

ALASKA LEGISLATURE SPECIAL COMMITTEE / SUBJECT FILE 8672
1774.7 SCOMM 71: SEN. SPEC. COMM. / JNT. COMM. SCHOOL PERFORMANCE 1988-90

(2) enter into any agreements necessary to the exercise of its powers and functions;

(3) accept grants from the federal government and the state or its political subdivisions and to that end comply with the provisions of federal, state, or local programs when necessary, except that it may not enter into any agreements whereby a permanent state or local government position is funded or partially funded in connection with a project;

(4) accept grants and loans from sources other than those in (3) of this section to be held and used for the purposes of the foundation;

(5) adopt regulations governing the exercise of its powers;
and

(6) do everything necessary or desirable to carry out the purposes of the foundation.

Sec. 2.2.9. DUTIES. The board shall, subject to the funds available, create the necessary structure to receive, administer, and dispense its resources to appropriate and qualified individuals and organizations for the purpose of accomplishing the functions outlined in Section 2.1. The board shall consult with the Alaska Council on Science and Technology, the University of Alaska, and other state agencies involved in educational research, in carrying out its duties. External proposal review committees, consisting of in-state and out-of-state members knowledgeable in the area of each proposal, will be employed to assist the board in the proposal review process. Final authority for decisions regarding the dispensing of funds rests with the board.

Sec. 2.2.10. BUDGET AND APPROPRIATIONS. The annual appropriation to the budget of the foundation shall consist of one-half of one percent of the funds allocated annually for elementary, secondary, and post-secondary education in the state. Additional funds may be acquired

through gifts and grants from federal, private, and other sources. The unexpended balance at the end of each fiscal year shall be carried forward to subsequent fiscal years.

Sec. 2.2.11. ALASKAN EDUCATIONAL RESEARCH ADVISORY COUNCIL. An Alaskan Educational Research Advisory Council is established to advise the board on current issues regarding the delivery of educational services in the state. The Council will meet at the discretion of the board. Membership of the Advisory Council is made up of one representative from each of the following constituent interests:

- (1) rural school board member;
- (2) urban school board member;
- (3) NEA-Alaska;
- (4) Alaska Association of School Administrators;
- (5) Alaska Native Education Association;
- (6) University of Alaska;
- (7) Alaska Pacific University
- (8) State Department of Education
- (9) Alaska Federation of Natives
- (10) Alaska Association of Student Governments
- (11) State Senate, Health, Education and Social Services

Committee;

(12) State House of Representatives, Health, Education and Social Services Committee; and

- (13) Other members as determined by the board.

PUBLIC TESTIMONY
to
Senate Special Committee on School Performance
November 2, 1988
by
Dr. Stan Bippus

It is my understanding that the goal of this committee is to determine what actions may be required to produce improved performance of schools in Alaska. I believe the following actions needs to be taken:

* The State needs to define the purpose of public education. It's hard to know how well you are doing something if no one is sure what you are suppose to be doing. I submit the following purpose statement:

"To help all students acquire the necessary skills, knowledge, and attitudes to be a happy, productive, and contributing member of any society that respects the rights, beliefs, and property of others.

* The single biggest factor in determining student success in school is parent support and involvement. Therefore, the Department of Education or a consulting firm should rewrite the State's curriculum guides into booklets called, "What To Expect From Your Childs Education." The booklets should be written in lay terms and given to every parent in Alaska. This would outline what basic skills and concepts their children should be learning in school. The booklets should also include activities parents could do at home to reinforce what is being taught in school. The State should provide follow-up assistance to parents in communities throughout Alaska on how to use the booklets to help their children at home while tracking their childrens progress at school. The booklets should also show parents how to ask the right questions to get the right answers from the right people about concerns they may have.

* The most effective teacher is modeling so every effort must be make to reinforce the fact that every teacher, administrator, board member, and school employees must set the example for what they believe is proper conduct, language, and behavior while they are on school property or conducting school business.

* Every school district in Alaska should be required to use and follow the state curriculum guides in language arts, reading, and math in grades kindergarten through eight.

* Every class offered should have minimum performance outcomes listed that every student must master to obtain a passing grade. This must include the method of assessment used to determine mastery. The teacher must verify that every student receiving a passing grade mas are each and

every skill and concept required to pass the course. Students wanting to perform at levels beyond minimum expectations should be given additional outcomes based on the desired grade.

- * Elementary students should move from one level to another based on achievement of basic skills rather than the completion of nine months of schooling.

Every high school should develop alternative graduation requirements so that students and parents can choose a diploma program that best meets their needs. Students and their parents must have more ownership in determining their educational program to increase motivation and support.

There should be at least three levels of high school diplomas that require a high GPA, good behavior, attendance, and punctuality, and reflect specific hours of volunteer community service.

- * There should be a required problem solving activity held everyday for every child.

- * Students must be taught how to set goals so every teacher should be required to start each day or lesson by stating the goals or expected outcomes.

- * Every student should be required to set weekly, quarterly, and yearly educational goals that are known by the teacher and parent(s).

- * Every student should be required to specialize in something academic so they are a recognized expert in one specific area.

- * The compulsory attendance law should be changed to require students to demonstrate they are literate prior to being allowed to legally drop-out of school. It should be illegal to be illiterate.

- * Each school should establish an educational ombudsman to facilitate communications for the adults, staff, and students, who are afraid to voice their concerns out of fear of reprisals, intimidation, or being made to look stupid.

- * There should be a state-wide educational academy awards type program established to recognize the efforts and accomplishments of educators throughout Alaska. Larger communities such as Anchorage, Fairbanks, Juneau, Ketchikan, etc. should be given guidance and support in developing their own community recognition program.

- * The state should provide a fact finding report that would be completed by evaluation consultants on the performance of

school board members and superintendents. This report should be submitted to local school board presidents and the Commissioner of Education.

- * School board members have too much power and authority to provide the leadership necessary to direct a school district of any size. School board members should be "watch dogs" not policy makers.

- * All newly elected school board members should be required to complete a training course in boardsmanship before being allowed to legal vote on board matters.

- * The state should require all districts to use the same standardize test and insure what is being tested is being taught.

- * Any requirements imposed by the state should be in the form of performance outcomes and not courses or hours. Local districts need to know what is expected of them and they need the power to meet expectations their way.

- * Teacher certification requirements should be determined by local school district with recommendations from the National Education Association and the American Federation of Teachers and not the university system or the State of Alaska. Universities are there to serve, not regulate and the State has no business determining who can and cannot teach in local school districts.

TO: Alaska Native Leaders and Helpers
FROM: Elizabeth L. Keating *Elk*
DATE: September 4, 1987
RE: Social Educational and Other Concerns

For a century or so we have endured a massive impact on our culture and life style. Some of it has been positive, most of it devastating. It has brought about confusion, conflict and great disorder. Many observers including ourselves sometimes thought we were wiped out as a people.

A few among us hung in there quietly living a life of balance as we always have since before history. They are among today's leaders, elders and wise ones. It appears now that we are awakening after the storm and turmoil. We are assessing the effects of what we have been through. We see that we have suffered much damage and loss. But, we also have and enjoy some of the best aspects of technology. We are in a time much like the time after a serious bout of the worst kind of flu. We feel so much better but still weak and vulnerable. We must take care and go easy or else get real sick again. We must protect our family against it.

Socially, educationally and politically this is where we are. We should view ourselves as a village that has just suffered a devastating and deadly epidemic and war. We must begin to recover and rebuild our villages. We must help those who still suffer and support those who are recovering. We have to help each other, everyone of us if we are to survive as a people, the original people of this land.

We face many serious problems in our recovery that money alone cannot solve. Money is helpful but money alone is not the answer for what we need. (The nearly one billion dollars we got in 1970 for about 1,000,000 people can prove that). We need to learn to work together again for the collective and common good as we have for centuries before history began. We need to learn to disagree in a healthy way so that we can continue to work together in spite of our differences. You our leaders should learn to accept our disagreements and (hopefully) constructive criticism in the spirit which it is intended, a concern for our individual and or collective needs. We should look for ways of meeting the individual needs of those who cannot agree without hurting the common good.

It is almost time for the annual AFN convention. This is when the largest number of us from around the state gather together. We should look at that convention as a time for working together to problem solve, not merely as a trip to town and getting a change of scenery. Some of you say it is boring and complicated. It isn't if you get involved. It's too bad the village doesn't send someone who cares enough and is serious enough about our problems to work hard at learning how to work for solutions. That is what it will take - each and everyone of us caring and working. We cannot say it's too bad about the other person or family. We have to care enough to help. We cannot complain about our leaders and do nothing.

Each and everyone of us has to let them know how we feel about our needs - what the whole village needs.

We have some serious problems facing us. Here in Fairbanks, (the second largest city in Alaska) there are Native people from all around Alaska needing help. I have heard some of you say the Natives in Fairbanks are urban and don't need village concern. Let me tell you some of the guys in prison are from the villages, some of the kids that are taken away from families and put in foster homes are from the villages. Many of the kids in Fairbanks Youth Facility (FYF) are from the villages. All of these people especially the children and youth didn't choose to become an urban Native. They need your/our help. Just money alone won't help, they need sober and caring adults to help them. Many of the youth at FYF should be in a foster home either here or in the village. They get sent there because there is no alternative. Many of the children are in non Native foster homes because there aren't enough Native foster homes. These are our hope of the future. If we don't take care of our kids what kind of future do we have?

The following statistics are general but pretty close:

- Fairbanks Youth Facility (FYF) 40% Native
- Division of Family & Youth Services (DFYS) 25-40% Native
- Hospitality House more than 50% Native
- Fairbanks Correctional Center (FCC) 40-60% Native
- Fairbanks North Star Borough ^{School} drop-out rate 70% among Native Students

These are mostly children and youth who need adult help. Where is it? It isn't somebody else's problem. It's your/our problem and my problem. What are we going to do about it? Some of us are trying. We need help. AFN convention is a good time to discuss the problems and look for solutions.

403 Wedgewood Drive #J-6
Fairbanks, Alaska 99701

April 11, 1988

Village Councils/Fairbanks Native Association
Yukon Tanana Subregion

Dear Respective Councils and FNA:

The Interior Education Council held a teleconference on Monday, April 4, 1988. I would like to share with you the highlights of our discussion.

Before I begin, I want to take this time to express my appreciation to the Yukon Tanana Subregion for selecting me as your representative to the Interior Education Council. I will do my very best to see that your input and concerns are addressed on this important Council.

The Council will be comprised of 13 members.

Six appointees were selected at the annual TCC Convention by the six Subregional Advisory Boards and they are:

Marie Haley	Holy Cross Subregion
Shirley Wheeler	Fairbanks Subregion
Ted Charles	Tok Subregion
Ronnie Solomon	Ft Yukon Subregion
Peter Demoski	Galena Subregion
Ernie Holmberg	McGrath Subregion

Five members representing the Rural Ed Centers will be appointed by April 25 after the Board of Regents meet in Juneau.

Two at large members will be selected and ratified at the next Interior Education Council meeting.

An Interior Campus Director position is being advertised - closing date is April 22, 1988. Applications will be reviewed by a IEC 3-member committee prior to selection by the U of A. The 3 members are Ernie Holmberg, Peter Demoski and Shirley Wheeler. I have enclosed a copy of the position vacancy announcement for your review and hopefully, your comments and input.

Recruitment for the Galena and Ft Yukon Rural Ed Coordinator positions are being readvertised with a hire date planned for July 1, 1988. This is a faculty ranking position which will include administrative duties along with helping prospective students in all phases of their participation in the program.

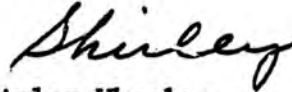
There will be an Interior Education Conference held in Fairbanks in May. This will take place on May 11 and 12, 1988 at the North Pole Training Center. This is open and everyone is invited to attend. Transportation will be available from Fairbanks to North Pole and return. Prior to the Conference, the Interior Education Council will be meeting on May 10.

CONTINUED:

Letter to Yukon Tanana Subregion from Shirley Wheeler
Re: Interior Education Council
April 11, 1988
Page three.

I look forward to hearing from you and I hope that I am able to represent our Subregion strongly, adequately, and in your best interests.

Sincerely,



Shirley Wheeler
Interior Education Council
Yukon Tanana Subregion

Enclosure(s): Campus Director Position Announcement
Resolutions: #88-29, 43, 45, 58, 59, 60, 62, 63, 64,
106, and 108

cc: Mitch Demientieff, President - TCC
Reva Wulf, Education Supervisor - TCC
Orie Williams, Director Education & Employment - TCC
Cathie Ipalook, Subregional Director - Yukon Tanana Subregion
Darlene Demientieff, Education Employment Technician - Yukon Tanana Subregion

SW/ci

CORRECTION

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

403 Wedgewood Drive #J-6
Fairbanks, Alaska 99701

April 11, 1988

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Page two.

I would like to know your concerns and topics that you would like to see addressed at this Conference. These should range from Preschool on up to College. You may have concerns on the Village level that need to be brought up. I would like to know what they are so that I am better able to represent your interests and needs.

At this Conference, we want to give special recognition to our Native teachers, principals, counselors and aides. We need to show them that we are very proud of their hard work and commitment and show them our support accordingly.

Another very important thing we would like to do is show our appreciation to our Elders who have played a strong role in leadership and encouragement to the younger generation in advocating education in coordination with our cultural and traditional lifestyle.

I am asking you to give Cathie Ipalook a phonecall in order to let her know the names of people in our Subregion who we need to list for the above. I don't know who all the people are and want to be sure that we don't miss anyone. Your help on this is appreciated and needed.

At the annual TCC Convention, there were 11 resolutions passed that specifically addressed education issues. I have enclosed copies of these for your information. I will keep you informed as to the status of these resolutions as they are acted upon.

I have some questions that I need your input. Do you have a preschool program in your Village: Are the needs being met? Is there community involvement in your teacher selection process? How do you feel about the "tenure" issue?

I am available for your questions, concerns and suggestions. I need your direction and your input. I can be reached at:

403 Wedgewood Drive #J-6
Fairbanks, Alaska 99701

Phone: 456-5502

I plan on moving in May and will be sure to send you my new address.

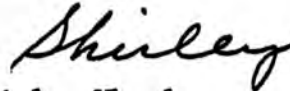
You can also reach me through our Subregional Director, Cathie Ipalook at 452-8251 extension 228 or Darlene Demientieff, Education/Employment Technician at extension 296.

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Letter to Yukon Tanana Subregion from Shirley Wheeler
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Interior Education Council
Yukon Tanana Subregion

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Darlene Demientieff, Education Employment Technician - Yukon Tanana Subregion

SW/ci

Send No 34

Susan A. Stitham
Box 80713 College Station
Fairbanks, Alaska 99708

November 2, 1988

To: The Honorable Willie Hensley, Senator
Senate Select Committee on School Achievement

From: Susan Stitham

Re: Proposal for "Governor's Schools"

A number of states have begun to fund pilot projects in school reform through a grant process. The grants come through the local school district, but originate with a single school in order to tap into the energy that comes from "site-based decision making".

Proposal: state funded grants for pilot projects in school reform; results would be disseminated and successes could be replicated.

Requirements: To qualify as a "Governor's School", a school must submit a school-based proposal for restructuring, which is supported by the school's stakeholders, working in a collaborative decision-making model. The proposal must have the approval of the local school district.

The panel which decides on the grants should contain representatives from the spectrum of the educational community and the public, with a significant number of classroom practitioners.

RATIONALE:

My proposal would involve the establishment of what could be called "Governor's Schools for Alaska" (the term is not original since Governor Diprete of Rhode Island is using it, according to my friend, his education assistant; but imitation is the sincerest form of flattery.) They could also be called "Senators' Schools". The name is less important than the project.

What would be funded is NOT a particular outcome or PRODUCT, a "shape" for Alaska's reformed schools determined in Juneau, but rather a PROCESS for decision making about the particular shape of a given school at the site level by the "stakeholders", the school's community which would include faculty, administration, parents, elected officials, and the business

community etc. The key to a project's success, however, would be a collaborative process where decisions are reached by consensus or at least bilateral agreement, and where the driving force of the instructional program is determined by the professionals closest to the scene, the classroom teachers.

There are already many exciting projects happening in Alaska, some without any official blessing which came about because of the frustrations of talented teachers with a structure which was always more suited to industry and now no longer works even there. (see the many articles of David Keirns, president of Xerox). Some wonderful examples: Gail Parson's Christa McAuliffe grant project at Juneau-Douglas High School, Homer Junior High, MacNeill Canyon Elementary on the Kenai, McLoughlin and Stellar in Anchorage, and certainly others I haven't heard of yet. In Fairbanks, eight teachers have been working for two years (with the help of a 25,000 grant from ARCO) to plan an ambitious restructuring of the traditional high school for 180 students in a "classical" education, covering both eastern and western classics including three years of Japanese language instruction. This program is still on the drawing boards but Lathrop High School made a small crack in the traditional mold with its adaptation this fall of the 80 minute block, rotating schedule that Bartlett High in Anchorage has used for 15 years.

The point behind the proposal is that the problems with the traditional structure of American public high school education are very real, but there is no single answer that can be imposed from above. Our best chance to re-structure our schools to help them foster more productive adults for both idealistic and pragmatic reasons is to encourage the energy and creativity that is there now in the schools but that is smothered by the false orthodoxy of standardized, centralized uniformity, a system which "works" only for those managing it, if for them.

To quote another well-known statesman, it's time to "let a thousand flowers bloom." There is no sound instructional reason that every school in a district should look exactly the same and many arguments that they should be shaped by their constituencies. One of the areas of largest potential benefit from such a program, it would seem to me, is the small rural high school.

The state's role, like that of administration and school boards, is critical but I believe that it consists not in prescription but in enabling, through support and funding. The students of Alaska, whether rural or urban, can only benefit.



FAIRBANKS NATIVE ASSOCIATION, INC.

310 1/2 First Avenue
Fairbanks, Alaska 99701
Phone: (907) 452-1648 / 456-5151

November 2, 1988

Senate Special Committee on
School Performance
Senator Hensley and Members
Alaska State Legislature
P.O. Box V (MS 3100)
Juneau, Alaska 99811

Dear Senator Hensley & Members

My name is Samuel S. Demientieff, I am Executive Director for the Fairbanks Native Association.

Fairbanks Native Association has been in existence for over 20 years. Our present Mission Statement directs us to do what we can to address education concerns and offer educational programs to Native people in the Fairbanks North Star Borough area.

Through the years, F.N.A. has offered a variety of educational programs for all ages and today, is still providing educational programs.

Through this experience, the program directors, board, employees, see, hear and experience educational and membership related education problems. The Board of Directors has considered and directed the Executive Director to carry forward their recommendations and suggestions. The immediate past Board and Executive Director was successful in causing a Mediation Agreement between the local school district and F.N.A.

Some specific issues and recommendations are as follows:

1. We think there is need for educating Alaskans about the Alaska Native Claims Settlement Act. This law is having an impact on the whole state of Alaska and will continue to do so, a basic awareness helps us all understand its implications.
2. Native counselors would improve the performance of Native students, primarily because they have a sensitivity that students recognize.

ADMINISTRATION/ACCOUNTING

452-1648 or 456-5151

JOHNSON O'MALLEY
EDUCATIONAL PROGRAM

"SAAKKAAYA CENTER"

451-620 or 451-6211

EMPLOYMENT DEVELOPMENT

452-1648

WOMEN'S EQUITY EDUCATION

452-1648/456-7127/456-7189

VOCATIONAL SPECIFIC TRAINING

452-1648

COMMUNITY SERVICES

452-1648

Counseling Services

452-1648

Child Welfare

452-1648

Family Focus

452-5802

ALASKA BUSINESS COUNSELING

SERVICE

452-6144

ALCOHOL AND DRUG ABUSE SERVICES

Drop-In Center

456-7948

Out-Patient Services

456-1041

456-1101

Fairbanks Alcohol Safety

Action Program

452-6144

Youth Drug Abuse Prevention

452-5085

Director
452-1648 Ext. 15
RCAQA Detox Center
456-1053
RCAQA Treatment Center
456-1045

RCAQA Halfway House

452-8761

Substance Abuse Regional Counselor Training Program
452-7045

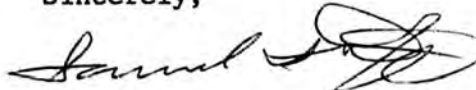
Senate Special Committee on
School Performance
Senator Hensley and Members
Page Two
November 2, 1988

3. Support programs for students such as culture clubs and Native student councils should be considered and implemented.
4. Cultural sensitivity training for rural and urban teachers should be required.
5. There should be an increased effort made to hiring Native teachers, administrators, principals and instructors.

Lastly, there is a definite need to limit the size of classes the teachers in our district are fighting a losing war when they can't control or teach effectively when there are just too many students in a classroom.

Native students are intimidated to a certain extent when introduced to an urban school, the support groups suggested above could help. I appreciate this committee's work and mission. We at F.N.A. would offer any assistance that we can provide.

Sincerely,



Samuel S. Demientieff
Executive Director

SSD/mm



FAIRBANKS NATIVE ASSOCIATION, INC.

310½ First Avenue
Fairbanks, Alaska 99701
Phone (907) 452-1648 / 456-5151

BOARD OF DIRECTORS
Resolution #88-15

Inclusion of ANCSA in Alaska History

WHEREAS, the Alaska Native Claims Settlement Act (ANCSA) is a historic land settlement that has and will continue to have important impacts on Alaska and all people in Alaska; and

WHEREAS, classes on Alaskan history are currently offered in Alaska's public schools; and

WHEREAS, the inclusion of the purpose, history and implication of ANCSA in the Alaska history curriculum would be of great benefit in helping Alaska's youth reach a greater understanding of this historic act; and

WHEREAS, the Fairbanks Native Association, Inc. provides services for Alaska Natives residing in the Fairbanks North Star Borough; and

WHEREAS, the Tanana Chiefs Conference provides services and advocacy for Alaska Natives residing in Interior villages;

NOW, THEREFORE, BE IT RESOLVED, by the Board of Directors of the Fairbanks Native Association, Inc. to submit a resolution to the Board of Directors of the Tanana Chiefs Conference, advocating instruction of ANCSA in Alaska history classes in Alaska's public school system to fulfill a gap in Alaska's urban and rural public school curricula.

CERTIFICATION

I, hereby certify, that the above resolution was duly passed by the Board members of the Fairbanks Native Association, Inc. Board of Directors on the 11th day of March, 1988.

Carol Lee Gho, President
FNA Board of Directors

ATTEST:

Ron Manook, Secretary
FNA Board of Directors

ADMINISTRATION/ACCOUNTING
452-1648 or 456-5151

JOHNSON O'MALLEY
EDUCATIONAL PROGRAM

"SAAKKAAYA CENTER"
451-8201 or 451-8211

BUSINESS AND MANPOWER
DEVELOPMENT
452-1648

WOMEN'S EDUCATION PROGRAM
451-8592

COMMUNITY SERVICES
452-1648

Counseling Services
452-1648

Child Welfare
452-1648

Family Focus
452-5802

Small Business Assistance
451-8466

ALCOHOL AND DRUG ABUSE SERVICES

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310 1/2 First Avenue
Fairbanks, Alaska 99701
Phone (907) 452-1648 / 456-5151

BOARD OF DIRECTORS
Resolution #88-17
Education of Alaska Natives

Clg - yes
Ad - yes
RMI - yes
PBB - yes
MC - yes
BK - yes
JP - yes

WHEREAS, the education of Alaska Natives in general, and specifically the education of Alaska Natives residing in the Fairbanks North Star Borough has always been a primary concern of the Fairbanks Native Association, Inc.; and

WHEREAS, statistics from the Fairbanks North Star Borough School District show an unproportionally high failure and drop-out rate for Alaska Native students; and

WHEREAS, these statistics show that failure and drop-out rates for Alaska Native students increase with each grade level; and

WHEREAS, federal, state and private help is needed in the form of funding and innovative programming to further understand and help resolve this dilemma; and

WHEREAS, the theme specified and set forth by the Tanana Chiefs Conference represents great insight into this situation and is a desirable model to follow;

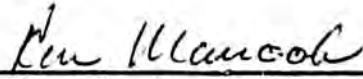
NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of the Fairbanks Native Association, Inc. to support and endorse the education theme set forth by the Tanana Chiefs Conference;

AND BE IT FURTHER RESOLVED that the Fairbanks Native Association, Inc. will continue its efforts to secure federal, state and private funding and continue to develop programs to further the cause of better education for Alaska Native students in the Fairbanks North Star Borough School District.

CERTIFICATION

I, hereby certify, that the above resolution was duly passed by the board members of the Fairbanks Native Association, Inc. Board of Directors on the 11th day of March, 1988.


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FNA Board of Directors

ATTEST: 
Ron Manook, Secretary
FNA Board of Directors

ADMINISTRATION/ACCOUNTING
452-1648 or 456-5151

JOHNSON O'MALLEY
EDUCATIONAL PROGRAM

"SAAKKAAYA CENTER"
451-6201 or 451-6211

BUSINESS AND MANPOWER
DEVELOPMENT
452-1648

WOMEN'S EDUCATION PROGRAM
451-8592

COMMUNITY SERVICES
452-1648

Counseling Services
452-1648

Child Welfare
452-1648

Family Focus
452-5802

Small Business Assistance
451-8466

ALCOHOL AND DRUG ABUSE SERVICES

Drop-In Center
456-7948

Outpatient Services
456-1041
456-1101

Fairbanks Alcohol Safety
Action Program
452-6144

Youth Drug Abuse Prevention
452-5085

Director
452-1648 Ext. 15
RCAOA Detox Center
456-1053
RCAOA Treatment Center
456-1045

RCAOA Halfway House
452-8761

Substance Abuse Regional Counselor Training Program
452-7045



FAIRBANKS NATIVE ASSOCIATION, INC.

310½ First Avenue
Fairbanks, Alaska 99701
Phone: (907) 452-1648 / 456-5151

BOARD OF DIRECTORS Resolution #87-17 Cultural Sensitivity in Higher Education

WHEREAS, Fairbanks Native Association recognizes the need for higher education among Alaska Native people in order to increase opportunities for employment and full participation in the self-determination process, and

WHEREAS, the number of graduates of the University of Alaska state-wide system is totally inadequate to meet the needs of the Alaska Native people, and

WHEREAS, the university system is now undergoing reorganization and the Fairbanks Native Association believes that now is the time to evaluate the University of Alaska's ability to offer programs which respond to the needs of Alaska Native students, and

WHEREAS, the absence of cultural sensitivity and awareness of the traditional cultural values of the Alaska Native people among many University of Alaska faculty as well as the absence of Alaska Native faculty members to serve as role models are factors which contribute to the inadequate numbers of Alaska Native university graduates, and

WHEREAS, the only way to introduce respect for Alaska Native culture and values into the educational system is to hire and involve Alaska Native people, and

WHEREAS, the Fairbanks Native Association recognizes that there are currently few Alaska Native persons at the doctoral level who qualify for tenure track positions, and

ADMINISTRATION/ACCOUNTING 452-1648 or 456-5151

**JOHNSON O'MALLEY
EDUCATIONAL PROGRAM**
"SAAKKAAYA CENTER"
451-8201 or 451-8211

**BUSINESS AND MANPOWER
DEVELOPMENT**
452-1648

WOMEN'S EDUCATION PROGRAM
451-8592

COMMUNITY SERVICES 452-1648

Counseling Services
452-1648
Child Welfare
452-1648

Family Focus
452-5802

Small Business Assistance
451-8468

ALCOHOL AND DRUG ABUSE SERVICES

Drop-in Center
456-7948

Out-Patient Services
456-1041
456-1101

**Fairbanks Alcohol Safety
Action Program**
452-8144

Youth Drug Abuse Prevention
452-5085

Director
452-1648 Ext. 15
RCAOA Detox Center
456-1053
RCAOA Treatment Center
456-1045
RCAOA Halfway House
452-8781

Substance Abuse Regional Counselor Training Program
452-7045

NOW, THEREFORE, BE IT RESOLVED, that the Fairbanks Native Association recommends that the University of Alaska increase its efforts to recruit and hire Alaska Native persons as graduate assistants and instructors, that the University of Alaska provide training in cultural sensitivity and cultural awareness to existing faculty, that the University of Alaska hire Alaska Native persons knowledgeable in Alaska Native culture as instructors and that their knowledge and experience be accepted as the credential base and that a committee to promote cultural sensitivity and cultural awareness in higher education be established by the Fairbanks Native Association to assist the university in this endeavor.

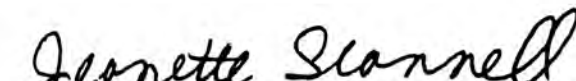
CERTIFICATION

I, hereby, certify that the above resolution was duly passed by the Board members of the Fairbanks Native Association, Inc. Board of Directors on the 21st day of May 1987.



Carol Lee Gho, President
FNA Board of Directors

ATTEST:



Jeanette Scannell, Secretary
FNA Board of Directors

March 1987

Resolution on Cultural Sensitivity in Higher Education

Whereas, the Tanana Chiefs Conference recognizes the need for higher education among Alaska Native people in order to increase opportunities for employment and full participation in the self-determination process and

Whereas, the number of graduates of the University of Alaska statewide system is totally inadequate to meet the needs of the Alaska Native people and

Whereas, the university system is now undergoing reorganization and the Tanana Chiefs Conference believes that now is the time to evaluate the University of Alaska's ability to offer programs which respond to the needs of Alaska Native students and

Whereas, the absence of cultural sensitivity and awareness of the traditional cultural values of the Alaska Native people among many University of Alaska faculty as well as the absence of Alaska Native faculty members to serve as role models are factors which contribute to the inadequate numbers of Alaska Native university graduates and

Whereas, the only way to introduce respect for Alaska Native culture and values into the educational system is to hire and involve Alaska Native people and

Whereas, the Tanana Chiefs Conference recognizes that there are currently few Alaska Native persons at the doctoral level who qualify for tenure track positions.

Now therefore be it resolved that the Tanana Chiefs Conference recommends that the University of Alaska increase its efforts to recruit and hire Alaska Native persons as graduate assistants and instructors, that the University of Alaska provide training in cultural sensitivity and cultural awareness to existing faculty, that the University of Alaska hire Alaska Native persons knowledgeable in Alaska Native culture as instructors and that their knowledge and experience be accepted as the credential base and that a committee to promote cultural sensitivity and cultural awareness in higher education be established by the Tanana Chiefs Conference to assist the university in this endeavor.



FAIRBANKS NATIVE ASSOCIATION, INC.

200 1/2 First Avenue
Fairbanks, Alaska 99701
Phone: (907) 452-1648 / 456-5151

November 9, 1988

Senator Willie Hensley
Alaska State Legislature
P.O. Box V (MS 3100)
Juneau, Alaska 99811

Dear Senator Hensley:

I want to express my appreciation again, for the work that the Senate Select Committee on School Performance (education), is doing.

I really support your Senate Bill 436. This is an important recognition of the transfer of traditional knowledge to today's education system and the wide variety of uses made from the knowledge carried in memories the Native elders of Alaska.

A special certificate or "mentoring" recognition is desperately needed for elders that work for school districts in our State, as was reflected in Poldine Carlo's testimony made in Fairbanks on November 2nd, 1988.

I would urge your committee to act in some positive way to implement the above suggestion and we support your Senate Bill 436.

Sincerely,

Samuel S. Demientieff
Executive Director

SSD/mm

ADMINISTRATION/ACCOUNTING
452-1648 or 456-5151
JOHNSON O'MALLEY
EDUCATIONAL PROGRAM
"SAAKKAAYA CENTER"
451-6201 or 451-6211
EMPLOYMENT DEVELOPMENT
452-1648
WOMEN'S EQUITY EDUCATION
452-1648/456-7127/456-7189
VOCATIONAL SPECIFIC TRAINING
452-1648

COMMUNITY SERVICES
452-1648
Counseling Services
452-1648
Child Welfare
452-1648
Family Focus
452-5802
ALASKA BUSINESS COUNSELING
SERVICE
452-6144

ALCOHOL AND DRUG ABUSE SERVICES
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Youth Drug Abuse Prevention
452-5085
Substance Abuse Regional Counselor Training Program
452-7045
Director
452-1648 Ext. 15
RCAQA Detox Center
456-1053
RCAQA Treatment Center
456-1045
RCAQA Halfway House
452-8761

Lighthouse Christian Center

P.O. Box 73560
Fairbanks, AK 99707

November 8, 1988

Senate Special Committee
on School Performance
Suite 213
119 North Cushman
Fairbanks, Alaska 99701

Dear Committee Members:

I believe that providing tuition vouchers for students would lend much to the educational well-being of the state of Alaska.

First of all, adopting this voucher system would increase involvement on both the part of the parents and of the students. The parents would be able to send their children to the school they feel is best suited to their personal needs, whether it be a public school in another district or a private school which could not have been afforded before. Also, the students would be more enthusiastic about school if they had a say in the matter of where they would be taught. For example, I have a few friends enrolled at West Valley who would rather go to Lathrop, and vice versa. As a result of this dissatisfaction, they aren't very excited about the school they go to. So you see, using tuition vouchers would not only command family involvement but also promote school spirit.

Next, the vouchers would contribute to better education in the schools. Because they wouldn't have the designated number of students in their district anymore, the individual schools would raise their standards to attract future enrollees. In addition, better qualified teachers would be hired. These are only a few ways that will result in quality education.

In conclusion, I feel that these tuition vouchers are a sound way to get the people involved in their children's education and they are necessary to improve the academic condition of the future generation.

Amy Amstrup
Amy Amstrup
Student

Tanana Chiefs Conference, Inc.

201 First Avenue
Fairbanks, Alaska 99701-4897
(907) 452-8251

November 9, 1988

Senator Willie Hensley
P.O. Box V
Juneau, AK 99811

Dear Willie,

Enclosed is a copy of my presentation to the Special Senate Committee on School Performance on November 2, 1988 in Fairbanks.

Thank you for the opportunity to testify before your committee.

Sincerely,

TANANA CHIEFS CONFERENCE, INC.

Reva

Reva Shircel
Education Director

RS/mln

Enclosure

cc: File

Tanana Chiefs Conference, Inc.
Presentation
to the
Special Senate Committee on School Performance
Noel Wien Library
November 2, 1988, 7:00 p.m.

- My name is Reva Shircel. I am the Education Director for Tanana Chiefs which is a consortium of 43 Athabascan villages in the Interior.
- I appreciate the opportunity to speak before this Special Senate Committee on School Performance.

It is time for us who are involved in the educational system in Alaska to change the system, and to make it relevant for Alaska Native students.

The Alaska Native people have been adapting to the western European education system for a long time now. As a People, where has this system gotten us? In particular where has it gotten Native men? According to a summary of the Statements of the Problem from the recent joint hearings of the Quality Education for Minorities Project and this committee, the problems facing the indigenous people of Alaska are at a critical level:

The Alaska suicide rate is twice the national average and among Natives, it is twice that. Among Native males aged 20-24, it is 13 times that. Two thirds of Native suicides involve alcohol.

Many Native families are dysfunctional because of racism, alcohol and drug abuse, incarceration, and conflicts between traditional cultures and new ways.

The university probably loses 60 percent of the Native students between the freshman and sophomore year. They are poorly prepared academically, and the stress they feel over that deficiency seems higher even than over the social issues.

I agree with comments from the hearings that Education is a bittersweet experience for Natives. It is helpful to deal with new times but it, also, drives a wedge between the traditional and the new.

The Alaska Natives have had to learn to live in two worlds, two cultures. When this educational system was introduced to us years ago, our students, subsequently, have had to, also, learn to live in two cultures, two ways of life. As a result, the majority of us have suffered. New ideas, new technologies, a faster way of life of the one culture have conflicted with the values and traditions of the Native culture. We have tried our best to adapt, in our individual ways, the best of each culture. In spite of the fact that the majority of us Alaska Natives live a subsistence way of life, we recognize that we must also have a solid knowledge of our language and culture in order to survive as a People.

Curriculum:

In order to combine the best of our two worlds, we must re-examine current curriculums to promote and incorporate relevancy for Alaska Native students. Basic academic skills must be presented within the environmental realities of the student. Materials and texts must reflect the realities of the Native student's life around him or her. To motivate students to learn, what is learned must have a high correlation to practical application in the community and world in which they live. Current village life requires a grasp and mastery of many basic skills, for example:

Math - measuring and computing quantities, distance, time and estimations based on formulas with interacting variables like wind, current.

Science - animal and plant life, behaviors, habitat, biology, physics, and chemistry.

Health Sciences - physical fitness and endurance, safety, and survival.

Reading and Writing - in learning about oneself from the stories and lessons about the values of one's culture.

History - the tribal/community life, and the lives of admirable leaders past and present history.

Course Development:

It is imperative and crucial that all schools in Alaska integrate Native values, skills development, and languages into all subject areas taught. Cultural values and ideas as well as the deep cognitive thoughts expressed in our languages cannot be reserved for an isolated hour or as an add-on. They must be integrated into the curriculum of every course (math, reading, writing, history, geography, science, etc) and they must be taught at all pre-school, elementary and secondary levels.

We do not have much time to waste in identifying the problems and deciding how to fix them. Our elders, who are now in their late fifties and early sixties, will no longer be with us after the next twenty-five years. When they leave, a large portion of our languages and cultures will leave with them. We urge every school district and school board in the State of Alaska to take a good look at the relevancy of their current materials/course offerings and curriculum. They bear the responsibility to make sure that what is being taught in the classroom stimulates the

students to thirst for knowledge and motivates them to learn. Challenging our Native students with basic skills which they can apply to their cultural and environmental realities must be the heart of curriculum design. Such models and culturally sensitive innovations in curriculum design already exist in other parts of the country and could be readily adapted to the different regions of Alaska. Planners of school district curriculum and the UAF School of Education must actively research such existing approaches, and concentrate their efforts to design curriculums in our schools which are culturally and environmentally relevant.

Staff Orientation:

The number one priority relative to school personnel issues continues to be the need to incorporate qualified Native people into the staffing of public schools at every job level. The Governor's Commission on Children and Youth reported earlier this year that:

Native children make up a significant proportion of many student bodies but few, if any, Native teachers, counselors or staff are hired to provide role and cultural models. We need more Alaska Native/American Indian male teachers. Many Natives do not possess the degrees or certification requirements these positions require, but they offer the cultural understanding vital for Native young people to succeed in school and for non-Natives to understand Native cultures. One of the most frequent recommendations heard by the Commission from Native youth was the need for more Native teachers, counselors and other role models.

Schools and human services agencies serving Native children, youth and families should hire qualified Natives as service providers to children. Elders and paraprofessionals recognized by the Native community are qualified by their life experiences and should be employed where appropriate.

Native corporations and the University of Alaska should work together to broaden the availability of programs that prepare Native youth for these jobs, actively encourage Native youth to participate and offer sufficient assistance to ensure that students complete these programs.

An affirmative program must be established by every Alaska School District to train Native Educators currently working within their systems to become the administrators and policy makers of the Alaska Educational System.

REAA's pay a premium in teacher salaries. They must receive the same premium in the quality of the educators and administrators that they recruit and hire to staff their schools.

There are many good teachers whose values, commitment toward excellence, and teaching skills afford Native students the opportunities to quality learning.

There are also many teachers who simple do not fit, are not committed to rural values, and through their own individual ethnocentricities demean Native students. These teachers alienate themselves from the village community and do little more than collect a sizeable income, nine months out of the year, from limited resources and then move on to other lucrative school district assignments. This is not acceptable. It is not cost effective and it has a devastating affect on our Native children and it is not Education.

All incoming district personnel should be carefully screened and only the best should be recruited to serve in our schools. What is best must be defined by criteria which takes into full account the personality and philosophical perspectives as well as the academic credentials of applicants for staff, and, more importantly, must be determined by an active partnership of the local community, district administration and school board. Adequate

cultural orientation of 12 credits in Alaska Native Studies for all incoming staff must be mandatory, especially for those who, in many cases, are neither from Alaska nor aware of the cultural tenants of the villages they will work in. Models based on the experience of the recruitment selection and orientation of other cross-cultural service programs like the Peace Corps and Vista might lend toward a body of knowledge necessary to deal with this personnel concern in the educational settings of Alaska's rural villages. Let's listen to what people in the villages see as criteria for teacher success. Let's look at successful teachers and find out why their work is respected by the community. Let's learn what personality traits are predictors of success as a teacher in a rural Alaskan village. Then, let's actively pursue the recruitment of such qualified professionals. The recruitment strategies of many districts too often are based on taking a quick look at the available job pools. We do not have to look outside for teachers until we have exhausted our lists of Alaska Native/ American Indian teachers. Then if we need to recruit outside, let us continue to identify the qualities of what we're looking for then aggressively recruit those types of teaching professionals whose experience, and philosophical and human values are as high as the premium salaries we have been offering.

Coordination/Interfacing Between Agencies:

The bottom line on Education is "Do Alaska's schools prepare Native students for Life?" According to the report of the Governor's Commission on Children and Youth earlier this year:

Preparing youth for life is everybody's business, but schools have a special role. An Native elder observed that "the best survival kit a person has is their mind". All community resources help create this survival kit, especially the schools.

Young people's health and ability to stay healthy affect how well they learn in or out of school. As young people grow, the degree to which they have mastered life skills, such as knowing how to make friends and resist peer pressure, the difference between normal "blues" and serious depression, ways of being "naturally high," how to resolve conflicts with parents and others, can determine whether they become casualties or take advantage of their opportunities. Educating the whole child means that life skills are as basic as language or math.

Parenting courses are now taught in some of Alaska's 55 school districts, and a curriculum that integrates skills for living within a critical thinking approach is not available anywhere. Yet it is clear that the ability to make good life decisions and future plans, resist peer pressure, learn new skills for adapting to changing job markets and understand the demand and qualities of successful parenting are among the most important new basics in our children's education. They are the basics of the future, no less important than the traditional three R's.

The Department of Education can develop a sequence of model curriculums that help enhance student's self-concept, critical thinking, coping and decision-making and refusal skills. Specific topics should include but not be limited to the following: parenting, communication and decision making, self-concept building, family violence, education about sexuality, gender roles and sex stereotyping, sexually transmissible diseases and AIDS, prevention of date rape, sexual abuse and substance abuse, dealing with family dissolution, dealing with grief and similar topics. The focus of this K-12 curriculum should be on wellness and

prevention. Preparation at the secondary level should also include job application skills such as resume preparation, job interviewing, and how to be a responsible dependable worker.

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

As Native people, we need to stem the tide of the overwhelming statistics. Teachers and counseling staff working in conjunction with elders and other natural helping networks are needed to both assist students and their parents and to teach the children in their classrooms the skills necessary to break the multi-generational effects of many of the problems which in the end will affect the student's abilities to learn.

In closing, let me leave you with this one thought, I do not believe that there is a single Native student in any school in this state that has failed or is failing. They are our children. They are in our care. For many reasons, the educational system in Alaska is failing. It is failing, in its responsibilities, to teach and educate. It is our responsibility as parents, as educators, and as community members to work together to make the changes necessary to educate and prepare our children for life and for the future of Alaska.

Thank you for this opportunity to testify.

TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution No. 88-29

UTILIZATION OF UA-RURAL EDUCATION BUILDING

WHEREAS, there exists a University of Alaska Rural Education building in Fort Yukon; and

WHEREAS, said building remains vacant due to no funding to operate; and

WHEREAS, said building is being considered for use as a community library;

NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference, Inc. Board of Directors opposes the use of the University of Alaska-Rural Education Center of Fort Yukon for any other purpose than the intended: Rural Education Center.

C E R T I F I C A T I O N

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and a quorum was duly established.


Daisy Northway
Secretary-Treasurer
Tanana Chiefs Conference, Inc.

Submitted by: Yukon Flats Subregional
Advisory Board

TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution No. 88-43

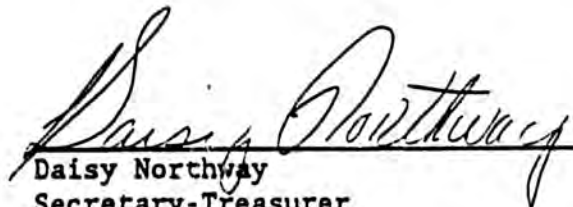
FORMATION OF A NATIVE STUDENT COUNCIL
WITHIN THE FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

- WHEREAS, the formation of a Native Student Council could clearly identify problems Native students face within the Fairbanks School District; and the students could work together to find ways to resolve these problems; and,
- WHEREAS, a Native Student Council would greatly boost students' self esteem because they would have an important voice on what was being discussed, they would be the most important component to the function of their own student government; and,
- WHEREAS, a Native Student Council would create a more vivid cultural awareness within the Fairbanks School District and give the Native students a sense of pride and unity; and,
- WHEREAS, a Native Student Council would allow students from all over Fairbanks to gain knowledge in areas of student government and public speaking, both of which could later be used; and,
- WHEREAS, a Native Student Council will bring together Native students, unifying them at the time which is most critical to further cultural development;

NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference Board of Directors supports the formation of a Native Student Council that would positively affect the Native students of Fairbanks and also provide clear cultural awareness among both Natives and non-Natives.

C E R T I F I C A T I O N

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and a quorum was duly established.


Daisy Northway
Secretary-Treasurer
Tanana Chiefs Conference, Inc.

Submitted by: Youth Delegation

TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution No. 88-45

STEVENS VILLAGE JOHNSON O'MALLEY PROGRAM

WHEREAS, the Stevens Village IRA is the legal governing body of the Native Village of Stevens Village, Alaska; and,

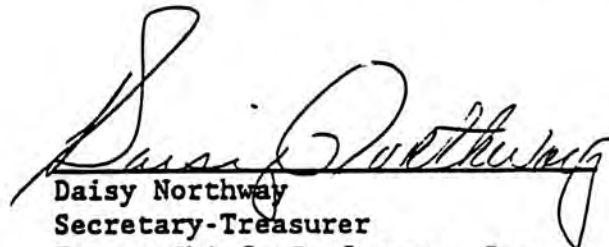
WHEREAS, the Native children residing in Stevens Village qualify under the Johnson O'Malley program for Stevens Village; and,

WHEREAS, Stevens Village IRA Council is in a position to contract and administer their own JOM program and has met on March 9, 1988 and decided to contract for their own JOM program for fiscal year 1989;

NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference Board of Directors direct Tanana Chiefs Conference, Inc. to work with Stevens Village IRA and local parent committee on the JOM application process, as well as the plan of service which will enable Stevens Village to contract and administer their own JOM program, beginning FY1989.

C E R T I F I C A T I O N

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and a quorum was duly established.


Daisy Northway
Secretary-Treasurer
Tanana Chiefs Conference, Inc.

Submitted by: Stevens Village &
Yukon-Tanana Subregion

TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution 88-58

J.O.M. FUNDING CUTS

WHEREAS, the J.O.M. Program may suffer 30% cuts in funding; and
WHEREAS, the Johnson O'Malley education program has benefited our children in the past; and
WHEREAS, part of that education includes cultural values and traditions; and
WHEREAS, we as concerned parents believe in the preservation of our cultural values and traditions.

NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference Board of Directors direct TCC, Inc. to pursue every means possible to maintain the present formula used in deciding funding levels for the Johnson O'Malley Program.

C E R T I F I C A T I O N

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and a quorum was duly established.


Daisy Northway
Secretary-Treasurer
Tanana Chiefs Conference, Inc.

Submitted by: Yukon-Tanana Subregion

TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution No. 88-59

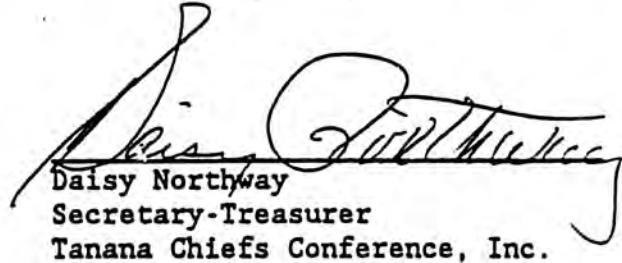
ALASKA HISTORY AS REQUIRED SECONDARY CURRICULUM

- WHEREAS, the Native people are an integral part of Alaska History; and
- WHEREAS, Alaska Native students need support in the form of education in their struggle to come to terms with U.S. Federal and State Legislation affecting their lifestyles; and
- WHEREAS, History of Alaska would promote a better understanding between Native and non-Native cultures; and
- WHEREAS, History of Alaska would produce more informed youth today for the future.

NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference Board of Directors approves and supports efforts to require an Alaska History course at the senior high school level as a requirement for graduation.

C E R T I F I C A T I O N

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and a quorum was duly established.


Daisy Northway
Secretary-Treasurer
Tanana Chiefs Conference, Inc.

Submitted by: Yukon-Tanana Subregion

TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution No. 88-00

NATIVE EDUCATION COUNSELORS

WHEREAS, recent phone surveys show a high rate of students are not graduating because of personal/family problems; and

WHEREAS, students are not motivated in school; and

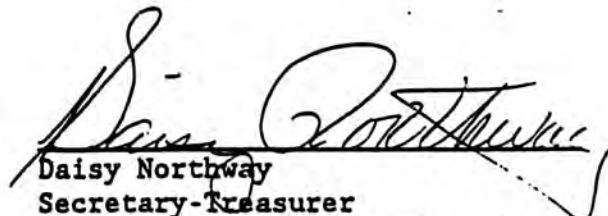
WHEREAS, Native role models in school have shown through surveys to be an integral part of students success.

NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference Board of Directors recommends that Native counselors be available to all schools to work with and/or through Alaska Native Education on solving family problems; and

BE IT FURTHER RESOLVED that parents through training programs volunteer more in schools as tutors for our children.

C E R T I F I C A T I O N

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and a quorum was duly established.


Daisy Northway
Secretary-Treasurer
Tanana Chiefs Conference, Inc.

Submitted by: Fairbanks Native Assoc.

TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution No. 88-62

ANCSA IN SCHOOLS

WHEREAS, the Youth of TCC are the future leaders of our ANCSA Corporations; and

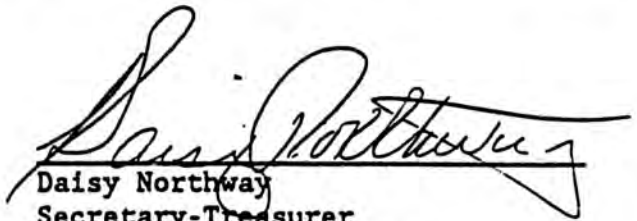
WHEREAS, the Youth would like to start learning as early as possible; and

WHEREAS, the best place to accomplish this is in school.

NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference Board of Directors directs TCC to discuss with the school districts within our region the possibility of setting up ANCSA classes as part of their regular curriculum.

C E R T I F I C A T I O N

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and a quorum was duly established.


Daisy Northway
Secretary-Treasurer
Tanana Chiefs Conference, Inc.

Submitted by: Youth

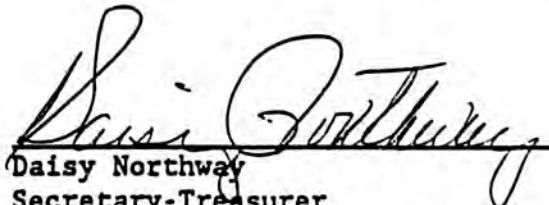
TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution No. 88-63

SUPPORTIVE PROGRAMS TO FAMILIARIZE PARENTS
WITH SCHOOL ACTIVITIES/ADMINISTRATION

- WHEREAS, parent participation with school activities are next to nonexistent; and
- WHEREAS, parents can become more involved with their children's education if they were given greater opportunities of volunteer work in schools; and
- WHEREAS, the Home School Liaison can be used as a communicator through which the parent can establish a more positive relationship with the school; and
- WHEREAS, Commissioner Demmert prioritized strengthening families through Alaska Native Leadership and their representative organizations.
- NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference Board of Directors encourage school districts to implement a Parent "Inservice Day" at the beginning of the year and second half of the year to enhance parent participation.

C E R T I F I C A T I O N

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and a quorum was duly established.


Daisy Northway
Secretary-Treasurer
Tanana Chiefs Conference, Inc.

Submitted by:

TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution No. 88-64

IEC RESOLUTIONS

WHEREAS, Interior Education Council passed 5 resolutions on University of Alaska restructuring, needs assessment, Healy Lake school, student tuition and support for 5 rural education centers;

NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference Board of Directors supports the five Interior Education Council resolutions and directs the TCC to help in their implementation.

C E R T I F I C A T I O N

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and a quorum was duly established.


Daisy Northway
Secretary-Treasurer
Tanana Chiefs Conference, Inc.

Submitted by: Tok Subregion

TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution No. 88-106

YOUTHS REPORT ON EDUCATION

WHEREAS, the TCC 1988 Convention theme is "Tribal Strength through Education"; and

WHEREAS, the youth delegates have discussed and prepared a report on education issues; and

WHEREAS, the concerns identified should be addressed by the TCC for the benefit of the education system and the younger generation.

NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference Board of Directors hereby accepts the report concerning education issues prepared by the youth delegation, and directs the TCC to investigate and address these concerns as appropriate.

C E R T I F I C A T I O N

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and a quorum was duly established.


Daisy Northway
Secretary-Treasurer
Tanana Chiefs Conference, Inc.

Submitted by: Youth Delegates

TANANA CHIEFS CONFERENCE, INC.

Board of Directors

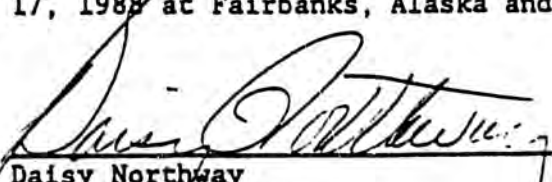
Resolution No. 88-108

EDUCATION THROUGH WELFARE REFORM

- WHEREAS, education is one of the most important aspects which leads toward true self-sufficiency; and,
- WHEREAS, many persons and heads of households who are currently receiving public assistance could become more self sufficient if they would avail themselves of the opportunity to receive the training and education needed to compete for today's jobs; and,
- WHEREAS, TCC, Doyon, and other entities, state, federal and private, have funds to partially assist students, some of which are single parents, or heads of households currently receiving some public assistance; and,
- WHEREAS, the limited scholarship grant and student loans available to these students is adequate to pay for most school-related expenses such as books and tuition, but inadequate to pay for all food and child care needs while receiving training or attending school; and,
- WHEREAS, the State Office of Public Assistance, under it's federal guidelines, currently counts student aid in the form of grants, scholarships and loans as income; and,
- WHEREAS, these policies are a disincentive for people currently on public assistance to attend training and institutions of higher learning by making it more financially lucrative to collect AFDC and food stamps and other public assistance rather than go on to school to improve their capacity to become self sufficient, tax paying members of our villages and communities, and knowledgeable members of our Native people;
- NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference Board of Directors petitions the State of Alaska and the United States Congress to change those laws and regulations which govern public assistance eligibility formulas to assure that no forms of student aid be counted as income when determining eligibility; and,
- BE IT FURTHER RESOLVED that the TCC Board of Directors let each and every state and federal legislator be aware that the Native people of the Interior Region of Alaska strongly believe in forms of welfare reform such as this which truly educate our people and truly make us self sufficient as a Native people.

C E R T I F I C A T I O N

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 17, 1988 at Fairbanks, Alaska and a quorum was duly established.


Daisy Northway
Secretary-Treasurer
Tanana Chiefs Conference, Inc.

Submitted by:

Administrative
& Support Offices
P.O. Box 00309
Nenana, Alaska 99760



Fred L. Lau
Superintendent

(907) 832-5594

To: Senate Special Committee on School Performance
Public Hearing, November 2, 1988

Dear Senators

My name is Fred Lau Superintendent of Yukon-Koyukuk School District. I appreciate the opportunity to talk to you about school performance because it is an area that our district has worked very hard on since the creation of the district in 1976. In addition, we feel as a district we have found some areas which do affect student performance and we are proud of our accomplishments. Further, there are some other areas that we think will affect student performance over which we presently do not have control. Although our scores on standardized test have improved we still do not feel we have done enough and continue to strive for improvements.

In order to improve student academic performance we feel that there are 10 main areas on which our efforts need to be focused. These are:

1. Parenting Skills
2. Preschool Programs (Early Childhood Education)
3. Reading, Writing and Oral Communication

4. Emphasis on Academics and hard work
5. Development of positive attitudes and self-image
6. Positive role models
7. Elementary and Secondary Counseling Programs
8. Post Secondary Counseling and Follow-up
9. Department of Education Reorganization
10. Quality Teacher Education Programs

First, I must say that our approach as a district has always been to emphasis ways to improve the situation rather than dwell on whose fault it is. It is readily apparent that we do not have the time to waste discussing who caused the situation we are in but instead must focus all of our energy and financial resources on correcting the situation. With this in mind I will try to be brief in my comments on each area with the intent that if there are questions I would be happy to answer them.

1. Parenting Skills - Although many will say this is not an area for schools, we have found that where we have instituted parenting workshops in conjunction with the school staff that the readiness level of those children entering school has increased. We would recommend that this is an area where the Department of Education should become directly involved in the Development of a parenting-skills curriculum and assume the role of disseminating the program.
2. Preschools Programs or Early Childhood Education -

Again this is an area where many feel it is not the responsibility of the school. Because of this, preschool programs are operated by private organizations, non-profit corporations, head-start and the school. At least in our district it is difficult to coordinate these with the school programs. It is our opinion that unless preschool programs are funded by the state under the foundation program and run by individual school districts as part of their regular program, many rural districts will have reached as high as they can go in raising student achievement scores. Raising the entry level of students is critical at this point in time.

3. Reading, Writing, Oral Communication Skills - We have found as a district that the key to success in almost every other subject comes from a firm base in reading, writing and oral communication skills. In light of this our district has placed great emphasis on this area and recommend the following types of programs be instituted especially in rural school districts.

READ -

Locally developed program involving centers for students in grades K-2 designed to improve reading by providing school reading centers and library areas.

R2R -

Reading comprehension and vocabulary skills taught using locally developed material using multi-model holistic reading program for grades 3-6. Also involving motivational holistic programs such as "River Readers" and "Battle of the Books" and extensive parent home involvement in reading.

EXCEL -

Locally developed program involving learning centers for students in grades 7-12 designed to improve the college preparation skills of students through providing school reading and study centers. This involves the use of locally trained librarians working with secondary students on library and research skills. It also involves increased homework assignments.

APPLE & APPLE 2 -

Reading and writing skills taught using microcomputers and district developed computer software packages which foster culturally appropriate writing activities and

bilingual English vocabulary skills.

Alaska Writing Consortium -

Involves initial and advance training in techniques for teachers to use in teaching writing. In addition, the district uses a newly developed computer program designed by the district entitled the Alaskan Writing Machine which is currently being distributed nationally and is recognized by the U.S. Secretary of Education as one of the eleven best bilingual programs in the nation.

4. Emphasis on Academics and that with hard work you can succeed - There needs to be increased emphasis in this area. The following are things that could be done.
 - a. Increase financial support of the present academic decathlon to include regional contests similar to these held in basketball, track, and wrestling which lead to a State tournament.
 - b. Increase of local district academic competition such as the one run by our district which brings together finalist from each school site in the areas of Spelling, Mathematics, Speech, Music, Art, Battle of the Books (Reading), Young Authors

(Writing) and cultural activities.

5. Development of Positive Attitudes and Self-Image - Positive self-image and attitudes are learned. They are gained from experiencing successful situations and from being constantly encouraged and told that you can be what you want to be. The school can only do so much in this area but again we must take the students from where they are and do everything in our power to build a positive self image regardless of what happened before.

We recommend that much more emphasis be placed on training teachers in how to establish a learning environment that leads children to develop positive attitudes. These types of courses should be a required part of the teacher training program. In addition, programs need to be developed for parents so that the development of a positive self-image begins at an early age.

6. Positive Role Models - Our district has always felt that it is important to have role models who reflect the culture from which the students are coming. Therefore we recommend that in particular, programs that promote and support Alaska Natives and other minorities to continue and complete advanced education

or training be funded. It is very important that students in our schools see that it is possible to complete a college education or vocational training program and be able to find a suitable job if they so desire. Areas that should be looked at include additional scholarship opportunities and advanced training programs for local experts. These programs should not just emphasize the area of teaching but should also include areas such as business, accounting, law, medicine, and all aspects of vocation training. In addition, these must be quality programs not watered down version which are designed only to increase the number of minorities in a particular field.

7. Elementary and Secondary Counseling Programs - It is our recommendation that all school districts whether they are urban or rural need to increase the number of counselors. Particularly in the area of drug and alcohol counseling to work with students and the community. In addition, we see a need for districts to fund elementary counselors which is almost entirely neglected in rural Alaska.
8. Post Secondary Counseling and Follow-up - It is our recommendation that every district institute a program of tracking and counseling of high school graduates at least for the first two years they are out of school.

Such a program should provide counseling which follows up and maintains contact with graduates. This program should also provide help in placing individuals in college and vocation programs and in some cases on site visitation to counsel graduates who are having difficulties in college or training programs.

In order to alleviate the problems of transition in rural schools from the small school setting to the university or vocational school each district should have a program in Urban Survival Skills prior to graduation. This program as it operates in our district incorporates such items as bank accounts, shopping and selection of food in a supermarket, dealing with the police, writing checks, and money management.

9. Department of Education Reorganization - It is our recommendation that the Department of Education needs to be given a strong recommendation to reorganize in such a way that it becomes a service and training oriented organization rather than a regulatory one. The problems we presently have cannot be regulated away. The Department needs to take the lead in piloting programs which show potential in increasing student performance. Where programs are found to be successful this information needs to be not only

disseminated to other districts but also actively promoted. The Department needs to assume the leadership role in improving student performance rather than a clearing house for establishment of new regulations.

The Department of Education must take on a leadership role in promoting new educational techniques and strategies.

10. Quality Teacher Education Program - Over the past 11 years we have made a concerted effort to hire and retain qualified teachers and administrators. In addition, we understand the need to hire qualified Alaska Native teachers because in most cases they have a better understanding of the local culture. This emphasis reflects in our overall district which currently employs 13 Alaska Native teachers or 26% of our certificated teaching staff. I might also add that this represents 9% of all the Alaska Native Teachers employed in the State. We would encourage all districts to continue to seek out qualified minorities to work in the schools.

The critical ingredient here, however, does not seem to be whether the teacher is Native or Non-Native but in whether or not they are qualified, well trained, caring

and sensitive individuals. It is recommended that the University of Alaska Fairbanks Rural Education Program and the Cross-Cultural Education Program be reviewed by an outside evaluator because in our opinion both programs lack a strong basis in teaching techniques, child development, reading, writing and communication skills. At present too much emphasis is being placed on the cultural aspects of teaching in Rural Alaska rather than on sound educational teaching techniques which can be used in any environment.

Again I thank you for the opportunity to testify. We as a district think we are doing a good job and think we can prove it. This is not to say that our job is over because we realize we have a long way to go. With your help we will all be able to face any child and say you can be what ever you want to be and believe it ourselves.

Sincerely,


Fred L. Lau
Superintendent

FL/clh

RIVER READERS: REAL BOOKS FOR REAL KIDS COMPENSATORY EDUCATION THAT WORKS

Like hundreds of other school districts around the nation which serve low-income minority students, the Yukon-Koyukuk School District had worked for a decade to improve the academic achievement of its students through compensatory education programs such as Chapter 1, Title IV, and Title VII. While steady gains were documented for mathematics, a 1987 24 month sustained gain study for Chapter 1 showed that the reading program showed a flat curve, no gain. Frustrated with 5 years of little or no improvement in the most crucial skill area of all, reading comprehension, YK educators turned to a radically different approach: real book reading reinforced through behavior modification. The success of **River Readers: Real Books for Real Kids** may prove of compelling interest to educators facing similar challenges.

Project Background

Yukon-Koyukuk School District provides a dramatic example of a district facing all the challenges which can beset a group of educators. Located in the remote frozen sub-arctic wilderness to the northwest of Fairbanks, Alaska, YK serves 600 Athabaskan Indian children living in ten isolated villages spread over an area larger than the state of Washington. By all standard predictors of school achievement, as members of a racial minority, coming from low-income families, and from a bilingual background, YK students appeared headed for school failure.

But a dynamic combination of community leaders, parents, and committed educators have refused to accept the inevitability of that recipe for failure. Research suggested the problem and the solution. The entire district reading program was based on basal textbook with a skill focus. Libraries were sparse and little independent reading was going on. It is now fairly well recognized in the research literature that gains in reading achievement are closely correlated to the amount of independent real books reading which children do (cf. *Becoming a Nation of Readers*, NIE, 1983, pp.76-79). So the answer was clearly to get kids to read real books. So the first step was to buy good books which kids could and would read. But even if the libraries were up-graded, how could teachers get kids to read the books?

Project Description and Goals

Using as their model a program developed at a YK school site, the Nulato Roaring Reading Rockets Program, YK staff initiated the River Readers Program for students at all eleven schools. The primary program goal of River Readers is reading fluency and basic comprehension skills. The program offered students a graduated series of rewards for real book reading both in and out of class.

The reward system divided students into four flights, primary (K-2), intermediate (3-6), junior high (7-8) and senior high (9-12). For example, in the intermediate grades the reward system worked as follows: Button 3 books read, pencil 5 books read, balloon 7 books read, pizza party and badge (embroidered) 10 books read, bike lottery ticket every ten books read, hat 15 books read, T-shirt 20 books read, jacket 30 books read. No comic books or magazines were accepted. All books had to be grade level real books from the library. Students received credit for each book only after demonstrating through an oral report, quiz or book report that they had read and understood the book. For primary graders the top prize required 120 books, for intermediate grades 30 books, for junior high 25 books and for senior high 20 books.

River Readers was funded as part of the district bilingual program. It cost about \$12,000 for prizes in addition to the hidden but very real costs of library set up (about \$30,000 per school site). River Readers was introduced to the school staff through a district-wide teleconference during

which all teachers discussed and hammered out the rules and reward schedule. Through the medium of the teleconference and monthly progress reports, all teachers and students were involved in the program. It was considered to be a significant component of the total reading program of the district and an important sub-component of the bilingual program; it had the support of all the principals and teachers; it was considered a major district effort by staff and parents.

New Directions: Innovation

Seen as a reading contest, River Readers is not exceptional. Public libraries have been running summer reading clubs for half a century. Programs like River Readers have been most popular in middle class communities, a "side-show" something extra from the public library, often rewarding students who are already good readers. In contrast, most federal compensatory programs tend to be skill-based, providing more drills and tutorial. Thus viewed as a primary component of a compensatory program, River Readers was a revolutionary shift in program direction.

Evaluation Results

Making this dramatic change provided both an opportunity and a need to do some kind of interim program evaluation. The achievement data presented in this report targets grades 3-6 because these are the first grades during which children are reading to learn (as opposed to primary grades when they are learning to read). River Reader program evaluation focussed on three questions:

- 1) *Would this type of "middle class" program work in a rural Native American community?*
- 2) *Was the reward schedule effective in modifying children's behavior?*
- 3) *Did the program improve reading comprehension and fluency?*

1. Impact: cultural conflict Issue

Subdimensions of this questions include concerns such as :Is this type of motivational/reward program inconsistent with or in some sense in conflict to local cultural values? In other words, if this type of program has primarily been found in middle class /white communities, will it work in a Native Alaskan Athabaskan rural community?

Another way of looking at this question would be to ask, "Can this technique, which has been successfully used with main stream middle class children, work with Indian children?" At the onset of the program, this was a very real concern of the staff, some of whom expressed doubt that this intervention was appropriate to this population. Perhaps the concern arose because a reward system posits some measure of competition and is based on a pseudo-monetary "payment" schedule of so many prizes for so many books read. A widely accepted belief/myth (held by non-Indian anthropologists and educators) about Indian children and Indian cultures is that they are not competitive and hold values which are incongruent with a cash economy.

The answer to the cultural relevancy question can be found in the total response of the students. It can be measured by the total number of books read and the percentage of participation. In other words, if the program was dissonant or incongruent with the Native American culture, students would not have participated, books would not have been read, the level of participation would have been minimal. Large numbers of books and a high level of participation would mean that this type of program can work with an Indian population.

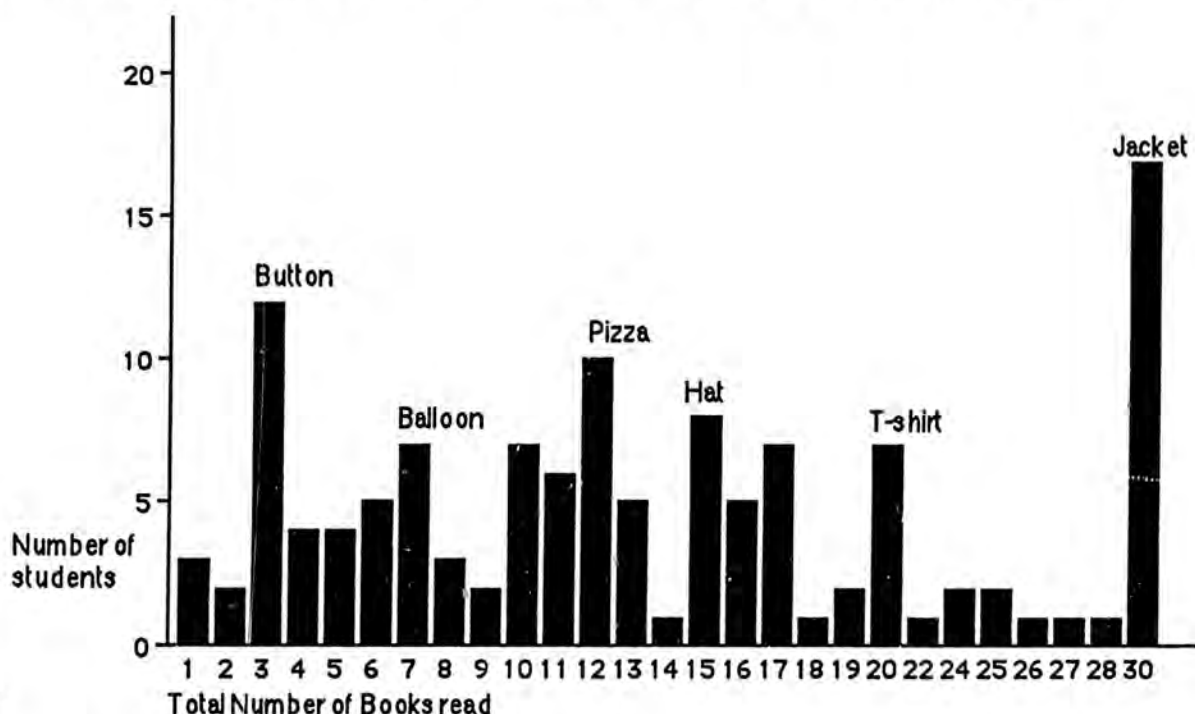
The results were not only positive, but for a first year program, surprisingly strong. Both in the total number of books read, the percentage of students who participated in some fashion, and the high percentage of students who participated at the top levels, it is clear that this type of program was quite appropriate for the target population. For the district as a whole, grades K-12, 401 students out of a possible 535 or 75% of the student population (of whom 96% are Low

income Indian children), read a total of 14,428 books, an average of 35 books per child, or about one per week of school.

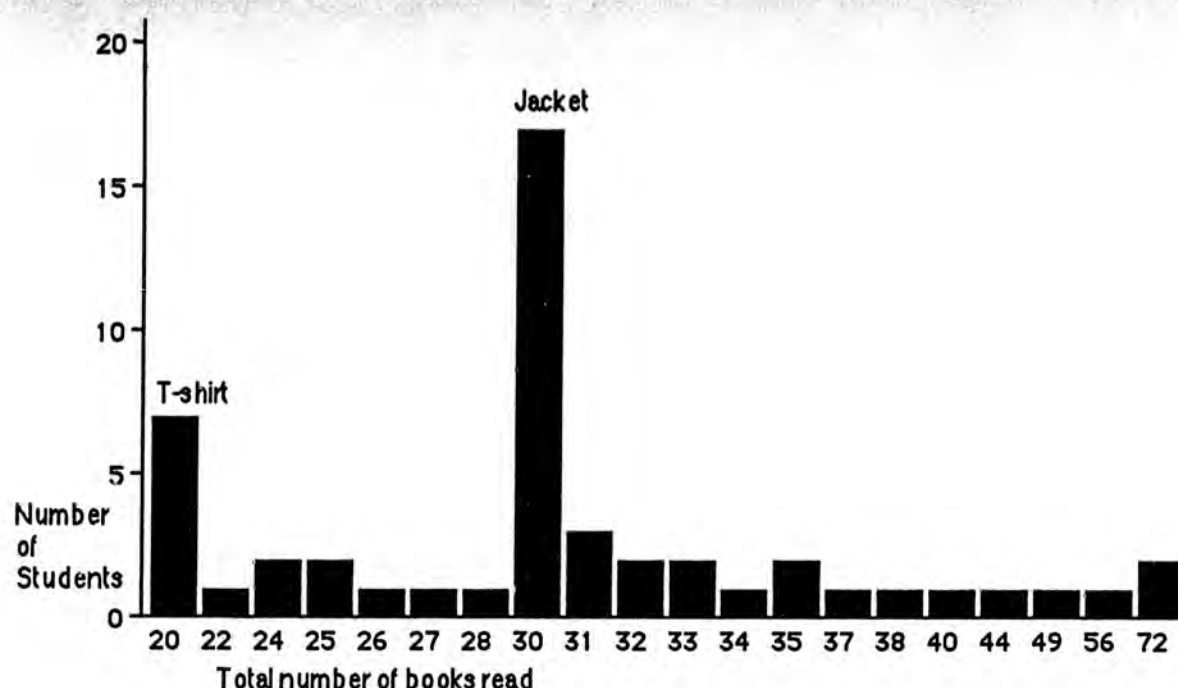
For the target grades 3-6, 86% of the total student population participated in the program, participation being defined as having read any books at all. The first level of ten books defined the basic acceptable participation; 69% of the students achieved at least level I. *A total of 98 students who achieved Levels I-IV read a total of 2435 grade level library books* in the 8 month project period for an average of 25 books per student per year or a little over 3 books per month of school. A surprising 38% of the students achieved Level 4, more than 30 books and 23% achieved beyond the actual highest level with 2 students reading more than 70 books.

2. *Impact: Behavior Modification*

Will the intended behavior modification work? Will students respond directly to the reward system? Can we control student behaviors through a reward system? The answer to this question can be found by analyzing the number of books read per child and relating those numbers to the reward schedule. If the reward worked, the graph will peak at the points of reward. The graph below dramatically illustrates the effect of the reward system on student reading behavior in grades 3-6. The vertical axis shows the number of students who read x many books. The horizontal axis represents the number of total number of books read. Thus the graph shows that 11 students read up to and no more than 12 books for the pizza prize. The number of books reported for each student represents the final total for that student. Note the peaks at the reward points.



A final question may be whether any students read beyond the reward system levels. The graph below represents the number of students who read to from Level III (T-shirt) through Level IV to the 2 students who read the top number of 72 books. It is interesting to note that before the program was initiated, a number of teachers had expressed concern that the number of books (30) for the top award was too high. In fact, as this graph demonstrates, for 23% or almost a quarter of the students, the top mastery level was too easy, not too hard. It also shows that while the behavior modification system had a clear impact on students' reading behaviors, a sizeable percentage of students were clearly not dependent on the rewards as a motivation for reading. Almost a full quarter of the students were apparently reading for the sheer pleasure of reading.



3. *Impact: Student Achievement*

Did the program make a difference in student reading achievement as measured on a norm referenced achievement test? The achievement instrument used was the *Iowa Test of Basic Skills*, (Form G, 1985 edition, Levels 8-12), reading comprehension sub-test. Pre and Post test paired samples of the 51 students in the lowest quartile were compared using a t-test.

Table 1

Data File: First Quartile NCE

Paired Samples

Variable	FY87NCE	FY88NCE
mean:	21.431	24.784
Std. Deviation	10.821	12.205
Paired observations:	51	
t-statistic	-2.061	
Significance	0.045	

The above data analysis suggests that there is a 96% chance that the growth from pre to post test (spring to spring) was indeed real. The growth was statistically significant to the .05 level. While not a dramatic gain in itself, these results must be compared to the history of absolutely no gain or even a slight loss in the reading programs. For example, although River Readers was not a Chapter 1 program, it impacted Chapter 1 students and was the only change in intervention experienced by Chapter 1 Reading students from FY87 to FY88. And in fact, Chapter 1 Reading students, those identified as being in greatest need for help in reading district-wide, showed a slightly better gain of 4.2 NCEs.

What was not revealed in these results is also illustrative. There was no gain for students in the upper quartile. There was no correlation between the number of books read and gain nor was

there a correlation between between pre-test scores and number of books read. That is, the more books you read had apparently nothing to do with how much you gained and the most prolific readers were not necessarily the best. These negative results were both good news and bad news. The program had been intended to serve the bottom layer and we were afraid that the better readers would be more prolific readers and would gain more than the target group of poor achievers. So in fact, the group we had hoped would gain, did so. But the program certainly did not demonstrate that reading a lot of books would dramatically improve test scores. It may be that for the better readers, a more challenging program to hone higher level reading interpretation skills is needed in addition to a program which focusses on sheer fluency. Other possible explanations might include the fact that River Readers may not have actually increased the number of books read by better readers, but simply rewarded them for an activity they were already doing. Further, anecdotal information from teachers suggested that although some of the non-participants were the poorest readers, some non-participants were also among the best readers who simply chose not to apply for rewards since the book reporting required was too much trouble and they read for their own satisfaction.

Summary

River Readers demonstrated most emphatically four key points. First, "what works works"; i.e., good instructional techniques cross cultural boundaries and as educators we need not refrain from applying methods well validated on mainstream populations to Native Americans in the name of "cultural relevancy." Second, behavior modification through reward is extremely effective, almost frighteningly so; if you want kids to exhibit a certain behavior clearly layout the ground rules for reward and kids will perform. Third, we can set higher standards for Indian children than many teachers dream. Fourth, a reading fluency program can have an educationally and statistically significant effect on the lowest achieving students; on the other hand, the upper quartile, who did not show a growth, may need something more than mere fluency.

By Tim Cline and Niki McCurry

PRESENTATION BY GREG RUFF, PROG. DIR
KUAC-TV

Before the Special Committee On School Performance

Fairbanks - November 2, 1988

I'd like to briefly explain some things that KUAC-TV is doing in K-12 education and in the areas of parent/student involvement. These items were not included in Charles Northrip's letter to the committee of Sept. 16th.

First, in order to take up the slack caused by the demise of Learn/Alaska, KUAC-TV has entered into a partnership with DOE and FNSB School District to air a limited amount of K-12 in-school programming, notably Alaskan interest, Alaska Native culture and current events series. This project is in addition to our regular Adult and College education telecourses that typically reach 1,000 students a year.

Support for the K-12 ITV project is from DOE in rights and program acquisitions, the Borough in direct costs funding and program selection, and KUAC in broadcast and machine time, facilities use, and promotion support. This three-way partnership of State, Borough and University has restored approximately 1/4 of the previous Learn/Alaska amount of ITV to area schools - and with no new funds.

In the area of local production, all of the recent documentary programs produced by KUAC-TV are being used in classrooms in Alaska and the lower 48 - some, including MAKE PRAYERS TO THE RAVEN, are further used in Canada, Denmark and other countries, exposing "outside" audiences to Alaskan values.

In the area of parent involvement, KUAC-TV has aired programs about this subject, including FIRST THINGS FIRST in October, a special that showed examples of programs around the country where teachers, volunteers and parents are trying to instill an appreciation for literacy in young children.

Realizing that the occasional program is not enough, in Nov. we are airing a night and a half of our very popular children's programs, from SESAME STREET through ALASKA HISTORY, in prime time. This is being promoted, with help from the school district, as a time to watch what your children watch, with your children. On Monday, Nov. 14th, we will air a SESAME STREET SPECIAL at 8 PM - it's a program designed for adults and children to watch together. On Tuesday, Nov. 15th, we have a full 3 hours of childrens' interest programs, again in prime time. The

programs include a visit to Moscow by Mister Rogers and a visit to Antarctica by 3-2-1 CONTACT. The night's last two programs are ALASKA HISTORY and ECOSYSTEMS OF THE GREAT LAND - both typical of the type of programs delivered in the ITV service. These nights are intended to help familiarize parents with the things their children watch at home and in school, hopefully involving them in their children's activities. The episodes of each program were selected with adults in mind, as well as children. This type of effort will be repeated.

We will be airing the new season of DEGRASSI JR. HIGH and now air CE NEWSMAGAZINE in prime time for parents and children to watch together. Both series deal with contemporary issues faced by teenagers in and out of school in a way that stimulates discussions at home.

And, beginning in March, we will air LEARNING IN AMERICA, a 5-part series that promises to be the most comprehensive televised examination of education ever attempted.

Our next objective is to develop coordinated utilization efforts. The Borough and KUAC-TV are exploring ways to fund a position so a person could be assigned to provide utilization services to both the University and Borough schools on a regular basis. This would help get information to teachers and parents about programs, and judge their effectiveness.

KUAC-TV realizes its special responsibility in these areas and, even in tight economic times, we're moving to expand and enhance learning in our broadcast area. It's something we want to do and have underway. Finally, remember that every program I mentioned can be received today on regular TV's in schools and homes throughout the Borough and in Manley Hot Springs, Nenana, Delta Junction and Healy.

Thank you for your time.

RAINBOW FAMILY PRODUCTIONS

"The Rainbow Kids Company"

P. O. Box 1826
Fairbanks, Alaska
U.S.A. 99707
Tel: (907) 456-2521
456-5736



TO: Alaska State Senate Special Committee on School Performance

FROM: Rainbow Family Productions

P.O. Box 1826
Fairbanks, Alaska 99707
Tele: (907) 456-2521 or
456-5736

DATE: November 2, 1988

PLACE: Public hearing on "maximizing student benefits from schooling process" held at the Noel Wien Library, Fairbanks, Alaska.

RE: Testimony of Rainbow Family Productions and friends on Human Race identity solution that augments student school performance programs.



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Fair use of the material contained in this testimony may be used by the state government for fulfilling its purposes in gathering these testimonies. Any other use requires the permission of Rainbow Family Productions.

Background For This Rainbow Family Productions

Testimony on the Effect of

Racial Identity on School Performance

Disclosure of statewide test scores of Alaska students led the Alaska State Senate to unanimously adopt a resolution establishing the Special Senate Committee on School Performance. Early in the summer of 1988, the Senate President Jan Faiks named Senator Willie Hensley to chair the Committee, and Senators John Binkley, Jim Duncan, Ken Fanning, and herself as its members.

In broadest terms, the goal of this Committee "is to identify steps that the State should take to help assure that all students benefit more fully from schooling, especially (but not only) in learning of basic skills."

The Committee is reviewing school performance on a statewide basis, utilizing relevant data, school superintendent questionnaires, input from Alaskan educational organizations, and five public hearings. The Committee will complete its report by the end of this year for delivery to the 16th Legislature upon its convening in January, 1989.

At the urgings of some Fairbanks North Star Borough school district personnel and local Alaska Native educational leaders and, most importantly, because Rainbow Family Productions (RFP) is a three-family Alaskan business with many children in the Alaskan school system—ages pre-school through adult—we of RFP took the initiative to make the following presentation at the Committee's public hearing in Fairbanks, Alaska on November 2, 1988. RFP quickly learned that the most fundamental factor affecting school performance is the racial identity perception in the minds of

Page 2 of 2, Background for RFP Testimony on School Performance,
November 2, 1988

parents, educators and students. The Human Race identity is not another opinion, rather it is a scientific fact that has been suppressed from the conscious awareness of human educators and learners worldwide. Until this fact is consciously taught, educational programs that are otherwise meritorious shall continue to be ineffective. RFP knows that the Human Race—Many Cultures self-identity is not a wholly sufficient solution, but as parents and human identity professionals we know with certainty that it is an absolutely necessary ingredient for all other solutions. We are proud to present to the world, for the first time in history, the all-inclusive solution to racial identity that represents the best interests of all humans, of every skin color, and every culture. The days of exclusive self-interests must come to an end. We all live on one earth as members of the one Human Race family with only one purpose: to love one another in a way that allows every creature on our planet the opportunity to live successfully with hope for the future.



The Rainbow Family Productions goal is beautifully illustrated by this letterhead logo of the Fairbanks North Star Borough School District Bilingual/Bicultural program.

Rainbow Family Productions (RFP) is a wholly independent, interreligious, interpolitical, Fairbanks-based, for-profit writing, consulting and publishing business composed of three local families of parents and children. Combined, the RFP parents have nine children in the Alaska school system from pre-school through high school. RFP is the creator of the Rainbow Kids project which has resulted in a fully colored camera ready book titled The Rainbow Kids Find A Label and plans for other related educative products and services which will bring jobs and dollars to Alaska. The idea of RFP is to utilize American democratic free-enterprise to empower the dissemination of a history-making solution to world-wide racism. To do this, RFP has created a solution to multiracism that is the final chapter in the courageous struggle for civil rights: It is the Human Race identity for a world learning about Human Rights. The key to the world-wide success of this project is the fact that the Rainbow Kids solution brings equal opportunity justice for everyone. The Human Race identity is all inclusive! And, it is realistic. Though directed primarily toward children and youth, it has proved to be of enormous value for adults. Peoples' comments on the project may be summarized as: "The Rainbow Kids project is simple to understand, straight to the point, includes everybody, is colorfully positive and practical, and is downright entertaining." RFP and friends respectfully propose that the Alaska State Legislature seriously consider the Rainbow Kids project as a significant contribution to the profound responsibility of our

Senators and Representatives to create policies and fund programs for the successful education of all children in our beloved state of Alaska.

The multirace myth, which pseudoscientifically asserts different "subspecies" (called "races") of the species Homo sapiens, sets up the different self-fulfilling expectations in the minds of teachers so that the delivery of teaching programs is skewed by unequal expectation opportunity. This is one of the main ways that the myth effects teachers. Multiracism also impacts students by drastically altering their self-expectation in regards to learning. Therefore, both teacher and student have been taught to believe that different so-called races perform differently on a scale from superior to inferior. Because they are also taught to believe they are a member of one of these so-called racial groups, then they perform, on average, according to the social expectation standard of the group to which they have been assigned. In the academic literature, this well known expectancy-labelling phenomenon is known as the Rosenthal Effect:

There is increasing concern over what can be done to reduce the disparities of education, of intellectual motivation and of intellectual competence that exist between the social classes and the colors of our school children. With this increasing concern, attention has focused more and more on the role of the classroom teacher, and the possible effects of her values, her attitudes, and, especially, her beliefs and expectations. Many educational theorists have expressed the opinion that the teacher's expectation of her pupils' performance may serve as an educational self-fulfilling prophecy. The teacher gets less because she expects less.

The concept of the self-fulfilling prophecy is an old idea which has found application in clinical psychology, social psychology, sociology, economics, and in everyday life. . . . experiments are required in which the expectation is experimentally varied and is uncontaminated by the past behavior of the person whose performance is predicted.

Such experiments have been conducted and they have shown, that in behavioral research, the experimenter's hypothesis may serve as self-fulfilling prophecy [Rosenthal, 1966]. Of special relevance to our topic are those experiments involving allegedly bright and allegedly dull animal subjects. Half the experimenters were led to believe that their rat subjects had been specially bred for excellence of learning ability. The remaining experimenters were led to believe that their rat subjects were genetically inferior. Actually, of course, the animals were assigned to their experimenters at random.

Regardless of whether the rat's task was to learn a maze or the appropriate responses in a Skinner box, the results were the same. Rats who were believed by their experimenters to be brighter showed learning which was significantly superior to the learning by rats whose experimenters believed them to be dull. Our best guess, supported by the experimenters' self-reports, is that allegedly well-endowed animals were handled more and handled more gently than the allegedly inferior animals. Such handling differences, along with differences in rapidity of reinforcement in the Skinner box situation, are probably sufficient to account for the differences in learning ability shown by allegedly bright and allegedly dull rats.

If rats showed superior performance when their trainer expected it, then it seemed reasonable to think that children might show superior performance when their teacher expected it. That was the reason for conducting the Oak School Experiment [Rosenthal and Jacobson, 1966].

To all of the children in the Oak School, on the West Coast, the "Harvard Test of Inflected Acquisition" was administered in the Spring of 1964. . . .

At the end of the school year of this study, all teachers were asked to describe the classroom behavior of their pupils. Those children from whom intellectual growth was expected were described as having a significantly better chance of becoming successful in the future, as significantly more interesting, curious, and happy. There was a tendency, too, for these children to be seen as more appealing, adjusted, and affectionate and as lower in the need for social approval. In short, the children from whom intellectual growth was expected became more intellectually alive and autonomous or at least were so perceived by their teachers. These findings were particularly striking among the first grade children; those were the children who had benefited most in IQ gain as a result of their teachers' favorable expectancies.

We have already seen that the children of the experimental group gained more intellectually so that the possibility existed that it was the fact of such gaining that accounted for the more favorable ratings of these children's behavior and aptitude. But a great many of the control group children also gained in IQ during the course of the year. Perhaps those who gained more intellectually among these undesignated children would also be rated more favorably by their teachers. Such was not the case. The more the control group children gained in IQ

the See Saw Syndrome

the more they were regarded as *less* well adjusted ($r = -.13, p < .05$), as *less* interesting ($r = -.14, p < .05$) and as *less* affectionate ($r = -.13, p < .05$). From these results it would seem that when children who are expected to grow intellectually do so, they are considerably benefited in other ways as well. When children who are not especially expected to develop intellectually do so, they seem either to show accompanying undesirable behavior or at least are perceived by their teachers as showing such undesirable behavior. If a child is to show intellectual gain it seems to be better for his real or perceived intellectual vitality and for his real or perceived mental health if his teacher has been expecting him to grow intellectually. It appears that there may be hazards to unpredicted intellectual growth.

A closer analysis of these data, broken down by whether the children were in the high, medium, or low ability tracks or groups, showed that these hazards of unpredicted intellectual growth were due primarily to the children of the low ability group. When these slow track children were in the control group so that no intellectual gains were expected of them, they were rated more unfavorably by their teachers if they did show gains in IQ. The greater their IQ gains, the more unfavorably were they rated, both as to mental health and as to intellectual vitality. Even when the slow track children were in the experimental group, so that IQ gains were expected of them, they were not rated as favorably relative to their control group peers as were the children of the high or medium track, despite the fact that they gained as much in IQ relative to the control group children as did the experimental group children of the high group. It may be difficult for a slow track child, even one whose IQ is rising to be seen by his teacher as a well-adjusted child, and as a potentially successful child, intellectually. . . .

But to come to an end, we shall want a summary. Perhaps the most suitable summary of the hypothesis discussed in this paper and tested by the described experiment has already been written. The writer is George Bernard Shaw, the play is *Pygmalion* and the speaker is Eliza Doolittle:

You see, really and truly, . . . the difference between a lady and a flower girl is not how she behaves, but how she's treated. I shall always be a flower girl to Professor Higgins, because he . . . treats me as a flower girl, . . . but I know I can be a lady to you, because you always treat me as a lady, and always will.

(Robert Rosenthal and Lenore Jacobson, "Teachers' Expectations as Self-Fulfilling Prophecies," in Davis and Warren, Eds., *Psychology of Education: New Looks*, 1974. pp. 259-265.)

REFERENCES

- Rosenthal, R. *Experimenter Effects in Behavior Research*. New York: Appleton-Century-Crofts, 1966.
Rosenthal, R. Covert communication in the psychological experiment. *Psychological Bulletin*, 1967, 67: 356-67.
Rosenthal, R., and Jacobson, Lenore. Teachers' expectancies: Determinants of pupils' IQ gains. *Psychological Reports*, 1966, 19: 115-18.

Recently, a high level Alaskan education administrator told us that in the tutorial programs for "children at risk" it is "hidden racial identity problems" that are most impacting these students' progress. She also said a school counselor told her that 9 out of 10 times this is the main problem for these students brought to his attention. And the growing racial unrest on college campuses is a legacy of high school and grade school identity confusions. As a community, Alaska can lead the nation in getting the racial disharmony out of the way so that cultures, student identities and school performances can thrive. Simply put, education policies and programs must explicitly teach the one Human Race—Many Cultures identity. Thus, higher or lower teacher and student expectancy effects are applied under the determinative influence of the social system-wide multiracial mythical categories. And these expectancy studies and the experience of some Alaskan educators lead to the conclusion that competency of performance of both teachers and students is a measure more of the effectiveness of implementation of the multirace myth. It is less a measure of hard work and intellectual achievement of either teachers or students.

These multiracial expectation dysfunctions are closely connected with a whole constellation of multirace mythical assumptions. For example, multirace believers reason that slight morphological human "differences" such as skin color are "evidence" of significantly "different" genotype (the particular combination of genes present in the cells of an individual). Actually, human genotypic so-

called differences are on the order of less than one percent. (Ashley Montagu, Human Heredity, 1963, p. 221). Another example of multiracial mythical reasoning is the widespread assumption that: because human language is a result of "genetically determined general intelligence," then the kind of language "deficits" exhibited by so-called cross-cultural people is "evidence" of deficits in intelligence. The majority of Alaskan students who have a Native cultural heritage in addition to American cultural heritage exhibit the effect of a truncated English language usage. The attribution of cause for this language dysfunction is invariably truncated intelligence. By the same faulty reasoning, it is believed that superior English language usage is synonymous with superior intelligence. But, because so-called racial categories are considered to be the primary determinative factor, this latter belief is unilaterally applicable only to whites. Whenever a person of Alaska Native cultural heritage does exhibit superior fluency with the English language, he or she is considered "an exceptional credit to the race." No matter how facile non-white English language users become, it is "simplistic" (as in "simpleton")—it is never good enough to warrant superior human intelligence status. Ironically, whether or not language and intelligence are correlatively ascribed "between races" bilaterally or unilaterally, any such pronouncement is scientifically erroneous—because such things as "races," do not, absolutely do not empirically exist. Language and general intelligence are independent variables. As

Harvard Medical School neurolinguist Eric H. Lenneberg instructs, "the ability to acquire language is a biological development that is relatively independent of that elusive property called intelligence . . . grossly defective intelligence need not implicate language; nor does the absence of language necessarily lower cognitive skills." (E.H. Lenneberg, Ed., New Directions in the Study of Language, 1964, pp. 78, 80.)

The different racial labels that go along with the multirace myth have an embarrassment effect for most so-called racial minority students. Because languages and cultures are confused with "races," most teachers and students are generalizing their negative feelings toward "racial" categories onto language and cultural categories so that they act inappropriately towards languages and cultures of so-called racial minorities and racial majorities. Because racial differences are placed on a vertical hierarchy from superior to inferior and when languages and cultures are muddled together with "races" then these languages and cultures are perceived on a vertical hierarchy from best to worst. The problem isn't different languages and cultures. The problem is the heartbreaking separatism of the multirace myth, especially when these artificial racial categories affect genuine languages and genuine cultures. The Human Race identity is a way for people to be proud of their language and culture without it being perceived as having anything to do with racial categorization. We're not for American English education and against any other language and culture education, and

we're not for any other language and culture education and against American English education. Rather, we are for both. We are for more education not less. The table of world cultures is a smorgasbord of delight.

For example, along with the Rainbow Kids book, here is one way RFP teaches young children of all colors how to have positive identities. Using inexpensive different colored hand gloves that are black or yellow or brown or white or red, we instruct the children:

"When you're born, your spirit or personality—who you are way down deep inside you—slips into your body like a hand goes into a glove. Because we all belong to the one Human Race family, our souls or personalities are all human and are very much alike. Inside our skins we have all kinds of feelings like happiness, anger, sadness, joy, and pride. And our skins, like gloves, come in many beautiful colors. Some are black, like black gloves; some are yellow; or brown; or red; or white. They're like the beautiful colors in the Human Rainbow! All the skin colors are special. So we should be nice to each others colors. Because when we're not nice to each others colors, the spirits or personalities inside our skins feel bad. When we make someone in another skin feel sad—like making fun of the way they look, or talk, or the way they do schoolwork, or the way they have fun, their feelings inside their skins start to hurt. We can even make

ourselves unhappy when we don't like our own skins or our own ways of doing things. So, we can make ourselves, way down deep inside, feel happier when we like the way we look. And we can do the same for other people too. We can be kind to their skins and love them and enjoy how beautiful their colors are. We might even want to learn how they like to do things and get them to teach us some words they like to use. So remember, everyone in the world is our one big family—the Human Race family. And we can come in many beautiful skin colors and we talk and do things in many interesting good ways. And when we love each other we make ourselves feel happy inside. 'Cause that's what rainbows are for—to make us feel better, to make us like ourselves, and to make us smile rainbow smiles with each other."

Thus, the child's self-identity comes from society which gets it from cultures which are most affected by racial identity. The multirace myth warps perception of cultures by placing them on an artificial vertical hierarchy from superior to inferior. This, in turn, warps the students' identities which are also culturally defined on a vertical scale from smart to dumb, attractive to unattractive, hard worker to lazy, talkative to silent, hopeful to hopeless. Notice how the pseudoscientific multirace myth most profoundly retards learning by so-called "minorities." Be aware, however, that it also retards the learning of the so-called "majority." The "superiority" self-identity of these majority students is based

upon an artificial multirace mythical foundation. It is not based upon the real world of hard work, creativity and content of character. These students do not experience genuine democratic competition and cooperation experiences. As a result, for too long now, American productivity is declining in a world where non-American productiveness is increasing by leaps and bounds. And with the doors of hope closed, on a world-wide perspective, white children will begin to follow the pathway of hopelessness that non-white American children have been taking: nonliteracy, dropping out, drugging up, drugging down, children raising children, welfare lines, unprofessional "work" (ie. "flying-by-the-seat-of-their -pants," or "wingin'-it" instead of doing the necessary homework), homelessness, abandoned children, violence, lack of values, and graveyards beginning to fill with young victims of Acquired Immune Deficiency Syndrome!

The one Human Race identity presented by the Rainbow Kids project is not sufficient to solve all these problems impacting young learners. It is, however, an absolutely necessary part of any possible solution! How children learn and how they act is directly connected with who they feel they are—way down deep inside themselves. This self-identity is taught by society. Our schools, though not the only teachers, play a very, very important role in this process of identity learning. Therefore, both parents and politicians must help our hard working teachers in this urgent task. Only in a community of people teaching the scientifically and ethically accurate truth of the one Human Race family of many beautiful

colors and cultures, can our children begin to experience learning
in a real world where joy and hope are possible once again!

We ask the State Legislature to: endorse the Rainbow Kids
project, and urge the Alaska State Department of Education to en-
dorse and recommend to school districts and libraries that they
make volume pre-publication purchase orders of The Rainbow Kids
Find A Label book, and include the one Human Race—Many Cultures
identity in all educational policies, programs, and legislation.

Thank you for this opportunity to testify on behalf of the in-
terests of all the children in our Alaskan community.

Respectfully,

Rob Manring Panamarioff

Rob Manring Panamarioff

Bob Gregory Pikok

Bob Gregory Pikok

Dorothy John

Dorothy John

Rainbow Family Productions
P.O. Box 1826
Fairbanks, Alaska 99707
Tele: (907) 456-2521
456-5736

THE VISION

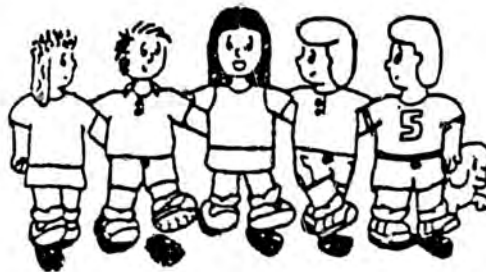
Life taught the Children of Iris
the Secret of the Ages--
the Vision first held in the eye of the Creator,
now dimmed by the long, beguiling visit of Time.

"You are one," Life told them,
"you are many, but you are one."

And how beautiful
the small buds of Iris
bloomed.

They realized at last
they are the Vision;
they are humankind--
The Children of the Rainbow.

--RFP



Tina

Ingrid

Kevin

Sydney

Leroy

★ Fairbanks North Star Borough

809 Pioneer Road

P.O. Box 1267

Fairbanks, Alaska 99707

907/452-4761

August 17, 1987

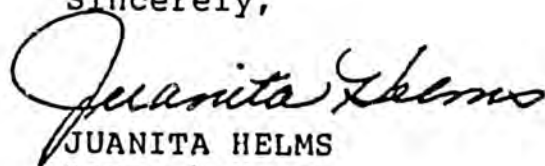
Adam Pitka, Bob Gregory Pikok, M. David Marks and Rob Panamarioff of Rainbow Family Productions, are members of my local community and the authors of the Rainbow Kids book. I have known them and their artwork for several years and can vouch that they are law-abiding, creative, unbiased citizens possessing integrity and community spirit.

As their mayor, I am honored to review their private for profit Rainbow Kids book and to hear that constituents in my community are supportive of a Human Race Day world holiday to be celebrated sometime in the near future.

I fully endorse the book, the proposed holiday idea, and these fathers and sons working together to earn an income by making our world a more hopeful place for all of us.

I heartily recommend that you support the efforts of this family business and their grassroots community-shared vision of citizen responsibility and initiative for a more loving and peaceful world.

Sincerely,



JUANITA HELMS
Borough Mayor

JH:al



Greater Fairbanks

Chamber

of Commerce

First National Center

P.O. Box 74446

100 Cushman Street

(907) 452-1105

Fairbanks, Alaska 99707

August 21, 1987

From: W.R. Cox
President
Greater Fairbanks Chamber of Commerce

To: Whom It May Concern:

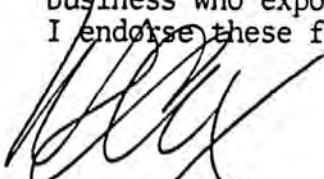
Re: Rainbow Kids Letter of Endorsement

Dear Ladies or Sirs,

Recently, it was my pleasure to converse with members of the local family business called Rainbow Family Productions. I learned of their proposal for the first world holiday called the Human Race Day. Their book, THE RAINBOW KIDS FIND A LABEL is associated with this proposed world celebration.

Our local community is now experiencing a time of economic decline. That's why I was impressed by RFP's entrepreneurial spirit of optimism. We need that sense of business adventure that ultimately creates new business and jobs in communities like ours. It's a very positive "can do" attitude -- an attitude you have to admire. Tough people aren't defeated by tough times. Tough people figure out a way to come through! This characterizes the ideas and enthusiasm of these fine Rainbow Productions people.

I strongly recommend to you the people and products of this for-profit family business who export products, import money and create jobs. More importantly, I endorse these for-profit ideas that strengthen and promote peace.


W.R. Cox
President



Donald D. O'Dowd
President

UNIVERSITY OF ALASKA STATEWIDE SYSTEM

FAIRBANKS ALASKA 99775 5560

September 8, 1987

Rainbow Family Productions
P. O. Box 1826
Fairbanks, Alaska 99707

Dear Rainbow Family Productions:

The old slogan, "necessity is the mother of invention", best summarizes my feelings about your Rainbow Kids book and Human Race Day projects. I'm very impressed with how you have used the for-profit business approach to develop highly marketable ideas that have a potential for positively changing history.

As you know, the theoretical constructs, race, ethnicity, and culture, are three major concepts used to define and analyze society. I agree with you that such use of these terms has resulted in too much pseudo-scientific muddling through and heartbreaking separatism between all human beings. May I be one of the first to congratulate you for bringing forth the ingenious solution clarifying our muddled perception of human relationships. The Human Race label worn by your Rainbow Kids may prove to be the solution the world has been waiting for.

As an educator I'm also impressed with your fathers-sons business approach. The quality of your products and the creativity of your marketing strategy are evidence that your family business is backed by sound educational theory. People learn more effectively when they learn from immediate personal and economic motivations and when the learning process has a direct bearing on their lives.

I recommend you, your business and your product concepts to the public. I hope your ideas bear fruit and that all people realize that both knowledge and love are necessary ingredients for a truly dignified and peaceful human race.

Sincerely,

A handwritten signature in cursive script, reading "Donald D. O'Dowd".

Donald D. O'Dowd
President

DDO: dm



"The Unknown First Family" by Maheshwari Alexander

FESTIVAL FAIRBANKS

October 3, 1988

A Non-Profit Community Service Organization

Dear Friends of The Rainbow Kids,

It is most encouraging to find a young man with a sound idea that is both timely and significant in global terms.

Bob Pikok goes further---he has engaged his entire family along with his close friend and partner, the very talented Rob Manring Panamarioff, and his entire family, in an enterprise to market the idea. One of the first steps has been the preparation of a small, attractive picture book for children and adults.

This might, in time become a universal primer or primary reader.

The message is clear, simple, and direct---all of us, whatever our cultural heritage or place of origin, are one people, the HUMAN RACE. There are no divisions except as we create them out of lack of understanding.

Bob, his talented family, and colleagues, would celebrate the concept "We Are One People, the HUMAN RACE" through the publication of "The Rainbow Kids" and through working to gain world-wide recognition of HUMAN RACE DAY.

Both efforts merit applause and support. Without the concept of the ideal, the practical loses meaning and significance.

Sincerely,

Wm R. Wood

Dr. Wm. R. Wood
President (Emeritus)
University of Alaska

Dr. William R. Wood
Executive Director

Office:
102 Lathrop Building
514 2nd Avenue
Fairbanks, Alaska

Mailing Address:
P.O. Box 74086
Fairbanks, AK 99707

Telephone:
(907) 456-1984

STEVE COWPER
GOVERNOR



STATE OF ALASKA
OFFICE OF THE GOVERNOR
JUNEAU

November 3, 1988

Mr. M. David Marks
c/o Rainbow Family Productions
P.O. Box 1826
Fairbanks, AK 99707

Dear Mr. Marks:

I have been advised by the Alaska Department of Labor that you show much promise as an artist, and that at age 15 you have already illustrated a book designed for school children. I understand that the book deals with the very sensitive subject of racism in an enlightened and helpful way.

How can those of us charged with guiding the State through these complicated times be anything but optimistic about our future when your generation shows so much promise?

I am proud of you, and thank you for all you are doing for our Alaska and for the cause of peace.

Sincerely,

A handwritten signature in cursive script, appearing to read "Steve Cowper".

Steve Cowper
Governor

cc: Commissioner Jim Sampson
Department of Labor

Tanana Chiefs Conference, Inc.

201 First Avenue
Fairbanks, Alaska 99701-4897
(907) 452-8251

November 14, 1988

To All It Concerns:

It is a pleasure to endorse the effort of the Fairbanks-based Rainbow Family Productions to achieve international understanding of the oneness of the human race, and to address the serious contemporary problems in our society through this awareness.

As the Director of Health Services for the Tanana Chiefs Conference, Inc., my responsibilities include the management of clinical care, health education, and behavioral health service programs for the residents of 40 villages in rural Interior Alaska.

This experience has taught me that self-esteem and understanding of personal identity is fundamentally important to the health of the individual, their families and communities; too often, confusion in this area results in personal neglect, substance abuse, unhealthy relationships, suicide. Those who understand their self-worth find a healthy lifestyle and can make a real contribution to society.

The message of "The Rainbow Kids Find a Label", the draft publication of the Rainbow Family Productions, provides clear insight for persons of all ages. This home-grown, family effort addresses the underlying problem of racial stereo-typing and its accompanying injustice in a straightforward manner.

I am supportive of the efforts of Bob Gregory Pikok, M. David Marks, Rob Panamarioff, Dorothy John, and the other members of Rainbow Family Productions to publish their book on an international scale, and to share their research and knowledge with others in a personal way. Your support is encouraged as well.

Sincerely,

Paul Sherry
Paul Sherry, Director
Department of Health Services



FAIRBANKS NATIVE ASSOCIATION, INC.

310 1/2 First Avenue
Fairbanks, Alaska 99701
Phone: (907) 452-1648 / 456-5151

November 21, 1988

Rainbow Kids Project
P.O. Box 1826
Fairbanks, AK 99707

Dear Sirs:

The mission statement of the Fairbanks Native Association states education as one of their priorities.

Our Board of Directors through the years have passed resolutions concerning education concerns. We think the Rainbow Kids Project is a very worthwhile and special effort to view children as young human beings and that they should be afforded every opportunity for quality education. Their teaching tools recognize children as universal and we support and encourage them to continue their special efforts.

Sincerely,

Samuel S. Demientieff
Executive Director

SSD/bjb
cc: file

ADMINISTRATION/ACCOUNTING

452-1648 or 456-5151

JOHNSON O'MALLEY
EDUCATIONAL PROGRAM
"SAAKKARYA CENTER"

451-6201 or 451-6211

EMPLOYMENT DEVELOPMENT
452-1648

WOMEN'S EQUITY EDUCATION
452-1648/456-7127/456-7189

VOCATIONAL SPECIFIC TRAINING
452-1648

COMMUNITY SERVICES

452-1648

Counseling Services

452-1648

Child Welfare

452-1648

Family Focus

452-5802

ALASKA BUSINESS COUNSELING
SERVICE
452-6144

ALCOHOL AND DRUG ABUSE SERVICES

Drop-In Center
456-7948

Out-Patient Services
456-1041
456-1101

Fairbanks Alcohol Safety
Action Program
452-6144

Youth Drug Abuse Prevention
452-5085

Director

452-1648 Ext. 15

RCAQA Detox Center

456-1053

RCAQA Treatment Center

456-1045

RCAQA Halfway House

452-8761

Substance Abuse Regional Counselor Training Program
452-7045

City of Fairbanks
Police Department
656 7th Avenue Fairbanks, Alaska 99701
(907) 459-6500

November 30, 1988

Rainbow Family Productions
P. O. Box 1826
Fairbanks, Alaska 99707

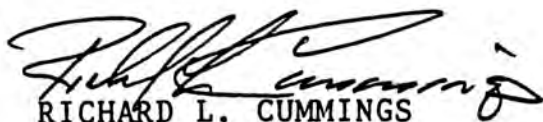
Re: Letter of Support

Dear Rob, Bob and Dorothy,

Thank you for your very enlightening presentation of your project. I wish you the very best in your efforts to "market" your product and expand your base of audience. It is encouraging to see a for-profit business venture aimed at improving the quality of life for all human-kind.

I strongly endorse the concepts of your program and a society free of "labels". Where but a better place to start - our children!

Best wishes.


RICHARD L. CUMMINGS
Chief of Police

RLC:rlc



ALASKA FIRE CHIEF'S ASSOCIATION

656 7th AVENUE • FAIRBANKS, ALASKA 99701 • TEL. (907) 459-6500

12-2-88

Rainbow Family Productions
P.O. Box 1826
Fairbanks, Ak. 99707

Ref: For The Rainbow Kids and All Those Who Believe In Them

For nearly 27 years I have been actively involved in promoting fire safety among a wide variety of cultures - from the East coast to the West. Active community involvement stretches from some of the largest cities to the smaller rural Alaskan villages.

The tragedy of life loss, especially among our precious children, has always been an emotional issue. Unfortunately our own perceptions of different 'races' has lead to the unjust feeling that individuals living in rural environments (particularly throughout Alaska) have a reduced appreciation and understanding of basic life/fire safety concepts. The results of these perceptions are all too graphically demonstrated in our dramatic life loss problem in Alaska.

Total elimination of these perceptions and, more importantly, their underlining reasons, which have for some become a fact of life, should be a goal of everyone.

The Rainbow Kids Program has the potential for ultimately reducing the appalling loss of life by addressing the most basic issue which has caused all of us to stereotype various segments of our society.

I would strongly encourage everyone to wholeheartedly support the efforts of the Rainbow Kids Program on local, state, and national levels as all of us work towards total rejection of these unforgivable "racial" barriers into a system of true harmony amongst ALL cultures.

After all what is at stake? - PEOPLE everywhere!

Sincerely,

William Shechter, President, A.F.C.A.
Fire Chief, City of Fairbanks