

ALASKA LEGISLATIVE COUNCIL
HOURS - 9:00 - 5:00 PM
7/99

2271 HESS HB 504
2271

**TABLE A
LIST OF OCCUPATIONAL CHOICES**

PLEASE CHOOSE THE NUMBER OF YOUR FIRST AND SECOND OCCUPATIONAL CHOICE FROM THE LIST BELOW. SELECT THE OCCUPATIONAL AREA THAT BEST FITS YOUR GOALS, AND FILL IN THE RESPONSE BLANKS ON PAGE 3 OF THE SURVEY WITH THE NUMBERS YOU HAVE SELECTED.

- | | |
|---|---|
| 10 AGRICULTURE OR ANIMAL SCIENCE | 47 DATA PROCESSING |
| 11 FORESTRY SCIENCE | 48 COMPUTER SYSTEMS ANALYSIS |
| 12 FORESTRY PRODUCTION & PROCESSING | 50 FOREIGN LANGUAGES/HUMANITIES |
| 13 NATURAL RESOURCE MANAGEMENT | 51 RELIGIOUS STUDIES/THEOLOGY |
| 14 FISHERIES SCIENCE | 55 HOME ECONOMICS/FAMILY LIFE SKILLS |
| 15 COMMERCIAL FISHING | 60 TRADE & VOCATIONAL, GENERAL |
| 16 SEAFOOD PROCESSING | 61 AVIATION TECHNOLOGY |
| 20 ARCHITECTURE | 62 AUTO REPAIR (ENGINE & BODY) |
| 21 INTERIOR DESIGN | 63 CARPENTRY & CONSTRUCTION |
| 24 LIFE SCIENCE, GENERAL (ANATOMY, BACTERIOLOGY, BIOLOGY, BOTANY, ECOLOGY, GENETICS, MARINE BIOLOGY, ZOOLOGY, ETC.) | 64 DIESEL TECHNOLOGY |
| 25 COMMUNITY OR SOCIAL SERVICES (LAW ENFORCEMENT, FIRE PROTECTION, PUBLIC ADMINISTRATION, SOCIAL WORK, PARKS AND RECREATION MANAGEMENT, ETC.) | 65 ELECTRICITY (HOUSE WIRING) |
| 26 LAW | 66 HEAVY EQUIPMENT OPERATIONS |
| 27 SOCIAL SCIENCES (ANTHROPOLOGY, ARCHAEOLOGY, CRIMINOLOGY, ECONOMICS, HISTORY, POLITICAL SCIENCE, SOCIOLOGY, PSYCHOLOGY, ETC.) | 67 WELDING & METAL FABRICATION |
| 30 BUSINESS & COMMERCE, GENERAL | 68 COSMETOLOGY |
| 31 ACCOUNTING | 69 AVIATIONAL ASSOCIATED CAREERS (COMMERCIAL PILOT, STEWARDESS, ETC.) |
| 32 ADVERTISING | 75 ELEMENTARY AND/OR SECONDARY EDUCATION |
| 33 BANKING | 80 ENGINEERING, GENERAL |
| 34 BUSINESS MANAGEMENT | 81 AEROSPACE ENGINEERING |
| 35 OFFICE OCCUPATIONS | 82 ELECTRICAL ENGINEERING |
| 36 RECREATION & TOURISM | 83 MECHANICAL ENGINEERING |
| 37 TRANSPORTATION & PUBLIC UTILITIES | 85 FINE OR APPLIED ARTS, GENERAL |
| 40 COMMUNICATIONS, GENERAL | 86 COMMERCIAL ARTS |
| 41 JOURNALISM | 87 MUSIC |
| 42 BROADCASTING (RADIO & TV) | 88 DRAMA |
| 43 ADVERTISING | 90 HEALTH PROFESSION, GENERAL |
| 45 COMPUTER & INFORMATION SERVICES | 91 NURSING |
| 46 COMPUTER PROGRAMMING | 92 DENTISTRY |
| | 93 MEDICAL, M.D. |
| | 94 CHIROPRACTIC |
| | 95 MENTAL HEALTH |
| | 96 PHYSICAL SCIENCE, GENERAL (GEOLOGY, PHYSICS, OCEANOGRAPHY, MATHEMATICS, CHEMISTRY, ETC.) |
| | 99 OTHER |

**TABLE B
LIST OF STATES**

USE THE FOLLOWING NUMBER CODES TO ANSWER QUESTION 14 ON PAGE 3 OF THE SURVEY. (INDICATE IN WHICH STATE YOU PLAN TO ATTEND A POSTSECONDARY INSTITUTION.)

- | | | |
|-------------------------|--------------------|--------------------|
| 1. ALABAMA | 19. LOUISIANA | 36. OHIO |
| 2. ALASKA | 20. MAINE | 37. OKLAHOMA |
| 3. ARIZONA | 21. MARYLAND | 38. OREGON |
| 4. ARKANSAS | 22. MASSACHUSETTS | 39. PENNSYLVANIA |
| 5. CALIFORNIA | 23. MICHIGAN | 40. RHODE ISLAND |
| 6. COLORADO | 24. MINNESOTA | 41. SOUTH CAROLINA |
| 7. CONNECTICUT | 25. MISSISSIPPI | 42. SOUTH DAKOTA |
| 8. DELAWARE | 26. MISSOURI | 43. TENNESSEE |
| 9. DISTRICT OF COLUMBIA | 27. MONTANA | 44. TEXAS |
| 10. FLORIDA | 28. NEBRASKA | 45. UTAH |
| 11. GEORGIA | 29. NEVADA | 46. VERMONT |
| 12. HAWAII | 30. NEW HAMPSHIRE | 47. VIRGINIA |
| 13. IDAHO | 31. NEW JERSEY | 48. WASHINGTON |
| 14. ILLINOIS | 32. NEW MEXICO | 49. WEST VIRGINIA |
| 15. INDIANA | 33. NEW YORK | 50. WISCONSIN |
| 16. IOWA | 34. NORTH CAROLINA | 51. WYOMING |
| 17. KANSAS | 35. NORTH DAKOTA | 52. FOREIGN |
| 18. KENTUCKY | | |

**TABLE C
ALASKAN POSTSECONDARY INSTITUTIONS**

USE THE FOLLOWING NUMBER CODES TO ANSWER QUESTION 15 ON PAGE 3 OF THE SURVEY. (INDICATE WHICH ALASKA INSTITUTION YOU PLAN TO ATTEND.)

- | | |
|---|---|
| 1. ALASKA BIBLE COLLEGE | 12. KOTZEBUE TECHNICAL CENTER |
| 2. ALASKA BUSINESS COLLEGE | 13. KUSKOKWIM COMMUNITY COLLEGE |
| 3. ALASKA PACIFIC UNIVERSITY | 14. MATANUSKA-SUSITNA COMMUNITY COLLEGE |
| 4. ALASKA VOCATIONAL TECHNICAL CENTER AT SEWARD | 15. NORTHWEST COMMUNITY COLLEGE |
| 5. ANCHORAGE COMMUNITY COLLEGE | 16. PRINCE WILLIAM SOUND COMMUNITY COLLEGE |
| 6. CHUKCHI COMMUNITY COLLEGE | 17. SHELDON JACKSON COLLEGE |
| 7. EXTENSION CENTER NEAR HOME | 18. SITKA COMMUNITY COLLEGE |
| 8. HUTCHISON CAREER CENTER | 19. TANANA VALLEY COMMUNITY COLLEGE |
| 9. KENAI PENINSULA COMMUNITY COLLEGE | 20. TECHNICAL INSTITUTE, BUSINESS OR TRADE SCHOOL |
| 10. KETCHIKAN COMMUNITY COLLEGE | 21. UNIVERSITY OF ALASKA, ANCHORAGE |
| 11. KODIAK COMMUNITY COLLEGE | 22. UNIVERSITY OF ALASKA, FAIRBANKS |
| | 23. UNIVERSITY OF ALASKA, JUNEAU |

APPENDIX B
SELECTED DATA TABLES

TABLE 22
DISTRIBUTION OF SENIORS BY SEX

SEX	NUMBER	PERCENT
Male	1,836	52.4
Female	1,642	46.8
No Response	27	0.8
TOTAL	3,505	100.0

TABLE 23
DISTRIBUTION OF SENIORS BY RACE

RACE	NUMBER	PERCENT
Alaska Native	787	22.5
Black	105	3.0
Oriental	61	1.7
Caucasian	2,345	66.9
Hispanic	42	1.2
Other	133	3.8
No Response	32	0.9
TOTAL	3,505	100.0

TABLE 24
DISTRIBUTION OF SENIORS BY
ANNUAL HOUSEHOLD INCOME

ANNUAL INCOME	NUMBER	PERCENT
Under \$8,000	303	8.6
\$8,000 to 14,999	339	9.7
\$15,000 to 24,999	538	15.4
\$25,000 to 39,999	805	23.0
\$40,000 or over	1,169	33.4
No Response	351	10.0
TOTAL	3,505	100.0

TABLE 25
DISTRIBUTION OF SENIORS
BY PRIMARY HOME LANGUAGE

PRIMARY SPOKEN HOME LANGUAGE	NUMBER	PERCENT
English	3,190	91.0
Other	295	8.4
No Response	20	0.6
TOTAL	3,505	100.0

TABLE 26
DISTRIBUTION OF SENIORS
BY WORK EXPERIENCE

TYPE OF WORK	YES		NO		NO RESPONSE		TOTAL	
	NO.	%	NO.	%	NO.	%	NO.	%
Part-Time Job	2,423	69.1	1,040	29.7	42	1.2	3,505	100.0
Full-Time Summer Job	2,647	75.5	817	23.3	41	1.2	3,505	100.0
Work Study	1,109	31.6	2,302	65.7	94	2.7	3,505	100.0
Supervised Others	1,442	41.1	1,977	56.4	86	2.5	3,505	100.00
No Work Experience	322	9.2	2,992	85.4	191	5.4	3,505	100.0

TABLE 27
DISTRIBUTION OF SENIORS BY RATING
OF SELECTED HIGH SCHOOL CHARACTERISTICS

HIGH SCHOOL CHARACTERISTIC	SENIOR RATING					
	OUTSTANDING		AVERAGE		POOR	
	No.	%	No.	%	No.	%
Variety of Courses	744	21.2	2,215	63.2	466	13.3
Quality of Instruction	830	23.7	2,365	67.5	228	6.5
Counseling Services	1,212	34.6	1,596	45.5	501	14.3
Special Help, if Needed	796	22.7	1,820	51.9	446	12.7
School Rules and Discipline	685	19.5	1,857	53.0	849	24.2
Grades, Marks, and Promotion	529	15.1	2,630	75.0	286	8.2
Athletic & Recreation Facilities	1,206	34.4	1,710	48.8	475	13.6
Library & Learning Centers	1,001	28.6	1,886	53.8	473	13.5
Vocational Training	981	28.0	2,152	61.4	285	8.3
Overall Satisfaction	1,066	30.4	1,857	53.0	344	9.8

TABLE 28
DISTRIBUTION OF SENIORS BY NEED
FOR ADDITIONAL ASSISTANCE AND BY HOUSEHOLD INCOME

ANNUAL HOUSEHOLD INCOME	AREAS OF ASSISTANCE							
	WRITING		READING		MATHEMATICS		CAREER PLANNING	
	YES	NO	YES	NO	YES	NO	YES	NO
Under \$8,000	167	124	176	115	201	93	187	109
\$8,000 to \$14,999	154	175	159	172	194	137	195	135
\$15,000 to \$24,999	214	316	231	300	282	249	276	254
\$25,000 to \$39,999	294	495	317	471	380	413	383	408
\$40,000 or over	388	752	416	724	516	637	573	612
No Response	145	196	144	199	182	162	160	182

TABLE 29
DISTRIBUTION OF SENIORS BY GRADES
EARNED IN HIGH SCHOOL AND BY SEX

GRADES	MALE		FEMALE		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
Mostly A's	216	39.6	330	60.4	546	100.0
Mostly B's	768	47.3	856	52.7	1,624	100.0
Mostly C's	765	64.7	418	35.3	1,183	100.0
Below C's	82	76.6	25	23.4	107	100.0
No Response	5	27.8	13	72.2	18	100.0
TOTAL	1,836	52.7	1,642	47.2	3,478	100.0

TABLE 30
DISTRIBUTION OF SENIORS BY GRADES
EARNED IN HIGH SCHOOL AND BY RACE

GRADES	ALASKA NATIVE		BLACK		CAUCASIAN		OTHER	
	No.	%	No.	%	No.	%	No.	%
Mostly A's	75	9.5	7	6.7	427	18.2	35	14.8
Mostly B's	377	47.9	30	28.6	1,113	47.5	102	43.2
Mostly C's	302	38.4	62	59.0	743	31.7	74	31.4
Below C's	26	3.3	6	5.7	55	2.3	21	8.9
No Response	7	0.9	0	0.0	7	0.3	4	1.7
TOTAL	787	100.0	105	100.0	2,345	100.0	236	100.0

EFFECTIVE SCHOOLING IN RURAL ALASKA:
INFORMATION FOR THE
RURAL EFFECTIVE SCHOOLS PROJECT

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RESEARCH SUMMARY

Background

Rural Alaska educators are skeptical about the applicability of national "effective schooling" research to culturally different village schools. The effective schooling research focuses on such matters as efficient use of classroom time, using standardized test scores to set academic priorities, and direct instruction to the class as a whole.

The Alaska Department of Education is planning to establish a rural Effective Schools Project in 1983. The Department is specifically concerned about the appropriateness of this research for rural Alaska and generally concerned with how to make the Effective Schools Project of value to rural education.

Purpose

In view of the controversy on effective schooling practices in rural Alaska, we added questions on this topic to a general survey of rural teachers. We asked teachers:

- how often they or their schools used the kinds of practices discussed in the national literature on effective schooling;
- how often they or their schools used instructional practices research has found to be especially effective with Native American children;
- what instructional methods they personally found most effective in their own communities; and
- how satisfied they were with students' academic progress, their own opportunities for professional growth, and other conditions of rural Alaska education.

Methods

We received surveys from 304 rural teachers. One teacher was randomly sampled from each school outside urban areas (such as Anchorage or Fairbanks). Response rate was 96 percent.

While the response rate was unusually high for a mailed survey, the limitations of questionnaires must be kept in mind in interpreting the results. We could not ask teachers in a survey how often they used many of the practices identified in the national literature on effective schooling; classroom observation would be required. In addition, standard measures of such concepts as "academic expectations" may not be applicable to rural Alaska.

Results

National Effective Schooling Practices

The majority of rural teachers do not often use national effective schooling practices. Fewer than half the teachers, for example, said that their schools often used standardized testing to set academic priorities or that their schools had found ways to schedule non-academic activities to limit disruption of instructional time.

Among teachers of junior high school students and above, about half regularly assigned homework. Rural teachers pointed out that many students did not have the lighting, space, or opportunity at home to complete homework. About a quarter of the teachers, however, overcame this problem by holding after-school study sessions twice a week or more. The classroom atmosphere, they felt, helps students get down to work and a teacher is available when students need assistance.

Teachers in all rural schools expected virtually all of their students to complete high school. The majority of teachers in Native majority schools, however, did not expect many students to attend or complete college, and they believed parents held similar views.

Only about 40 percent of teachers in Native majority schools felt that their students' academic ability was the same or higher than students' nationwide and that achievement at or above national norms could be expected of their students. In view of the isolation and different cultural background of many communities, teachers' views may be realistic. These results, however, underscore the problem of determining what "counts" as high academic expectations and reasonable standards for success in a village setting.

Effective Practices in Native American Education

While the national literature on effective schooling focuses on such issues as efficient use of time and standardized test scores, the research literature on Native American education has identified a different set of "effective" educational practices. These include, for example, use of Native teacher aides, self-paced instruction, and use of local examples to illustrate academic concepts. Most teachers in Native majority communities said they used these practices often.

When asked to describe the teaching practices they personally found effective, rural teachers emphasized those in the Native American research literature more often than those in the national effective schooling literature. Teachers emphasized the usefulness of such practices as 1) diverse instructional techniques, especially hands-on materials, 2) self-paced instruction, especially where the teachers set standards for how much work should be completed, 3) cooperative student learning, especially group projects and peer tutoring, and 4) involving parents and community people in the classroom.

Teacher Satisfaction with School Conditions

Most rural teachers are satisfied with their pay and benefits, teacher-student relationships, student discipline at their schools, and relationships between the school and the community. What frustrates many rural teachers is relationships with the district center, not relationships across cultures. About half the teachers in Native majority communities were dissatisfied or only somewhat satisfied with the district board's actions, the superintendent's management, and the support they receive from the central office. Many teachers are also dissatisfied with their own opportunities for professional growth.

Most rural teachers, especially more experienced teachers, are satisfied with the general quality of education at their schools. In Native majority communities, however, slightly over half the teachers were dissatisfied or only somewhat satisfied with their students' academic progress.

Implications

The focus of effective schooling projects in most states is academic progress. These results suggest that many rural teachers, particularly those in Native majority communities, see academic progress as a problem and will be receptive to this issue. Most rural teachers, especially experienced teachers, are satisfied with the general quality of education their schools offer. The Rural Effective Schools Project should avoid any negative implications about rural schools.

Most rural teachers, however, are unlikely to consider the national research on effective teaching helpful. When they consider what works in their own schools, they are likely to focus on practices emphasized in the research on Native American education. The Rural Effective Schools Project can point out that there is typically no conflict between the research on effective schooling and the research on Native American education.

In working with village schools, the Rural Effective Schools Project should be aware of the tensions that sometimes exist between the district center and the village schools and of the need to develop independent support for the project at both the central office and the individual school level. The project also needs to be aware of rural teachers' sensitivity to what rural parents want and to collaborate with parents as well as with teachers in any efforts to improve rural schools.

THE ISSUE

Rural Alaska educators are skeptical about the "effective schooling" practices summarized in the Governor's Task Force on Effective Schooling (1981). The Task Force attempted to identify, on the basis of national research, "effective schooling practices which would have general applicability to Alaskan students" (p.43).¹ The Alaska Department of Education (DOE) is using these findings to assist Alaska schools in designing their own improvement strategies. In 1982, DOE focused on urban schools; in 1983 DOE plans to begin a Rural Effective Schools Project.

Rural educators question whether the national findings on effective schooling—usually coming from large urban elementary schools—apply to the small Native multi-grade schools typical of rural Alaska. For example, national research on effective schooling shows that "children in the primary grades evidence higher achievement levels when they receive instruction in closely supervised, highly structured small group settings" (Governor's Task Force, p. 62). Direct instruction in small group settings is difficult to arrange in rural schools. The teacher must monitor children sometimes spanning five grade levels or more. A small group of students at the same grade level may not even exist. Self-paced individualized instruction, in the view of many rural teachers, is what works.

Is the national research literature irrelevant to the multi-grade classrooms of rural Alaska? Or do Native children also learn more from direct instruction in small groups rather than self-paced instruction where this situation can be arranged?

Rural teachers also question the national research literature on effective schooling because it does not take into account the specific cultural

characteristics and learning styles of Native American children. Indeed, a review of the research on Native American education has identified a different set of "effective" instructional practices (Cotton and Savard, 1981a). This set of practices does not typically contradict the findings of national research. It focuses, however, on other matters--the importance of warm, supportive teachers, Native American teachers and teacher aides, hands-on materials, and cooperative student projects.

PURPOSE OF REPORT

The purpose of this report is to provide background information for educators interested in finding ways to support rural schools in increasing their effectiveness.

We present the views of 304 randomly sampled rural Alaska teachers on effective instruction in their communities. We asked teachers:

1) how often they or their schools used the national effective schooling practices recommended in the Task Force Report;

2) how often they or their schools used the instructional practices research has found to be especially effective with Native American children;

3) what instructional practices they personally found most effective in their own communities; and

4) how satisfied they were with their students' academic progress, their own opportunities for professional growth and development, and other school conditions in rural Alaska.

METHODS

This teacher survey was part of a large study of school governance in rural Alaska conducted by Dr. Gerald McBeath at the University of Alaska with the assistance of Judith Kleinfeld, Bill McDiarmid, and others. In view of the controversy on effective schooling practices in rural Alaska, we added questions on this topic to a general survey of rural teachers.

The Sample

We mailed the survey in the spring of 1982 to one randomly selected teacher from each rural Alaska school (N = 315). (We defined "rural" as schools outside urban areas, such as Anchorage, Fairbanks, Juneau, and Kenai.) The response rate was extremely high—96 percent of the rural teachers answered our questions. Most teachers answered the questions carefully; indeed, many wrote notes in the margins to clarify their views.

The total sample—304 rural Alaska teachers—is unusually large and representative of rural schools. Since we sampled one teacher from each rural school (not rural teachers in general) the sample includes large numbers of teachers from small, multi-grade schools.

Limitations of a Survey

In asking teachers about their own instructional practices or those commonly used at their school, we faced a problem. Some of the most important instructional practices identified in the national literature cannot be measured through a survey.

Study after study, for example, has found that in some classrooms students spend most of their time doing academic tasks. In others, classwork is constantly interrupted because the teacher stops to discipline students, pass out materials, or attend to administrative details. "Time on task" is strongly related to gains in achievement on standardized tests (see review by Cotton and Savard, 1981b).

A mailed survey, however, cannot be used to measure how much time rural Alaska students spend doing academic work. Most teachers could not say with any accuracy how many minutes a day their students are on task. Classroom observation--extremely expensive and time-consuming in remote rural schools--would be required. What we could ask teachers in a mailed survey is a related question--whether their school has found a way to limit the interruptions common in rural schools, for example, basketball games, medical and dental exams, student trips, and the like.

In short, we could not ask rural teachers about every effective instructional practice discussed in the Task Force Report. We did ask about those practices which teachers could report on in a mailed survey.

Data Analysis

We analyzed teachers' reports by many categories--whether the school was Native majority (80 percent or more), white majority (80 percent or more), or of mixed ethnicity; whether the school was REAA, BIA, city or borough; whether the school was large or small; and the number of years experience the teacher had in the community or in rural Alaska education.

In presenting the results, we use the categories where statistically significant differences most frequently occurred. In the case of the principal's instructional role, for example, the greatest differences occurred in schools of

different size. In the case of teachers' expectations about whether or not their students would attend college, the greatest differences occurred between Native and white majority communities. Where no substantial differences occur, we present results for all rural teachers.

FINDINGS

Use of National Effective Schooling Practices

National research suggests that the following practices are strongly and consistently related to student achievement (Governor's Task Force, 1981). We asked rural Alaska teachers how often they used them:

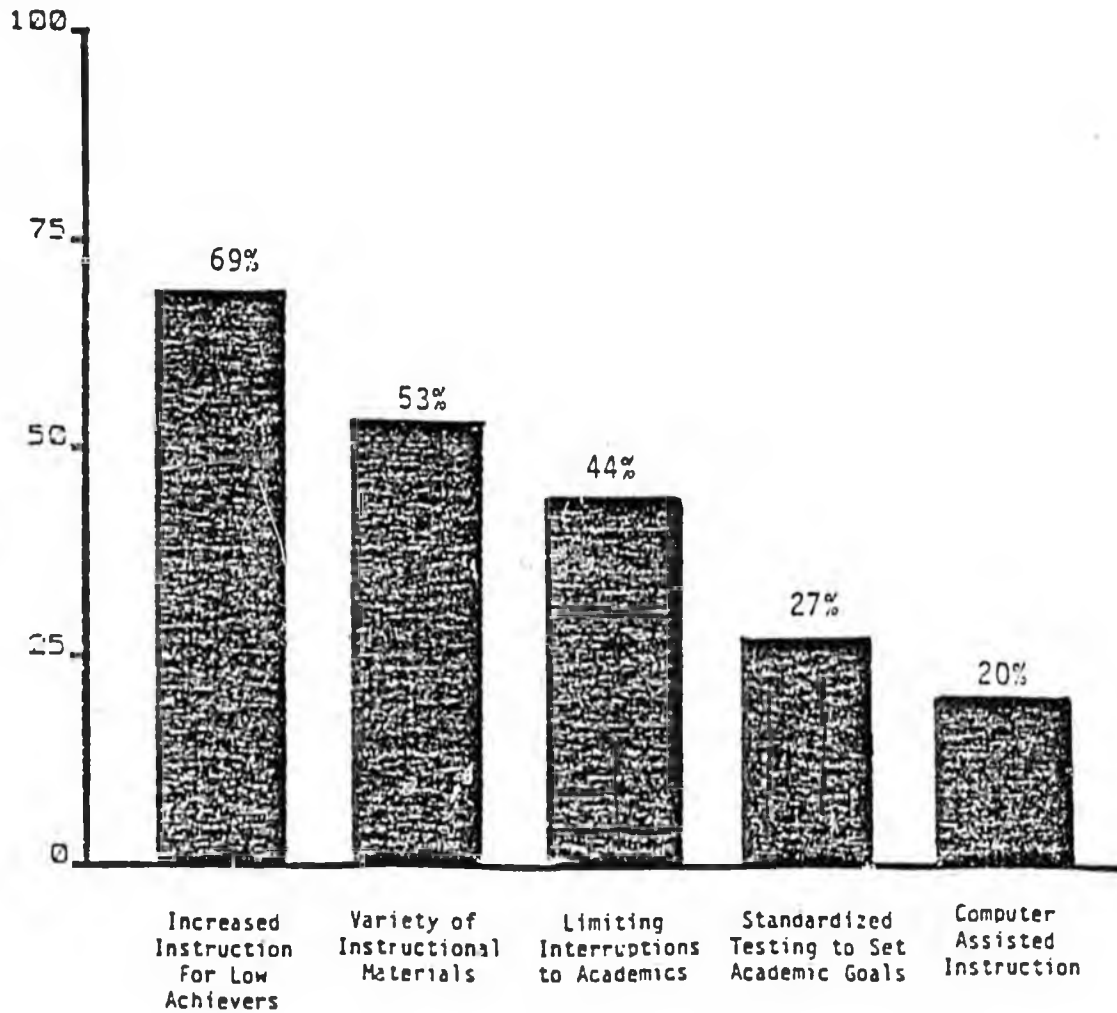
- Allocating additional instructional time for low ability, low-achieving students (including Title I and other programs).
- Using computer-assisted instruction to supplement regular teaching.
- Using standardized test scores to set academic priorities and objectives.
- Using diverse instructional materials including kits, mock-ups, modules and hands-on projects.
- Scheduling non-academic activities to limit disruption of instructional time.

Of these five practices, the only one used in most schools (69 percent) was increasing instructional time with low achieving students (Table I). Federally funded Title I programs probably account for the frequency of this practice. About half the teachers (53 percent) said they used a variety of instructional materials. But less than half said that the school attempted to schedule non-academic activities outside classtime, that computers were used on a regular basis,² or that the school paid attention to standardized test scores in setting academic goals and priorities. Most teachers said that their schools used these practices "somewhat" but not "often."

TABLE 1

NATIONAL EFFECTIVE TEACHING PRACTICES

TEACHERS USING PRACTICE OFTEN:
ALL RURAL SCHOOLS



SOURCE: McBeath, G., Kleinfeld, J., McDiarmid, G., and Coon, D. A Statewide Survey of Rural Alaska School Teachers, Fairbanks, AK: Center for Cross-Cultural Studies, University of Alaska, 1982.

We found very little difference in the use of these practices in schools of different size or of different ethnic composition. Since BIA schools are being phased out in rural Alaska, it is interesting, however, that these were the schools most likely to use some of these practices. BIA schools were significantly more likely to use standardized test scores to set academic goals and priorities (50 percent) and to schedule non-academic activities so they did not interrupt classwork (62 percent). We do not know why this is the case. Possibly these results indicate the narrower academic emphasis of the BIA—an older and more traditional school system.

Homework

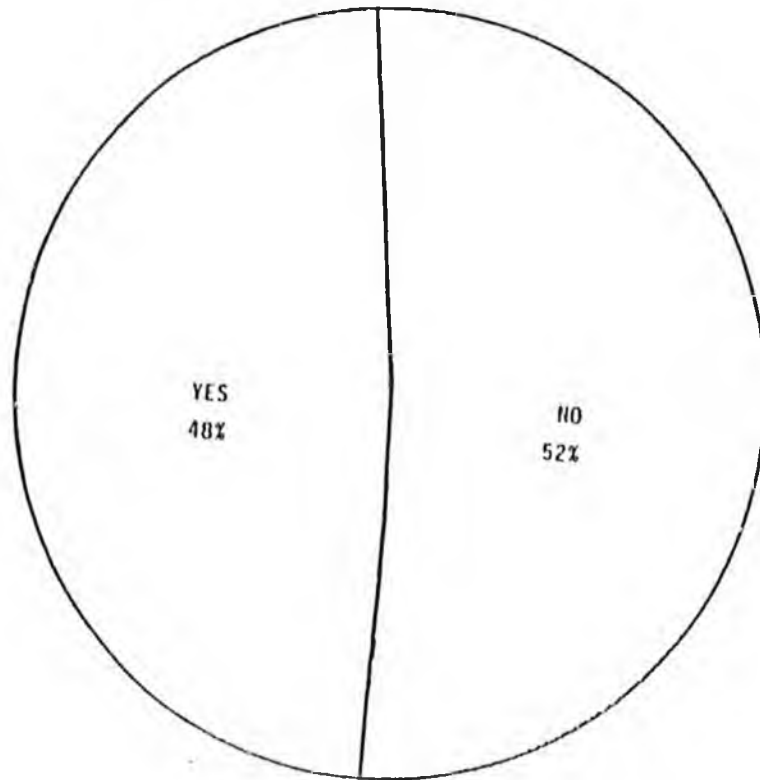
Another instructional practice related to student achievement in national research is regularly assigning homework (Coleman, Hoffer, and Kilgore, 1982). In rural Alaska many teachers find whether or not to give homework a troublesome issue. As some teachers explained in the margins of the survey, students may not have the lighting, space, or opportunity at home to complete homework. (One teacher in a traditional Eskimo community wrote that the "school board requested that students not be given homework.")

In view of these circumstances, we asked rural teachers whether they regularly assigned homework to their students. Slightly less than half (48 percent) said they did (Table 2). Some of these teachers, of course, teach in the early elementary grades where homework is not conventional. When we consider only teachers of junior high and high school students, the proportion of teachers who assign homework increases but only slightly (55 percent).

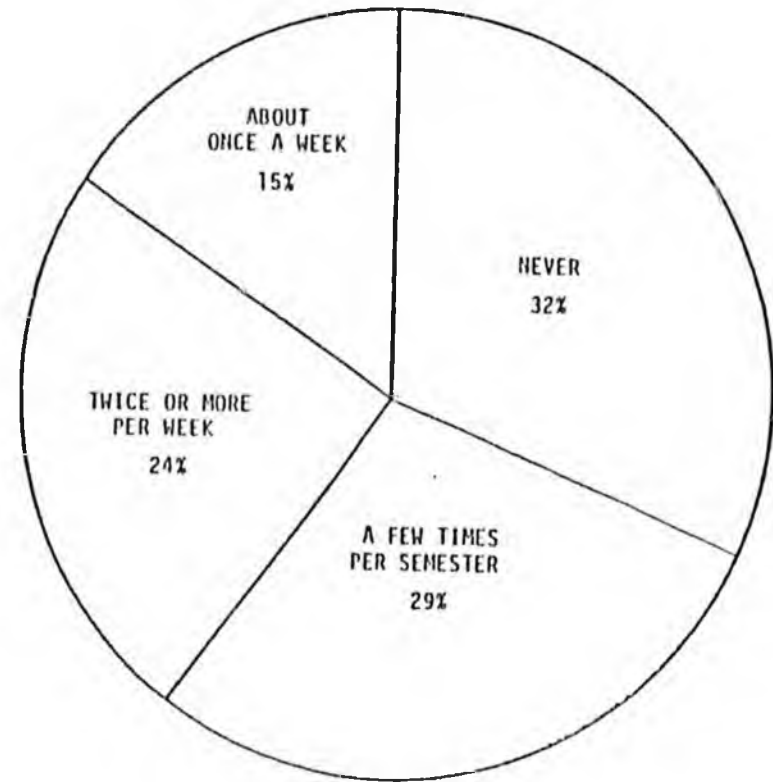
Some rural teachers, aware that students find it difficult to do homework at home, hold before or after school study sessions where students can do homework. The classroom atmosphere, they argue, helps students get

TABLE 2

HOMEWORK AND AFTER-SCHOOL STUDY SESSIONS :
ALL RURAL SCHOOLS



PROPORTION OF RURAL TEACHERS WHO
REGULARLY ASSIGN HOMEWORK



PROPORTION OF RURAL TEACHERS WHO
HOLD FORMAL BEFORE OR AFTER SCHOOL
STUDY SESSIONS

SOURCE: McBeath, G., Kleinfeld, J., McDiarmid, G., and Coon, D. A Statewide Survey of Rural Alaska School Teachers, Fairbanks, AK: Center for Cross-Cultural Studies, University of Alaska, 1982.

down to work and the teacher is there when the students need help. About a quarter of the rural teachers we surveyed held such study sessions as often as twice a week and another 15 percent held them once a week (Table 2). Teachers of junior high and high school students held after school study sessions no more frequently than other teachers.

More experienced rural teachers are more likely to hold after school study sessions. For example, only about 20 percent of teachers in Native communities with one to four years' experience held after school study sessions; among teachers with five or more years' experience 46 percent held such sessions ($p < .06$).

Teacher Expectations

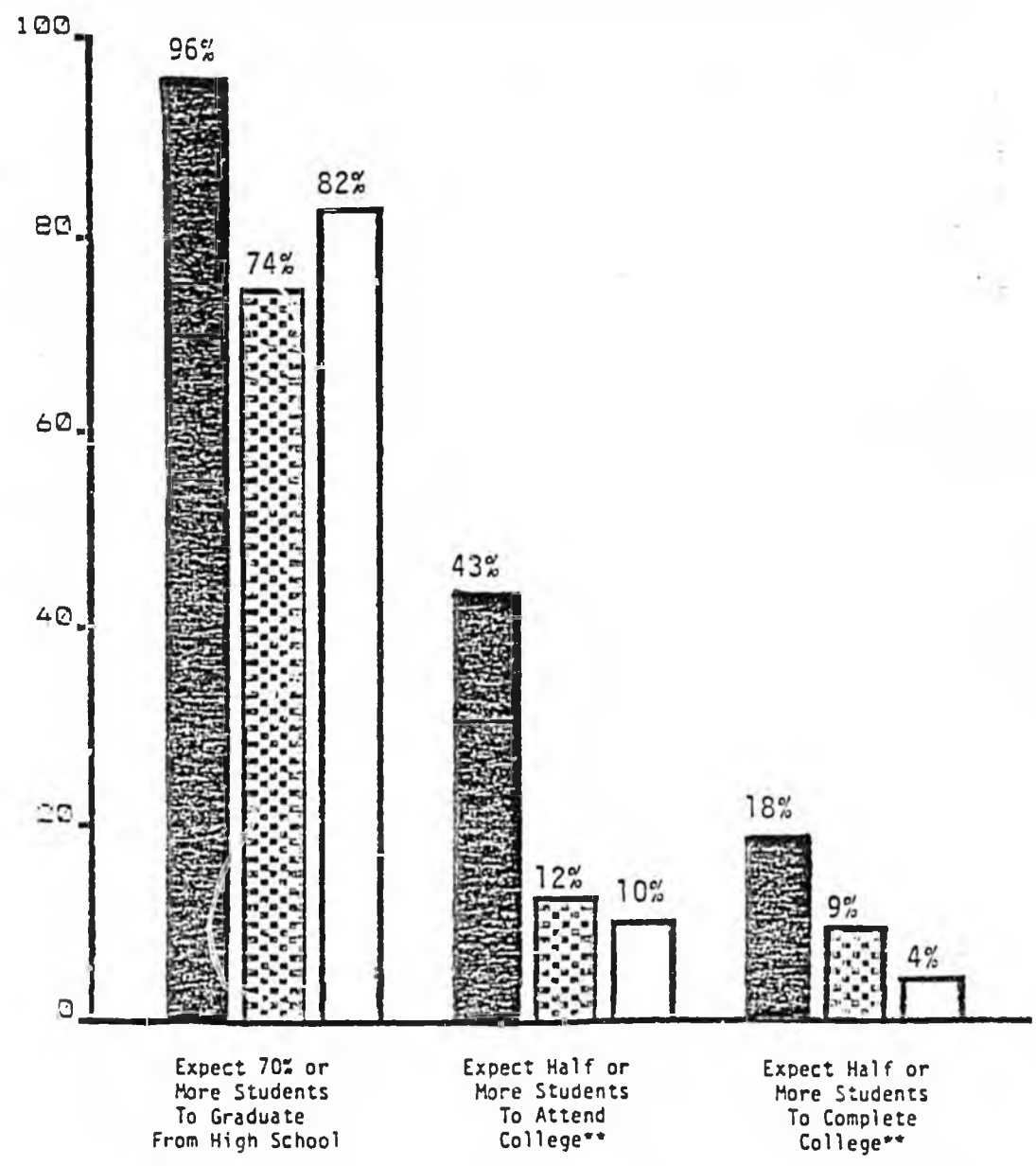
In the national literature on effective schooling, holding high expectations for student achievement has been found to be a critical characteristic of effective teachers (see especially Brookover, 1979). Typically expectations are measured by asking teachers such questions as what proportion of their students they expect to complete high school and attend college, how they would compare the ability of their students to students nationally, and whether they feel their students can be expected to achieve at national norms.³


Rural teachers, whether their students are mostly Native or mostly white, expect the majority of their students to complete high school (Table 3). Teachers in Native majority schools, however, are significantly less likely to expect students to attend and complete college than teachers in white majority schools (Table 3).


Rural teachers' own views about college for their students are consistent with what they think parents want for their children. In Native


TABLE 3

RURAL TEACHERS' EXPECTATIONS ABOUT HIGH SCHOOL AND COLLEGE COMPETITION: WHITE MAJORITY, MIXED, AND NATIVE MAJORITY SCHOOLS



 WHITE MAJORITY SCHOOLS
 N = 74

 MIXED ETHNICITY SCHOOLS
 N = 59

 NATIVE MAJORITY SCHOOLS
 N = 162

**p < .01

SOURCE: McBeath, G., Kleinfeld, J., McDiarmid, G., and Coon, D. A Statewide Survey of Rural Alaska School Teachers, Fairbanks, AK: Center for Cross-Cultural Studies, University of Alaska, 1982.

majority communities, 49 percent of the teachers said that none of the parents expected students to complete college. In white majority communities, the same proportion of teachers believed that parents expected half or more students to complete college.

We did not survey parents in either Native or white communities, and we do not know if teachers' perceptions are correct or incorrect. Teachers' comments in the margins of the surveys, however, suggest their concern about parents' support for what they are trying to do in school:

"It gets very depressing to a teacher. You really get tired of playing the heavy and being the only (most of the time) negative influence on their life. By negative I mean that you try to enforce some kind of discipline or rules."

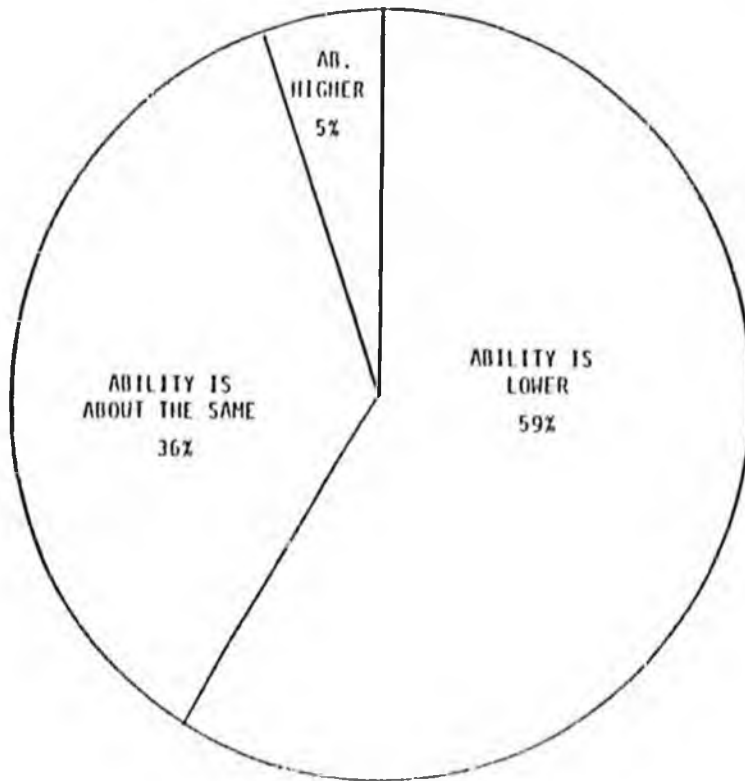
"Parents are reluctant to see their children leave home and become indoctrinated in a foreign culture."

"If the parents would support the teacher we would have much greater success."

When we asked rural teachers about the level of academic achievement they could expect of their students, there were again wide differences between Native majority schools and white majority schools. About 60 percent of rural teachers in Native majority communities felt that the academic ability of their students was lower than that of students nationally (Table 4). Sixty percent also felt that their students could not be expected to achieve at national norms (Table 5). Similarly, only slightly more than half the teachers in Native majority communities felt their schools could be better than average (Table 6).

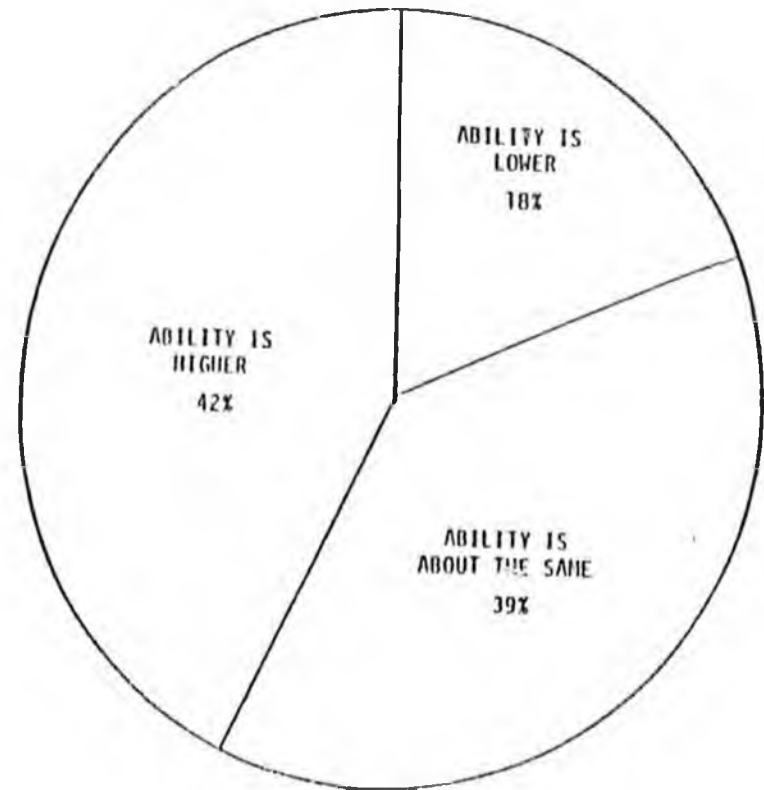
TABLE 4

RURAL TEACHERS' VIEWS OF THEIR STUDENTS' ACADEMIC ABILITY
COMPARED TO STUDENTS NATIONWIDE:
NATIVE MAJORITY SCHOOLS AND WHITE MAJORITY SCHOOLS



NATIVE MAJORITY SCHOOLS**

N = 162



WHITE MAJORITY SCHOOLS**

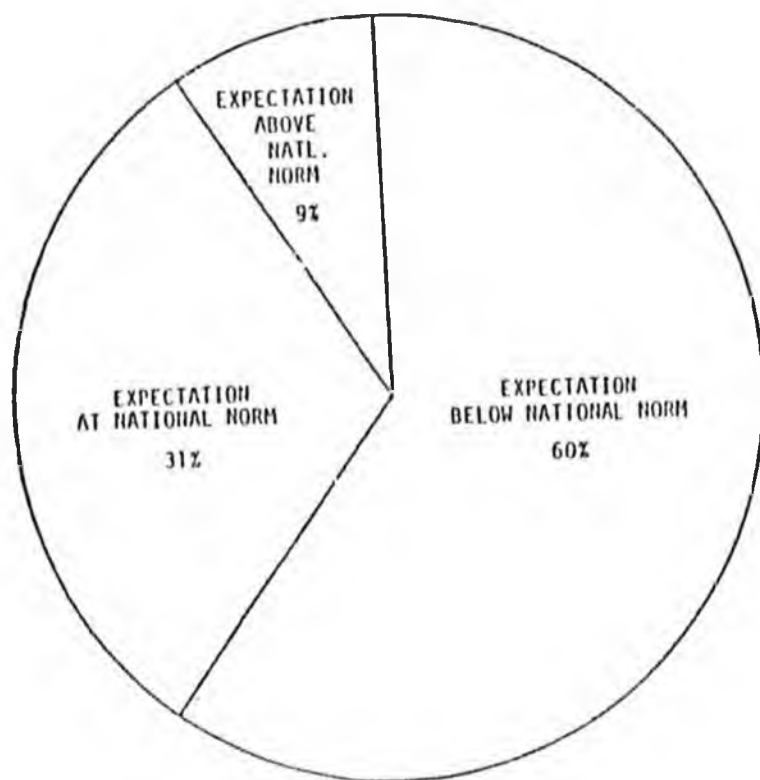
N = 74

**p < .01

SOURCE: McBeath, G., Kleinfeld, J., McDiarmid, G., and Coon, D. A Statewide Survey of Rural Alaska School Teachers, Fairbanks, AK: Center for Cross-Cultural Studies, University of Alaska, 1982.

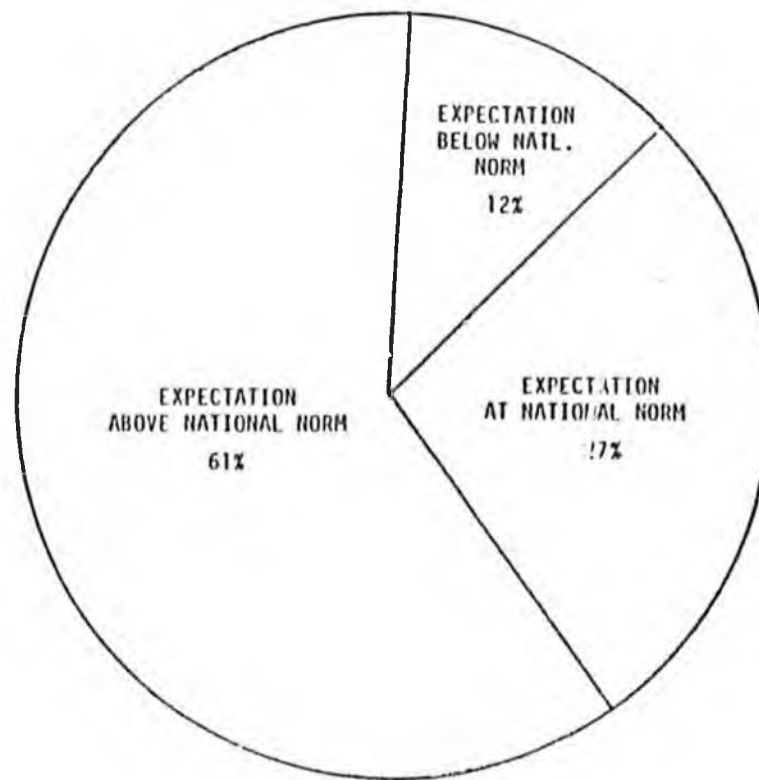
TABLE 5

RURAL TEACHERS' VIEWS ON THE ACHIEVEMENT LEVEL
THAT CAN BE EXPECTED OF THEIR STUDENTS:
NATIVE MAJORITY SCHOOLS AND WHITE MAJORITY SCHOOLS



NATIVE MAJORITY SCHOOLS **

N = 162



WHITE MAJORITY SCHOOLS **

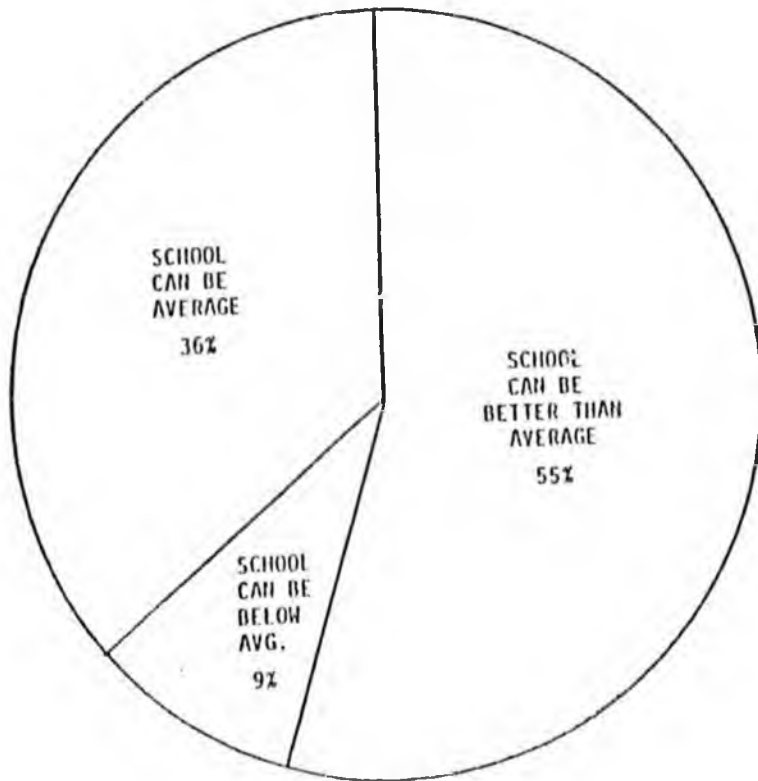
N = 74

** p < .01

SOURCE: McBeath, G., Kleinfeld, J., McDiarmid, G., and Coon, D. A Statewide Survey of Rural Alaska School Teachers, Fairbanks, AK: Center for Cross-Cultural Studies, University of Alaska, 1982.

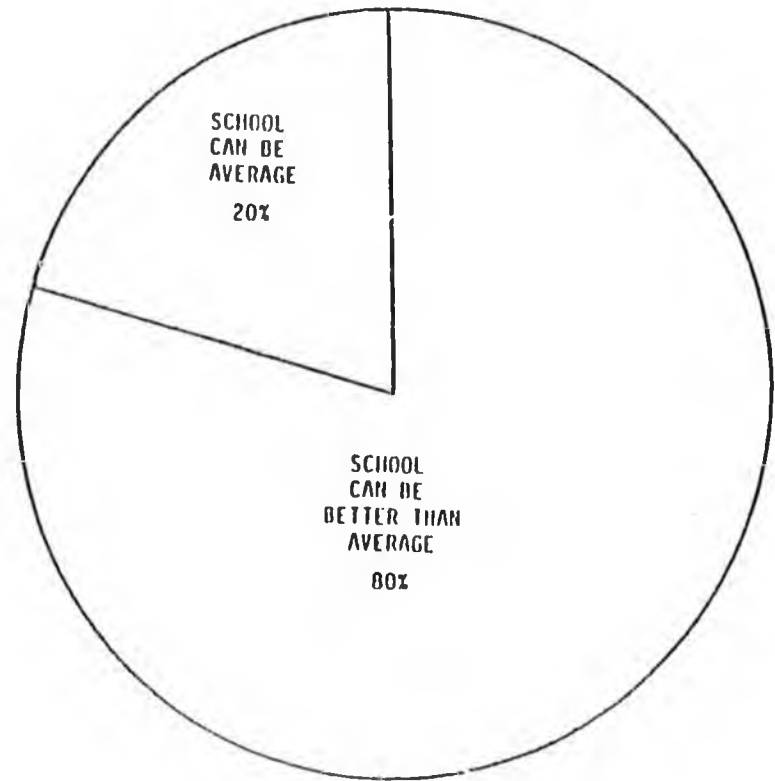
TABLE 6

RURAL TEACHERS' VIEWS ON HOW GOOD A SCHOOL
THEIR SCHOOL CAN BE:
NATIVE MAJORITY SCHOOLS AND WHITE MAJORITY SCHOOLS



NATIVE MAJORITY SCHOOLS**

N = 162



WHITE MAJORITY SCHOOLS**

N = 74

** p < .01

SOURCE: McBeath, G., Kleinfeld, J., McDiarmid, G., and Coon, D. A Statewide Survey of Rural Alaska School Teachers, Fairbanks, AK: Center for Cross-Cultural Studies, University of Alaska, 1982.

It is difficult to know how to interpret these results. One view is that rural teachers are simply being realistic. They are aware that their students have grown up in isolated, culturally different communities and that for many standard English is a second language. They know that in fact most students score below national norms. It would be unreasonable to expect their students to do as well as students nationally. Indeed, several teachers wrote on their surveys that we should be careful NOT to interpret their responses as "low expectations."

While we were inclined to accept this view, it is still troubling that so many rural teachers do not expect their students to achieve at national norms. A national norm, after all, is an average of children from the inner city and rural Mississippi as well as from Scarsdale. The issue of how to set reasonable standards, of what kinds of academic performance should count as success, is a vexing one in rural education.

Use of Native American Effective Teaching Practices

In a review of the research literature on Native American education, Cotton and Savard (1981a) identified instructional practices especially effective with Indian and Eskimo students. These practices are quite different from those identified in the national literature on effective schooling. They emphasize localized instruction rather than efficient use of time. The practices include:

- Use of Native teacher aides
- Self-paced instruction
- Cooperative student learning situations (such as peer teaching and group projects)
- Use of local curriculum materials (such as legends)
- Use of local examples to illustrate academic concepts

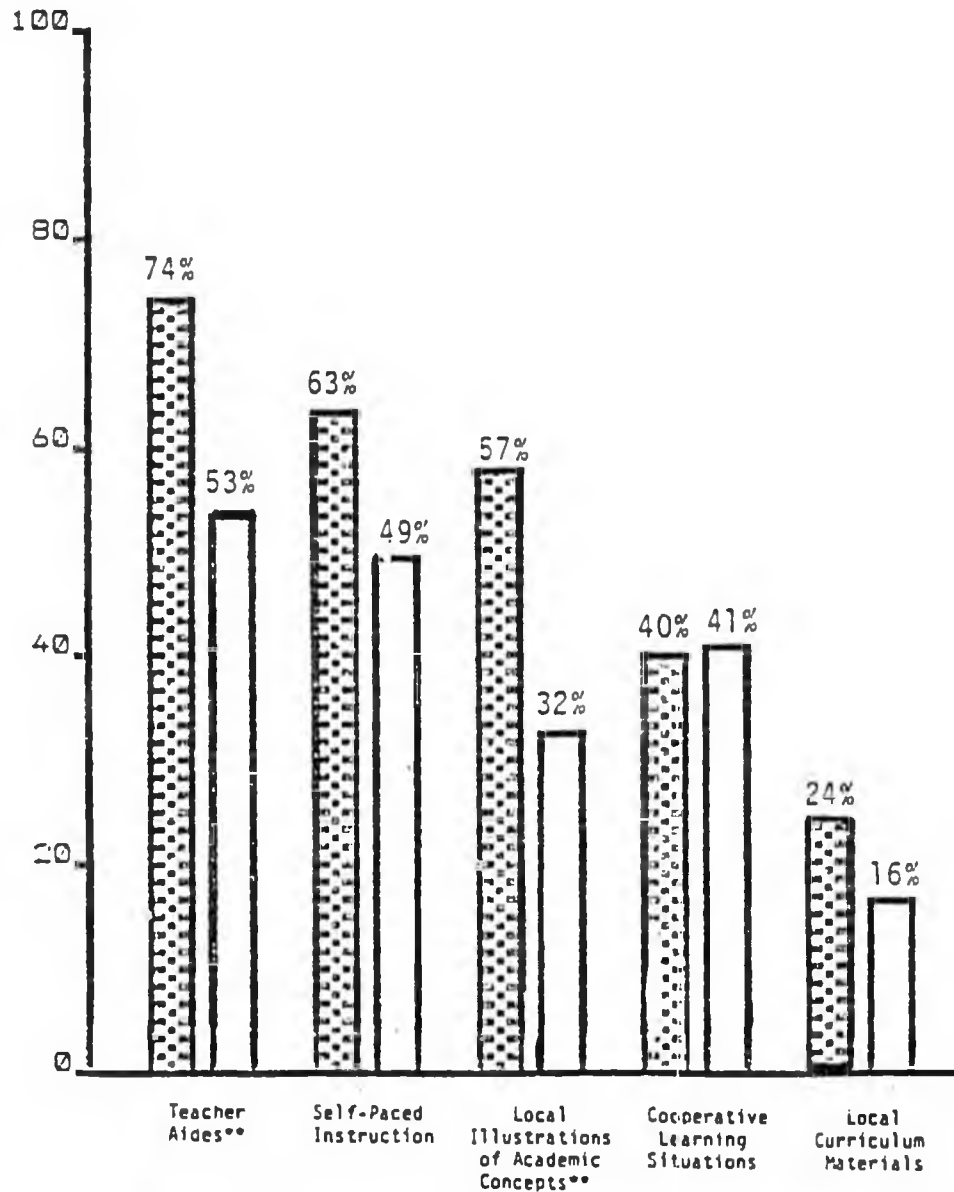
The practices listed above, however, are not supported by a substantial body of well-designed research. In general, research on Native American education is scarce. Such practices as "time on task" have not been systematically examined with Native Americans.


We found that rural teachers in Native majority schools used the practices linked to effective teaching of Native American students fairly often (Table 7). Almost three-fourths of the teachers, for example, said their schools often used teacher aides. More than half the teachers frequently used self-paced instruction and relied on local examples to explain academic concepts. More experienced teachers were especially likely to use these practices. For example, 44 percent of teachers with five or more years experience in the community often used local curriculum materials; among teachers with two to four years experience, 17 percent often used local


TABLE 7

USE OF INSTRUCTIONAL PRACTICES RESEARCH HAS FOUND ESPECIALLY EFFECTIVE WITH NATIVE AMERICAN STUDENTS: NATIVE MAJORITY SCHOOLS AND WHITE MAJORITY SCHOOLS

USE PRACTICE OFTEN



 NATIVE MAJORITY SCHOOLS
N = 162

 WHITE MAJORITY SCHOOLS
N = 74

**p < .01

SOURCE: McBeath, G., Kleinfeld, J., McDiarmid, G., and Coon, D. A Statewide Survey of Rural Alaska School Teachers, Fairbanks, AK: Center for Cross-Cultural Studies, University of Alaska, 1982.

materials ($p < .04$). More experienced teachers were significantly more likely to use local examples to illustrate academic concepts. They were somewhat more likely (the trends did not quite reach conventional levels of statistical significance) to use self-paced instruction and cooperative student learning situations.

Instructional Practices Rural Alaska Teachers See as Highly Effective
in Their Communities

We asked rural teachers to describe briefly the instructional practices they found particularly effective in their own communities. Each of the following practices were mentioned by about 20 percent of the teachers (a fairly large group considering the wide variety of practices teachers mentioned):

1. Use of diverse instructional materials, especially hands-on materials.

"Any type of hands-on class seems to be a better motivator than a purely academic program. Arts, music, small engines, skin sewing, etc."

"Hands-on projects that are pertinent and meaningful to everyday life."

"Hands-on projects have shown the most knowledge gains."

2. Self-Paced Instruction, especially when the teachers sets some standards for the amount of work to be completed.

"Self-paced with guidelines (such as at least five pages in math done by Friday; they can go faster but have to meet the minimum requirements)."

"As I have only ten students in a one room school, self-paced (and teacher-paced) instruction works well. I find group activities hard to plan because of the grade level spread."

3. Cooperative Student Learning, especially group projects and peer tutoring.

"Group assignments are very effective."

"In a multi-grade classroom, the older students make wonderful teachers for the younger students."

"Group projects such as a weekly school-community newspaper."

4. Involving Parents and Community People in the Classroom.

"Sending home nightly study guides for the family to work on that day's reading vocabulary and word skills."
(majority white community)

"Retired community people with special talents and interests."
(majority white community)

When asked to describe the teaching practices they saw as effective, few rural teachers mentioned any of the practices discussed in the national literature on effective schooling.⁴ The exception was the use of diverse instructional materials and here rural Alaska teachers added a different emphasis—the importance of hands-on materials.

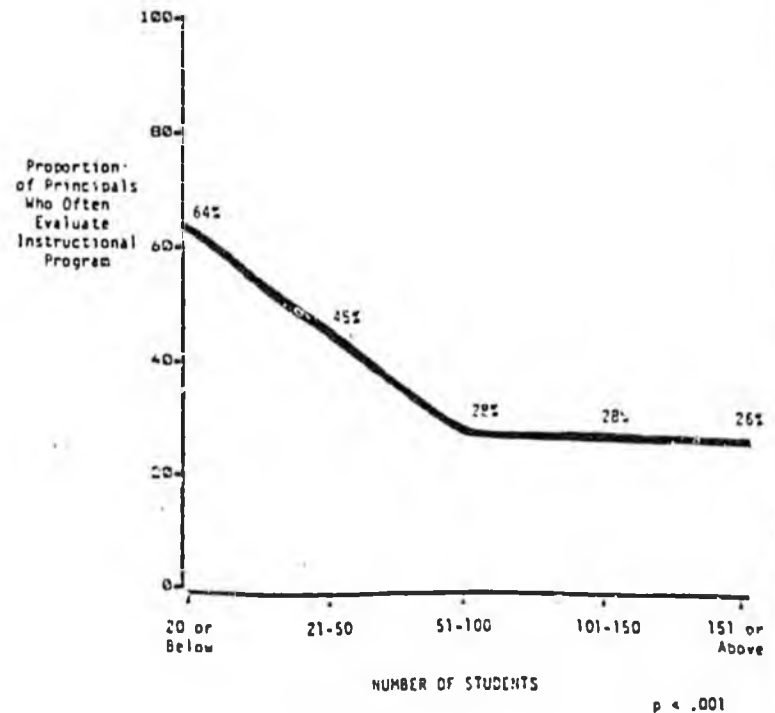
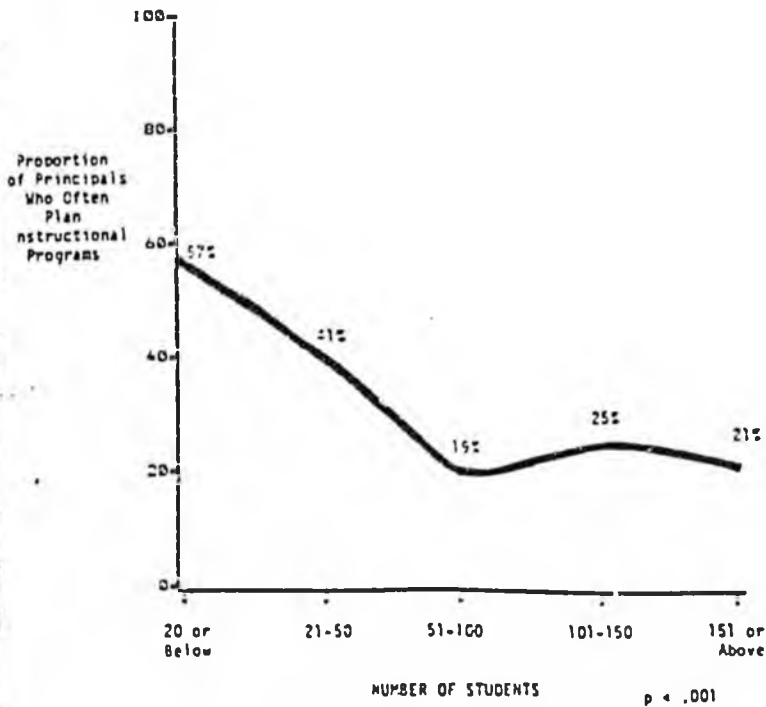
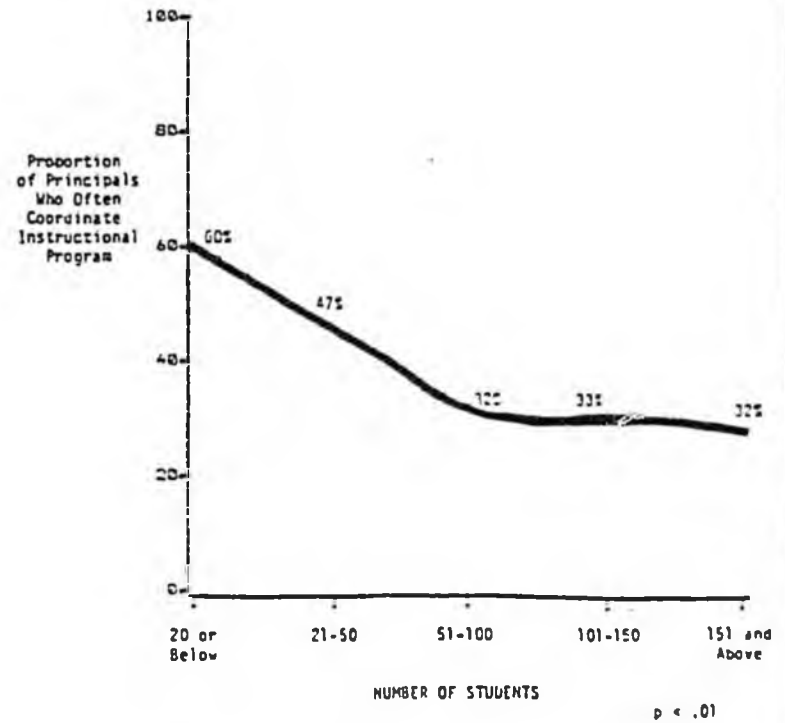
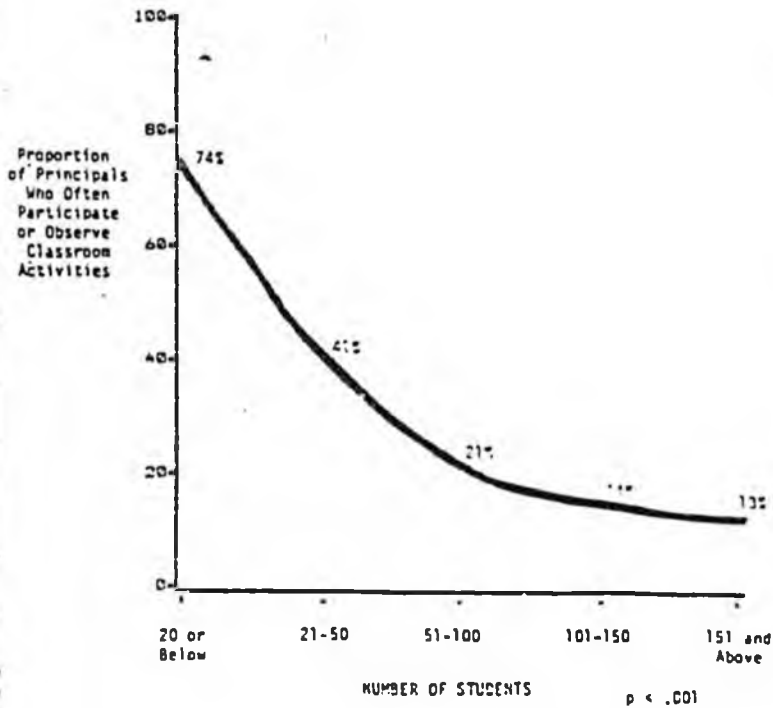
Rural Principals' Instructional Role

The national literature on effective schooling suggests that the achievement of low-income children goes up when the building principal takes on the role of instructional leader and focuses staff and student energy on raising achievement levels (Cotton and Savard, 1981c).

Principals in Alaska rural schools, especially smaller schools, already participate to a great extent in the business of teaching (Table 8). The role of the principal is strongly related to the size of the school. In very small schools, almost three-fourths of the principals are also classroom teachers. In schools of 50 students or below, about half the principals often plan, coordinate, and evaluate instruction.

TABLE 8

THE PRINCIPAL AS INSTRUCTIONAL LEADER:
ALL RURAL SCHOOLS



SOURCE: McBeath, G., Kleinfeld, J., McDiarmid, G., and Coon, D.
A Statewide Survey of Rural Alaska School Teachers, Fairbanks, AK:
Center for Cross-Cultural Studies, University of Alaska, 1992.

Rural Teachers' Satisfaction With School Management and Working Conditions

Reading through 304 teacher surveys, many marked with marginal comments, was a disheartening experience. The teachers' dominant mood was frustration. Occasionally, a teacher would voice satisfaction:

"This is a great place to be, challenging students, helpful parents, and a cooperative district. We love it here so I don't know when we'll leave."

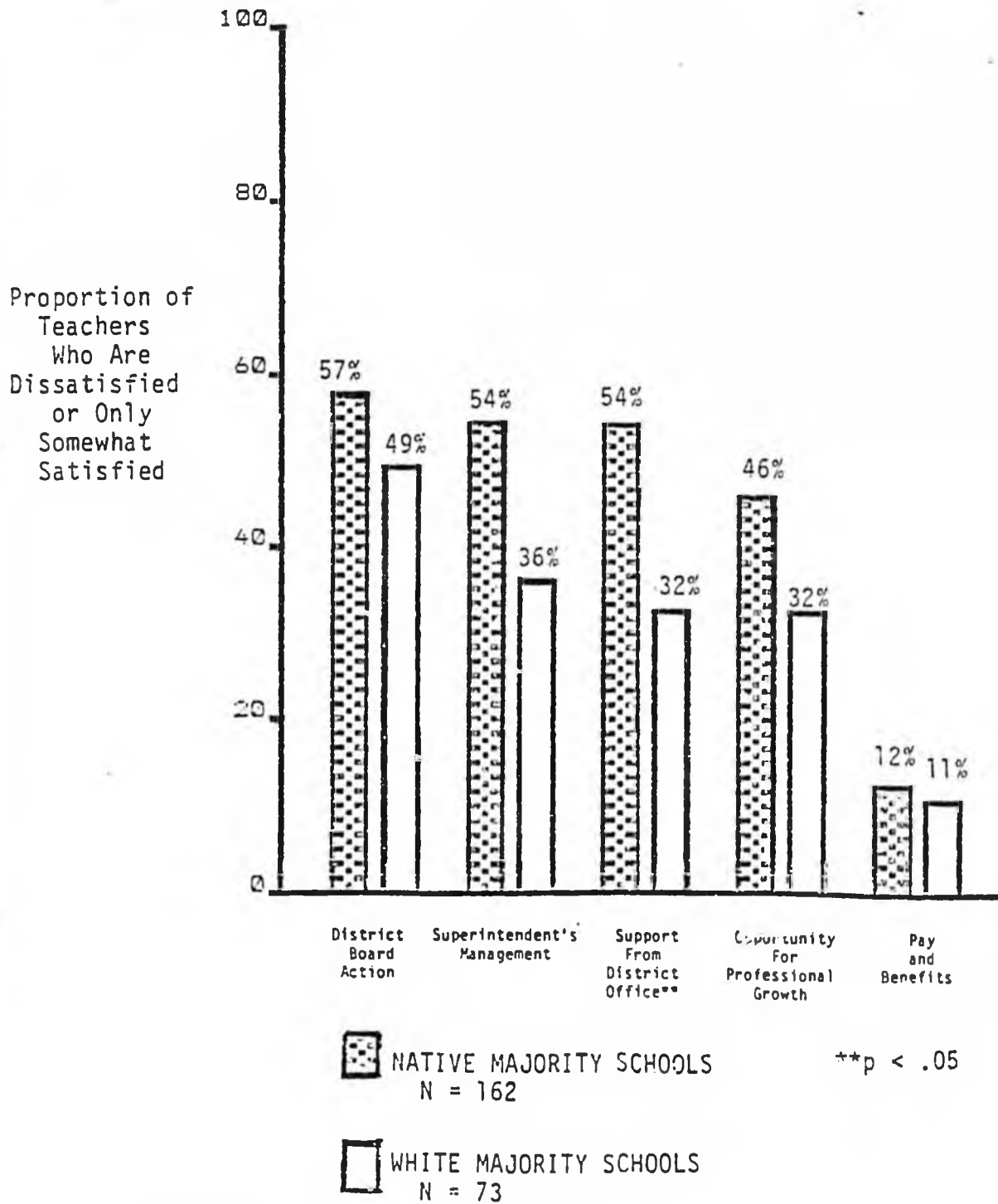
But the majority of the notes in the margins were complaints. Many teachers were depressed and dissatisfied, even though the majority (78 percent) thought they were personally successful as rural teachers.

We asked teachers what they were satisfied and dissatisfied about—pay and benefits, housing, relationships with the students and with the community, district office management, students' academic progress, and so on. The results surprised us.

The majority of teachers were not concerned about the standard issues discussed in contract negotiations or legislative reports or the academic literature. Most teachers (88 percent) were satisfied with their pay and benefits (Table 9). Housing was an acute problem for some (about a third), but not for most. Nor did teachers find it difficult to develop good relationships with the culturally different students they taught. Indeed most teachers (93 percent) saw their relationships with students as a major source of satisfaction.

What frustrated teachers most was not relationships with different cultures but relationships with the district office. More than half the teachers in Native majority communities were dissatisfied or only somewhat satisfied

TABLE 9
TEACHER SATISFACTION WITH SCHOOL MANAGEMENT
AND WORKING CONDITIONS:
NATIVE MAJORITY SCHOOLS AND WHITE MAJORITY SCHOOLS



SOURCE: McBeath, G., Kleinfeld, J., McDiarmid, G., and Coon, D.
A Statewide Survey of Rural Alaska School Teachers, Fairbanks, AK:
Center for Cross-Cultural Studies, University of Alaska, 1982.

with the district school board, the superintendent's management, and the support they received from the district office.

Several teachers commented on the margins of their survey, for example, that the school near the central office received an unfair share of equipment. Some teachers in remote schools said that the "superintendent never has been here to make a visit" and that the district office "too frequently forgets the village schools." Others felt that the district staff did not support them and did not understand their situation:

"Many problems that face rural schools are self-inflicted—usually from the central office. Administrators who have never worked or lived in rural Alaska often make decisions that do not fit village life or needs."

These types of tensions are common between any "center" and its "periphery", whether it is a corporate headquarters and its remote offices, a city and its countryside, or the district office and its village schools. The central office perspective is, of course, quite different. Central office staff see themselves as having many schools to visit, many programs to administer, many grant applications and reports to write. The point of interest to the rural Effective Schools Project is the existence of such tensions and the need to develop a strategy for change that is supported by both the central office and the village schools.

Another area where a large proportion of teachers were dissatisfied was with their own opportunities for professional growth. In Native majority communities, 46 percent of the teachers mentioned this area (Table 9). One teacher wrote on her survey:

"I am in a tiny school—one other teacher not my husband. I have no one to ask questions of. My class of primary grade children includes an incredible range of students (skill, intelligence, behavior, motivation). I have an unworkable curriculum guide which presents me with ample materials to use with each grade -- three -- and each subject—eight—but no advice at all for my class. My district has offered me one training session, one week. I am alone!"

Rural teachers see the lack of opportunities, for example, to talk over their teaching problems with other professionals as one of the serious problems of village teaching. Professional exchanges in an isolated village school are difficult. The teaching staff itself is small and few instructors teach similar grade levels or subjects. The teacher can't talk shop with someone else, for example, who is struggling with how to teach high school English. In addition, interpersonal tensions can develop between rural teachers at the same school. Unlike urban teachers, a village teacher cannot leave it all, vent frustrations to an uninvolved party, and return the next morning with a different perspective.

EFFECTIVE SCHOOLING IN RURAL ALASKA:
INFORMATION FOR THE
RURAL EFFECTIVE SCHOOLS PROJECT

Judith Kleinfeld and G. Williamson McDiarmid
Institute of Social and Economic Research
University of Alaska
Fairbanks, Alaska 99701

July 1983

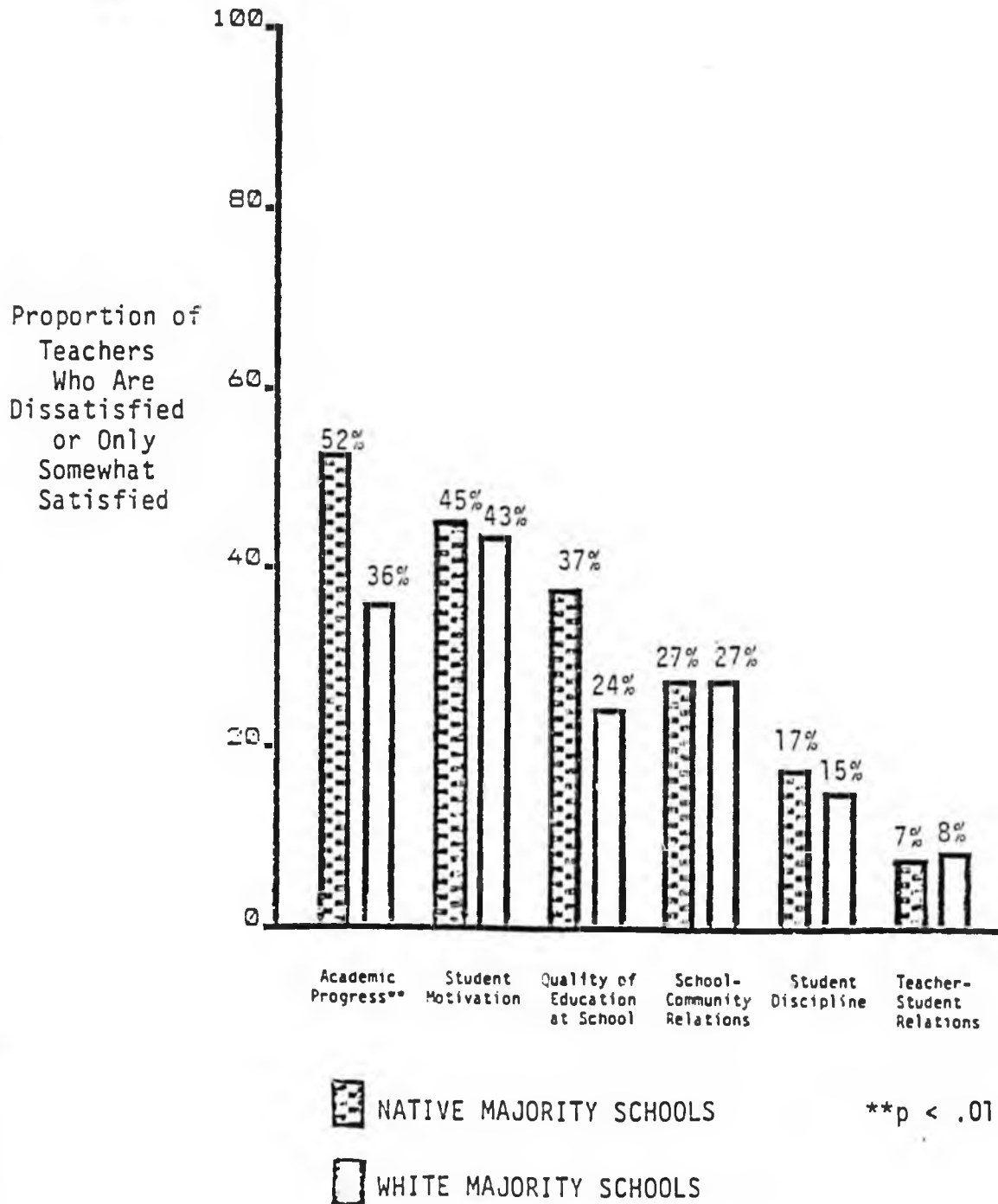
Rural Teachers' Satisfaction With Educational Conditions

Most rural teachers (63 percent) were satisfied with the general quality of education at their school (Table 10). Teachers with more experience in rural Alaska education were significantly more satisfied. Of teachers who had five years or more experience, for example, 79 percent were very or mostly satisfied with the general quality of education.

When we asked teachers more specifically about academic progress, however, less than half the teachers were satisfied. More experienced teachers were not significantly more satisfied than those new to rural Alaska education. Teachers saw a key problem as motivation, not discipline or teacher-student relationships (Table 10).

TABLE 10

TEACHER SATISFACTION WITH EDUCATIONAL CONDITIONS:
NATIVE MAJORITY SCHOOLS AND WHITE MAJORITY SCHOOLS



SOURCE: McBeath, G., Kleinfeld, J., McDiarmid, G., and Coon, D.
A Statewide Survey of Rural Alaska School Teachers, Fairbanks, AK:
Center for Cross-Cultural Studies, University of Alaska, 1982.

IMPLICATIONS FOR THE RURAL EFFECTIVE SCHOOLS PROJECT

In attempting to change schools, it is critical to begin with what teachers see as problems. It is important, therefore, to know that many rural teachers do see students' academic progress—the typical focus of statewide effective schooling projects—as a serious issue. Rural teachers may well be receptive to a project aimed at assisting them to increase students' academic skills. The majority of teachers are satisfied, in contrast, with the general quality of education in their school. A project that appears to teachers to be based on the assumption that rural schools are somehow "failing" will be unattractive.

Rural Alaska teachers are not likely, however, to be receptive to the instructional practices that national research has found to be important in raising achievement among low income children. Most of these practices are not used often in rural schools. Nor are these the practices that come to mind when teachers think about what really works in rural classrooms.

The majority of teachers in Native majority communities, in contrast, do use often some of the instructional practices that research has linked to the effective education of Native American education—Native teacher aides, self-paced instruction, using local examples to illustrate academic concepts. When we asked teachers what worked in their own classrooms, they mentioned these kinds of practices, not the practices emphasized in the national research literature.

The Rural Effective Schools Project should point out to teachers that there is no necessary contradiction between the national research on effective schooling and the research on Native American education. (The value of individualized, self-paced instruction is an exception.) The effective schooling

literature focuses in large part at the school level. The Native American education literature focuses primarily at the classroom level. It is not surprising that teachers, concerned with making their classrooms run well and fine tuning their methods, are more interested in the classroom level. Both sets of practices may be important to rural schooling.

In working with teachers to improve small rural schools, there are special opportunities and special pitfalls. An opportunity is that many rural teachers are dissatisfied with what they are offered in the area of professional growth and development. The Rural Effective Schooling Project may be able to provide professional assistance that teachers will appreciate. Another advantage is that rural principals, particularly in small schools, are already active in instruction. Many principals are principal-teachers and plan, coordinate, and evaluate the instructional program. Rural principals are strategically placed to become instructional leaders.

In working with village schools, however, the Rural Effective Schools Project should be aware of the tensions that exist between many village schools and the central office. The Project should carefully develop independent support at both the school and central office levels.

The Rural Effective Schools Project also needs to be aware of rural teachers' sensitivity to what parents want and the feeling of teachers in some communities that parents do not expect their children to go on to college. The issue of what should count as high expectations and academic success in a culturally different village school warrants discussion. This is an issue that cannot be appropriately considered without the participation of village parents. Above all, the Rural Effective Schools project needs to gain the active support of parents for efforts to improve rural schools.

FOOTNOTES

¹ Many reviews of the literature on effective schooling practices have been published in the national literature. This paper refers primarily to the literature reviews conducted by the Northwest Regional Educational Laboratory. These reviews were commissioned by the Governor's Task Force on Effective Schooling and form the research base most discussed in Alaska.

² This survey was done in the spring of 1982. More computers have been introduced to rural school since this time. How often they are used, however, is another question.

³ We used the set of questions developed by Brookover et al. (1979) to measure academic expectations. Brookover found these items to be highly related to achievement in Michigan schools enrolling low income black and white children. We made minor modifications of these items to make them more appropriate for rural Alaska.

⁴ Our survey question on what instructional practices the teacher personally found effective came after the survey questions asking whether the teacher used the practices described in the national literature or the literature on Native American education. We asked teachers to draw either from these lists or elsewhere in describing what they personally found effective.

REFERENCES

- Brookover, W.B., and others. School Social Systems and Student Achievement: Schools Can Make a Difference. New York: Praeger Publishers, 1979.
- Coleman, James S., Hoffer, Thomas, and Kilgore, Sally. High School Achievement: Public, Catholic, and Private Schools Compared. New York: Basic Books, 1982.
- Cotton, Kathleen and Savard, William. Native American Education: Topic Summary Report. Portland, OR: Northwest Regional Educational Laboratory, 1981a.
- Cotton, Kathleen and Savard, William. Time Factors in Learning. Portland, OR: Northwest Regional Educational Laboratory, 1981b.
- Cotton, Kathleen and Savard, William. The Principal as Instructional Leader. Northwest Regional Educational Laboratory, 1981c.
- Governor's Task Force on Effective Schooling. Effective Schooling Practices. A Report Presented to the Honorable Jay S. Hammond, Governor of Alaska, 1981.

504

2/1/84

Vern

NOTICE

The House Health, Education and Social Services Committee gives notice that it will take testimony on House Bill 504, "An Act establishing the teacher scholarship loan program," at the times and locations indicated below:

Kotzebue

Kotzebue Technical Center
1:00 p.m.
Friday, February 3, 1984
Teleconferenced to Capitol Room 112, Juneau, 1:00 p.m.

Nome

Nome City Hall
10:00 a.m.
Saturday, February 4, 1984
Teleconferenced to Capitol Room 112, Juneau, 10:00 a.m.

Bethel

Kuskokwim Inn Annex
12:00 p.m.
Sunday, February 5, 1984
Teleconferenced to Capitol Room 112, Juneau, 12:00 p.m.

If necessary, the Chairman may at her discretion limit testimony to a stated amount of time per witness.

Please contact Bill Lovell at 465 - 3777 or the local Legislative Information Office for more information.

/wtl



Janet M. Merrill
8760 Dudley St.
Juneau, Alaska 99801

February 7, 1984

Rep. Vern Hurlbert
Alaska State Legislature
Pouch V, State Capitol
Juneau, Alaska 99811

Dear Vern;

With respect to your recent letter concerning House Bill 504, I would like to state that I do support the concept of this bill. I do, however, have some reservations with respect to section 14.43.630, entitled "Conditions of Loans." In order to encourage a larger number of Native people to take advantage of this loan program, I would suggest the following revisions: 1) Loans should be available to graduate students as well as undergraduates. 2) The forgiveness scale for returning to the home school district to teach should be extended to returning to any rural district in Alaska to teach (perhaps with a maximum of 75% forgiveness for the latter option).

I personally feel that these amendments would increase the quality and the quantity of applicants. As a professional in the field of education, I am encouraged in your efforts to pass this bill, and wish you success and support. Please feel free to share this letter with The Speaker of the House, Mr. Joe Hayes.



Sincerely,

Janet M. Merrill

Gwitchyaa Zhee Corporation

Box 57
Fort Yukon, Alaska 99740

February 7, 1984

Representative Vern Hurlbert
Alaska State Legislature
Pouch V
State Capitol
Juneau, Alaska 99811



Dear Representative Hurlbert:

This letter is written in support of House Bill No. 504 which was recently introduced in the second session of the 13th Legislature.


As Native Leaders of Native Corporation and the Community we are well aware of your concerns on the lack of Native teachers within the teaching position. Unfortunately to our knowledge there is only two certified Native teacher in the district.

We need to work together to encourage educational excellence in all perspective among our students and to place role models in the classrooms.

One other thing is to encourage or have mandatory regulation of Department of Education and the local School District hire certified Native teachers when they are graduates of X-CED Programs.

In any event we sincerely support the concept of House Bill 504.

Sincerely,



Nancy James
General Manager
Gwitchyaa Zhee Corporation

cc: Nels Petersen, President GZ Corporation
NJ:abp





01-30-84

Dear Vern,

I have written letters to Joe Hayes and my local representative Arthur Herrmann. I thank you for the letter of Jan. 20, 1984 and I will continue to support and encourage others to support H.B. 504.

Your friend
Peter Florsch

Alaska Native Land Managers Association

840 K Street, Suite 202
Anchorage, Alaska 99501
(907) 272-1254

February 13, 1984

Representative Vern Hurlbert
Pouch V (MS 3100)
Juneau, Alaska 99811

Re: HB 504

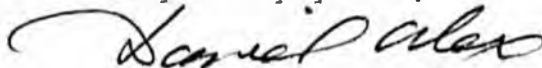
Dear Representative Hurlbert:

At a recent meeting of the Alaska Native Land Managers Association, the membership passed the enclosed resolution urging passage of HB 504, dealing with establishing the teacher scholarship loan program.

We feel that this bill satisfies an important need in rural Alaska. For too long, young people have left the villages to attend college, never to return. Additionally, we have watched a parade of non-native teachers through the village schools. We feel that it is important to have a stable staff of teachers in rural schools. We also feel that it is preferable to have native teachers teaching in predominantly native schools in order to understand and preserve the unique culture and history of Alaska Native peoples. It is our feeling that native teachers will provide a valuable role model for students in rural Alaska. The students need to see that they can be a success and that they can be leaders in today's world.

We feel strongly that the passage of HB 504 will be another step along the path towards improving rural education and the lives of rural Alaskans.

Very truly yours,



Daniel Alex,
President

Respond

HSS
[Signature]

MSG 84-00011995 PRTY 1 02/09/84 15:06:15 ORIG: LG00 IN= 0015 OUT= 0138
FROM: JOANN GLENNALLEN TO: JNU LIO FOR RE-TRANSMISSION
TARGET: LJHK SUBJ: POM

PUBLIC OPINION MESSAGE TO: SENATORS - KERTTULA AND MOSS
REPRESENTATIVES - SHULTZ AND FISCHER

SENDER: MAXWELL D. FANCHER, RETIRED PUBLIC SCHOOL ADMINISTRATOR
BOX 72 GLENNALLEN, ALASKA 99588
HOME PHONE: 822-3715 WORK PHONE: 822-5241 X208

MESSAGE: RE - HB 504

1. OPEN THE BILL TO GRADUATES OF PRIVATE SCHOOLS AND GED GRADUATES
2. ALLOW STUDENTS TO APPLY TO ANY SCHOOL DISTRICT WHERE THERE IS AN ESTABLISHED NEED FOR NATIVE TEACHERS.
3. LOAN FORGIVENESS: IF DISTRICT WHERE STUDENT RECEIVES LOAN HAS NO OPENING ALLOW STUDENT TO TEACH IN ANY OTHER DISTRICT WHICH HAS ETHNIC NEED.
4. WHAT EMPLOYMENT COMMITMENT WILL SCHOOL DISTRICT PROVIDE FOR GRADUATE?
5. WHAT HAPPENS IF A DISTRICT HAS NO OPENINGS BUT ANOTHER DISTRICT DOES?
6. THE CONCEPT AND NEED FOR THIS BILL SHOULD RECEIVE A HIGH PRIORITY.





MSG 84-00012465 PRTY 1 02/10/84 15:12:31 ORIG: LG00 IN= 0008 OUT= 0098
FROM: JOANN GLENNALLEN TO: JUNEAU LIO FOR RE-TRANSMISSION
TARGET: LJHK SUBJ: POM

***** PUBLIC OPINION MESSAGE *****

TO: ALL REPRESENTATIVES AND SENATOR MOSS
FROM: FRED T. WILLIAMS
MILE 112 RICHARDSON HWY.
BOX 91, GLENNALLEN, AK 99589 HOME PHONE: 822-3922

RE: HB 504 I OPPOSE THIS BILL. THE PRESENT STUDENT LOAN PROGRAM NOW PROVIDES FUNDS FOR EDUCATIONAL PURSUITS. A LACK OF EDUCATIONAL FUNDS AND OPPORTUNITIES IS NOT THE REASONS WE DO NOT HAVE MORE NATIVE TEACHERS. CREATING ANOTHER STATE PROGRAM WILL NOT SOLVE THIS PROBLEM.

MSG 84-00014783 PRTY 1 02/17/84 10:15:07 ORIG: LN00 IN= 0002 OUT= 0029
FROM: SANDY / NOME TO: JUNEAU INFORMATION
TARGET: LJHK SUBJ: P.O.M. 5

TO: REPRESENTATIVE MAE TISCHER, CHAIRPERSON, HESS COMMITTEE
REPRESENTATIVE SAM PESTINGER, VICE-CHAIRPERSON, HESS COMMITTEE
REPRESENTATIVE AL ADAMS, REPRESENTATIVE JACK FULLER

FROM: DEBORAH K. SWISHER, DIRECTOR
BILINGUAL TEACHER EDUCATION PROGRAM
KAWERAK, INC.
P.O. BOX 948
NOME, ALASKA 99762 PHONE: (W) 443-5231 EXT. 53 (H) 443-5702

RE: HB 504

PLEASE HOLD ADDITIONAL TELECONFERENCE. INTENT OF BILL IS GREAT. PROBLEMS
INCLUDE POSSIBLE POLITICAL NATURE OF SCHOOL BOARD, DISTRIBUTION OF FUNDS;
STUDENTS SHOULD BE ALLOWED ONE YEAR GRACE PERIOD IF JOB IN DISTRICT IS NOT
AVAILABLE; MOBILITY TO ANOTHER DISTRICT DESIRABLE; RESTRICTION TO PUBLIC SCHOOLS
GRADUATES QUESTIONABLE.

Bill

February 1, 1984

Representative Joe Haynes
Pouch V
Juneau, Alaska 99811



Dear Representative Hayes:

I am responding to Representative Vern Hurlbert's letter concerning House Bill No. 504. As a Native with elementary certificate, I fully support this bill.

This year I am in NEA-Alaska Minority Affairs Committee, but due to my location I am unable to work closely with other Native teachers in my region. I am also having some difficulty with telephones and mail service, which is not my fault.

I have been teaching at Gambell Elementary School for two years. This year I am asking BSREAA for transfer to Shishmaref which is my home town. I have not heard from them yet other than my principal, Dave Bowling, recommending for the transfer. I would very much like to teach there, for simple fact, I have my parents and my house there. I also have other projects I would like to do. Enclosed you will find part of my official records, which clearly stated my reason since the year I graduated.

One of the main reasons why it is hard for Natives to come back to the villages is lack of support from the District and the Board. you see, I am the first person from my village to earn a degree in education but due to jealous and other factors, I have unable to teach in my village.

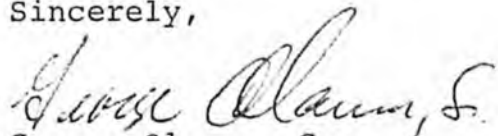
One of the reasons why we have few graduates is because of lack of funds to continue and complete training to become a teacher. I am still paying for my state loan. Students with families have no money to support families while at the campus, and therefore takes forever to complete courses. We have many students in our regions who have been students for years but due to lack of funds, it is impossible to complete any projects.

One thing I oppose is Sec.14.43.650, (b) Each school district shall award teacher scholarship loans... My reason is some students may not be award due to personal conflict with the Board president or administrators. Some people are very hard to deal with in the villages. They tend to create problems which prevents students from receiving support. They tend not follow professional criteria. I think this is wrong for I was and still the victim of such actions. We need some one else to over see the program if it passes. In fact, I would like to be involve in such program.

I have been very successful with my students this year and last. I feel we should have more Natives in positions.

Thank you for supporting our people. Someday, I hope we will be treated like any other teachers in the world and be proud.

Sincerely,



George Olanna, Sr.
5th & 6th Grade teacher

cc:

Rep. Vernon Hurlbert

Rep. John "Jack" Fuller

NEA-Alaska Minority Affairs Committee

THE FOLLOWING DOCUMENT(S) MAY NOT FILM
LEGIBLY BECAUSE OF POOR QUALITY OF THE
ORIGINAL.



To Whom it may concern:

I was born and raised in Shishmaref, Alaska. I attended Mt. Edgecumbe High School and upon graduation, moved to Washington State where I continued my training as auto mechanic. I worked as a mechanic for total of seven (7) years.

When I returned to Alaska, I found the culture of my village rapidly changing and the concept of Native Pride was disappearing. I didn't like what I saw and wanted to help educate our young people to realize that it is acceptable to be a Native. I wanted to show what I had seen outside of Alaska. I couldn't do it being a mechanic.

In the future, as a teacher in my village and my culture, I will

- 1. To be an example for the students to demonstrate that a Native can receive an education that will improve his/her life style and still be a Native.
- 2. With the development of the Land Claims Act, the future citizens of our villages will need education to be successful.
- 3. To help students to see changes that will come in the future, and that are now in process.
- 4. To get communication between the teachers and parents.

My goals I have set will expand as my experience increase.

Sincerely,

George Olman, Sr.
George Olman, Sr.

CANDIDATE'S PAGE

PAGE 7

Retyped: NOV. 12, 1983

THE PRECEDING DOCUMENT(S) MAY NOT FILM
LEGIBLY BECAUSE OF POOR QUALITY OF THE
ORIGINAL.

Alaska Native Land Managers Association

840 K Street, Suite 202
Anchorage, Alaska 99501
(907) 272-1254

February 13, 1984

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

Re: HB 504

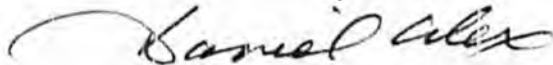
Dear Representative Tischer:

At a recent meeting of the Alaska Native Land Managers Association, the membership passed the enclosed resolution urging passage of HB 504, dealing with establishing the teacher scholarship loan program.

We feel that this bill satisfies an important need in rural Alaska. For too long, young people have left the villages to attend college, never to return. Additionally, we have watched a parade of non-native teachers through the village schools. We feel that it is important to have a stable staff of teachers in rural schools. We also feel that it is preferable to have native teachers teaching in predominantly native schools in order to understand and preserve the unique culture and history of Alaska Native peoples. It is our feeling that native teachers will provide a valuable role model for students in rural Alaska. The students need to see that they can be a success and that they can be leaders in today's world.

We feel strongly that the passage of HB 504 will be another step along the path towards improving rural education and the lives of rural Alaskans.

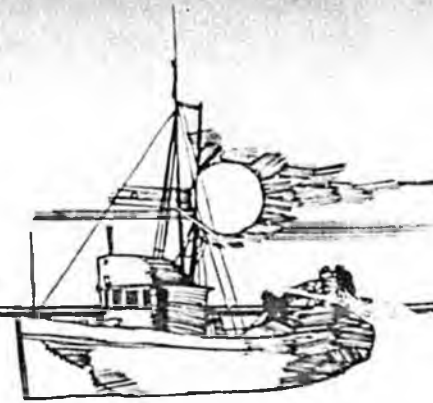
Very truly yours,



Daniel Alex,
President

CHUGACH

School District — Nyal D. Worsham, Superintendent



February 2, 1984

Honorable Joseph Hayes, Speaker of the House
Alaska State Legislature
Pouch V
Juneau, AK 99811



RE: House Bill #504

Dear Mr. Speaker:

I wish to speak in support of House Bill #504 related to a teacher scholarship fund for native students. Having spent the last eight years in Alaska bush and rural school systems, I know that our native students do need the relationships that native teachers can give to them.

We need positive counseling efforts to lead our future native teachers into the profession and give them support while they develop their teaching skills.

I thank you for the introduction of this bill and wish you and Representative Hurlbert success in its passage.

Sincerely,

A handwritten signature in cursive script that reads "Nyal".

Nyal D. Worsham, Supt.

cc: Representative Vern Hurlbert
Files

MANILAQ MANPOWER

P.O. Box 725
Kotzebue, Alaska 99752

Phone
(907) 442-3860

February 6, 1984

Mr. William T. Lovell
House HE&SS Committee
Alaska State Legislature
Pouch V
Juneau, Alaska 99811



Dear Mr. Lovell:

Thank you for this opportunity to submit written comments on House Bill No. 504. I admire the legislators insight into the problems of Rural Alaska and I applaud them for their inventiveness. Keep up the good work!!

Once again thank you for this opportunity.

Sincerely,


Fred Wemark
Special Assistant

enclosure: 1



MANILAM SAVAAKSRAQSUC VIA
MEMBER VILLAGES

Ambler, Buckland, Deering, Kiana, Kivalina, Kobuk, Kotzebue, Noatak, Noorvik, Selawik, Shungnak

Mauneluk Manpower
Testamony on HB 504

Thank you for this opportunity to comment on HB 504. My name is Fred Wemark, Special Assistant with Mauneluk Manpower. I manage a program that brings career awareness into the villages. The main thrust for the program is to get the students and adults within the villages to think about what they would like to do in the village or region in the way of an occupation. We explore all the potential possibilities of work and try to give as accurate a picture of employment as possible in the future.

Your Bill reaches right to the heart of employment that will always be present regardless of the amount of development the rural parts of our great state may or may not enjoy. As long as there is a rural population there will be teaching jobs available. It is only fitting that these positions be taken by those that will live in the community and raise their families and keep the money within the community. This not only makes sense from an economic standpoint but from a social standpoint also.

There are many students in our University system that are studying for a career in Education. But those people are too few. Your bill will increase that number dramatically. More and more the high school students are realizing the importance of a higher education. With the rural economy in the shape it is in those hopes for a higher education fades with the lack of money to send them to school. Hope is now on the horizon. I urge that you pass this important piece of legislation as soon as possible with the appropriate funding.

Thank you.

HB 504
HESS

CITY OF SCAMMON BAY

GENERAL DELIVERY
Scammon Bay, Alaska 99662 / (907) 558-5529

The Honorable Anthony Vaska
State Representative for District 25
Alaska State Legislative
Pouch V
Juneau, Alaska 99811

2-7-84

Dear Tony,

Hello there Mr. Vaska! I understand that you and Senator Sackett were very busy having to meet with your constituents in Bethel. I'm sorry I did not have an opportunity to see you when Frank Aguchak and I went down to Juneau during the week of Febuary 1-4 to do political business with our district legislator..Anyway I talked with your /isaltive assistant, Jim Plasman and, gave him a copy of Scammon Bay's Capital priority needs for this year.

We also would like for you to support H.B. 504 introduced by Representative Joe Hayes which is a bill aimed at providing a teacher scholarship loan program.

It's time that rural students especially natives must have sufficient financial recourse in order to come back to their own villages and teach. We would like for you to oppse the State take over of Mt. Edgcomb High School. Both of these issues are fully supported by the majority of the AVCP delegates which convened in Hooper Bay on January 26-27. You know as well as we know that it's unnessary for the State to take another financial burden when there's so much to full for rurals basic need's.

Well, Tony, if theres anything I can do in anyway, please let me know.

Sincerely,

Homer Hunter Jr.

Mayor

cc. Files
Senatore John Sackett
Senatore F

Rep. Al Adams

Rep. Veen
Hess

KALTAG NATIVE VILLAGE COUNCIL

RESOLUTION NO. 84-2

A RESOLUTION OF THE KALTAG NATIVE VILLAGE COUNCIL, KALTAG, ALASKA
PERTAINING TO HOUSE BILL NO. 504, "ESTABLISHING TEACHER SCHOLARSHIP
LOAN PROGRAM".

WHEREAS, we, the Council of Kaltag Village, are aware of the need for more
native teachers in our school systems across the state, and

WHEREAS, there is a need for funding and scholarships, and

WHEREAS, House Bill No. 504, in the legislature of the State of Alaska,
Thirteenth Legislature - Second Session has been introduced, and

WHEREAS, the above bill does not include students of private schools,

NOW, THEREFORE BE IT RESOLVED that the Kaltag Native Village Council respectfully
requests the sponsors of HB 504 to include private school students and,
if and when it does this, the council will fully endorse the above mentioned
bill.

ADOPTED THIS 9th day of Feb, 1984.

Franklin Madsen Sr Chief

Plasher Nerhaki Sr Second Chief

Marylene Esmailka Council Member

Mary E Neglaska Council Member

_____ Council Member

_____ Council Member



City of Mountain Village

P.O. Box 204

Mountain Village, Alaska 99632

(907) 591-2929

Febraury 10, 1984

Honorable Joe Hayes
Speaker of the House
Alaska House of Representative
Pouch V
Juneau, Alaska 99811

Dear Speaker Hayes:

I am writing to you in support of House Bill no. 504, which uou introduced recently in the second session of the 13th legislature. This bill if passed, will greatly encourage and enhance our native people to come back and teach among their own people and will improve the quality of education which is vital in this area. Representative Vern Hurlbert is avare of this and it is his concern for his constituents in District 24 of which he represents.

Mr. Speaker, I advice your integrity and is some what surprise to me that you are concerned for us natives, therefore, I believe that is the kind of leadership we need in Juneau. Thank you very much!

Sincerely,

Andrew Brown, Vice-Mayor

cc. Rep. Vern Hulbert
Sen. John Sackett
Sen. Frank Ferguson
Rep. Jack Fuller
Supt. Dr. William Phillips, Lower Yukon School District
City Manager, Steve Schwab

January 27, 1984

Mr. Joe Hayes
Speaker of the House
Pouch V
Capitol Building
Juneau, Alaska 99811



Dear Speaker Hayes:

I am in receipt of a letter from Vern Hurlbert and a copy of HB 504. The idea seems a propitious one and has my enthusiastic support. I have noticed the problem you described with village schools in this area, wherein the bulk of the students are native and the teachers non-native. The teacher turnover rate is also sometimes rather appalling. I am sure the problem is even more marked in the northern sections of the state.

The only question I have is a legal one; namely, what is the advice of the AG's office on the constitutionality of Sec. 14.43.630 wherein preference is given to certain districts. I understand the intent, applaud it as morally correct and a practical necessity (if you are to accomplish the stated goal and not end up giving the bulk of the scholarships to non-natives from non-native majority school districts) but wonder if it runs afoul of due process clauses. It is worth getting an opinion on beforehand to make sure the bill is couched in terms that are proof against later litigation.

Sincerely,

Thomas L. Conley, M.D.
Secretary
Ketchikan Gateway Borough School District
Board of Education

N.B. This is a personal, not a Ketchikan Gateway Borough School District, Board of Education, response.

cc: Representative Vernon L. Hurlbert
Representative Jack McBride
Ms. Cheri Davis
President
Ketchikan Gateway Borough School District



WRANGELL

**PUBLIC SCHOOLS
DISTRICT OFFICE**

P. O. BOX 651

WRANGELL, ALASKA 99929

Telephone (907) 874-2347

GATEWAY TO THE STIKINE

ROBERT W. McCONNELL, Superintendent of Schools

January 31, 1984

The Honorable Joe Hays, Speaker of the House
Pouch V
Capitol Building
Juneau, Alaska 99811

Dear Honorable Hays:

In response to Representative Vern Hurlbert's letter of January 20, 1984, please regard this as support for HB 504.

Having spent time with a government which tried the same process, designed with the same philosophy, I have some concerns over the possible outcome. I applaud the intent however.

Sincerely,

Robert W. McConnell
Superintendent

cc: Representative Hurlbert ✓
Representative McBride

MR. DARRELL G. MOORE
DISTRICT SUPERINTENDENT

Chatham School District

P.O. BOX 109
ANGOON, ALASKA 99820
TELEPHONE: 788-3302 OR 788-3682
January 27, 1984

BOARD OF EDUCATION

MR. WALLY FRANK, SR.
MR. EDWARD GAMBLE, SR.
MS. MATILDA GAMBLE
MRS. ANN MACKOVJAK
DR. JACK LESH

Representative Vern Hurlbert
State Capital
Pouch V
Juneau, Alaska 99811

Dear Representative Hurlbert:

I would like to respond to House Bill NO. 504 which was recently introduced in an effort to encourage Alaska Native high school graduates to return to their home village to teach.

Prior to my tenure here in Chatham School District, I spent nine years on the Sheldon Jackson campus encouraging and developing a teachers education program. I am very interested in presenting role models for the village; however, I think your approach is wrong.

In our school district I would be in favor of hiring a student to return to the area, but not the same village. Experience from Bible times to the present will demonstrate that people returning to their home village are unduly criticized or subjected to demands not common to other candidates.

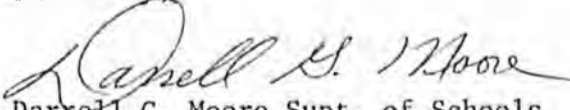
I also think the loan is discriminatory. This fact on the surface may not seem like an important clause; however, minorities like to know they made it on their own merits. I also think people are more inclined to succeed at something they invest time and money in.

Finally, I think many native graduates do something other than teach simply because they can demand more money as a college graduate in another occupation.

Many of our Sheldon Jackson graduates were either offered employment and terminated or never started due to the high wages they were able to attain through private enterprise or the native corporations. I do not think this program will change this fact and may in the long run do a disservice.

Please write or call me if I can be of further service or add clarification

Sincerely,



Darrell G. Moore, Supt. of Schools

cc: Joe Hayes, Speaker of the House
Reading File
- S C H O O L S -

Native teacher fund envisioned

(Continued from Page One)

tive students among the state's ethnic minorities return to the rural schools which continues the ethnic imbalance.

A high turnover of as much as 40 percent of teachers in rural education attendance areas in the state.

The bill states that current programs such as the X-CED program at the University of Alaska has failed to rectify the problem.

The loan program would appropriate money to be loaned to high school graduates or students within six months of graduation from a state public high school who have sufficient credits to be admitted to an accredited college. Those students also must be enrolled in or show intent to enroll in a university program which aims at a teaching degree for elementary or secondary school. The student also must meet criteria established by the local school board.

If the student is awarded the scholarship and completes his education and returns to the village, a percentage of his loan will be "forgiven" by the state at a rate of 15 percent each year for the first three years of teaching; 25 percent of the total loan for the fourth year completed and the final 30 percent for the fifth year.

The bill is given good change for success on the House side of the legislature because it is supported by the House Majority coalition of urban Republicans and Bush Democrats and because Hayes, the powerful House Speaker, is backing it. It isn't often that a bill sponsored by the Speaker is defeated.

On the Senate side, it is given fair chance for passage by Sen.

Frank Ferguson, D-Kotzebue, who said that it will probably pass in a refined form after some things are ironed out.

One possible problem the bill may have is surviving a legal challenge on the basis that it discriminates in favor of one specific ethnic group. The bill directs that the scholarships be awarded on a level proportionate to the percentage of ethnic representation.

Therefore, if 80 percent of the students are Native, 80 percent of the scholarship money must go to Native students.

Recent laws directing money at a specific group, such as the Longevity Bonus program which gives money to Alaska residents older than 65 years who have lived in the state since statehood has been ruled unconstitutional on the grounds that it discriminates against a person who moved to the state after statehood.

Tony Vaska of Bethel, who is a member of the Bush Caucus but not a member of the House Majority, said he thinks it will not survive a constitutionality test.

Hayes said he has had the Legislature's lawyers review the bill and they found it all right. He said the state attorney general has yet to review the bill.

Veteran observers of the Legislature found the key sponsor of the bill - Hayes - to be of particular interest because of his urban background. One commented that "if there ever was any doubt that Hayes is running for governor, this kills it."

Hayes responds to such skepticism by saying "I suppose it would look (like he is trying to gain a rural support) but I just

know the problems of rural people. I fly a lot and get out into the villages more than other urban legislators. I also have worked with the Bush Caucus for the past two years and I know of their concerns."

He said that Hurlbert was instrumental in pushing the bill and is second sponsor on the document.

Gov. Bill Sheffield had no comment on the bill other than to point out that programs do exist in the state to draw rural students into teaching.

And as for Hayes drawing a gubernatorial constituency, Sheffield said, "I told him, I'll out-campaign him 125 to one and I have more staying power."

Child abuse bill introduced

The Associated Press

Juneau - Certain kinds of child neglect and abuse unpunishable under existing law would be classified as felonies by a bill introduced in the Alaska House of Representatives.

The legislation is aimed at adults who use force against children or who "intentionally

cause or permit a child to be placed in circumstances resulting in serious physical injury."

The measure (HB 489) is sponsored by House Democrats Jack McBride of Ketchikan, Niilo Koponen of Fairbanks and Mike Szymanski of Anchorage.



City of Kaltag

Kaltag, Alaska 99748



February 7, 1984

Vern Hurlburt, Representative
Pouch V
Juneau, Alaska 99811

RE: HB 504 - Educational

Dear Representative Hurlburt:

This is a letter of support to the educational scholarship funding for rural students of Alaska including students of private schools.

Sincerely,

Kenneth B. Madros
Kenneth B. Madros,
Mayor

ejm





THE LAKE AND PENINSULA SCHOOL BOARD

SARA HORNBERGER, ~~President~~ Member
~~Box 100, Iliamna, Alaska 99606~~
P.O. Box 69, Iliamna, AK. 99606
February 3, 1984



The Honorable Vern Hurlbert
Alaska State Representative
Pouch V - Capital Building
Juneau, Alaska 99811

Dear Vern:

Thank you for your letter of January 20, 1983, in reference to House Bill No. 504. I appreciate the opportunity to comment on it. In realization of how very busy you folks are down there, I still hope that you will find time to read my letter of reply in addition to the reading by an administrative assistant. (I have no objections to this system - I know it is necessary if you elected officials are to be able to accomplish anything.)

I believe that my comments are made from a position of great strength. We have in our school district an administrative assistant, Frank Hill; two principal teachers, Norm Auberg and Pete Hill; and three teachers, Pauline Hobson, Larry Hill, and Gwen Nielsen; and one teacher on leave, Emma Hill, who are Native. In addition, we recently inaugurated a minority administrative apprenticeship and Frank Hill is the first person to participate. Whenever possible we hire local people to do school district jobs as for example, Alex Wassilie our North Area Maintenance Person.

Going from there, I want to ask if anyone had done any research at all to see if this bill will do what it proposes to do? Three of our Native teachers got their degrees through the ARCTIC program (later called X-Ced); Several refused all financial help of any sort preferring the joy of being able to say, "I did it all by myself." Several used the regular state loan program and BIA assistance.

In our district at least there has been no lack of assistance for village persons interested in higher education of any sort in obtaining any possible loan, grant, or scholarship. Persons who work as aides who show promise are encouraged - urged - to go on and get their degrees. Some few have attended the university sporadically. The members of the school board and the local teachers association have joined together for five years to grant two scholarships a year to district high school seniors in the name of one of our members who was killed in a snowmachine accident shortly after she enrolled in a teacher preparation program in Anchorage. She was a Native from Newhalen. We have youngsters from our district in college under the regular state loan program; but, so far as I know, my daughter is the only one in a teacher training program.

February 3, 1984

The Hon able Vern Hurlbert

I should add that one of our current board members, Jeannie Ihly, a Native from Chignik Lake, has ^{in Jan.} enrolled in college in Anchorage with the intention of becoming a primary teacher.

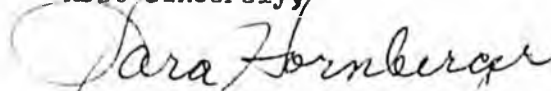
Where does this leave us? I believe that this bill will not do what you hope it will. All the money in the world will not prompt a person to attend college unless that person has the sincere desire, the personal drive to go. Secondly, that person, if he/she is to become a teacher must be willing to face a five-day-a-week, nine-month-a-year job; a job that is very intense and demanding. How many of our village people really want that sort of job? So we are talking about motivation. What is going to motivate a youngster from a village who enjoys the freedom of a life of trapping, fishing, hunting, etc., without the demands of a time clock, to take on the other sort of life? There are two things that cause a person to become a teacher: for some it is a calling; they cannot imagine doing anything else; it is their life; for other it is a job, a way to make a living and have three months a year off, etc. If a youngster from a village doesn't have an intense desire to become a teacher, I can't imagine that this loan program will inspire him/her to spend four years away from home in school to become a teacher. That child is going to get a trade that will enable him/her to go out and earn money when it is needed and then go home and enjoy life, and I don't blame that person one bit. Who wouldn't prefer that sort of life! So, we have a motivation problem.

We have one more problem. The fact that a person is a Native does not mean that he/she will make a good teacher, anymore than membership in any other race guarantees skill in any profession. This bill has no criteria set up at any place to evaluate participants. Today our children must have the very best possible teachers for the basics. We have many fine people in our villages who can and do work in the schools assisting with local culture programs, bi-lingual programs, who are not college graduates. Many of them have not finished eighth grade. They cannot teach math or reading or other subjects the certificated teachers handle; rather, the two work as a team complimenting each other when the program is handled properly.

One last point I'd like to speak to is teacher turnover. Years ago when Bristol Bay Borough was formed and took over the schools one of our main concerns was teacher turnover. However, that ^{teacher turnover} is not all bad. Teachers like preachers maybe need to move around. I'm not going to dwell on this, but the question is a very debatable one. Furthermore, we have discovered that not all residents of a village are pleased when a local person comes home as a teacher. Was it not Christ who said something to the effect that a prophet is not without honor except in his own country.

This letter, of course, contains my opinions only and most certainly does not speak for the other members of the board either individually or as a legal group.

Most sincerely,



Sara Hornberger (Mrs.)

AVCP

Association of Village Council Presidents
P. O. Box 219 • Bethel, Alaska 99559 • Phone 543-3521

February 1, 1984

Hon. Joe Hayes
Speaker of the House of Representatives
Alaska State Legislature
Pouch V
Juneau, Alaska 99811



Dear Representatives Hayes:

On behalf of the Association of Village Council Presidents, regional non-profit Native corporation for the 56 Yupik Native communities of the Yukon-Kuskokwim delta region, I wish to commend you and the 27 co-sponsors for your introduction of House Bill 504, providing for a teacher scholarship loan program.

We concur with the legislative findings as stated in the bill. In particular, incentive has not be provided for Alaska Natives to pursue teaching careers in rural Alaska. Throughout the State (REAA) schools and remaining federal (BIA) schools, there are almost no Native teachers available for the almost totally Native student bodies. We sincerely appreciate your sponsorship of H.B. 504 and encourage your aggressive efforts for the enactment of this very beneficial legislation.

There is one small group of rural school districts which has overcome many of the difficulties which H.B. 504 seeks to correct. In the examination of rural education issues by you and your colleagues, we wish to encourage you to consider the future of five locally-controlled community schools in the AVCP-Calista Region. The Native communities of Akiachak, Akiak, Cheforak, Chevak and Tuluksak manage the only village-operated community schools in Alaska.

Beginning in 1977, these village council chose to operate their own community schools, apart from the federally-operated BIA schools and the State REAA systems. The federal government provides funds through the BIA appropriations, however management of the education programs and school districts is completely controlled at the community level.

Local community, Native involvement is provided in every aspect of the education program of these "contract" schools. The largest school, for example, has eight certified Alaska Native teachers in its teaching staff. Community school boards at these schools completely determine, within the village, all administrative, curricula, fiscal and policy decisions concerning school district operations.

Unfortunately, these schools are scheduled to be closed at the end of the 1984-85 school year.

Hon. Joe Hayes
February 1, 1984
Page 2

The schools are community-operated and controlled, while funds are provided by the federal government under contracting provisions of the "Indian Self-Determination and Education Assistance Act." The communities wish to continue to locally manage their education programs, however federal funds will not be available beyond federal FY-85.

These schools have requested financial assistance from the State to continue to operate their districts. Under present policies, the state will not provide education funds to the contract schools because they are operated by Native community councils (village councils), which were organized prior to statehood. The councils are recognized as "tribal governing bodies" by the federal government.

Although the village council "contract" schools have agreed to admit all student village residents to the schools, regardless of race, the present state policy regards them as "private" schools because they are operated by Native community councils.

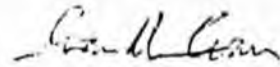
Despite their desire to maintain community control over the village education programs, the contract schools' only other option is to join the REAA education systems. They are very reluctant to do so because of the loss of community control over the education program, and because of the successes which they have achieved through the systems which have been established by them and which are now in place. If, for example, a Native community school becomes part of an REAA, they will be absorbed by a school district which encompasses up to 35 or more other communities, and will no longer have effective control over education at the community level.

The history, circumstances, and legal and policy issues are perhaps more complicated than I describe in this letter, however the basic aim of the village contract schools is simple. They wish to maintain effective local control and community operation of their schools. This goal is becoming destroyed by pressures of state and federal policies over which they have no effective control. We hope that you will consider the fate of these school districts among other rural education issues under review by the legislature.

By alerting you to the matter of Native community schools, we in no way wish to diminish the importance of your continued support for H.B. 504. Your interest in rural and Native education needs, as evidenced by H.B. 504, is genuinely appreciated.

Sincerely,

ASSOCIATION OF VILLAGE COUNCIL PRESIDENTS
Willie Kasayulie, Chairman of the Board


Ivan M. Ivan
President

Hon. Joe Hayes
February 1, 1984
Page 3

cc: Hon. Bill Sheffield, Governor
Rep. Vern Hurlbert
Rep. Jack Fuller
Rep. Tony Vaska
Sen. Frank Ferguson
Sen. John Sackett
Contract School Association

REP. JOHN G. (JACK) FULLER

CHAIRMAN, RULES COMMITTEE

MEMBER

POLICY COMMITTEE

COMMITTEE ON COMMITTEES

REAL BUDGET OVERSIGHT COMMITTEE

BLUE RIBBON COMMISSION ON PERSONNEL

DISTRICT 28

- ALAKANUK
- BREVISSION
- CHEVAK
- DIOMEDE
- ELIM
- EMMONAK
- GAMBELL
- GOLVIN
- HOOPER BAY
- KOTLIK
- KOYUK
- NOME
- SAVOONGA
- CAMMON BAY
- SHAKTOOLIK
- SHELDON'S POINT
- SHISHMAREF
- STEBBINS
- ST MICHAEL
- TELLER
- UNALAKLEET
- WALE
- WHITE MOUNTAIN



Alaska House of Representatives

February 13, 1984

Mr. Alfred S. White, Principal
 Covenant High School
 Unalakleet, Alaska 99684

Dear Mr. White:

Thank you for your letter regarding HB 504 - "An Act establishing the teacher scholarship loan program."

HB 504 was introduced 1/10/84 and referred to the Health & Social Services Committee, which is chaired by Representative Mae Tischer. The bill has further referrals to the House Committee on Loans, chaired by Representative Rick Uehling and the Finance Committee, chaired by Representative Al Adams. Any further correspondence you may have should be addressed to these Committees.

I have forwarded your letter to the Health, Education and Social Services Committee. Thank you for your interest in the Legislative process.

Sincerely,

Rep. John G. (Jack) Fuller
 Chairman, House Rules





FEB 9 1984

Covenant High School

(907) 624-3282 Unalakleet, Alaska 99684

February 6, 1984

Representative Jack Fuller
Alaska State Legislature
Pouch V (MS 3100)
Juneau, Alaska 99811

Dear Representative Fuller:

Enclosed is a letter which we submitted at the hearing recently on HB 504. We feel that this bill could serve an excellent purpose in the bush but feel strongly that private school graduates should not be restricted from participation. Our letter expresses our viewpoint.

The method of payment might need to be altered in order to avoid channeling funds through a private school to the recipients, but I am sure that this could be done without altering the intent of the bill. I am inclined to believe that it would be preferable, at any rate, to have recipients receive grants directly from the state on nomination from the districts. This method would largely parallel the present Student Loan program while giving the districts input on promising candidates.

Other items in the bill which might be given additional consideration are the following:

Sec. 14.43.640 Conditions of loan. Paragraph 2 requires that the borrower must teach in the district from which he/she graduated in order to be eligible for loan forgiveness. I believe that this is entirely too restrictive. In small districts such as Nome or Dillingham, an opening may not be available upon graduation. Also, marriage often requires a graduate to re-locate. It has been our experience that most Alaska Native graduates do return to the bush, and the value of others in the major city school systems is significant in its impact on Native students in those areas as well.

It seems unfortunate also that a returning student would be restricted from teaching in a private school in order to receive credit toward forgiveness. Federal teacher loans have not made this distinction. If the school is classified as having a high percentage of minority students, the borrower may apply for a percentage of forgiveness regardless of the public or private status of the school.

I am personally inclined to think that the loan should be supplemental rather than set at \$10,000 maximum without restrictions. BIA loans, for example, require that the applicant "show financial need after other sources of funding have been considered." Some such requirement would serve the double purpose of weeding out the less serious applicants and would increase the numbers of students who could be served.

I think that there should be close state monitorship of the loan recipients through the four years. This might require more than the present regulations for the Student Loan program.

Again, we want to indicate our strong support for this bill and will appreciate your consideration of the items we have discussed.

cc. Rep. Joe Hayes

Sincerely,

Alfred S. White, Principal



Covenant High School

(907) 624-3282 Unalakleet, Alaska 99684

February 3, 1984

Alaska House of Representatives
Health, Education and Social Services
House Special Committee on State Loans and Finance
Juneau, Alaska 99801

Dear Committee Members:

We are taking this opportunity to comment on House Bill No. 504 which has recently come to our attention. We certainly applaud the intent of the bill to enlarge the number and strengthen the training of ethnic minorities, particular Alaska Natives, in the teaching profession by offering teacher scholarship loans. We have recognized this need since 1954 when Covenant High School was opened and have encourage both public and private support of teacher training.

We are surprised, however, to discover that Native graduates of private schools are discriminated against in receiving this assistance. Since the intent of the bill is "to encourage members of ethnic minorities to return to rural schools as teachers," and since "almost no students among the state's ethnic minorities return to rural schools to teach," it would seem that every able candidate would be encouraged to participate.

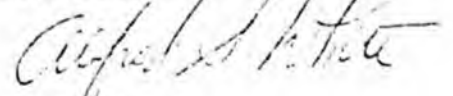
The success of such schools as St. Mary's High School and Covenant High School in providing graduates with college skills has been widely recognized and documented by studies such as those of Judith Kleinfeld at the University of Alaska. A quick survey of Covenant High School's alumni list indicates at least 10 people, all but three of whom are Alaska Natives, who have teaching degrees. One, Sam Towarak, is president of Chuchi Community College in Kotzebue. Probably at least another 10 have education minors or are presently working on education degrees. It is entirely possible that the incentive of a bill like HF 504 would have encouraged other such private school graduates with college skills to enter education. It might also have led some of these young people who showed an interest in education, but entered other fields, to find a place in education.

We see no problem in administering this legislation with graduates of private schools as recipients. Funds would be made available to eligible Alaskans without discrimination in the same way Alaska Student Loans are made available. No payments would be made to private or denominational schools. The Bureau of Indian Affairs Scholarship Grant Program, federal Pell Grants, etc. are all administered on this basis. Students receiving teacher scholarship loans may very well attend private colleges. It seems unreasonable that they would be restricted from attending a private high school to become eligible.

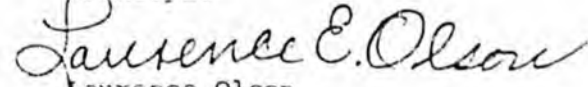
It would seem that the same formula for awarding scholarships by public schools could be used in such schools as Covenant High School. In communities where there is a single high school in the district, such as Nome or Dillingham, the process of awarding scholarships would be identical to the situation at Covenant High School. We would simply be considered as a district, as we are now with the Alaska High School Activities Association.

Again, we wish to offer our strong support for this legislation which shows promise of dealing with a serious deficiency in our rural communities - the lack of Native educators. We hope that the committee will increase the bill's scope to include what we believe is a strong source of eligible candidates for the program - the private and denominational schools.

Sincerely,



Alfred S. White
Principal



Laurence Olson
Executive Director

REP. JOHN G. (JACK) FULLER

CHAIRMAN, RULES COMMITTEE

MEMBER

POLICY COMMITTEE
COMMITTEE ON COMMITTEES
REAL BUDGET OVERSIGHT COMMITTEE
BLUE RIBBON COMMISSION ON PERSONNEL

DISTRICT 23

ALAKANUK	NOME
BREVIG MISSION	SAVOONGA
CHEVAK	SCAMMON BAY
DIOMEDE	SHAKTOOLIK
ELM	SHELDON'S POINT
EMMONAK	SHISHMAREF
GAMBELL	STEBBINS
GOLOVIN	ST MICHAEL
HOOPER BAY	TELLER
KOTLIK	UNALAKLEET
KOYUK	WALE
	WHITE MOUNTAIN



Alaska House of Representatives

February 13, 1984

Mr. Ivan M. Ivan, President
Association of Village Council Presidents
P. O. Box 219
Bethel, Alaska 99559

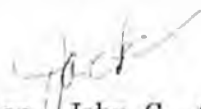
Dear Ivan:

Thank you for your letter regarding HB 504 - "An Act establishing the teacher scholarship loan program."

HB 504 was introduced 1/10/84 and referred to the Health & Social Services Committee, which is chaired by Representative Mae Tischer. The bill has further referrals to the House Committee on Loans, chaired by Representative Rick Uehling and the Finance Committee, chaired by Representative Al Adams. Any further correspondence you may have should be addressed to these Committees.

I have forwarded your letter to the Health, Education and Social Services Committee. Thank you for your interest in the Legislative process.

Sincerely,


Rep. John G. (Jack) Fuller
Chairman, House Rules

AVCP

Association of Village Council Presidents
P. O. Box 219 • Bethel, Alaska 99559 • Phone 543-3521

FEB 9 1984

February 1, 1984

Hon. Joe Hayes
Speaker of the House of Representatives
Alaska State Legislature
Pouch V
Juneau, Alaska 99811

Dear Representatives Hayes:

On behalf of the Association of Village Council Presidents, regional non-profit Native corporation for the 56 Yupik Native communities of the Yukon-Kuskokwim delta region, I wish to commend you and the 27 co-sponsors for your introduction of House Bill 504, providing for a teacher scholarship loan program.

We concur with the legislative findings as stated in the bill. In particular, incentive has not been provided for Alaska Natives to pursue teaching careers in rural Alaska. Throughout the State (REAA) schools and remaining federal (BIA) schools, there are almost no Native teachers available for the almost totally Native student bodies. We sincerely appreciate your sponsorship of H.B. 504 and encourage your aggressive efforts for the enactment of this very beneficial legislation.

There is one small group of rural school districts which has overcome many of the difficulties which H.B. 504 seeks to correct. In the examination of rural education issues by you and your colleagues, we wish to encourage you to consider the future of five locally-controlled community schools in the AVCP-Calista Region. The Native communities of Akiachak, Akiak, Chefornak, Chevak and Tuluksak manage the only village-operated community schools in Alaska.

Beginning in 1977, these village council chose to operate their own community schools, apart from the federally-operated BIA schools and the State REAA systems. The federal government provides funds through the BIA appropriations, however management of the education programs and school districts is completely controlled at the community level.

Local community, Native involvement is provided in every aspect of the education program of these "contract" schools. The largest school, for example, has eight certified Alaska Native teachers in its teaching staff. Community school boards at these schools completely determine, within the village, all administrative, curricula, fiscal and policy decisions concerning school district operations.

Unfortunately, these schools are scheduled to be closed at the end of the 1984-85 school year.

Hon. Joe Hayes
February 1, 1984
Page 2

The schools are community-operated and controlled, while funds are provided by the federal government under contracting provisions of the "Indian Self-Determination and Education Assistance Act." The communities wish to continue to locally manage their education programs, however federal funds will not be available beyond federal FY-85.

These schools have requested financial assistance from the State to continue to operate their districts. Under present policies, the state will not provide education funds to the contract schools because they are operated by Native community councils (village councils), which were organized prior to statehood. The councils are recognized as "tribal governing bodies" by the federal government.

Although the village council "contract" schools have agreed to admit all student village residents to the schools, regardless of race, the present state policy regards them as "private" schools because they are operated by Native community councils.

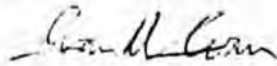
Despite their desire to maintain community control over the village education programs, the contract schools' only other option is to join the REAA education systems. They are very reluctant to do so because of the loss of community control over the education program, and because of the successes which they have achieved through the systems which have been established by them and which are now in place. If, for example, a Native community school becomes part of an REAA, they will be absorbed by a school district which encompasses up to 35 or more other communities, and will no longer have effective control over education at the community level.

The history, circumstances, and legal and policy issues are perhaps more complicated than I describe in this letter, however the basic aim of the village contract schools is simple. They wish to maintain effective local control and community operation of their schools. This goal is becoming destroyed by pressures of state and federal policies over which they have no effective control. We hope that you will consider the fate of these school districts among other rural education issues under review by the legislature.

By alerting you to the matter of Native community schools, we in no way wish to diminish the importance of your continued support for H.B. 504. Your interest in rural and Native education needs, as evidenced by H.B. 504, is genuinely appreciated.

Sincerely,

ASSOCIATION OF VILLAGE COUNCIL PRESIDENTS
Willie Kasayulie, Chairman of the Board


Ivan M. Ivan
President

Hon. Joe Hayes
February 1, 1984
Page 3

cc: Hon. Bill Sheffield, Governor
Rep. Vern Hurlbert
Rep. Jack Fuller
Rep. Tony Vaska
Sen. Frank Ferguson
Sen. John Sackett
Contract School Association

Bristol
Bay
Native
Corporation

445 E. 5TH AVENUE / P.O. BOX 100220 / ANCHORAGE, ALASKA 99510 / (907) 278-3602

February 15, 1984

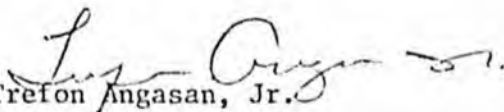
The Honorable Joe L. Hayes, Speaker
Alaska State House of Representatives
Pouch V
Juneau, Alaska 99811

Dear Mr Hayes:

House Bill No. 504, creating a teacher scholarship loan program for Alaska Native high school graduates who would earn a teaching degree and return to their district to teach, would give incentive for our Native students to enter into a field which would allow them to return to their villages or districts to teach.

Often, students are reluctant to enter this sector because upon conclusion, they are forced to move out of their environment to seek employment opportunities. House Bill No. 504 would alleviate this hurdle.

Sincerely,


Trefon Angasan, Jr.
Director, Shareholder Relations

cc: Representative Vernon L. Hurlbert

Haines Borough School District

P.O. Box 636
HAINES, ALASKA 99827

Stephen T. McPhetres, Superintendent

Gary D. Matthews, High School Principal
Alan W. Heinrich, Elementary Principal

January 30, 1984

Representative Vern Hurlbert
Alaska State Legislature
Pouch V
Juneau, Alaska 99811



Dear Rep. Hurlbert;

First, let me say I appreciate your sending me a copy of House Bill 504 and giving me the opportunity to respond.

Let me preface my comments by saying I have been in education in Alaska for twenty years and am myself a product of the Alaskan schools. So my comments will be somewhat bias.

As I read the bill, the intent is to encourage more Alaskan natives to pursue a career in education, However, the bill states "ethnic minorities". I read this to be negro, asian, hispanic, as well as Alaskan native. The bill must be more specific to accomplish the goal. I personally would be concerned if all minorities were eligible and I was not. That indeed would be a reverse discrimination. When I graduated from high school, the BIA assisted the native students in furthering their education. Possibly the state could pattern a scholarship program from the BIA.

Also, under the conditions of the loan, could you amend the section for payment by the State if borrower teaches in one of the State's rural school districts instead of anywhere in Alaska?

Again, thank you for the opportunity to comment.

Sincerely,

A handwritten signature in cursive script, reading "Stephen T. McPhetres", is written in dark ink. The signature is fluid and somewhat stylized, with the first letters of the first and last names being capitalized and prominent.

Stephen T. McPhetres
Superintendent

Alaska Native Land Managers Association

840 K Street, Suite 202
Anchorage, Alaska 99501
(907) 272-1254



January 26, 1984

Representative Hurlbert
Pouch V
Juneau, Alaska 99811

Re: HB 504

Dear Representative Hurlbert:

The Alaska Native Land Managers Association would like to thank you for co-sponsoring House Bill 504 dealing with establishing the teacher scholarship loan program.

We feel that it is very important to train teachers who will return to their rural villages to work. It will improve the quality of education in rural Alaska to have teachers from the area work in their schools. We hope that this will be a significant factor in improving the education system in rural Alaska.

We appreciate the support you have shown for rural Alaskan education by co-sponsoring this legislation. We look forward to working with you for the early passage of this bill.

Very truly yours,

Daniel Alex
President

cc: Alaska Native Land Managers Association Members