

ALASKA LEGISLATURE SPECIAL COMMITTEE / SUBJECT FILE 8672
1774.2 SCOMM 71: SEN. SPEC. COMM. / JNT. COMM. SCHOOL PERFORMANCE 1988-90

Frank Hill, Superintendent
Lake and Peninsula Schools

Carl Lamarr, Assistant Superintendent
Anchorage Schools

Dr. Shirley Holloway, Superintendent
North Slope Borough School District

Steve McPhetres, Executive Director
Alaska Council of School Administrators

11:30-11:45 a.m. Dennis Demmert
School of Education
University of Alaska Fairbanks

11:45-12:00 noon Tsuguo Arai, Director
Bilingual Programs
Anchorage School District

LUNCH

1:30-2:30 p.m. Alaska Federation of Natives Panel
Janie Leask, President
Alaska Federation of Natives

Edward Thomas, President
Tlingit-Haida Central Council

Dorothy Larson
Dillingham

Sam Kito
Anchorage

2:30-3:30 p.m. Black Panel
Sophia Dawson
Anchorage

Lance S. Bowie
Anchorage

Charlie Mae Moore
Department of Education
Juneau

Anna Seebrook
Anchorage

Louis Sears
Anchorage

3:30-4:30 p.m. Tanana Chiefs Conference-Interior Education Council
Mitch Demientieff, President
 Tanana Chiefs Conference

Ernest Holmberg, Sub-Regional Director
 McGrath Area

plus others

4:30-5:30 p.m. Association of Alaska School Boards Panel
Carl Rose, Executive Director
 Association of Alaska School Boards

Carole C. Huntington
 Galena

Robert Nick
 Nunapitchuk

Bettye Davis
 Anchorage

Cora Sakeagak
 Barrow

5:30--5:45 p.m. Dr. Gerald Mohatt, Dean
 College of Rural and Human Development
 University of Alaska Fairbanks

5:45-6:00 p.m. Patsy Aamodt, Chairperson
 North Slope Higher Education Learning Center Board

Dr. Gary Smith, Director
 North Slope Education Higher Learning Center
 Barrow

DINNER

7:30-7:45 p.m. Jeanine Kennedy, Executive Director
 Rural CAP

7:45-8:00 p.m. Mary Wolcuff, Executive Director
 Association of Stranded Rural Alaskans in Anchorage

Saturday, August 27, 1988

9:00-10:00 a.m. NEA-Alaska Panel
Judy Salo, President
NEA-Alaska

Margaret Bellamy
Anchorage

Darlene Heckler
Selawik

Pam McCarl
Anchorage

10:00-11:00 a.m. The Alaska Native Education Council Panel
Bobby Andrews, President
Dillingham

Charmaine Ramos
Anchorage

Luann Pelagio
Anchorage

Kathy Itta
Fairbanks

Virginia Thomas
Anchorage

Linda Green
Fairbanks

11:00-12:00 noon Alaska Congress of Parents and Teachers Panel
Ann McCoy, President
Anchorage

Carol Evertt
Anchorage

Carol Comeau
Anchorage

Abby Hensley
Kotzebue

Joe Upicksoun
Barrow

Lottie Sparks
Galena

LUNCH

1:30-1:45 p.m.

Brenda Itta, NSBSD
Barrow

1:45-2:15 p.m.

Mt. Edgecumbe High School Students

2:15-2:30 p.m.

Vera Metcalf
Nome

2:30-3:15 p.m.

Alaska Pacific University Panel
Dr. F. Thomas Trotter, President

Mr. David Ochoa, Vice President
University Relations

Dr. Ramona Suetopka-Duerre, Director
Alaska Native Institute

3:15-4:15 p.m.

Alaska Association for Bilingual Education Panel
Motti Sipe, President plus others

4:15-5:15 p.m.

Alaska Native Education Association Panel
Reva Wulf-Shircel, President
Fairbanks

Dr. Ramona Suetopka-Duerre
Anchorage

Toni Kahklen-Jones
Juneau

Joanne Eckels
Anchorage

Edna A. MacLean
Juneau

5:15 p.m.

Open Microphone

Closing Remarks

Dr. Shirley M. McBay
Senator William L. Hensley

MEMORANDUM

(Brief Communications)

State of Alaska

TO:	Name Bob Arnold	Dept./Div./Sect. Senator Hensley's Office	Mail Stop
FROM:	Name Toni Kahklen-Jones	Dept./Div./Sect. Educational Program Support	Telephone 5-2830
SUBJ.:	QEM Hearings		Date 9/2/88

Bob:

Toni has asked me to send you this copy of her summary information for the QEM Hearings which took place in Anchorage August 26 & 27. Item number 2 has not been included in this packet as yet. Toni has the information on paper; however, it is not yet in acceptable format. I will send it on to you at a later date.

Toni will be out of the office (except for 9/7 to attend a special meeting) until Sept. 15. If you have any questions or would like to make some comments, please feel free to call me, or write them on a copy of the Summary and buck them over to me and I'll see that Toni sees them.

Hope this is timely and that it's information you can use.


Lillian Brock
Director's Secretary
Educational Program Support
465-2830

**SUMMARY INFORMATION
for
QEM HEARINGS
in
ANCHORAGE, ALASKA**

August 26-27, 1988

TOPICS

1. Summary Governor's Interim Commission on Children and Youth (GICCY) final report.
2. Achievement Profile of Alaska's School Children.
3. Summary - Data and trend analysis on Alaska's suicide rates.

The Governor's Interim Commission on Children and Youth Report

In July 1987, Governor Steve Cowper established the Governor's Interim Commission on Children and Youth. The Commission membership included representatives from the public (11); state departments (Health and Social Services, Education, Community and Regional Affairs, Public Safety and Law(s); and the State Legislature (Senators Binkley, Halford and Josephson; Representatives Collins, Koponen and Ulmer). Full-time staff were also assigned to support the Commission activities which included regular Commission meetings, dissemination of information to the public, public hearings around the state and compilation of the final report "Our Greatest Natural Resource - Investing in the Future of Alaska's Children".

The Commission was assigned two tasks: "To suggest a plan for a first class, quality, affordable child care system for working parents throughout the state and to suggest how we can help Alaska's children and youth overcome barriers to their economic self-sufficiency."

Peter Scales, Chair of the Commission and Niesje Steinkruger, in their joint letter to the Governor summarized the need for increased commitment and funding to prevent problems early in life as well as doing better in treating problems children have as they get older.

They felt that the report should be the "beginning step in putting together a multi-year plan for investing in our children's future." The report points out that one-third of the state's population is under 18; therefore, two-thirds of the population are making determinations on laws, budgets, services and personnel who may care for and teach them. I suppose this has been the basic model, but it is still discomfoting to imagine being in such a powerless state - especially when you are frightened, confused and in emotional and/or physical pain. Where can you turn - who do you trust?

The Commission's report offers 85 recommendations. There are 19 primary recommendations, 32 child care recommendations and 34 youth recommendations. (NOTE: See attachment for details.)

This Commission believes prevention pays economically, socially and spiritually. "Testimony this Commission received from young Alaskans sounded this steady theme: If we are to truly help young people help themselves, we have to follow through on what we start. Our young people have already seen too many well-intentioned new initiatives that are not sustained, too many broken promises. They need a generation of commitment."

The Commission reached consensus on a number of basic premises that emerged in discussions, guided them during spirited debates and formed a core of values for their report. They are embodied in their philosophy.

We believe that:

- Parents are the first and most significant teachers and role models for their children.
- The best solutions strengthen families and support them in caring for themselves.
- Young people need to feel emotionally connected to their worlds to become happy, healthy, self-sufficient adults. They need love. They need hope. They need to succeed.
- Communities must create workable alternatives that reflect local values and cultural traditions. "Give me a fish and I eat for a day. Teach me to fish and I eat for a lifetime."
- We must invest our limited human and financial resources to prevent problems as well as treat them once they arise - prevention is cost effective and the only real alternative to Band-Aid approaches that are not working.

As mentioned previously this Commission believes strongly prevention pays economically, socially and spiritually. The way to prevent problems is to promote positives: Strong, healthy families; adult role models for children and youth to help each other and exercise leadership in their communities; high quality, affordable early childhood programs; a broad variety of alternatives to substance abuse; and greater respect and appreciation for the rich diversity of cultural traditions that is part of what makes Alaska unique.

Suicide is a dismal topic and one of unacceptably high proportions in this state; therefore of grave concern to all. It is especially grim among Alaska Native communities. The statistical evidence of crises in rural communities is portrayed in those alarmingly high rates of suicide particularly among Alaska Native males aged 20 to 24 years.

- The Alaskan suicide rate is twice the national average.
- The rate for Alaska Natives is twice the overall Alaskan rate.
- The rate for Alaska Native males aged 20 to 24 years is 13 times the Alaskan average.
- Two-thirds to three-quarters of Alaska Native suicides are alcohol related and most involve the use of a firearm.

There are a number of studies that provide some information on this topic which seems to be a symptom of a collection of many problems leading up to this final decision, e.g. dysfunctional families, many of whom have a common experience in having gone away from home to boarding schools - some at a very early age. This is akin to being placed in an orphanage. The disruption to families have gone virtually unrecognized. Other problems contributing to family dysfunction poor social adjustment, alcohol and drug abuse, incarceration, racism, under achievement or dropping out of school, ill prepared for gainful employment, conflict between cultural subsistence choice and laws regulating those activities. All the possible contributing factors have not been gathered or addressed in a single study. Researchers have found incomplete or inadequate information on actual suicide cases. Little is known about the extent of the morbidity factor where family and friends are concerned but it is thought to be a very serious problem. It is estimated that for every suicide there is a resultant 10 - 20 related attempts.

The interim report of the Senate Special Committee on Suicide Prevention provides a concise "Review of Current Knowledge of Suicide in Alaska." In that review, the 1985 Alaska Native Health Board Study suggests "a link between suicidal behavior and community stress, citing specifically the stress caused by rapid social change."

It is certainly true that rural Alaskan communities have experienced tremendous external pressures which have fueled rapid and frequently alien changes in these communities. Again, these pressures have gone unrecognized and therefore ignored. More money has been spent on studying environmental impact on caribou migration patterns, snail darters in Tennessee and litigation about a variety of other environmental concerns and only a fraction, by comparison, on these communities of beleaguered individuals. It is indeed a sad commentary to note that we accept hostile social conditions for people and will go to court for trees and snail darters more readily and more often. Minorities need a Sierra Club to champion their causes to make this a better place for us all and not just those who survive to enjoy the trees and animals of the land (people caring for people). Who are we saving Alaska for?



EXECUTIVE SUMMARY

PRIMARY RECOMMENDATIONS

Invest in Parenting and Family Strengths: 1

The State of Alaska should help parents learn the skills they need to create a nurturing and safe life for all children. *Page 15*

Life Skills Education: 2

The State Board of Education should require all school districts to offer skills for living integrated into the curriculum for grades K-12, and require at least a semester-long parenting and child development course in senior high school. *Page 16*

Problem Prevention: 3

State children and youth grant programs should ensure that a minimum of between 5% and 15% of available funding is used to prevent problems. *Page 17*

Training: 4

Additional training is essential for adults who make decisions about or interact with children or youth in a licensed or professional capacity. *Page 18*

Increase Literacy: 5

Efforts to increase literacy and effectiveness of communication should be expanded, including additional support for adult basic literacy programs and statewide programs to increase youth literacy. *Page 19*

Coordination: 6

State, local and multidisciplinary coordinating groups should be created and/or continued to assess problems and needs, identify priorities, develop solutions and encourage use of community members in problem solving. *Page 19*

Community Activities: 7

Communities should enlist their youth to help develop social, recreational and community service programs to serve as alternatives to boredom and substance abuse. *Page 20*

Youth Leadership and Participation: 8

School districts should significantly expand elective credit opportunities for student community service. *Page 20*

School Nursing and Public Health Nursing Services: 9

School districts and the departments of Education, and Health and Social Services should support and provide funds to maintain and expand basic school and public health nursing programs in rural and urban areas. Incentives should be offered to encourage school districts that do not have health services to institute them. *Page 21*

School Counseling: 10

Initiate and expand school counseling programs in grades K-12, especially at the elementary school level. *Page 22*

Natural Helpers/Peer Counseling: 11

Programs that use students as natural helpers to teach and help other students should be expanded and funded in grades K-12. *Page 22*

Mental Health Minimum Funding: 12

The Mental Health Board and the Department of Health and Social Services should ensure that at least 33 percent of funds expected from the Mental Health Lands Act settlement are allocated to services for children and youth. *Page 23*

Children and Family Research: 13

The state should provide funds to conduct, analyze and disseminate research relevant to Alaska's children and families. *Page 23*

Adolescent Survey: 14

State agencies should be funded to survey jointly a representative sample of Alaska's youth to provide baseline data on a wide range of health, education and social issues for purposes of comprehensive planning, specific program design and evaluation of resource allocation effectiveness. *Page 24*

Hire Qualified Natives: 15

Schools and human services agencies serving Native children, youth and families should hire qualified Natives as service providers to children. *Page 24*

Rural Services: 16

Rural areas should receive state assistance to develop a rural services task force to explore and establish community development programs that jointly address social, spiritual and economic needs. *Page 25*

Juvenile Diversion: 17

The Division of Family and Youth Services together with the judicial system should again fund and expand a juvenile diversion program as an alternative to the traditional, punitive juvenile justice system. *Page 26*

Background Checks: 18

A statewide system that provides employers with the criminal history of all personnel working directly with or supervising children should be developed. To assure that all sexual assault convictions remain on the record, criminal sentencing laws should be amended to prohibit suspended imposition of sentences for individuals convicted of sexual assault. *Page 26*

Law Enforcement: 19

More law enforcement personnel are needed in many areas of the state to enforce existing laws against violence and substance use. Law enforcement personnel should be trained in substance abuse, family violence and cultural awareness. *Page 27*

CHILD CARE RECOMMENDATIONS

1. QUALITY

Salaries/Child Care Grant Program: 20

Child Care Grant Program funds should be increased to the statutory maximum of \$50 per full-time child per month to provide additional resources for such purposes as increased staff salaries and professional training. *Page 32*

High Quality Standards: 21

The state should provide grant funds to enable early childhood programs to become accredited through the National Academy of Early Childhood Programs and should financially assist programs that continue to meet academy standards. *Page 33*

Specialized Training: 22

Specialized training at local, regional and state levels is needed for early childhood educators and family home care providers. *Page 34*

Quality infant care: 23

The state should pay up to one-half the program's cost of care for infants when programs meet high standards. The departments of Community and Regional Affairs, Health and Social Services, and Education should develop a Criteria for Excellence for infant and toddler care to define those quality standards. *Page 34*

Primary Grade Ratios:**24**

The State Board of Education should adopt a policy urging a maximum of 20 children per teacher in kindergarten through grade 3. The state should help fund local district efforts to meet that ratio. *Page 35*

1. QUALITY: Well-Trained Staff**Education and Training:****25**

Education and Training Grant funds from the Department of Community and Regional Affairs should be increased so eligible programs, organizations and communities can offer developmentally appropriate early childhood education/training and scholarships for courses and other professional development. *Page 36*

Career Ladder:**26**

The University of Alaska and the Department of Education should develop an early childhood career ladder. *Page 37*

1. QUALITY: Culture**Local Hire:****27**

More early childhood educators and family child care providers from Alaska's diverse cultures must be recruited, trained and hired in local communities. *Page 39*

Awareness Training:**28**

Child care providers, educators and administrators, should be trained to heighten their awareness of cultural differences and improve their ability to resolve issues in a culturally appropriate manner. *Page 40*

Assess in Primary Language:**29**

Screening and assessment of young children to determine developmental readiness for learning should be done in the child's primary language. *Page 40*

Culturally Appropriate Materials:**30**

Curriculum and materials culturally appropriate for Alaska should be available to all early childhood programs through the state library and other services. *Page 41*

1. QUALITY: Health**Child Care Revolving Loan Fund:****31**

Alaska should reinstate the low interest Child Care Revolving Loan Fund, increase its previous level of funding and simplify the required paperwork. *Page 42*

Comprehensive Health Screening:**32**

Comprehensive health screenings should be guaranteed to all Alaska's infants, toddlers, preschoolers and students to identify problems as soon as possible to prevent more expensive treatment later. *Page 42*

Respite Care and Therapeutic Services:**33**

The state and local communities should fund low-cost respite care for families who need child care relief for brief periods of time. Therapeutic services for young children with special needs and their families should also be supported by the state and local communities. *Page 43*

1. QUALITY: Regulations

Basic Regulations:

34

One standard set of basic child care regulations for all Alaska's children in early childhood programs should be used. The Commission recommends that all child care and preschool programs serving children from birth to age 8 be called Early Childhood Programs to build a community among providers and educators and to heighten public awareness of our common commitment to quality care for all children regardless of the number of hours in care. *Page 45*

Licensing/Technical Assistance:

35

The Department of Health and Social Services must fund adequate numbers of trained staff whose primary responsibility is to license homes and centers. *Page 46*

Interagency Coordination:

36

Cooperation and planning among the six state agencies involved with early childhood education and child care is essential. *Page 47*

Anchorage Licensing:

37

The Municipality of Anchorage, which is scheduled to assume licensing responsibilities for child care center programs there, should work closely with the Department of Health and Social Services to enforce common standards and promote high quality programs. *Page 48*

2. AFFORDABILITY

Day Care Assistance Program:

38

The state should increase funding for the Day Care Assistance Program to serve more families and expand eligibility. *Page 53*

Facilities:

39

Buildings not fully used should be made available for child care, including churches, schools, state office and municipal buildings, and vacant buildings held by state agencies such as the Alaska Housing Finance Corporation. *Page 54*

Flexible Personnel Policies:

40

All employers, public and private, should adopt flexible personnel policies that meet the needs of parents and families. *Page 54*

State as a Model Employer:

41

The state should develop a Model Employer Plan. *Page 55*

Optional Child Care Benefits:

42

The state should make child care an optional benefit for state employees through the Supplemental Benefits System. *Page 55*

Employer-Sponsored Child Care:

43

The state should launch a new public/private initiative on employer-sponsored child care. *Page 56*

Municipal Child Care:

44

Local decision makers, including planners, zoning boards and developers, should be encouraged to investigate successful models elsewhere that set aside space for child care in public facilities. *Page 56*

3. ACCESSIBILITY

Resource and Referral Agencies:

45

A statewide system of resource and referral centers to help parents find accessible, affordable, quality child care should be funded jointly by the state, local businesses, school districts and other agencies. *Page 57*

Family Child Care Providers: 46

Resource and referral agencies should receive incentive grants to recruit, initially train and help develop a continuing training program for family child care providers. *Page 58*

Range of Care: 47

A full range of child care services must be made available for parents needing out-of-home care for their children. *Page 59*

School-age Child Care: 48

A network of affordable care programs for school-age children should be developed throughout the state. Community Schools funding should be reinstated to coordinate school-age care. *Page 60*

Head Start: 49

The state should make Head Start services available to all of Alaska's eligible children and their families. *Page 61*

4. PARENT SUPPORT AND TRAINING**Parent Support: 50**

Alaska should adopt and fund a comprehensive parent support and training program. *Page 62*

Media Campaign: 51

Audio, video and print media should be encouraged to deliver more parenting advice and skills to their audiences. *Page 64*

YOUTH RECOMMENDATIONS**FAMILY VIOLENCE****Victims of Family Violence: 52**

Increased resources should be made available to protect, support and treat children who are victims of physical or sexual abuse, or neglect. *Page 68*

Witnesses to Family Violence: 53

Increased crisis intervention and aftercare services of greater variety should be made available for children and youth who live in violent homes. Judges should thoroughly consider the impact of violence in the home on children and youth when deciding custody disputes. *Page 69*

Children's Trust Fund: 54

A children's trust fund should be established and administered by a board that seeks new funding for child abuse and neglect prevention programs. *Page 70*

Juvenile Sex Offender Task Force: 55

A statewide Juvenile Sex Offender Task Force should be established to design a plan to provide services for youth identified as sex offenders or at risk of becoming offenders. *Page 70*

Corporal Punishment: 56

The Alaska State Board of Education should ban corporal punishment in the schools and early childhood programs and offer training in positive, non-physical methods of discipline. *Page 71*

Child Protection System: 57

The Governor should charge this or a new Commission with an in-depth analysis of how the existing child protection system can be improved. *Page 72*

TEEN SUICIDE**Community Plan: 58**

Every community should create a plan to address problems that lead its young people to despair. *Page 73*

Prevention Education: 59

Adults who work with children and youth must be taught to recognize the early warning signs of depression and youth at risk for suicide and to act to obtain help. *Page 74*

Suicide Prevention Counseling: 60

Basic counseling services need to be available in all Alaska communities to help prevent suicide. *Page 75*

Suicide Research: 61

The state should support research to determine what factors account for the dramatic variation in village alcohol-related accident and suicide rates. *Page 76*

Emotional Disaster Response Team: 62

The Department of Health and Social Services should be funded to stimulate the development of state and regional crisis teams that will be mobilized to assist communities to provide emergency and follow-up counseling services when one or more suicides constitute a catastrophic event. *Page 76*

Families and Friends: 63

Community mental health centers and rural crisis response teams should develop plans for assisting families and friends of suicide victims and distribute information about self-help groups to them. *Page 77*

Care for Suicidal Youth: 64

Communities should actively take a role in caring for their suicidal youth, including use of appropriate secure placements and holding commitment hearings in the community where possible. *Page 77*

Mental Health and Alcoholism: 65

The Department of Health and Social Services should make it a priority to design its services to reflect the fact that alcohol-related and other substance abuse accidental deaths and suicides share many common causes. *Page 78*

SUBSTANCE ABUSE

Substance Abuse Prevention: 66

The State Board of Education and local school districts should cooperate with other agencies to expand funding for programs in grades K-12 to prevent substance abuse. *Page 80*

Substance Abuse Treatment Range: 67

More funds are needed to expand support groups, outpatient treatment, and a variety of residential treatment options for young substance abusers. *Page 80*

Treatment for Children of Abusers: 68

More grant money is needed to educate and treat children of alcoholics and other substance abusers and dysfunctional families through schools, expanded outpatient treatment centers, support groups and camps for children of alcoholics. *Page 81*

Substance Law Enforcement: 69

Greater state and local resources and greater emphasis need to be directed to enforcing laws that prohibit selling and providing alcohol, drugs and tobacco to minors. *Page 81*

Withholding Privileges: 70

Alaska should enact legislation that more effectively discourages substance use by withholding or delaying youth privileges such as driver's licenses. *Page 82*

Fetal Alcohol Syndrome:**71**

Agencies involved in delivering substance abuse services should guarantee voluntary residential treatment programs for pregnant women who choose an alternative to drinking during pregnancy. *Page 82*

TEEN PREGNANCY**Adolescent Health Clinics:****72**

The departments of Health and Social Services and Education should jointly fund and monitor a program of pilot comprehensive adolescent health clinics in schools. *Page 84*

Teenage Prenatal Care:**73**

Comprehensive prenatal care programs for teenagers and low income women should be created and funded through expanded Medicaid coverage options allowed under SOBRA. *Page 85*

Child Care for Teenage Parents:**74**

Child care and other supports for teenage parents should be provided to enable them to stay in school. *Page 86*

Sex Education and Family Planning Services:**75**

Education about sexuality should be more widely available to teenagers, as should family planning counseling and services to help prevent pregnancy. *Page 86*

RUNAWAY YOUTH**Comprehensive Runaway Program:****76**

A new comprehensive program should be developed to serve runaways, throwaways and their families. *Page 88*

Family Counseling:**77**

Resources should be made available to existing community and state agencies and the private sector to increase youth and family counseling and education services provided to families in divorce, single parents and stepfamilies. *Page 88*

Shelter, Emancipation and Independent Living Programs:**78**

A broader variety of shelter programs offering brief to long stays should be funded for runaways and throwaways who are not delinquent or in state custody. The Legislature should define the criteria for emancipation of minors. The state and licensed agencies need more funds and changes in the law to allow them to place youth in independent living programs. *Page 89*

Reunited Families:**79**

Programs should be funded to help families reunited with a runaway or throwaway child after the reunion, particularly to counsel other children in the family. *Page 90*

DROPOUTS**Defining Children at Risk of Dropping Out:****80**

The State Board of Education should define "children at risk of dropping out of school" and establish minimum standards to help them. *Page 92*

Alternative Education Programs:**81**

The Legislature should offer financial and other incentives to districts that develop a variety of alternative education programs for students, especially at the elementary level, likely to drop out, as well as re-entry programs for those who have already dropped out. *Page 92*

Uniform Dropout Definition:**82**

Uniform definition and reporting standards should be developed and monitored so that dropout statistics are comparable across the state. *Page 93*

Truancy and Suspension:**83**

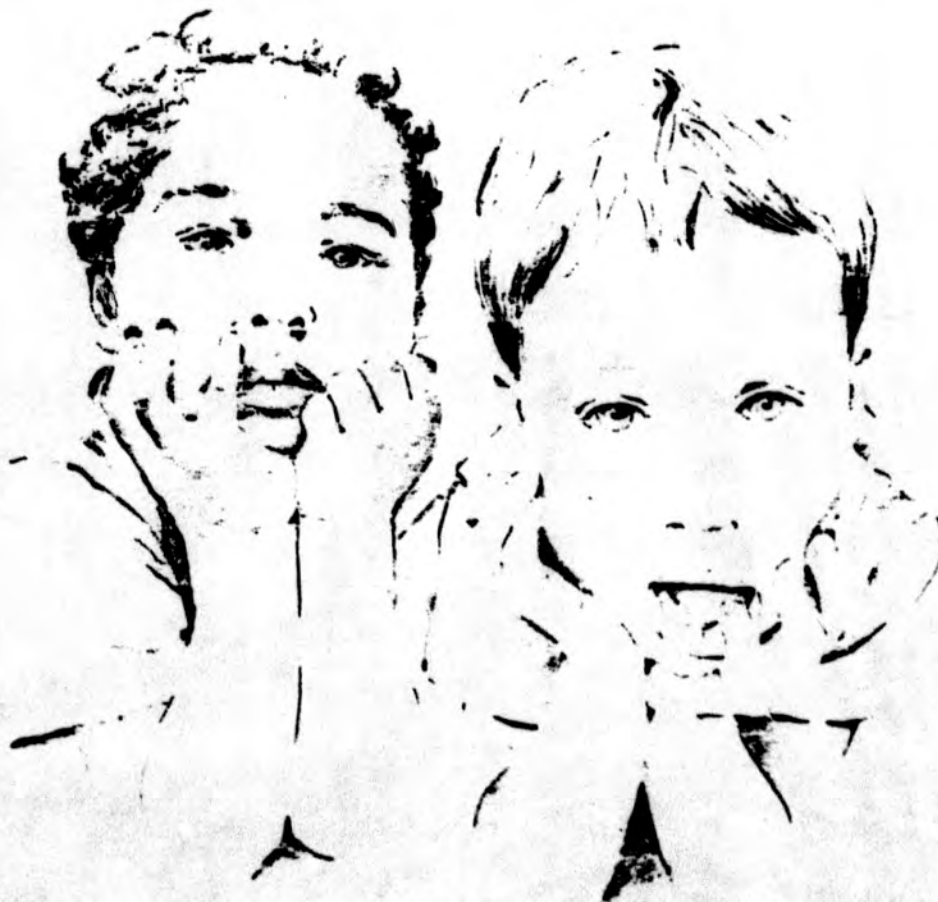
School districts should create local working groups to review truancy and suspension policies. *Page 93*

Multicultural Experiences:**84**

Schools should provide more multicultural experiences so students will appreciate their own and other cultures. Elders should more frequently be asked to teach Native languages, survival skills, crafts and history in schools. *Page 94*

BRIDGE TO THE FUTURE**Permanent Commission:****85**

The Legislature should establish a permanent Commission on Children and Youth to advocate for continuing support for Alaska's children and youth and to address many other issues we did not cover. *Page 100*



PLEASE SIGN UPON TESTIFYING
THANK YOU

QUALITY EDUCATION FOR MINORITIES PROJECT
REGIONAL HEARING
UNIVERSITY OF ALASKA, ANCHORAGE
AUGUST 26-27, 1988

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REGIONAL HEARING
UNIVERSITY OF ALASKA, ANCHORAGE
AUGUST 26-27, 1988

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16. <i>...</i>	<i>...</i>	<i>...</i>
17. <i>...</i>	<i>...</i>	<i>...</i>
18. <i>...</i>	<i>...</i>	<i>...</i>
19. <i>...</i>	<i>...</i>	<i>...</i>
20. <i>...</i>	<i>...</i>	<i>...</i>
21. <i>...</i>	<i>...</i>	<i>...</i>
22. <i>...</i>	<i>...</i>	<i>...</i>
23. <i>...</i>	<i>...</i>	<i>...</i>

Please Sign Upon Testifying. Thank You

QUALITY EDUCATION FOR MINORITIES PROJECT
REGIONAL HEARING
UNIVERSITY OF ALASKA, ANCHORAGE
AUGUST 26-27, 1988

NAME	ADDRESS	AFFILIATION
1. Dennis Sommer	Dept of Education, Univ. of Alaska, Fairbanks Alaska 99775	Univ. of Alaska
2. Judy Sato	"	NEA
3. " "	"	Anch. Ed. Assn.
4. Connie Hatz	44954 June Dr. Kenai	NEA - AC
5. " "	"	Anch. Ed. Assn.
6. Charmaine Francis	1055 S. Fairbanks	Alaska Native Educ. Comm.
7. Luanne Pelago	P.O. Box 202243 Anch. AK 99520	Alaska Native Educ. Comm.
8. Katherine Itta	FNSBSD P.O. Box 1250 Fairbanks, AK 99701	"
9. Virginia Thomas	670 W. Firewood Anchorage 99503	ANEC
10. BOBBY ANDREW	Box 98, Dillingham, Alaska 99576	Alaska Native Ed. Council
11. Linda D. Rasmussen	P.O. Box 1250 Fairbanks, Alaska - FNSB	"
12. Carol Everett	381 Oceanview Drive Anchorage 99515	ALP
13. Lottie Sparks	P.O. Box 1250 GLENNVILLE 99578	"
14. JOSEPH UPICK	Box 734 Barrow, Alaska 99723	"
15. May Kenworthy	Box 332 Kotzebue, AK 99752	PTA President
16. " "	1014 Copper St Anchorage 99501	"
17. Ura Miskatz	NWC Pouch 400 Nome 99762	Singapore Assoc.
18. Mollie Sipe	P.O. Box 81550 Fairbanks 99708	AKABE
19. " "	"	"
20. Joanne Eckels	3209 2nd Ave. Anchorage 99507	Single mother Native teacher
21. Jani Kadden-Jones	State of Alaska Dept. of Education Pouch F Juneau, Alaska 99801-0500	ANE
22. Rona Shirrel	201 First Ave Fairbanks, AK 99701	ANEA
23. " "	"	"
24. Linda Rasmussen	DRAM edy # 1013 Diamond #439 ANCH, 99515	"

Please sign upon Testifying Thank you.

QUALITY EDUCATION FOR MINORITIES PROJECT
REGIONAL HEARING
UNIVERSITY OF ALASKA, ANCHORAGE
AUGUST 26-27, 1988

NAME	ADDRESS	AFFILIATION
1. Brenda Little	B...	AK ITPBL
2. Marilyn Idnagan	SITKA AK	MT Edge HS
3. Sue A. Gosseli	P.O. Box 104201	AK NC
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5. Harold D. Lestyt...	AFU	
6. Eric R. ...	AFU	
7. Marlene E. ...		APU
8. Thomas Troth	APU	
9. Alice Bosscher	APU	
10. Edna G. Mackean	DDE	2201 David St Juneau
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		

first Reentry

SAVE

Shirley

Bernice

Ruth

Richard Hays

Luis

①

2 third last of given ed. usms
again, summary

②

through Bill D's papers to members

of audience

part in higher levels

to be taken that means

dates that stops right

learning, but not yet school

questionnaire

looking at what the eds

reviewing what the eds

research after the

P performance
R remedy

2 Alert
5 Indian } 16
9 Eskimo

37% Blacks 22% other

2070 students were below the national average

" students below poverty level

1170 bilingual

1270 special education students

Toni Jones
racism still in schools

Lynn Johnson, Campus Director, Cherokee, Kutztown

- important factor in failure of Native students to attend or succeed in college — only 100 years of education
- subtle ethnocentrism of teachers from the beginning
- over the years students urged to pursue domestic, technical skills.

~~h.s. grad do not have skills needed to go to college~~

~~"people don't see themselves even today as having professional capabilities" they were never taught that they can be whatever they want to be~~

- ~~workshops, ill-planned technical training offered (but this is what they were asked~~

- ~~got homesick, panicked too much — but problems: the ability to read and write sufficiently well to succeed~~

~~real jobs are professional positions — degree but they are not prepared~~

Manual college - direction now will help

"the only way it can be turned around" - coop all with RSCN

effective and local

telecommunications allows this

to provide prep school ~~and~~ (at college) would
require scholarship given support, too

Sam Toranek

- most prof. in sci, math, eng field but others are needed
- student preparations should allow choice eng or technical
- organize a postsec voc. edn program
- lifetimes on district is short
- 10 accredited - 5 in progress

don't ignore 74

70-80 percent who

most
Technical

Dorothy Jordan, now director of instruction

Expectations

self-image
lack of opportunity

student commitment to career

conflicting values $\leftarrow$ sch say grades will be rewarded

but that doesn't always happen

enter in lowest quartile, they know they must catch.

system does not appropriate as incentive

System must believe in children - abilities, skills

children need to.

districts must foster idea that children can succeed

~~T~~

Univ needs to look at tech prep programs,
needs to be as good as best.

needs for research

what are goals of students / parents

they believe we need to do better

~~F~~

honesty, not. / schools need parenting skills

schools can monitor parents in assemblies, as
tutors, chaperone, teach cult. mts

Frank Hill

~~T~~

we need a more complete counseling program

incl. for adults

maybe we need to follow mentoring idea of Japan

Carl Lamm

a

~~T~~

- affecting schooling being implemented

- parent involvement plan.

- tech expectation - we're working at this

- we need to employ more minority, esp. Native techs

Shirley Holloway

~~A~~

- little eff. schooling follow through

~~T~~

- all children can learn

~~F~~

- use preserved to orient staff

- have develop competencies K-8 in all

basic skills (reading, l. arts, math and computer literacy)

- have copy of



X
X

improving perf. begins at the school

imp. student perf.

we can try implementing principles of effective schools.

not using culture of diversity as an excuse

" " lack of parental involvement "

the business is taking children.

total school culture must be addressed

? equity, equal access issue must be resolved

?

constant reminder that all children can learn

knowledge of what is to be learned

professional staff development

correction at intervals for those not learning

rec:

R



DOE to play leadership role in taking effective schooling.

mental mentors

technical assistance to those who want to do eff.



strengthen certification

4 of x needs to work collect. with districts / it beginning
continuum



legis fund early childhood



funding for staff dev. eff schooling
and for

ach

from 15% percentage to 30% by 14 years

Jonny Corey
now conducting ^{5 yr} plan

succeeds

chms

good staffing all the way
cooperative spirit in the school.

students must know they're there to learn

things must motivate

must have positive atmosphere

things must be relevant of non-motivated

Gould Mohatt

present w/ some familiarity. / no single process, but need

importance of close school-family relationships

renewed these schools - 2 ak, 1 Canada

high expectations

high joy school, parents welcome

strong Native leadership

culture throughout curri, not separ

accountable to community

American Indian Accreditation Team

performance of N. Eds in university

probably lose 60% between freshman + sophomore year

poor academic preparation — reading, practice in class

stress over acad, prep seems ^{making} higher than social work etc

~~SP~~

good role models:
~~only at home~~

- shame from stereotypes or from report ~~of problems~~
- Few N. role models at home
- sense of no home
- Home role studies: NANA house, Rural studies
- rural College with rural studies as its reference, not the subjects

nat'l rec ~~SP~~ Each state should design one college as having mission of cross-cult research etc

Alaska: focus attention in urban areas
multicultural magnet school

~~SP~~
~~E~~

rural: coll. community-school partnerships

Taniguchi Arai

process of bilingual w/ Anch

over 2100 students in 87-88 sch yr

88 - plan to serve over 2500 students

over 100 diff. lang spoken / $\frac{2}{3}$ are served

Hawaiian, Korean, ~~Asian~~ ^{AK Natives}, Filipinos, SE Asians, Japanese, Tongans, Immigrants, Migrants (Hispanics and AK Natives)

Pacific Islanders

Factors:

~~SP~~ lack of basic skills in English

~~SP~~ low level of literacy in native language
holding job

~~SP~~ parents with 2 full time jobs

ACH

Bilingual Learning Center 7 elem schools
intensive

Pilot ESL center at East High School - primarily non Engl.,
effort to have kids learn English as early as possible
prog. has been successful

points in self.

Janis Leask AFN

~~C~~ - best of both worlds - academically strong, relevant to Natives
the need to integrate Native history in schools

• culturally sensitive

early childhood educ.

~~F~~ involvement of parents in

[see list on desk]

~~T~~ March retreat

Ask history for both N and non-N
higher academic standards
counselors

"demand major efforts"

urgent

~~1~~ 1. increased expectations

~~2~~ 2. accountability

~~3~~ 3. family involvement needed

Ed Thomas

problems begin very early in life, early childhood
need to learn parenting skills

0

home-based programs for engage parent with child's education

- not working until some neg. dev. in junior high

need to modify policies so that educ. begins earlier
standards for certification for ECE

better off. for

Dorothy Larson

xcel

~~F~~

schools need to be aggressive in getting parents involved

~~F~~

reporting to Communities

~~F~~

"as parents become comfortable with schools their
children will do better"

Sam Kito - issue of academic achievement

~~P~~

Fed govt puts money aside to help minorities, but
requires that you be a minority / then you get categorized
as dumb Natives

~~F~~

peer tutoring and peer counseling generally work problems / learn

professionals not always except as a last resort

~~X~~

huge vision
of what
they want to be

parenting needed

Sophia Danner -

- we're taught that edue is pathway - schools imparts / says

- the lack of caring, high expectations for blacks led to the problem

- need educators committed to empowering students

G.W. in ^{Los Angeles} - principal can transfer teachers not committed to goals

- very little program tracking

- teachers make frequent contacts with parents

- parents blacks as role-models

- cannot really make progress w/o HK teachers, counselors

is also important that whites see blacks as important roles

tracking a problem, acceptance a problem

* need to make prin + teachers accountable for edue. of black students

- invite parents into the classroom

demand ^{the right} from teachers

rid course of tracks

schedule blacks into demanding coursework

more interaction between

Lance Bonie

if all programs the ones blacks go to is special edue

standardized tests - what is the standard

most important for ^{the} teachers self-esteem, self-concept

- needs of all minorities are not the same
- good, strong black role models
- that most important good teacher
- too many kids sent to special ed
- strong outreach program for parents
- evening program: how to help your youngster in school

Anna Seabrook

- goal of improving school climate
- cooperative learning
- increased parental involvement

Lewis Sears

- promotion of scholarship and achievement
- standards that have to be met
- have to emphasize achievement
- homework and homework completion
- testing only as diagnosis

Keva Wulf Shiral

Wall Mayo

Mami Katchek
Holy Cross

Pat Mahors

Ernie Holmberg

Tony Vaska SVP

TCC engagement with issues - despite existence of groups to address various institutions, didn't seem to work.

distance delivery needed to be incorporated into
Nursing College system for specialized courses

relevant curriculum through distance delivery, on-campus
occupational training
traditional skill-building

Will Mayo - "epic walkers"

education a "bittersweet experience" helped to deal with new times, but

driving a wedge between cultural

we're not condemning western culture

We want survival of
cultures

parenting skills as part of curriculum

exp. hopes for best committee - learn from villagers, Native teachers
take into account the demographics?

Patrick Madros - Yukon Flats Board member

16 out of 54 towns are Natives

areas important:

higher program standards for those entering teaching

teach towns exp. of building self confidence in learning

more emphasis on parenting skills

programs to be funded to help districts get parents involved

early childhood education coordination, funding

students need to develop positive self-image

post-secondary counseling for follow-up after graduation

need equal opportunity for Natives

Mavis Kat Chak - Holy Cross

aff.
- substance model is important

Ernest Holmberg - member of Interim Council

1. At Copper River our teacher didn't teach Natives,
they taught human beings

~~2. Boarding home program needs to be looked at again~~

~~3. TV courses in small villages~~

4. Second Skill Center - very effective
partnerships with industry
vocational education system needs to be looked at

5. more graduates could work in North Slope
technical training to be modeled on health care training
with option to go on to obtain degree

6. Language should be preserved.

Tony Vaska - JTPA advisor for ANCP

- look to St Mary's as a kind of model

- bigger class load is needed

~~7. In our area~~
~~people graduating from schools, but AC~~
~~says say they are not prepared to work~~
~~as clerks~~

Nature cooperative for the 5th grade

N. students are placed on boarding course
at college



want to move away from PIC of Native ~~it~~ as
fairline

APR 88 THE Journal on distance
 delivery.

can p.
 school needs to become active place of learning

~~#~~ parent control should mean control over
curriculum, quality of teachers

* ~~#~~ suggest criticism of advisory committees &
their lack of control

but you don't have to be on board to
have control

✓ Encouraging scores of bi ling students in
 LKSD / I am a firm believer

Annex Nick - LKSD

Carole Huntington statement
 exp [get statement]

* dist. estab scholarship prog
 initially for careers in educ
 have asked others

of 219 techs - 1590 are Native / will help overcome
 cultural barriers in classrooms 2,675 students
 (get statements)

Betty Davis - Anchorage Sch District

many programs implemented; not all have been successful as they ought to be

"All children can learn, but too many are not..."

what is to be done?

- maintain local control

almost all elementary, at grade level

- would like to ^{parents} have place in school, work in resource centers, to parent

- accountability

of spec. program

monitored by sch bd, community, or group

- evaluate schools on basis of minority student performance

- reward schools that decrease drop out, increase attendance

- awards for superior teacher

- all Alaskans need to know AK stories, cultures

- need to keep hope alive for students

- staff development ~~very~~ important

Leone Okakoh - no State Bd (get statement)

assumption is made that no education existed before western system; untrue

Dennis Demmert -

need for a data base to understand what is going on for Native students

cont'd
K (O) don't have shared perception of what the
causes are / or perhaps the problems
need definitions of drop out, for instance
criteria for building database

- shared faith upon what distracts are doing
- must speak to fundamental concerns
- minimize distortion by data gathering

(F) - perhaps make a condition of the Foundation program
if parental involvement cannot be obtained, the school's
obligation persists -

- if achievement of minorities obtained it
will be at the cost of our culture
or our identity -

Peter Aarnoudt - No Stop High Educ Center

Restoring Voc Tech Educ for Diversity
USA Deloit

Dr Gary Smith

gen ended pathways to post
sec learning - AA, BA etc
going beyond technology

Jeannie Kennedy - Rural Cap

31 villages - Headstart

concerns over education

- villagers get the worst tchrs
- ~~advisory~~ tchrs, but no power
- we can't fire a teacher; tenure is problem

- need ~~some~~ speech in curric
- no excuse to grad if can't read
- home ec/ p.e. shld incl alcohol
- no "

seron Titto 14

~~most dec made by DO~~

local control, not regional control
differences between urban and rural

look at rules/regis to guarantee the results we want?

Indy Salo

1500 are in rural Alaska (total of 5000 tchrs)

tchrs accept or reject the scores based on what we know about student know but child w/ diff lang background will do less well

^{of testing} fear that only "fuzzy and inaccuracy" picture will emerge

see. SB 436

tch certification change would be very complex
but raising standards for entrance shld be acc by higher pay, etc
new rules could reduce # of minorities entering

Myron Jones told that even with all Native techs, ^{work of} ~~part~~ ^{part still} education is a relocation program / too rarely return to village

Connie Gates

(P) ~~(P)~~ children enter school eager to learn, but lack support system by 3rd-4th grade, when school + comes more workplace than social, they drop

people need to decide their goal - act on tests in village then some cultural activities techs were not prepared to do (work activities comes to scheduled Saturday, evenings)

X ~~(P)~~ attendance problems - need to demand, impose penalties

one of most relevant - Alaska Readers - lower elementary

use of microphone, amplification can help all, not just the hearing impaired (research sez)

Helan ~~(P)~~ perhaps a 13th-year in village w/ short travel away may be helpful

Dan McCarl . Anchorage

~~(P)~~ ~~disproportionate~~ of failure - why?

can be resolved w/ consideration

value conflict or consonance

parents who have upper desires may infl children

kids may see a need to pit parents against system

Asian parents see school as high value, school, techs highly valued

kids feel equal to others

~~(P)~~ Urban Natives — homework, attendance → family values v. sch. values
less verbal, more difficult for techs
techs may lack understanding of N. culture

rec

assessment of students: culturally fair tests for placement in
advanced classes

assist parents to know about alternative programs
(dependent upon counselors, apassing parents)

counseling programs for parents

break patterns

Margaret Bellamy

feelings of alienation

special programs for classrooms

for students interested in tech as career

Future Teachers of America

Betty Andrews

Oct 7 - Nat'l and Educ Assn in Anchorage

want

dev., eval, monitoring of programs by ANEC, if funds are available

Charmaine Ramos

f.l.c and choices

math and science, but not at cost of self

tradition, language, and culture

GILLY

alcohol + drug abuse
suicide

"cycle of destruction is upon
my people"

my rec: choices

systems should offer N. languages

elders and youth shld work together

not after school
activities

nearly half no educ exper w ANCSA, nearly a third

no exper w/ Alaska history

Liam Pelagie · Dillingham

supplemental program funding - J.O.M. funding
alternatives programs, tutorial.

Indian Ed - supp. counselors, tutor

Indian 21 47 grantees - 21,000 students
acad skills, self-esteem, local culture

JOM 50 contracts - 23,000 students

DOE needs to make Native educ a priority

Kathy Itha - Native studies teacher

~~strong parental support, cooperative effort by
motivation · mothers' club and tutors~~

~~we have culturally sensitive tutors in Barrow~~

~~Native studies as shapers of improved self image~~

~~improvement through curricular development~~

~~integrate Nat studies into other programs~~

R ~~all materials in N-S. we looked~~

~~rec to A Bd that task force be formed
to review all materials~~

~~And At Native writers consortium to write books~~

R (F) Can space be set aside for parents in school
magnet schools

- good ideas is NEA

Teaching Native Americans - Pat Gullen ?

Vingman Thomas - mgr of J.O.M in Anchorage.

R not pop 7% of district, but less than 3% are Natives
need coll. prep, cult. relevant to
professionals are not there, but they're not being hired

Linda Green - ex Nat tech 2HKS

improvements needed:

R ~~Ⓟ~~ — training for administrators of school district
on low achievers / need to get positive attitude.

~~Ⓟ~~

— also for teachers

— cultural aspects

~~Ⓟ~~

textbooks - 1992 - they trivialize fact that Indians here
belittle or demean minority people

R Ruth Task Force on Native Education by State Board?

~~Ⓟ~~

Vingman Thomas strongly favored SB 436
was very positive first step

NEP

Joe Upickson - PTA pres. Barrow
community control is very important
57% local share in Barrow

"We have been here forever"

g
u
a
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s

Carol Everett

R
approach

different needs at every point of the pipeline
and rec. shool.

~~O~~

most effective - preschool / home based
developmental

~~F~~

it will begin to empower parents

they need to know
they are the most imp. actors

~~E~~

parents and kids need to know what and why
kids are individuals but we have lock step
need to look at IEP

F

secondary success stories - Gambell problem solving workshop
paidies project

~~E~~

developmental studies, transitional courses

"the right to learn at their own pace"

there are not just minority students

some go on
to degrees

~~R~~

optimal 13th year - step forward,

~~F~~

Little Sparks, (i)

we need a PTA in every village, and we can
solve all problems

we have many in Native areas

culture should

~~T~~

counselors needed, but not only univ. type / need aides

May Kenworthy - Pres. Katzberg PTA

line up, be quiet

is the tech qualified, how is material being presented
does the tech have enough time
diag. tests not used often.

~~P~~

~~P~~

tutoring, summer programs needed

student feels lost if moved ahead w/o progress

~~P~~

are counselors knowledgeable about our area?

Joe Lytle:

ack

~~P~~

We want our children to sit down with
children from anywhere in the world and
to pass whatever test they take

Brenda

concerned with maintaining cherished culture
contains western slant

~~F~~

we think parental involvement is key

in obtaining attendance and timeliness

(banned parents from buses if their
children were used as babysitters during day)

workshops with advisory council

~~F~~

we confer with village each month for SB mtg
to solicit advice

TV cross-cultural workshops for teachers, who can be good mentors
(central office studied grouping: it might last year)

AFFIRM we can think the new with the ancient traditions
of our elders.... these young people are so bright.
curriculum for migrant education

Martin Knepp - not Edgemoor more alternative
8500s Native

7 classes of 50 min
computer, labs open until 10 pm.
only 30 freshmen

ES will be working with Blacks, Community
do survey, parents + students about school program

parameters: rural / absence of city program
social / emotional

Paul Goodwin

asked Native people what they wanted: 1) schools change the
kids, they don't come back; it doesn't work any way
if it changes them, how and why?

conclusions of report

1) yes they are different

2) school impacts (child uses same words, but
new meanings)

3) Can anything be done?

— Cognitive skills can be taught without having this skill

↑ [leap]

But ~~can~~ ^{can} educ system be made to change

"abstract thought is char. of Jewish more than N, A

Dr Thomas Triller, Pres. A90

8390 Alaska

1690 of student today are A.N.

substantial number of students are admitted provisionally

English Lang Institute, Learning Support Center

private company could support student in return for summer work

Le ^{me}

returning adult learners

no student loans for part-time students / home ownership also denies

Marranne Drimmer

English Lang Inst → foreign, Native students
peer tutoring

Marranne

Alaska Native Institute

academics

non-acad - trans. / fin. aid / home ownership / culture shock
institute times

data base needed

each univ provide center for support

faculty + staff need better knowledge of their students

Oliver Bossard.

Molly Siep, pres.

major bil. educ in urban setting (20%) - conflict with spec ed.

programs → label learning disabled

none in gifted and talented.

emotionally disturbed → mostly

spec. ed. and classroom say they recognize not really l.d.,
but its a way to obtain special services -

most may not have time needed to work
with cross-cult, linguistic

suddenly thrust into strange situation → no

funding for transitional programs

summer volunteer tutors

Kids in classrooms need cross-cult communication

see more & for bi- to save kids from l.d./spec ed

" " adult literacy

" " legal waiting period before test

Marble rights - parent can refuse spec ed.
but not clearly explained to them

Kids retained in kindergarten

Vera Metcalfe - Nov Comm Coll - admin. asst

Table VII for western Eskimo scholarships

critical need for more bi-l trained techs
and administrators

need for more innovative techniques, materials
educ don't cult. rel. studies in board members
certific. in bi &.

Marlene Simon - from high educ. standpoint

rec - mission incl. inter-cult multi-ethnic

keep students get from where they are to where they want to be
give credit for prior experience to dev. of ind. educ prog
multi-ethnic campus year round, not just annual event

Sandra Hendricks - HHS

techs need to become educators, have high expectations
insufficient role models

ANEA - need for funding

Leva Shirel - 200 n, and 2nd., advocate for children

Namora S-D - bilingual ed at elem level

most N. children experience hardships

curric should be language based

culturally relevant

they need a solid foundation in IL

cooperative learning

research says 5-7 yrs to catch up to grade level

(we should quit terminating w/ 3 years)

pre school needed

parent involvement — event. which helps obtain

jobs and development

Toni Jones

mentoring parents

Parenting - first step

community - ~~partnerships~~ ^{social} among agencies, with business

FAS - can choose to avoid by not drinking

counseling - 84-85%

Tranese Echelle - ^{Trinidad} Shablonik, Unalut, Koyuk

^{Alc.} culture in transition - my perspective

we still see things differently from others

need to educate parents more

hope

& most special, not catered to by teachers, fathering.

but & am healed

Wright

Edna MacLean

should not seek to raise acad level at expense of N - lang and cultures with sound ties, there will be achievement

immigrant, autonomous, dominated
regarded as inferior by dom group

Edna: 57 yrs ago

(P) schools must persuade fore P
the attempt was to assimilate into mainstream
deculturation has produced bad problems
n. will emerge victorious

(P) persistence of racism; prejudice
students regarded as factor in lack of progress

domin groups must show mutual respect

Ullin

DOE must develop curric on each major group for one semester course in middle school

still need to sensitize teachers

OP

learning centers but would be establ in communities
a cultural center / perhaps could be used
for DOE with parenting like Kestige

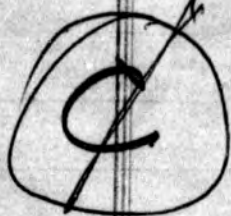
OP

need to develop mechanism
the situation will only worsen
unless learning can share and be compassionate

Linda Patten Roman - Teaching through Theater - Drama

teaches life skills, self-esteem through
participation and involvement

Dr Lapham



one program: basic common skills
self-paced, racially balanced,
Akiachak -

Henry

Susan Murphy LICSD

regret
quality education

vocational?

cultural?

traditional western?

expectations too low
adv bods - power
parenting
belonging is the solution

she hears these things

member of Native tribe
culture, lang in sch
local sch control

what is quality education

agreement needs to be reached

cycle school year around village life to
allow taking of subsistence for living

much disagreement among presenters

need to share problems, successes

need to establish goals for Native people, to hold accountable

UKSD - student social workers

need to explore new ways

longer sch days, Cei, Summer school, regional center

13 or 14th yr

Henry Osgood - L. Yukon Sch District

a number of programs are successful - like / spec ed

math + science - need more field trips

if we had more parents involved, we could do more

De Lisa Calcont

practices in sch districts

was hurt upon learning she was Native at age 16

Charles Osgood

Mr. Betty Davis

people aren't here

please don't

gifted + talented program for every student
(Trans-Texas?)

Be sure to interview students

R ~~strong~~ affirmative action plan needed
in every district.

① exit interview when min. people leave

Roy Henderson

support systems for successful students

Emma Widmark - Thelma Hauke

worked out program on "youth at risk" with VAS

coll abg, pers dev.

need continued funding

we're creating generations of debtors

Charles Moore - 2bks No Star EEO

78

sometimes we are
own worst enemy

pearl harbor story

Write UAA
get names
Le Anna Devaney
Paul Anthony

BARRIERS THAT NATIVE CHILDREN ENCOUNTER IN EDUCATION
(As identified by group attending workshop November 10, 1987)

1. Lack of self-esteem
2. Lack of cultural understanding by the educator
3. Lack of appropriate curriculum
4. Lack of parental understanding and involvement
5. Lack of opportunity to develop language skills early in life
6. Lack of certified bilingual teachers
7. Schools not reflecting the cultures of the community
8. Low expectations for achievement from teachers
9. System does not allow for the development of Native professionals
10. Lack of Native role models
11. Lack of career awareness
12. Lack of motivation by students
13. Lack of mutual understanding of each other's differences
14. Students not understanding the competitive nature of today's world
15. Effects of a welfare society (cycle)
16. Alcohol and drug abuse
17. Lack of understanding about changing world and what that means to us as adults
18. Lack of communication between parents and teachers and ability to communicate
19. Barriers to entry and retention into teaching profession
20. Conflict between administrators and teachers (lack of trust)

21. Isolation and the impact it has on students' ability to adjust
22. Inability to remove poor teachers out of the system
23. Lack of socialization between teachers and community
24. Village politics
25. Competition for funds that allow for comprehensive programs
26. Lack of home support for students
27. Lack of spirituality
28. Lack of community priority for education
29. Lack of promoting the teaching profession
30. Lack of acceptance of curriculum that focuses on local culture
31. Lack of formalization (standardization) of bilingual curriculum
32. Lack of alternative programs for students at risk
33. More need for teaching methods and content that are appropriate
34. Economic factors of family and students
35. Conflict of changing values
36. Lack of understanding about barriers within the profession, community and among students
37. Lack of long range goals in community, family, and student
38. Lack of sense of ownership
39. Overt and covert racism

Amey

THE ROLE OF SCHOOL BOARDS IN IMPROVING EDUCATIONAL PATHWAYS
FOR MINORITIES IN ALASKA

GOOD AFTERNOON. MY NAME IS CAROEL HUNTINGTON, PRESIDENT OF THE GALENA CITY SCHOOL BOARD. I HAVE SERVED ON THE BOARD FOR 9 YEARS, CHAIRING FOR 7 OF THEM. I AM ACTIVE ON THE ALASKA ASSN OF SCHOOL BOARDS AND THE GALENA UNIVERSITY OF ALASKA CENTER. THANK YOU FOR THE OPPORTUNITY TO ADDRESS VITAL RURAL EDUCATION CONCERNS.

WE HAVE A ^{seemendous} ~~AMASSING~~ RESPONSIBILITY, WE WHO ARE CHARGED WITH POLICY, DECISION MAKING FOR OUR RURAL SCHOOL DISTRICTS. MANY OF THE ISSUES HAVE BEEN DISCUSSED OVER AND OVER BUT NEVER HAS THE POLITICAL CLIMATE BEEN SO FAVORABLE FOR ACTION ON NATIVE ISSUES. 20 YEARS AGO WE WOULDN'T HAVE THOUGHT IT POSSIBLE TO HAVE A NATIVE COMMISSIONER WITH A NATIVE STAFF, POWERFUL NATIVE LEGISLATURES, NATIVES ON STATEWIDE POLICY MAKING BOARDS. THE ANCHORAGE DAILY NEWS FEATURED THE PRIMARY ELECTION CANDIDATES A COUPLE OF WEEKS AGO AND OUT OF SIX QUESTIONS ASKED URBAN LEGISLATURES TWO WERE RURAL NATIVE ISSUES. I HAVE TO SMILE WHEN ONE CANDIDATES RESPONSE TO ALCOHOL ABUSE IN NATIVE VILLAGES WAS TO BAN THE IMPORTATION OF 50 LB. BAGS OF SUGAR. THAT CANDIDATE DID NOT MAKE IT PAST THE PRIMARY. WE ARE IMPACTING IN POSITIVE AND NEGATIVE WAYS.

THE PROBLEMS WE FACE ARE (1) DEATH (22 PEOPLE DIED WITH IN OUR AREA IN A 12 MONTH PERIOD. SUICIDE, ALCOHOL RELATED ACCIDENTS, AIRPLANE ACCIDENTS, ELDERS.) OUT OF 150 STUDENTS 11 CHILDREN WERE LEFT WITHOUT PARENTS AND 5 CHILDREN LOST BOTH PARENTS. NUMEROUS OTHER CHILDREN LOST AUNTS, UNCLES, SISTERS, BROTHERS, GRANDPARENTS. NOW WHEN WE HEAR OF AN UNTIMELY DEATH IN ANOTHER RURAL AREA OUR HEARTS GO OUT TO THE PAIN THEY ARE EXPERIENCING YET THAT DOES NOT SEEM TO CHANGE ANYTHING. OUR COMMUNITY IS HEALING. THE ATHABASCAN FUNERAL PROCESS WITH THE MEMORIAL POTLATCH LATER IS A WONDERFUL WAY TO HANDLE GRIEF. I WOULD RECOMMEND IT TO ANY COMMUNITY BECAUSE IT IS A COMMUNITY FUNCTION. (2) FETAL ALCOHOL SYNDROME SHOULD BE A CRIME. WE SEE THIS ON THE INCREASE DISPITE THE EDUCATION PROGRAMS AND INFORMATION AVAILABLE. (3) DRUGS AND ALCOHOL SPEAKS FOR ITSELF. (4) PARENTS UNABLE TO OR UNWILLING TO DISCIPLINE OR BE RESPONSIBLE FOR THIER CHILDREN. ETC,ETC..

GALENA IS A PROUD INDEPENTENT RURAL K-12 SCHOOL DISTRICT PREDOMINANTLY NATIVE WITH 150 STUDENTS. WE ARE ONE OF TWO PUBLIC SCHOOLS THAT REQUIRE 25 CREDITS FOR GRADUATION. 50 TO 55 % OF OUR GRADUATES NOW GO ON SUCESSFULLY TO HIGHER EDUCATION. OUR DROP OUT RATE IS 0. WE DIDN'T GET THERE OVERNIGHT AND WE STILL HAVE A LONG WAY TO GO AS WE HAVE SET OUR GOALS AND EXPECTATIONS HIGH.

EDUCATION IS FAIRLY NEW IN INTERIOR ALASKA IN COMPARISON TO SOME OF THE OTHER AREAS OF THE STATE. BOOK LEARNING HAS BEEN APPLIED ONLY SINCE THE EARLY TWENTIES IN MOST VILLAGES. IN OTHER VILLAGES ON THE KOYUKUK AND OTHER AREAS, SOME OF THE SCHOOLS OPENED THEIR DOORS IN THE MIDDLE 50'S OR LATER. WHEN EDUCATION WAS FIRST APPLIED THERE WAS A LANGUAGE BARRIER TO OVERCOME. FORMAL EDUCATION WAS A ABSOLUTE NEW THING TO MOST PARENTS. PARENTS KNEW IT WAS NECESSARY AND THEY DEMANDED IT BUT FOR REASONS THAT WERE NOT REALLY KNOWN BECAUSE FORMAL CLASSROOM LEARNING NEVER APPLIED TO THEM. SOMEBODY WAS TELLING THE PARENTS WHY THEY SHOULD CHANGE SOME OF THEIR LIVING HABITS AND DRESS THEIR CHILDREN. SO WHEN FORMAL EDUCATION WAS APPLIED TO THE NEW GENERATION OF THOSE EARLY DAYS OF SCHOOLS, NOTHING WAS LEFT OUT. DURING THE TRANSITION THE MOST VITAL PART OF ANY EDUCATIONAL SYSTEM WAS LEFT OUT--THE PARENTS WERE EXCLUDED.

LOOK BACK ON HISTORY AND SEE WHAT HAPPENS WHEN SOMEONE TAKES AWAY YOUR PART OF LIFE -- YOU GET LOST AND CONFUSED. THE SAME THING HAPPENED TO STUDENTS COMING OUT OF SCHOOLS IN THE PAST. THEY WERE GIVEN PART OF AN EDUCATION AND THEN TURNED BACK TO THEIR PARENTS WHO HAD NO INPUT INTO A MAJOR PART OF THAT STUDENTS LIFE. THEN IT WAS TOO LATE, THE STUDENT WAS EDUCATED AND WAS SUPPOSED TO BE ON HIS OWN BY THAT AGE. WE HAVE A LOST WANDERING POPULATION OF YOUNG MEN AND SOME YOUNG WOMEN OUT THERE THAT DON'T FIT INTO THE CHANGES TAKING PLACE IN OUR VILLAGES. THE OLD WAY IS NO LONGER THERE AND THE NEW WAY DOES NOT FIT THEM EITHER. WE ARE MORE OR LESS ANIMALS IN THIS WORLD. HERE IS WHAT HAPPENS TO A PUP, FOX, BEAR OR ANY ANIMAL TAKEN FROM HIS/HER MOTHER. RAISE THAT ANIMAL UNTIL IT IS BIG ENOUGH TO GO ON ITS OWN THEN TAKE IT OUT AND TURN IT LOOSE. IN MANY CASES THAT ANIMAL DIES BECAUSE IT NEVER LEARNED TO SURVIVE.

TODAY YOU OFTEN HEAR THESE WORDS, "OUR STUDENTS LEAVING RURAL AREA SCHOOLS HAVE A SUBSTANDARD EDUCATION ENTERING COLLEGE." IT'S NO WONDER BECAUSE THE MOST CRITICAL PART OF TEACHING THOSE VERY STUDENTS WAS EXCLUDED -- THE PARENTS. SOME PARENTS WOULD LIKE TO BELIEVE IT IS NOT THEIR JOB TO TEACH THE CHILDREN, IT'S THE SCHOOL'S JOB. THE PARENTS HAVE BEEN LEFT OUT OF THE PICTURE TOO LONG. DEAR PEOPLE, IN ORDER TO MEET THE CHALLENGES OF TODAY, WE HAVE TO MAKE SOME CHANGES. IF IT IS SUCCESS WE WANT FOR OUR CHILDREN, WE HAVE TO TAKE A STEP BACK IN TIME AS A PARENT. STEP BACK TO THE ROLE OF THE EARLY DAY WHEN PARENTS WERE THE ONLY EDUCATORS OF THEIR OFFSPRING. TAKE AN ACTIVE PART. TO HAVE OUR CHILDREN BE COMPETITIVE YOU HAVE TO PLAY THE SAME BALLGAME, ONLY BETTER.

HOW HAVE WE AT GALENA BEEN ADDRESSING THE ABOVE?
KNOWING WHAT WE NOW KNOW THRU EXPERIENCE WHAT ARE WE DOING
OR WHAT CAN WE DO TO BRING ABOUT SUCCESS?

WE BELIEVE CHANGES HAVE TO HAPPEN STARTING AT THE KINDERGARDEN LEVEL AND FLOW THRU THE UPPER GRADES. WE DID NOT LIKE THE HIGH TEACHER TURN OVER THAT WAS TAKING PLACE. NINE YEARS AGO ,TEACHERS HAD BEEN HIRED BY PHONE BY OUR PRINCIPAL AND CULTURE SHOCK FREQUENTLY HAD THEM EXIT OUR COMMUNITY BEFORE THE YEAR WAS OUT. ~~THE~~ BOARD SAT DOWN AND DEVELOPED A SCREENING AND HIRING PROCESS THAT WE ARE PHYSICALLY INVOLVED WITH. TODAY WE HAVE QUALITY TEACHERS, LOW TURN OVER, AND CONSISTENCY IN OUR CIRRICULUM. YOU CAN MAKE PROGRESS WITH CIRRICULUM WHEN YOUR STAFF IS STABLE. AS A GENERAL RULE, WE HAVE LEARNED NOT TO HIRE FORMER BIA TEACHER AS THEY GENERALLY HAVE LOW EXPECTATIONS FOR NATIVE STUDENTS AND VERY PATERNALISTIC ATTITUDES WHICH TELLS US SOMETHING ABOUT WHY OUR SUCESS RATE WAS LOW. THERE ARE TEACHERS OUT THERE WHO ENJOY WORKING IN RURAL COMMUNITIES. WE ALSO LOOK FOR TEACHERS WITH STRONG LANGUAGE DEVELOPMENT IN ALL CLASSES BUT ESPECIALLY IN THE KINDERGARDEN THRU THIRD GRADES. WE HAVE HIGH LANGUAGE EXPECTAIONS FOR ALL STUDENTS AND SPEECH IS A MANDATORY CLASS FOR HIGH SCHOOL GRADUATION.

WE HAD A LOW RATE OF STUDENTS CONTINUING THERE EDUCATION ONCE THEY GRADUATED FROM OUR SCHOOL. WE STUDIED THE PROBLEM AND MADDE THE COMMITMENT TO A FULL TIME GUIDANCE COUNSELOR. WE TOOK A LOOK AT WHY OUR STUDENTS WERE NOT SUCE-EDING AND APPLIED THOSE PROBLEMS TO CHANGES WITHIN OUR CIRRICULUM AND ATTITUDE. MATH. SCIENCE, WRITING, ENGLISH AND SURVIVAL SKILLS CLASSES WERE STEPPED UP. OUR STUDENTS DID NOT KNOW HOW TO RESEARCH THEME PAPERS OR UTILIZE THE LIBRARY. THESE SKILLS WERE BEEFED UP ESPECIALLY WRITING SKILLS. CLASS TRIPS WERE TAKEN TO ANCHORAGE AND FAIRBANKS ANNUALLY BY OUR JUNIOR CLASS TO VISIT UNIVERSITIES AND VOC ED SCHOOLS TO INCREASE THERE COMFORT LEVEL IN URBAN SETTINGS. OUR STAFF EVALUATION PLAN WAS COMMENDED BY THE D.O.E. THIS WAS DEV-ELOPED BY THE BOARD WITH TEACHER INPUT. WE WILL BE UPDAT-ING THIS PLAN THIS YEAR. WE AWARD SCHOLASTIC ACHIEVEMENT BY RECOGNITION AND THROUGH SEVERAL SCHOLARSHIP PROGRAMS. WE HAVE SET OUR STANDARDS HIGH AND WE CHALLENGE OUR STUDENTS. WE EXPECT A GREAT DEAL FROM OUR STUDENTS AND WE GET ALOT IN RETURN. THE POINT IS QUALITY EDUCATION CAN BE PROVIDED IN A SMALL RURAL SCHOOL!!! BOARDS HAVE THERE WORK CUT OUR FOR THEM AND NEED TO TAKE ADVANTAGE OF THE TRAINING PROVIDED BY THEIR ASSOCIATION.

INTENSIVE INDIVIDUAL CAREER GUIDANCE IS IMPORTANT. WE ADOPTED A CAREER CIRRICULUM K-12. OUR COMMITTMENT TO A FULL TIME GUIDANCE COUNSELOR EVEN THO OUR DISTRICT IS SMALL IS PAYING OFF FOR US. STAFF DEVELOPEMENT IS IMPORTANT. TEACHERS DON'T COME OUT OF COLLEGE KNOWING EVERYTHING. THEY ALSO NEED TO BE ENCOURAGED AND GIVEN INSENTIVES TO CONTINUE THEIR TRAINING DURING THE SUMMER. WE HAVE ADOPTED THE LEE CANTOR ASSERTIVE DISIPLINE PROGRAM WHICH REQUIRED INTENSIVE TRAINING FOR ~~FOR~~ PARENTS AS WELL AS TEACHERS. CHANGES OR IMPROVEMENTS DON'T COME CHEAP HOWEVER . I THINK IT IS TIME

TO IMPROVE THE ROLE BETWEEN THE D.O.E. AND SCHOOL DISTRICTS. INSTEAD OF PLAYING THE DEFENSIVE WATCHDOG ROLE I FEEL THE D.O.E. COULD PROVIDE EXPERTS IN DIFFERENT FIELDS TO COME OUT TO SMALL SCHOOLS THAT CANNOT AFFORD TO PAY FOR FULL TIME EXPERTS. THE CLIMATE IS NOW TO START A MORE POSITIVE RELATIONSHIP.

SCHOOL BOARDS MUST BE WILLING TO TAKE THE PRESSURE FROM THEIR COMMUNITIES WHEN A HARD DECISION HAS TO BE MADE. ITS VERY HARD FOR SOME BOARD MEMBERS TO DO THIS IN A SMALL COMMUNITY. BOARDS MUST HAVE A STRONG PHILOSOPHY AND KNOW WHAT THEY WANT FOR THEIR CHILDREN. WE CANNOT EXPECT CHANGES ALL AT ONCE -- CHANGE IS GRADUAL BUT WE ARE IMPATIENT. WE WANT IT ALL NOW. ITS SLOW AND HARD WORK. WE DON'T HAVE THE ESTABLISHED TRADITIONS OF OLDER URBAN COMMUNITIES.

PARENTS. THIS IS AN AREA WE ARE STRUGGLING WITH. WE HAVE CHILDREN EXCELLING BECAUSE THE PARENTS EXPECTATIONS OF THEIR CHILD IS HIGH. WE WISH MORE PARENTS WOULD GET INVOLVED IN THE EDUCATION OF THEIR CHILDREN. EVERY SINGLE ONE OF OUR CHILDREN THAT EXCEEDS HAS A STRONG PARENT ENCOURAGING THEM. WE RACK OUR BRAINS TRYING TO COME UP WITH METHODS TO INVOLVE PARENTS. THE PRESCHOOL PROGRAM IN OUR COMMUNITY AND THE LOWER GRADES HAS QUITE A BIT OF INVOLVEMENT BUT WE SEEM TO LOOSE IT SOMEWHERE IN THE JUNIOR HIGH LEVEL. WE HAVE OFFERED ASSERTIVE DISCIPLINE TRAINING AND WERE PLEASED WHEN SEVERAL PARENTS WHO DID NOT SHOW PREVIOUS INTEREST SHOWED.

COMMUNITY, PARENTS, SCHOOL BOARD, AND TEACHERS MUST ALL HAVE HIGH EXPECTATIONS FOR THEIR CHILDREN. HIGH LANGUAGE AND WRITING EXPECTATIONS IN ALL CLASSES MUST BE SET. YOUR TEACHERS MUST KNOW THAT YOU HAVE THEM. NO MORE "POOR NATIVE CHILDREN, WE CAN'T REALLY EXPECT TOO MUCH OF THEM" ATTITUDE SHOULD BE PERMITTED. AND WE NEED TO CONTINUE TO DRAW PARENTS BACK INTO THE EDUCATION BUSINESS THEN WE CAN SUCCEED. OUR CHILDREN WILL BE ABLE TO SUCCEED WITH CHOICES. THEY CAN CONTINUE THE SUBSISTENCE LIFESTYLE, GO ON TO HIGHER EDUCATION OR DO ANYTHING THEY CHOOSE AND DO IT WITH EASE AND NOT THE TORMENTED WANDERING THAT HAS BEEN THE EXPERIENCE OF THEIR PREDECESSORS.

State put together an Alaska History for all Alaska Students. To help alleviate prejudice thru information. The text should recognize all Alaska groups with dignity.

Board,

I had more but they are only scribbled notes. I typed this up on the computer at 5 am so forgive the T.Ypos.

Good Afternoon, My name is Robert Nick. I am the Chair of the Lower Kuskokwim School District Board of Education. The Lower Kuskokwim School District is headquartered in Bethel, Alaska and encompasses 44,000 square miles and serves 21 villages and Bethel with a student population of 2675.

The student population of the District is approximately 87% Alaska Native (primarily Yup'ik Eskimo) with the largest numbers of non-Natives located in Bethel.

Our village schools are composed almost entirely of Native students.

There are a number of areas which may be considered barriers to providing quality education to Yup'ik children, many of which have been touched on already and will be addressed again, I am certain, during the next day and a half. We are all familiar with them: students whose first language is other than English, the lack of Native teachers in our schools, the isolation of the small villages, low expectations for achievement from teachers, lack of parental support, lack of motivation.

I, would, however, like to offer the following comments concerning the provision of a quality education to Yup'ik students:

1. How does one define "quality education? We, as an educational community need to listen to the populations we serve, and, together attempt develop a definition upon which we all agree; or we must agree to disagree. For instance, has one received a quality education if one reads and writes at a college graduate level? Or does one need to be familiar with, and quote at length, the great literature of the world, identify art masterpieces by artist and the year in which they were created and name obscure pieces of classical music to have received a quality education.

Perhaps one who has received a quality education is one who can live successfully in any environment in which he or she chooses or has acquired the tools to make intelligent choices and live with the consequences of those choices.

2. Lack of relevance or the perceived lack of relevance of, not only specific classes or courses of study, but often the perception among students and parents that a formal education is not necessary. is a barrier to providing a quality education to our students. For example, it is difficult to persuade a student who earns \$30,000.00 or more commercial fishing during the summer and who still has the winters free to pursue a subsistence lifestyle that education is necessary. Students studying Greek mythology find it ironic that to be unable to find any mention of our culture's traditions or legends except as examples of superstitions of "uncivilized people." courses in health and safety without any mention of our traditional methods of treating injuries or illnesses , lclasses in making lasagna and tacos but not in preserving and cooking salmon and seal are other examples of the lack of relevance in the formal education provided our students.

We, as school board members, need to look closely at our curriculum to ensure that it meets the needs of those students who are attending the schools. Funding must be provided to develop the appropriate curriculum and to hire personnel to implement it.

3. The recent statement of a state Department of Education official that the decrease in State revenues may result in the closure of the small village high schools certainly is cause for alarm; as the implication is that the provision of a high school education in the home village of the student is not a right of Native students but is dependent upon the whim of the state. Certainly, attending school in the village is not in the best interests of all students, but provisions can and must be made for those students who require advanced classes or whose social and/or emotional needs cannot be met at home, to acquire that education elsewhere. However, those of us who lived through the "boarding Home" era, still have vivid memories of that time, most of which still are akin to nightmares. A whole generation of our people are still struggling with the ramifications of being separated from their parents and grandparents, communities and culture.

4. The idea that a particular format is the only acceptable method of providing education must be overcome. The idea that school be held in the winter with vacation in the summer is a result of the fact that children were needed to help with chores on the farm during the summer. There is no hard and fast rule that says that school is successful only when it is held 6 hours a day, 5 days a week, 180 days a year. Perhaps, in some areas, trimesters with shorter but more frequent vacations is a viable option. Alternative programs for those students who do not succeed in the "normal" school setting should be developed. Another idea is to provide a 5th year of high school at public expense for those students who wish additional schooling or vocational training. Under this plan, students could attend regional centers for college prep classes or to gain specific marketable skills.

Lastly, until we meet the social and emotional needs of our students, we will not be able to provide them with a meaningful education. The rate of suicide among Alaska's young Native population is among the highest in the nation; alcohol and drug abuse are serious problems, child abuse and neglect, and the number of children suffering from fetal alcohol syndrome are problems that not only schools, but families and communities must address. It is imperative that programs be developed to assist our young people to cope with the ever increasing pressures placed upon them. Of what good is an education if in the process of acquiring it one loses one's identity, one's heritage, one's life, or one's very soul?

TO: Robert Nick

FROM: Bev Williams

August 25, 1988

One of the major issues facing educators, parents, and students in the Eskimo communities is the continuing education of its members. The educational system has worked hard at being responsive to the needs of the Eskimo students, but has repeatedly failed, not due to a lack of good intentions, but to a lack of understanding the cultural and linguistic characteristics specific to the Yup'ik speaking child.

1. Language and Programs

Primary programs have been outstanding, with Yup'ik used initially as the language of instruction and a gradual introduction of English so that English and concepts can be taught simultaneously. The system, however, begins to deteriorate at grade 4, and the students begin to fall further and further behind their peers academically with each progressive year. Because language and language acquisition are somewhat ambiguous in nature and occur at different rates and degrees for each individual, it would be difficult to pinpoint specific concrete reasons for poor academic achievement. However, according to current language acquisition theories, several probable suggestions could be made. First, when Yup'ik language dominant children reach grade 4, they have acquired good conversational skills in English (Basic Interpersonal Communication Skills). They can let their needs be known, can visit in a conversational fashion, and basically appear to have mastered English. Teachers, most of whom have had little experience as second language learners often mistake this apparent skill in English with the ability to learn academically in English, without realizing that many of the students have not acquired Cognitive Academic Language Proficiency Skills.

Due to this misunderstanding, the teachers present their lessons and reading materials as if the children had acquired the academic language equivalent to their English speaking peers. The children, on the other hand, are functionally operating at a much more limited level of English comprehension and oral expression. Traditionally most bilingual programs have stopped making a concerted and identifiable effort at addressing limited English proficient students from grades 4 through 12, even though it is unrealistic to consider the students as fluent speakers until they are

nearly through high school. The result is that the teacher continues to teach using a mode that has always worked, i.e., lots of lecturing, reading assignments, worksheets, written answers to chapter questions, library reports.

LKSD is attempting to address the problem by providing training for all teachers so they can be equipped with strategies for teaching English as a Second Language within the concent areas. With such an approach students should be able to learn content and English simultaneously. More effort, options and research need to be available regarding this issue.

2. Effects of Linguistic and Geographic Isolation

The Delta area is unique, in that the language spoken here, is spoken nowhere else in the world. Due to the relative geographic isolation as well as strong cultural ties, the Yup'ik language has prevailed, and in most instances is the dominant language in the villages. Prior to schooling, it is the language of instruction, of commerce, of the home and of religion. However, the Yup'ik language and its use is unlike that of most immigrant children in that it has not been regarded as the language of instruction in the schools after grade 3. There are no academic textbooks available for reference within the native language after grade 3. All content instruction is conducted in English with the assistance of a Yup'ik speaking classroom aide. All classroom materials are in English.

Even though the area is geographically large, the population in each village is small compared to communities in other rural areas. As a result, secondary teachers are required to teach several subjects, with or without training. Often, secondary teachers receive elementary assignments and vice versa, even though adequate training has not been received.

Because this situation is unique, a concerted effort should be made to train new teacher and continue training experienced teachers and administrators in dealing with the linguistic and cultural needs.

Rural Alaskan Educational programs need a three pronged approach. First of all, teachers, aides and administrators need to receive advanced training in areas outside their original academic content area.

New teachers and experienced teachers need training that will allow them to deal effectively with students who are learning in a second language. Teaching methods and strategies need to be learned in the areas of reading, writing, content area reading and writing, and oral language communication.

More importantly, aides and associate teachers need training that leads to an academic degree, especially in education. It is extremely important that majority of teachers in the Delta be from the Delta with the language skills and the cultural knowledge, BUT the University system in Alaska needs to upgrade their educational program so that native persons seeking degrees can receive the best education possible. Yup'ik aides and associate teachers want and need to learn classroom management techniques, content area instructional strategies, and the development of course and lesson plans so they can be successful in the daily operation of the classroom.

In addition, teacher training programs have failed the needs of the second language child in rural Alaska. Certified teachers from Outside Alaska and from Alaskan teacher training programs have not received adequate training in instructional strategies for teaching linguistically different students, K-12. Most often, the teachers come with knowledge and interest in the area, with cultural sensitivity and a willingness to learn, but are not prepared to teach the child who doesn't understand them, and whom they do not understand. The child winds up being the person labeled as "learning disabled" or "lazy" when, in reality, the problem may be the teacher unintentionally misdiagnosed the child's linguistic skills due to a lack of knowledge and training.

3. Family and community attitudes

This is a two fold problem. There is a need on the part of the teachers/administrators to understand the cultural attitudes toward education while living and working in a village. There is also a need on the part of the parents/family to understand the role of education in the lives of their children. A conflict exists between parents and teachers, since often their purpose for the children differs. Teachers want the students involved in academically, approaching school in a serious mode, studying, doing homework, taking interest and pride in work. Parental needs may be in immediate conflict, especially if the family is very

traditional in nature. Priority for the family might be packing water, hauling wood, bird or moose hunting, berry gathering, and fishing-- subsistence activities basic to the very life of the family, community and life style. Teachers know that for children to succeed in school they must be home at night, and sleep a designated number of hours so that they are awake and alert in class during the day. Teachers know that children must be in school on a daily basis to learn and progress. Teachers know that students must complete assignments, both in class and at home. But, parents know that their children need to hunt, pick berries, and fish to insure the survival of a family and a culture. Parents know that children must help with chores so that the family may live safely throughout the winter months. Both groups are right--but for the benefit of the child, the conflict must be discussed and some agreement must be reached. The child often finds himself with no direction and purpose, since the pull comes from two distinct directions.

TESTIMONY ON NATIVE EDUCATION IN ALASKA

I am Mary Wolcoff. I come from a rich cultural heritage. Proudly, I am the grand daughter of two full-blood Aleut grandmothers. Of my two grandfathers - one was full blood Japanese and the other a Danish fisherman. I am the single parent of three adult children, two will be in college this year. I am the Executive Director of the Association for Stranded Rural Alaskans in Anchorage. The agency counsels with medically stranded families. Some of them must relocate to Anchorage from rural Alaska due to serious medical conditions. Some of the clients or their families have quit high school or college, finding it too difficult to cope with the changes and decide not to continue their education in an urban setting.

I also serve on the Alaska Native Education Council as Secretary Treasurer, on the Johnson O'Malley Native Education Council and on the Minority Education Concerns committee with the Anchorage School District. I own my own business called Across Cultures which offers cross cultural communications seminars throughout the state.

I am very concerned about Native education in Alaska. My greatest concern is for the high drop out rate of Alaska Native students in high school, college and vocational schools.

I have witnessed the following in high school students from rural areas quitting school.

1. A lack of sense of "community". Back home everyone knows everyone else. Most schools are considerably smaller than those in urban areas. In contrast, Anchorage's high schools are well over a thousand students.

Young people have a hard time fitting into the existing cliques and may be "outcasts" because they don't know what is the "norm". They may not know how to dress to be accepted and can be perceived as a rebel because they dress in jeans and t-shirts (comfortable village dress). They do not want to be noticed because they feel uncomfortable, so they rarely talk in class. Rural students are often shy. They never had to blend into new social groups. Few students make an effort to befriend them, compounding the problem of feeling left out.

2. Because the quality of education may not be the same as they are receiving in the urban school, the student may be far behind his peers in reading and math levels. This is not to say the village schools are not as good as urban schools. But reality is schools differ. Special education needs may not be addressed as adequately as in the larger urban schools. Teachers may pass the student because the teacher feels he/she is doing their best. There may or may not be funds to provide the student with appropriate Special Education support such as language or speech therapy or special equipment for the blind or mentally retarded.

The student may not be diagnosed as Special Education because of the lack of attention given them. In fact, this happened to my oldest son who was finally diagnosed learning disabled in the Fourth grade, but only after two teachers told me he was lazy and unmotivated. In Anchorage, some teachers may not take the time to get to know the student. The student may never talk in class, so the teacher may feel the homework is not done because the student is too lazy to do it and the student begins to feel stupid. Being culturally non-verbal, they do not assertive themselves, resulting in poor attendance and dropping-out.

3. There are teachers who lack cultural sensitivity. They do not understand or hear what the rural family is saying. They do not "read" the non-verbal and or indirect communication coming from the student or from the home.

Teachers send lists of things for the student to bring to class and then grade the student down when the student does not have the things in class by a certain day. It may be all the student and the family can do to keep food on the table. If by chance the teacher does call home, the family has to admit they do not have enough money to provide for the kids. This results in even more loss of self esteem for the family provider, who feels the pressure from the teacher when he can not provide for his children's school needs. If the providers dignity will not let him or her admit they can not afford the items, the family may go without basic needs to provide them or the child may go without the items anyway and the teacher views the family as uncooperative.

4. Absenteeism policy is another reason young people are dropping out. In one school, in the last couple of weeks, three students left because of the policy. They had been tardy which after a certain point are counted as absences even though they do come to school later. This policy is one of the most foolish I have ever heard of. It actually has kids who miss school nine days to serve a three day suspension OUT OF SCHOOL! It doesn't even make sense to have a young person who already has a problem with getting to school, to have the school district tell the same young person to remain at home for three days - almost seems like a reward!

5. Fear of the "system" keeps some parents from reporting problems with the children. If a family has not had a lot of exposure to non-native people, they are more reluctant to come forward. They do not know what to expect, therefore they will procrastinate rather than getting help because of fear of "what might happen".

In talking with rural students who have dropped out of college, I have noticed they have experienced all of the above with additional problems.

Sometimes, the student came to college because it was a decision someone else made for them, not one of their own choosing. Another reason was it got them out of the village where they thought life would be exciting. They had unrealistic expectations of what life would be like in the city. They thought they could adjust, but only felt alienated. Because they lived in a village most of their lives, they never dealt with loneliness and now in the city, it was hard for

them to know what to do about it. Some did not know what their major would be and did not know what they wanted to do with the education they were or had recieved. Most of the young people recieved little information about tips about meeting new people and building friendships, urban survival, college survival or counseling about depression and alienation.

1. Romantic interests come into focus. It may be the first time the Native young person has had a choice of someone from a different world than themselves. They do not realize the danger. Trust is built quickly in the village. When a person trusts quickly in the urban setting, it can result in victimization by rape or other forms of assault because certain people prey on the unsuspecting. If a woman has not been taught how to make decisions about the people she spends time with or how to deal with the loneliness she may experience, she may get into a bad relationship where abuse is the norm. Once into the relationship, she does not have the assertiveness to get away from the situation.

2. Rural students can think college will be just like high school. They may not totally understand about registration, credits, fees that are involved with various classes and expectations of teachers. They expect that teachers will continue to remind them of assignments that are due. Several students every year come to our office because they "thought" housing was included in college or vocational fees, not realizing they had to sign different papers for that.

Often they have unrealistic expectations of college life, thinking they can party and have a good time and still maintain grades. They do not realize the teachers will not be asking them for their homework, but expect it to be done and in on time.

3. Many times, this is the first time these students have had money of thier own. Students from rural areas may not know how to budget money. Students will run out of money before the end of semester and will not be able to care for their basic needs, resulting in dropping out of school.

I now have two children in college. There is a lack of communication between the student and the schools counselors, especially when they are going to an out-of-state college. Although, I had informed the college my son went to that he was a learning disabled student with good grades, but he would need tutoring, it took two entire semesters where he almost failed before they got him any help! I had his former school counselors write letters, his school records sent and his funding counselor here in Anchorage get involved and still there was a lack of response. I think it is important to note which schools are more responsive to Alaska Native students and inform school counselors.

I found a lack of direction for my daughter in her last year of high school. Though an average student, she is not assertive. Too often in the high school setting, the counselors are over worked, dealing with more critical problems and so the students who don't make waves get little attention.

POSSIBLE SOLUTIONS

NATIVE EDUCATION ADVISORY BOARD: A Board, comprised of Native parents and leaders, in conjunction with the Anchorage School Board in an advisory council capacity. It would work better because Native persons are more apt to report a problem with the school system to someone who is native and with whom they feel comfortable. It would advise them of problem areas in the school system that have to deal with discrimination, problems with individual teachers, tardiness and absenteeism policies and cultural sensitivity training issues.

HIGH RISK STUDENTS: School system should have some way of identifying "high risk" young adults and get them help before they decide to drop out a failure.

CRISIS INTERVENTION TEAMS: For those students who are in crisis, there needs to be trained counselors to deal with the problems. For example, children who are living in alcohol or drug addicted homes, children who are abused, involved in domestic violence or abuse, children having problems with police, children who are suicidal or depressed or culturally alienated need a team of professionals they can trust to go to "INSIDE" the school walls. This would be especially helpful for alternative school programs dealing with "high risk" students.

School should have a home school coordinator. I believe they would be helpful to see how and where the student lives. Some of our medically relocated clients live in the barest of apartments with mattresses on the floor.

LIFE SKILLS CURRICULUM: Needs to be implemented in all rural areas as a credited subject. This will better prepare the students for actual life situations and teach them decision-making/assertiveness skills. The Association for Stranded Rural Alaskans has curriculum that uses a "You are there" approach which students like. It allows them to make mistakes in situations where they will not be hurt so that if they are ever confronted, they will know how to react.

Also included in the curriculum is how to make friends and develop casual conversation skills. Rural students have little opportunity to develop social skills. They never experience the urban alienation, until they get to the large urban schools, but then it is almost too late! A popular rural student may well fade into the woodwork and leadership skills never get a chance to take hold.

POSITIVE ROLE MODELS: Role models in various positions throughout the school district in positions of teaching and leadership are needed rather than just in food service or janitorial. This needs to be carried out when teachers put up their displays. Too often, all that is displayed is white faces.

TEACHER'S COMMENTS CAN BE DEVASTATING: Teachers need to try to understand Native people. Too often, teachers start in on all the bad things the child has done. This causes the Native parent to believe the teacher does not like the child. I always recommend teachers

start with all the positive things about the child. It will set the stage for a better communication between teacher and parent.

Teachers and school administration are not always right and Native parents need to know that they can assert themselves to get the best education for their child. Native parenting and assertiveness workshops need to be set up facilitated by Native people to help Native parents deal with the bureaucratic systems.

NATIVE IMAGE IMPROVEMENT: It is important we, as Native people, take responsibility to generate good news about our culture and its people. We must learn to share the "good news" about unity and cohesiveness with the media and encourage them to write positive stories about our heritage and our cultures.

CULTURAL SENSITIVITY/CROSS CULTURAL COMMUNICATIONS TRAINING FOR TEACHERS WHO ARE NOT FAMILIAR WITH THE MANY ALASKA NATIVE CULTURES:

If teachers could better communicate and better understand the students, things would be more conducive to the students staying in school. The problems are compounded with large classes and teachers with no time to notice the Native student, let alone learn his/her name.

For the college student who may be living in a dorm situation, this training should be mandatory for the dorm caretakers. I have known of several students who have had misunderstandings because of the students reluctance to report something broken, in need of repair or stopped up toilet. The student may be too embarrassed to report or may assume that someone will "notice" the problem and fix it, which is what happens in the village.

CONTINUATION OF THE INDIAN EDUCATION PROGRAM (JOM): This has been one of the best things that have happened to the Native student. This program has built self esteem and helped the young people to build and maintain a pride in their heritage. The tutoring aspect has helped my own children and as a Native parent, I feel it kept my oldest son from quitting school when he was frustrated.

ORIENTATION OF COLLEGE STUDENTS AS A BENEFIT: Making the college student orientation for rural students a very practical urban survival skills "hands on" experience. It should be mandatory for all rural students. An emphasis should be put on Native student support groups where the young people can get to know one another and have a place to vent their loneliness, fears, and problems.

On the East High Native Culture Club Diploma that is given to all Alaska Native young graduates, is a quote. "We honor a man for what he has done for the people, rather than for what he has done himself." It is hard to "live in two worlds with one spirit" and students of all ages need people who can appreciate the conflict that arises and can help the students to be successful.

I would like to see "Career Counselors" be separate from "Crisis Counselors" at the high school level. This would ensure more focused attention to career planning, thus most students would get a chance at eye-to-eye contact with a counselor dealing with the issue of future education.

ALASKA NATIVE CULTURAL SENSITIVITY FOR EDUCATORS

Alaska Native people are more concerned about the content of what a person says than in the grammatically correct way in which it is stated. Non-Native teachers may not give the student time to trust him or her before marking the student's papers with big red marks, thus stifling any creativity that student may have had. I suggest that teachers give students at least two months assignments in which the teacher "hears" and "experiences" what the student is saying. This allows the child to learn to trust his or her own creativity and helps the child to build a relationship of trust with the teacher BEFORE correcting grammatical errors. Children need to learn to be creative and explore language and cultures. All too often, assignments have only one way to be done. There is no room for error.

Alaska Native students are non-verbal, thus read body language. They learn by emulation, non-verbally by tradition. Because Alaska Native children are non-verbal in the classroom, they are marked down for non-participation. It is important for educators to understand this and teach children verbal skills for classroom purposes. help the children to understand what is expected on them, they may not know. Educators need to learn non-verbal cues (Body language) and realize that this is a valid form of communication. Some Non-Native teachers have expressed being uncomfortable around Native students because they are always watching them. One teacher said she felt the boy was watching "to see if she would make a mistake or do something wrong." How much easier it would have been for her native students if she had realized earlier that "watching" is a method of "traditional education". Educators must be more sensitive to Native children's unstated needs. In our hurry to "educate" the child, we lose sight of the child who needs to hold on to the traditional culture as strongly as the "new" ways. Be open to allowing Native parents in the classroom to share their knowledge of traditional ways. Validate for all concerned that traditional ways are valuable to remember and pass on. The students, with culturally different teachers and peers, can be made to feel embarrassed or ashamed of their culture.

Teachers need to incorporate cultural awareness and sensitivity exercises in their classrooms to help children identify and be proud of their heritage. It will aid in bridging the gap between the different cultures. Do exercises on stereotyping which are generally false images and help people understand how culturally aware they are.

Teachers in large urban schools have little understanding of the difficulties of families in transition. One teacher sent a note home and asked parents to send some new tennis shoes to school for the child to wear to gym. The mother was very ill with diabetes and the family had all it could do to get their basic needs met. It was too humiliating for the family provider to call and tell the teacher they could not afford to do it. The family had been sleeping on mattresses on the floor and barely had enough to eat. The family did not want to leave their seriously ill loved one so they stayed in Anchorage rather than returning to their nice home in the village where they had lived all of their life. They ignored the note, which caused the teacher to believe the parents were irresponsible. She felt they didn't care if the child got a bad grade. the child suffered the embarrassment every day of his teacher asking in front of class, "Do you have your shoes today?" The child would answer, "I forgot them." In reality, these parents children their children, who if circumstances were different would have given anything to get the shoes. Teachers must be careful they know the full story. Sometimes. life has dealt a

A Survey:
Attitudes Toward the Education
of American Indians

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September 1988

CORRECTION

**THIS DOCUMENT
HAS BEEN REPHOTOGRAPHED
TO ASSURE LEGIBILITY**

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Alaska Native Cultural Sensitivity for Educators - Continued
Page Two

cruel blow and the family is doing all they can to survive. Home school coordinators could be helpful in situations such as this. It is definitely more comfortable for Native parents to discuss their child on the "home" ground.

When discussing a Native child with the parents, speak first of the value of that child. Let the parent see the caring concern for the child. If a teacher starts with negative things, the parent will believe they see no good in the child and may not regard what is said by that teacher. The parent will "open his ears" to hear all of what is said if the teacher begins on a positive note and ends on a positive note.

Many of the children in the schools are children of parents who were institutionalized in mission schools, sanitariums, or boarding homes. They were not raised by traditional parents, thus, they find it hard to be parents. Some of the children are second and third generation and all have not been parented. The effect is evidenced in the high alcoholism, drug abuse, suicide and drop out rates of Alaska Natives. Forced acculturation has ripped the Native culture and now we are trying to repair the damage. Teachers who understand the "emotional poverty" that many of the parents and children were raised in, can lead to changes in family units. Good parenting classes and role models can teach us how to put our families back together. As a child of a mother who was raised in an emotionally sterile boarding school, I can attest to the need of understanding teachers and good parenting classes.

Remember Native parents are used to handing their children over to others for education. So when a teacher asks them "What can we do to make a difference?" The parent honestly may answer "I don't know." This answer doesn't mean they don't care!

When teaching values, reinforce the traditional values of indigenous people: Sharing as a way of life, honesty, honoring a man not what he does for himself but what he does for others, reverence for Mother Earth.

It is important for educators to remember "What you say may not be what they are hearing" and "What you are hearing may not be what they are saying". Child rearing may mean "nurturing a child to you. It may mean spanking a child to someone who is not familiar with those terms. Other words may have little meaning because they are unfamiliar. Body part names may not be known by their correct names.

A teacher's standard of cleanliness may differ from the student's. Living in rural areas, students may not be used to taking a bath daily. They may wear those clothes two or three days.

Priorities for everything in its place may not be a priority for a student raised in an eclectic home where furniture is utilitarian rather than fashionable, where pictures may be taped on the wall rather than in golden frames. Priorities are set by community family members, weather and basic survival. Time constraints may not be important. Assignments are done when there is time to do them. Parents' priority on education will be seen in the younger child. As a child reaches a higher level of education, the Native parent may feel intimidated by their child's higher level of education. Teachers can reassure parents by speaking of the broader scope of education including natural and formal education. (Natural education is that education learned as a result of being a member of the human race. Formal education is the education given by the schools.)

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**A Survey:
Attitudes Toward the Education
of American Indians**

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Background Information

A national sample of American Indian educators were asked a series of questions designed to obtain general attitudes toward the education of American Indians. The sample included representatives from American Indian tribes, Indian Organizations, Title IV Resource and Evaluation Centers, Bureau of Indian Affairs, Indian Community Colleges, Indian Education Programs, State Departments of Education, Public Schools, and Colleges and Universities. A total of 110 survey questionnaires were mailed; 60 individuals responded. Of the 60, 49 or 89.1% of the sample identified themselves as American Indian. In all cases, the respondents were involved in the education of American Indian people.

The intent was not to reach absolute conclusions, but to gather and present data that would give general attitudes toward the education of American Indians. A few of the questions were patterned after the questions asked in the 19th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools published in the September 1987 issue of Phi Delta Kappan. This was done so that a few general comparisons could be made between the results of this survey and the Gallup Poll.

The findings are presented in the following tables. Some of the questions also asked for open-ended comments; the responses follow the respective tables. In most cases there were numerous comments. An attempt was made to group the comments; however, many stand alone and are not presented in this document because of their small numbers.

No attempt was made to analyze or interpret the data. It is suggested that the reader study the data, make observations, and draw appropriate conclusions.

Most Important Problems Facing American Indian Education

Table 1

Question: What are the five most important issues facing the education of American Indians today? Think of the issues from a national point of view. Rank the issues from most important to fifth most important.

	Number	%
Lack of funding	29	50.9
Need for qualified Indian administrators/educators	16	28.1
Curriculum issues	16	28.1
Financial Aid for college/university students	13	22.8
Academic achievement	12	21.1
Drop-outs/Leaving school	11	19.3
Parent involvement	9	15.8
Teacher preparation/training	8	14.0
Self-determination/sovereignty/trust responsibility	8	14.0
Drugs/substance abuse	8	14.0
Non-Indians' understanding/cooperating with Indians	8	14.0
Lack of leadership	7	12.3
Quality Indian education programs	7	12.3
Student self-esteem and motivation	7	12.3
Indian education legislation	7	12.3
BIA issues	6	10.5

N = 57