: Clerk-Typist, Clerk-General, Accounting Clerk, Clerk-Transcriber or Receptionist. The tuition for 24 weeks of training is \$240.00 and the lab fee is \$30.00.

AUTO MECHANICS includes training in tune-up, brakes, drive-trains, engine overhaul and tire repair. The training is 24 weeks long. The tuition is \$240.00 and the lab fee is \$65.00.

DIESEL MECHANICS includes training in diesel engine overhaul and repair of reversing reduction gears. The training is 24 weeks long. The tuition is \$240.00 and the lab fee is \$65.00.

HEAVY EQUIPMENT MECHANICS includes training in service and repair of construction equipment such as crawler tractors, dump trucks, front end loaders, motor graders and light duty trucks. The training is 28 weeks long. The tuition is \$280.00 and the lab fee is \$75.00.

POWER HOUSE OPERATION is taught in the winter, normally October to March. Classes are eight weeks long. Tuition is \$160.00 and the lab fee is \$20.00.

WELDING classes are held from mid-March through September. Classes are 12 weeks long. The welding course includes gas, arc, M.I.G. and T.I.G. welding. Tuition is \$160.00 and the lab fee is \$45.00.

Student insurance is required. The cost is \$17.50 for a 24 week training program.

SCHOOL IS IN SESSION THROUGHOUT THE YEAR SO STUDENTS CAN START TRAINING AT ANY TIME DURING THE YEAR. (as training slots are open.)

Dormitories are available for students and meals are served in the dining hall seven days a week. Room and board costs \$70.00 per week. Towels, bedding and laundry facilities are included in room and board charges.

REFUNDS: Students who have paid tuition and lab fees and decided not to continue in training at the end of their first training week will be refunded 80% of the tuition payment. No lab fees will be refunded at any time. If at the end of the second week of training a student decides not to continue in training, that student may receive a refund of 60% of the tuition. If a student decides not to continue in training any time after the second training week, no tuition refund will be made.

For further information or an application form, contact the Admissions Office at the Alaska Skill Center.

ALASKA SKILL CENTER

ALASKA DEPARTMENT OF EDUCATION

The Alaska Skill Center is a residential adult vocational training facility. Programs are provided in five departmental areas:

- Building Trades - Carpentry, plumbing, electrical, building maintenance, etc.
- Food Service - Cooking, baking
- Office Occupations - Typing, bookkeeping, filing and basic accounting, etc.
- Mechanical - Power generation, oil technology, heavy equipment, diesel, automotive, welding, etc.
- Basic Education - All students are tested to determine educational levels, to ensure that their reading and math skills are sufficient to enable success in reaching vocational goals. The upgrading of math and reading skills has allowed many students to obtain a G.E.D. certificate while at the Skill Center.

GEOGRAPHICAL DISTRIBUTION OF STUDENTS FY 76-77

Barrow	16	Glennallen, Galena, Copper Center	20
Rural	57	Palmer, Homer, Moose Pass, Kenai	56
Kotzebue	11	Kodiak	19
Nome	18	Rural	1
Fairbanks	66	Seward, Cordova, Valdez	142
Rural	88	Juneau, Southeast	179
Bethel	42	Anchorage	76
Rural	146	Rural	16
		TOTAL	953

ETHNIC DISTRIBUTION OF STUDENTS FY 76-77

Alaskan Natives	589	62%
Caucasian	335	35%
Other	29	3%

Number of High School G.E.D.'s	83
Number of driver's licenses	64

ALASKA SKILL CENTER
STUDENT WAGE AND TAX STATISTICS

The following statistics were computed from data supplied by the Alaska Department of Revenue in September, 1977.

WAGES

<u>Category</u>	<u>Pre-Training Average</u>	<u>Post Training Average</u>	<u>Percent of Increase</u>
All Students	3931	11,972	205%
Rural Students	2605	9,803	276%
Urban Students	4999	13,897	178%
Building Trades	2557	8,199	221%
Office Occupations	5082	12,680	150%
Food Service	2843	11,116	291%
Mechanical	4593	14,859	224%

STATE TAXES

<u>Category</u>	<u>Pre-Training Average</u>	<u>Post Training Average</u>	<u>Percent of Increase</u>
All Students	96	439	357%
Rural Students	48	338	604%
Urban Students	114	523	359%
Building Trades	39	225	477%
Office Occupations	167	451	170%
Food Service	65	422	549%
Mechanical	103	586	469%

The average cost to the State for each student served in FY 76 and FY 77 was \$2315.
Average cost computation:

Expenditures FY 76	\$1,665,400
FY 77	<u>1,927,966</u>
Total	3,593,366
Less Federal Funds (CETA)	1,387,200
Cost to State	2,206,166

953 Student Served = 2,315 average cost per student

Using the average increase in State taxes paid of \$343, the cost of instruction is returned to the State in 6.7 years.

Studies conducted in the past indicate a significant decrease (more than 50%) in the amount of public assistance required by graduates of the Alaska Skill Center.

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SCOMM

#19:15

MEMORANDUM

State of Alaska

DEPT. Commission on Postsecondary Education
DIV. Alaska Center for Staff Development
SEC. _____

TO: ☐ Kathryn Ostrosky

DATE : December 9, 1977

FROM:

Susan Sloan *JS*

SUBJECT: ACSD Activities

Voc Ed

As per our telephone conversation of date, enclosed is a copy of the activities held by the Alaska Center for Staff Development during 1976-77. If you need any further information, please feel free to call me at 274-3691.

Workshop/Conference	Activity Location	Date	Number Attending	Contact Hours
Rural Industrial Education In-service	Anchorage	Nov. 2-3	19	304
Instructional Packages	St. Mary's	Nov. 2-3	14	112
Instructional Management	St. Mary's	Nov. 3-5	14	224
Crisis Intervention	Nome	Nov. 11-12	22	330
Autistic Project In-service	Anchorage	Nov. 18-19	2	30
Developing Mastery in Basic Skills	Noorvik	Dec. 7-10	4	40
Suicide Intervention	Anchorage	Dec. 13-14	8	96
Autistic Project Orientation	Anchorage	Dec. 15	3	22
Curriculum Adaptation, Instructional Management, Assessment and Evaluation	St. Mary's	Jan. 4-7	23	690
Women in Treatment Training of Trainers	Anchorage	Jan. 4-7	15	480
Assessment Interviewing and Treatment Planning, Training of Trainers	Anchorage	Jan. 10-13	8	256
Greenhouse Management	Anchorage	Jan. 10-14	12	450
Learning Styles, Learning Environment	St. Paul	Jan. 12-19	18	900
State Vocational Education Advisory Council In-service	Juneau	Jan. 17-18	14	210
Adult and Continuing Education In-service	Juneau	Jan. 19	10	75
Curriculum Development	Anchorage	Jan. 23-28	42	1575
Developing Mastery in Basic Skills, Learning Environment, Influencing Behavior, Assessment and Evaluation	Deering	Jan 24-27	4	112

APPENDIX I
 ACTIVITIES SPONSORED BY
 ALASKA CENTER FOR STAFF DEVELOPMENT
 FY 1976 - 1977

Workshop/Conference	Activity Location	Date	Number Attending	Contact Hours
Administrative Planning Workshop D.O.E. Program Support Division (Facilitator)	Juneau	July 13-14	8	56
Training for Teachers of Autistic Children	St. Louis	August 2-20	3	270
Cross Cultural Workshop	Anchorage	August 12-13	28	252
Greenhouse Management Workshop	Anchorage	August 16-20	11	385
Health Occupations In-service	Anchorage	August 21-25	6	210
Home Economics Conference	Anchorage	August 23-26	22	462
Administrative Planning Workshop Anchorage Borough School District Occupational And Career Education	Anchorage	Sept. 1-2	3	33
Adult Education Planning Conference	Anchorage	Sept. 10	3	15
Communication and Planning With Regional Resource Centers	Anchorage	Sept. 15	15	105
Developing Mastery in Basic Skills	Anchorage	Sept. 16-17	19	285
Career Education Orientation	Anchorage	Sept. 23	16	128
Education Program Support	Anchorage	October 18-19	80	960
Adult Basic Education Teacher Training	Anchorage	October 18-22	21	735
Career Guidance Competencies	Anchorage	October 22-23	47	369
Short Term Client Systems	Anchorage	October 25-30	18	720
Instructional Packages	Kotzebue	October 26-27	19	152
Developing Mastery in Basic Skills	Kotzebue	October 17-28	19	152

Workshop/Conference	Activity Location	Date	Number Attending	Contact Hours
Training of Teachers of Autistic Children	Anchorage	Jan. 27-29	4	90
Developing Mastery in Basic Skills, Instructional Management, Influencing Behavior, Assessment and Evaluation	Buckland	Jan. 31 - Feb. 3	4	90
Adult Basic Education Teacher Training	Anchorage	Jan. 31 - Feb. 4	14	525
Training for Teachers of Autistic Children	Anchorage	Feb. 3-4	11	165
Problem Delineation	Anchorage	Feb. 7-8	12	180
Supplemental Program Application Writing	Anchorage	Feb. 9-11	48	1056
Vocational Education Planning Task Force	Juneau	Feb. 14	5	35
Instructional Packages, Instructional Management, Developing Mastery in Basic Skills	Anchorage (For Iditarod Districts)	Feb. 22-24	24	540
Crisis Intervention	Petersburg	Feb. 25-26	17	255
Influencing Behavior	Anchorage (For St. Mary's)	March 1	19	142
Instructional Management	Anchorage (For North Slope Schools)	March 2	10	75
Mini-Courses for Vocational Educators in Selected Subjects	Anchorage (For ASVA)	March 2-4	16	50
Training of Trainers	Anchorage	March 14-18	15	525
Home Economics In-service	Dillingham	March 17-22	11	385
Judevine Parent Training	Anchorage	March 19	14	98

Workshop/Conference	Activity Location	Date	Number Attending	Contact Hours
Instructional Management, Assessment and Evaluation	Kivalina	March 22-24	7	154
Making a Difference with Youth	Anchorage	March 21-25	22	770
Career Guidance Cadre Training	Anchorage	March 24-26	10	200
Behavior Modification	Kiana	March 28-31	11	231
Vocational Education Planning Task Force	Anchorage	March 30-31	5	35
Judevine Teacher Training	Kenai	April 2	15	105
Health Occupations Workshop	Anchorage	April 2-4	2	42
Instructional Management	Egegik	April 11-14	3	84
Manpower Regional Advisory Council	Anchorage	April 12-13	29	406
Governor's Youth Planning Council	Anchorage	April 14-15	15	210
Short Term Client Systems	Anchorage	April 25-29	6	210
Proposed Comprehensive System For Personnel Development	Anchorage	May 9-10	34	510
Program and Financial Management	Anchorage	May 23-25	26	546
Community Education Basic Concepts	Anchorage	June 6-10	12	390
Vocational Education Evaluation Criteria	Anchorage	June 6-10	16	560
School Administrators' Conference	Sitka	June 13-17	23	805
Organization and Operation of Community Schools	Anchorage	June 20 - July 1	19	1330
Planning for Improvement of Instruction	Seward	June 23-24	40	440
TOTALS			1089	22434

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Instructional Packages, Instructional Management, Developing Mastery in Basic Skills	Anchorage (For Iditarod Districts)	Feb. 22-24	24	540
Crisis Intervention	Petersburg	Feb. 25-26	17	255
Influencing Behavior	Anchorage (For St. Mary's)	March 1	19	142
Instructional Management	Anchorage (For North Slope Schools)	March 2	10	75
Mini-Courses for Vocational Educators in Selected Subjects	Anchorage (For ASVA)	March 2-4	16	50
Training of Trainers	Anchorage	March 14-18	15	525
Home Economics In-service	Dillingham	March 17-22	11	385
Judevine Parent Training	Anchorage	March 19	14	98

Workshop/Conference	Activity Location	Date	Number Attending	Contact Hours
Instructional Management, Assessment and Evaluation	Kivalina	March 22-24	7	154
Making a Difference with Youth	Anchorage	March 21-25	22	770
Career Guidance Cadre Training	Anchorage	March 24-26	10	200
Behavior Modification	Kiana	March 28-31	11	231
Vocational Education Planning Task Force	Anchorage	March 30-31	5	35
Judevine Teacher Training	Kenai	April 2	15	105
Health Occupations Workshop	Anchorage	April 2-4	2	42
Instructional Management	Egegik	April 11-14	3	84
Manpower Regional Advisory Council	Anchorage	April 12-13	29	406
Governor's Youth Planning Council	Anchorage	April 14-15	15	210
Short Term Client Systems	Anchorage	April 25-29	6	210
Proposed Comprehensive System For Personnel Development	Anchorage	May 9-10	34	510
Program and Financial Management	Anchorage	May 23-25	26	546
Community Education Basic Concepts	Anchorage	June 6-10	12	390
Vocational Education Evaluation Criteria	Anchorage	June 6-10	16	560
School Administrators' Conference	Sitka	June 13-17	23	805
Organization and Operation of Community Schools	Anchorage	June 20 - July 1	19	1330
Planning for Improvement of Instruction	Seward	June 23-24	40	440
TOTALS			1089	22434

SCOMM

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ALASKA STATE VOCATIONAL ASSOCIATION

ANCHORAGE, AK 99504

#13

Testimony

presented to the

ALASKA STATE HOUSE INTERIM COMMITTEE ON EDUCATION

Anchorage, Alaska

October 28, 1977

Edith Wells, President

Alaska State Vocational Association

The Alaska State Vocational Association is an organization of school administrators and teachers interested in the improvement and extension of needed vocational education programs within the State. There are currently over five hundred persons employed in vocational education in Alaska. The Association is a loosely organized umbrella for divisions representing Agriculture and Aquaculture, Business and Office, Career Education, Distributive Education, Guidance and Counseling, Health Occupations, Home Economics, Industrial Arts, Technology, Trades and Industries, Manpower Programs, Local Administrators, and New and Related Services. So far as I am aware, it is the only professional education organization that is composed of both administrators and classroom teachers. ASVA is proud to represent both.

The organizational structure is based on a concept of area chairpersons in order to more actively involve the membership in both current problem solving and the dissemination of professional information. We have area chairpersons serving in northern Alaska, in Fairbanks, in Juneau, in south-central Alaska, and as far east as Tok Junction. A chairperson serves as the initiator of legislative information needing to be disseminated through our communications network.

ASVA holds a conference in March when a concentration of effort is given to improvement of instruction through planned workshops for teachers in each of the division areas expressing a need or interest for such professional development.

We also publish a newsletter four times annually and a directory of members, state legislators, advisory council members, and state department of education personnel.

Our interest in appearing before this committee, then, is to make our services available to you in whatever way we can to further our strong belief that vocational education should be available to everyone in the State.

NEED FOR STATEWIDE PROGRAMS

To provide a philosophical base for comments, the following points are outlined as necessary to improve statewide programs:

1. Programs are already strong and continuing in many areas; however, there is need for quality vocational education statewide.
2. It is basic to program development that there be a strong staff within the State Department of Education with a well qualified director for this unit to provide leadership in coordination and planning. It is gratifying that after almost a year, the position of unit administrator for career and vocational education has recently been filled.
3. Program specialists are needed in each area at the state level.
4. There is need for specific certification requirements and endorsements for vocationally qualified personnel to insure the best instruction.
5. The needs of rural Alaska must be met in providing quality vocational instruction, training, and preparation for employment.

Staffing. Vocational education at the state level is currently understaffed. Whereas specialists or program chiefs are usually available as resource persons in most academic areas--at least in larger school districts--even these are generally lacking in vocational education because of the numbers of professional personnel involved in any one district. In the past program specialists have been provided through the Department of Vocational Education. Recently, because of understaffing caused by growth and reorganization within the DOE, specialists have been reassigned to more

administrative functions leaving the important curricular areas with no resource persons except as they may be available and "as time allows." This is not acceptable. If more staff is needed, funds should be available in order to hire them.

Youth Organizations. Youth organizations have not received the total support they need. These groups are an integral part of vocational education programs. Much of teaching is done through chapter activities in Future Farmers of America (FFA), Future Homemakers of America (FHA-HERO), Vocational Industrial Clubs of America (VICA), Future Business Leaders of America (FBLA), Office Education Association (OEA), and Distributive Education Clubs of America (DECA). A full-time resource person at the state level is needed to coordinate statewide leadership conferences and student organization activities. Activities are now largely supported by volunteer efforts of instructors and the students themselves in organization of community service projects, sales promotions, and intra-school activities.

Certification Requirements. Quality programs are possible only when fully qualified instructors and administrators with periodically updated skills and knowledge are available to direct them. The State DOE has recently waived special endorsements as a criterion for certification to teach vocational courses. We believe the State should continue to require certification, to include a requirement for work experience in the major area to be taught. The recent action of the Department to delete this certification is a step backward.

We are aware of the concern in rural school districts for securing and retaining qualified personnel, but we believe the best interests of quality education in Alaska will not be served by eliminating certification and/or endorsements by the State. Rather, a provision for waivers could be made that

includes a planned program to provide for in-service instruction in areas of deficiency. This would require funding for implementation.

ALASKA STATE FIVE-YEAR PLAN FOR VOCATIONAL EDUCATION

During the hearings on the State Plan in May, 1977, the Association went on record as being particularly pleased with the depth of in-service plans and the provisions for their expansion as well as the emphasis given articulation. Legislative support is needed to finance centers and institutions able to coordinate offerings for this purpose. Vocational degree programs should be readily available within the State. Approved apprenticeship programs are needed for some teachers.

We are concerned that opportunities be made available for vocational personnel to continue to upgrade skills. Even the best prepared instructor is in need of technological update at intervals. For this reason, legislative support is sought for a cooperative education program for instructors that would allow them to leave their current teaching positions to join cooperating business and industrial firms willing to employ them for periods of from six weeks to a year to become familiar with new equipment, systems, and industry policies. ASVA will be pressing for the inclusion of cooperative education programs for teachers in the State Plan.

ARTICULATION

Talent Bank. There are many ways in which articulation of programs can be achieved through additional support at a state level. Currently the Department of Education supports a talent bank which in concept was meant to provide a delivery system for innovative and outstanding programs throughout the State. This talent bank has not been utilized to the extent that it could provide services. The program should be funded fully for maximum use.

Film Production. Plans are being considered for the cooperative production of film clips and 15-20 minute film presentations suitable for use on television as well as on the banquet circuit and in classrooms to teach persons in the State with a concise presentation of what is available in the field of vocational education in Alaska and where and how it can be made available to individuals. These films have been successfully produced in several states in the lower 48 through assistance from the American Vocational Association. Results have been very worthwhile. Information about existing programs could, in this way, be transported to the most remote villages in the State as well as to urban areas. The Alaska Advisory Council for Vocational Education has expressed interest in a cooperative production. Total funding need is estimated to be \$5000 for "seed" money. Production staff (provided by AVA) then secure the rest of the financing through local business and industry.

FEDERAL FUNDING FOR VOCATIONAL EDUCATION

ASVA members are very concerned that in the State Department of Education both the Commissioner of Education and the Unit Administrator for Career and Vocational Education have expressed the belief that federal dollars are not "worth the strings attached." We believe that at present these "strings" represent a necessary quality control for programs, and we would strongly protest the denial of federal funding in Alaska.

IN CONCLUSION, let me reiterate that the Alaska State Vocational Association stands ready to serve as resource personnel in any way we may be of service to the Committee in securing the best possible program in vocational education for the State of Alaska.

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Sen. Chancy Croft
Interim Committee on
Educational Programs

BILINGUAL/BICULTURAL
PROGRAMS

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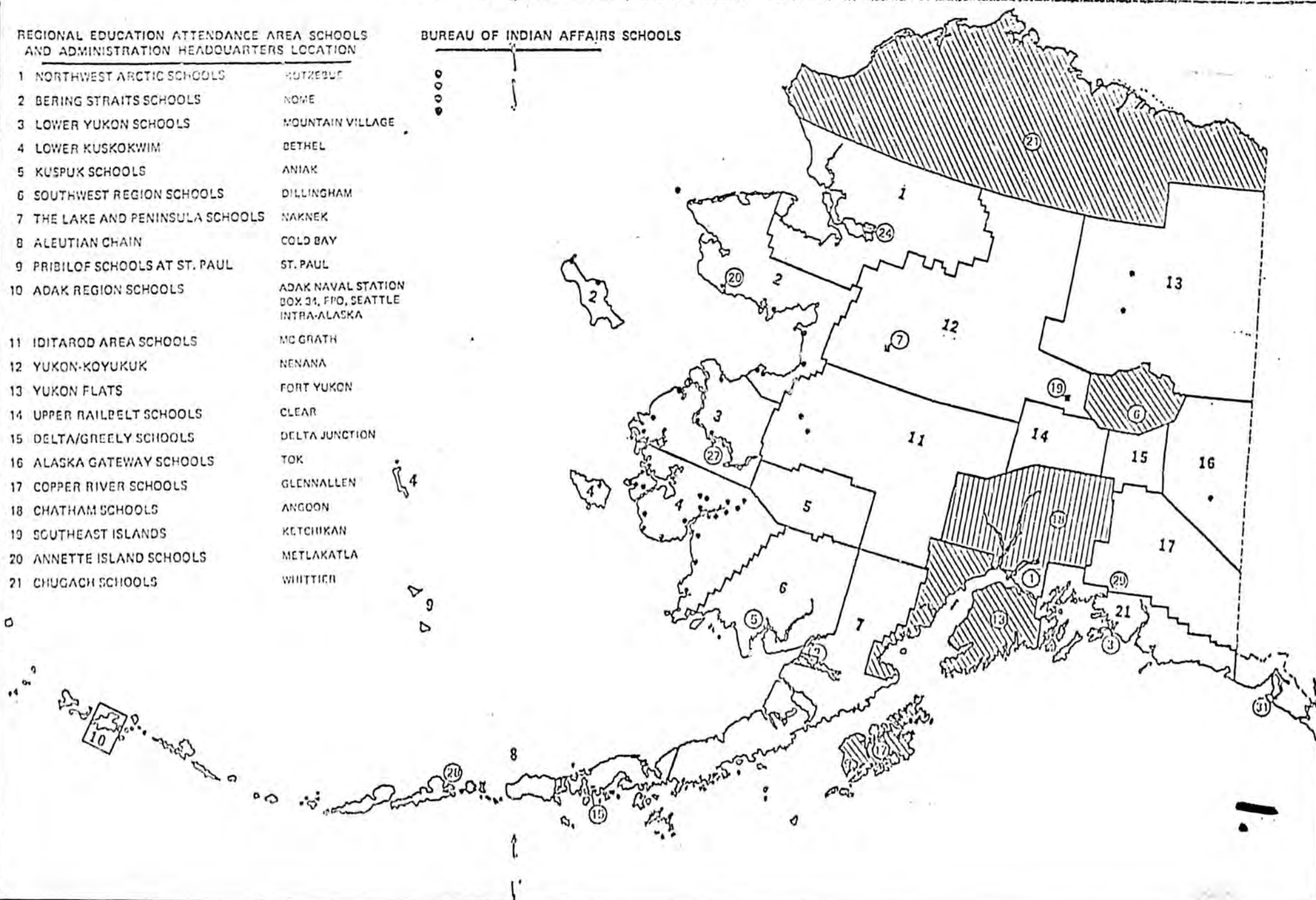
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City, Borough and REAA's
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4. Actions - State Board of Education -- March, May, June Meetings
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8. Hearings Schedule - DOE
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Alaska Rural Teacher Training Corps - X-CED

Legislative Reference Library
Legislative Affairs Agency
State Capital
Pouch Y
Juneau, AK 99811

REGIONAL EDUCATION ATTENDANCE AREA SCHOOLS
AND ADMINISTRATION HEADQUARTERS LOCATION

BUREAU OF INDIAN AFFAIRS SCHOOLS

- | | |
|----------------------------------|--|
| 1 NORTHWEST ARCTIC SCHOOLS | KUTZEBU |
| 2 BERING STRAITS SCHOOLS | NOME |
| 3 LOWER YUKON SCHOOLS | MOUNTAIN VILLAGE |
| 4 LOWER KUSKOKWIM | BETHEL |
| 5 KUSPUK SCHOOLS | ANIAK |
| 6 SOUTHWEST REGION SCHOOLS | DILLINGHAM |
| 7 THE LAKE AND PENINSULA SCHOOLS | NAKNEK |
| 8 ALEUTIAN CHAIN | COLD BAY |
| 9 PRIBILOF SCHOOLS AT ST. PAUL | ST. PAUL |
| 10 ADAK REGION SCHOOLS | ADAK NAVAL STATION
BOX 34, FPO, SEATTLE
INTRA-ALASKA |
| 11 IDITAROD AREA SCHOOLS | MC GRATH |
| 12 YUKON-KOYUKUK | NENANA |
| 13 YUKON FLATS | FORT YUKON |
| 14 UPPER RAILBELT SCHOOLS | CLEAR |
| 15 DELTA/GREELY SCHOOLS | DELTA JUNCTION |
| 16 ALASKA GATEWAY SCHOOLS | TOK |
| 17 COPPER RIVER SCHOOLS | GLENNALLEN |
| 18 CHATHAM SCHOOLS | ANGOON |
| 19 SOUTHEAST ISLANDS | KETCHIKAN |
| 20 ANNETTE ISLAND SCHOOLS | METLAKATLA |
| 21 CHUGACH SCHOOLS | WHITTIER |



PROPOSED REGULATIONS FOR BILINGUAL/BICULTURAL
EDUCATION IN ALASKA

4 AAC 34.010 is amended to read as follows:

4 AAC 34.010 PURPOSE. The purpose of this chapter is to encourage and assist school districts, in cooperation with local communities, to meet the special needs of children of limited English speaking ability. The department believes that providing equal educational opportunity to these children through the establishment of bilingual/bicultural programs of education will provide more effective use of both English and the student's language, foster more successful secondary and higher education careers, facilitate the obtaining of employment, tend to bring about an end to the depreciation of local culture elements and values by the schools, stimulate better communication between the community and the schools in solving educational problems, effect a positive student self image, allow genuine options for all students in choosing a way of life, and facilitate more harmonious relationships between the student's culture and the mainstream of society. (Eff. 12/29/76, Register 60; am / / , Register)

Authority: AS 14.07.060
AS 14.30.410

4 AAC 34.030 is amended to read:

4 AAC 34.030 GRANT APPLICATION. The commissioner may award grants to school districts upon applications submitted to him/her by their governing bodies. A district's application must contain the following:

- (1) an assessment of the bilingual/bicultural education needs of students in the district conducted in accordance with the provisions of sec. 50 of this chapter;
- (2) a bilingual/bicultural education program which meets the requirements of secs. 55 through 80 of this chapter and which assures that:

(A) the governing body has a statement of philosophy consistent with the bilingual/bicultural education philosophy expressed in sec. 10 of this chapter;

(B) there are comprehensive program objectives in measurable terms for each component of a program;

(C) to the extent possible, all programs offered by the district and all sources of funds available for bilingual/bicultural education will be coordinated;

(D) there is a budget consistent with program specifications and requirements. (Eff. 12/29/76, Register 60; am / / , Register)

Authority: AS 14.07.060
AS 14.30.410

4 AAC 34 is amended by adding new sections to read:

4 AAC 34.050 IDENTIFICATION AND ASSESSMENT OF LANGUAGE DOMINANCE. (a)

Before December 1, 1977, each school district shall carry out an identification and assessment of language dominance for the purpose of categorizing each student in the district in one of the following:

<u>Category</u>	<u>Definition</u>
A	students who speak a non-English language exclusively;
B	students who speak mostly a non-English language, but also speak some English;
C	students who speak a non-English language and English with equal ease;
D	students who speak mostly English but also speak a non-English language;
E	students who speak English exclusively but whose manner of speaking reflects the grammatical structure of another language;
F	students who speak English exclusively but do not fit category E.

(b) Following the ~~in~~ital assessment made under (a) of this section, districts shall identify and assess all students new to the district within 30 days of their enrollment in school.

(c) The identification and assessment process under (a) and (b) of this section shall consist of the following:

(1) informing parents through workshops, public meetings or public announcements of the purpose and importance of both the assessment procedure and the development of bilingual/bicultural programs and of the necessity for complete and accurate data on the parent questionnaire, and how to complete the questionnaire which they will be asked to complete.

(2) selecting qualified persons to administer the assessment instruments and evaluate the results and orienting or training these persons;

(3) providing a parent questionnaire, reviewed and accepted by the department, to the parents or guardians of each student and assuring that the questionnaire is completed and returned. For the purpose of determining which students are clearly category F and do not require further assessment, the parent questionnaire should be reviewed by one or more of the student's regular classroom teachers, as determined by the school principal. If the responses on the parent questionnaire indicate that the student is category F and the reviewing teacher or teachers agree that the child is not in categories A through E, the district may identify that student as being in category F and need not carry out the remaining steps of the assessment process as to that student;

(4) using a language observation questionnaire, reviewed and accepted by the department, for all students not initially identified as being category F. Based on the results of this instrument and the parent questionnaire, a student shall be tentatively identified as being in one of the six categories set out in ^(a)(b) of this section;

(5) administering a language assessment instrument, which has been reviewed and accepted by the department, to all students tentatively identified under (4) of this subsection as being in categories A through D. Following administration of this instrument, the student shall be identified as being in that category which reflects the least degree of English facility as established by the three assessment instruments;

(6) reviewing the results of the parent questionnaire and language observation questionnaire for those students tentatively identified under (4) of this subsection as being in categories E and F and modifying those results as necessary with systematic or prior observation by the staff of the students' school and identifying those students as being in either category E or F.

(d) Each district shall submit to the department, no later than December 1, 1977 for the initial assessment required under (a) of this section and by November 1 of each subsequent year, a compilation and analysis of its assessment data.

4 AAC 34.055 ANNUAL PLAN OF SERVICE. (a) Each district with a school attended by eight or more students who speak the same non-English language and for whom a bilingual/bicultural education program is required under (e) of this section shall file with the department, by March 15 of each school year, a bilingual/bicultural plan of educational service which complies with the provisions of secs. 60 through 80 of this chapter.

(b) The plan of service required under (a) of this section must contain the following:

- (1) a parent community involvement component;
- (2) a curriculum/instructional component;
- (3) a materials development component;
- (4) a staff development component;
- (5) a description of the district's process for implementing and coordinating the plan of service;
- (6) an evaluation component.

(c) A district may request variances from the bilingual/bicultural education program requirements set out in secs. 60 through 80 of this chapter. In the exercise of his/her discretion, the commissioner may grant a requested variance upon a showing by the district of program feasibility and that the proposal promises to provide equal educational opportunity.

(d) Upon filing of a plan of service, the department will review it and either approve it or return it for necessary modifications within 60 days of its receipt. Upon approval by the department the district shall implement its plan.

(e) Appropriate bilingual/bicultural education programs must be provided to the following students:

- (1) all students in categories A and B;
- (2) those students in categories C, D and E who are achieving at or below:
 - (A) minus one standard deviation on a normed test; or
 - (B) one year below grade level as measured by the district's ongoing student achievement testing program.

(f) A district may, at its option, provide bilingual/bicultural education programs to students who are not included in (e) of this section.

(g) A district may meet the educational needs of category E students described in (e)(2) of this section through non-bilingual programs of instruction which it provides generally to its underachieving students. However, the plan of service required by this section must identify and describe those programs.

(h) Districts may comply with the requirements of secs. 60 through 80 of this chapter by a phased-in process designed to accomplish full implementation of those requirements by the end of the 1978-1979 school year. The phase-in must at least meet the following time frames:

(1) initiation of appropriate community involvement activities under sec. 60 of this chapter by the end of the first semester of the 1977-1978 school year:

(2) significant progress toward establishing appropriate curricula under sec. 65 of this chapter, with particular emphasis on providing programs to students in categories A and B, identifying instructional materials necessary under sec. 70 of this chapter, and recruitment and training of instructional staff under sec. 75 of this chapter by the close of the 1977-78 school year; and

(3) submission of the district's initial plan of service under this section by March 15, 1978.

4 AAC 34.060 PARENT AND COMMUNITY INVOLVEMENT. (a) Districts shall provide for the direct involvement of the parents of bilingual/bicultural students and other members of the community in the initial development and subsequent evaluation and improvement of the program, including providing sufficient information and allowing adequate time for the parents to review and discuss all aspects of the program with responsible district personnel.

(b) Districts shall conduct an informational program for parents of students and other members of the community in each language group for which a bilingual/bicultural program is or will be conducted. This program includes notices in appropriate media and languages as well as community meetings where feasible.

4 AAC 34.065 CURRICULUM/INSTRUCTIONAL PROGRAM. (a) Unless a variance has been approved by the commissioner under sec. 55(b) of this chapter, the bilingual/bicultural curriculum of the district must include, for each category of student for whom a program must be provided under (e) of sec. 55 of this chapter, one or more of the following options:

- (1) Category A and B students at the primary and intermediate level:
 - (A) a bilingual/bicultural curriculum; or
 - (B) a transitional bilingual/bicultural education curriculum;
- (2) Category A and B students at the secondary level:
 - (A) a bilingual/bicultural curriculum;
 - (B) a transitional bilingual/bicultural education curriculum;
 - (C) a high intensity language training curriculum;
- (3) category C and D students at all levels:
 - (A) a bilingual/bicultural curriculum;
 - (B) an English as a second language curriculum;
 - (C) a supplemental English skill and concept development curriculum;
 - (D) a non-English as a second language curriculum;
- (4) category E students at all levels:
 - (A) an English as a second language curriculum;
 - (B) a supplemental English skill and concept development curriculum;
 - (C) a non-English as a second language curriculum.

(b) The district plan must also provide a process for re-evaluating the needs of each student in the bilingual/bicultural program on an on-going basis with re-assignment to another curriculum or individualizing of instruction occurring as necessary to assure appropriate educational services.

(c) At the request of a student's parent or guardian and if the requested alternative program is reasonably available, the district shall place the student in its regular program for non-bilingual students or in a level of the bilingual program with less non-English emphasis than that called for by the student's assessment category.

(d) In schools with fewer than eight students in one or more of the categories A through E, for whom a program must be provided under (e) of sec. 55 of this chapter, districts shall either provide those students with a curriculum as set out in (a)

of this section or it shall individually meet the needs of each of those students by means of one-to-one tutoring and assistance.

(e) As used in this section:

(1) A "bilingual/bicultural curriculum" means a program of instruction which makes use of a student's non-English language and cultural factors and maintains and develops the student's skills in that language and culture. Additionally, it introduces, develops and maintains all the necessary English skills for the student to function successfully in English. The non-English instruction may vary from being in the non-English language arts to being in all discipline areas, with the appropriate combination of non-English and English instruction determined by the district in conjunction with the parents of its bilingual students.

(2) A "transitional bilingual/bicultural education curriculum" means a program of instruction which makes use of a student's non-English language and cultural factors in instruction only until the student is fully functional in English. Once this occurs, further instruction in the non-English language is discontinued. Until the student is fully functional in English, instruction in the language arts of the non-English language is provided, and English is taught as a second language.

(3) An "English as a second language curriculum" means a program of instruction which teaches English as a second language, has culturally relevant material in its curriculum, and provides instruction in other subject matter in English.

(4) A "high intensity language training curriculum" means a program of instruction which gives a student intensive instruction in English until that student is fully functional in English, with the student working exclusively on acquisition of English language skills. Following acquisition of those skills, the student is phased into the same curriculum as that provided to the district's non-bilingual students.

(5) A "supplemental English skill and concept development curriculum" means a program of instruction in which the instructional content and methods address the language interference needs of students by appropriate supplementing of the curriculum provided to the district's non-bilingual students.

(6) A "non-English as a second language curriculum" means a program of instruction which teaches the student's non-English language as a second language. At the primary level emphasis is on oral language skill development. At the intermediate and secondary levels, language literacy instruction would begin after oral skills are learned. Instruction in other subject matter is conducted in English. At all levels, a special effort is made to maximally incorporate the student's non-English culture into the curriculum. (Eff. / / , Register)

Authority: AS 14.07.060
AS 14.30.410

4 AAC 34.070 MATERIALS. (a) ^A district shall provide adequate instructional materials to support and achieve the goals of the instructional programs selected under sec. 65 of this chapter.

(b) If adequate materials are not available, the district shall establish an action plan for developing or otherwise securing needed materials. The district plan should involve classroom teachers, individuals who are native to the non-English language and culture for which the materials are to be developed and linguists in the development and review of materials so as to assure that the materials are educationally and linguistically sound and that they are an accurate reflection of the appropriate language and culture.

4 AAC 34.075 INSTRUCTIONAL STAFF. (a) Districts shall insure that the skills of their instructional staff are commensurate with the type of programs selected.

(b) If regularly certificated (Type A) teachers who are appropriately bilingual cannot be obtained, bilingual instructors may be used to implement the program. However, if bilingual instructors are used:

(1) the district shall implement an action plan to train or otherwise secure certificated (Type A) teachers who are bilingual in the non-English languages for which the district offers its program; and

(2) the district shall assure that the salaries of its bilingual instructors are commensurate with the level of responsibilities and duties performed by them.

(c) Nothing in (b) of this section limits a district's authority to require, as a condition of continued employment, that a bilingual instructor enter into a formal program of training which leads to a Type A certificate.

(d) Each district shall develop a staff training plan for all bilingual program instructional personnel, both permanent and temporary, which includes, but is not necessarily limited to, the following:

- (1) objectives which are directly related to the needs of the students;
- (2) methods by which those objectives can be reached;
- (3) methods for selecting teachers, paraprofessionals, and potential teachers for training;
- (4) the names of individuals who will conduct training;
- (5) the location of the training;
- (6) content of the training, including as one element linguistic/cultural familiarity with the students' background;
- (7) a design for evaluating the training; and
- (8) a proposed time frame for carrying out the training plan.

(e) As part of the plan of service required under sec. 55 of this chapter, each district shall set out specific recruitment and selection processes for its bilingual program staff and shall establish, through cooperative agreements with institutions of higher education, a career ladder for its bilingual paraprofessionals which leads to regular (Type A) certification. The district shall encourage its paraprofessionals to pursue this career ladder by providing a progressive salary schedule which reflects their training and experience.

(f) The student to staff ratio for the district's bilingual program may not be higher than the overall student to staff ratio for the district. However, unless approved by the commissioner, each school in a district must have at least one regularly certificated (Type A) staff member. (Eff. / / , Register)

Authority: AS 14.07.060
AS 14.30.410

4 AAC 34.080 EVALUATION. Each district shall establish a procedure for evaluating annually the components of its bilingual/bicultural education program as set out in its annual plan of service. This procedure shall include, but not necessarily be limited to, collecting information concerning the progress of students enrolled in the program. (Eff. / / , Register)

Authority: AS 14.07.060
AS 14.30.410

PROPOSED AMENDMENT TO INCLUDE BILINGUAL/BICULTURAL EDUCATION
IN THE PUBLIC SCHOOL FOUNDATION FORMULA 8/17/77

It is proposed that Alaska statute 14.17.041 be amended by adding a new subsection (e) as follows:

(e) Bilingual education schedule:

ADM Full-Time Equivalent	No. Instructional Units
1 - 8	1
9 - 15	2
16 - 24	3
25 - 35	4
36 and over	4 plus 1 for each 11 pupils or fraction of 11 pupils in Full-Time Equivalent ADM

As a corresponding measure the following insertion should be made in Alaska Statute 14.17.031 (a):

() the number of units from bilingual education determined from sec. 41(e) of this chapter as approved by the department.

Actions- State Board of Education- June 28, 1977

4.

(9) Malcolm Roberts moved and Thelma Langdon seconded the motion to request a postponement of the Administrative Hearings of the Bilingual proceedings which were initiated by the Office of Civil Rights of the Department of Health, Education and Welfare to a date no sooner than December 1, 1977.

Note: This motion was amended by telephone on July 5, 1977 to change the date. It now reads: "to request a postponement of the Administrative Hearings of the Bilingual proceedings which were initiated by the Office of Civil Rights of the Department of Health, Education and Welfare to a date no sooner than October 31, 1977."

(10) Beverly Horn moved and Malcolm Roberts seconded the motion to request through the proper authorities that the funds which have been deferred be released until after the Administrative Hearing. Motion carried.

★ (11) Thelma Langdon moved and Darwin Heine seconded the motion to request the Department of Education to move immediately in conjunction with the districts to carry out Bilingual-Bicultural student assessments in accordance with the process developed in cooperation with the Office of Civil Rights of the Department of Health, Education and Welfare. Motion carried.

★ (12) Darwin Heine moved and Beverly Horn seconded the motion that the Department of Education be directed to develop as soon as possible, based on the best data available from the districts, a formula under the Foundation program designed to provide adequate support for Bilingual-Bicultural programs in the state. Motion carried.

June 29

(13) Thelma Langdon moved and Darwin Heine seconded the motion that the State Board of Education reappoint Marshall L. Lind as Commissioner of Education for a period of one year, through August 15, 1978. Motion carried.

(14) Thelma Langdon moved and Beverly Horn seconded the motion to adopt the task force recommendation that there be no change in current practice, that the Department of Education should explore further the matter of private school certification. Motion carried.

(15) Thelma Langdon moved and Darwin Heine seconded the motion that the Commissioner be instructed to appoint a certification working standards committee to develop certification standards for Alaska. The committee should consist of at least seven members, with the following representation: 1 administrator, 1 school board member, 1 elementary teacher, 1 secondary teacher, 1 lay person (PTA), 1 from higher education, and 1 Commissioner's representative. Motion carried.

(16) Malcolm Roberts moved and Thelma Langdon seconded the motion that the State Board of Education request the Department of Education to promulgate regulations to eliminate subject matter endorsements, and that certificates only specify level of

EXCERPTS ON OCR -- from Minutes of State Board of Education Meetings

March 24 & 25, 1977:

• Steve Hole briefed the State Board on the history of Alaska's involvement with the Office of Civil Rights, specifically the Lau vs. Nichols case. He brought them up-to-date through January 19, 1977, when we did receive a letter from the Office of Civil Rights stating that the 21 districts had been found in presumptive noncompliance, and that deferral of funds was being recommended. He mentioned that this then touched off a 60 day negotiation period, which we are now in, and as part of this negotiation there is an administrative hearing process taking place. The next part of the hearing process is March 22. Ms. Madden mentioned that if the state's voluntary plan for compliance with the Lau decision is accepted, then the administrative hearing process will cease. Mr. Hole pointed out that basically the Office of Civil Rights seems to be requiring higher standards for us than they have for single districts. It is our belief that they're trying to make the state subscribe to especially tough standards because they are moving against the state instead of a single district. He said that ironically those funds which could be withheld if the administrative hearing process does not end favorably in a settlement, not negotiated, would include bilingual and Civil Rights monies. Alaska is one of the few states in the nation that does have a state-mandated bilingual education program.

May 5 & 6, 1977:

• Malcolm Roberts expressed his concern about the Civil Rights issue, and said that every action on the part of the State Board and the Department of Education indicates they are totally dedicated to trying to improve civil rights and bilingual and bicultural education. Mr. Roberts also commented that the Department and the state's school districts were being "shoved and pushed around" too much.

• Commissioner Lind reported that he and Sylvia Carlsson, Special Assistant to the Commissioner for Minority Affairs, had given their depositions to the Office of Civil Rights in regard to presumptive noncompliance of Title VI. Dr. Lind felt that too much time had been spent on this subject, and if the districts were given the option of complying with the detailed requirements OCR is proposing, or losing federal funding, they would probably forego the federal monies.

Malcolm Roberts felt that a resolution should be drawn up in support of the Department's and the State Board's position. He felt that a small group of people are trying to run education in Alaska, rather than those who should, and that this group is hurting the cause to which the Department and the State Board are dedicated.

June 28 & 29, 1977:

(12) Darwin Heine moved and Beverly Horn seconded the motion that the Department of Education be directed to develop as soon as possible, based on the best data available from the districts, a formula under the Foundation program designed to provide adequate support for Bilingual-Bicultural programs in the state. Motion carried.

Chronology of Events: Title VI Lau Review
Involving Unorganized Borough Schools

1. January 1975: OCR investigation on Lau issues begins in Alaska State-operated school system.
2. March 1976: OCR issues findings of Title VI Lau noncompliance to Alaska Unorganized Borough School District (transitional successor to ASOSS).
3. April 1976: OCR, DOE, and AUBSD officials meet to discuss how to resolve the March findings. Agreement reached that State DOE will take lead responsibility to provide guidance to REAA districts.
4. May 1976: State Board of Education directs DOE to establish minimum guidelines for bilingual education for Alaska school districts.
5. June 1976: OCR and DOE meet to discuss what elements should be addressed in State Lau guidelines plan.
6. June 1976: DOE meets with REAA superintendents to inform them that DOE will be undertaking the lead responsibility to develop State guidelines on Lau/bilingual matters.
7. September 1976: OCR sends letter to DOE explaining why OCR is looking to DOE as agency with lead responsibility for providing compliance plan to resolve the March findings. (Attached.)
8. November 1976: DOE sends in its first Lau compliance plan. OCR meets with DOE and explains OCR written analysis determining the plan unacceptable. (Written OCR analysis attached.)
9. December 1976: DOE sends in a draft revised Lau plan.
10. January 1977: OCR provides oral and written analysis of December draft plan, determining it unacceptable. (Written OCR analysis attached.)

11. February 1977: OCR initiates fund termination proceeding under Section 602 of 1964 Civil Rights Act. Named respondents include all REAA districts and State DOE. (Notice of Opportunity for Hearing attached.)
12. March 1977: DOE submits to OCR its third Lau compliance plan.
13. April 1977: OCR determines the March 1977 DOE plan unacceptable. (OCR analysis attached.) DOE, OCR, and Alaska Legal Services agree on new scenario for development of State minimum guidelines "handbook".
14. June 1977: Acceptable "handbook" negotiated, and submitted and explained to REAA staff.
15. July 1977: Process of public input initiated. Title VI enforcement hearing postponed to October 31, 1977. (Stipulation postponing hearing attached.)

BACKGROUND INFORMATION

CHRONOLOGY OF EVENTS RELATING TO THE CURRENT NEGOTIATIONS BETWEEN THE ALASKAN SCHOOL DISTRICTS AND ALASKA DEPARTMENT OF EDUCATION, AND THE FEDERAL OFFICE FOR CIVIL RIGHTS

1964: Title VI, Civil Rights Act enacted on federal level

1965: Bilingual Education Act, enacted on federal level

1972: Alaska state legislature passed law calling for the establishment of bilingual education programs in those schools of the State-Operated-Schools-System with 15 or more students of limited English-speaking ability.

1974: The U.S. Supreme Court ruled in Lau v. Nichols that schools must provide equal educational opportunity for those students whose primary language is other than English.

January, 1975: The U.S. Department of Health, Education and Welfare Office for Civil Rights (OCR) sent forms to three school systems in Alaska: Alaska State-Operated-Schools System, Anchorage School District and North Star Borough School district (Fairbanks). The three districts were selected at random by OCR.

The forms were to determine whether there were any compliance problems with the Civil Rights Act of 1964 in any of the districts; more specifically, the forms required the districts to show how many students covered by the Lau decision were being served in each district and how those students were being served.

Spring, 1975: Alaska State-Operated-Schools submitted data to (OCR).

June, 1975: Alaska Senate Bill 35, decentralizing the Alaska-State-Operated-School System, was signed into law. The ASOSS was abolished and in its place was created a one-year interim school district known as the Alaska Unorganized Borough School District (AUBSD). The district was to function only until July 1, 1976, when the new districts were to take over.

The legislation also changed the state's bilingual education law, calling for bilingual-bicultural education programs in those schools with eight or more students of limited English-speaking ability.

August, 1975: OCR-Region X, in Seattle, requested additional information regarding data submitted

by ASOSS on the form. At this point, however, ASOSS was no longer existing and had been replaced by a new governing body, a new administration and the new organization known as AUBSD. That administration submitted information about the transition being caused by Alaska Senate Bill 35 and, in particular, about the interim function of AUBSD.

Summer, 1975: The OCR convened a national task force to specify remedies to eliminate educational practices ruled unlawful under the Lau decision. The result was a set of minimum guidelines labeled the "Lau remedies."

January, 1976: AUBSD was notified by OCR-Region X that it had been found in "presumptive noncompliance" with Title VI of the Civil Rights Act of 1964. More specifically, according to OCR, ASOSS/AUBSD had failed to serve its students who had language problems. The finding by OCR was based on an analysis of the data submitted by the now defunct organization ASOSS.

February, 1976: AUBSD submitted arguments to OCR-Region X that it did not have the authority, resources, personnel, funding or time left, given its six remaining months of existence, to answer the changes as outlined in the finding of presumptive noncompliance.

March, 1976: AUBSD was notified that it had been found in noncompliance with Title VI of the Civil Rights Act of 1964; that it must take action to remedy the earlier-stated problems — more specifically, it must assess students, develop educational plans, obtain approval from OCR of plans and impose plans upon the new districts taking over on July 1. OCR stated that failure to comply would result in a withdrawal of federal funds from AUBSD and the new districts.

April, 1976: At the request of AUBSD, representatives from AUBSD, the Alaska Department of Education (DOE), University of Alaska and OCR met in Juneau. DOE agreed to assume a leadership role in resolving the issue, if that action met with the approval of the State Board of Education.

May, 1976: The State Board of Education approved a resolution stating that DOE would enter into negotiations with OCR in behalf of all school districts in the state, in the matters pertaining to compliance with Title VI of the Civil Rights Act of 1964. In particular, the board directed the department to:

- (1) identify and assess the primary or home language of the state's students;
- (2) develop minimal guidelines for use by all school districts;
- (3) prepare a time schedule of events for the assessment, development and implementation of a plan

July, 1976; AUBSD was ended and 21 new school districts formed in its place, each guided by a locally elected district school board.

September, 1976: OCR notified DOE that it would have to submit a comprehensive educational plan detailing (1) assessment of students; (2) programs to remedy needs of children with linguistic problems; (3) staffing; (4) funding resources. In effect, the plan on which DOE was working shifted from being a set of guidelines for bilingual education programs to being a compliance document.

November, 1976: DOE submitted its first plan to OCR. It was rejected by OCR. With its rejection of the first plan, OCR also put into action the mechanism for deferring federal funds and notified the 21 districts of that action.

December, 1976: DOE's second plan was submitted to OCR.

January, 1977: OCR found the second plan unacceptable.

February, 1977: OCR notified the districts that a deferral on application for federal funds was being placed on them.

March, 1977: DOE submitted another plan to OCR.

The General Counsel of the U.S. Department of Health, Education and Welfare notified the districts of the official deferral of federal funds, under Title VI of the Civil Rights Act.

The deferral of federal funds led to the initiation of a federal administrative hearing process. The process began with a prehearing conference on March 22. It was attended by attorneys for the districts still involved in litigation, the DOE attorney and legal representatives for OCR.

April, 1977: DOE was notified that its third plan was unacceptable.

DOE requested the assistance of the Center for Equal Opportunity in Education to develop the next version of the plan. Negotiations between DOE, the Center and OCR resulted in the

development of the handbook entitled "A Handbook for Bilingual-Bicultural Education Programs in Alaska."

The administrative hearing was rescheduled for July 20, 1977.

June, 1977: OCR and DOE reached agreement on a plan for compliance. The plan contains three parts: 1) the handbook, to be adopted by the State Board of Education as regulation and used by the state's 51 school districts in resolving noncompliance issues; 2) the DOE management plan spelling out how the handbook will be implemented; 3) a memorandum of agreement between DOE and OCR on the handbook and the management portion of the process. All three parts of the plan have to be ratified by the State Board of Education.

June 27, 1977: The State Board of Education directed the Department to ask for public input on the plan by promulgating a regulation calling for the adoption of the handbook as state regulation. The Board also directed the Department to go ahead with language assessment activities and a cost analysis of full implementation of the plan.

The Board also requested from OCR a postponement of the administrative hearing then scheduled for July 20, asking that the hearing be postponed until no earlier than October 31.

OCR also made public that the Anchorage school district has been found in noncompliance with the Lau remedies. At stake are approximately \$3.5 million in federal funds.

Also, in June, 1977, the OCR found the North Star Borough School District (Fairbanks) in noncompliance with the Lau remedies. At stake are some \$400,000 in federal funds.

The administrative hearing is now set for October 31, 1977. Public hearings on the handbook began August 24 and continue through October 5. Content of the memorandum of agreement and the management plan is being negotiated, with presentation of both documents scheduled for an October meeting of the state board of education. At the same meeting the results of the public testimony on the compliance handbook will also be presented.

FEDERAL FUNDS RECEIVED BY DISTRICTS INVOLVED IN TITLE VI NON-COMPLIANCE PROCEEDING

SCHOOL DISTRICT	PL 874	TITLE IVC ESEA	VOC ED HDCP	TITLE IVB ESEA	PL 89-313	TITLE I ESEA	INDIAN ED	TITLE VIB EHA	TITLE VII ESEA FY 77	TOTAL
Alaska Gateway	384,506.07			4,613	49,843	51,657	33,931	- 0 -	63,853	588,403
Aleutian Chain	161,929.76			2,046	21,166	31,804	37,470		35,000	289,416
Bering Strait	741,850.24			4,783	29,360	155,883	77,230		136,000	1,145,106
Copper River	350,771.09	31,800	31,600	1,363	62,817	14,740	26,218			519,309
Delta-Greely	1,000,625.95			1,371	114,025	12,785	9,159			1,137,966
Iditarod	424,590.25	17,000	48,000	2,854	11,607	55,009	46,005			605,065
Kuspuk	640,224.60			3,518	18,435	72,246	69,944			804,368
Lake & Peninsula	620,090.10			2,142	33,456	40,629	65,989			762,306
Lower Kuskokwim	2,002,661.48			11,413	107,880	553,622	281,026			1,890,151
Lower Yukon	1,388,229.75			5,846	101,735	241,546	152,794			1,890,151
Northwest Arctic	1,921,711.82			3,884	122,900	206,768	262,915			2,518,179
Pribilofs	455,522.50			1,268	16,387		37,470			510,647
Southwest Region	1,287,183.54			5,329	68,961	102,831	104,291		108,128	1,676,724
Upper Railbelt	361,898.66			2,271	18,435		5,381			387,986
Yukon Flats	421,674.50			3,452	22,532	64,218	38,362		118,436	668,674
Yukon Koyukuk	1,266,452.61			5,791	57,355	75,471	122,194			1,527,264
TOTALS	13,429,922.92	48,800	79,600	61,944	856,894	1,679,209	1,370,379	- 0 -	461,417	17,988,166

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SCHEDULE OF HEARINGS ON PROPOSED REGULATION: BILINGUAL-BICULTURAL EDUC.

- August 9: Informational, Nake & Peninsula (Naknek)
- August 12,13: Informational, Cold Bay
- August 15: Informational, Alaska Central Railbelt
- August 18: Lower kuskokwim, Bethel (1:30, City Council Chambers
- August 24: Formal, Anchorage (4600 De Barr, 7:30 pm)
- August 24: Formal, Juneau (6th Floor, SOB, 1:30 pm)
- August 25: Formal, Fairbanks (Main Building, Room 103, 9th & Cushman ,
7:30 pm
- August 25: Formal, Ketchikan (District Board Room, 7:30 pm)
- August 30: Informational, Noorvik (Northwest Arctic)
- September 6: Informational, Delta/Greely
- September 8: Informational, Alaska Gateway, Tok
- September 19: Formal, Bethel (Music Room, Highschool, 7:30 pm)
- September 21: Formal, Fairbanks (same location as above, 7:30 pm)
- September 21: Formal, Nome (New Wing, Elem. School, 7:30 pm)
- September 28: Formal, Kotzebue (Board Room, 7:30 pm)
- October 3: Formal, Dillingham (Youth Center, 7:30 pm)
- October 5: Formal, Soldotna (Borough Assembly, 7:30 pm)

9.

NEA-ALASKA POSITION PAPER ON PROPOSED BILINGUAL/BICULTURAL REGULATIONS

INTRODUCTION

NEA-Alaska has for some time supported the concept of bilingual/multicultural education. Since 1969, at the national level, and 1975, at the state level, NEA-Alaska members have had resolutions officially backing the concept of equal educational opportunity for bilingual students. Consistent with this long-standing record of support, NEA-Alaska makes the following constructive comments and counter-proposals on the Department of Education's proposed Bilingual/Bicultural Regulations (4AAC 34.060) and related Handbook for Bilingual/Bicultural Education Programs in Alaska.

NEA-Alaska believes that the underlying goal of these Department regulations must be to assure that Alaskan school children are functional in English. This is not to say, however, that students who are initially non-English speakers (categories A and B) are to be made into monolingual English speakers. Instead, the goal should be to enable students to totally function in either their original language and culture, or English. Whether those students who are already bilingual (category C) or dominant in English (category D, E, or F) should be taught a non-English language or in a non-English language is a district and individual parent option. Requiring non-English instruction for such students (categories C, D, E and F), should not be mandated by State Regulations.

Because Alaskan school districts are so varied in the lingual and cultural backgrounds of their students, NEA-Alaska believes it is essential that State Department regulations be written to apply to all non-English situations existing in Alaskan school districts -- not just to those non-English languages indigenous to the State.

Furthermore, the diversity of Alaskan districts means the type of bilingual/multicultural curriculum appropriate to a district may well vary. Thus, there should be a variety of general curriculum types from which a district may select one or more appropriate to its unique needs.

For consistency in enforcement and clarity in understanding, NEA-Alaska believes that the bilingual/bicultural regulations, as well as all other Department regulations, should be written in a concise, straight-forward manner. Discussions dealing with underlying, philosophy and rationale are not appropriate as regulations and should not be included as part of them. With such a thought in mind, we propose the following bilingual/multicultural regulations.

COUNTER-PROPOSAL

ASSESSMENT

- * Each school district in the State shall conduct a student assessment prior to May 31, 1977 of all its students so as to categorize each one as either:

<u>Category</u>	<u>Definition</u>
# A	The student speaks a non-English language exclusively.
# B	The student speaks mostly a non-English language, but does speak some English.
# C	The student speaks a non-English language and English with equal ease.
# D	The student speaks mostly English, but, does speak some non-English.
# E	The student speaks English exclusively although he/she either first learned a non-English language or a non-English language is spoken most often in his/her home.
# F	The student speaks English exclusively but does not fit category E.

- * Subsequent to May 31, 1977, each district shall assess all students new to the district upon enrollment.
- * Each district's assessment plan for categorizing students shall use the parent questionnaire below; the language observation questionnaire below; and a validated language assessment instrument which will appropriately categorize students initially identified as potential category A, B, C, D, or E students by the parent or language observation questionnaires.

PARENT QUESTIONNAIRE

Please fill out this paper and return it to school as soon as you can.

If you have any questions about filling out this form, please return the signed form to school and someone will come to your home.

A. Child's Name _____ Age _____ Grade _____
 B. Parent's Name _____
 C. Address _____

Part I

- Do you speak any language other than English? ☐ Yes ☐ No
 If yes, please tell us what languages you speak.

- Do you speak any language other than English to your child? ☐ Yes ☐ No
 If yes, please tell us what languages you use.

- What was the first language your child learned? _____

Part II

If you speak a language other than English, please fill out this part.

- When your child speaks to you he/she uses:
☐ English only
☐ mostly English and some other language
☐ English and the other language equally
☐ mostly the other language and some English
☐ only the other language
- When your child speaks to his/her friends, he/she uses:
☐ English only
☐ mostly English and some other language
☐ English and the other language equally
☐ mostly the other language and some English
☐ only the other language

Comments _____

Please have your child return this to school by _____

Date _____

Signature _____

LANGUAGE OBSERVATION QUESTIONNAIRE

To be filled out by one of the following: (Please check)

☐ Bilingual Teacher
☐ Bilingual Paraprofessional
☐ Bilingual Resident not a Paraprofessional

Grade _____ Child's Name _____
 Age _____ School _____

- Does the child ever use a language other than English? ☐ Yes ☐ No
 What language is it? _____
- What language does the child usually speak when involved in non-school activities? _____
- What language does the child use when speaking with friends? _____
- What is the language used by adults in the home? (Check one)
☐ English ☐ Other ☐ Both at once
- Does the child speak English? (Check one) ☐ Yes ☐ No

Comments _____

Date _____ Signature _____

- * Each district shall inform parents through workshops, public meetings, or public announcements of the purpose and importance of the entire assessment procedure, post-assessment programs, and complete and accurate data on the parent questionnaire, as well as how to complete the questionnaire.
- * Each district shall select qualified bilingual persons to administer the assessment tools and orient or train these people.
- * Each district shall forward to the Department of Education compilation and analysis of all assessment data.

BILINGUAL/MULTICULTURAL PLANS

- * Each district will provide all students within it with instruction in and familiarity with the cultures of all other students in the State, with particular emphasis on those cultures present within the district.
- * Each district with a school attended by eight (8) or more students with the same non-English language and in any one of the student categories A to E, or any combination of those five (5) categories shall, file with the Department of Education, no later than March 15 of each school year, a bilingual/multicultural plan of educational service. The district's plan of service must:

COMMUNITY INVOLVEMENT

- # provide for the involvement of the parents of program students in the development of the program, allowing adequate time and information for the parents to review, and discuss with responsible district personnel, all aspects of the program. In a district in which several non-English language programs are functioning, parents will be involved in developing only their children's program.
- # provide for the district to conduct an informational program for parents of each language group for which a bilingual program will be conducted. Such an informational program will include notices in all appropriate media as well as community meetings where feasible.

CURRICULUM

- # The district's plan should provide a curriculum which reflects the lingual/cultural background and tradition of its students. Such a curriculum shall include, for each category of student, one or more of the options described below unless a variance is obtained.
 - o For its category A and B students:
 - District options are to provide its primary (K-3) and intermediate (4-8) students either a bilingual/bicultural curriculum or a transitional-bilingual-education curriculum. (See definitions below.) If the TBE curriculum is selected, the district must show that each student is ready to make the transition into English and will succeed in the educational program in which he/she

is placed. (The district must be sure not to prematurely place the linguistically/culturally different student who is not ready to participate effectively in an English-language curriculum in such.)

- District options are to provide its secondary (7-12) students, either: a bilingual/bicultural curriculum, a transitional-bilingual-education curriculum, an English-as-a-second-language curriculum, or a high-intensity-language-training curriculum. (See definitions below.) All secondary curricula must be to assure the maximum possible involvement of the student in the regular school program as soon as possible.

Category B secondary students should not be placed in instructional situations in which instruction is exclusively in non-English unless they have the necessary prerequisite skills of the non-English language (such as, possibly, literacy). If a student lacks the necessary prerequisite skills for non-English instruction in a course, he/she should be provided those skills before taking the course.

- o For category C and D students: district options are to provide either a bilingual/bicultural curriculum; an English-as-a-second-language curriculum; a supplemental English skill and concept-development curriculum, in which instructional content and methods address the language interference needs of students; or a non-English-as-a-second-language curriculum. (See definitions below.)
- o For category E students: district options are to provide either an English-as-a-second-language curriculum; a supplemental English skill and concept-development curriculum, in which instructional content and methods address the language interference needs of students; or a non-English-as-a-second-language curriculum. (See definitions below.)
- o As referred to above, the following definitions hold:
 - A bilingual/bicultural curriculum (BB) uses a student's non-English language(s) and cultural factors in instruction as well as maintains and develops the student's skills in his/her non-English language(s) and culture(s). Additionally, such a curriculum introduces, develops, and maintains all the necessary English skills for the student to function successfully in English. The non-English instruction may vary from being just in the non-English language arts to being in all discipline areas. Each district, in conjunction with its bilingual students' parents, shall set an appropriate combination. The end result of a bilingual/bicultural curriculum is a student who can totally function in both (several) languages and cultures.
 - A transitional-bilingual-education curriculum (TBE) uses the student's non-English language and cultural factors

in instruction only until the student is fully functional in English. At that time further instruction in the non-English language is discontinued. During the interim, until the student becomes functional in English, instruction in the language arts of the non-English language is provided. English is taught as a foreign language, in a non-intensive manner under this curriculum.

- An English-as-a-second-language curriculum (ESL) non-intensively teaches English as a foreign language. Instruction in other subject matter is taught in English.
- A high-intensity-language-training curriculum (HILT) gives the student intensive instruction in English until he/she is fully functional in English. During this time the student exclusively works on acquisition of English language skills. Following acquisition of these skills, he/she is phased into the same curriculum other students have.
- A non-English-as-a-second-language curriculum (NSL) non-intensively teaches the non-English language as a foreign language. At the primary level emphasis is on an oral language skill development. At the intermediate and secondary levels, language literacy instruction begins after oral skills are learned. Instruction in other subject matter is taught in English. A special effort is also made to maximally incorporate the non-English culture into the curriculum.

// provide for each student's needs to be reevaluated on an on-going basis, with reassignment to another curriculum, or individualizing of instruction, occurring as necessary to assure appropriate educational services.

MATERIALS

// make provision to provide adequate instructional materials to achieve the program's goals. That is, the district must develop an action plan for developing the needed materials if they are not already available. Such an action plan should involve classroom teachers, people native to the culture, and linguists in the development and review of materials so as to assure that the materials are educationally and linguistically sound as well as an accurate reflection of the appropriate culture.

INSTRUCTIONAL STAFF

- // provide that staff members implementing it are regularly certified (Type A) appropriately bilingual teachers.
- // provide that, if regularly certified (Type A) appropriately bilingual teachers cannot be obtained to implement it,
 - o the district shall implement an action plan to train and/or secure regularly certified (Type A) teachers who are bilingual in the non-English languages in which the district will offer its program.

- o regularly certified (Type A) teachers and skilled, non-English-speaking paraprofessionals shall implement it. In this interim arrangement the regularly certified (Type A) teacher shall have primary responsibility for the direct education of the students. He/she shall diagnose learning needs, plan instructional methodology, and initiate and deliver instructional activities. The paraprofessional, who has the language and cultural background to communicate effectively with children, shall be used to assist the teacher in these responsibilities either by working under the supervision of the teacher with a group of children or as a tutor with just one or two students. The paraprofessional should not be restricted to tasks unrelated to teaching such as checking roll, taking off children's boots, etc.

include a staff-training plan for all instructional personnel (either permanent or interim which includes:

- o objectives directly related to students' needs
- o methods by which the objectives can be reached
- o methods for selection of teachers, paraprofessionals, and potential teachers to receive training
- o names of personnel doing the training
- o location of the training
- o content of the training. The content should provide a linguistic/cultural familiarity with the students by including topics such as:
 - the structure of the relevant language
 - the basic phonetic aspects of the language
 - the ethnology of the people of the relevant language
 - the types and uses of instructional materials in the relevant language that are available
 - effective methods of instruction for students of the relevant non-English culture
 - techniques of directing and working with bilingual paraprofessionals (for regularly certified (Type A) teachers who will be working with paraprofessionals)
 - techniques in teaching students in English who have language interference from a non-English language (required of teachers working with category C, D, or E students)
- o design for evaluation of training
- o proposed time frame

- # set forth defined, specific recruitment and selection processes for its bilingual-program staff.
- # provide for the availability of a career ladder leading to regular (Type A) bilingual certification for all bilingual paraprofessionals through cooperative agreements with institutions of higher education. The district shall further encourage ascending this career ladder by providing a progressive, salary schedule for paraprofessionals which reflects their training and experience.
- # assure that the student to regularly certified (Type A) teacher ratio for the program shall be no greater than the student to teacher ratio for the district. If bilingual paraprofessionals are used as part of the program, the student to bilingual paraprofessional ratio shall be no greater than 8 to 1.
- * Upon approval by the Department, a district which has submitted a bilingual/multicultural educational plan of service shall implement that plan.
- * A district may request a Departmental variance from the above plan requirements. The Department will, in the exercise of its discretion, grant the variance as requested or subject to specific modifications, upon a showing of educational feasibility and effectiveness in insuring equal educational opportunity for the program students.
- * If there are no materials available for a district to use in implementing its plan, the district shall be granted a temporary variance from certain requirements of these regulations. In the interim, the district must concentrate on generating appropriate instructional materials as soon as possible.
- * Failure of the Department to fully fund a district's approved program will be a valid reason for waiving the compliance of a district with the requirements of these regulations.
- * Once an initial plan has been filed with the Department and approved, only necessary revisions to the plan need be subsequently filed, on an annual basis.
- * A student's parent may choose to have the student not participate in the district's bilingual program or participate in a level of the program with less non-English emphasis than called for by the student's assessment category.
- * If a district has a school with less than eight (8) students in any one or combination of the five (5) categories, A to E, the district shall individually meet each of those student's needs by means of one-on-one tutoring and assistance.
- * The Department of Education shall fund a district's bilingual/multicultural educational plan of service on a foundation program basis. Such funding shall be in addition to other foundation-program funding to which the district is entitled. Instructional units for bilingual/multicultural plans shall be determined, for each district, in the ratio of one unit for every eight (8) plan students.

LANGUAGE CENTER

- * The State Department of Education shall establish a Language Center to aggressively

gather and disseminate educational materials in the non-English languages and cultures identified in district bilingual/multicultural plans of educational service.

- * The materials available through the Center should not only be commercially prepared ones but also teacher/paraprofessional-made and used (proven) materials.
- * Funding and staffing of the Language Center will be through Department of Education funds.

CONCLUSION

NEA-Alaska believes that the State Department of Education's proposed Bilingual/Bicultural Regulations and related handbook can and must be improved. Toward that end the above comments and proposals have been offered. Furthermore, NEA-Alaska believes that before any modifications are made or before any new regulations are proposed, there must be the active involvement of experienced classroom teachers who have worked with all categories of non-English speaking students. Only then will the final regulations reflect both the compassion and realism that all non-English speaking students need and deserve. Toward that end, we trust that you will soon be contacting us.

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE SECRETARY
WASHINGTON, D.C. 20201

OFFICE FOR CIVIL RIGHTS

TASK FORCE FINDINGS SPECIFYING REMEDIES
AVAILABLE FOR ELIMINATING PAST EDUCATIONAL
PRACTICES RULED UNLAWFUL UNDER LAU v.
NICHOLS

SUMMER 1975

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The immediate implementation of the requirements listed within does not apply to those school districts which have had a substantial number of recent school-age Indo-Chinese immigrants whose primary or home language is other than English in the 1975-76 school year.

I. Identification of Student's Primary or Home Language.

The first step to be included in a plan submitted by a district found to be in noncompliance with Title VI under Lau is the method by which the district will identify the student's primary or home language. A student's primary or home language, for the purpose of this report, is other than English if it meets at least one of the following descriptions:

- A. The student's first acquired language is other than English.
- B. The language most often spoken by the student is other than English.
- C. The language most often spoken in the student's home is other than English, regardless of the language spoken by the student.

These assessments (A-C, above) must be made by persons who can speak and understand the necessary language(s).

Then the district must assess the degree of linguistic

function or ability of the student(s) so as to place the student(s) in one of the following categories by language.

- A. Monolingual speaker of the language other than English (speaks the language other than English exclusively).
- B. Predominantly speaks the language other than English (speaks mostly the language other than English, but speaks some English).
- C. Bilingual (speaks both the language other than English and English with equal ease).
- D. Predominantly speaks English (speaks mostly English, but some of the language other than English).
- E. Monolingual speaker of English (speaks English exclusively).

In the event that the student is multilingual (is functional in more than two languages in addition to English), such