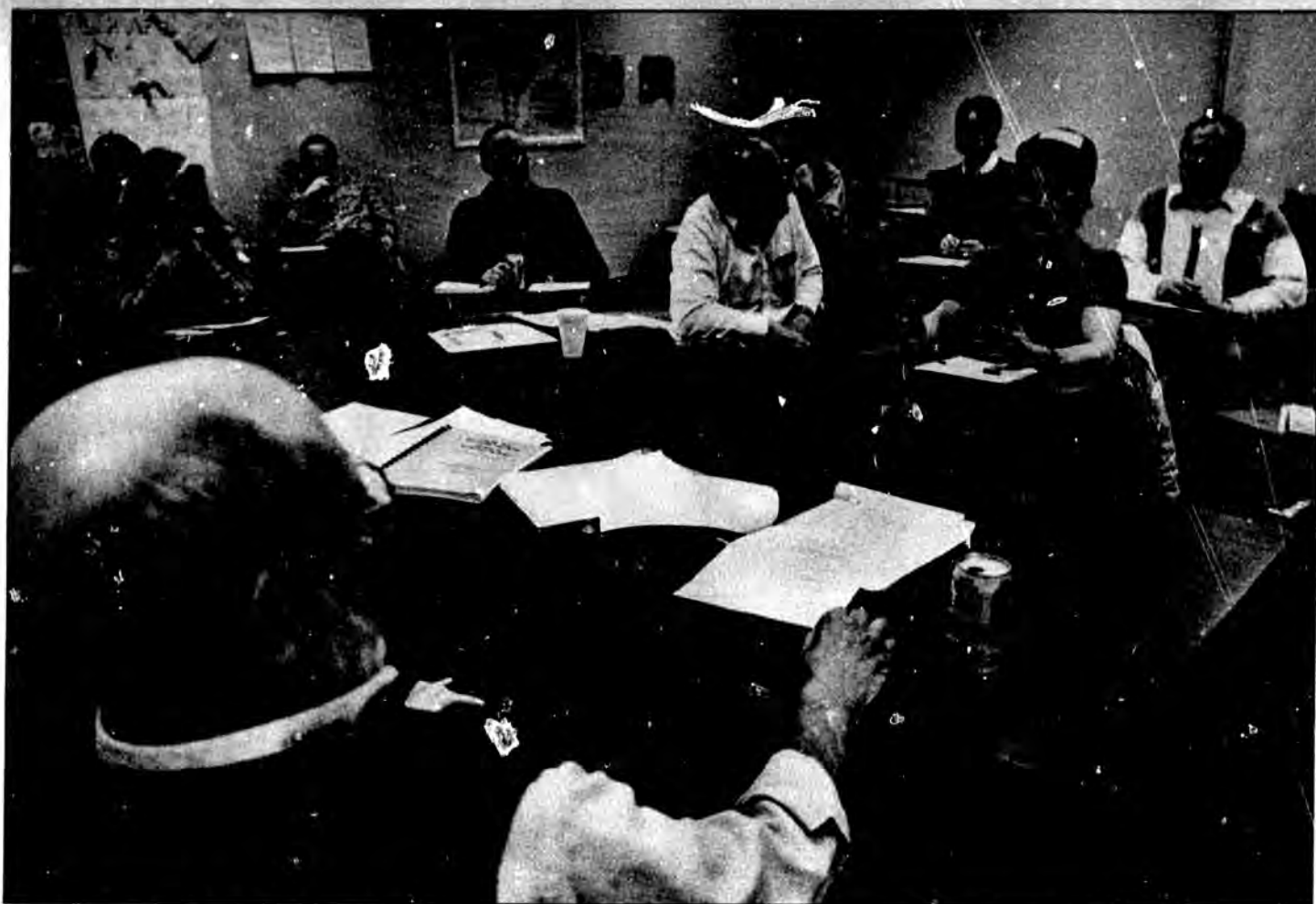


ALASKA LEGISLATURE SPECIAL COMMITTEE / SUBJECT FILE 8672
1774.6 SCOMM 71: SEN. SPEC. COMM. / JNT. COMM. SCHOOL PERFORMANCE 1988-90



In a class studying the State Legislature, Jeffrey Maupin debates an issue with his instructor, former State Senator Vic Fischer.

New Graduate Seeks to Make Impact on World

Watch out, Al Adams, Willie Hensley, Jan Faiks, Steve Cowper . . . Jeffrey Maupin is fresh out of college, brimming with ambition and enthusiasm, and headed in your direction. A few weeks before Maupin received his degree in accounting from UAA, *Uniq* chased him down in the halls of the university.

Doing so proved difficult. Maupin was carrying 20 credit hours (practically enough to keep two students in school full time), was serving as accountant to the Native American Club, tutoring younger students, doing taxes for other students, battling for Native student rights and, it appeared to *Uniq*, fending off an envious number of female scholars. He was hard to find.

Once caught, Maupin took a seat in the hall with *Uniq* to discuss his future plans. Maupin wanted to come back to Barrow, do accounting work, and set up a free workshop to help North Slope citizens solve their income tax problems.

"The community has supported me

through my school days," he explained. "Now, I figure it's time for me to give something back to the community."

. . . About this time, the interview was interrupted by a young Native student, pretty enough to make the interviewer's heart flutter a bit. She wanted to know

goal. Maupin had applied for an auditing internship with the state. Were he to get it, he would work out of Juneau for a couple of years, and would travel to villages across the state. He would work with the village municipal governments, auditing their accounting records, helping them to comply

"I can fight for the concerns of the people I represent. I care a great deal about how the state affects the communities in my region. I'm determined to represent their concerns. I feel I can be effective in passing legislation favorable to my district."

something about a certain computer program, on which Maupin was the recognized local expert. After finding out, she just wanted to hang around a while and chat, and not notice that there was a reporter here . . .

Once the distraction had sauntered away, Maupin spoke of his biggest, short-term

with state requirements.

While the experience would be good, and a major step toward his becoming a certified public accountant, Maupin had bigger goals in mind. The work would give him an opportunity to observe the State Legislature in action, get a feel for state government, and for the problems and



After graduating, Maupin poses with grandfather Jean, mother Dorcas, and sister Miriam (who just graduated with straight A's, and the highest of honors, from Barrow High School).

concerns of many different villages statewide.

Then, Maupin figured, he would come back to Barrow, work as an accountant, and maybe six years or so down the road enter politics at the local level. Finally, he would shoot for the State Legislature.

"I'm outspoken," Maupin explained his political ambitions. "I can fight for the concerns of the people I represent. I care a great deal about how the state affects the communities in my region. I'm determined to represent their concerns. I feel I can be effective in passing legislation favorable to my district."

... Again, the interview was interrupted, this time by an attractive blond, eyes sparkling with delight at her luck of finding Jeffrey Maupin sitting unprotected in the hallway. She failed to notice, or care, that Maupin was being interviewed. She just wanted to talk a bit, and speak of some of the problems she was experiencing with dorm life.

The distraction finally left and, unphased, Maupin continued. "On campus, I've been outspoken when it came to the needs of Native students," he noted. Maupin recalled butting heads with a university policy which required students who

planned to live in campus housing to have their rent paid by July.

"This was impossible for many rural students," Maupin explained. "They would not receive their financial aid from the BIA, until they actually moved in in September. They had no money to pay in July. I didn't feel Native students should be discriminated against in that way." Maupin took up the issue, along with other Native activists, and won a more equitable policy. In another battle, he fought to win a preference for rural students seeking campus housing over students already living in Anchorage.

... Once again, the interview was interrupted, by a rather striking brunette, who failed to notice the presence of the reporter ...

Anyway, Maupin promised to bring the same kind of commitment to future battles for the people of the North Slope.

Maupin finished his senior year in college with a slate of almost straight A's, just like he had upon graduation from Mount Edgecumbe High School.

There was a time, though, in his early days of college, that Maupin's dedication wavered. He was attending Dartmouth then, a prestigious, East Coast, Ivy League school. He was lonely for home, lonely to hear an Inupiat voice expressing a kind word. He let his studies slip, and his grades fall. He had to leave. After that, he enrolled at UAA. He felt the support of other Native students, including many from Barrow. Family members passing through town stopped to visit. His commitment grew, year by year.

"My pride would not allow me to do bad, ever again," he said. "I feel I would succeed at Dartmouth now."

... Again, the interview was interrupted, by a girl wearing red ... There would be more interruptions yet, including a couple of male students, seeking advice on one subject or another.

It must be charisma.

Isn't that something politicians are supposed to have?

"They would not receive their financial aid from the BIA, until they actually moved in in September. They had no money to pay in July. I didn't feel Native students should be discriminated against in that way."

After 9 Years, Borough's Coastal Management Plan Approved

"We have intended to ensure that the local people have improved opportunities to have a voice in the land and water management decisions that will affect their futures. When the oil and gas is gone, it is the local people who will remain. Local renewable resources must still exist. This means that all development activities must be conducted in a manner that provides protection to the fish and wildlife. Without that protection, the people who depend on subsistence will suffer."

— Mayor George Ahmaogak

addressing Borough concerns included in the NSB Coastal Management Plan

It took nine years, but the NSB Coastal Management Plan has finally been approved. The plan enables Borough residents to have a say in how development takes place within traditional subsistence lands along the seacoast and rivers used by anadromous fish.

The NSB Planning Department started work on the plan in the late 1970s, shortly after the Federal government started the program designed to allow each state to develop its own coastal management plan. As a coastal state, Alaska was divided into several districts, the largest being the North Slope Borough.

The idea was to allow people at the local

level to have a major say in how development that could affect them would take place. Public meetings in each village were organized by the planning staff. Community participation was high.

"I have spent a great deal of time in the villages working on the program," Warren Matumeak, Planning Director, notes. Matumeak has been involved with the program since the beginning. "It is very important for the local people to have a strong voice in the activities that may have impacts on their coastal resources.

"We are subsistence hunters, and rely on the animals year-round. We like to import food as a supplement to our diet, but we rely on our fish and wildlife for our food — the whales, caribou, water fowl and fish. Without subsistence, we wouldn't be the people we are. Subsistence provides for all the people, it gives us social values, tradition, and leadership.

"Resource development and jobs are also important. Jobs provide income for subsistence activities, and resource development provides income for the improvement of the Borough."

Deputy Planning Director Karla Kolash has also been involved with the project since it began nine years ago. "The big selling point was that there was lots of cooperation from the villages," she notes. "Everybody realized their opportunity to write state law, from the ground level. This is one of the few programs which operates at that level."

Yet, with approval taking nine years, it obviously did not come easy. The big problem, Kolash says, is that in addition to the villagers, program policies also had to satisfy state and federal agencies, the oil and gas industry, and environmental concerns.

For years, industry worried that the Borough sought to prohibit development on the North Slope. Eventually wording problems were worked out. Policies were established which satisfied industry that the Borough was willing to work with them, and satisfied the Borough that subsistence resources, and subsistence hunting would be given the highest priority.

The NSB Planning Department will administer the program, with an appeal process that can reach into state government

and, in extreme cases, federal government levels. The policies will be in effect from 3 miles offshore to 25 miles inland, and along corridors following rivers carrying anadromous fish.

Certain areas, such as bird nesting cliffs at Cape Thompson and Kasegaluk Lagoon, where Pt. Lay residents harvest beluga whales, will have additional stipulations.

Some points of the plan follow:

When extensive adverse impacts to a subsistence resource are likely and cannot be avoided or mitigated, development shall not deplete subsistence resources below the subsistence needs of local residents. . .



Deputy director Karla Kolash.



NSB exploration resulted in this new well in the Barrow gas fields, adding years to current supplies. The new Coastal Management plan protects subsistence while allowing beneficial development.

Offshore drilling and other development within the area of bowhead whale migration during the migration seasons shall not significantly interfere with subsistence activities nor jeopardize the continued availability of whales for subsistence purposes . . . with respect to seismic exploration, the policy will be implemented by prohibiting seismic exploration in the vicinity of migrating whales when the exploration is likely to significantly interfere with subsistence activities or to jeopardize the continued availability of whales for subsistence purposes.

Development on barrier islands and in the marine and estuarine waters within three miles of Kasegaluk Lagoon intensively used by beluga whales shall not significantly interfere with subsistence use of beluga whales; shall not cause the whales to be displaced from these passes, and shall not jeopardize the continued use of these passes by beluga whales.

Development shall not preclude reasonable subsistence user access to a subsistence resource. . .

Development which is likely to disturb cultural sites.



NSB Planning Director Warren Matumeak.

Do You Want the Best and services on

In recent years, residents of the North Slope have felt the sting the recession has brought to all of Alaska. Funds for new construction projects have all but dried up, and the jobs — for our people — that would have come with those projects have been lost. We have seen major cuts in all our departments and services. Dollars available to run our schools, our educational and athletic programs — and the related jobs — have been shrinking. So have funds for the vital services — and related jobs — which enhance our health, welfare and safety.

Fewer jobs means we have less money to support our families, to buy food, hunting equipment, and the fuel and ammunition necessary to obtain our food. We are proud of our children, our hope for tomorrow. Yet if education is cut, so too is their promise, their hope for the future.

We can't reverse the recession, but we can lessen its impact on the North Slope.

How?

By exercising our right to vote. Statistics show that in past statewide elections, fewer than 50 per cent of North Slope residents who could have voted actually did. By far the largest portion of state revenues comes directly from the petroleum resources taken from our homeland. State government redistributes these funds to communities across the state. If we don't vote, we have little representation in the decisions made on distributing that money. Less comes back to our communities. The result is fewer jobs, declining services, and a lower level of education. If we vote, we are better represented. The result is more jobs, better services, and more educational opportunity for our children.

The message is clear — come August 23, we've got to get out, and vote.

Then Vote —

A Message From the North Slope

of Jobs, Education, the North Slope?



Study the issues, the candidates; decide who and what will best serve you and your community, then cast your ballot.

A goal of the mayor of the North Slope Borough is to see all eligible voters go to the polls, and vote their choice. To help, an election bus will provide transportation to the polls. Complimentary coffee and donuts will be served. Absentee ballots will be distributed to all voters, so you can be in your fishing and hunting camps, and still cast your vote.

You might even leave with a new snow machine — See posted notices for more information.

August 23, 1988!!!

Borough Mayor's Office.



Dan Fauske and Mike Buller of NSB Administration and Finance.

Thanks to hard work, budget does the job

Mayor Ahmaogak's assignment to his directors could hardly have been more challenging — take the Borough's operating budget which, in two years, has declined from \$104 million to \$96 million dollars, stretch it to cover all services needed to enhance the health, safety and welfare of residents, bring services in the villages up to a level more equal to Barrow, and do it all without layoffs in the present work force.

Much of the burden fell on Dan Fauske, NSB Director of Administration and Finance. Working closely with the Mayor, Fauske had to deal with a situation where incoming revenues were declining on all sides. Taxable property values at Prudhoe Bay were falling from a high of \$13.5 billion dollars to a projected \$11.5 billion for this fiscal year.

Increased tax rates for ARCO and Sohio would also mean in-

creased taxes for the home and boat owner in Barrow or Pt. Lay, and so were unacceptable as a

year to retire the debt on past bonds sold to pay for the CIP program. The Borough could not take out

Now, more contracts are going to local businesses, such as ASRC and UIC. More money stays in the Borough, benefiting everybody.

source of new revenue.

This shortfall was coupled with declining revenues coming in from State and Federal grants.

The Capital Improvements Program, largely funded in the past through the sale of bonds, was also on the decline, mainly because most of the projects have been completed.

Future CIP projects posed two major problems: where would the funds come from? Besides the operating budget, the Borough is spending over \$200 million this

new bonds without its credit rating with the major national banks falling. This would mean higher interest rates, so the Borough would ultimately have to spend more paying the bonds back, and in the long run would have fewer funds for Borough services.

"We have to look now at what we built five years ago," Fauske explains the other problem. "We have to maintain and operate these facilities, and this takes money. Take the senior home, for example. It was built with CIP dollars. Now, it

is complete, and the funds needed to operate and maintain the center, impact directly on our operating budget.

"If we were to build new CIP projects, we would again have to dip into the operating budget to run and maintain them once they were completed," Fauske adds. Future operating budgets are projected to drop further, to \$88 million next year. The decision reached by both the administration and the assembly is, rather than take on new CIP projects, and further burden the Borough with debt and future operating expenses, to effectively maintain those already complete or under construction.

The new fiscal year began July 1, and the new budget went into effect. While it took many late nights and a great deal of creative thinking, Fauske and the directors had successfully followed the Mayor's orders. All the services

enhancing the health, welfare and safety of Borough residents were covered. No lay-offs were made, the mayor's jobs program was running full swing, and efforts were being made to bring village services, such as sewage disposal, closer to par with Barrow.

Some of the steps undertaken to cut spending and, at the same time, improve the overall economic

position of the Borough, include:

- expenditures on equipment and supplies are more carefully monitored and controlled.

- Travel by Borough employees, particularly out of the Borough and out of State, has been significantly cut.

- COLAs, or cost of living allowance raises, have been discontinued.

- The Borough is more closely examining its investment policies, to get the best return possible and prevent dollars from being tied up unnecessarily. When Alaska Bank of the North failed, for example, close monitoring allowed the Borough to anticipate the closure. Millions of dollars that could have been tied up, had they have been in the bank, were kept free.

- Improved tax collection practices have resulted in millions of additional dollars collected.

- Past practices utilizing outside consulting and construction firms have been changed. Now, more and more contracts are going to local businesses, such as ASRC and UIC. More money stays in the Borough, benefiting everybody.

Borough Scientific Effort Pays Off

A decade ago, the world scoffed at Inupiat claims that bowhead whales were many thousand strong. Scientists lacking arctic experience claimed there were as few as 600 bowhead whales still living.

The International Whaling Commission used these figures to justify the imposition of a painful, U.S.-backed quota of 18 strikes from Gambell to Kaktovik. In 1982, Barrow lost all four of its allotment of those strikes, and an injured community suffered a year with no maktak, no Nalukataq.

The Borough, however, had joined with AEW in launching a massive, expensive study and census of bowhead. Year by year, scientific documentation proved the Inupiat correct. This June, the IWC accepted a best-estimate of 7,800 bowhead whales, and possibly many more.

The quota was increased from this year's 35 strikes, or 26 landed to 44 strikes, or 41 landed, for each of the next three years. Three unused strikes can be carried over for 47 possible strikes.

Additional research, spearheaded by AEW's Arnold Brower Jr., produced a whale bomb which has resulted in many instant kills.

Whaling captain Percy Nusunginya steadfastly maintains IWC quotas have no power over traditional hunting. Nusunginya will soon be defending his beliefs in federal court, after striking two whales outside the quota.



Borough scientists Tom Albert, Craig George, Geoff Carrol, Mike Philo and Cyd Hanns at Kunuk's whale.



International lobbying helped. Here, ICC president Mary Simon pledges the organization's help to AEW chair Thomas Napageak, Rex Okakok and Arnold Brower Jr.

A fine day



Often, we hear about how people in warm places like California, Hawaii, and the Bahamas take advantage of warm sunny days, and head for the sea to enjoy the ocean and the beach.

In late April, Barrow residents woke up to a couple of fine days. The sun shone bright and warm, with temperatures climbing into the teens, and then, defying all reason, soaring into the twenties. Seeing as how the daily readings for the previous several weeks had consistently stayed in the minus 20s and 30s, with a few minus 40s and a couple of balmy -15s thrown in, the sun was enjoyed with a relish and burst of energy unknown in places always warm.

As elsewhere, Barrow citizens flocked to the ocean — rather, out onto the ocean. The group at right took up comfortable positions on broken sea ice to watch snow machine races.

A couple of dozen athletes turned out to participate in America's Farthest North Golf Tournament, held on the lagoon. Here, Roy Nageak studies the situation and takes a shot. They would have been there, even if it had been 30 below. As it was, sun was enjoyed by all. There were many other events at the spring festival, and, someday, Uiniq hopes to find a good excuse to run a few of the photos we shot of most of them.





Whales of the Season

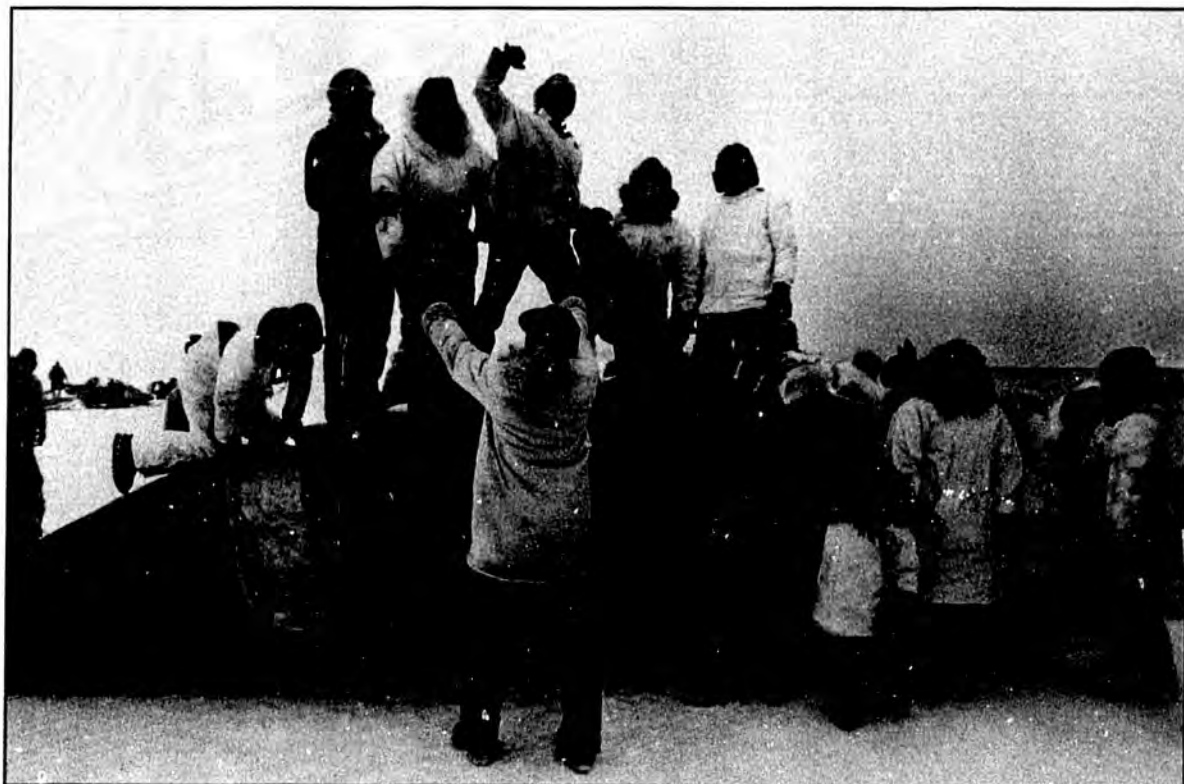
Including the Aikens, 18 crews landed bowhead this season. They included: Gambell — Hanson Irrigoo, Thomas Antogham; Barrow — Jonathan Aiken Sr., Nate Neakok, Jacob Adams Sr., Edward Hopson, Arnold Brower Sr., Edward Itta, Luther Leavitt Jr.,

Ben Itta; Point Hope — Darrell Frankson, Joe Towksjhea, John Tingook, Ernie Frankson, and Henry Nashookpuk; Wainwright — Frederick Ahmaogak, Rossman Peetook, Felton Segavan, and Ben Ahmaogak.

A few of these are pictured here.



Eddie Hopson and crew.



Crew members, Arnold Brower Sr.



*Billy and Charlie Neakok,
of Nate Neakok's crew.*



*Top, Jacob Adams. Above, crew and
family, Edward Itta. Left, crew and
family, Luther Leavitt Jr.*



Successful Point Hope whaler Ernie Frankson, with wife, Evy, and baby, Aviq.

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Legislative
Information and
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SIGN-IN SHEET

Date: OCTOBER 11, 1988

Site/Location: JUNEAU

Sponsor/Subject: SENATOR HENSLEY ; SCHOOL PERFORMANCE

PLEASE PRINT

over

Name/Representing	Address	Zip	Phone	Here to Testify	Here to Observe
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GAIL PARSIN	423 JUDY LANE JUNEAU AK 99801	99801	463-4813	✓	
GAIL HIBODAN	4432 TELL CT	99801	9-5753		✓
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PAUL SINCIC	Box 16 Douglas	99801	364-3283		✓
Neil Bledsoe	P.O. Box 21082 Anchorage AK 99501	99501	586-3911		✓
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If you wish to testify, please sign below.

[illegible]

NOT

If you wish to testify, please sign below.

[illegible]

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SENATE SPECIAL COMMITTEE ON SCHOOL PERFORMANCE

Senator Willie Hensley, chairman
Senators John Binkley, Jim Duncan,
Jan Faiks, and Ken Fanning

PUBLIC HEARING

7 - 10 p.m.
October 11, 1988
Centennial Hall, Juneau

1. Call to order/opening comments Senator Willie Hensley

2. Juneau

William Demmert, Commissioner of Education

Charles Northrip, Executive Director, Alaska Public
Broadcasting Commission

Emma Widmark, Manager, Education Services, Tlingit-Haida
Central Council

Juneau Borough School District

Neil Bledsoe, Coordinator of Alternative Programs
Gail Parson, teacher, Project 2000

Ronalda Cadiente, Supervisor, Indian Studies Program

Sasha Soboleff, Ass't Principal, Juneau-Douglas High

David Marshall, parent

Larrae Rocheleau, Superintendent, Mt. Edgecumbe High

3. Sitka

Isabella Brady, Sitka Native Education Program

Georgina Kacyon, Sitka Community Association

4. Ketchikan

Bill Thomas, Indian Education Program

5. Yakutat

6. Other persons to be heard

Summary of presentations made at this committee's hearing in Juneau, October 11, 1988.

The hearing was opened at 7:10 p.m. by Chairman Willie Hensley, with Senators John Binkley and Jim Duncan also in attendance. Senator Ken Fanning participated by teleconference from Yakutat.

Education Commissioner William Demmert told the committee that, even though Alaska scores are generally above the national average, districts with predominantly Native populations are not achieving at satisfactory levels; and in the urban areas, Natives constitute the highest percentage of dropouts. The issues are complex, he said, and will require academic, social, and economic solutions, but by relying upon research evidence in conducting their school programs, school districts can make progress. He urged, as priorities for the committee, creation of competitive funding projects to produce improved quality in parenting/early childhood programs and to help selected districts reorganize language K-4 programs; development of collaborative programs with the university for staff training, with social service agencies to address social issues, and with business and industry to build pilot or model programs; and development of research capabilities to meet Alaska needs. (See attachment).

Public broadcasting executive director Charles Northrip told the committee that public television resources were greatly underutilized in education, partly owing to the separation of functions since Executive Order 50 was adopted in 1981, a separation that ought to be reconsidered. Instruction and informal education on a wide range of subjects on produced series should be taking place, as should the use of live interactive video and cassette packages of PTV series. But many of the uses would only be possible with the utilization of a system like the Rural Alaska Television Network.

The manager of education services for the Tlingit-Haida Central Council, Emma Widmark, said her chief concerns for improvement are in provision of Native role models in schools, teachers having cultural awareness, support services (probably including parents), and programs that focus on the potential of learners, not their deficits.

Neil Bledsoe, the director of alternative programs at the Juneau-Douglas High School, described several such programs, each of which has somewhat different attributes and student composition. The programs are characterized by flexible scheduling, self contained learning, and job training and work experience. The district is working at how it might provide day care to 28 teenage mothers who want to be in school.

Gail Parson, a teacher at one of the programs -- Project 2000 -- said it is a community of 40 with one teacher for a four-hour block that allows freedom in planning and conducting the course of study, and that is sufficiently long to build a sense of community among its members. She said the "kids are blossoming."

Seven students from the alternative programs -- most of them from Project 2000 -- spoke with candor of their past involvement with drugs and alcohol, of their absenteeism, and of their failures in school before being enrolled in the project. Among other things, they told of earning higher grades, attending regularly, building a sense of self-worth, learning at their own pace, and of building a relationship with the teacher and other students. More than one said, "We are a family."

Yakutat elementary school principal Jerry Schoenberger advised the committee to encourage local initiative, saying that the programs that really work are developed locally.

The supervisor for Juneau Indian Studies, Ronalda Cadiente, showed the committee curriculum guides for the Indian studies program, and described the importance of such studies to Natives and non-Natives alike. She said the use of the materials sometimes exposes adverse feelings, and that she knows changes in attitude will take time. Administrative support is critical, she said.

Indian studies teacher Cris Hill said among the problems in implementing the program is that she is dependent upon invitations of teachers to make presentations. Some evaluations from students are very troubling, she said, because they often represent underlying attitudes. Her hope is that the program will help Native children face others without being confronted by negative stereotypes.

Parent David Marshall, a seven year resident of a western REAA, recommended that the Department of Education provide training to school board members to prevent intimidation by superintendents, assure that parent advisory committees are effective, evaluate the quality of schooling in districts, and report on complaints about districts and the department's response to them. He also urged the legislature to provide for student evaluation of school programs and to establish a quota system to increase the number of Native teachers in villages.

Mt. Edgecumbe superintendent Larrae Rocheleau said students at his school take seven classes a day, with other coursework that is not basic taken after school. A problem is finding teachers who will work afternoons, evenings, and weekends, he said. Despite the demands for achievement placed upon the students, he had to turn 170 applicants away.

Former teacher Paul Sincic told of school failures in the Juneau district, Thorne Bay, and Karluk.

A Juneau parent, Christy Moeller, urged the committee to do what it could to reduce class size in the lower grades, pointing out that by doing so, Texas had produced substantial achievement gains and increased parental involvement.

Nancy Byers, a teacher formerly at Gambell, recommended to the committee that, where appropriate, the first years of instruction be in the child's Native language, that teachers be trained in English as a Second Language techniques, and that provision be made to allow communities and school faculties to plan together.

Chairman Hensley adjourned the hearing at 11:05 p.m.

Bob Arnold
10/12/88

[In a facsimilie message to the hearing, Sitka Community Association social worker Georgina Kacyon said the attendance policy of the Sitka schools contributes to the dropout problem there. With twelve absences, she said, a student fails a class and sees no point in continuing in school. She said she believes an attendance policy is needed, but the result of the current one is that several 9th graders are now repeating the grade. She said Sitka does not have an alternative program.]

[In a letter to the committee, Juneau parent Sylvia Dean said she is involved in public and private schools and is currently teaching home school, and that the relationship between the parent, child, and teacher is the key. She said parents must be welcomed into the learning process and encouraged to participate.]

Mr. Chairman, members of the Subcommittee on student performance, my name is William G. Demmert, and I serve as the Alaska Commissioner of Education.

I appreciate the opportunity to provide testimony to your committee, and would certainly like to take this time to formally thank you and the subcommittee for jointly chairing the hearings held in Anchorage with the Quality Education for Minorities Task Force. It provided an exciting forum for developing a broad understanding of some of the educational problems, and priorities important to a variety of population groups in Alaska.

The general theory behind my presentation today is that students move through a series of stages, and that students need to be appropriately nurtured as they move from one stage to the next. The critical points through which students pass from one stage to the next are called transitions. The transitions include home to school; primary schooling to middle school to high school; school to post secondary activity, college or work; and to a family of one's own.

I will summarize the issues and problems as we view them and give a quick review of the Department of Education's recommendations to these problems. I will present a written paper to this committee that will more fully explain the points I will make orally. The paper will include a comprehensive bibliography covering the research material related to the paper's recommendations.

In February 1988, the Alaska Department of Education submitted a report to the Alaska Legislature entitled Basic Skills Performance of Alaska's Students, Achievement Test Results for 1984-85; 1985-86; and 1986-87. This report was a first step in addressing the question of how well Alaska's students were achieving. The Department compiled academic results in the areas of reading, reading comprehension, mathematics, mathematics problems solving, and language arts. It was my understanding that this was the first time that such a diverse set of information describing education at the district level had ever been compiled and disseminated.

The report pointed out that over the three year period tested, Alaska's students on the average scored consistently higher than the national average on standardized achievement tests. Within districts, student performance varied. Some districts' scores were consistently high over time while others were consistently low. Of the 60 possible comparisons, Alaska students scores were greater than the national average in 57 instances.(1) The low scores came from rural districts where there was a high concentration of students whose families were economically disadvantaged (poor), and who lived in homes where English was a second language.

1. The three instances that Alaska scored at or below average included Reading for 1985-86 (40) and 1986-87 (48); and Problem Solving for 1986-87 (50).

These findings, which are consistent with a number of national studies on student performance, indicate circumstances where communities, families, parents and educators must alter a student's home and community environment in order to help that student succeed. (Boyer, Chance,Sizer, National Governor's Association) Being poor does not mean that a student will not do well in school. It means that in poverty homes poor children may not be as readily exposed to the learning experiences that are necessary to succeed in school. Not knowing English as a first language does not mean that a student is ignorant, or that a student will not learn. It means that taking tests in English may be more difficult if the student's primary home language and the English language are not well established. It is the school's failure for not providing the proper learning environment and emphasis on culturally and developmentally appropriate environment with emphasis on all phases of language development. (Cummins)

I pointed out that Alaskan students performed well when compared to other students throughout the nation. This information is reinforced by the high school seniors that take college entrance examinations.(2) In both the American College Test and the Scholastic Aptitude Test Alaskan students score at or above the national averages, with greater percentages of Alaska graduating seniors taking the tests. In addition our students are admitted to a variety of postsecondary schools, including the most selective, and compete well. The concern that I have is that there is a group of students that the schools are not reaching; a group of students that appears to be growing, and that unless we target them for special attention that population will continue to grow.(3) (Hodgkinson, Schorr)

These students are members of families that come from a sustained poverty setting; they have not developed a proper language base from which to succeed in the formal school setting; they have personal or family problems that serve as barriers to learning (4) and have not had the culturally and developmentally appropriate environment necessary to learning established early in life. They certainly include students whose parents or communities do not value a formal education.

In Alaska, the single largest schooling issue--as far as the group of students who, the public schools are not reaching--is directly associated with the Native community. The largest number of schools that did not do well in the standardized academic tests were rural and predominately Native. In the high school drop out studies that have been conducted in Juneau, Anchorage, and Fairbanks, the greatest percentages leaving school before graduation are Native students. The problems encountered are of course very complex and require a comprehensive combination of academic, social, and economic solutions if schools are to be more successful in responding to their needs.(Schorr)

-
2. 48% in Alaska compared to 35% nationally
 3. National statistic is 27% and expected to reach 30%
 4. Substance abuse, physical abuse, poor mental or physical health

There are some theoretical problems to educating students that are worth reviewing briefly. These include the following:

1. Developmentally and culturally appropriate early childhood education activities are recognized as absolutely critical to a young child's development. The first and most important factor is what happens to a child during the prenatal period, and then during the developmental years from birth to three years of age. We know that a youngster's future is significantly influenced (and may be set in some areas) during those years. We know that a pregnant mother's diet; her abstinence from smoking, drug and alcohol use; and her relationship with the newborn child are critical. We know that the quality, climate, and consistency of child care during the early years are important to establishing the intellectual, physical, emotional, cultural, and social base of children; that they may not get another chance; and that what we or they do afterward is built upon that early base. This base is important to self-identity, self-confidence and schooling.
2. The amount of family support and level of expectations of performance for students and a positive school experience (especially in the early grades) are becoming better understood as important factors for success. Children learn that their parents care about them and their development by the actions of the parents. The attitude parents display towards school; their interest in youngsters' academic, social, physical, and personal development; providing quiet time, help and encouragement; expecting grades consistent with abilities; and taking the time to play and work with youngsters. All of these actions by parents influence children's attitudes toward school and toward themselves. Schooling, and specifically, successfully completing a grade level sets the stage for the next year. If the experiences were positive, then the next year has a much better chance. If they were negative, then the next year starts with some attitudes that need changing. Teacher and administrative support and understanding, as well as finding an instructor that a student feels free to communicate with are all important. If a student does not feel comfortable in the school, if the student feels the school or other students have not accepted him/her, then the student will probably drop out.
3. Language development and understanding is recognized as a base from which learning occurs. The importance of using one's home language as the initial language of instruction is more clearly understood. Bilingualism as a cause of minority students' academic failures is no longer recognized as valid. It is the failure to provide students the opportunity to develop conceptual and analytic thought skills in the home language as a base for learning a second language that contributes to academic difficulties. Again, the complementing influences of the home and school on language and cultural transmission are recognized as very important to intellectual development.

4. There is a developing awareness of a significant relationship between minority (and indigenous populations) students' school failure and the status and power relations between groups. The growing base of information suggests that students from aboriginal groups are successful or not successful in school as a direct result of their interactions with other students from the dominant group, as well as with teachers and administrators. Minority groups dominated by majority groups are characterized by widespread school failure. The students do not develop the cognitive, social, and emotional foundations necessary to succeed in school. On the other hand, minority populations that feel good about their own culture, as well as the dominant culture, and do not feel inferior to the dominant group, do not experience widespread school failure. They develop the ability, confidence, and motivation to succeed in school. They do well because they are comfortable with their own cultural identity and develop a base for academic learning and interaction within a variety of settings and structures. Influencing the success or failure of students are four institutional characteristics of schools:

These characteristics reflect the extent to which (1) minority students' language and culture are incorporated into the school program; (2) minority community participation is encouraged as an integral component of children's education; (3) the pedagogy promotes intrinsic motivation on the part of students to use language actively in order to generate their own knowledge; and (4) professionals involved in assessment become advocates for minority students rather than legitimizing the location of the 'problem' in the students. (Cummins, 1986).

5. The ability to solve problems in a variety of settings by utilizing different kinds of skills is directly related to intelligence. In the academic world the most valued knowledge, which is the knowledge that our nation's educational testing programs measure, is language and logic. In the contemporary world of work, and in the practical world of indigenous cultures, the ability to survive depends upon the knowledge and use of additional abilities or intelligences. According to Howard Gardner of Harvard University, these intelligences include spatial intelligence - the ability to perceive the visual world accurately; musical intelligence - sensitivity to pitch, melody, rhythm and tone; linguistic intelligence - sensitivity to the meaning and order of words; logical-mathematical intelligence - ability to handle long chains of reasoning; interpersonal intelligence - ability to notice and make distinctions among others; intrapersonal intelligence - access to and understanding of one's own feelings; and bodily-kinesthetic intelligence - fine tuned ability to use one's body and to handle objects. (Gardner)

6. There are some immediate social problems that we must contend with as educators, as parents, as leaders, and as communities. Some of these result from the rapid social, cultural, and economic changes that have taken place during this decade. In circumpolar Alaska, these rapid changes have been influenced by the oil boom, modern technology, and the advent of closer and prolonged contact with other people and cultures through schools and other institutions. These social problems certainly include the increases we see in substance abuse, sex and child abuse, suicide, and the erosion of family structures. There is also an occasional rejection of one's culture and heritage. The ability of educational institutions to adjust for these problems is limited. The institutions are not prepared to cope with the complex pressures that the modern world places on students and their families and environments.

A quick outline of the issues and problems of Alaskan schools include:

- * Children and adults who lack a strong primary language base
- * Social problems that are barriers to academic achievement and social development
- * Inability of students to recognize relationships between schooling and work
- * High drop out rate among Alaska Natives
- * High drop out rate among parenting and pregnant teens
- * Students who have not developed an intrinsic value of learning
- * Lack of self-discipline by students
- * Lack of respect for the teaching profession
- * Children who come from an abusive home environment, including substance abuse and child abuse.
- * Children who lack adequate support from their family, community or school.
- * Children who lack a set of basic skills or the opportunity to gain a set of basic skills.
- * Children with physical and psychological handicaps, including low self-esteem.
- * Children who come from a poverty background.
- * Children whose immediate family is headed by a single parent who lacks adequate support.
- * Minority children who are discriminated against.
- * Negative school experiences and low achievement.

A Review of the Research Base that Leads to Solutions

- * Impact of parenting and early childhood development
- * Impact of community and parental support
- * Importance of positive schooling experience
- * Importance of strong language base for development of conceptual and analytical skills
- * School courses are based on the proven effective schooling techniques of:

- * adequate and quality time on task
- * clear standards and high expectations for learning
- * a systematic assessment of teacher effectiveness and student achievement
- * a positive school environment
- * instruction is based on sound pedagogical theory and techniques.
- * Impact of poverty on basic skills development
- * Impact of positive relations among majority and minority cultural groups
- * Impact of Technology on student achievement

From all of this we have developed a recommended list of priorities that we in the Department believe important to address in the near future if we are to impact improvement in Alaska's schools over the next few years. These include:

- * **Creation of a competitive early childhood education fund for schools and communities for parenting and early childhood programs.**
- * Elementary grade child development activities
- * Elementary, Middle grade and high school parenting classes for students
- * Parenting classes for teenage mothers through community schools, Native organizations and social agencies such as churches, non-profit organizations and others.
- * Enhancement and expansion of community and school based early childhood education programs that are culturally and developmentally appropriate.
- * **Creation of a competitive fund for reorganizing primary grades to focus on language development in K-4 grades, with incentives for teachers and principals to plan and implement programs supporting programs in:**
 - * English language
 - * Native languages
 - * Foreign Languages
- * **Development and expansion of activities with school districts and the universities in the state to collaborate on improving pre and in-service teacher/administrator training programs, including:**
 - * Summer Academies
 - * Strengthen Pre-service and In-service Program Requirements
 - * Strengthen Certification Requirements
 - * Writing, Math and Science Consortia
- * **The development of school/community partnerships with government agencies, business, industry, and Native organizations. Such partnerships could focus on:**

- * A special fund to encourage schools and other agencies to plan and implement cooperative programs.
- * Development of a model program that focuses on academic skills important to adult success, and other skills important to the world of work.
- * Cooperative planning and collaboration between State Departments of Education, Health and Social Services, and Community & Regional Affairs and Labor to meet the needs of students (with family intervention) whose social problems serve as barriers to schooling.
- * Development of an educational research capability that provides information on Alaskan priorities, and situations, focusing on improved academic achievement and social behavior skills.

According to some of the most recent findings programs that work best for children and families in environments of high risk generally offer intensive and comprehensive services. These services must be able to respond with flexibility to a wide variety of needs whether they are part of the health, mental health, social service or educational systems.

We know what the problems are, we generally know how to deal with them. There is adequate research available to develop programs to do so. The current national reports by the Chief State School Officers Council, the National Association of State Boards of Education, the National Governors Association, and others all advocate a variety of the suggestions we have made. We have made them in the Alaskan context.

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CORRECTION

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

60. W. T. Grant Foundation Commission on Work, Family and Citizenship. The Forgotten Half: Non-College Youth in America Interim Report of School-to-Work Transition. Washington, D.C.: W. T. Grant Foundation, (1988).
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Senate Select Committee On School Performance

I would like to take this opportunity to share with you a program which addresses the need for culturally appropriate curriculum in the schools. Although the program is specific to the Southeastern part of the state, it is a model which would benefit school districts throughout Alaska.

The federally funded Title IV, Part A Juneau Indian Studies Program has provided the students and teachers of the City and Borough of Juneau School District with the development and implementation of culturally appropriate curriculum and classroom instruction to address district policy which states that Alaska Native culture will be integrated into the K-12 curriculum..

In 1986 the Indian Studies Program formed a committee comprised of educators and members of Native organizations for the purpose of reviewing our elementary curriculum for both CONTENT and FORMAT: CONTENT to review the appropriateness of cultural information presented in our units, and FORMAT; to review, support and make recommendations for the effective delivery of information. This committee in its design validated our effort and provided support for our continued effort.

The committee enthusiastically elected to continue providing input as we began the development of our secondary curriculum. With the support provided us, we now have two established curriculum guides which are available to teachers of the local school district.

The Native learner characteristics dictate that the techniques and cultural appropriateness of the content differ for the population being served. Culturally appropriate instructional resources include those designed to meet the specific educational and culturally related academic needs of Indian students AND those designed to enhance cultural understanding and appreciation among Native and non-Native students. What makes our curriculum unique is that it is designed to be experiential, allowing ALL students to have opportunity for SUCCESS by taking into account the various learning styles.

Most important, the instructional units aid all students to more fully UNDERSTAND, RESPECT AND APPRECIATE cultural differences and similarities by exploring VALUES which define us as Native people.

How would the implementation of culturally based curriculum affect student performance?

The message of culturally appropriate curriculum for the Native Community should be that the school values the Native community and their contributions. That the Native family is not compromising their own values and culture by sending their

children to school when that school uses culturally appropriate curriculum. Too often Native students are not actively involved in the regular school program. Culturally appropriate curriculum can help bridge the gap between the community of the student and school activities in which the student must learn to take part. Allowing community involvement in design and implementation of culturally appropriate materials and information creates a joint acceptance of responsibility in educating our youth.

I am pleased to report that attitudes among native and non-native students are being improved, particularly at the elementary level. With the implementation of high school curriculum, we are exposing adverse feelings regarding cultural differences among students. We will continue to accept the challenge of educating students for them to be better equipped to deal with the real world. We recognize the process of change, particularly regarding attitude, is a long one. We believe that our effort will be rewarded, in time

What I would like to highlight for you is that it IS possible to make the school a place that is accepting and supportive of the Native student. School district and STATE policy must outline for Administrators and teachers specific expectations in meeting the needs of Native students. If culturally appropriate curriculum is expected to be developed and implemented, then it is our experience that this will not likely occur unless ADMINISTRATIVE SUPPORT exists. Also to be considered is the level of preparedness of teachers in both pre-service and In-service training since they will be the key to the success or failure of efforts to improve the school environment for Native students.

There are many factors to consider in exploring the needs of students, particularly in relation to their success in the educational institution. Culturally appropriate curriculum is only one piece of a very complex puzzle, but one that can realistically be achieved.

Notes:

- NATIONAL COMMISSION ON SOCIAL STUDIES

- City and Borough of Juneau School District I. The Curriculum BP 6010, A. General BP 6011, B. The curriculum of the various grade levels will include instruction in Tlingit culture as an integral part of the K-12 social studies curriculum.

(Adopted September 27, 1971)

Later, in May of 1982 the adoption of Board Resolution 12-81 provided the district with an "Indian Education Curriculum, Tlingit Culture, Scope and Sequence for Grades K-12".

Effective Practices In Indian Education: Curriculum Monograph.
Northwest Regional Educational Laboratory.

2225 Meadow Lane
Juneau, Alaska
99801

October 11, 1988

Greetings,

As a mother of four children,
I am involved in Public
School, Private Schools and
an currently Teaching Home School.

I have found that my
involvement in the child's
education is the biggest
factor in his success.

The praise that my
home-schooler receives for
a job well done is the
greatest single motivating
factor.

The relationship between
parent, child, and teacher
is the key. The closer
that tie can be, the
more responsibility for
learning can be shared
equally.

Parents must be
welcomed by teachers
into the learning process
and encouraged to participate.

Thank You,
Sylvia Dean

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1) SEN. FANNING	8
2) JERRY SCHOENBERGER (T)	9
3)	10
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7	14

SJT

1 TERRY COONS (O)	8) WALTER CLARK (T)
2 JIM ZIMMERMAN (O)	9) PAULA SALTE (O)
3 Tami LAHNS-ODENZOFF (O)	10
4 ISABELL BRADY (T)	11
5 Dr RON DICK (T)	12
6 ~~MRS~~ Kingsland (T)	13
7 Mrs. Kingsland (O)	14

MARSHALL'S TESTIMONY BEFORE THE ALASKA SENATE SELECT COMMITTEE ON EDUCATION

October 18, 1988

I lived in a village in western Alaska over the period 1979-87. I'd like to talk about what happened to me when I tried to get some changes in the local school district's gifted and talented program in 1982. Then I'd like to draw some conclusions from it, and make some tentative recommendations that I hope the committee may find worthwhile considering.

In a nutshell, the district resisted, the Alaska Department of Education eventually became part of the resistance, and only after the Ombudsman stepped in did anything happen.

In April, 1982 my daughter, who was then 16, was in the local high school in the village. She was talking one night about school in general and about the gifted and talented program in particular. She said the program was a farce. I asked her about it. My wife's boy, who was 13 at the time, joined in. They said the same thing: the content of the program was poor; the teacher didn't know what he was doing; he was often not there; he didn't seem to care; being in the program was a waste of time. They were disappointed because they had been led to believe it would be a real improvement over the standard courses they were getting. By and large, they found the standard courses --and teaching by rote-- unsatisfactory.

I'd heard about the program, which had started in November, I think. I'd offered to teach two sessions, and had already taught one. The other one was still on the agenda. Surprised by what these two students had said, I invited

the other seven students in the gifted and talented program to a meeting to talk about the program. Two showed up, so there were five of us: my wife's son; my daughter; two other girls; and me. I asked them if it would be okay to tape the conversation, and said that I wanted to write a report on what they said, and would give it to them after I was done so they could look it over before anything was done with it. And I suggested that the Parent Advisory Committee might be interested in it.

I asked them first to write down on slips of paper key words they felt described the program. Their words were: exciting; misleading; poorly done; tenuous; unproductive; unprofitable; disorganized. I asked them what they meant. They talked non-stop for half an hour. I recorded what they said, and typed up a verbatim report that included an introduction and a summary. They said it was okay.

I can't remember any more why it never got on the agenda at a PAC meeting. I think I spoke to one or two PAC members about it, but they weren't interested. But I told the Program Coordinator, the School Superintendent, and the High School Principal about it. The first two said they didn't like what I'd done, and didn't want to see it: obviously the report was biased --it was just about what students who didn't like the program had said. I gave the Principal a copy. He never spoke to me about it.

One day, a week or two later, I was in the District Office. A secretary was copying some material I had prepared for my second lecture to the gifted and talented students. (As it happens, it was on village economics -- a topic I've done some research on.)

While I was in the office, several people showed up: the Superintendent and some of his staff; the Program Coordinator; the Principal. They invited me into a meeting room, and asked: "What do you want?" I said I wanted them to stop feeding the gifted and talented students garbage, and to get a good program together. Fur and feathers flew every which way. The immediate result was my second lecture never made it.

I think it was at that meeting that the Superintendent and the Program Coordinator said they weren't interested in my report. They also said it was a good program, and would be the same next year, i.e. 1982-83. That disturbed me, because my daughter was interested in going to college, and next year would be her last year in high school.

So I called the Alaska Department of Education in Juneau to find out about this gifted and talented program. A spokesman said there was a handbook on it, and regulations, and agreed to send them. In the meantime, I sent a letter April 29 to the Department of Education, including the report on what the students had said about the program, and asked the DoE to conduct an enquiry into it. Soon after, the documents arrived. They opened my eyes. They said that school districts have to evaluate students to see if they're gifted and talented, talk with parents beforehand about the evaluation, show them the results, draw up an Individualized Education Program (IEP) for each gifted and talented student, give it to the parents, and get their signature that they approve --all before the program is administered. Nobody at the District had told me anything about this. I'd never signed an IEP; I never even saw one. And, the regulations say parents have a right to an independent evaluation and to a hearing on their child's program. (4 AAC 52)

With this, it looked like I might be able to get somewhere. So I wrote the DoE again, on May 5, this time asking them to hold a hearing on the program. The DoE wrote back saying they wouldn't review the program, and that if I couldn't resolve things by talking things over with the District I could ask the District for a Due Process Hearing. So I wrote to the School Superintendent on June 7 asking for a meeting so we could discuss our differences. That letter also asked for a copy of my daughter's evaluation and of the IEP program she'd just gone through. On July 9, in a phone conversation, the Superintendent said he couldn't do anything till early August: the Program Coordinator was away.

That reply was no good for me. I wanted to decide whether or not to have my daughter come back for the next school year, beginning August 1982. A good IEP was relevant. But it was looking as if improvements couldn't be made until school began, if then. So on July 15 I wrote the Superintendent asking for a Due Process Hearing. And, on July 20 I wrote to the Chairman of the School Board asking to be on the agenda at its next meeting, in August. By August 5 --two months after I'd first asked-- I still didn't have the documents from the District. The regulations say they have to be provided within 45 days. So I phoned the DoE and asked them to help by calling the district. They said they couldn't help; I'd have to go through the Board. Then I wrote to the Superintendent, on August 6, again asking for a Due Process Hearing, and also asking the District to pay for an independent evaluation. And, I wrote to DoE Commissioner Lind criticizing his Department's unwillingness to help, and seeking clarification of the potential role of the DoE in helping. His reply of August 25 included this sentence. "I do not feel that it is in

the best interest of education for the Department of Education to become overly involved with problems which arise at the local school level."

On August 11, I wrote the Chairman of the School Board outlining what I proposed to say at the Board meeting August 17. On August 13 the Superintendent wrote me, saying that the District would arrange a Due Process Hearing and that I could have the documents (that I had asked for on June 7) on August 18, when the Program Coordinator returned. This was too late for the Board meeting.

I went to the Board meeting August 17, and found the Board in Executive Session. No-one could or would tell me what the session was about. I learned the next day from a Board member that it consisted of the District's attorney telling the Board members not to let me speak. The Chairman didn't. In public session, he said I was limited to 15 words. The attorney's argument was that it would be improper for me to speak, for two reasons. First, because the gifted and talented students' individualized education programs were personal to the students and their parents. Second, because the issue had now become a legal one: the District had agreed to a Due Process Hearing. My argument was that I would be saying nothing about individual students or about their individualized education programs for the simple reason that no such programs existed. There was only a general program for gifted and talented students that all students had in the 1981-82 school year. It was worthless. The District proposed to offer the same thing in the 1982-83 school year. I wanted to explain why it was worthless so the Board would act before it was too late.

On August 23 I received from the District my daughter's evaluation and her IEP for the 81-82 school year. The IEP had g/t marked on it at various places. I wrote to the Superintendent on September 13, asking him to forward the evaluation to an educational psychologist in Anchorage. I wanted an opinion before the Due Process Hearing, which by law was required to have been held in time for a decision by September 20 --45 days from my request of August 6. The psychologist wrote September 29 saying among other things that the evaluation had no "objective" or "expert opinion" data in the areas of talent or intellectual ability, and that the PIAT test administered is not particularly discriminating at the upper grade levels.

On September 15 the Superintendent wrote to me saying that they wouldn't hold a Due Process Hearing because my daughter wasn't enrolled in the District, and that the DoE agreed with the District's opinion.

On October 20 I sent a complete file on the topic to the Ombudsman in Juneau. On June 7, 1983 he replied. He recommended that the DoE determine if the District's 81-82 program was a gifted/talented program. They said it wasn't --it was a pilot program-- so the statutes didn't apply, i.e they (the DoE) didn't have to make sure the District held a Due Process Hearing. They also said that the District had submitted a gifted/talented program for 1982-83 and 1983-84, and that they would audit those programs. The Ombudsman's opinion was that my daughter's not being enrolled was not a persuasive reason for the DoE's saying it didn't have jurisdiction.

To sum up, the District started a program in 1981-82 that they called a gifted/talented program, complete with IEP's saying so. The program did not have IEP's, as required by statute: it was the same for all the gifted/talented students. The District ignored the report on what the students said about the program. The District didn't give me a copy of the IEP or the evaluation beforehand, although the statutes required them to do so. The District refused all summer to let me have the documents, and refused to work out an IEP for my daughter for the 82-83 year in time for me to invite her back. The DoE refused to make sure that the District complied with the statutes. The School Board refused to let me speak, after the District's attorney said I shouldn't. The District agreed to a Due Process Hearing. (That it had agreed was one leg of the attorney's argument that it would be improper for the Board to let me discuss the program in front of them.) The District subsequently refused to hold a Due Process Hearing, because I hadn't enrolled my daughter. The DoE concurred in the District's opinion. The Ombudsman disagreed. His recommendations led to the DoE's agreeing to audit the District's gifted/talented program in 1982-83 and 1983-84.

The crux of the issue was that I was unwilling to bring my daughter back for another year of poor education. I sought remedy during the summer. The District and the DoE resisted my efforts. When I didn't bring her back, the District used that as a reason for not holding the Due Process Hearing required by law. The DoE washed its hands of the issue. Thus, I couldn't bring my daughter back: I had no assurances that the quality of the District's education would improve.

This experience --and my eight years in the District-- led me to several conclusions:

1. The Superintendent and his staff devised a poor program
2. They knowingly withheld from me information I was entitled by law to receive
3. They showed no interest in the students' opinion of the program, and took no steps to rectify it.
4. With a few exceptions, the teachers are not well-educated nor committed; they teach by rote; the students receive education poor in content and badly taught
5. Numerous students are graduated who are functionally illiterate
6. The Board is not well-equipped to deal with complex issues
7. The Board is easily intimidated by the Superintendent and by the District's attorney
8. The PAC'S don't work
9. The DoE is reluctant to require a District to comply with the law: its general attitude is one of "hands off"
10. Its program audits are pro forma
11. It has no criteria by which to judge whether or not a District's programs are improving
12. It is unable to compare districts in a way that would show legislators what they are getting for the appropriations they make

These conclusions lead to several recommendations that I hope this committee might at least consider:

1. That the DoE establish a program for training Board members
2. That some part of a District's appropriations be withheld until its Board has sought and received such training
3. That a further part of its appropriations be withheld pending convincing evidence that its PAC's are working
4. That the DoE establish and apply criteria permitting evaluation of the quality of education the Districts are providing: cross-section and longitudinal
5. That the DoE report semiannually to the legislature on the nature of citizen complaints it receives, and how they were handled
6. That the legislature require Districts to establish a method students can use to evaluate the education they are receiving
7. That the legislature require Districts to institute a Native teacher quota system, for Districts having a Native population of x percent or more. The quota would ideally specify what percent of its teachers should be Native by what year.

The first six recommendations reflect the conclusions. The seventh doesn't. Permit me to explain it. I am convinced that a District such as the one I lived in --none of whose professional staff or teachers is Native in a population that is 84 percent Native-- is a significant contributor to the high and increasing levels of social stress in the villages of rural Alaska. Its contribution has a cultural and an economic component. Others have written along these lines more eloquently than I can. (I remember especially a remarkable article by Senator Sackett in the Tundra Drums three years ago.) I'd be pleased to discuss my reasons more fully at another time and in another place.

Thank you for permitting me to testify. I'm delighted that you've formed this committee. My feeling is that if things are ever to improve it will be because the legislature took the lead. The Districts (with a few exceptions) and the DoE are too stuck in their ways. I hope you may be able to do for education this year what the Senate Select Committee on Suicide did last year. Its work and the consequences are amazing to me.

-END-

David L. Marshall, President
Marshall & Associates
1300 Mendenhall Peninsula Rd.
Juneau, AK 99801

907: 789-3827



Sitka Native Education Program

Phone (907) 747-8105/747-8561

P.O. Box 6210

Sitka, Alaska 99835

SITKA NATIVE EDUCATION PROGRAM

Testimony for Senator Willie Hensley's Education

Teleconference Hearing on October 11, 1988

Statement of Problems: Youth today face crucial decisions on whether to remain in school or leave due to critical home situations.

Schools today are geared for students who do not have problems and the rules are hard and fast without allowances for young people with problems.

Schools are not putting forth the best effort for hiring minority professional people. An example our local school has 30% Native population with one Native teacher. It is important to have Role Models in this field. There is a need for teachers to have training about the Native people and cultures.

The professional people do not recognize dyslexia as a problem.

There is a need for training for parents to learn parent skills.

Alaska History must include Native Alaskan's perspective.

Isabella H. Brady
Director for SNEP

10-11-88

DATE

TO: SEN. HENSLEY / SEN. SPEC. COMM. ON SCH. PERFORMANCE

FR: GEORGINA KACYON, SITKA, AK

NUMBER OF PAGES (INCLUDING COVER SHEET): (3)

THIS IS BEING SENT BY THE
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BILLING

NUMBER: _____

From: GEORGINA KACYON
Box 1602
SITKA, AK 99835
747-3751

My name is Georgina Kacyon. I am beginning my second year as a tribal social worker with the Sitka Community Association. Previous to that I was employed as a counselor for 4 years with the Sitka Native Education Program ^(SNEP). I am a Tlinget Indian, born and raised in Sitka.

I have continued my relationship with teens which I developed in my position as a counselor with SNEP. Most of the young people I am in contact with are Native. I co-facilitate a teen support group with the Sitka Teen Resource Center that meets on a weekly basis.

The concern I would like to address with the Sitka School District is in regards ~~the~~ failure and drop out rates of our Native young people. One factor that contributes to this problem is the attendance policy ^{of SITKA HIGH SCHOOL} whereby a student fails a class if he or she has 12+ absences, excused or unexcused. To get this waived as I understand it, the parents and student must meet with the faculty to justify the absences.

I do understand the intentions of this policy as a means to address attendance problems. I have hesitated in expressing my concern to our school system due to the lack of a better solution, but at the same time am witness to the fact that it is not working for some of our young people. They lose incentive to continue attending school when they learn they will not receive credit anyway. It is particularly difficult for 9th graders who are under a different attendance policy for the first time. I am aware of several 9th graders who are repeating the whole 9th grade again, having received little or no credit from the previous year.

Some Reasons Students Gave for Skipping Class or having difficulty in school:

- too long days
- too much sitting
- not enough vocational classes offered
- being put in classes where you don't know anyone
- have to get up too early
- getting "stoned" involvement with chemicals
- teacher attitudes toward "low lifes" students who are not academically inclined
- getting too behind, embarrassing, frustrating
- go out for a smoke gets you late for class and you don't go back cause you have to get on admit slip to get back in class.
- don't feel like going

Bill Demment -

students need to be nurtured as they move from stage to the next
composite scores just ahead of nat'l average in sub 958
reading, problem solving areas

factors affecting achievement: set from paper

* recommendations

" competition e.g. fund r

" for reorg primary grades K-4
w/incentives

continuing consider of sch dist tech tang
partnerships with industry, Nat corp

extend school day

dev. of educ. res. capability

intensive, comprehensive services

press to do business, reorg, perhaps w/o \$, but
one of the most important partnerships / e.g. -

(32 districts have, variety of funding sources.
122 programs in those districts -

need: improve the quality of those there, expand

Nothing

81 - separation of broadcast from education

greatly underutilized resources - many subjects

all 4 TV provide some inst

produced series, but also live interactive ^{satellite} video
repkging of PTV series.

tech-administrators tang

only ROTHNET serves all com-
time for reconnection of state wide network

percent reached 80-90

Exec Order 50

chain, for north, some of interview

Among
Wednesday

- Five concerns
role models:

techs with cult awareness

~ certification req
report

curricula that has meaning to Native
support services - pockets of nice work

we're not strength drawing upon parents/network

programs that recognize which has
focus on potential, not upon deficits

(TH provides ^{3rd} consensus at VAS)

Parson
Bledsoe

Project 2000

transitions program middle school

self-contained learning programs - potential dropouts
one tech covering all subjects.

using core course as basis for transition students
working at providing day care (28 teenage mothers

job training and work experience for alt. who most likely to be in school

flexible scheduling - after school hours to obtain credit
if they leave, we meet with them at exit to advise all

parents as advocates for their children

*

performance: look at long, intensely

Jason

Community of 40, self-selected (Project 2000)
but another 120 or so in other one programs
trad. h.s. a dinosaur / sch stand has not kept up
w/ (bell / size) lack of community
more scholars call from
Team from Jno going to conf. on restoration schools
kids are blossoming (4 straight hours. to
employ w/o interruption / teaming
make choices about what they'll learn

"less is more"

programs need to be site specific

fund gvr. for planning, exploration

Q:
is there one

*

Students Sh Taffy - 2000 has helped me a lot / drugs, alcohol.
now getting A's + B's, feel good about myself.
learning a lot more, working in groups

Beverly - not member, has seen a lot of program,
can work profits. influences others at high

Erici - what you call at risk
- had low self image, we act as family,
more time with our indiv. techs.

- brother was near death, d+a, now getting A's

Orlando - 2'd be skipping out if it wasn't for program
we help each other out

Dony - PAL member - can do what we need to
do at our own pace / in classroom, we're one big family

PAL 1 - rec by middle school

PAL 2 - already h.s.

Melissa - now I want to go school / family led more
than in reg. school / like family.

Cathy - Project 2000 - build relationship with tech, open students
tech more to help

long
Schrenberg: Yakutat principal - programs that really work are done locally / sharing across + district. staff need to encourage local initiative

77 elem. students
Yak selected
- excellence in acad achievement

Ronaldde Canente

Christine Hall

Culturally appropriate curricula for schools.

Unit IV - sl.

Native culture to be integrated.

two guide areas to help here

experiential, allows all to find success

exploring values which define us as Native people

such values the Native culture

attitudes ^{the} change

exploring adverse feelings:

changes in attitudes will take time

school can be suggestion of Native students.

most happen w/o adult support.

many factors to take into account.

Chris Hall - tech. implementation / not always welcomed.

techs must request

validation for non-Natives to be more global in their hope to help children. face others w/o negative stereotypes. ^{think} "knuckle" students.

social issues are huge / there needs to be a naming of issues

"2 help Indian studies"
They aren't important

assessment of concepts: - students with racist remarks

half of our Indian students
non-Native comm. needs awareness

ask

multi-cultural element in tch evaluation
(also ^{other} curric not check up on

Davis
Marshall

· 5. 1975-87 in village / tried to merge G++ program
in 1982 - DOE helped district / on teacher school
called "face"

? right to hearing on worth of program

DOE said we cannot help in any way

"overly involved in problems at local level
no interest in students

with few exceptions, teachers

poor in content, teacher taught

board not well equipped to deal with complex issues

seem intimidated
DOE reluctant to comply.

DOE no interest to eval programs

X REC: DOE should estab prog to train bd members
some w/ h of aggression under training
also ditto that Par Adv Cttee are making
DOE to also eval qual.

DOE to request on complaints re: 6 + how dealt with
State ^{to serve} for students to evaluate program

leg to req data w/ Native population
a Native tech grant system

(when ^{specifying annual goals} more of tech is Native
Signif contrib to social stress in their district
Students are the only one who will give you tonight scoop
(Others have an interest!))
They know what is going on

Conrad
Archuleta

MEATS - alt A.S. 85% Native / 35 diff districts
75 diff towns + villages. 2 for. countries

seven classes a day. too many so-called voc classes not
about 15 percent don't make it

computer curriculum - no programming / applications
85% or more

basic utilization of time 180 - p. 170

need to have educ. activities during off

takes much + half to get back on track

too much idle time leads to problems

more after school classes - things that are not basic

JOM & can be useful for many purposes

hard to find stuff that will work after school, on weekends

but students would come to programs because they want to be there

mañchen
my writing

had to teach kids who don't want to be there
too much smorgasbord in some schools
critical factor: teacher expectations

got person ^{personal qualities}

put her anywhere she'll do a terrific job

* turned away 170 students

Paul
Sincich

- 10 yrs ago taught at JD High
top heavy admin - staff

cuts need to be made
merged A1 studies

lack of understanding of non-Native cultures

Thorne Bay more disillusioning
'no interest' in learning

Karluk

mat'l s. eqpt
basic list of mat'l needs
kids are different.
consider get blackboard

village kids just aren't being provided the

range of courses, otherwise they'll

be placed in lower grades

parents aware their children being shortchanged.

Teachers need just feedback.

2 see a bone in the
canyon that has not
been covered in the

Christy Miller

work one day a wk
class sizes are too large in lower grade.

Texas 22 map K-3

bonus for low class

test scores raise

18-20

parental involvement increased

Nancy
Byers

- tch at Johnson Youth Center
taught at Gambell

two issues.

5 now / were 13

if JY Center expands, sch can expand
kids need to remain in spec Alaska

educ. has improved, need getting

training in ESL teachers

materials being written w Schuman Young

NEC: 1) first yr gr must learn Native language.

2) training w ESL for tchrs
use of ESL

3) curriculum funding

time for comm + school to get together

Slyh
Dean

JUNEAU

14
2

OK Bill Derrmot.

OK ~~Brian Johnson~~

✓ ~~Kris Gray~~

✓ Emma Widmark. ~~name - Edneeton Samer~~

~~John Pugh 789 4531~~

✓ Marvin Reichert 586-1512.

✓ ~~Chris Hill 586-3911 x54~~

OK ~~Ronald Carter~~ 463-5105.

✓ ~~Charlie Northrup~~ 2846.

✓ ~~And Hoverton~~ 2841 ~~hang~~

✓ ~~Judy Frankfort~~ ~~Ande Bay~~

✓ ~~Sasha Soboleff~~, ~~not principal~~, JD High School

✓ ~~[Redacted]~~

✓ Larrae Rochelean.

Ketchikan

Bill Thomas.

Paul Berg

463-5288

5228

OK Emma Widmark.

~~Edneeton Samer~~
THCC

Marshall Clark
789-4472
Lynn

Yakutat

Kentarriving

Sitka

Isabelle Brady.

Georgina Kacyon.

Alaska State Senate

789-4531

P.O. Box V
Juneau, AK 99811
Phone: (907) 465-2444
465-3862/465-4923

P.O. Box 1069
Kotzebue, Alaska 99752
(907) 442-2494



Tues

Senate Finance Committee
State Affairs Committee
Vice-Chair, Rules Committee
Chair, Administrative Regulation Review

William L. Hensley

Juneau planning

phone calls Johnson, Kris
Chris Hill
letters - Demment? Lind
Supt

PTA pres • JEA •
Ed Thomas
Larvae R. Carla T

2842

display advertisement?

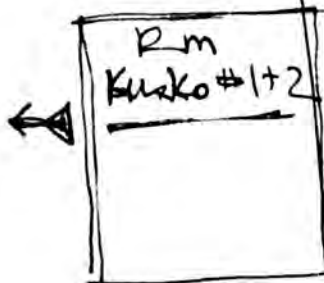
- ① centennial hall -
- ② press release
recording eqpt
tele conference
other legs letters - courtesy

Dale will do

AASB - newsletter

teleconferencing to
Yakutat

Project 2000



TUES margo
Hermans

chuck Kleeschulte

AP in form

call - Sheraton Lynn
276-8700 - Tate

Sat aft → set of balloons

250⁰⁰ - 250⁰⁰

(1150 - 3rd floor

warrant ltr
Centennial Hall

Store 586-9702

TUES

LAA → Pam

Centennial Hall

586 9442 Lana

chairs, head table

Egan Room	30	40 ⁰⁰ for 6 hrs	material
Hammond	50	60 ⁰⁰	avail
Shawcom Room	Barbara ~~Hodges~~	586 5050	
Jan conf table	w/room	for 15 more	

Mary McCarty
586-9075

memo requesting check

Wells

Emm

Emma Widmark

747-8561

Sitka

Isabella Brady - (Sitka Native Education ~~Program~~ ^{to} ~~Assn~~)

(Connie Simpson - High educ. - Sitka Comm. Assn)

Lee Demmert - Sitka High vic principal

Frank O Williams - Vic principal

Gil Truitt - Mt Edgecumbe

747-3207

Jan Craddock

Georgina Kacegon

Ketchikan Linda Youngblood - ^{Honors} teacher

Bill Thomas - Indiv Educ Program 225 1408

Paul Young - Exec Dir, Ketchikan 2nd ^{corp.} ~~Assn~~ ^{Community}

225-5158

Isabella Brady

had brought up issue of at-risk students

we need two types of bonding schools

family problems

dyxleptic children

special education classification)

Marion Douglas
master's degree

Joan Schrader

Kenai 99611

283-4359

3820

P.O. Box 1264



SCOMM

71:5

SENATE SPECIAL COMMITTEE ON SCHOOL PERFORMANCE

Senator Willie Hensley, Chairman
Senators John Binkley, Jim Duncan,
Jan Faiks, and Ken Fanning

PUBLIC HEARING

7 - 10 P.M.

November 2, 1988

Noel Wien Memorial Library, Fairbanks

-
1. Call to Order/Opening Comments, Senator Willie Hensley
 2. Scheduled Witnesses:

~~Fairbanks North Star Borough School District~~
✓ Reva Shircel, Tanana Chiefs

University of Alaska, Fairbanks

✓ Ray Barnhardt, Director, X-CED Program

✓ Jim Kowalsky, Rural Alaska Honors Institute

✓ Judith Kleinfeld, Teachers for Alaska Program

✓ Fred Lau, Superintendent, Yukon-Koyukuk District

~~Rosa Seoutear~~

✓ ~~Gene Vanderwaal~~

✓ Carl Conway

✓ Craig Loudon

John Driscoll

Nathaniel Meyer

~~Wayne Gregory~~

3. Other persons to be heard
4. Adjournment

Pera Shirel, educ coord TEC

change system, make relevant,

problems are at critical level

Bartholomew Ash K. Foundat

perfor schools

(1) ~~transition~~ alternation certif
w/o base / persons qualified to teach.

(2) to speed up entry of N into schools

Tech Loan Fund changes so that students can

(3) Educ Res. Foundation → position to be devoted to support

Natives & researchers -

need better understanding of how schools work in

Jim Kowalsky, pres dir of RATHI,

prep of L.S. Juniors for intensive prog / based on GPA
to help prepare for college success

students show going interesting; difficult to know how many
go on and do succeed, but study now underway

Judy K.

we know a great deal about how to mic test scores, but we
are most attitude, that are hard to

expose of knowledge about how to teach reading, writing
total of the tech who gained a year in comprehension, could
summarize, could critique -

applied reciprocal teaching } in culturally consistent
semantic mapping } way

can get results

rec. looking for test bias

sets low expectations in teacher courses -

she said HLT
in her

Fred Lahn - agree completely with Dr Kleinfield.

focus on
workshops
have long
level of effort

parenting skills, pre-school funding, under sch. dist.
reading, writing, oral communication R2P - lrc. dev.
academics, hard work (homework) as writing curriculum
positive self image support for acad. decathlon
role models - Natives into all professions make region
also face counseling / follow-up (post sec. counseling
DOE reorganization / urban survival skills
quality tchr educ. or re define
piloting programs
disseminating knowledge of programs
too much regulation

need to be stressed in
teaching -

shd to
mandate
in state

26% of staff are Natives (13)

rec. VA Rural Educ / Cross-cult

remind by outside eval
lacks strong basis in educ, instruction etc.
too much on culture

James Van der Wal - tchr private school, 3 yrs

in favor of waiving certification for expert teacher

(exp. certif. from competence)

open who want to teach

at as little cost

tuition vouchers - let parents choose

Carl Conway ^{his student} speaking in favor of credit voucher system

competition would make sch better, would involve parents in education

Craig London - priv. sch princ and tchr

needs tuition vouchers - cost of public educ. is excessive

on cost under 2000 annually, commitment to education

moderately sized shls, student take care of shls, parents make it work
avoidance of high cost programs, we do have above 80th percentile

S (Jonathan Driscoll ^{student} in favor of tuition voucher
better quality.

Bob Gregory ~~Pikok~~ Pikok

Rainbow Family Productions - writing, consulting, publishing
business, Rainbow Kids book for profit

to empower - end multicultural racism

equal opp.

propose on project - stresses one human race

teachers, make our skins we are much alike

racist myths retard learning of all

how children learn directly affected by sense of identity

Agnes Sweetser - mother of 3, moved to ^{urban} urban ^{city} city ^{area} area

is the name of local context, rural area here

embrace academic standards, look at how funds are administered

there are teachers in those systems who want to have their children

P (Wayne Gregory, parent

core of problems - parental selfishness / Key's family

private sch - parental caring, friends

advocate voucher system

Stan Bippus

Greg Ruff
CNA

474.7491

Stan Bippus Sue Sheriff

in imp. adme

importance of librarians

reading skills dev by reading

limited to text books will not perform well

not only expenditures, but commitment

many books requested are the kind that should be in libraries

Predine Carlo - tch Nat culture to 2nd kids

agrees

pay is 10th per hour,

an expert, others turn to; her knowledge is in head, not books

Barbara Tinkall, parent, parent ad public sch exper

N.H. - parental

accountabilities of sch bds

voucher advocate

parents want discipline + results

public schools could win as a competitor.

Sara Dementieff, Fairbanks Native Association

mission includes educ.

bd of FNA -

last bd - mediation agreement with FNSB

1) need to edu AKs about ANCSA

2) more native counselors to

3) support prog. (eg. culture clubs)

4) cultural sensitivity train for tchs

5) inc. effort to link Native tchs

6) need to limit class sizes.

stronger)
remind - work force readiness

quality state / local voc ed.

too directly to needs of employers
commit to moving forward with voc ed.

"applied technology" - can motivate kids to learn basic skills

Shirley Dornthoff, parent

needs competency tests for techs, cross cultural reg. matches
should have merit system - master teachers

classes w- low to learn

one-school very important

halfway house to life

work - living skills.

parliamentary procedure, local govt

Pat Thirionmond, ^{teacher} librarian

S:

Marilyn Buchanan - private school tech

voucher system

opposed to funded one-schools because just

Dore Buchanan - private school

money, does not assure quality education

Susan Stitham

appl search for solutions

top down solutions not working, decisions best made locally

- 1) bring in exp. people in govt, eff. sch. to think about
- 2) find a process (Governing schools) to bring about educ change.

would be

students must be engaged in their own education
~~student~~ as workers, teacher as facilitator

challenging students
important to highlight successes

Sybil Skelton

Philip Best - ^{prop priv. school} ~~prop~~ group of 1500 tuition

150 students, full

committed faculty, voucher system

no willingness to accept govt aid

re- fundamental - moral fiber

elim of Bible from public school

Margie Thomas - librarian.

1984 The Year of the Young Reader

libraries, need help in reg. libraries
good school libraries

At Hargreaves Ch Vsc Ed Advisory Council

reced



507 Gruening Building
UNIVERSITY OF ALASKA-FAIRBANKS
Fairbanks, Alaska 99775-0140

STATEMENT TO SENATE SPECIAL COMMITTEE ON SCHOOL PERFORMANCE
OF THE ALASKA STATE LEGISLATURE BY JIM KOWALSKY, PROGRAM
DIRECTOR, UAF RURAL ALASKA HONORS INSTITUTE - Fairbanks,
Alaska, November 2, 1988

The Rural Alaska Honors Institute ("RAHI" which rhymes with "Rawhide") was organized at the University of Alaska Fairbanks in 1982 at the request of Native leaders of the Alaska Federation of Natives. It is an intervention program who's overall goal is the preparation of high school students for college success. The program is aimed primarily at rural Alaska Native students. Our basic approach is to bring academically promising college-bound students between their junior and senior high school years to the UAF campus for a very intensive six-week academic program. Students with high grade point averages are recruited and brought to the campus to strengthen academic skills they already possess (RAHI is not operated as a remedial program), to build a closely knit social and academic support group, to experience campus dormitory living and to get an introduction to college-style teaching and scheduling.

RAHI has now, as of last summer - our sixth summer - hosted about 260 students recruited from over 500 applicants. Students are competitively chosen based upon the strength of their academic achievement in high school, demonstrated leadership and intent to enter and complete college.

RAHI maintains contact and support for its students as they return home after completion of the summer program to finish their senior high school year, and as they enter and progress through college. With co-sponsoring Native corporations RAHI also sponsors UAF RAHI students to participate in career-oriented summer internship programs. UAF students may also choose RAHI sponsored courses featuring guest Native speakers and elders.

Beginning with RAHI 1984, a formal evaluation component has been developed and implemented by a full-time summer staff member hired specifically for this purpose. Purposes include gauging RAHI's success in meeting its academic

goals, gathering data on student, staff and faculty reactions to the program and identifying areas where programmatic changes may be called for. RAHI evaluation includes the gathering of both quantative and qualitative data.

Quantative data is collected from a variety of pre- and post-student tests such as Math and English ACT, Nelson-Denny Reading Test and pre and post tests developed by RAHI instructor. Students also evaluate courses employing a quantative approach.

Qualitative aspects focus on gathering data from students, teaching and dormitory staff. Each group completes a lengthy questionnaire at the beginning and end of the program.

In general, data gathered the past five summers shows a picture of a successful academic program for rural Alaska high school students, and student participants, faculty and dormitory staff consistently share this view.

A copy of the standardized test results from 1984 through 1988 is attached to my printed statement to demonstrate some of the results of our program.

In conclusion I shall list courses in the RAHI curriculum; required courses include: math (4 levels); writing (2 levels); Alaska Native Claims Settlement Act; college study skills, college orientation; speech; team research project; and swimming. College specialty electives (students select one): education, engineering, natural science, business administration, resource management, ethno-archaeology, journalism. High school teachers and UAF professors are hired to teach these courses. Maximum opportunities for individual tutoring and academic help and counseling are built into the schedule.

Thank you.

RURAL ALASKA HONORS INSTITUTE STANDARDIZED TEST RESULTS

Results are from the 1984 (46 students), 1985 (43 students), 1986 (39 students), 1987 (44 students), and 1988 (46 students) RAHI programs. Students were pre-tested at the beginning of the program and post-tested at the completion of the program.

Math ACT Results

The Math ACT is one of the tests required for UAF admission and a score of 18 or above will admit students into introductory college math courses.

<u>Math ACT</u>	<u>Pre-test</u>	<u>Post-test</u>
1984 mean	11.46	13.70
1985 mean	10.92	15.07
1986 mean	12.33	12.05
1987 mean	15.95	18.71
1988 mean	18.39	20.3

	<u>'84</u>	<u>'85</u>	<u>'86</u>	<u>'87</u>	<u>'88</u>
Percentage of students whose scores rose	67%	84%	49%	63.4%	58.7%
Percentage of students whose scores dropped	26%	14%	44%	31.7%	30.4%
Percentage of students whose scores stayed the same	7%	2%	7%	4.9%	10.9%

Nelson-Denny Reading Test results

The Nelson-Denny Reading Test results are reported in grade equivalents.

<u>N-D RT</u>	<u>Pre-test</u>	<u>Post-test</u>
1984 mean	9.34	10.34
1985 mean	9.26	10.65
1986 mean	9.87	10.57
1987 mean	10.68	11.77
1988 mean	11.34	12.6

1984 range	6.0-15	6.0-15
1985 range	6.0-15	6.0-15
1986 range	6.0-15	6.0-15
1987 range	6.2-15	6.6-15
1988 range	6.9-15	9.5-15

	<u>'84</u>	<u>'85</u>	<u>'86</u>	<u>'87</u>	<u>'88</u>
Percentage of students whose scores rose	80%	75%	64%	68.3%	78.3%
Percentage of students whose scores dropped	15%	16%	21%	31.7%	15.2%
Percentage of students whose scores stayed the same	5%	9%	15%	9.8%	6.5%

UNIVERSITY OF ALASKA, FAIRBANKS

Fairbanks, Alaska 99775

Cross-Cultural Education Development Program

(907) 474-6963

November 2, 1988

To: Senate Special Committee on School Performance

From: Ray Barnhardt ^{RB}

Subject: School Performance and Alaska Native Teachers

I have three items that I wish to recommend for your consideration, all of them pertaining to ways to improve the performance of schools in Alaska. Please note that I placed the emphasis on improving the performance of schools, rather than students, because I believe it is the way the school approaches its task that largely determines how well students perform at their task. The three recommendations I wish to make pertain to 1) providing an alternative route to teacher certification, 2) increasing support for Native teacher education students, and 3) creating an Alaska Educational Research Foundation to increase our knowledge base about education in Alaska.

In the eighteen years I have been employed at the University of Alaska Fairbanks I have been associated with ^{a variety of} programs aimed at improving the quality of schooling in rural Alaska. These have included curriculum development efforts with small high schools, orientations programs for new

teachers to the state, and various research projects aimed at increasing our understanding of the dynamics of schooling in rural communities in Alaska.

But of all the efforts I have been associated with, that which I believe has had, and will continue to have the greatest impact on education in the State has been increasing the opportunities for Native people to assume professional roles in the schools in their communities. The field-based X-CED teacher education program alone has graduated ^{over 100} ~~nearly 150~~ Alaska Native teachers since its inception in 1970, and 90% of those graduates are continuing to work in school districts around the state, bringing a perspective and a cumulative experience to bear that will have a long term beneficial impact on the quality of Alaskan school performance. It is worth noting, for example, that one of the characteristics that tends to distinguish the rural school districts that ranked highest in the statewide assessment results from those that ranked lower was that the districts with the higher results were also those districts with the highest proportion of Native professional staff.

While I don't put much stock in test scores as a basis for measuring school or student performance, there is some indication that once a school in a rural Native community begins to approach 50% local staff, significant changes begin to occur in many aspects of the schools and the students performance, all of which point in a very positive direction. Since the proportion of Native teachers in the State is ~~still~~ under 5%, such schools are still few in number and our understanding of why these changes occur is still very limited, but the implications are unmistakeable - we need to find ways to increase the number of Native teachers in schools serving Native

communities and students. Whatever we can do in this regard is likely to be the most cost-effective way we'll find to improve the performance of those schools.

I offer three recommendations for legislative action that can help us move in this direction:

1. First, take legislative action to broaden provisions in Alaska statutes (Compiled School Laws, Chapter 20, Article 1, Sec. 14.20.020 (b)) to allow consideration of experience other than the completion of a baccalaureate degree to obtain an Alaska Type A teaching certificate. This would then provide an opportunity for the Alaska Department of Education ^{or some other certification body or licensing board} to establish procedures whereby persons with demonstrated teaching expertise, as determined by appropriate performance criteria, could be recommended by a local school board, in the same manner candidates are now recommended by the University, to receive a Type A certificate. This certificate might, however, contain an endorsement restricting its use to the recommending district, in recognition of the unique and possibly localized nature of the expertise such candidates would bring to their role as a teacher, for example as a bilingual instructor. In this way, we could give recognition and legitimation, as well as equal status and pay, to a significant number of talented teachers, many of them Native, who are currently performing a very significant instructional role in their schools, but at 2/3 the pay of their certificated counterparts.

2. The second step the legislature could take to speed up the entry of talented Native people into the teaching profession would be to increase the amount and the forgiveness provisions of the Alaska Native Teacher Education Loan Fund. Under current provisions, it is virtually impossible for many of the Native aides and bilingual instructors to pursue full time study in a teacher education program, if they are so inclined, because they need the additional income from their jobs to support themselves and their families. The short term investment in financial resources to free students up to pursue full time study will be quickly repaid in the form of earlier entry into the profession and increased longevity in the system, thus reducing the expense of continuing to import and retrain teachers from outside.
3. The third recommendation I put before you is a proposal for the creation of an Alaska Educational Research Foundation as a quasi-independent public agency, supported by a percentage of the annual operating budget for public education, for the purpose of providing an ongoing means to stimulate and support the kind of basic and applied research and evaluation that is needed to address issues of particular educational significance to Alaska, and to improve the educational services in the state. Some of the functions of the foundation might be:
 1. to review and fund solicited and unsolicited proposals for educational research and evaluation activities in Alaska;
 2. to provide stipends and travel support for educational research in Alaska by qualified graduate students;

3. to provide student fellowships and encourage the development of training programs aimed at prepared skilled indigenous Alaskan researchers in the field of education;
4. to provide matching grants where appropriate to help secure external educational research funds that call for local contributions;
5. to provide a forum for discussion and dissemination of research findings pertaining to Alaskan educational issues; and
6. to stimulate the evaluation of programs aimed at assessing the applicability of new educational practices in Alaska.

With the Alaska Educational Research Foundation, we would be in a better position to develop the knowledge base that is needed to increase the performance of the schools in Alaska, including a better understanding of how to better prepare Native teachers in such a way that we don't train out of them the very qualities that they bring to the role that makes a difference. To improve the performance of schools in Alaska, and particularly in rural Alaska, we need to first have a better understanding of how schools work in a cross-cultural environment. Alaska is well situated to contribute to that understanding in a way that will not only benefit those of us in this room, but in other parts of the country and world as well.

I appreciate your willingness to hear me out and wish you luck in your deliberations. I'll be glad to answer any questions you may have.

A Proposed Bill for an Act Establishing
The Alaska Educational Research Foundation

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

Section 1. BACKGROUND. Education is the single largest category of expenditures in the state budget. The State of Alaska currently devotes 39 percent of its operating budget to the support of public education. Yet, little state money is allocated to conducting educational research in Alaska that might contribute to improving this important enterprise and making it more cost-effective. Alaska has a set of educational problems which are not common to many other areas of the country. A central issue, for example, is how to provide effective and relevant education to Alaska Native students in small, rural communities, as well as in the larger urban centers of the state. Since many of these educational problems differ from national educational issues, research funds are not readily available from non-state sources. Moreover, Alaska's widely publicized oil wealth is making both federal agencies and private foundations reluctant to use their own limited funds to assist Alaska with its educational problems.

The State of Alaska has a responsibility to make every effort to insure that the highest quality of educational services are provided to its diverse citizenry. An independent public educational research foundation, supported by a percentage of the annual operating budget for public education, would provide an ongoing means to stimulate and support the kind of basic and applied research/evaluation that is needed to improve the educational services in the state.

Sec. 2.0. THE CREATION OF THE ALASKA EDUCATIONAL RESEARCH FOUNDATION. The Alaska Educational Research Foundation is hereby created as an independent public agency of the State of Alaska. It is an instrumentality of the state in the Department of Administration, but it has the independent authority to disburse its resources as it sees fit, consistent with the terms of this act.

Sec. 2.1. PURPOSE. The purpose of the foundation is to receive, administer, and dispense the amount of one-half of one percent of the funds allocated annually for elementary, secondary, and postsecondary education in the State of Alaska. The funds appropriated to the foundation are to be used to stimulate and support research and evaluation activities that address issues of educational significance in the state. Specific applications for the foundation's resources are as follows:

- (1) review and fund solicited and unsolicited proposals submitted by qualified individuals and organizations for educational research and evaluation activities within the State of Alaska;
- (2) provide stipends and travel support for educational research in Alaska by qualified graduate students;
- (3) provide student fellowships and encourage the development of training programs aimed at preparing skilled indigenous Alaskan researchers in the field of education;
- (4) provide matching grants where appropriate to help secure external educational research funds that call for local contributions;
- (5) provide a forum for discussion and dissemination of research findings pertaining to Alaskan educational issues;
- (6) stimulate evaluation programs aimed at assessing the applicability of new educational practices in Alaska; and
- (7) establish an endowment through which gifts may be received and unexpended reserves may be invested to enhance the resources of the foundation.

Sec. 2.2. BOARD OF TRUSTEES. A board of trustees of the foundation is established as its governing body.

Sec. 2.2.1. COMPOSITION OF THE BOARD OF TRUSTEES. The board of trustees consists of seven members appointed by the governor and confirmed by a majority of the members of the legislature in joint session. The seven members shall be appointed with the following qualifications:

- (1) one member shall represent the public schools in Alaska;
- (2) one member shall represent the State Department of Education and the State Board of Education;
- (3) one member shall represent the postsecondary institutions in Alaska;
- (4) one member shall represent the general public in the rural areas of the state;
- (5) one member shall represent the general public in the urban areas of the state; and
- (6) two members shall be nationally prominent educational researchers.

The board shall elect a chairman and other necessary officers from among its members.

Sec. 2.2.2. TERM OF OFFICE. The members of the board shall serve five-year terms and may be reappointed. The terms shall be staggered with the initial terms of appointment to be spread over a seven-year period.

Sec. 2.2.3. REMOVAL AND VACANCIES. (a) The governor may remove for cause from office a board member appointed by him with the consent of a majority of the members of the legislature in joint session. A removal by the governor shall be in writing and state the reason for removal. If the legislature is not in session, the governor may suspend a member of the board. After suspension, a board member may not participate in board business and may not be counted for the purpose of establishing a quorum. The joint session shall be held within 10 days from the date of removal if the removal occurs while the legislature is in session or within 30 days of convening of the next regular session of the legislature if the legislature is not in session. If the legislature refuses to consent to his removal, the board member shall be reinstated to his position by the

governor.

(b) A vacancy on the board shall be filled by appointment by the governor and confirmation by a majority of members of the legislature in joint session. An appointee to fill a vacancy shall hold office for the balance of the term for which his predecessor on the board was appointed. If a vacancy arises on the board while the legislature is not in session, the governor may appoint an interim member, until the legislature has the opportunity to confirm the appointment.

(c) A vacancy on the board does not impair the authority of a quorum of the board to exercise all the powers and perform all the duties of the board.

Sec. 2.2.4. QUORUM. Five members of the board constitute a quorum for the transaction of business and exercise of the powers and duties of the board.

Sec. 2.2.5. COMPENSATION OF BOARD MEMBERS. (a) Board members shall receive compensation while in attendance at meetings of the board.

(b) All board members may receive a per diem allowance and transportation expenses in carrying out the duties under this act.

Sec. 2.2.6. CONFLICTS OF INTEREST. Members of the board are subject to the provisions of AS 39.50.

Sec. 2.2.7. EMPLOYMENT OF PERSONNEL. The board shall employ and determine the salary of an executive director. The executive director may, with the approval of the board, select and employ additional staff as necessary. The executive director and all employees of the board are in the exempt service under AS 39.25.

Sec. 2.2.8. POWERS. In carrying out the powers of the foundation, the board may

(1) prescribe, adopt, amend, and repeal bylaws;