ALASKA LEGISLATURE COMMITTEE FILES 1991-1992 8672
6849 HOUSE HEALTH EDUCATION & SOCIAL SERVICES

plans include a new column for these teachers which though not at the same level as bachelor level teachers, is never-the-less a salaried professional position in the range of $30,000/yr.

The new UAF AAS degree is designed to remove the obstacle that so many school districts tell us keeps them from offering native languages as part of the regular curriculum. They say that there are no certified teachers. So, along with your continued efforts with HB 352, I would encourage you to help us influence the statewide education system to recognize future graduates of this new degree.

In closing, I want to take this opportunity to thank you for considering the letter of support and in doing so, recognizing the positive spirit from which it was generated. I certainly trust that HB 352 and subsequent legislation will be passed and in place in the very near future.

Sincerely,

Roberts

Larry Roberts

ATTACHMENT

UNIVERSITY OF ALASKA FAIRBANKS

Interior Campus-Tok Center
College of Rural Alaska
Box 464 • Tok, Alaska • 99780 • (907) 883-5613

October 28, 1991

Honorable Frank H. Murskowski
United States Senator
Select Committee on Indian Affairs
222 West 7th Avenue, Box 1
Anchorage, Alaska 99513-3735

Dear Senator Murskowski:

I want to thank you for the invitation to testify at your hearing during the AFN convention recently. Because I was unable to be away from my office at that time, I am sending you this written testimony which I understand will be added to the record.

Unlike many who have already testified, I am not an Alaskan Native. As such, I don't have the direct cultural linkage from which to deliver first hand knowledge from a First Nation's people. However, I have lived, worked or traveled throughout rural Alaska for my 10 years as an Alaskan citizen. During this time, my contact with Alaskan Natives has been both in my role as a social service provider and as an educator.

As Coordinator for Tanana Chiefs Conference alcohol program centered in Tok, I had first hand opportunity to work with individuals, families, and entire communities in our region. As you know, substance abuse, suicide, domestic violence and a number of other social maladies are of crisis proportions in most of our village communities. I am sure you also know that such social ills were not historically a part of Alaska Native culture or lifestyles. These problems have only be around for the past 75 years or so and most dramatically for the past 25 years.

From my experience working as a social service provider and now as an

Coordinator/educator under the University of Alaska Fairbanks in this same region, it is clear to me that the further away Alaska Natives are from their culture and heritage, the greater the social dysfunction and tragedy.

When I and others have taken the time to listen to various native elders in our state, they warn of the loss of their culture and language. Though recognizing that changes are taking place more rapidly for the generations of today in comparison to the generations up to their own parents and grandparents, they explain that leaving their culture behind means only death to their culture and people. Our recently deceased chief, Andrew Isaac, repeatedly preached of the need to "walk in both worlds" rather than leaving one world behind.

Coupling the wisdom of our native elders to my own direct observations, it is obvious that a people without it's traditions and language, is a people of lost identity. There is no greater test of self esteem than that of a lost identity. Truly, many of the social problems of our native people are the result of low self esteem and the surgical separation from their roots.

Throughout the history of the world, the greatest web connecting people of all nationalities has been a common language. Besides being a social convenience, language unifies nations and guarantees a history. The spirit of a people is housed in it's language.

If the Native people of Alaska are to survive, their language must be preserved in the "active population". Museums and archives are but storehouses necessary only to fill in the voids of a lost or waning history. Were the information passed along from generation to generation, the need for such institutions or warehouses would be minimal. It is imperative that the Alaska Native languages be kept alive and that the primary "warehouses" be in the minds and hearts of today's native youth.

In my other capacity as a regional school boardmember, it is clear to me that public schools will not fill the void. Suffice it to say, the present education system is not meeting the needs of "western" education much less the needs of native cultures. It will take outside initiative such as that being proposed in Senate Bill #1595 to begin bridging the vast canyon separating the cultural needs of native children from the public and higher education institutions as presently available.

Besides additional resources, there need to be programs and people identified which can fulfill objectives of legislations such as SB 1595. Simple turning earmarked money over to the existing education institutions will not insure progress. It is very important that the resources be controlled by groups who are accountable to their constituencies. It is also important the Alaskan programs be developed by those with proven success.

One model which is enhancing natural teachers training is a certification process found in Whitehorse, Yukon. The Yukon Native Language Centre has a 3 year program with First Nation's people now in 17 different schools as professional teachers. Canadians recognize the importance of preserving their languages by recognizing these teachers as "professionals" along with the gratuities and honors of a professional. Alaska has some bilingual programs in a few districts, but certainly nothing as serious as that of our Canadian neighbors. Therefore, in researching further for your bill, I would recommend that you contact John Ritter, Director of YNLC, to learn of their success with hopes of directing the resources of SB 1595 down similar pathways.

Thank you for SB 1595 and for considering this and other supportive testimony.

Sincerely,

Larry Roberts, M.Ed.
Coordinator

Raymond Collins
Board Member
Iditarod Area School District
P.O. Box 75
McGrath, Alaska 99627

November 4, 1991

Georgianna Lincoln
Hess Committee, Co Chair
P.O. Box V
Juneau, Alaska 99811

Dear Georgianna,

I am writing in response to your HB 352. I am very much interested in the subject of language retention as I have spent much of my adult life studying the Upper Kuskokwim Athabaskan language. My wife and I moved to Nikolai, Alaska in 1963 and began the initial study of a then unwritten Athabaskan language. At that time there were still a few children in the village who spoke very little English. The only non Athabaskans in the village in addition to my family were a teaching couple at the school.

It should have been an ideal learning situation but already the forces of change were at work. All of the adults were bilingual to some extent although the older people preferred Athabaskan. The younger couples who were just starting to raise families were the first generation who had been to school which started in 1948. The had faced the difficulty of being instructed in a language they did not understand. They were not punished in Nikolai as far as I can determine but the pressure was on to learn English and they succeeded. Their parents had learned English through contact with whites as they grew up mostly through work and commerce. They had not used English with their children.

The generation who went to school seem to have made a conscious or unconscious decision to help their children by using English with them as a first language and it worked all too well. The preschoolers except those who had older parents were mostly bilingual. My daughter who was four at the time began learning Athabaskan from her peers and did quite well until they entered school. Once in school her peers began using English most of the day. My two younger children never did master much Athabaskan as their peers were using mostly English by the time they started playing outside.

By the 1970's when the bilingual education movement started. My study was far enough along and there were enough materials to support a literacy program. In 1973 I trained three people to read and write Upper Kuskokwim Athabaskan and two of them went to work in the school that fall. As most of the children were bilingual especially those in the upper grades the program went well and they learned to read but the instructors were really under a lot of

pressure to both teach and produce materials as they soon exhausted those that we had already developed.

I was hoping that getting a language program in the school and providing a positive atmosphere would stabilize or encourage language retention. It did not, and the younger children continued their shift to English. Since they were now bilingual and their parents were bilingual they could choose which language to speak and even when addressed by adults in Athapaskan they would often respond in English. There were many factors influencing their choice. By this time headstart and preschool programs were beginning and these used English. The radio was on most of the time both at home and in camp. People were avid readers and except for a few books in the school everything available was in English. And then television came along and took up even more of the home time which could have been conducive to using Athapaskan.

Currently the preschoolers are learning little if any Athabaskan and the school program has shifted from literacy to teaching Athabaskan as a second language. This has required the remaining bilingual instructor to learn new methods for which she was not trained and for which no curriculum exists.

In other villages in the IASD the languages are in much more precarious situation with only older speakers remaining and most of them lacking training and materials. Three additional Athabaskan languages are spoken in this district. Tanaina in Lime Village, Deg Hit'an (Ingalik) in Holy Cross, Anvik and Shageluk, and Holikachuk in Grayling. There have been limited programs in these villages with limited success. They generate very little bilingual money because Athabaskan is not even used in the homes of most of the students. The district do not have money for training or materials production. ANLC is providing a critical role in language documentation. As we need to record the language and wisdom of the elders before they are gone taking their knowledge with them but this is only resource material not the kind of curriculum needed to support a second language program.

If the languages are to be saved as spoken languages several things have got to happen. Instructors must be trained and a curriculum and supporting materials developed for a second language program. It may require producing audio tapes and even video tapes. This could be one way of capturing cultural content and bringing it in to the classroom. A video of elders butchering game or cutting fish accompanied by appropriate dialogue. A trip through the country naming features, collecting plants, berries etc. with dialogue in Athabaskan. Communities need to be creative in setting up situations were the language can be learned and used. Story telling sessions, outings etc. I do not think the language can only be learned and used in the school. If we are serious about saving the languages we will have to be creative and make a real commitment of both time and money. A program in the school were vocabulary is learned followed by summer cultural camps were there is total language emersion in a traditional setting. We might

consider the New Zealand model where they set up "language nests" where elders took care of children in a day care, preschool type situation and children were emersed in the language.

If the legislation passes as is I do not think it will accomplish what you want. Schools may adopt a program and put teachers in the schools to comply but if they are not trained and provided with appropriate material they may not accomplish much and may even discourage the students and parents. If the bilingual educations legislation was also changed so that Native Alaskan second language programs could generate as much money as people who move in to the state and do not speak English it would help.

It also does not address the many Native students who now reside in Anchorage and Fairbanks or attend Mt. Edgecombe. If the rural districts are the only ones who must comply and it puts additional strains on their limited resources will they not fall even further behind in their regular instruction programs?

I would like to see this legislation succeed and hope you get the support you need. We must also convince the communities and the students to get behind it. The Grayling parents through the advisory school board were requiring a course in Holikachuk for the students to graduate but this was not supported by all the students and we (the IASD) board were requested to drop this requirement. It is young adults and parents who do not speak the language who seem to feel the loss the most rather than older people and the students. We need instructional programs for this group as well.

In my other hat I run the McGrath Center for the Rural College of UAF. I have request for a class for adults for instruction in Deg Hit'an that I hope to comply with. Lack of appropriate materials and instructors are the problem.

I understand there is federal legislation proposed that may provide money for research and development of language materials. If this passes it could greatly assist you legislation.

Sincerely

Raymond L. Collins

Raymond L. Collins

phone: 524-3074 or 524-3512

Honorable Rep Georgianna Lincoln
P.O. Box V
Juneau, Ak 99811

Oct. 31, 1991
P.O. Box 187
Mt Village Ak 99632
Phone - 591 - 2735

Dear Rep. Lincoln:

I am writing this letter in support of HB 352 this bill is very import. First time somebody is concerned about our language and it is good hopefully some day it will be part of the curriculum in our schools. How sad it was one time when somebody make a comment, we don't need yupik language since it is not written. That comment was made by one of the BIA Teachers, when I was in school. U.S. Senator Murkowski is introducing the similiar bill in Washington by doing these both in Juneau and Washington there is possibility it will succeed. I am supporting your bill HB 352 with all my heart. You know that lot of times we, as Native people are always helpless people from lower 48 and from Urban areas always dominate our lives how we live. Even our administrators in our schools oppose the yupik language in our schools. I mention that already people from lower 48 always dominate our

(2)

lines. Please do all You can to make this a reality. This is a God given bill. I have been a member of the Lower Yukon School District for eight years and am starting another three years since I was reelected again this month. It is my sincere hope that our children and their children will line with our Tradition and talk our language expertly just like I am. Eskimo words are much fewer words then English language, even one Yupik word could be interpreted to 10 or 15 English words if You really know the language. Therefore that is my second subject I want to bring to Your attention, when somebody start working on our language make sure somebody really knows our Yupik language. Money is getting tight the money that is spent better be used wisely and accomplish what it is intended for. Again Thank You very much for Your concern in our behalf

Sincerely
Andrew Brown Sr.
Board member
Lower Yukon School District.

P.S. If the written is much better in all our patterns

01/21/92

January 17, 1992

Representative Georgianna Lincoln
Alaska State House of Representatives
State Capital
Juneau, Alaska 99801-1182

RE: House Bill #352

Dear Representative Lincoln,

I am writing to you in reference to HB 352, which you introduced during the last Legislative Session. I want to tell you I fully support your efforts and endeavers in passing HB 352.

You are to be commended for making this linguistic part of the curriculum in the high schools. It took a long time to realize that here we are teaching French, Russian, or Spanish in our school systems and not any efforts made in teaching our state's original languages.

It is also good to know that you are there to watch and do what's the best for not only the Native people but also the non-Natives. I can guarantee you that as long as you are there, they won't be trying to ram some legislation down our throats.

I am a very proud man to see legislation like this, as in 1976 when I was a member of the school board in Eagle, I tried unsuccessfully to get "cultural hertiage" into the curriculum. Please be aware that I am proud of you and look forward to talk to you when you're in Fairbanks.

Keep up the good work.

Sincerely,

Isaac Juneby

Isaac Juneby
2123 Hilton Avenue
Fairbanks, Alaska 99701

LOWER KUSKOKWIM SCHOOL DISTRICT

CURRICULUM/BILINGUAL DEPARTMENT

P.O. BOX 305 * BETHEL, ALASKA 99559

(907) 543-4850

In response to: "An Act Relating to a Curriculum for Native Language Education," or House Bill 352. Sponsored by Representative Georgianna Lincoln

The Lower Kuskokwim School District provides educational services to approximately 2600 students in 23 villages. Of all the students enrolled in the spring of 1990, over 1200 students are primary Yup'ik speakers, an additional 600 students speak English but require English as A Second Language and Yup'ik as a Second Language instruction. The total student enrollment requiring special attention in the area of Second Language instruction comprises over l800 students.

As a result, the district has given significant time, funding, and committment to developing first language instructional programs that are appropriate to the special language needs of the students in this area. Several models of instruction are implemented in order to accommodate varied student needs ranging from complete instruction in Yup'ik in grades k-2, Yup'ik language maintainance in grades 3-l2, to required Yup'ik As A Second Language for students in villages who no longer speak their native languages.

The committment of the District Board of Education to the usage of the native language in our instructional programs is unique and singular in the state of Alaska.

Compelling reasons for implementing the programs which utilize the native language include:

l. Children have the inherent right to enter school and speak and learn in the language which they speak and understand.

2. If a child is to grow with self respect, and a strong self esteem, schools must convey the message that his/her native language is an important and valid tool for learning.

3. There is research evidence that a sound base in the native first language is required for the acquisition of a second language.

4. We need to work collectively as educators to promote and encourage the indigeneous language.....unless we would like to live and work in a region 10 years from now that only remembers the language that once was, through the use of an occasional song, dance or feast.

The passage of a bill which supports the development of curriculum for native languages traditionally spoken in a school district and which encourages the utilization of instructors with the knowledge, training, skills and curriculum materials necessary to teach the language is totally appropriate and long overdue.

Respectfully submitted by:

Phyllis Williams

Phyllis Williams,
Director, Curriculum/BilingualEducation

Koyukon Krafts
"Specializing in Alaska
Native Arts & Crafts"

February 8, 1992

Dear Georgianna,

I am in support of the proposed House Bill 352, "An Act Relating to a Curriculum for Native Language Education". In light of the studies indicating that our Native Language may soon be lost and gone forever I think the bill is a very crucial step in preventing this from happening.

Culture, with language being a part of that is very important to a group of people. I think the language expresses who we are from the very depth of our soul and that teaching the language is key for us as a people to continue to express ourselves as a distinct people.

I think by teaching the language in the schools our children will be confirmed in who they are; henceforth, they will develop a strong cultural identity which will ultimately lead to a strong and healthy society.

I think the State should only see this proposal as a means to reversing the many traumatic experiences that our people has succumbed to since the introduction of Western Society to our homeland.

Respectfully,

Sonia Vent, PA-C

P.O. Box 123 • Galena, AK 99741 • (907) 656-1375

1991 Village Participation Conference

RESOLUTION # 91 - 5

ENTITLED: IMPLEMENTATION OF NATIVE LANGUAGES, CULTURES AND HISTORY INSTRUCTION AS A REQUIREMENT IN ALL VILLAGE SCHOOLS

WHEREAS, budget constraints have caused cultural programs to be dropped; and

WHEREAS, our Native students don't know how to speak their languages and have lost cultural understanding; and

WHEREAS, some areas do not have cultural, language and history programs; and

WHEREAS, our children have lost the ability to understnad their heritage; and

WHEREAS, not educating our children in their Native languages, culture and history will cause our Native heritage to be lost.

Now, therefore, be it

RESOLVED: that the 1991 VPC hereby urges the Alaska Department of Education to set aside funding to implement the teaching of Alaska Native languages, culture, and history in rural communities as a requirement; and

be it further

RESOLVED: that the 1991 VPC hereby urges the Governor of the State of Alaska to fully fund these programs.

ADOPTED this 29th day of March, 1991 at the Village Participation Conference in Juneau, Alaska.

Dewey Skan

Dewey Skan, Chairperson
1991 Village Participation Conference

RESOLUTION

TITLE: SUPPORTING NATIVE LANGUAGE EDUCATION IN THE SCHOOLS

WHEREAS: Native languages are central and essential to the spirituality, culture, and heritage of Native people in Alaska; and

WHEREAS: With the passing of elders, our younger generations are increasingly becoming less knowledgeable about their Native language and culture; and

WHEREAS: The Alaska educational system, historically, contributed to the diminution of Native languages; and

WHEREAS: Our schools have not appreciated that Native language acquisition is crucial for functioning within a multicultural world, and subsequently, have not been incorporating the teaching of the Native languages into their whole curricula; and

WHEREAS: House Bill 352, an act relating to a curriculum for Native language education, which is presently before the Alaska State Legislature, would be a critical step in reviving our Native language by providing the opportunity for Alaska Natives, from the kindergarten through the secondary levels, to learn and maintain their Native languages; and

WHEREAS: House Bill 352 is complimented on the national level through US Senate Bill 1595 entitled, "The Alaska Native Language Preservation and Enhancement Act of 1991", sponsored by Alaska's Senator Frank Murkowski.

NOW THEREFORE BE IT RESOLVED that the members of the Fairbanks Subregional Advisory Board support the efforts of Representative Georgianna Lincoln, and urge for the immediate passage of House Bill 352.

RESOLUTION

TITLE: SUPPORTING NATIVE LANGUAGE EDUCATION IN THE SCHOOLS

WHEREAS: Native languages are central to the spirituality, culture and heritage of Native people in Alaska; and

WHEREAS: With the passing of elders our younger generations are increasingly less knowledgeable about their Native language and culture; and

WHEREAS: The Alaska educational system played a major role in diminishing Native languages; and

WHEREAS: our schools are not teaching Native language as part of the language curriculum which is impacting the preservation of Native languages; and

WHEREAS: House Bill 352, an act relating to a curriculm for Native language education, which is presently before the Alaska State Legislature, would be a critical step in reviving our Native language by providing the opportunity for Alaska Natives to learn and maintain their Native language; and

WHEREAS: S 1595 "The Alaska Native Language Preservation and Enhancement Act of 1991" sponsered by Senator Frank Murkowski complimants HB 352.

NOW THEREFORE BE IT RESOLVED that the Fairbanks Subregional Advisory Board Members endorse and urges passage of House Bill 352.

Incorporated 1983
Denakkanaaga
1302 21st Avenue
Fairbanks, Alaska 99701
(907) 456-5827

Resolution No. 91-05

Promotion of Native Language Education in Homes, Schools, and Communities

Whereas the elders of Denakkanaaga have long wanted to continue the use of their Natiue language and to pass their language on to gounger generations; and

Whereas the dominant language, English, is used, almost exclusivelg in communities, state, and schools,

Therefore be it resolved that the elders of Denakkanaaga will assume the responsibility to promote, preserve, and use their Native language in their own homes and communities and at their organizational meetings; and

Be it further resolved that Denakkanaaga will encourage uiilage councils to support Representative Georgianna Lincoln's House Bill #352, entitled "An Act Relating to a Curriculum for Natiue Language Education," to require each rural school district to haue the local uillage dialect (language) be taught as a "language" in grades K-12 with elders as teachers or supplemental bilingual instructors; and

Be it further resolved that Denakkanaaga will urge Doyon and Tanana Chiefs Conference to include Native language in their meetings, workshops, radio programs, announcements, and the like.

CERTIFICATION

I certify that this resolution was passed on June 6, 1991 by the Denakkanaaga Board of Directors and the elder voting delegates at the Tenth Annual Denakkanaaga Conference in Tanacross, Alaska.

John Starr, Second Chief

Submitted by: John Starr, Second Chief

TANANA CHIEFS CONFERENCE, INC.
Board of Directors
Resolution No. 91-71

ALASKA NATIVE LANGUAGES

WHEREAS, the language of any culture is essential to the continued strength of that culture; and

WHEREAS, the number of people to whom the Athabascan language is their first language is dwindling and the number of people who understand but do not speak the language are mostly in their late 40's; and

WHEREAS, we are soon to have two generations who neither speak nor understand the Athabascan language; and

WHEREAS, unless this is quickly reversed, the language will no longer be a living language.

NOW THEREFORE BE IT RESOLVED that the Tanana Chiefs Conference Board of Directors directs TCC staff to work with Alaska State legislators to make the teaching of Alaska Native Languages mandatory in all Alaska Public School systems whose enrollment is primarily Alaska Native.

BE IT FURTHER RESOLVED that the Department of Education make Alaska Native languages an accredited language curriculum.

CERTIFICATION

I hereby certify that this resolution was duly passed by the Tanana Chiefs Conference, Inc. Board of Directors on March 14, 1991 at Fairbanks, Alaska and a quorum was duly established.

Mitch Demientieff
Secretary/Treasurer

Submitted by: Resolutions Committee for
Tanana Tribal Council
Yukon Tanana Subregional
Advisory Board
Venetie Youth Delegate
Koyukuk Village Council

ALASKA FEDERATION OF NATIVES, INC.

1991 ANNUAL CONVENTION

RESOLUTION 91-08

TITLE: A RESOLUTION REGARDING EDUCATION

WHEREAS: over the years Native elders in conference have passed a number of resolutions regarding the need for increased incorporation of Native culture, language and values into the school systems; and

WHEREAS: Native culture, practice and lifestyle are still minimally incorporated into the high school curriculum of public schools, virtually ignoring the cultural background of students; and

WHEREAS: Native Youth Olympics and Native dancing could be incorporated into the physical education curriculum but are not and are organized as after school activities; and

WHEREAS: skin sewing and other traditional skills could be incorporated into the Home Economics curriculum but are not; and

WHEREAS: the Home Economics area at the school is large and would be an ideal location to teach skin sewing and other traditional skills; and

WHEREAS: the individual who teaches skin sewing is placed upstairs in the library resource area; and

WHEREAS: Native languages could be granted foreign language credit within a school system, but are not; and

WHEREAS: in certain districts Native children account for only 3 of 36 children enrolled in public school Gifted and Talented Program, even though they comprise 71% of the student population within the public school district; and

WHEREAS: all of the above demonstrates that Native culture and lifestyle could be more fully incorporated into the basic educational curriculum of public schools; and

NOW THEREFORE BE IT RESOLVED the delegates of the 1991 Annual Convention of the Alaska Federation of Natives, Inc. call upon public schools to explain what steps they plan to take to more fully incorporate Native culture, history and lifestyle into the basic curriculum offered to our children; and

BE IT FURTHER RESOLVED that a request be made for a written explanation as to why our children are excluded from the gifted and talented program and what steps are being taken to ensure this situation will be rectified; and

BE IT FURTHER RESOLVED that increased funding be provided to construct and expand libraries in the villages.

SUBMITTED BY: AFN Elders Conference

COMMITTEE RECOMMENDATIONS: Do Pass

CONVENTION ACTION: Passed

ALASKA FEDERATION OF NATIVES, INC. CORPORATE SEAL STATE OF ALASKA

ALASKA FEDERATION OF NATIVES, INC.

1991 ANNUAL CONVENTION

RESOLUTION 91- 86

TITLE: ENDORSING HB 352 "AN ACT RELATING TO CURRICULUM FOR NATIVE LANGUAGE EDUCATION."

WHEREAS, Representative Georgianna Lincoln has submitted HB 352, entitled "An Act relating to curriculum for Native language education: and providing for an effective date;" and

WHEREAS, HB 352 advocates the revitalization of Native languages by incorporating them into the curriculum of schools;

NOW THEREFORE BE IT RESOLVED, by the delegates to the 1991 Annual Convention of the Alaska Federation of Natives, Inc. that the Alaska Federation of Natives endorses and urges the passage of HB 352.

SUBMITTED BY: AFN Education Workshop

COMMITTEE RECOMMENDATIONS: Do Pass

CONVENTION ACTION: Passed

ALASKA FEDERATION OF NATIVES, INC.

1991 ANNUAL CONVENTION

RESOLUTION 91-102

TITLE: PRESERVATION OF THE NATIVE LANGUAGE

WHEREAS: the Native language is one of the most important possessions for any culture; and

WHEREAS: the loss of a language is the loss of the most important aspects of a culture; and

WHEREAS: local Native languages are deteriorating and are practically lost; and

WHEREAS: our elders and adults know the Native language, the younger generation is less familiar with sentences and know very little about their original culture, although there are few younger generation who are familiar with their Native language and cultural background; and

IEREAS: we must take action to make a difference to change this problem, also to preserve our cultural background, and to have our future generation familiar with their Native language so we do not lose our language completely; and

WHEREAS: if we work together we can have excellent results which would save the past, make a difference in the present, and to think about the future; and

NOW THEREFORE BE IT RESOLVED that delegates to the 1991 Annual Convention of the Alaska Federation of Natives, Inc. provide the opportunity for all Alaska Natives to learn and maintain their Native language; and

BE IT FURTHER RESOLVED that each tribe or village be allowed the right to declare the local Native language as their official language in which business will be conducted and records kept; and

BE IT FURTHER RESOLVED that the school monitor for the achievements that the Native language classes attain; and

BE IT FURTHER RESOLVED that school districts have a solid curriculum for Native language teachers; and

BE IT FURTHER RESOLVED that school districts invest more money and time into the Native language classes so that it will arouse the interest of students, and the students will want to attend Native language classes.

SUBMITTED BY: AFN Youth Convention

COMMITTEE RECOMMENDATIONS: Do Pass

CONVENTION ACTION: Passed

BRISTOL BAY AREA HEALTH CORPORATION

P.O. BOX 130 • DILLINGHAM, ALASKA 99576

(907) 842-5201 or (907) 842-5202

RESOLUTION 91-03

TO SUPPORT AND REQUEST BILINGUAL BICULTURAL (CROSS-CULTURAL) PROGRAMS IN ALL SCHOOL DISTRICTS IN THE BRISTOL BAY REGION.

WHEREAS: The people of Bristol Bay villages come from a diverse Alaskan Native bilingual/bicultural background; and

WHEREAS: it is known fact that people who know who they are, know where they come from nd are proud of their cultural heritage area healthier stronger group of people physically, mentally, and socially; and

WHEREAS: the schools in each of our villages play a large part in educating our children in addition to that of the family and community; and

WHEREAS: not all school district are providing cross-cultural programs in their district respective schools; and

WHEREAS: we feel it is important that the school districts do their part in helping older people feel good and proud of their heritage and provide an opportunity to share their knowledge which we feel will help to alleviate problems of alcohol, mental health, suicides, drugs and the many symptoms we see as health care providers; and

NOW THEREFORE BE IT RESOLVED by the 32 member BBAHC Board of Directors duly assembled in the Full Board session of 12/1/90 that we notify all school districts that we fully support bilingual/bicultural (cross-cultural) programs in each of our member villages and that we encourage each village government to do their part to encourage their schools to implement such programs.

DATED THIS 1ST DAY OF DECEMBER, 1990 AT DILLINGHAM, ALASKA, AT THE FULL BOARD OF DIRECTORS MEETING.

SIGNED: Iva Apokedak
BBAHC PRESIDENT, IVA APOKEDAK

ATTEST: Elizabeth Angaiak
RECORDING SECRETARY, ELIZABETH ANGAIAK

WHITE HOUSE CONFERENCE ON INDIAN EDUCATION

SUMMARY OF RESOLUTIONS

Adopted January 24, 1992

TOPIC 7 - NATIVE LANGUAGES AND CULTURE

7-1 NOW, THEREFORE, BE IT RESOLVED, that: The White House Conference on Indian Education hereby requests the President of the United States and the U.S. Congress to strengthen and increase support for; the language and culture of American Indians and Alaskan Natives by the following actions:

Amend S.2044 by adding a new chapter amending Title VII, the Bilingual Education Act of 1965 (20 U.S.C. 3001) to include a new chapter for American Indian and Alaska Native bilingual education.

A. Ensure the strengthening, preservation, and revival of native languages and cultures to permit students to learn their tribal language as a first or second language.

B. Encourage opportunities to develop partnerships (in programs funded or amended by S.2044) between schools, parents, universities, and tribes.

C. Provide for long term assessment and evaluation of programs funded under this new chapter.

The purpose of this part will be to evaluate the effectiveness of programs, conduct research (including huristic, anthropological, ethnographic, qualitative, quantitative research), that would lead to a better understanding of language development and to identify exemplary models for other groups.

D. Native language teacher competence <u>must</u> meet competency requirements established by tribes. These standards may be developed in cooperation with the advice of language experts of the tribes and universities that are responsible for teacher training programs.

E. Allow for program development based on successful education programs as well as new models that are innovative and explore new theories on bilingual education and language development including emersion programs.

ACTION PLAN INCLUDED.

***

7-2 NOW, THEREFORE, BE IT RESOLVED, that: The White House Conference on Indian Education hereby requests the President of the United States and the U.S. Congress to strengthen and increase support for the language and culture of American Indians and Alaskan Natives by the following actions:

1. Amend Senate Bill 2044 to provide for the:

   A. Inclusion of "Language, Literacy, and Culture" in the Title; and use of the terminology "Language/Culture" throughout the Act.

   B. Development of curricula for Language/Culture, together with appropriation levels which enable the restoration of lost languages; and an overall appropriation of $200 million for language, literacy, and culture including model programs.

   C. Development of language literacy and culture certification standards by tribal governments, recognition of such certification by SEAs and accrediting institutions; and, appropriation levels which enable full implementation of the standards.

   D. Establishment of course credit for Native Language classes at institutions of higher education, by students who demonstrate literacy and proficiency in Native languages.

   E. Inclusion of American Indian history and culture as a requirements for teacher certification of all teachers.

F. Accountability and availability of appropriated funds to Indian tribes and organizations including urban Indian organizations, for Indian language and culture.

G. Allow American Indian and Alaska Native Tribes to assume total responsibility for their education programs.

H. Require state and local education agencies that receive federal funds to include American Indian and Alaska Native language, culture, and history into core curriculum.

2. Require the U.S. Office of Indian Education to collaborate with the Senate on S.2044 to include the recommendations heretofore set forth.

ACTION PLAN INCLUDED.

***

7-3 NOW, THEREFORE, BE IT RESOLVED, that: the White House Conference on Indian Education hereby requests the President of the United States and the U.S. Congress to strengthen and increase support for the language and culture of American Indians and Alaska Natives by the following actions:

1. Whereas a special relationship exists between the federal government and American Indians and Alaska Natives; and

2. Whereas there is a national crisis in Indian education exempting all Indian education monies from the requirements of the Gramm-Rudman-Hollings Act.

ACTION PLAN INCLUDED.

7-4 NOW, THEREFORE, BE IT RESOLVED, that: The White House Conference on Indian Education hereby requests the President of the United States and the U.S. Congress to strengthen and increase support for the language and culture of American Indians and Alaska Natives by the following actions:

1. Require that the Office of Indian Education and the Bureau of Indian enforce legislative requirements for parental participation in the planning, implementation, and evaluation of programs under Title V, Subpart 1, P.L. 81-874 and Johnson-O'Malley Act.

2. That sign off parent committee authority be required and be limited to the authorized chairpersons of the parent committee in Title V, Subpart 1, P.L. 81-874 and Johnson-O'Malley programs.

3. That the Office of Indian Education establish grievance procedures for grantees and parent committees.

4. That local education agencies be accountable to the parent committee.

ACTION PLAN INCLUDED.

***

7-5 THEREFORE, BE IT RESOLVED, that the Federal Government establish and provide adequate funding for Native languages, literacy and cultural programs for American Indians and Alaska Natives as one of the Nation's highest priorities.

NO ACTION PLAN INCLUDED.

***

7-8 THEREFORE BE IT RESOLVED, that:

1. The White House Conference on Indian Education Native Language and Culture delegates hereby approve this resolution requesting the President of the United States, Honorable George A. Bush and Congress of both the Senate and the House of Representatives recognize, acknowledge and support the need for Native language and culture as a significant instrument to the improvement of American Indian education.

2. The White House Conference on Indian Education Native Language and Culture delegates also request that the federal, public, parochial and community school systems receiving federal funding for American Indian learners to immediately develop a dress code policies/regulations that reflect the traditional language, culture and religious expressions practiced by these students.

3. In this recognition and acknowledgment, the White House Conference on Native Languages and Culture delegates further requests that the U.S. Department of Education recognize, acknowledge and support the importance to carry out the intent of this resolution.

THEREFORE, BE IT RESOLVED, that the above recommendation is agreed to, with the stipulation that further review and, where necessary, modifications be made prior to its implementation.

AVCP

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

25TH ANNUAL CONVENTION
KALSKAG, ALASKA
CONVENTION RESOLUTION NO. 89-31

RELATING TO: Preservation of Native Language and Culture.

Committee Recommendation: DO PASS

WHEREAS, The Association of Village Council Presidents is the regional tribal organization and non-profit Alaska Native Corporation for the 56 Yup'ik Native communities of the Yukon-Kuskokwim Delta Region of Western Alaska, and

WHEREAS, The Federal and State Governments mandated the education of all our children, and

WHEREAS, The unique Alaskan Cultures and Languages have originated in Alaska, and have existed since time immemorial, and

WHEREAS, There are no existing programs that support the efforts of the Native Communities to revive or preserve Culture and Native Language in schools, and

WHEREAS, In Native Communities today there are many Bilingual and Cultural Heritage teachers that are calling for "Help", and

WHEREAS, We, the Native Leaders are fully supportive of these Bilingual and Bi-cultural Programs, and

WHEREAS, The students have documented that teaching in our Native language can increase the proficiency in English as well as teaching our children our traditional method of high level of cognitive education, and

NOW THEREFORE BE IT RESOLVED that new legislation be passed to redefine the Bilingual Programs in the State of Alaska, especially in Native villages. Since the State and Federal Governments main concern is to teach all Native children the English language.

BE IT FURTHER RESOLVED that the State and Federal Government will mandate the reviving and preserving of the Alaskan Native Language and Cultures of Native communities.

BE IT FURTHER RESOLVED that AVCP encourages the State Board of Education to pass a policy on bilingual education.

Resolution No. 89-31
-Page 2-

ADOPTED this 14th day of October 1989, by the Full Board of Directors of the Association of Village Council Presidents assembled in its 25th Annual convention at Kalskag, Alaska in a duly constituted meeting with a quorum of members present.

CERTIFICATION:

Willie Kasayulie, Chairman

Gene Peltola, President

NORTH SLOPE BOROUGH SCHOOL DISTRICT

Pouch 169 • Barrow, Alaska 99723 • (907) 852-5311 • FAX (907) 852-5984

Patsy Aamodt, *Superintendent*

STRIVING FOR EXCELLENCE • NORTH SLOPE BOROUGH SCHOOL DISTRICT •

Nunamiut Wolves
Nunamiut School
Box 21029
Anaktuvuk Pass,
Alaska 99721
(907) 661-3226
FAX (907) 661-3402

Atqasuk Eagles
Meade River School
Atqasuk, Alaska 99791
(907) 633-6315
FAX (907) 633-6215

Barrow Whalers
Barrow High School
Pouch 8950
Barrow, Alaska 99723
(907) 852-8950

BMS Wolves
Barrow Middle School
Pouch 8950
Barrow, Alaska 99723
(907) 852-8950

Arctic Fox
Fred Ipalook
Elementry School
Box 450
Barrow, Alaska 99723
(907) 852-4711

Kaveolook Rams
Harold Kaveolook School
Box 10
Kaktovik, Alaska 99747
(907) 640-6626
FAX (907) 640-6717

Nuiqsut Trappers
Trapper School
Nuiqsut, Alaska 99789
(907) 480-6712
FAX (907) 480-6621

Tikigaq Harpooners
Tikigaq School
Box 148
Point Hope, Alaska 99766
(907) 368-2662 or 2663
FAX (907) 368-2770

Cully Qavvika
Cully School
Point Lay, Alaska 99759
(907) 833-2312
FAX (907) 833-2123

Alak Huskies
Alak School
Box 10
Wainwright, Alaska 99782
(907) 763-2541
FAX (907) 763-2550

RESOLUTION 92-07
SUPPORTING HB 326
WHICH PROVIDES CERTIFICATION OF TEACHERS IN CERTAIN LIMITED FIELDS

WHEREAS the North Slope Borough Board of Education supports the preservation of our Inupiaq Language; and

WHEREAS the North Slope Borough Board of Education knows that the teaching of our Inupiaq Language is important in preserving our Inupiaq Culture; and

WHEREAS the North Slope Borough Board of Education recognizes that we have many excellent Inupiaq Language Teachers; and

WHEREAS the North Slope Borough Board of Education is aware that it is not possible to obtain a baccalaureate degree in Inupiaq Language;

NOW, THEREFORE, BE IT RESOLVED that the North Slope Borough Board of Education support and approve House Bill 326 which provides Teacher Certification for certain limited fields; and

BE IT FURTHER RESOLVED that the North Slope Borough Board of Education desires passage of House Bill 326 by the State Legislature at the earliest opportunity.

INTRODUCED: February 11, 1992

ADOPTED: February 11, 1992

Roy Nageak

Roy Nageak, President
North Slope Borough Board of Education

Patsy A. Aamodt, Superintendent
North Slope Borough School District

PLEASE ENTER INTO THE RECORD MY TESTIMONY TO THE HESS COMMITTEE ON HB352/326.

I would like to voice my support for H.B. 352/ 326, bills that would mandate the teaching of Alaska Native Languages in our schools.

It is imperative that this bill have strong language built into it because we have a lot of school districts in rural Alaska that fight the incorporation of languages and culture in our curriculum. It is essential to include this in our core curriculum rather than giving it mere "lip service", because if it is left to regional and local school boards any service that trickles down to the students will be watered down, ESPECIALLY if there is even a hint of emphasis on the native language or culture. The emphasis should be to enhance and preserve what is left of our native heritage, not chop it up into little pieces, or ignore it altogether! For instance, one school district that I am familiar with is the Yukon Koyukuk School District, whose bilingual program emphasizes English profeciency rather than teaching native language programs. This school district has received many grants to develop and train their native language instructors, but have chosen to opt for steering our childrens bilingual education instruction in a direction that emphasizes standard English profeciency. The students rich native culture is not recognized or celebrated in any way shape or form, and they are still wondering today why they have so many students who are floundering?!

Research done by Linguists on the impact of knowing your own native language strongly reinforce the positive aspects of knowing where you come from, learning the rich history of our culture that is passed on in legends and folklore, and the self-esteem that is felt when you master a language that ties you close to the land and the people.

The establishment of this Alaska Native Language program would create a stable basis for funding native languages, and hopefully once again close the circle that was broken in the early 1900's when federal policy forbade the use of native languages.

I would like to close by stressing that this bill should not be watered down. Our students have to be given the opportunity to be exposed to our native languages. Every day that we stall in getting the languages into the classroom means that another resource is lost--an Elder who has the knowledge that NO TEXTBOOK would ever come close to competing with. Thank you.

Shirley M. Moses

Shirley M. Moses
23 A Eureka Ave.
Fairbanks, Alaska
452-4647

Native Parent of Four (4) Children, Native Teacher

Post-it™ brand fax transmittal memo 7671	# of pages ▸ 4
To Pat Jackson	From Reva Shircel
Co. Rep. Lincoln	Co. TCC
Dept.	Phone # 452-8251
Fax # 465-2652	Fax #

TANANA CHIEFS CONFERENCE, INC.
122 FIRST AVENUE
FAIRBANKS, ALASKA 99701-4897
PHONE (907) 452-8251 FAX (907) 451-8936

TESTIMONY
TCC SUPPORT
HB352 AND HB326
February 13, 1992

My name is Reva Shircel, and I am here at the direction of the President of the Tanana Chiefs Conference, Inc. (TCC) to testify on behalf of TCC in support of Representative Lincoln's House Bill 352 and Representative MacLean's House Bill 326.

The TCC is in support of HB352 and HB326 because they not only complement each other but complement the intent of Senator Frank Murkowski's legislation (S. 1595) entitled the "Enhancement and Preservation of the Alaska Native Language Act of 1991". We have also been supportive of the efforts of the Interior Campus and the Alaska Native Language Center staff to institute a Native Language Degree and Certificate for the delivery of the Athabascan languages to the villages through the distance delivery system of the College Rural Alaska, and plan to closely monitor the progress of that proposal until approval can be obtained from the University of Alaska's Board of Regents. We have been encouraged and thankful for the many bills and initiatives that have been introduced this past year on behalf of the preservation and enhancement of the Alaska Native languages. The delegates to the White House Conference on Indian Education also asked the President of the U.S. and the U.S. Congress to strengthen and increase support for the language and culture of American Indians and Alaska Natives by requiring state and local education agencies that receive federal funds to include American Indian and Alaska Native language, culture, and history into core curriculums.

Where Senator Murkowski's bill will accommodate the language needs of the communities and parents, Representative Lincoln's bill will afford local school boards the authority and the responsibility to provide students within their communities, instruction in their language through new and more meaningful methods. Historically, the instruction of our Athabascan languages have been conducted by our schools in a piece meal fashion and largely on an elective basis depending on the availability of Johnson O'Malley and Indian Education monies. Subsequently, the school districts have not demonstrated the deep commitment needed to institute comprehensive long range plans in their individual schools to provide meaningful instruction of the Athabascan languages to their students. School districts personnel unless they are residents of the Interior - come and go - but local school board members normally are life long members of the village or community that they represent.

Two days ago, we became aware of the latest chilling statistic that only two (2) out of the twenty (20) Alaska Native languages will survive by the year 2055. Those two languages predicated to survive are Yupik and Inupiaq.

With the possible extinction of our Athabascan languages within 63 years, we must take radical and meaningful steps today to incorporate our indigenous languages and culture into our academic systems. We must recognize our language and cultural experts in our communities who have spent their lives teaching our children what they know, sometimes through difficult circumstances, and many times, with little compensation for their efforts. We support the intent of Representative MacLean's bill because her bill supports the efforts of many local Native and non-Native people who have given so much to our children. In view of the possible extinction of our languages, we recognize the crucial importance of Representative Lincoln's bill, and Representative

MacLean's bill and we encourage everyone, whether or not they have children in the school, to support HB352 and HB326.

Thank you for listening. The TCC appreciates this opportunity to testify.

Sectional Analysis
Sponsor Substitute House Bill 352
Native Language Education Act

Sec. 1 Title: Native Language Education Act

Sec. 2 Findings.

Sec. 3 Amends school district report card statute to require summary and evaluation of Native language education curriculum if it is provided in the district.

Sec. 4(a) Requires school districts where a majority of students are Alaska Native to include Native language education as a part of the school curriculum, grades K-12. Native language is to be that traditionally spoken in the community.

Further directs school boards to utilize certified instructors or individuals with knowledge and training in teaching the language, and to the extent possible, instructors and materials available through the University and distance delivery technologies.

Sec. 4(b) Defines "Native" Alaskan for the purposes of this bill, to be a person with one-fourth degree or more Alaska Indian, Eskimo or Aleut blood.

7-LS0287\G.1
Ford
02/13/92

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE LINCOLN

TO: SSHB 352

Page 3, line 8, after "(a)":

Delete "A"

Insert "A school board in a district in which a majority of the students are Alaska Natives shall establish a local Native language curriculum advisory board. If the local advisory board recommends the establishment of a Native language education curriculum, the"

Anchorage Daily News Monday, February 10, 1992

Last Eyak understands true meaning of eulogy

By CHARLES WOHLFORTH
Daily News reporter

Only one person at Sophie Borodkin's funeral potlatch could understand the eulogy that was spoken in her native language. That was Borodkin's 73-year-old sister, Marie Smith, the only full-blooded Eyak left living, and the last Native speaker of the unique Eyak language since her sister died a week ago in Cordova.

Smith asked Michael Krauss, the University of Alaska linguist who has learned her language and read the Eyak eulogy, to translate for the rest of the people at the potlatch Thursday.

"There is one other person who speaks Eyak, but he is not an Eyak," Smith said Sunday. "It was a wonderful eulogy."

Borodkin, 80, died after a long illness, leaving a sense of disappearing history along with the grief felt by her friends. She was one of the last links remaining to a culture that was already dying when she was a little girl.

"She was always talking about the way things used to be," said Agnes Nichols, an old friend. "She made the best seal oil I ever tasted."

"I can tell you she was a very wonderful person, and whenever we wanted to find out what we had to do for a special occasion in the church, or even cooking something, she would always tell you," said Barbara Olsen. "She wanted to pass on the traditional ways.

"We lost a lot of history when she died. A lot. She sure had a lot of stories to tell."

The Eyaks, people of the Gulf of Alaska coast from Prince William Sound east to Yakutat, apparently broke from the Interior's Athabascans around 1500 B.C., the Alaska Native Language Center's Krauss has written. They may never have numbered more than hundreds, but the Eyaks' language and culture evolved in isolation for thousands of years until it became sharply different from Athabascan, Tlingit and Aleut — the more numerous peoples living on

AP file photo

Sophie Borodkin

Please see Back Page, EYAK

EYAK LANGUAGE: Lone Native speaker works to keep tongue from disappearing

Continued from Page A-1

each side.

But with the arrival of Russian invaders in the 18th century, and possibly with incursions by Aleuts and Tlingits before that, the Eyaks went into decline, said James Kari, also of the language center. Disease and alcohol brought by whites at the end of the 19th century killed off many more Eyaks, and intermarriage with other peoples diluted their culture further.

By 1905, only 50 Eyaks remained, according to a reference. And their children went to white schools where speaking the language was forbidden, Nichols said.

"They were punished if they did," she said. "So when they came home they weren't interested in it anymore."

But Borodkin and Smith grew up in a family where the language never died.

"She only went to school three years, and then she said she was too busy for it and she came home and married young and raised her family," Nichols said. "The race was diluted, and the language wasn't spoken anymore. But these two kept it alive."

"We weren't allowed to speak it in school, or near school," Smith said. "My mother and dad were alive, and we always spoke it at home."

Smith has lived in Anchorage the last 19 years, but she didn't stop speaking her native tongue.

"We talked on the phone a lot together," she said.

In recent years, interest in the disappearing language and culture renewed, partly owing to Borodkin's warm and expansive personality. Friends said she was so popular in Cordova that when her age and illness with cancer made it too difficult for her to gather subsistence foods, her freezer always stayed full with gifts from others.

"She always had a pot of tea. Her home was always warm and welcoming," Nichols said. "She was almost blind — she could just see shadows — but she loved to go to rummage sales. Somebody would go and pick her up and describe what was on the table, and she'd buy."

Krauss wrote a typescript Eyak dictionary, which Borodkin kept by her side, and he learned to speak the language fluently, although at the potlatch last week he was occasionally corrected by Smith. His work is part of the center's efforts to record Alaska's disappearing languages.

"Right there in Anchorage, the upper Cook Inlet Dena'ina is in the same shape," Kari said.

"It's just like Aleut," said Olsen. "If people don't start to speak it, it's going to die out, too, even though there are a lot of Aleuts around here. I understand it but I don't speak it. My grandchildren don't understand it."

But the last full-blooded Eyak hasn't given up. Smith said she recently started teaching Eyak to her granddaughter.

"It's going good," she said. "We only had a two-day session. I'm going word for word now. I had her write the words she wanted to learn. Simple things, like 'fire.' And she learned 20 words in just two days. It's a wonderful thing.

"I'm trying my darndest not to let it die. My granddaughter is going to carry it on."

FISCAL NOTE

STATE OF ALASKA
1992 LEGISLATIVE SESSION

BILL NO. HB 352

Revision Date: 2-11-92
Title: A Curriculum for Native Language Education

Sponsor: Representative Lincoln
Requestor: (H) HESS

Department Affected: Education
BRU: K-12 Support
Component: Data Management

COMPONENT SERIAL NO. 1 2 4 1

Expenditures/Revenues: (Thousands of Dollars)

OPERATING	FY 93	FY 94	FY 95	FY 96	FY 97	FY 98
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL	22,500	0	0	0	0	0
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	22,500	0	0	0	0	0
CAPITAL						
REVENUE FUND SOURCE:						

FUNDING: (Thousands of Dollars)

GENERAL FUND	22,500	0	0	0	0	0
FEDERAL FUNDS						
OTHER FUND SOURCE:						
TOTAL	22,500	0	0	0	0	0

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

Estimate of current year impact:

ANALYSIS: (Attach a separate page if necessary.)

See attachment

Prepared by: Mike Maher
Division: Commissioner's Office
Phone: 465-2800
Date: 2-11-92

Approved by Commissioner: Jerry Covey
Agency: Education
Date: 2-11-92

Distribution (by preparer): Leg. Fin., Legislative Sponsor, Requestor, OMB/DBR, Gov. Legis. Ofc., & Impacted Agency(ies).
Rev 10/07/91

FISCAL NOTE FOR HB 352

Cost to the Department:

The Department estimates a contractual cost of $22,500. This cost will cover two items required in Section 3. AS 14.03.120 (e) (7).

$20,000. is to develop an evaluation model, and $2,500. is to redo the Implementation Guide for District Report Cards to accommodate changes.

Costs to School Districts:

Although HB 352 poses no significant increased cost to the Department of Education, it will pose a cost to each school district which conducts a Native language education program for grades K-12. The Department staff estimates a cost of $60,000. per school site not currently served, to implement a Native Language curriculum. Of this amount, we assume that 1/3 would cover the staff salary, 1/3 would cover staff development and 1/3 would cover the cost of curriculum and materials development.

Many districts and sites currently have Native language instruction programs as described in their approved Bilingual Plans of Service. Based on our review of schools where more than 50% of the student population is Alaska Native, we have determined that at least 63 such school sites do not provide any kind of Native language program at this time. At the cost of $60,000 per site, total cost, statewide, would come to $3,780,000.

147150IIE

(7)

HOUSE COMMITTEE REPORT

Date Referred: February 10, 1992 FURTHER REFERRALS: Finance

Date of Committee Action: 2/13/92

The HEALTH, EDUCATION AND SOCIAL SERVICES Committee considered: SSHB 352

SPONSOR SUBSTITUTE FOR HOUSE BILL NO. 352 NATIVE LANGUAGE EDUCATION

"An Act relating to a curriculum for Native language education; and providing for an effective date."

RECOMMENDATIONS: [ ] the same title
be replaced with _____ [ ] a new title

[ ] have attached amendments(s)
[ ] do pass
[ ] do not pass
[ ] no recommendations
[✓] individual recommendations
[ ] additional referral to the _____ Committee

ADOPTS: _____ letter of Intent

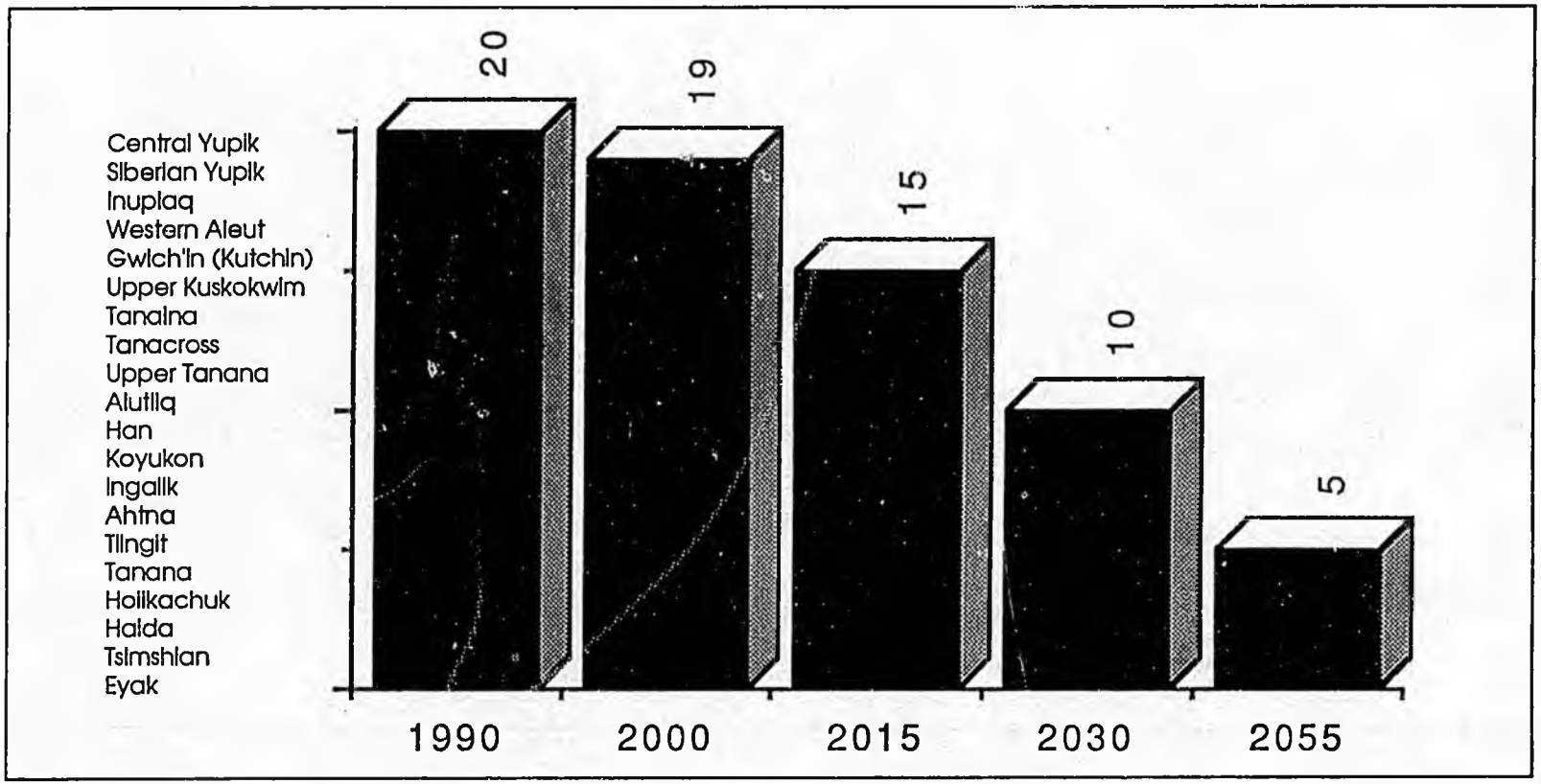
ATTACHES NEW FISCAL NOTE(s): (Dept)
[✓] fiscal impact DOE 2-11-92
[ ] zero fiscal note _____

APPROVES PREVIOUS: (Dept/Date)
[ ] fiscal note(s) _____
[ ] zero fiscal note(s) _____

SIGNING DO PASS	DP	OTHER RECOMMENDATIONS	DNP	NR	AM
Bettye Davis	✓	Chris Davis		✓	
[illegible]	✓				
[illegible]	✓				

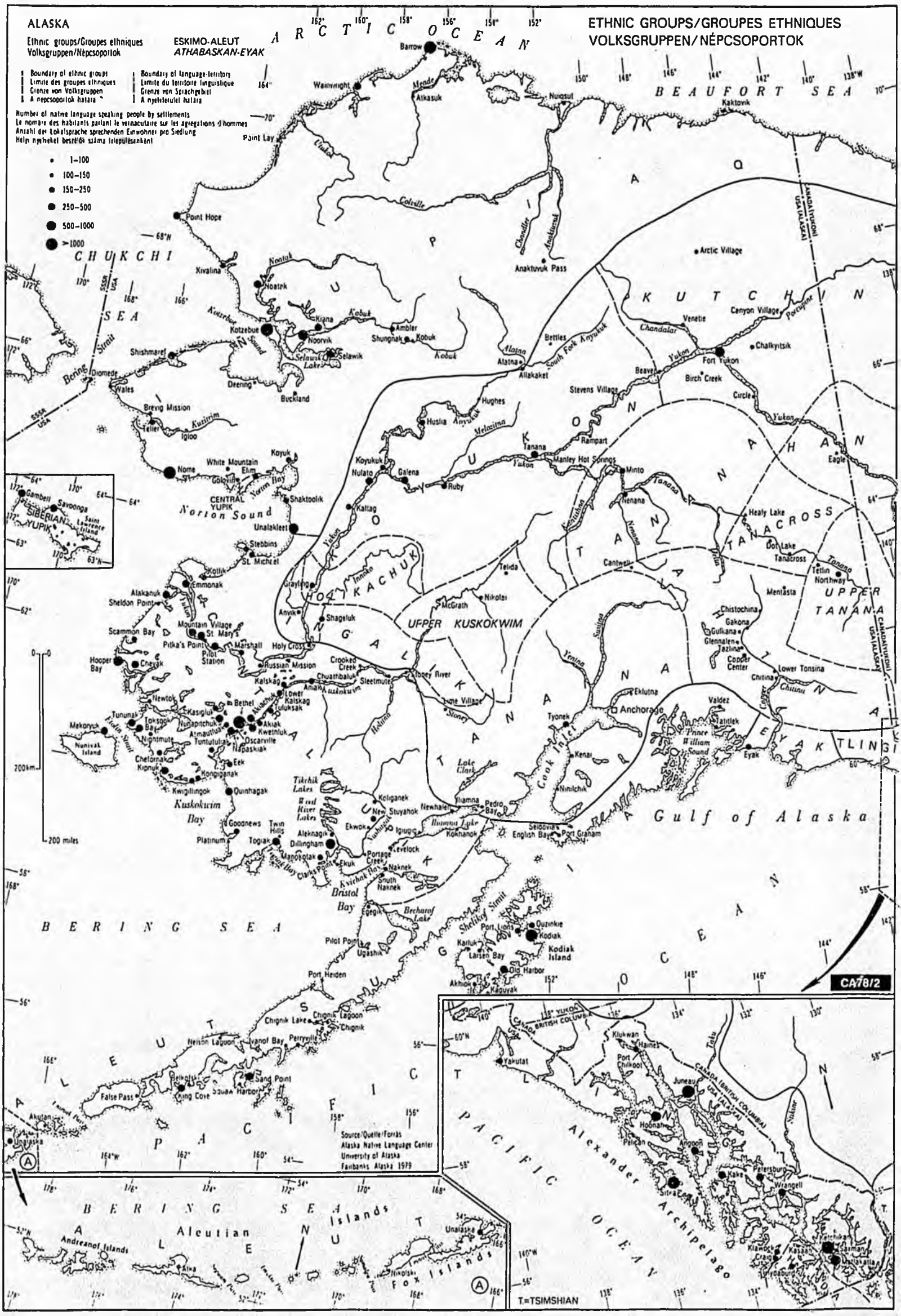
[signature]
CHAIRMAN'S SIGNATURE

Languages in Peril



Not allowing for miracles, Eyak will probably not survive this century; Alaska Tsimshian, Alaska Haida, Holikachuk, and Tanana will probably be extinct by 2015; and Tlingit, Ahtna, Ingalik, Koyukon and Han will probably be extinct by 2030. Furthermore, Alutiiq, Upper Tanana, Tanacross, Tanaina and Upper Kuskokwim have an extremely doubtful future . . . not allowing for miracles or other radical changes, they will proably be extinct within a lifetime, by about 2055. By that year, then, probably only five of the twenty Alaska languages will still be spoken . . . Western Aleut . . . Kutchin . . . Inupiaq . . . Central Alaska Yupik and Siberian Yupik . . .

Dr. Michael Krauss
Alaska Native Languages: Past, Present and Future
Alaska Native Language Center Research Papers - 1980
University of Alaska Fairbanks


ALASKA
Ethnic groups/Groupes ethniques
Volksgruppen/Népcsoportok
ESKIMO-ALEUT
ATHABASKAN-EYAK
ETHNIC GROUPS/GROUPES ETHNIQUES
VOLKSGRUPPEN/NÉPCSOPORTOK
Boundary of ethnic groups
Limite des groupes ethniques
Grenze von Volksgruppen
A népcsoportok határa
Boundary of language-territory
Limite du territoire linguistique
Grenze von Sprachgebiet
A nyelterület határa
Number of native language speaking people by settlements
Le nombre des habitants parlant le vernaculaire sur les agregations d'hommes
Anzahl der Lokalsprache sprechenden Einwohner pro Siedlung
Helyi nyelveket beszélők száma településenként
1–100
100–150
150–250
250–500
500–1000
>1000
ARCTIC OCEAN
BEAUFORT SEA
CHUKCHI SEA
BERING SEA
Gulf of Alaska
PACIFIC OCEAN
Norton Sound
Kuskokwim Bay
Bristol Bay
Cook Inlet
Prince William Sound
Lake Clark
Aleutian Islands
Andreanof Islands
Fox Islands
Alexander Archipelago
Barrow
Wainwright
Atkasuk
Nuiqsut
Kaktovik
Point Lay
Point Hope
Kivalina
Noatak
Kotzebue
Kiana
Noorvik
Ambler
Shungnak
Kobuk
Selawik
Shishmaref
Diomede
Wales
Brevig Mission
Teller
Deering
Buckland
Nome
Koyuk
White Mountain
Elim
Golovin
Shaktoolik
Unalakleet
Stebbins
St. Michael
Koyukuk
Nulato
Galena
Ruby
Kaltag
Hughes
Huslia
Bettles
Alatna
Allakaket
Anaktuvuk Pass
Arctic Village
Venetie
Chalkyitsik
Fort Yukon
Birch Creek
Beaver
Stevens Village
Circle
Eagle
Rampart
Tanana
Manley Hot Springs
Minto
Nenana
Healy Lake
Dot Lake
Tanacross
Tetlin
Northway
Mentasta
Chistochina
Gakona
Gulkana
Glennallen
Tazlina
Copper Center
Lower Tonsina
Chitina
Cantwell
Telida
McGrath
Nikolai
Grayling
Anvik
Shageloluk
Emmonak
Alakanuk
Sheldon Point
Scammon Bay
Hooper Bay
Chevak
Mountain Village
St. Mary's
Pitka's Point
Pilot Station
Marshall
Holy Cross
Russian Mission
Crooked Creek
Chuathbaluk
Sleetmute
Lower Kalskag
Kalskag
Aniak
Bethel
Akiachak
Akiak
Kwethluk
Oscarville
Napaskiak
Tuntutuliak
Atmautluak
Nunapitchuk
Kasigluk
Newtok
Tununak
Toksook Bay
Nightmute
Mekoryuk
Nunivak Island
Chefornak
Kipnuk
Eek
Kongiganak
Quinhagak
Kwigillingok
Goodnews
Platinum
Twin Hills
Togiak
Manokotak
Aleknagik
Dillingham
Koliganek
New Stuyahok
Ekwok
Igiugig
Levelock
Portage Creek
Naknek
South Naknek
Ekuk
Clarks Point
Egegik
Pilot Point
Ugashik
Port Heiden
Chignik Lake
Chignik Lagoon
Chignik
Perryville
Ivanof Bay
False Pass
King Cove
Sand Point
Cold Bay
Akutan
Unalaska
Atka
Nikolski
Yakutat
Haines
Klukwan
Port Chilkoot
Juneau
Hoonah
Pelican
Angoon
Sitka
Kake
Petersburg
Wrangell
Ketchikan
Hydaburg
Craig
Klawock
Kasaan
Metlakatla
Tyonek
Anchorage
Eklutna
Kenai
Ninilchik
Valdez
Tatitlek
Eyak
Seldovia
English Bay
Port Graham
Port Lions
Ouzinkie
Kodiak
Kodiak Island
Karluk
Larsen Bay
Old Harbor
Akhiok
Kaguyak
Tikchik Lakes
Wood River Lakes
Iliamna Lake
Iliamna
Pedro Bay
Newhalen
Kokhanok
Becharof Lake
Shelikof Strait
Cook Inlet
Bering Strait
Norton Sound
Kotzebue Sound
Selawik Lake
Colville
Chandler
Anaktuvuk
Porcupine
Yukon
Tanana
Koyukuk
Kuskokwim
Nushagak
Naknek
Alaska
Canada
USA
SSSR
Source/Quelle/Forrás
Alaska Native Language Center
University of Alaska
Fairbanks Alaska 1979
CA78/2
T.=TSIMSHIAN

Teacher plays key role in life skills, explaining nature

Editor's note: John Active gave this speech for the 1992 Bilingual Multicultural Education Equity Conference banquet Friday night in Anchorage. It has been shortened somewhat.

John Active

GUEST COLUMNIST

When I was asked to make a commentary I also was asked what my comments would be about.

I blurted out "funny words" because I wanted to show how hard your jobs as bilingual teachers are when translating English into your Native languages when teaching your students.

We all know how to translate into our Native tongues the English word "vegetarian." One whose diet consists of plants, who eats no meat. How then do we translate "humanitarian"? One who eats only human beings?

What about the word "light bulb"? In Yupik, we call a light bulb "nakacuguaq," literally in English, "imitation bladders."

It was so dark this morning I had to turn my "imitation bladder" on.

So much for "funny words." What I really wanted to talk about was the importance of teachers.

I, myself, was raised by a wonderful teacher, my grandmother Maggie Lind.

She was a genuine Yupik Eskimo, and she was raised in the ancient, traditional Yupik lifestyle. She knew the agony of being married off to someone she did not love and later married another she did love.

She knew all the old Yupik fables and legends as told to her by her own grandmother and the lessons at the end of such stories.

She knew stories which taught life skills and stories of how nature came to be as it is today. How the crane came to have blue eyes. Why the beaver has no fat on its belly and why the porcupine has no quills on its back. Why the raven is black.

She taught me to be helpful and its rewards with her story about the girl who always swept the floor of an elder's house. The day came when the girl was going home and the ice from a stream she had crossed earlier had broken up and floated away.

The girl cried and cried. As she did, things began float down the stream, stopping at the bank were she was and forming a path across it.

The girl was curious, so she stepped down on it and discovered it to be solid as ice. The path spoke to her and said it was the dust and dirt she had swept out of the elder's house. They had come to repay her. She walked across on them to her safety.

My gram — I liked to call her "Gram" — taught me to share. When someone came and asked for a little seal oil she always gave them more than what they had asked for.

My gram taught me religion — Yupik style — by example. Spirituality.

Gram taught me the virtue of being quiet, especially when we were out in the wilderness, spring camping.

Oh, the vision is so clear, just as if it happened last night.

I can even hear the birds calling, see the sun setting in the west, yellow, purple-orange and blue green painting the evening sky.

There is no breeze, the water in the slough is like glass reflecting the glorious evening sky. I hear the snipe "who-who-whoing" as it dives and rises, dives and rises, announcing that its mate has laid her eggs.

My paddle dips silently into the glass-like surface of the water, and my kayak slides quietly through the water.

I was out hunting muskrat and returning back to our spring camp. I see everyone is still out hunting, and there's no one around camp. Then I see her, all alone, sitting quietly on a hill on the bank of the slough, facing the beautiful sunset.

My God, she looks so pretty in her qaspeq, and she looks lonely, too.

"Gram.".

She turns and sees me and waves. I paddle over to her, climb the hill and sit next to her.

"It's a joy to be here," she says quietly.

I thought she was sad, unhappy.

"Long time ago, when I was growing up, they used to tell us to be quiet in the evening. To listen."

"Why?" I ask.

"Because we might hear someone calling for help. We might hear someone who turned over in his kayak."

Then she turned to me.

"I was listening for you because you were out hunting."

I shall never forget that special day when the teaching of our people came into focus: That we are all here on "Nuna" to keep watch, listen and care for one another.

All you teachers remind me of my gram. Always teaching. Always listening. Always learning.

Gram, thank you for speaking to me always in your Native language because it means so much more when we hear things in our own tongue. We tend to remember them much more.

Gram, you're one of the ancient ones now. You're one of our ancestors. See how even your words, teaching, live on. Look how many people have heard them tonight.

Quyana.

John Active, a Yupik who lives in Bethel, is the Yupik news reporter for KYUK Radio, the public station serving the Yukon-Kuskokwim Delta region.

Alaska State Legislature

Legislative Research Agency

130 Seward Street, Suite 218
Juneau, Alaska 99801-2196

Phone: (907) 465-3991
Fax: (907) 463-3351

January 22, 1992

MEMORANDUM

TO: Representative Georgianna Lincoln

FROM: Carol R. Vandor CRV
Legislative Analyst

RE: Languages Taught in Alaska's Schools
Research Request 92.060

You asked about the purpose of the state bilingual education program. You also asked about the number of schools that provide Native language instruction and those that teach foreign languages. This information is presented below. It is followed by a discussion of the Indian Studies program and the Johnson O'Malley program which may also offer some Native language instruction.

STATE BILINGUAL EDUCATION

Alaska has a responsibility to ensure that the education programs offered in all school districts meet common standards. School districts retain the flexibility to design education programs that meet local needs but students' rights for equitable opportunities to learn are protected by the state. Within the Department of Education is the bilingual-bicultural education office. It is the responsibility of this office to promote effective education for bilingual and multicultural students.

Purpose of Bilingual Education

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

Legislative Research

Native Languages

Mike Travis, program manager for bilingual-bicultural education/foreign languages in the Department of Education provided attachments A through C. Attachment A lists schools providing Native language instruction. According to this information, there are currently a minimum of 115 schools in 23 school districts providing Native language instruction. There are a minimum of 16 Native languages taught which range from Inupiaq and Yup'ik in the northern regions of Alaska to Tlingit in southeast Alaska.

Foreign Languages

Attachment B lists the foreign languages taught in each school district, by school and grade level. According to this information, during the 1989/1990 school year, 1,726 elementary students, 1,382 junior high students, and 7,980 high school students were studying a foreign language. The number of students who received instruction in a foreign language is as follows: 74 received instruction in Chinese; 2,944 in French; 1,165 in German; 994 in Japanese; 76 in Latin; 4,612 in Spanish; 420 in Russian; and 803 participated in a FLEX program where they received instruction in Japanese language and culture.

Attachment C lists the school districts which participate in the STEP (Satellite Telecommunications Educational Programming) and the Distance Learning Program. During the 1990-1991 school year there were 239 students in 14 school districts participating in the STEP Program. The number of students who received instruction in a foreign language is as follows: 107 in Japanese; 67 in Spanish; and 65 in Russian.

In the fall of 1991 there were 458 students in 20 school districts participating in the Distance Learning Program. The number of students who received instruction in a foreign language is as follows: 206 in Japanese; 73 in Spanish; and 179 in Russian.

OTHER PROGRAMS

In addition to the bilingual instruction programs discussed above, Alaska Native/American Indian students may participate in two other programs which provide services to meet their education needs: the Indian Studies program and the Johnson O'Malley program.

Indian Studies Program

Title V part A Indian Education funds are applied for yearly through the United State Department of Education by school districts to provide Indian Studies services. According to an administrator with the Juneau office of Indian

Studies, there is no office in Alaska which compiles information from all schools participating in this program.

The primary goals of the Indian Studies programs are to: increase pride in culture, heritage and self among Native students; provide middle school and high school students with academic success by providing tutoring and counseling; teach awareness of education and vocation opportunities; promote respect and understanding of Native culture by non-Native students; and teach knowledge and appreciation of their Alaska Native cultures for all district students both Native and non-Native. While the administrator in Juneau is not aware of any Indian Studies programs that formally teach a Native language, there may be some Indian Studies programs which assist students in their Native tongue on a needs basis.

Following is a brief discussion of the Indian studies program in Juneau which may help in understanding the goals of the program. Instructors at the elementary level provide all students with cultural-relevant curriculum which aids students to fully understand, respect and appreciate cultural differences and similarities. Middle school and high school students are assisted by instructors who provide academic tutoring and counseling. Students who are having a difficult time academically are assisted during regular class time. The instructors also provide culturally appropriate curriculum upon request. The high school instructor provides each student with an academic credit plan, homework assistance and assists students on post high school goals. The Indian Studies high school teacher teaches three classes of Alaska Studies and one course on Native American Literature.

Johnson O'Malley Program

Federal funds, under Title V, are also available for the Johnson O'Malley program. The objective of the Johnson O'Malley program is to provide supplemental programs for eligible Indian and Native students. Supplemental programs are those programs designed to meet the specialized and unique educational needs of eligible Indian students which may have resulted from socio-economic conditions of the parents or from cultural or language differences.

Following are some of the types of supplemental programs offered by the Johnson O'Malley program: native culture; pre-school classroom instruction and/or supplies, equipment, nutrition, facilities rental, tuition and transportation; athletics and recreation/survival skills which may be offered in the evenings or during the summer; educational field trips to explore career possibilities; tutoring offered during or after school or in the summer; education aides for the classroom, bilingual, library or evening study; counseling for career exploration, college orientation and for drug and alcohol abuse; leadership skills; collecting and taping legends, history and stories and compiling new letters, annuals and biographies and videotaping village events and conferences for use in schools; and assistance with music, reading and computers.

An administrator with the Johnson O'Malley program in Anchorage identified five communities in which Native language instruction is offered. They are as follows:

Hydaburg: Haida language
Kotzebue: Inupiaq language
Klawock: Tlingit language
Kodiak Native Association: Alutiiq language
Ketchikan Indian Corporation: Tlingit language

I hope this information is useful to you. If we may be of further assistance, please contact this office.

Attachments

ATTACHMENT A

Schools Providing Native Language Instruction
1991 - 1992

State of Alaska
Bilingual-Bicultural Education Programs
Schools Providing Native Language Instruction
1991-1992

DISTRICT	SCHOOL	LANGUAGE
Alaska Gateway S.D.	Northway	Upper Tanana
	Tetlin	Upper Tanana
Aleutian Region S.D.	Atka	Aleut
Anchorage S.D.	Not Available	Not Available
Annette Island S.D.	Metlakatla	Tsimshian
Bering Strait S.D.	Bervig Mission	Inupiaq
	Diomede	Inupiaq
	Elim	Yup'ik
	Gambell	St. Lawrence Is. Yupik
	Golovin	Inupiaq
	Koyuk	Inupiaq
	Savoonga	St. Lawrence Is. Yupik
	Shaktoolik	Inupiaq
	Shishmaref	Inupiaq
	St Michael	Yup'ik
	Stebbins	Yup'ik
	Teller	Inupiaq
	Unalakleet	Inupiaq
	Wales	Inupiaq
	White Mountain	Inupiaq
Chugach S.D.	Chenega Bay	Alutiiq
	Tatitlek	Alutiiq
Galena City Schools	Galena	Koyukon
Iditarod Area S.D.	Anvik	Deg Hit'an
	Grayling	Holikachuk
	Holy Cross	Yup'ik
	Lime Village	Dena'ina
	Nikoli	Upper Kuskokwim
	Shageluk	Deg Hit'an
	Telida	Upper Kuskokwim
Kashunmiut S.D.	Chevak	Cup'ik
Kenai Pen. Bor. S.D.	English Bay	Sugcestun (Alutiiq)
	Port Graham	Sugcestun (Alutiiq)
	Tyonek	Dena'ina

DISTRICT	SCHOOL	LANGUAGE
Kuspuk S.D.	Lower Kalskag	Yup'ik
	Upper Kalskag	Yup'ik
	Aniak	Yup'ik
	Sleetmute	Yup'ik
Lower Kuskokwim S.D.	Atmautluak	Yup'ik
	Bethel	Yup'ik
	Chefornak	Yup'ik
	Eek	Yup'ik
	Goodnews Bay	Yup'ik
	Kasigluk	Yup'ik
	Kipnuk	Yup'ik
	Kongiganak	Yup'ik
	Kwethluk	Yup'ik
	Kwigillingok	Yup'ik
	Mekoryuk	Yup'ik
	Napakiak	Yup'ik
	Napaskiak	Yup'ik
	Newtok	Yup'ik
	Nightmute	Yup'ik
	Nunapitchuk	Yup'ik
	Oscarville	Yup'ik
	Platinum	Yup'ik
	Quinhagak	Yup'ik
	Tuntutuliak	Yup'ik
	Toksook Bay	Yup'ik
	Tununak	Yup'ik
Lower Yukon S.D.	Alakanak	Yup'ik
	Emmonak	Yup'ik
	Hooper Bay	Yup'ik
	Kotlik	Yup'ik
	Marshall	Yup'ik
	Mt. Village	Yup'ik
	Pilot Station	Yup'ik
	Pitka's Point	Yup'ik
	Russian Mission	Yup'ik
	Scammon Bay	Yup'ik
	Sheldon Point	Yup'ik
Nome City Schools	Nome	Inupiaq St. Lawrence Is. Yupik

DISTRICT	SCHOOL	LANGUAGE
North Slope Bor. S.D.	Barrow	Inupiaq
	Anaktuvuk Pass	Inupiaq
	Atqasuk	Inupiaq
	Kaktovik	Inupiaq
	Nuiqsut	Inupaiq
	Point Hope	Inupiaq
	Point Lay	Inupiaq
	Wainwright	Inupaiq
Northwest Arctic Bor.	Ambler	Inupiaq
	Buckland	Inupiaq
	Deering	Inupiaq
	Kiana	Inupaiq
	Kivalina	Inupiaq
	Kotzebue	Inupiaq
	Kobuk	Inupiaq
	Noatak	Inupiaq
	Noorvik	Inupiaq
	Selawik	Inupiaq
	Shungnak	Inupiaq
Pribilof Islands	St. George	Aleut
	St. Paul	Aleut
Southwest Region S.D.	Aleknagik N. Shore	Yup'ik
	Aleknagik S. Shore	Yup'ik
	Clark's Point	Yup'ik
	Koliganek	Yup'ik
	Manokotak	Yup'ik
	New Stuyahok	Yup'ik
	Togiak	Yup'ik
	Twin Hills	Yup'ik
St. Mary's S.D.	St. Mary's	Yup'ik
Tanana City Schools	Tanana	Koyukon (Tanana?)
Yakutat City Schools	Yakutat	Tlingit

DISTRICT	SCHOOL	LANGUAGE
Yukon Flats S.D	Arctic Village	Gwich'in
	Beaver	Gwich'in
	Birch Creek	Gwich'in
	Chalkyitsik	Gwich'in
	Circle	Gwich'in
	Ft. Yukon	Gwich'in
	Stevens Village	Koyukon
	Venetie	Gwich'in
Yupiit S.D.	Akiachak	Yup'ik
	Akiak	Yup'ik
	Tuluksak	Yup'ik

ATTACHMENT B

Foreign Language Enrollments
1989 - 1990

Elementary School Foreign Language Enrollments
1989-90

STRICT/SCHOOL	FRENCH						JAPANESE						SPANISH						RUSSIAN						FLEX
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	
ALEUTIANS EAST BOROUGH																									
Sand Point	18	12	15	16	8	7																			
ANCHORAGE																									
Sand Lake							57																		
Steller													18	21	13	18	2								
FAIRBANKS																									
Nordale Elementary																									60
North Pole Elem.															10	3	3								
Pearl Creek Elem.													3	12	12	11	5								
Weller Elementary										107															
Woodriver Elementary													22	22	22	22	22								
IDITAROD AREA SCHOOL																									
Blackwell School																									5
JUNEAU																									
Gastineau Elementary							71	71	60	61	42														
Harborview Elem.																									585*
KENAI																									
Mt. View Elementary			3	5	6																5	5	5	3	
Nikiski Elementary												17													
Nikolaevsk Elem.													19	12	14	12	11	11							
Razdolna Elementary													7		3	3	6	4							
KODIAK																									
Chiniak Elementary																									
KUSPUK																									
Aniak Elementary																									
LAKE & PENINSULA																									
Newhalen School													2												

STATE OF ALASKA

FOREIGN LANGUAGE ENROLLMENTS
1989-90

Level	Chinese	French	German	Japanese	Latin	Russian	Spanish	FLEX	TOTAL
Elementary	0	92	0	486			480	650	1726
Jr. High	16	371	66	69		55	652	153	1382
H.S. I	44	1279	501	260	59	244	1824		4211
H.S. II	14	795	377	131	14	59	1228		2618
H.S. III		262	132	48	3	28	302		775
H.S. IV & V		145	89	0		16	126		376
TOTAL	74	2944	1165	994	76	420	4612	803	11088

108850IIE

Elementary School Foreign Language Enrollments
1989-90

DISTRICT/SCHOOL	FRENCH						JAPANESE						SPANISH						RUSSIAN						FLEX
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	
MAT-SU Finger Lake														25		30	5	51							
SITKA Verstovia Elementary				2																					
TANANA Tanana City													6	6	6	6									
TOTALS	18	12	18	23	14	7	128	71	60	168	42	17	77	98	80	105	54	66			5	5	5	3	650

*Students in this FLEX program study Japanese language & culture

Elementary School Enrollments:

French = 92
Japanese = 486
Spanish = 488
Russian = 18
FLEX = 650
Total = 1,726

108850IIE

Junior High School Foreign Language Enrollments
1989-90

DISTRICT/SCHOOL	CHINESE		FRENCH				GERMAN				JAPANESE			SPANISH				RUSSIAN				FLEX
	I	II	I	II	III	IV/V	I	II	III	IV/V	I	II	III	I	II	III	IV/V	I	II	III	IV	
ADAK Adak Jr. High			8											1	2							
ALASKA GATEWAY Tok														2								
ANCHORAGE Central Jr. ABC High				8										34	10							
Clark Junior High			23											26								
Hanshew Jr. High	16		58	22			25	11						46	21			41	14			
Mears Jr. High			62	31																		
Romig Jr. High			25	22										60	17							
Wendler Junior High			42	24										32	9							
CHATHAM Gustavus School														8	3							
FAIRBANKS Ben Eielson Jr. High														17								
North Pole Jr. High														32								
Ryan Jr. High			29				20							80								
Tanana Jr. High														95								
JUNEAU CITY & BOROUGH Floyd Dryden			NA								NA			NA								
Marie Drake			9								4			45	27							135
KENAI PENINSULA BOROUGH Homer Jr. High														NA								
Nikolaevsk															22							
Soldotna															28							
LOWER KUSKOKWIM Kwigillingok																						5
LOWER YUKON Mt. Village											28											

10885OIIE

Junior High School Foreign Language Enrollments
1989-90

DISTRICT/SCHOOL	CHINESE		FRENCH				GERMAN				JAPANESE			SPANISH				RUSSIAN				FLEX
	I	II	I	II	III	IV/V	I	II	III	IV/V	I	II	III	I	II	III	IV/V	I	II	III	IV	
RAILBELT Anderson																						13
SITKA Blatchley Jr. High				8							37			20								
SOUTHEAST ISLAND Port Alexander														5								
VALDEZ Gilson Jr. High							10							10								
YUKON FLATS Northern Lights							NA							NA								
TOTALS	16		256	115			55	11			69			513	139			41	14			153

Junior High Enrollments:

Chinese = 16
French = 371
German = 66
Japanese = 69
Spanish = 652
Russian = 55
FLEX = 153
Total = 1,382

108850IIE

High School Foreign Language Enrollments
1989-90

DISTRICT/SCHOOL	CHINESE		FRENCH				GERMAN				JAPANESE			SPANISH				RUSSIAN				LATIN		
	I	II	I	II	III	IV/V	I	II	III	IV/V	I	II	III	I	II	III	IV/V	I	II	III	IV	I	II	III
ADAK Bob Reeve High			4	2										18	9	1								
ALASKA GATEWAY Tok High														11	3									
ANCHORAGE Bartlett High			89	80	42	26	65	36	16	10				116	91	19	5	26	22	9	2			
Chugiak High			65	50	18	11	64	29	18	3				68	38	14	7	8						
Dimond High			184	138	46	66	92	92	46	46				184	138	46								
East High			100	53	18	3		20						147	76	28	18	57	18	5	4			
Robert Service High	22	7	183	109	38	9	107	82	28	24	126	96	20	346	249	77	30	45	15	8	6			
King Career Center											18			43	18	15	20							
Stellar High														18	21	13	20							
West High																								
ANNETTE ISLAND Metlakatla High														7	1									
BRISTOL BAY Bristol Bay High																								
CHATHAM Gustavus High															4									
CHUGACH Whittier Community			NA																					
COPPER RIVER Glennallen High							11	16	2															
CORDOVA Cordova Jr./Sr. High							10	9																
CRAIG Craig High														6	6	6	6							
DELTA/GREELY Delta Junction High																								

High School Foreign Language Enrollments
1989-90

DISTRICT/SCHOOL	CHINESE		FRENCH				GERMAN				JAPANESE			SPANISH				RUSSIAN				LATIN		
	I	II	I	II	III	IV/V	I	II	III	IV/V	I	II	III	I	II	III	IV/V	I	II	III	IV	I	II	III
DILLINGHAM CITY																								
Dillingham High														19	8									
FAIRBANKS																								
Eielson High			40	21	2		1							25	8									
Lathrop High			111	65	9	9	57	26	11	3				123	87	11	5					59	14	3
Monroe High			17											19	28	2								
North Pole High			81	33			26	12						55	25									
West Valley High			56	48	24	8	31	26	8	3				62	57	14	9							
HAINES																								
Haines High															11									
JUNEAU CITY & BOR																								
Juneau-Douglas High			64	48	11						25	14	10	96	90	19								
KENAI PENINSULA																								
Susan B. English																								
Homer High			58	29	5						3	2		46	22	8								
Kenai Central High			31	15	7	3					4			53	46	1	1							
Nikolaevsk High																		8	4	6	4			
Ninilchik High			5	2														3						
Soldotna High											5							88						
Seward Jr./Sr. High											6			28	6									
KETCHIKAN																								
Ketchikan High																								
KLAWOCK																								
Klawock High														15										
LAKE & PENINSULA																								
Newhalen																	1							
LOWER KUSKOKWIM																								
Bethel High														25										
LOWER YUKON																								
Mt. Village High											12													

High School Foreign Language Enrollments
1989-90

DISTRICT/SCHOOL	CHINESE		FRENCH				GERMAN				JAPANESE			SPANISH				RUSSIAN				LATIN		
	I	II	I	II	III	IV/V	I	II	III	IV/V	I	II	III	I	II	III	IV/V	I	II	III	IV	I	II	III
MAT-SU Wasilla High			65	25	17	2								92	51	15	3							
Houston Jr./Sr. High			22	19																				
Palmer High			52	30	17																			
Mat-su Valley															13									
Mt. Edgecumbe	22	7									48	9	5					1						
NENANA CITY Nenana High														12	1									
NORTHSLOPE Barrow														21	4									
NORTHWEST ARCTIC Kotzebue			20	1																				
PETERSBURG Petersburg High							17	10																
RAILBELT Anderson High														15	1	2								
Tri-Valley High				8																				
SKAGWAY Skagway High														12	7									
SITKA BOROUGH Sitka High			18	19	8	8					11	10	13	82	44	9	1							
SOUTHEAST ISLAND Port Alexander														3										
TANANA Tanana High															6									
VALDEZ CITY Valdez High							20	19	3					24	19									
WRANGELL CITY Wrangell High														15	11	2								

High School Foreign Language Enrollments
1989-90

DISTRICT/SCHOOL	CHINESE		FRENCH				GERMAN				JAPANESE			SPANISH				RUSSIAN				LATIN		
	I	II	I	II	III	IV/V	I	II	III	IV/V	I	II	III	I	II	III	IV/V	I	II	III	IV	I	II	III
YAKUTAT CITY Yakutat High																								
YUKON FLATS Fort Yukon High																								
Northern Lights High															2									
Private School: Monroe Catholic Sch.			14								2			18	27			8						
TOTALS	44	14	1279	795	262	145	501	377	132	89	260	131	48	1824	1228	302	126	244	59	28	16	59	14	3

High School Totals:

Chinese = 58
French = 2,481
German = 1,099
Japanese = 439
Spanish = 3,480
Russian = 347
Latin = 76
Total = ~~7,098~~
7,980

K-12 Totals:

Chinese = 74
French = 2,944
German = 1,165
Japanese = 994
Spanish = 4,612
Russian = 420
Latin = 76
FLEX = 803
Total = 11,016

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ATTACHMENT C

STEP Program
1990 - 1991

Distance Learning Program
Fall 1991

DISTANCE LEARNING
A NEW APPROACH IN FOREIGN LANGUAGE LEARNING IN ALASKA

Educational Service District 101 of Spokane, Washington, has been offering Japanese, Spanish and Russian language classes for two years in the Pacific Northwest, including Alaska. STEP (Satellite Telecommunications Educational Programming) classes are broadcast live with one-way video and two-way audio hookups. Telephones allow students to communicate during the class with the teacher. Students enrolled in each class may be from very small schools in Alaska, Washington, Oregon, Idaho or Montana.

Tests, quizzes and homework are sent to the students through the mail. These materials are returned to STEP for grading, but school districts assign a final letter grade and credit for the classes. The use of FAXes for sending and receiving homework will be used next school year.

Tutors are available at night, via phone (800) numbers, for students to practice their oral language skills and to get help with homework.

A classroom monitor is an important part of the management of these classes. The monitor ideally is a language instructor who not only serves as the classroom facilitator but also learns the language with the students. However, most monitors do not have these specific skills. It is important for the monitor to be a motivator, someone who can spend time trying to locate native speakers or cultural presenters and one who can find additional materials to help maintain interest.

After school contact by the students with STEP tutors is important. Many schools and monitors make this contact a requirement of the course.

In 1990 - 1991 districts offered Japanese I & II, Spanish I & II and Russian I. Enrollments for these classes are on the follwing page.

In the fall of 1991 districts offered Japanese I & II, Spanish I & II and Russian I & II. Enrollments for these classes also follow.

STEP Programs
1990-1991
Foreign Language Enrollments

District/School	Japanese			Spanish			Russian			Total
	I	II	III	I	II	III	I	II	III	
Alaska Gateway										
Eagle							2			2
Aleutians East Bor.										
False Pass				7						7
Sand Point				1						1
Copper River										
Glennallen High	1			1						2
Kenny Lake High				8						8
Fairbanks North Star										
Ben Eielson High	6									6
Galena City Schools	4			2			2			8
Iditarod Area										
Blackwell							4			4
Juneau Borough										
Juneau High							7			7
Kenai Pen Bor										
Homer High	5	3								8
Kenai Central High					1		1			2
Nikiski High										
Ninilchik							1			1
Seward High	10	5					6			21
Skyview High	8									8
Soldotna High ?										
Susan B. English	1						4			5
Klawock City Schools				5	4					9
Kodiak Port Lions	14									14
Lake & Peninsula										
Port Heiden				2						2
Port Alsworth				4						4
Mat-Su Borough SD										
Colony Middle	14						15			29
Palmer Middle	8									8
Palmer High	4									4
Wasilla Middle	14						14			28
Nenana City High	6			5	8		8			27
Skagway High				6	6					12
Southeast Island										
Hobart Bay				7						7
Thorne Bay	4									4
Unalaska High							1			1
TOTALS	99	8	0	48	19	0	65	0	0	239

Distance Learning Program
Fall '91
Foreign Language Enrollment

DISTRICT/SCHOOL	SPANISH		JAPANESE		RUSSIAN		TOTAL
	I	II	I	II	I	II	
Alaska Gateway							
Eagle Community School	1					1	2
Tok					1		1
Aleutians East							
Cold Bay	7						7
Fase Pass (STEP)	2	3					5
King Cove					5		5
Sand Point (STEP)		1	3				4
Copper River							
Chisochina			5	2			7
Glennallen	3	1	3				7
Kenny Lake (STEP)	2	7			5		14
Dillingham Schools							
Dillingham			4		7		11
Fairbanks North Star Borough							
Ben Eielson (CCS STEP)				2			2
Galena Schools							
Galena (STEP)			4	1			5
Hoonah Schools							
Hoonah Secondary	1						1
Kake City Schools							
Kake High School	2				5		7
Kenai							
Skyview High School			15	4			19
Soldotna High School			11	1			12
Susan B. English (STEP)	5		3			2	10
Kodiak							
Ouzinkie			1		1		2
Port Lions (STEP)						7	7
Kuspuk							
Aniak High School					2		2
George Willis		1					1
Lake and Peninsula							
Levelock					6		6
Newhalen			6				6
Pilot Point	1						1
Port Heiden (STEP)					2		2
Lower Kuskokwim							
Akula Elitnaurvik			1	1			2
Bethel High School			8				8

DISTRICT/SCHOOL	SPANISH		JAPANESE		RUSSIAN		TOTAL
Mat-Su							
Colony High School			21	7	17	7	52
Colony Middle			8		11		19
Glacier View			19	13			32
Houston (Big Lake)	16	2	10	3			31
Palmer High (STEP)			38				38
Palmer Junior Middle					10		10
Susitna Valley		6					6
Wasilla High (STEP)					64		64
Wasilla Middle(STEP)			3		10		13
Nenana City Schools							
Nenana High School	2	2	1		1		6
Northwest Arctic							
McQueen (Kivalina)					3		3
Southeast Island							
Howard Valentine					3		3
Port Alexander			3				3
Unalaska Schools							
Unalaska			5			1	6
Wrangell							
Wrangell Middle/High	8				7		15
Yakutat							
Yakutat Jr/Sr High School					1		1
TOTALS	**50**	**23**	**172**	**34**	**161**	**18**	~~438~~

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During a panel discussion at the 1991 AFLA Conference in Anchorage, a four person panel composed of Akira Yoshida, Japanese language instructor from STEP, Annette MacDonald, STEP project facilitator from Nenana City Schools, Yasuko Lehtinen, Japanese language facilitator from Soldotna High School and Linda Soriano, director of curriculum, Mat-Su Borough Schools, gave personal testimony about distance learning in their schools.

Annette MacDonald of Nenana spoke highly of the program. She indicated that Spanish and Russian classes would not be available at her school if it were not for STEP. As a facilitator, she stressed the importance of making a contract with the students, providing motivation and requiring students to contact the tutors after hours. She indicated that the STEP program provided unique opportunities for the students as they are able to meet other students from the Pacific Northwest. In addition, the program provides access to cultural activities that even a regular classroom teacher seldom has time to develop.

Yasuko Lehtinen tutors her students each day. She also provides an additional thirty minutes of activities each week. She is beginning a sister-city program with Japan in November.

Linda Suriano has found the STEP program to fill an important need for foreign language classes in her district. Facilitators in the Japanese and Russian classes speak the language. Classes are offered at both the middle school and high school levels. Although the classes are college level work, most of the students handle the classes well, especially with supportive facilitators.

Dr. Suriano is considering distance learning for elementary classes as the ideal way to have language programs at this level, provide a way for the classroom teacher to learn the target language, and deliver a good program for about 65% of the cost of regular foreign language classes.

During a visit to both middle school and high school Japanese language programs in the Mat-Su Borough School District in February, 1991, I found students to be highly motivated and able to understand and use Japanese to an extent I didn't think possible after such a short time of instruction.

In 1991 the National Council of State Supervisors of Foreign Languages developed a position paper with guidelines for Distance Learning in Foreign Languages. Following is a Position Statement, guidelines for programs and characteristics of effective programs.

NCSSFL

POSITION STATEMENT ON DISTANCE LEARNING IN FOREIGN LANGUAGES

Foreign language educators recognize the rapid growth and contributions of foreign language distance learning programs. Their concerns are:

* *The need for distance learning*
* *Involvement of foreign language specialists in program design and implementation*
* *Qualifications of the distance learning teachers and on-site facilitators*
* *Appropriate use of technology*

In this position statement, distance learning refers to instruction that relies on the use of telecommunications, rather than an on-site teacher, as the major delivery system for foreign language instruction.

This statement briefly outlines guidelines from specialists in foreign language education who work for state education agencies in the United States. The accompanying documents *(Guidelines for Foreign Language Distance Learning Programs* and *Characteristics of Effective Foreign Language Distance Learning Programs)* may be useful to anyone responsible for selecting and implementing distance learning programs.

* *The need for distance learning*

  Distance learning classes should be used only when qualified teachers who are proficient in the target language(s) are not available or when qualified teachers want to enrich their programs. For example, distance learning might be a way to offer foreign language instruction in areas of population sparsity or when there are small numbers of potential students.

* *Involvement of foreign language specialists in program design and implementation* .

  The expertise of the specialist is needed when considering curriculum, methodology, policies, and mandates. For distance learning to be a viable alternative to conventional classroom instruction, it must be consistent with current research and practice which focuses on developing the learner's language proficiency. Proficiency, what the learner can do with the language rather than what he or she knows about it, is the major principle around which today's foreign language teaching and curricula are organized. Distance learning programs must, therefore, provide a mechanism for a major portion of class time to be devoted to meaningful language use and practice and to authentic communication.

* *Qualifications of the distance learning teachers and on-site facilitators*

  The distance learning teacher should be an experienced master teacher with proven proficiency in the target language. The classroom facilitator should participate in appropriate in-service and should have a working knowledge of the target language or should be committed to learning the language.

* *Appropriate use of technology*

  It is essential that technology be at the service of communication (i.e., acquisition of skills) and not an end in itself. The electronic technology in foreign language distance learning programs should allow for interactive instructional activities (i.e., one-way video and two-way audio or two-way audio-video). Live interaction is essential to quality foreign language teaching and learning.

The National Council of State Supervisors of Foreign Languages (NCSSFL) recognizes the potential of distance learning to overcome obstacles of distance, time, and human and material resources that limit access to foreign language learning opportunities. However, if the purpose of a distance learning program is to teach foreign language, then the program must provide instruction that fosters creative interaction both among and between learners and with a native or near-native speaker of the language. This interaction should occur in a range of contexts likely to be encountered in the target culture. In summary, when school districts choose distance learning programs due to the limited resources as described above, NCSSFL encourages selection of materials and opportunities which are designed to meet the goals of quality foreign language education.

NCSSFL GUIDELINES FOR FOREIGN LANGUAGE DISTANCE LEARNING PROGRAMS

1. Foreign language distance learning programs shall be approved by and under the supervision of the state education agency (instruction and curriculum section) or other program-approval authority.

2. The state education agency foreign language specialist (or designated foreign language educator, if there is no state agency specialist) shall be involved in the approval process.

3. An annual approved application will be required of all elementary schools with mandated foreign language programs and secondary schools that utilize foreign language distance learning programs as part of the course offering for which students may earn high school credits.

4. Application forms must include attachments documenting the need for a foreign language distance learning program.

5. Application forms must include a local education agency plan for use of available resource persons (native speakers and others proficient in the target language and/or knowledgeable of target cultures) and a local education agency plan for involving students in extracurricular foreign language festivals, competitions, cultural events, and other activities.

6. All foreign language distance learning program sources must provide to the state education agency foreign language specialist the following:

   * program schedule
   * program goals and objectives
   * curriculum guide
   * samples of daily lesson plans
   * sample copies of tests, quizzes, instructional games, drill and practice sheets, and other printed materials
   * list of textbooks and supplementary materials to be used by classroom facilitator and students
   * newsletter

7. See list of *Characteristics of Effective Foreign Language Distance Learning Programs* for additional recommended guidelines.

CHARACTERISTICS OF EFFECTIVE FOREIGN LANGUAGE DISTANCE LEARNING PROGRAMS

1. Foreign language distance learning programs offer at least two levels of each foreign language.

2. Foreign language distance learning programs are interactive (two-way audio and video or two-way audio and fax or computer terminal for interactivity) in the foreign language.

3. Foreign language distance learning classes are limited to no more than 10-15 students or interaction with groups of students is with groups of 12 or fewer students.

4. The program offers a variety of instructional activities to include listening, speaking, reading, and writing skills, as well as social and cultural information.

5. The program provides frequent (daily, if possible, but at least 2-3 times each week) oral interactions between each student and an adult proficient in the target language (i.e., a certified foreign language teacher, a native speaker, or other individual with training in interactive teaching/learning techniques).

6. There is immediate feedback on student oral performance. Program source grades and returns student work (tests, assignments, projects, etc.) within 7-10 school days.

7. Program source is extremely well-organized so that classroom facilitators and students are informed of scheduled activities well in advance. A calendar of lesson objectives, test dates, activities, etc., is printed prior to each semester.

8. Text and printed materials correlated with the distance learning class are used for review, drill, practice, and homework to strengthen the concepts being taught.

9. In addition to all program printed materials, program source provides classroom facilitators recent research on foreign language learning and foreign language teaching methodology.

10. Program source directly involves all schools and students by providing a vehicle for networking with each other and with program source.

11. Each distance learning class is formally evaluated each year. Program source provides data on program effectiveness.

12. The distance learning teacher is an experienced master teacher with proven proficiency in the target language.

13. The program source provides in-service training in course organization, classroom management, and technical aspects of the program for classroom facilitators.

14. Each distance learning class has a classroom facilitator who is a certified teacher (preferably in another foreign language or a related field).

15. Classroom facilitators have a working knowledge of the foreign language or are committed to learning the language (with students and/or through college/university classes).

16. School schedule coincides with program schedule.

17. Local education agencies have the facility and permission to tape programs for repetition and reinforcement of instruction.

ISSUES FACING DISTANCE LEARNING:

Although many schools are finding this delivery system for foreign language teaching to be very beneficial, there are some major issues facing the field. These include:

Teacher certification across state boundaries is a problem that can be complex. For example, does the Japanese I language teacher for the ED101 STEP program need to be certified in Alaska? If so, how can he or she become certified? How can we assure that teachers have the skills and proficiency to be language teachers and be able to use this medium well?

Program facilitators are a critical part of the delivery system. Should the facilitators be certified teachers or can any adult school employee be used as the facilitator?

Will school districts utilize this delivery system in the long-run? Presently, many school use the STEP program because they receive funds from the STAR SCHOOLS project or have gotten up-front money from other state grant programs. Will districts allocate general fund resources to continue these programs?

Procedures to accredit distance-learning programs need to be developed and adopted. Small rural schools in Alaska are using STEP language programs to fulfill a accreditation requirements. Can these programs be approved by the Northwest Association for Accreditation of High Schools?

Although the **costs of the programs** may decrease over the next several years because of increased student enrollments, districts must also pick up the costs of programs from general fund money. Will they opt to do so?

Scheduling is also an issue as there are two time zones in the area served by ED 101, STEP programs. Schedules are most often made for the convenience of large groups of students in Washington, Oregon or Idaho or Montana rather than Alaska. Alaskan schools must often attempt "to fit" the live classes into their schedules or use tapes of the broadcasts.

For additional information regarding distance learning in foreign languages, please contact Mike Travis at 465-2970.

ALASKA STATE LEGISLATURE

Representative Georgianna Lincoln

HESS Committee, Co-Chair
Resources Committee, Vice-Chair

Budget Subcommittees
Health and Social Services
Revenue

P.O. Box V
Juneau, Alaska 99811

Phone: (907) 465-3732
FAX: (907) 465-2652

Alatna
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Fort Yukon
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Lime Village
Lower Kalskag
Manley Hot Springs
Marshall
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Minto
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Nikolai
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Pilot Station
Pitkas Point
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Russian Mission
Shageluk
Sleetmute
St. Mary's
Stevens Village
Stony River
Takotna
Tanana
Telida
Tuluksak
Tyonek
Venetie
Wiseman

MEMORANDUM

TO: Gordon Harrison, Director
Legislative Research Agency

FROM: Representative Georgianna Lincoln Rep. Lincoln/pj

DATE: September 20, 1991

RE: Research Request - Languages Taught in Alaska's Schools

I would like to know which foreign languages are being taught in schools in Alaska, at what grade levels they are offered, and if data exists which shows the numbers or percentages of students who enroll in the foreign language classes, preferably broken out by school district. Also, to what extent are elementary schools in Alaska incorporating foreign language instruction as part of their curriculum?

As a parallel issue, I am looking for information about school districts that are making an effort to teach Native language to their students, as a language, as distinguished from bilingual education.

Concerning bilingual education, are there specific, stated goals and objectives of the program and any data that measures outcomes?

If you have questions concerning this request, please call Pat Jackson in my Juneau office, 465-3732.

Thank you.