

**ALASKA STATE LEGISLATURE
HOUSE EDUCATION STANDING COMMITTEE**

February 2, 2022

8:05 a.m.

MEMBERS PRESENT

Representative Harriet Drummond, Co-Chair
Representative Andi Story, Co-Chair
Representative Grier Hopkins
Representative Mike Prax
Representative Mike Cronk
Representative Ronald Gillham
Representative Tiffany Zulkosky

MEMBERS ABSENT

All members present

COMMITTEE CALENDAR

HOUSE BILL NO. 164

"An Act relating to early education programs provided by school districts; relating to school age eligibility; relating to early education programs; establishing a parents as teachers program; relating to the duties of the Department of Education and Early Development; relating to certification of teachers; establishing a reading intervention program for public school students enrolled in grades kindergarten through three; establishing a reading program in the Department of Education and Early Development; relating to a virtual education consortium; and providing for an effective date."

- HEARD & HELD

HOUSE BILL NO. 229

"An Act relating to the Alaska higher education investment fund; and relating to the Alaska Student Loan Corporation."

- BILL HEARING CANCELED

PREVIOUS COMMITTEE ACTION

BILL: HB 164

SHORT TITLE: EARLY ED PROGRAMS; READING; VIRTUAL ED

SPONSOR(S): REPRESENTATIVE(S) TUCK

04/07/21	(H)	READ THE FIRST TIME - REFERRALS
04/07/21	(H)	EDC, FIN
04/21/21	(H)	EDC AT 8:00 AM DAVIS 106
04/21/21	(H)	<Bill Hearing Canceled>
04/23/21	(H)	EDC AT 8:00 AM DAVIS 106
04/23/21	(H)	Heard & Held
04/23/21	(H)	MINUTE(EDC)
04/26/21	(H)	EDC AT 8:00 AM DAVIS 106
04/26/21	(H)	Heard & Held
04/26/21	(H)	MINUTE(EDC)
04/30/21	(H)	EDC AT 8:00 AM DAVIS 106
04/30/21	(H)	Heard & Held
04/30/21	(H)	MINUTE(EDC)
05/03/21	(H)	EDC AT 8:00 AM DAVIS 106
05/03/21	(H)	Heard & Held
05/03/21	(H)	MINUTE(EDC)
05/05/21	(H)	EDC AT 8:00 AM DAVIS 106
05/05/21	(H)	Heard & Held
05/05/21	(H)	MINUTE(EDC)
05/06/21	(H)	EDC AT 6:30 PM DAVIS 106
05/06/21	(H)	Heard & Held
05/06/21	(H)	MINUTE(EDC)
05/07/21	(H)	EDC AT 8:00 AM DAVIS 106
05/07/21	(H)	Heard & Held
05/07/21	(H)	MINUTE(EDC)
05/08/21	(H)	EDC AT 9:00 AM DAVIS 106
05/08/21	(H)	Heard & Held
05/08/21	(H)	MINUTE(EDC)
05/12/21	(H)	EDC AT 8:00 AM DAVIS 106
05/12/21	(H)	Heard & Held
05/12/21	(H)	MINUTE(EDC)
05/14/21	(H)	EDC AT 8:00 AM DAVIS 106
05/14/21	(H)	Heard & Held
05/14/21	(H)	MINUTE(EDC)
05/17/21	(H)	EDC AT 8:00 AM DAVIS 106
05/17/21	(H)	Heard & Held
05/17/21	(H)	MINUTE(EDC)
05/19/21	(H)	EDC AT 8:00 AM DAVIS 106
05/19/21	(H)	-- MEETING CANCELED --
01/21/22	(H)	EDC AT 8:00 AM DAVIS 106
01/21/22	(H)	<Bill Hearing Canceled>
01/28/22	(H)	EDC AT 8:00 AM DAVIS 106
01/28/22	(H)	Heard & Held
01/28/22	(H)	MINUTE(EDC)
01/31/22	(H)	EDC AT 3:30 PM DAVIS 106
01/31/22	(H)	Heard & Held
01/31/22	(H)	MINUTE(EDC)

02/02/22

(H)

EDC AT 8:00 AM DAVIS 106

WITNESS REGISTER

SUSAN MCKENZIE, Director
Innovation and Education Excellence
Department of Education and Early Development
Anchorage, Alaska

POSITION STATEMENT: Spoke during the hearing on HB 164.

DEBORAH RIDDLE, Operations Manager
Innovation and Education Excellence
Department of Education and Early Development
Juneau, Alaska

POSITION STATEMENT: Responded to questions during the hearing on HB 164.

LÖKI TOBIN, Staff
Senator Tom Begich
Alaska State Legislature
Juneau, Alaska

POSITION STATEMENT: Provided information during the hearing on HB 164.

MIKE MASON, Staff
Representative Chris Tuck
Alaska State Legislature
Juneau, Alaska

POSITION STATEMENT: Answered questions during the hearing on HB 164 on behalf of Representative Tuck, prime sponsor.

HANS CHESTER, K/1 Tlingit Language Teacher
Tlingit Culture Language and Literacy Program
Harborview Elementary
Juneau, Alaska

POSITION STATEMENT: Provided invited testimony during the hearing on HB 164.

ACTION NARRATIVE

[8:05:54 AM](#)

CO-CHAIR ANDI STORY called the House Education Standing Committee meeting to order at 8:05 a.m. Representatives Hopkins, Prax, Cronk, Gillham, Drummond, and Story were present at the call to order. Representative Zulkosky arrived as the meeting was in progress.

HB 164-EARLY ED PROGRAMS; READING; VIRTUAL ED

8:06:52 AM

CO-CHAIR STORY announced that the only order of business would be HOUSE BILL NO. 164, "An Act relating to early education programs provided by school districts; relating to school age eligibility; relating to early education programs; establishing a parents as teachers program; relating to the duties of the Department of Education and Early Development; relating to certification of teachers; establishing a reading intervention program for public school students enrolled in grades kindergarten through three; establishing a reading program in the Department of Education and Early Development; relating to a virtual education consortium; and providing for an effective date." [Before the committee was the proposed committee substitute (CS) for HB 164, Version 32-LS0731\G, Klein, 6/18/21 ("Version G") adopted as a working document on 1/31/22.]

8:09:19 AM

REPRESENTATIVE HOPKINS moved to adopt Amendment 15 to HB 164, Version G, labeled 32-LS0731\G.19, Klein, 1/21/22, which read as follows:

Page 22, line 30:

Delete "employ and assign"

Insert "provide funding for a school to hire"

Page 24, lines 21 - 23:

Delete all material and insert:

"(1) ensure that a reading specialist is not required to perform functions that divert the reading specialist from the duties assigned to the reading specialist;"

Page 25, line 21:

Delete "The department may"

Insert "A school may use department funding to"

8:09:24 AM

CO-CHAIR DRUMMOND objected for the purpose of discussion.

REPRESENTATIVE HOPKINS spoke to Amendment 15. He opined it is critical for districts to have, at the local level, the ability

to work with their trained specialists to understand what their students need. He said this would be targeted at the lowest performing schools for grades kindergarten through third grade.

[8:11:02 AM](#)

REPRESENTATIVE PRAX said he does not know that it makes sense "to give it back to the school district" when the design was for the state to help the districts.

REPRESENTATIVE HOPKINS responded that Alaska has a system that "targets and builds off of local control," and each district is vastly different. He emphasized the importance of ensuring districts have the support they need. He said Amendment 5 would take the competent individuals who have been trained from the department to the school districts. He talked about the benefit of having staff full-time at schools to build better relationships with students.

[8:13:47 AM](#)

CO-CHAIR STORY asked Ms. McKenzie to speak on the subject and discuss DEED's plans for the reading specialists.

[8:14:15 AM](#)

SUSAN MCKENZIE, Director, Innovation and Education Excellence, Department of Education and Early Development, expressed concern that the oversight, training, and implementation of a reading specialist at the school level would vary depending on the school's need. If DEED was in charge of reading specialists and their training, that would provide a consistent approach in the work those specialists would do.

CO-CHAIR STORY asked how many reading specialists the department plans to employ.

MS. MCKENZIE deferred to Ms. Riddle.

[8:15:50 AM](#)

DEBORAH RIDDLE, Operations Manager, Innovation and Education Excellence, Department of Education and Early Development, noted that the number of reading specialists, shown in the fiscal note, is five each year through the 2027 school year. In response to follow-up questions from Co-Chair Story, she confirmed the specialists would go to the lowest performing

schools, starting with 10-20 specialists and then building to capacity.

[8:19:17 AM](#)

CO-CHAIR DRUMMOND asked the two representatives from DEED whether they were aware of the reading specialist program at the University of Alaska Southeast (UAS) and had considered working with UAS in the training of specialists.

MS. MCKENZIE responded that she is familiar with the program at the University of Alaska Fairbanks (UAF) but not as familiar with the program at UAS. She said DEED is committed to working with the university systems "to secure a reading specialist endorsement and the training that is needed for that program."

CO-CHAIR STORY invited Ms. Tobin and Mr. Mason to add to the discussion.

[8:20:59 AM](#)

LÖKI TOBIN, Staff, Senator Tom Begich, Alaska State Legislature, noted that the reading program is addressed on page 22 of Version G. She noted that the decision in Moore v. State of Alaska, [filed in 2004], was that it is the responsibility of the Alaska State Legislature to support education, and in doing so it must support the Department of Education and Early Development. She said reading specialists would be hired and trained by the department, and DEED will pay their airfare and accommodations; none of that burden will be placed on the districts, which will receive additional capacity.

[8:22:29 AM](#)

MIKE MASON, Staff, Representative Chris Tuck, Alaska State Legislature, on behalf of Representative Tuck, prime sponsor of HB 164, added that it is a policy call whether "the support comes from DEED" or "goes to the school district directly." He added, "A good argument has just been made as to why you might want that capacity within DEED."

[8:22:50 AM](#)

REPRESENTATIVE CRONK stated that his support of HB 164 before changes were made was in regard to accountability - "allowing DEED to step in and have control to help fix this situation."

He opined that Amendment 15 would take the accountability away from DEED; therefore, he said he opposes it.

[8:23:47 AM](#)

REPRESENTATIVE HOPKINS asked the two representatives from DEED whether DEED currently has reading specialists available or would be able "to Hoover up" specialists to "implement into this."

MS. MCKENZIE answered that she is a reading specialist; DEED is currently in the process of hiring long-term, nonpermanent reading specialists to support reading initiatives; and DEED has access to reading experts through a partnership with "Region 16 Comp Center."

[8:24:05 AM](#)

REPRESENTATIVE HOPKINS summarized that DEED has Ms. McKenzie, whom he surmised would need to stay at the department to do her work, and "the ones that we're training." He said one concern is capacity. He said he would like to see more specialists employed. He remarked on the issue of retention. He explained his concern is that a system is being put in place that will "fail right off the bat." He said he hopes the initial five specialists will be successful.

[8:26:11 AM](#)

REPRESENTATIVE HOPKINS [moved to withdraw his motion to adopt] Amendment 15. [No objection was stated, and Amendment 15 was treated as withdrawn.]

[8:26:59 AM](#)

ADJOURNMENT

CO-CHAIR STORY announced the House Education Standing Committee was recessed until 3:30 p.m.

[3:35:01 PM](#)

CO-CHAIR STORY called the House Education Standing Committee back to order at 3:35 p.m. Present at the call back to order were Representatives Hopkins, Prax, Cronk, Gillham, Zulkosky, Drummond, and Story.

HB 164-EARLY ED PROGRAMS; READING; VIRTUAL ED

3:35:55 PM

CO-CHAIR STORY announced that the final order of business would be the continuation of the hearing on HOUSE BILL NO. 164, "An Act relating to early education programs provided by school districts; relating to school age eligibility; relating to early education programs; establishing a parents as teachers program; relating to the duties of the Department of Education and Early Development; relating to certification of teachers; establishing a reading intervention program for public school students enrolled in grades kindergarten through three; establishing a reading program in the Department of Education and Early Development; relating to a virtual education consortium; and providing for an effective date." [Before the committee was the proposed committee substitute (CS) for HB 164, Version 32-LS0731\G, Klein, 6/18/21 ("Version G") adopted as a working document on 1/31/22.]

CO-CHAIR STORY announced that the committee would hear from Mr. Chester, whom she had invited to speak on his work in the program, regarding reading and cultural relevancy.

3:37:03 PM

HANS CHESTER, K/1 Tlingit Language Teacher, Tlingit Culture Language and Literacy Program, Harborview Elementary, said several sections of the proposed legislation stood out to him. First was the idea of teaching "the Big 5" of reading throughout the state. Another part that stood out was having parents involved in the whole process. He drew attention to Section 4 and noted that those working in the TCLL program are able to work with an aural language foundation and tie that into reading. The program has had an influx of students from "the language nest," which is a pre-school program run by the Tlingit and Haida tribes. He emphasized the importance of children coming in to the program with those skills.

MR. CHESTER turned next to Section 5, and he said that "the alignment of terminology would bring a lot of continuity into what teachers are doing," which he said he likes. He said, "The statewide program can really facilitate the community that it takes to engage our learners in reading." He mentioned the Baby Raven Reads program through the Sealaska Heritage Institute.

MR. CHESTER noted that Section 13 addresses establishing high quality programs for four- and five-year-olds, which he said is important in meeting the literacy needs of incoming kindergarteners. He questioned how that would happen, whether it would be led by individual communities or the state. To Section 15, which he said addresses "the big 5" of reading, said having the state establish standards for teachers "would be huge," because some smaller or remote communities don't have the same opportunities. He added that he wonders how that would "pan out" considering the limited time for professional development throughout the year. He said teachers in the TCLL program have been afforded some time by the districts to work within the curriculum to be adopted by the school board; however, "it's just a little snippet of time."

MR. CHESTER said he thinks it is crucial for teachers to be made aware of the culture of the place they are teaching and the people from that place. He talked about a Cultural Lens course two years ago, during COVID-19 pandemic lockdown. He said he was raised with Tlingit culture, and when he took the course, he had "aha" moments with ideas of how to "incorporate more of who we are into what we do." He said he knows many teachers in Juneau who wish they had that opportunity; therefore, seeing this provision in the proposed legislation is promising.

[3:46:19 PM](#)

MR. CHESTER, in response to a request from Co-Chair Story, gave examples of how he makes reading culturally relevant through teaching in English and Tlingit, using various tools in literacy instruction. He talked about the connection between language and land, and about the act of berry picking and sharing with elders.

[3:49:34 PM](#)

MR. CHESTER, in response to a question from Representative Zulkosky, talked about the history of the TCLL program and the support for it. He shared that the program began 21 years ago and was intended to be an immersion program; the program has undergone some adjustments and is still evolving. The need for the program was to address a study that found that "students that come from our backgrounds aren't as successful as other students." The program has been funded through different grants; currently it is funded by the school district. There are three Tlingit teachers, one in each of three classes: Kindergarten-first grade; second-third grade; and fourth-fifth

grade. There are two "grandmas" available to work in the classrooms. He said the program has a strong foundation of singing and dancing.

[3:53:30 PM](#)

MR. CHESTER, in response to a follow-up question from Representative Zulkosky about culturally relevant student assessment, said currently the program uses benchmark tools of the Western system but using the Tlingit language. He added, "A lot of our content that we use to teach is place-based and culturally relevant to Tlingits."

[3:56:21 PM](#)

MR. CHESTER, in response to Representative Hopkins, said not all assessments are easily translated. He offered further comment about his development of the program's learning process, which mimics "the core phonics screener" used to teach English, and he said there is a great difference between English and Tlingit. In response to follow-up questions, he confirmed that Tlingit world views are incorporated into the teaching. Students are taught singing and dancing, especially now in preparation for performing at Celebration 2022 [a biennial event held in Juneau, Alaska]. He gave an example of how the subject of herring can be used to teach about the distribution of resources during social studies and the life cycle of herring during science. Concepts such as telling time, counting money, and using a calendar are taught in English and Tlingit, he noted.

MR. CHESTER, in response to Representative Hopkins, shared that as a college student, anything that could have helped tie him to who he is would have been beneficial. He emphasized that the science of reading is crucial for students' success, and having the culturally relevant materials with which to teach is beneficial to students. In response to a further query about the feasibility of the program's model to be used with other cultures in Alaska, said he is reluctant to speak for the other cultures. Notwithstanding that, he added that it takes time, experience, resources, and a team of people - whether 2 or 10 - to make it happen. He emphasized how helpful it is to have "professional development surrounding this."

[4:05:37 PM](#)

MR. CHESTER, in response to Representative Gillham, listed "the Big 5" of literacy as being: phonemic awareness, phonics, fluency, comprehension, and vocabulary.

[4:07:18 PM](#)

CO-CHAIR DRUMMOND offered details about HB 164 to Mr. Chester based on his opening remarks. She talked about making pilot programs available to as many students as possible. She said HB 164 would require professional development and give teachers years to acquire the skills.

MR. CHESTER, in response to a question from Co-Chair Drummond regarding program participation, answered that space in the TCLL program is given by lottery; anyone can apply. He said when there is an opening, a student is placed into the classroom. He stated that many considerations are made "when that choice is made" to "have a balance" and "be equitable." He indicated that a point system is used. He said currently the TCLL program comprises only three classrooms, and he called it "a school within a school." He said TCLL's goal is to become a standalone school, and the hope is that that can happen with the help of a grant for which the Alaska Heritage Institute is applying. To a follow-up question, he said the program, although not completely immersion, spends a good [quantity] of the day using the Tlingit language. He confirmed that both English and Tlingit is taught. In response to a follow-up question from Co-Chair Drummond, he confirmed that the big five literacy concepts are used by all teachers in the school, not just those teachers within the TCLL program.

[4:13:25 PM](#)

MR. CHESTER responded to questions from Representative Cronk. He said in communities where there are few Native language speakers, it is up to the community to decide what to do [to teach the language]. He suggested going to the resources of an Alaska Native language center or contacting professors of languages, who might have contacts from people who speak the languages, to find out if there may be a way to involve those language speakers. He also recommended incorporating any available reading materials in those languages into the classroom. Another idea would be if the textbook were to address farms and farm animals, then the lesson could be about the Native people going hunting. He stated, "Regardless of whether or not someone can speak the language, there are students who connect with the culture on a cellular level, on a

level that maybe can't even be measured." He expressed feeling loss as a child, feeling like the [Tlingit] language was dead, and his journey of learning the language did not begin until college, when a course was initiated.

MR. CHESTER spoke about getting copies of an Athabascan dictionary for his children.

4:19:02 PM

MR. CHESTER, in response to questions from Representative Prax, spoke about a program through Tlingit and Haida that works with children in pre-school to teach them Tlingit. He also noted that when a vacancy becomes available in the older grades, the families that tend to submit applications are those where the child has been raised in an awareness of his/her culture. He clarified that having a background of cultural awareness is not a prerequisite for program participation. He reiterated that a point system is used in conjunction with the lottery; a child "with previous experience or exposure" would be given a point.

4:22:50 PM

MR. CHESTER, in response to a question from Representative Zulkosky regarding teacher turnover and continuity within the program, said his sister has taught the longest, at 12 years. Those who started before the current staff were passionate about the Tlingit culture. There has been turnover. He pointed out that there have been non-Native teachers in the program, and he said that is important to have the participation of non-Native teachers in supporting this movement. He said he thinks everyone who has been involved in the program "has put their heart and soul into everything that has been done, providing rich experiences for students." The early goal was to create an environment of success for students in literacy, both in English and Tlingit.

MR. CHESTER, in response to a follow-up question regarding the preparation of non-Native teachers to teach in the TCLL program, suggested the interview process bring up topics to ensure awareness that it is a Tlingit language program that uses culturally responsive curriculum and place-based learning. He offered his understanding that training is not provided for TCLL teachers; the teachers undergo training from the Juneau School District. He emphasized the importance of having the trust and confidence from the administrators and the ability to continue doing the work of TCLL. He mentioned a dual language system

training in New Mexico, made possible by a former three-year grant, and he indicated that the best of that system was incorporated into TCLL's program.

[4:31:23 PM](#)

MR. CHESTER, in response to a question from Representative Zulkosky about ensuring the preparation of teachers statewide to teach in culturally diverse environments, said he thinks that is crucial. He said he hopes the state would make it a criteria of getting a [teaching] job. He spoke of meeting the challenge when guidelines and expectations are in place.

[4:33:17 PM](#)

CO-CHAIR STORY asked Mr. Chester for his response to the provision under HB 164 to make individual learning plans for those students not reading at grade level, with notification to parents due within 15 days and intervention provided within 30 days.

MR. CHESTER responded that that provision makes him anxious, because that would be a daunting task as there are many students not reading at grade level. He spoke about the current response to intervention (RTI), a three-tiered process, and basing response off of data to meet the needs of the student. He said there is "what I need" (WIN) time where students are split into groups, each group with a teacher. He said that for students not in special education, there needs to be a system that is feasible and does not put a strain on teachers. He questioned how feasible this provision would be in small communities where "they don't have such a large team." That said, he acknowledged the importance of having a system for students who are lacking necessary skills and strategy in reading.

[4:37:50 PM](#)

REPRESENTATIVE GILLHAM requested Mr. Chester's contact information in order to contact him for more questions following the meeting.

[4:38:48 PM](#)

CO-CHAIR STORY said the committee would entertain amendments. She said there were five amendments to address. She noted that one of them was Amendment 16, which she [had planned to offer but would not be moving for adoption at present].

[4:39:36 PM](#)

The committee took an at-ease from 4:39 p.m. to 4:40 p.m.

[4:40:10 PM](#)

REPRESENTATIVE ZULKOSKY expressed that without having the "additional testimony available to ask questions" she had anticipated, she did not want to move Amendment 17 [in the committee packet] at this time.

CO-CHAIR STORY indicated Amendment 17 [would not be moved for adoption at present].

[4:40:56 PM](#)

REPRESENTATIVE HOPKINS moved to take Amendment 4 off the table. [Amendment 4 was moved and tabled on 1/31/22.] There being no objection, Amendment 4 was back before the committee. Amendment 4 read as follows:

Page 4, line 14:

Delete "**four**"

Insert "**three**"

Page 7, lines 4 - 6:

Delete all material and insert:

"(3) "early education program" means a program, the primary function of which is educational, for children ages three through five years."

Page 9, line 7:

Delete "**four and five years of age**"

Insert "**ages three through five years**"

Page 11, lines 19 - 20:

Delete "**four and five years of age**"

Insert "**ages three through five years**"

Page 12, line 5:

Delete "**four and five years of age**"

Insert "**ages three through five years**"

Page 12, line 13:

Delete "**four and five years of age**"

Insert "**ages three through five years**"

Page 13, lines 15 - 16:

Delete "four and five years of age"
Insert "ages three through five years"

Page 13, lines 18 - 19:

Delete "four and five years of age"
Insert "ages three through five years"

REPRESENTATIVE HOPKINS recollected, "I did not move amendment 4, before, we simply tabled it, so I also will not be offering amendment 4 at this time."

CO-CHAIR STORY asked, "Are you withdrawing it?"

REPRESENTATIVE HOPKINS offered that since he recollected he had not moved Amendment 4, there was no need to move to withdraw it.

CO-CHAIR STORY stated that Amendment 4 was withdrawn.

CO-CHAIR DRUMMOND and REPRESENTATIVE HOPKINS offered their understanding that it need not be withdrawn if never moved.

[Amendment 4 had been moved on 1/31/22. Going forward, Amendment 4 was treated as withdrawn.]

[4:41:50 PM](#)

REPRESENTATIVE ZULKOSKY moved to adopt Amendment 5 to HB 165, Version G, labeled 32-LS0731\G.7, Klein, 1/19/22, which read as follows:

Page 29, following line 10:

Insert a new bill section to read:

"* **Sec. 29.** The uncodified law of the State of Alaska is amended by adding a new section to read:

REPORT TO THE LEGISLATURE. The Department of Education and Early Development shall commission a review of research on best practices for improving literacy of indigenous students, and, not later than the thirtieth day of the First Regular Session of the Thirty-Third Alaska State Legislature, the department shall prepare and present to the legislative committees having jurisdiction over education a report on the review of research. The department shall conduct the review jointly with the University of Alaska Native Studies Program, the Alaska Native

Language Preservation and Advisory Council, K-12 indigenous language immersion educators, and other entities selected by the department."

Renumber the following bill sections accordingly.

CO-CHAIR DRUMMOND objected for the purpose of discussion.

REPRESENTATIVE ZULKOSKY requested that DEED talk about its definition of literacy in the framework of HB 164.

[4:43:22 PM](#)

MS. MCKENZIE stated that the definition of "literacy" is broad; it can refer to the science of reading, fluency of oral language, and comprehension of that language.

[4:44:17 PM](#)

REPRESENTATIVE ZULKOSKY moved to adopt Conceptual Amendment 1 to Amendment 5, as follows:

Delete "literacy"
Insert "culturally relevant curriculum instruction and assessment"

Following "indigenous"
Insert "culturally and linguistically diverse"

CO-CHAIR DRUMMOND objected for the purpose of discussion.

REPRESENTATIVE ZULKOSKY spoke to Conceptual Amendment 1 to Amendment 5. She said she is trying to redirect the intention of Amendment 5 so that DEED commissions a review of research ensuring that it is identifying best practices to ensure curriculum instruction and assessment will meet the needs of Alaska Native students and students who are culturally and linguistically diverse.

CO-CHAIR DRUMMOND requested that Representative Zulkosky submit the conceptual amendment in writing.

REPRESENTATIVE ZULKOSKY suggested she could offer a written version on Friday.

CO-CHAIR DRUMMOND said that would work for her.

[4:46:37 PM](#)

REPRESENTATIVE ZULKOSKY moved to table Conceptual Amendment 1 to Amendment 5. [No objection was stated, and it was so ordered.]

[4:46:54 PM](#)

MS. MCKENZIE, in response to Co-Chair Story, said many curriculums are advertised as culturally relevant, and the decisions made on that are done at a local level.

CO-CHAIR STORY stated, "This amendment will be tabled."

[4:48:18 PM](#)

REPRESENTATIVE PRAX suggested the need for a motion.

CO-CHAIR STORY asked for a motion to table.

REPRESENTATIVE ZULKOSKY said she had made the motion to table.

CO-CHAIR STORY asked if there was any objection. [No objection was stated, and the committee treated Amendment 5 as tabled, in addition to have tabled Conceptual Amendment 1 to Amendment 5.]

[4:48:59 PM](#)

REPRESENTATIVE ZULKOSKY brought up Amendment 13 [which had been offered during discussion of a previous bill version in 2021 and tabled on 1/31/22]. She said she was not prepared to offer Amendment 13 at this time.

[4:50:03 PM](#)

The committee took a brief at-ease at 4:50 p.m.

[4:50:37 PM](#)

REPRESENTATIVE PRAX asked whether the science of reading applies regardless of language. He mentioned language that is spoken, not written.

[4:52:24 PM](#)

MS. MCKENZIE mentioned the Alaska Reading Playbook, which is based on reading science and outlines ways connections are made and the relevancy of reading science through other languages.

Regarding languages that are spoken only, reading science still applies; however, "the lack of print for some languages" would need to be taken into account.

[4:53:24 PM](#)

REPRESENTATIVE ZULKOSKY asked whether DEED has Alaska Native language speakers on staff to navigate there not always being a direct translation from a Native language to English.

MS. MCKENZIE answered that the department has Joel Isaacs on staff.

[HB 164 was held over.]

[4:54:46 PM](#)

ADJOURNMENT

There being no further business before the committee, the House Education Standing Committee meeting was adjourned at [4:55] p.m.