

ALASKA STATE LEGISLATURE

Senate Education Committee

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SENATE BILL 111

EARLY EDUCATION, READING INTERVENTION, VIRTUAL CONSORTIUM

EXPLANATION OF CHANGES (VERSION W TO VERSION O)

- Section 1: No changes.
- Section 2: A new section to clarify ambiguity around day-in-session requirements for under school age students, which replaces “all other grades” with “grades four through 12” (page 2, line 10).
Note: day-in-session requirements for early education and kindergarten appear in section 20.
- Section 3: No changes from previous section 2.
- Section 4: No changes from previous section 3.
- Section 5: On page 3, related to early reading information for parents, version O inserts “culturally responsive” (line 2) and changed the word “retention” to “progression” (line 5).
- Section 6: A new reverting section to conform to the 2032 repeal of AS 14.30.765.
- Section 7: Added an annual report for the parents-as-teachers program (located on page 4, lines 25-28).
- Section 8: A new reverting section to conform to the 2032 repeal of AS 14.30.760 – 14.30.775, which deletes the reporting requirements for reading intervention and parents as teachers.
- Section 9: No changes from previous section 6.
- Section 10: Amends AS 14.03.080(c), related to access for under school age children, whereas section 7 of version O amended AS 14.03.080(d) and added a new subsection (g). This change allows school districts to determine if a four- or five-year-old student should be placed in an early education or kindergarten program.

- Section 11: New reverting section of the changes in section 10 to align the sunset of all programs.
- Section 12: This section has a 2032 effective date, to bring back the language from the current AS 14.03.080(d) if the provisions revert to current language. (d) is no longer necessary due to the changes in subsection (c).
- Section 13: Subparagraphs (E), (F) and (G) from version W (page 5, lines 11-17) were deleted to conform to the broader local control provided in section 14 of version O. References to “retention” were also replaced with “progression” (version O page 8, lines 3-6).
- Section 14: This section correlates to section 10 of version W, which establishes the early education programs. A few changes were made to AS 14.03.410 as follows:
- (a) was collapsed into a single subsection.
 - A \$3M annual limit to grant funding was added to (b).
 - (c) was changed from specific years of eligibility to a broader grant programs subject to the funding limit added under (b). There is also added language requiring coordination with other early education programs to be eligible.
 - (d) was streamlined by moving the transition language on page 6, lines 19-24 of version W to page 39, lines 22-25 of version O.
 - (e) and (f) have conforming reference changes (page 9, lines 7,8, and 19).
 - In (h), the definition of “early education program” has a format change without changing the meaning (page 9, lines 17-19).
 - No changes were made to AS 14.03.420 (parents-as-teachers).
- Section 15: No changes to previous section 11.
- Section 16: Has conforming changes to account for the new 2032 repeal of AS 14.30.765. This section is the combination of the previous sections 12 and 13 - now that the repeal dates are aligned.
- Section 17: No changes to the previous section 14.
- Section 18: No changes to the previous section 15.
- Section 19: Expands the reverting language on page 16, lines 17-20 to account for the new repeal of AS 14.30.765 (reading intervention services).
- Section 20: Changes were made to the board regulation requirements for quality early education programs under AS 14.07.165(a), including:
- (5)(A) was amended to better describe “federal standards” and delete the reference to AS 14.03.040 (day-in-session requirements) [Page 17, lines 2-5 of version O, page 17, lines 6-9 in version W].
 - (5)(E) was added, which requires the board to develop day-in-session requirements for early education (page 17, lines 24-25).
 - (6) is a new paragraph to clarify day-in-session requirements for kindergarten students (page 17, lines 26-27).
- Section 21: No changes to previous section 18.

- Section 22: A new reverting section to account for the 2032 repeal of AS 14.30.800 (virtual education consortium).
- Section 23: Version O replaced the reference to “the five components of evidenced-based reading instruction identified by the National Reading Panel” with “phonemic awareness, phonics, vocabulary development, reading fluency, oral language skills, and reading comprehension” (page 19, lines 7-8).
- Section 24: No changes to previous section 20.
- Section 25: No changes to previous section 21.
- Section 26: No changes to previous section 22.
- Section 27: The carryforward sections 24 and 25 from version W were collapsed and adjusted so that the allowable balance immediately increases to 25% and allows additional carryforward with approval (page 19, line 30 through page 20, line 2).
- Section 28: Replaces the previous section 26 with a cleaner policy for approving carryforward balances greater than 25% (page 20, lines 9-17).
- Section 29: No changes to previous section 27.
- Section 30: No changes to previous section 28.
- Section 31: Added the \$3M funding increase limit from section 14 (page 21, lines 27-29).
- Section 32: Changes the evidence-based reading instruction requirements for preliminary teaching certificates to match the requirements for regular teaching certificates (page 22, lines 2-7 in version O vs. page 21, lines 22-28 in version W).
- Section 33: New reverting section to ensure consistency in repealing provisions.
- Section 34: No changes to previous section 31.
- Section 35: The reference to evidence-based reading instruction in section 32 of version W was replaced with the words “phonemic awareness, phonics, vocabulary development, reading fluency, oral language skills, and reading comprehension.”
- Section 36: This section correlates to section 33 of version W, related to reading intervention. There are several changes in version O, including:
- AS 14.30.760(a)(4) of version O is new language, which requires data collection based on the source of early education participation (page 24, line 26 through page 25, line 1).
 - AS 14.30.760(b)(5) is added in version O to assure the screenings are culturally responsive (page 25, line 5).
 - AS 14.30.765(a)(10) was added to encourage more parental engagement (page 26, lines 22-24).

- AS 14.30.765(b)(7) was added to ensure the individual reading plans are culturally responsive (page 27, line 12).
- AS 14.30.765(b)(8) was added to encourage more parental engagement (page 27, lines 13-15).
- AS 14.30.765(c)(7) was adjusted for K-2 students to align with the changes in (d) (page 28, lines 3-5).
- AS 14.30.765(c)(10) was added to make mid-year promotion a clear option if a student does not progress (page 28, lines 12-13).
- AS 14.30.765(d) was adjusted to make the process discussing delayed progression for K-2 students clearer (page 28, lines 14-25).
- AS 14.30.765(e) was adjusted to give more local control to fourth grade promotion policies (page 28, lines 26-27 in version O vs. page 27, lines 14-22 in version W).
- AS 14.30.765(f) was adjusted to focus on fourth grade promotion (page 28, line 28 through page 29, line 12).
- AS 14.30.765(h) and (i) shifted responsibilities from the school board to the superintendent (page 29, line 16 and page 30, lines 4-6).
- AS 14.30.765(j) was changed to provide a remedy opportunity if a child is retained without the parent's involvement (page 30, lines 9-20 in version O vs. page 28, line 28 through page 29 line 10 in version W).
- AS 14.30.765(l) in version O is new language to account for the different promotion policies for K-2 students versus third grade and encourages mid-year promotion as a plan (page 31, lines 10-13).
- AS 14.30.765(o) limits district initiated delayed progression to one year (page 31, lines 23-26).
- AS 14.30.770(a)(10) was expanded to require better data tracking over time so that a well-informed decision regarding continuing programs after 2032 can be made (page 33, lines 23-29).
- Throughout AS 14.30.765 and 14.30.770, references to written communication were expanded to include oral notification and references to the components of evidence-based reading instruction were aligned with the definition in AS 14.30.775(2).
- Sections 34 and 35 from version W were deleted.

Section 37: No changes from the previous section 36.

Section 38: Adds a definition of “culturally responsive” (page 38, lines 2-5).

- Section 39: No changes from the previous section 38.
- Section 40: New repeal of AS 14.03.080(d), related to under school age students, to conform to changes in AS 14.03.080(c) made in section 11 (page 38, line 12).
- Section 41: The following were added to the 2032 sunset provision (page 38, lines 13-14):
- AS 14.03.120(h) (K-3 reading report)
 - AS 14.20.020(l) (evidence-based reading instruction training for regular teacher certificates)
 - AS 14.30.760 (reading assessments)
 - AS 14.30.765 (reading intervention services)
 - AS 14.30.775 (reading intervention definitions)
 - AS 14.30.800 (virtual education consortium)
- The sunset on AS 14.30.770 (reading specialists) was moved to 2032.
- The sunset on AS 14.07.165(a)(5) was removed.
- Section 42: No changes to the previous section 40.
- Section 43: No changes to the previous section 41.
- Section 44: No changes to the previous section 42.
- Section 45: A new reporting requirement due the year before the programs sunset so that a future legislature can determine if the sunset provisions should be allowed to take effect (page 39, lines 3-19).
- Section 46: A new subsection (b) was added to the transition section, which moves the language from the previous section 10 (page 6, lines 19-24 of version W).
- Section 47: Aligns the sunset provisions to all occur on June 30, 2032 (page 39, lines 26-31).
- Section 48: Conforming changes from the previous section 47.