

SB

136

SENATE COMMITTEE REPORT
FIRST COMMITTEE OF REFERRAL

DATE: 2/26/93

FURTHER: HES
FINANCE

Date of 5-Day Notice: 1/5/94
(in accordance with Uniform Rule 23)

DATE TURNED
INTO OFFICE: 1/26/94

CRA Committee considered SB 136

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

and recommends:

replace with CS SB 136 (CRA)

same title
 new title
 technical title change
(HB only)

attaches amendment(s)

adopts _____ Letter of Intent

further referral to the _____

do pass

do not pass

no recommendation

individual recommendations

FISCAL NOTE INFORMATION

Department	Date	Zero	Fiscal
Dept. of Educ	1/25/94		#10.1 - #23.4

Department	Date	Zero	Fiscal

Appropriation No Fiscal Note

Governor's Bill with Previous Fiscal Notes (enter information above)

DO PASS

OTHER RECOMMENDATIONS:

Bill Adams
Loren A. Sloman (w/o fiscal note)
Frank J. Zhanoff "Ah-hu'rrh"

Roll EC Roll No Rec
Adrian L. Taylor NO REC

Roll EC Roll

Chair: Signature and Recommendation

FISCAL NOTE

STATE OF ALASKA
1994 LEGISLATIVE SESSION

BILL NO. SB 136

Revision Date: 1/10/94 Dept. Affected: Department of Education
 Title: An act relating to a curriculum for Native language education; and providing for an effective date. BRU: School Finance \ K-12
 Component: Data Management \ Foundation Program
 Sponsor: Senator Lincoln
 Requestor: (S) CRA COMPONENT SERIAL NO. 1,241 \ 141

Expenditures/Revenues (Thousands of Dollars)

OPERATING EXPENDITURES	FY 95	FY 96	FY 97	FY 98	FY 99	FY 00
PERSONAL SERVICES						
TRAVEL	3.6					
CONTRACTUAL	6.5					
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS	213.5	213.5	213.5	213.5	213.5	213.5
MISCELLANEOUS						
TOTAL OPERATING	223.6	213.5	213.5	213.5	213.5	213.5

CAPITAL EXPENDITURES						
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CHANGE IN REVENUES ()						
------------------------	--	--	--	--	--	--

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	223.6	213.5	213.5	213.5	213.5	213.5
1005 GF/Program Receipts						
1006 GF/MHTIA						
Other						
TOTAL	223.6	213.5	213.5	213.5	213.5	213.5

Estimate of any current year (FY94) cost: \$ -0-

POSITIONS

FULL-TIME						
PART-TIME						
TEMPORARY						

ANALYSIS: (Attach a separate page if necessary)
GRANTS: Currently six school districts do not have an approved bilingual plan of service on file with the department. School districts who are required to provide native language education would develop bilingual plans of service. Aleutians East, Peilcan and Valdez would apply for bilingual funding through the foundation program. The department has assumed that these districts will generate one unit each of bilingual funding. This bill would increase the foundation program cost by \$213,500 annually.
 See attached explanation for travel and contractual expenses.

Prepared by: Bob Silverman \ Eddy Jeans Phone: 465-8680 \ 465-2865
 Division: School Finance Date: _____
 Approved by Commissioner: [Signature] Date: 1-11-94
 Agency: Department of Education

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Fiscal Note, SB 136
January 11, 1994
Page 2

A standard reporting format will be developed to meet the reporting requirements of SB 136. This format will specify the information that must be reported and the form in which the information must appear. To develop this format a team of Alaskans will meet over a two day period to review alternatives and reach consensus on a reporting model.

To keep costs at a minimum, travel will be shared with participating districts. The state's share of the costs is \$3,600. The department will pay travel costs for its own staff who will attend this meeting by holding the meeting at a time when staff will be in Anchorage. Contractual resources will be used to obtain the services of a consultant with expertise in bilingual program evaluation.

Costs associated with redesigning and reprinting materials currently used by the department for implementing the Report Card Legislation will be borne by the department by delaying the revision and reprinting of materials until after its planned evaluation cycle.

FISCAL NOTE

STATE OF ALASKA
1994 LEGISLATIVE SESSION

BILL NO. CSSB 136 (CRA)

Revision Date: _____ Dept. Affected: Department of Education
 Title: An act relating to a curriculum for Native BRU: School Finance \ K-12
language education; and providing for an effective date. Component: Data Management \ Foundation Program
 Sponsor: Senator Lincoln
 Requestor: CSSB 136 (CRA) COMPONENT SERIAL NO. 1,241 \ 141

Expenditures/Revenues (Thousands of Dollars)

OPERATING EXPENDITURES	FY 95	FY 96	FY 97	FY 98	FY 99	FY 00
PERSONAL SERVICES						
TRAVEL	3.6					
CONTRACTUAL	6.5					
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS	0 to 213.5	0 to 213.5	0 to 213.5	0 to 213.5	0 to 213.5	0 to 213.5
MISCELLANEOUS						
TOTAL OPERATING	10.1 to 223.6	0 to 213.5	0 to 213.5	0 to 213.5	0 to 213.5	0 to 213.5

CAPITAL EXPENDITURES						
-----------------------------	--	--	--	--	--	--

CHANGE IN REVENUES ()						
-------------------------------	--	--	--	--	--	--

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	10.1 to 223.6	0 to 213.5	0 to 213.5	0 to 213.5	0 to 213.5	0 to 213.5
1005 GF/Program Receipts						
1006 GF/MHTIA						
Other						
TOTAL	10.1 to 223.6	0 to 213.5	0 to 213.5	0 to 213.5	0 to 213.5	0 to 213.5

Estimate of any current year (FY94) cost: \$ -0-

POSITIONS

FULL-TIME						
PART-TIME						
TEMPORARY						

ANALYSIS: (Attach a separate page if necessary)
GRANTS: After the first year's expenses, the Department estimates that the fiscal impact will range from 0 to 213.5 annually. Currently six school districts do not have an approved bilingual plan of service on file with the department. School districts which elect to provide native language education may develop bilingual plans of service. Aleutians East, Pelican and Valdez may apply for bilingual funding through the foundation program. The department has assumed that these districts will generate the minimum amount of one unit each of bilingual funding. See attached explanation for the 10.1 travel and contractual expenses.

Prepared by: Eddy Jeans / Bob Silverman
 Division: School Finance
 Approved by Commissioner: [Signature]
 Agency: Department of Education

Phone: 465-8685 / 465-8680
 Date: 1-25-94
 Date: 1/25/94

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Costs associated with redesigning and reprinting materials currently used by the department for implementing the Report Card Legislation will be borne by the department by delaying the revision and reprinting of materials until after its planned evaluation cycle.

DISTRIBUTION 60

1/13/74

FROM: Mr John

Netzel

HCR 70

Valdez

AK

99536

NONE

NON-CONSTITUENT

BILL#: SB 136 NATIVE LANGUAGE EDUCATION

SUPPORTS

MESSAGE: THE FEDERAL GOVERNMENT "VOICE OF AMERICA" IS SELLING USED SHORT WAVE RADIO BROADCAST EQUIPMENT, CHEAP. YOU COULD SET UP ONE STATION AND REACH ALL NATIVES IN ALASKA AND THE WORLD WITH \$20,000. NATIVES COULD RECEIVE THE VOICE AND LESSONS ON \$30.00 RADIOS, AT SCHOOL, WORK AND HOME AT NO COST.

DISTRIBUTION 07

STATE OF ALASKA

WALTER J. HICKEL, GOVERNOR

DEPARTMENT OF EDUCATION

GOLDBELT PLACE
801 WEST 10TH STREET, SUITE 200
JUNEAU, ALASKA 99801-1694

OFFICE OF THE COMMISSIONER

January 20, 1994

The Honorable Randy Phillips
Alaska State Legislature
Chair, Community and Regional Affairs Committee
State Capitol, Room 103
Juneau, AK 99801

Dear Senator Phillips:

The following information is to follow-up on the staff testimony before the Senate Community and Regional Affairs Committee, January 11, 1994.

I. At the committee hearing, the following question was asked: "What would it cost for a local school district to implement a Native Language Education Program as outlined in SB 136?" In preparing a response to this question, a phone survey was conducted of several school districts who currently offer a Native Language Education Program.

School	Budget	Scope	Sites	Expenditures
Lower Yukon School District	\$500,000	K - 12	11	Salaries, curriculum and staff development, supplies, travel
NW Arctic Borough Schools	\$650,000	Pre-K - 8	12	Salaries, curriculum and staff development, supplies, travel
Kenai Peninsula Borough Schools	\$ 95,000	K - 12	2	Salaries, curriculum and staff development, supplies, travel

The Yukon/Koyukuk School District and the Bering Strait School District estimated that it could cost approximately \$60,000 per school site to implement a Native Language Education Program. The Lower Kuskokwim School District indicated that to conduct an exemplary K-12 program in Toksook Bay it would cost the school district \$203,000.

II. The department estimates that a single high school level language course produced for distance delivery, utilizing the current system and technologies, and offered 4 days per week/ 36 weeks per year, would cost \$230,000. If several districts share this cost, and a large number of students can enroll, this could be quite cost effective. Based on this pricing structure and the number of school-age speakers of Alaska Native languages, we can assume that it would be more cost effective to establish a Yupik course than an Aleut or Gwichin one, for example. Please note that this estimate does not include the development or purchase of materials such as texts, videotapes, audiotapes or computer software. *Attachment A* lists enrollment figures for bilingual education programs among the top 10 language groups in Alaskan schools in FY92.

Currently, several school districts have, or are developing, internal distance delivery capabilities. The North Slope Borough School District has an area wide videoconferencing and computer network. The Distance Delivery Consortium in Bethel is already providing satellite services, using the Star Schools down links. These circumstances may afford districts savings in developing courses. One of the limiting factors is the lack of a statewide network. Not all systems in place are compatible with other systems. To address this issue, the Department of Administration, with the involvement of our staff, is planning a statewide telecommunications network. The implementation of such a network would impact the costs of proposed services and the dissemination of the courses.

Other technologies may also be appropriate for teaching Native languages. CD-ROM, laser disks, hypercard and other computer and multimedia technologies are becoming more commonplace. A 1993 survey of Alaska schools found that 58% of responding schools had one or more CD-ROM players. Such multimedia programs allow students a high degree of interactive learning. The curriculum design and development of such new courses might be an expensive venture, but may be very useful for languages with few speakers in isolated communities.

III. In addition to the regular education support, funding for these Native Language Education programs can come from a variety of sources.

Foundation Program Bilingual Entitlement

Districts with bilingual education programs currently have the option to provide either a **Partial Maintenance** program as defined in bilingual regulation 4 AAC 34.065, and described as choice (1) on *Attachment B* or a **Native Language Other than English as a Second Language Program** also described on *Attachment B* as choice (6). The department believes that exercising either of these two specific options would meet the intent of SB 136. *Attachment C* lists districts which offered these two program options during FY93.

Through the Foundation Formula, the state contributes significant financial support to districts who serve students who are limited English proficient (LEP) and bilingual, both Native and of various national origins. In FY94, the Foundation Program Bilingual Entitlement for serving over 12,000 students was \$19,000,280. *Attachment D* specifies how much districts received in bilingual funds this year.

Indian Education Program Funds

The use of these funds, awarded directly from the federal government to districts, based on the number of Indian and Native students enrolled, can be determined by the local advisory board. Therefore, if a district wanted to establish a language program for its Native students, it could elect to do so. In fact, many districts currently supplement their state-funded bilingual program with Indian Education funds in order to improve its scope and quality.

Competitive Grants

The U.S. Department of Education issues grants to local districts on a limited basis through Title VII for programs called "Two-way Developmental Bilingual Programs." These types of grants would allow for instruction of Native languages. Currently, six districts in Alaska receive Title VII funds, and one district has established a two-way developmental bilingual program. *Attachment E* lists these districts.

Native American Programs Act

U.S. Senator Inouye's "Native Language Bill" was passed in 1992 and authorizes the U.S. Department of Health and Human Services - Administration for Native Americans to establish a grant program to preserve and enhance Alaskan and American Indian Native languages, across the nation. The bill authorized 2 million per year, for four years, without corresponding appropriations. Senator Murkowski's office reports that they are still working on an appropriation bill to fulfill the mandates of the 1992 legislation. If, and when, this money becomes available, Native villages and/or Native corporations may submit grant requests to establish a Native language program in their communities, and work with the local districts to deliver instruction.

Collaborative Agreements

Local school districts may enter into cooperative and collaborative agreements with Native corporations and/or boroughs to provide Native language programs. One such example lies in the North Slope Borough which has a division within its Planning Department called the Inupiat History Language and Culture office (IHLC). The IHLC office publishes materials, maintains a

Letter, Senator Randy Phillips
January 20, 1994
Page 4 of 4

library of oral history tapes and sponsors two major events each year, an Elders' Conference and the Messenger Feast or Kivgiq. The materials, activities and resources of the IHLC are widely integrated into the North Slope School District's Inupiaq language program.

If the Department of Education can provide any further information, please do not hesitate to contact us.

Sincerely,

A handwritten signature in black ink, appearing to read "Jerry Covey".

Jerry Covey
Commissioner

Enclosures

cc: Senate Community and Regional Affairs
Committee Members

Senator Georgianna Lincoln

FY 92
STATE OF ALASKA B/B EDUCATION ENROLLMENTS
TOP 10 LANGUAGES

Attachment A

DISTRICT	TOTAL	Yup'ik	Inupiaq	Spanish	Korean	Pilipino	S. Yupik	Koyukon	Aleut	Gwich'in	Russian	Other
W. Alaska	17	0	0	0	0	17	0	0	0	0	0	0
K. Gateway	102	0	0	4	0	0	0	0	0	0	0	Up. Tanana = 77 Other = 21
Kenai Region	21	0	0	0	0	0	0	0	21	0	0	0
Nelchige	2,925	212	84	777	410	491	6	0	34	0	17	894*
Nome Island	45	0	0	0	0	0	0	0	0	0	0	Tsimshian = 45
Beering Strait	849	156 ^x	400 ^x	0	0	0	293 ⁺	0	0	0	0	0
Bristol Bay	8	5	0	0	0	0	0	0	2	0	0	1
Chugach	9	0	0	0	0	0	0	0	0	0	0	Alutiiq = 7 Chinese = 2
Upper River	10	0	0	0	0	0	0	0	0	0	0	Ahtna = 9 Cheyenne = 1
ordova City	12	0	0	0	0	12	0	0	0	0	0	0
Craig	4	0	0	3	0	0	0	0	0	0	0	1
Delta / Greely	10	0	0	1	3	0	0	0	0	0	0	6
Dillingham	100	93	1	4	0	0	1	0	0	0	0	1
Fairbanks	290	11	38	81	44	15	1	21	2	37	0	40
Selena City	52	0	0	0	0	0	0	52	0	0	0	0
Totenah	51	0	0	0	0	0	0	0	0	0	0	Tlingit = 51
Uyakburg	27	0	0	0	0	0	0	0	0	0	0	Haida = 27

* Anchorage School District
 Samoan = 146 Eskimo = 57
 Japanese 111 Other = 471
 Laotian = 109

DISTRICT	TOTAL	Yupik	Inupiaq	Spanish	Korean	Pilipino	S. Yupik	Koyukon	Aleut	Gwich'in	Russian	Other
Iditarod Area	150	11	3	0	0	0	0	2	0	0	0	134 ^{XX}
Ineau	66	0	0	25	2	24	0	0	0	0	0	15
Lake	35	0	0	0	0	0	0	0	0	0	0	Tlingit = 35
Lishunaniut	170	0	0	0	0	0	0	0	0	0	0	Cup'ik = 170
Kenai Pen. Bor.	409	1	1	13	4	3	0	0	2	0	303	82 ^{XXX}
Ketchikan	43	0	0	1	0	40	0	0	0	0	1	1
Kodiak Is. Bor.	128	0	0	34	5	76	0	0	0	0	0	13
Kuspuk	112	112	0	0	0	0	0	0	0	0	0	0
Lake + Pen.	32	15	0	0	0	0	0	0	0	0	0	Alutiq = 13 Dena'ina = 4
Upper Kuskokwim	1648	1636	0	0	0	0	0	0	0	0	0	7
Upper Yukon	1,154	1,154	0	0	0	0	0	0	0	0	0	0
Nat-Su Bor.	280	77	31	58	6	4	0	0	35	0	19	50
N. E. Edgacumbe	32	19	3	1	0	0	0	2	5	0	0	2
Nenana	19	0	0	0	0	0	0	0	0	0	0	19
Nome Public	75	2	46	0	0	0	20	0	0	0	0	7
N. H. Slope	648	5	604	7	0	25	0	0	0	0	0	2
N.W. Arctic	714	0	714	0	0	0	0	0	0	0	0	0

Iditarod Area

** Deg hitan 98

Upper Kusko = 32

Holkachuk = 41

Inupiat = 18

Kenai Pen. Bor. ***

Sugcestun (Alutiq) = 41

Dena'ina = 27

Other = 14

Bilingual Program Descriptors as per AAC 34.065

Partial Maintenance

(1) a "bilingual/bicultural curriculum" means a program of instruction which makes use of a student's language other than English and cultural factors and maintains and develops the student's skills in that language and culture. Additionally, it introduces, develops and maintains all the necessary English skills for the student to function successfully in English. The language other than English instruction may vary from being in the language arts of the language other than English to being in all discipline areas, with the (appropriate combination of language other than English and English instruction determined by the district in conjunction with the parents of its bilingual students;)

Transitional

(2) a "transitional bilingual/bicultural curriculum" means a program of instruction which makes use of a student's language other than English and cultural factors in instruction only until the student is ready to participate effectively in the English language curriculum of the regular school program. Once this occurs, further instruction in the language other than English is discontinued. Until the student is ready to participate effectively in the English language curriculum of the regular school program instruction in the language arts of the language other than English is provided, and English is taught as a second language;

ESL

(3) an "English-as-a-second language curriculum" means a program of instruction which teaches English as a second language, has culturally relevant material in its curriculum, and provides instruction in other subject matter in English;

HILT

(4) a "high intensity language training curriculum" means a program of instruction which gives a student intensive instruction in English until that student is ready to participate effectively in the English language curriculum of the regular school program, with the student working exclusively on acquisition of English language skills. Following acquisition of those skills, the student is phased into the same curriculum as that provided to the district's nonbilingual students.

Alaska Department of Education
115140IIE

SESCD

(5) a "supplemental English skill and concept development curriculum" means a program of instruction in which the instructional content and methods address the language interference needs of students by appropriately supplementing the curriculum provided to the district's nonbilingual students;

LOESL

(6) a "language other than English as a second language curriculum" means a program of instruction which teaches the student's language other than English as a second language. At the primary level emphasis is on oral language skill development. At the intermediate and secondary levels, language literacy instruction would begin after oral skills are learned. Instruction in other subject matter is conducted in English. At all levels, a special effort is made to maximally incorporate the student's non-English culture into curriculum. (Eff. 1/14/78, Reg. 65)

Authority: AS 14.07.060
AS 14.30.410

SESCDLOESL

Adak
 AK. Gateway
 Annette Island
 Bering Strait
 Bristol Bay
 Copper River
 Cordova
 Delta/Greely
 Dillingham
 Fairbanks
 Galena
 Hoonah
 Hydaburg
 Iditarod
 Juneau
 Kake
 Kashunamiut
 Kenai
 Kodiak
 Kuspuk
 Lake & Peninsula
 Lower Kuskokwim
 Lower Yukon
 Mat-Su

Nenana
 Nome
 North Slope
 Northwest Arctic
 Pribilof
 Sitka
 Southwest Region
 Tanana
 Unalaska
 Yakutat
 Yukon Flats
 Yukon-Koyukuk

AK. Gateway
 Annette Island
 Bering Strait
 Chugach
 Dillingham
 Galena
 Iditarod
 Kashunamiut
 Kenai
 Kuspuk
 Lower Kuskokwim
 Lower Yukon
 Nome
 North Slope
 Northwest Arctic
 Pribilof
 Southwest Region
 Tanana
 Yakutat
 Yukon Flats
 Yupiit

ESL

TRANSITIONAL

PARTIAL
MAINTENANCE

Adak
Anchorage
Craig
Fairbanks
Juneau
Kenai
Ketchikan
Kodiak
Mat-Su
Mt. Edgecumbe
Nenana
Nome
North Slope
Petersburg
Sitka
Southwest Region
Yupiiit

Anchorage
Bering Strait
Chugach
Delta/Greely
Fairbanks
Juneau
Ketchikan
Kodiak
Nome
Sitka
Unalaska

Alleutian Region
Bering Strait
Kenai
Lower Kuskokwim
Mat-Su
North Slope
Northwest Arctic
St. Mary's
Southwest Region
Yupiiit

ALASKA DEPARTMENT OF EDUCATION
 FY94 FOUNDATION PROGRAM ENTITLEMENTS

Attachment D

1/19/94 FILE: BILBIC94.XLS

BIL./ BIC.	AREA DIFF.	Adjusted BIL./ BIC.	FY94 BIL. / BIC. Basic Need	
ADAK	1.00	1.27	1.27	\$77,470
ALASKA GATEWAY	1.00	1.19	1.19	72,590
ALEUTIAN REGION	1.00	1.31	1.31	79,910
ALEUTIANS EAST	0.00	1.31	0.00	0
ANCHORAGE	77.72	1.00	77.72	4,740,920
ANNETTE ISLANDS	1.00	1.03	1.03	62,830
BERING STRAIT	13.98	1.39	19.43	1,185,230
BRISTOL BAY	1.00	1.27	1.27	77,470
CHATHAM	1.00	1.03	1.03	62,830
CHUGACH	1.00	1.14	1.14	69,540
COPPER RIVER	1.00	1.14	1.14	69,540
CORDOVA	1.00	1.11	1.11	67,710
CRAIG	1.00	1.03	1.03	62,830
DELTA/GREELY	1.00	1.16	1.16	70,760
DENALI	0.00	1.23	0.00	0
DILLINGHAM	1.20	1.27	1.52	92,720
FAIRBANKS	5.89	1.04	6.13	373,930
GALENA	1.00	1.30	1.30	79,300
HAINES	0.00	1.05	0.00	0
HOONAH	1.00	1.08	1.08	65,880
HYDABURG	1.00	1.03	1.03	62,830
IDITAROD	1.00	1.33	1.33	81,130
JUNEAU	3.84	1.00	3.84	234,240
KAKE	1.00	1.03	1.03	62,830
KASHUNAMIUT	1.74	1.33	2.31	140,910
KENAI	18.47	1.00	18.47	1,126,670
KETCHIKAN	1.54	1.00	1.54	93,940
KLAWOCK	1.00	1.03	1.03	62,830
KODIAK	5.63	1.09	6.14	374,540
KUSPUK	1.00	1.33	1.33	81,130
LAKE AND PENN.	1.00	1.31	1.31	79,910
LOWER KUSKOKWIM	48.00	1.42	68.16	4,157,760
LOWER YUKON	8.92	1.35	12.04	734,440
MATSU	9.60	1.00	9.60	585,600
NENANA	1.00	1.20	1.20	73,200
NOME	1.00	1.34	1.34	81,740
NORTH SLOPE	8.50	1.45	12.33	752,130
NORTHWEST ARCTIC	4.14	1.45	6.00	366,000
PELICAN	0.00	1.08	0.00	0
PETERSBURG	1.00	1.00	1.00	61,000
PRIBILOF	1.00	1.30	1.30	79,300
SITKA	1.00	1.00	1.00	61,000
SKAGWAY	0.00	1.05	0.00	0
SOUTHEAST	1.00	1.04	1.04	63,440
SOUTHWEST	10.45	1.31	13.69	835,090
ST. MARY'S	1.00	1.30	1.30	79,300
TANANA	1.00	1.30	1.30	79,300
UNALASKA	1.00	1.27	1.27	77,470
VALDEZ	0.00	1.11	0.00	0
WRANGELL	1.00	1.00	1.00	61,000
YAKUTAT	1.00	1.08	1.08	65,880
YUKON FLATS	1.91	1.46	2.79	170,190
YUKON/KOYUKUK	2.08	1.34	2.79	170,190
YUPIIT	7.82	1.41	11.03	672,830
Mt. EDGE CUMBE	1.00	1.00	1.00	61,000
TOTALS	262.43		311.48	\$19,000,280

**STATE OF ALASKA
1993-1994 Title VII Project Directors**

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Juneau, AK 99801-1894
Phone: 465-8961**

**Cecilia Navarrete
Evaluation Assistance Center-West
121 Tjeras NE, Suite 2100
Albuquerque, NM 87102
Phone: 800-247-4269**

**National Clearinghouse for
Bilingual Education
1118 22nd Street, N.W.
Washington, D.C. 20037
Phone: 800-321-NCBE**

Sectional Analysis

SSSB 136

- Sec. 1. Short Title: Native Language Education Act
- Sec. 2. Findings
- Sec. 3. Amends School District Report Card statute to include summary and evaluation of Native language education, if provided by the district.
- Sec. 4(a). Adds a new section to the Educational Programs statute related to Native Language Education.
- A local Native language curriculum advisory board may be established for each school where a majority of the students are Alaska Native.
- Upon recommendation of the local Native language curriculum advisory board, the district may teach Native language in the schools, grades K-12.
- Directs school boards to utilize certified instructors the language, and to the extent possible, instructors and materials available through the University and satellite technologies when Native language education program is implemented.
- 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.
- Sec. 5. Effective date: July 1, 1995.

Amendment to SSSB136

Sec. 4., page 3.

Line 17, change the word "shall" to "may"

Line 21, change the word "shall" to "may"

DIVISION OF LEGAL SERVICES

**LEGISLATIVE AFFAIRS AGENCY
STATE OF ALASKA**

(907) 465-3867 or 465-2450
FAX (907) 465-2029
Mail Stop 3101

130 Seward Street, Suite 409
Juneau, Alaska 99801-2105

MEMORANDUM

January 12, 1994

SUBJECT: Native language education - (CSSB 136(CRA))

TO: Senator Randy Phillips

FROM: Michael F. Ford *M.F. Ford*
Legislative Counsel

The attached draft committee substitute raises two issues that should be resolved before the bill is passed from committee. In sec. 4, the draft now requires a Native language advisory board, and allows the district to establish a Native language education curriculum if recommended by the advisory board. This implies that the district cannot initiate a Native language program without this recommendation. Was this intended? Second, the draft seems to require that the curriculum be provided in all grades K - 12. Was this also intended? It is possible to revise the language to allow the district to initiate a Native language program without the advisory board recommendation and to allow the program in some but not all grades.

Please contact me if you have further questions.

MFF:gc
94-024.glc

Enclosure

8-LS0725K

Ford

1/12/94

CS FOR SENATE BILL NO. 136 (CRA)
IN THE LEGISLATURE OF THE STATE OF ALASKA
EIGHTEENTH LEGISLATURE - SECOND SESSION

BY THE SENATE COMMUNITY AND REGIONAL AFFAIRS COMMITTEE

Offered:
Referred:

Sponsor(s): SENATORS LINCOLN, Ellis

A BILL

FOR AN ACT ENTITLED

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

3 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

4 * Section 1. SHORT TITLE. This Act may be known as the Native Language Education
5 Act.

6 * Sec. 2. FINDINGS. The legislature finds that

7 (1) Alaska's indigenous Native cultures and languages are unique, essential
8 elements of Alaska's heritage;

9 (2) Alaska's indigenous Native languages are an integral part of Alaska Native
10 people's culture and well-being;

11 (3) knowledge of one's indigenous language is important for the development
12 of social skills and self-esteem; it further contributes to the development of the individual, and
13 the ability to communicate;

14 (4) translations from a Native language into English result in the loss of

1 context and deprivation of the full range of social and cultural understanding necessary to
2 function in the individual's environment;

3 (5) when Native children are proficient in their primary indigenous language,
4 they are more likely to do better in school; they also develop a higher degree of proficiency
5 in English;

6 (6) historically, Alaska Native children first learned their Native language in
7 their homes and communities but with the passing of Native elders and with a current
8 generation of parents who are not fluent in their Native language, younger generations are less
9 knowledgeable about their language and culture;

10 (7) the loss of indigenous Native languages dates back to the late 1800's when
11 mainstream American missionaries enforced federal policies that forbade the use of Native
12 languages, punished children for speaking their own language, and urged parents to speak only
13 English to their children;

14 (8) the continuation of "no Native language" policies in federal, territorial, and
15 state school systems between 1910 and 1970 resulted in the loss of many Native languages;

16 (9) the fact that only two of the 20 Alaska Native languages are fluently
17 spoken by children today is an indicator of the impending extinction of Native languages;

18 (10) unless action is taken, by the year 2055 only five of the 20 Alaska Native
19 languages will be spoken by anyone, and soon thereafter the Native languages of Alaska may
20 vanish.

21 * Sec. 3. AS 14.03.120(e) is amended to read:

22 (e) A district shall, by October 31 of each year, provide to the state board, and
23 make available to the public, a report on the performance of each public school and
24 public school students in the district. The report shall [MUST] be entitled "School
25 District Report Card To The Public" and shall [MUST] be prepared on a form
26 prescribed by the department. The report must include

27 (1) the percent of district students in the top and bottom quarter of
28 standardized national achievement examinations; results under this paragraph shall be
29 disclosed in a manner that does not reveal the individual identities of students;

30 (2) the percent of students who are not promoted to the next grade;

31 (3) student, parent, and community member comments on the school's

1 performance;

2 (4) the annual percent change in enrollment and the percent of
3 enrollment change due to student transfers into and out of the district;

4 (5) attendance, retention, and graduation rates;

5 (6) the ways in which meaningful parent involvement in school
6 performance was achieved;

7 (7) a summary and evaluation of the environmental education
8 curriculum described in AS 14.30.380;

9 (8) if Native language education is provided, a summary and
10 evaluation of the curriculum described in AS 14.30.420;

11 (9) other indicators of school performance required by the state board;
12 and

13 (10) [(9)] other indicators of school performance selected by the
14 district.

15 * Sec. 4. AS 14.30 is amended by adding a new section to article 6 to read:

16 Sec. 14.30.420. NATIVE LANGUAGE EDUCATION. (a) A school board
17 in a district in which a majority of the students are Alaska Natives shall establish a
18 local Native language curriculum advisory board for each school in the district in
19 which a majority of the students are Alaska Natives. If the local Native language
20 curriculum advisory board recommends the establishment of a Native language
21 education curriculum for a school, the school board may initiate and conduct a Native
22 language education curriculum within grades K through 12 at that school. The
23 program, if established, must include Native languages traditionally spoken in the
24 community in which the school is located. Each school board conducting a program
25 of Native language education shall implement the program as a part of regular
26 classroom studies and shall utilize

27 (1) instructors who are certified under AS 14.20.020 or 14.20.025; and

28 (2) to the extent possible

29 (A) instructors and instructional materials available through the
30 University of Alaska; and

31 (B) audio-visual, computer and satellite technology.

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(b) In this section,

(1) "district" has the meaning given in AS 14.17.250;

(2) "Native" means a person of one-fourth degree or more Alaskan Indian, Eskimo, or Aleut blood.

* Sec. 5. This Act takes effect July 1, 1995.

8-LS0725J
Ford
1/12/94

**CS FOR SENATE BILL NO. 136 (CRA)
IN THE LEGISLATURE OF THE STATE OF ALASKA
EIGHTEENTH LEGISLATURE - SECOND SESSION**

BY THE SENATE COMMUNITY AND REGIONAL AFFAIRS COMMITTEE

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* Sec. 5. This Act takes effect July 1, 1995.

UNIVERSITY OF ALASKA FAIRBANKS
COLLEGE OF FEDERAL ALASKA
INTERIOR CAMPUS - TOK CENTER

P.O. BOX 464, TOK, ALASKA 99780

(907) 883-5613

Date: <u>1/14/94</u>	
To: <u>Senator Randy Phillips</u>	Fax # <u>465-4979</u>
From: <u>Cristal Wilson</u>	Fax # <u>883-4327</u>
# of Pages (including cover sheet) <u>3</u>	

Message: _____

Written testimony on Jan. 11
amendments to SB 1210.

Alaska State Legislature

Please enter into the record my testimony to the Senate Community and Regional Affairs committee on SB 136, January 14, 1994.

I support senate bill 136 with minor changes. I do not agree with Senator Lincoln's amendments proposed on January 11, 1994 of changing the words "shall" to "may" in lines 23 and 24 on page 2, and line 19-24 on page 3. Some school boards are not in support of Native Language Instruction in the school system. However, in most cases SB 136 can prove to be a motivator for reluctant school boards and/or school districts. I also would like to see lines 16-26 re-worded to state the following:

"Sec. 14.30.420 NATIVE LANGUAGE EDUCATION. (a) 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 for each school in the district in which there are students that are Alaska Natives. The local Native language curriculum advisory board may be separate from the Advisory School Board, but if the community chooses nothing shall prevent an existing local Advisory School Board from being the Native Language Curriculum Advisory Board. The program must include, but need not be limited to Native languages traditionally spoken in the community in which the school is located. Each school board conducting a program of Native language education shall implement the program as a part of regular classroom studies and shall utilize..."

Summary and Concluding Remarks

In summary, I agree that the proposed amendments that Senator Lincoln suggested would "take the teeth" out of the bill! It is a very important bill which will lead the way to a first step in the promotion of the legitimate study of Native languages in Alaskan public schools. I feel it should not be an option for districts or school boards - the removal of Native languages was not an option in public schools in recent history.

Also, there are many schools in Alaska that does not have a majority of Native students in their schools and schools should be required to offer Native language education where there are any student that is an Alaska Native.

I also feel that the Native Language Curriculum Advisory Board that is developed by the school districts should be separate from the Advisory School Boards. The majority of school board members are not familiar with the language and how it should be taught. The curriculum, staff development, and materials development should be done by the Native people themselves with help from school boards. It will not be an effective curriculum if it were to be developed by people who do not understand the culture or the language.

Lastly, I would like to notify the Legislators that there is a new Associate of Applied Science degree (sponsored through UAF) in the teaching of Native languages which is about to graduate its first student in Tok! SB 136, as currently stated and with its necessary budget of approximately \$60,000 to schools currently without Native language programs, would provide the required rationale for a newly created structure to train Native language teachers for the public school system. Legislators should realize that language programs receive little or no support from their districts in terms of funding for training, purchase of materials, staff benefits, or decent pay. We have already seen the retreat of talented dedicated teachers of the language who could not afford to continue developing curricula and materials with little or no district support.

I hope you will consider my words seriously before making your decision on this bill. Our Native language is now in your hands and it is up to you, the legislators, to make a difference in it's survival. Thank you for your time.

Sincerely Yours,

Signed: Crystal D. Wilson, Staff, UAF -Tok Center

Testifier

P.O. Box 707, Tok, Alaska 99780 (907) 883-5613

Address

Phone Number



TANANA CHIEFS CONFERENCE, INC.

Upper Tanana Subregional Office
P. O. Box 126
Tok, Alaska 99780
(907)883-5181

January 10, 1994

Senator Georgianna Lincoln
State Capital Building, Room 510
Juneau, Alaska 99801-1182

Dear Senator Lincoln,

I am writing in support of Senate Bill 136 "An Act relating to a curriculum for Native language education; and providing for an effective date."

For the past twenty years we had the "option" to have local Native languages taught in our schools. Johnson O'Malley (JOM) funding had always been utilized to pay for teaching the Native languages. I feel very strongly that our State Government has a responsibility to assist in saving our languages and to implement funding for this purpose.

As Japanese, Russian, French, and other foreign languages are a part of our schools' curriculum, then isn't it time our Native languages be a part of the curriculum also? Our language is a part of our identity, our culture, and our traditions. We have allowed the slow death of our language by doing nothing all these years. Language is an integrated part of our culture and the loss will have a dramatic and negative effects on our culture - our lives in general.

According to a study done by Alaska Native Language Center, Athabascan languages in Alaska will be extinct by the year 2055. We cannot allow this to happen.

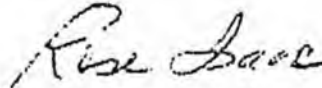
Enclosed is a 16 page testimony I had presented to Alaska Native Commission in July of 1992. Also enclosed is a copy of John O. Isaac presentation to the delegates of Tanana Chiefs Conference, Inc. at their 1991 convention which states how our young generation feel about losing their language.

Post-It™ brand fax transmittal memo 7671		# of pages ▶ 20
To Sen. Georgianna Lincoln	From Rose Isaac	
Co. State Legislator	Co. TCC - TOK	
Dept. Senate	Phone # 883-5181	
Fax # 465-2652	Fax # 883-1114	

I realize that 16 pages are quite lengthy, however I am submitting it as is, to take one paragraph out would change the context of my message.

Thank you in advance for your time.

Sincerely,



Rose Isaac,
Subregional Director

RI:de

cc: Upper Tanana Subregional Village Councils

born and raised in Gulkana, Alaska. I attended Gulkana Elementary --

COMMISSIONER THOMPSON: Angela, I'm sorry. I don't mean to interrupt you, and it's rude, and I understand; but I've had people wave in the back that they can't hear. Maybe if you could switch to that mike, it might be helpful, and --

COMMISSIONER BOYKO: The other -- one microphone -- upper mike.

COMMISSIONER THOMPSON: I'm sorry, Angela. If you're more comfortable, start over if you'd like.

(TESTIMONY OF ANGELA JACKSON ATTACHED AS EXHIBIT #2)

(Applause)

COMMISSIONER THOMPSON: Next, we'd like to welcome Rose Isaac.

MS. ISAAC: Good morning. My name is Rose Isaac; I'm from Tanacross. I also would like to say that I am a member of the Interior Education Council. The Interior Education Council has 13 members, six of them are from the Tanana Chiefs area, rather the whole Tanana Chiefs Region, six from the Policy Advisory Council from the University of Alaska Regional Centers on a statewide level. We also have one elder and one student.

I am honored to be here to give my testimony. Our ancestors, through us and through our children, have

given us a tribal way of life, a tribal way of living, and a tribal way of thinking, which we must and we will continue to teach to all our children. As people from Western culture introduce to, or impose upon, Alaska's tribal people a systems of their ways, Alaska Natives have had to learn the social, economic, political, and technical skills of the non-Native forum as well. Increasingly, competitive job markets; new and useful technologies; and the political, social, and spiritual challenges tribal people face today, require us to learn more skills for our survival than ever before.

Because of the sacred importance of our ancestry, and because of the circumstances of our history, each Native student must learn the lessons and skills of two worlds and two cultures: but are our educational systems teaching us what we need to know to survive as a tribal people in a multi-cultural society? Are our educational systems using appropriate methods of instruction, which are sensitive to how we learn; methods which allow each Native student to access their individual potential? And are our educational systems motivating Native students toward standards of excellence? Academic centers which produce Native graduates, whose skills allow them to compete on equal footing with their non-Native peers?

12-10-1993 02:10PM FROM ALASKA NATIVES COMMISSION TG

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P.04

JW/ss

-51-

These are serious questions which call to task the institutions and individuals of the educational system, who hold substantial power; and through their actions, significantly influence the quality of education for Native students. School districts, school boards, the presidents of post-secondary institutions, Board of Regents, and a State Legislature all make decisions which directly affect what our children will be taught, how they are taught, and what educational standards will be acceptable.

The Alaskan pre-conference participants of the White House Conference on Indian Education strongly voiced recommendations which recognize the fact that no singular institution or a singular individual can be expected to adequately provide the range of services needed to effectively educate and prepare Native students for the realities of today's society. Only through a close partnership between our educational institutions and Native parents, families, tribes, and Native organizations can the real educating^{of} our Native students be accomplished. The recommendations of the pre-conference participants called for the doors of our educational institutions to open widely and allow for Native participation at every level of the educational process.

Local school districts exercise substantial influence relative to move every aspect of our children's education. The number one priority relative to school district personnel issues continues to be the need to incorporate qualified Native people into the staff in the public school at every job level. In Alaska, the Governor's Commissions of Children and Youth in 1988 reported that, and I quote:

"Native children make up a significant proportion of many Native bodies throughout the state; but few, if any, Native teachers, counselors, or staff are hired to provide role and cultural models."

We need more Alaska Native and American Indian teachers. Many Natives do not possess the degrees or certification requirements that these positions require; but they offer the cultural understanding vital for Native young people to succeed in school, and for non-Natives to understand Native cultures.

In 1988, one of the most frequent recommendations heard by the Governor's Interim Commission on Children and Youth from Native youth was the need for more Native teachers, counselors, and other role models. There are many teachers who simply do not fit, are not committed to Native values, and through

their own individual emphasis, knowingly or unknowingly; demean Native students.

Most teachers alienate themselves from the village and Native community and do little more than collect a sizable income. This is not acceptable, it is not cost-effective, and it is not education, and it has a devastating affect on our Native children.

All incoming district personnel should be carefully screened, and only the best should be recruited to serve in our school. School districts should utilize local Native advisory boards to determine what special qualities in teachers, superintendents, principals, and staff are valued by parents and students.

Recruitment efforts should extend nationally to hire educationally -- institutions which have a focus on cross-cultural training of educators. Local Native advisory boards should be actively involved in each viewing and selection of the district staff that will teach our children.

The pre-conference participant recommend that all districts re-exam curricula to promote and incorporate relevancy for Alaska Native students. Basic academic skills must be presented within the environmental and cultural realities of the student. Materials and text must reflect the realities of the

Native student's life around him or her. The school environment must reflect and validate the importance of the Native cultures to motivate students to learn. What is learned must have a high correlation to practical application of the community and world in which they -- we live.

Likewise, school districts are asked by the pre-conference participants to seriously consider the immediate and expanded inclusion of Native elders as invaluable resource persons and partners in the development of curriculum materials for Native students, and their active involvement in implementing the appropriate aspects of the curriculum in a classroom, along with school teachers. Many of our elders will no longer be with us after the next 25 years. When they leave, a large portion of our language and cultures will leave with them. Elders have always played a central roll in educating Native children. What they know, and what they have to teach, belongs in our children's classrooms.

Another recommendation strongly made was that ~~the~~ the school districts support the mandate for Native studies and Native languages to be taught right in our schools. It is imperative that all schools in Alaska integrate Native values, skills development, and

JW/ss

-55-

languages in all subject areas taught. Cultural values and ideas, as well as a need (indiscernible) of thoughts expressing our languages cannot be reserved for isolated special presentation, or as an add-on class. They must be integrated into the curriculum of every course -- math, reading, writing, history, geography, science -- every text course; and they must be taught at all pre-schools, elementary, and secondary levels, using developmentally appropriate practices.

Our teachers and our schools must be geared towards and focus their attention and efforts on our (indiscernible) students. Schools must incorporate mechanisms and provide appropriate staffing to focus their efforts throughout the school day on the needs of our (indiscernible) population of students. Schools must no longer re-victimize our Native students, whose home situations are less than functional, by presenting them with inappropriate curriculums and environments that do not acknowledge their special learning needs or respect their Native values, and expect them to learn. Many of our Native children (indiscernible) come to the classroom from dysfunctional environments, with intense psychological impact, which many times must be addressed, in order that learning can take place. School districts must develop close partnership with state and tribal

agencies, which must provide health and social services, along with tribal courts, which exercise their jurisdiction on child welfare matters under the Indian Child Welfare Act.

Our state educational system must be fundamentally restructured to ensure that all students can meet higher standards. Our schools must focus on results, not just on procedures. There must be powerful incentives for teacher performance and improvement, and real consequences for persistent teacher failure. Gifted; creative, and sensitive teachers must be recruited; and more teachers who reflect our cultural richness must be trained and utilized. Our parents need to have access to training, which allows them to become active partners with the teachers and our schools. For many Native parents who were separated from their families to attend BIA schools, or for the parents of our children today who grew up in dysfunctional families themselves, this access to training is imperative, if they are to fulfill their role in the educational partnership. Teachers and school district staff must work in close partnership with state and ^{tribal} ~~tribal~~ social service agencies to assist parents to become effective partners in their children's education.

School districts should seriously consider utilizing partners from the social service agencies to teach parenting skills as part of their health curriculum, so we can prepare our Native students -- our future parents. The schools must keep their doors open for public access by expanding community school services for parents to use math and reading labs. Schools must change negative attitudes towards parents about not being involved in the education of their children. We need to educate parents about rights and responsibilities, and establish policies locally, so parents can feel and are active partners in education. School boards must set aside their political agendas, must educate themselves to the dynamics of youth address, and must have the courage to accept and support the fundamental changes in our schools that are desperately needed, for student address could come to our classrooms with a need to learn.

To prepare school boards for this complex task, funding must be made available by Department of Education for school board training appropriate for Native villages and urban areas. School board members should be a role model for students by being alcohol and drug free, because students and parents need to see school board members, teachers, administrators, counselors, and any other staff as positive role models.

research programs need to focus on issues which will benefit Native people. The conference participants also suggested the creation of tribal colleges within the state of Alaska.

The UA system must have high standards and expectations for Native students and must emphasize quality academic preparation.

Native students must be encouraged to reach high goals; that is, to become lawyers, statesmen, authors, professors, anything; and receive instruction and academic counseling that prepares them for graduate and post-graduate candidacy. The Board of Regents and president of the university system should work in close partnership with regional profit and nonprofit Native organizations to assure that their institution will provide relevant training and student support services for Alaska's future Native leaders.

I realize I'm going overtime.

COMMISSIONER THOMPSON: May -- if you would, Rose, I'd appreciate it if you might summarize, and then we'd like to hear from Reva as well. Thank you.

MS. ISAAC: Okay. I'll summarize the rest.

COMMISSIONER THOMPSON: Please.

COMMISSIONER BOYKO: We will receive your paper, however, if you wish, gladly; because I think you

have some very good stuff in there that we want to have in full.

MS. ISAAC: Finally, the Statelegislature has an all-encompassing responsibility to ensure that any services that they propose, and any statutes they develop^{ed}~~ment~~, will coordinate with, and provide effective linkage to, the state's educational institutions. All State programs and services must be part of the education partnership: health and social services, public safety programs, economic development projects, and state policies which encourage tribal empowerment and local control all increase the feeling of ownership and participation, which is needed to develop effective partnerships.

These legislators need to hear and respond to the needs of Native people. They must hold accessible hearings on issues that affect Native people in rural areas, so legislators will be educated about rural issues. When appointing individuals to conventions and boards, they must appoint Native people to speak for themselves and for our own needs. Adequate funding for school districts must be provided to ensure quality education is provided in every part of the state. The State Legislature should mandate Native studies and Native languages in our schools. Recently,

Representative Georgianna Lincoln had introduced House Bill 352, which, unfortunately, died in the Senate Finance Committee. Hopefully, she or another legislator will reintroduce a similar bill.

Our language needs to be taught in our schools. (Speaking in Native language.) Tell me, exactly what did I tell you? What did I say? You don't know. I have to sit here and give my testimony to you in your language. Why should I do that? Why does any of us have to do that? Why did I have to come clear to Fairbanks to testify? Why didn't you come to my home town? Why didn't you come to Tok? Why don't you go to Glennallen? Pick a regional central location and go there. Don't give me this excuse of no funding. You were appointed there to listen to me, and my people, and our needs. I challenge you to go out there to the villages. We are very, very much alive; and by God, we are interested in what is happening.

I will not finish the rest of my -- I do have some questions for you. What -- who appointed you, and after you hear our testimony, where are you going to go with it? Are you going to put it in the big book? What did you do with the book?

UNIDENTIFIED SPEAKER: Oh, it's over there.

MS. ISAAC: The Governor had formed a task force committee, and they came up with this big, gigantic book. I'm not sure -- other than people are reading it, and looking at their research -- I'm not sure what's going to happen now. What are we going to do about the educational system that is existing in Alaska today? There is such a high dropout rate. There's such a high suicide rate, especially in our villages. What can we do to put a stop to this? Where are we going to go from here? Are you just going to listen to me, my testimony and other people, write your little whatever, and then what? What's going to happen five years from now? Ten years from now? In 1989, according to this research we have, had such a low, low scores in our schools. The people in those areas, the regional board, need to open their eyes and wake up to the fact of what is happening to our children in our schools. Don't look at the schools -- don't look at the teachers -- I mean, don't look at the students and say:

"The student can't learn."

The student can learn. I know that. So what is happening here? Whose fault is it? I'm willing to sit here and point my finger, not only to the teachers, but to the regional boards as well. The regional boards did

JW/ss

-65-

I realize I've went quite a bit over my time, and I appreciate it; but I will leave you with one final challenge. I'd like to extend an invitation to you to visit the villages, pick a central location; come to Tok. I can make arrangements for people as far away as Copper River to come. Or, if you choose, Glennallen. I'm sure people from my area will go to Glennallen. Thank you.

COMMISSIONER THOMPSON: Thank you, Rose.

(Applause)

COMMISSIONER THOMPSON: We next would like to hear from Reva Shircel, who is with the Tanana Chiefs Education Department. Reva, and we welcome you as well.

MS. SHIRCEL: Thank you. I appreciate -- is it on? Is this a good.....

UNIDENTIFIED VOICE: That one's on. If you want to (indiscernible).

MS. SHIRCEL: I appreciate the opportunity to be here this morning -- or this afternoon, with the members of the Alaska Natives Commission at your Fairbanks hearings. I would like to take the opportunity to share with you just a few of our concerns about some of the issues we face here within the Interior of Alaska. I think you will find that some of our concerns about education may be similar to the concerns of other tribes

2-26-91
John Isaac
TCC Convention Speech
"The Spirit Of The Land"

Good morning; My respects to the Elders, delegates, and to our President, Cathie Ipalook. My name is John Isaac. I am from Tanacross, AK. I am in the eleventh grade and attend Tok High School. I am going to talk about the "Preservation of Our Language, Our Traditions, Our Culture."

Our Elders are passing away now and when they die; they take with them, the greatest treasures of the earth, "The Knowledge of Life." The knowledge that they have attained is with them, and before they die, these treasures must be unleashed and given to us. They must tell us how to survive in the cold, bleak winters, how and when to harvest the food in which Mother Earth has provided for us. They must teach us to make a bow and arrows to go with it, to make a spear, to use them for hunting. They must teach us to sew, for our beadwork is unique in the world. We, the youth, must ask for and accept this knowledge and responsibility so that we may teach it to the future, unborn generation. Now I see natives in my Region learning different languages like Spanish or Russian. When will we get a chance to learn our Athabascan language, culture, and traditions in our school?? I hear all kinds of excuses like "There's no room for a Native Culture-Traditions to be taught" or "There's not

enough money." I am tired of these excuses, money is not the point, if you are truly interested in the preservation of our culture, you would teach the youth whether it's in school or out of school. If there is really no room, put in a request to use the gymnasium or use an unoccupied room after school is out. There are a lot of ways to put Native Teachers in our schools. We just have to sit down to think about them, recognize them, and then use them. Any Elder is qualified, if he/she is willing to teach, let them, and assist them by telling your children and other children the knowledge you have, explain what customs and traditions are, keep telling them over and over.

I, myself cannot speak Athabascan, but I can understand some of it and speak a few minor words. My desire to learn "Our Language, Our Traditions, Our Culture" is very great. I want to hear stories of the past, to learn about my Great, Great Grandfathers, how they lived, when they lived, and to learn what they have learned. But, it is difficult, because the Western World keeps interfering with it's drugs and alcohol. Of my entire generation, not one can speak nor understand our language. Very few can sew and dance in the traditional ways. Most have succumbed to the "Evils of alcohol and drugs," including myself. I have a dream; One day we will not have these problems, no drugs or alcohol. Once again life will ring in our children again.

Well, I have said what I wanted to say, I hope you feel the same way I do about the preservation of our culture, traditions, and language, and I leave you with these final words:

If we do not learn our Culture now, when will we? Never?

If Our Elders do not teach us, who will? After they are gone?

If we do not start in our homes, villages, where?

Thank you, President Cathie Ipalook, Elders and Delegates alike, for listening to what I think, and also for listening to the other Youth Delegates, and please take action on our request. Teach us your language and traditions, we are ready and willing to learn. I would just like to say that I have heard many good things about Cathie Ipalook, our President. I respect her, and wish her the best. And I hope whoever you elect as your new president will carry out whatever she may have started. Thank you!

SB 136 has received strong support from the Alaska Federation of Natives, the White House Conference on Indian Education, the Denakkanaaga Elders Conference, the Tanana Chiefs conference, Bristol Bay Area Health Corporation, and the Association of Village Council Presidents, the Interior Education Council, the Village Participation Conference, the Rural Alaska Community Action Program, and by numerous villages.

SPONSOR SUBSTITUTE FOR SENATE BILL NO. 136
IN THE LEGISLATURE OF THE STATE OF ALASKA
EIGHTEENTH LEGISLATURE - SECOND SESSION

BY SENATORS LINCOLN, Ellis

Introduced:

Referred:

A BILL

FOR AN ACT ENTITLED

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

3 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

4 * Section 1. SHORT TITLE. This Act may be known as the Native Language Education
5 Act.

6 * Sec. 2. FINDINGS. The legislature finds that

7 (1) Alaska's indigenous Native cultures and languages are unique, essential
8 elements of Alaska's heritage;

9 (2) Alaska's indigenous Native languages are an integral part of Alaska Native
10 people's culture and well-being;

11 (3) knowledge of one's indigenous language is important for the development
12 of social skills and self-esteem; it further contributes to the development of the individual, and
13 the ability to communicate;

14 (4) translations from a Native language into English result in the loss of

1 context and deprivation of the full range of social and cultural understanding necessary to
2 function in the individual's environment;

3 (5) when Native children are proficient in their primary indigenous language,
4 they are more likely to do better in school; they also develop a higher degree of proficiency
5 in English;

6 (6) historically, Alaska Native children first learned their Native language in
7 their homes and communities but with the passing of Native elders and with a current
8 generation of parents who are not fluent in their Native language, younger generations are less
9 knowledgeable about their language and culture;

10 (7) the loss of indigenous Native languages dates back to the late 1800's when
11 mainstream American missionaries enforced federal policies that forbade the use of Native
12 languages, punished children for speaking their own language, and urged parents to speak only
13 English to their children;

14 (8) the continuation of "no Native language" policies in federal, territorial, and
15 state school systems between 1910 and 1970 resulted in the loss of many Native languages;

16 (9) the fact that only two of the 20 Alaska Native languages are fluently
17 spoken by children today is an indicator of the impending extinction of Native languages;

18 (10) unless action is taken, by the year 2055 only five of the 20 Alaska Native
19 languages will be spoken by anyone, and soon thereafter the Native languages of Alaska may
20 vanish.

21 * Sec. 3. AS 14.03.120(e) is amended to read:

22 (e) A district shall, by October 31 of each year, provide to the state board, and
23 make available to the public, a report on the performance of each public school and
24 public school students in the district. The report shall [MUST] be entitled "School
25 District Report Card To The Public" and shall [MUST] be prepared on a form
26 prescribed by the department. The report must include

27 (1) the percent of district students in the top and bottom quarter of
28 standardized national achievement examinations; results under this paragraph shall be
29 disclosed in a manner that does not reveal the individual identities of students;

30 (2) the percent of students who are not promoted to the next grade;

31 (3) student, parent, and community member comments on the school's

1 performance;

2 (4) the annual percent change in enrollment and the percent of
3 enrollment change due to student transfers into and out of the district;

4 (5) attendance, retention, and graduation rates;

5 (6) the ways in which meaningful parent involvement in school
6 performance was achieved;

7 (7) a summary and evaluation of the environmental education
8 curriculum described in AS 14.30.380;

9 (8) if Native language education is provided, a summary and
10 evaluation of the curriculum described in AS 14.30.420;

11 (9) other indicators of school performance required by the state board;
12 and

13 (10) [(9)] other indicators of school performance selected by the
14 district.

15 * Sec. 4. AS 14.30 is amended by adding a new section to article 6 to read:

16 Sec 14.30.420. NATIVE LANGUAGE EDUCATION. (a) A school board
17 in a district in which a majority of the students are Alaska Natives shall establish a
18 local Native language curriculum advisory board for each school in the district in
19 which a majority of the students are Alaska Natives. If the local Native language
20 curriculum advisory board recommends the establishment of a Native language
21 education curriculum for a school, the school board shall initiate and conduct a Native
22 language education curriculum for grades K through 12 at that school. The program
23 must include Native languages traditionally spoken in the community in which the
24 school is located. Each school board conducting a program of Native language
25 education shall implement the program as a part of regular classroom studies and shall
26 utilize

27 (1) instructors who are certified under AS 14.20.020 or 14.20.025; and

28 (2) to the extent possible

29 (A) instructors and instructional materials available through the
30 University of Alaska; and

31 (B) audio-visual, computer and satellite technology.

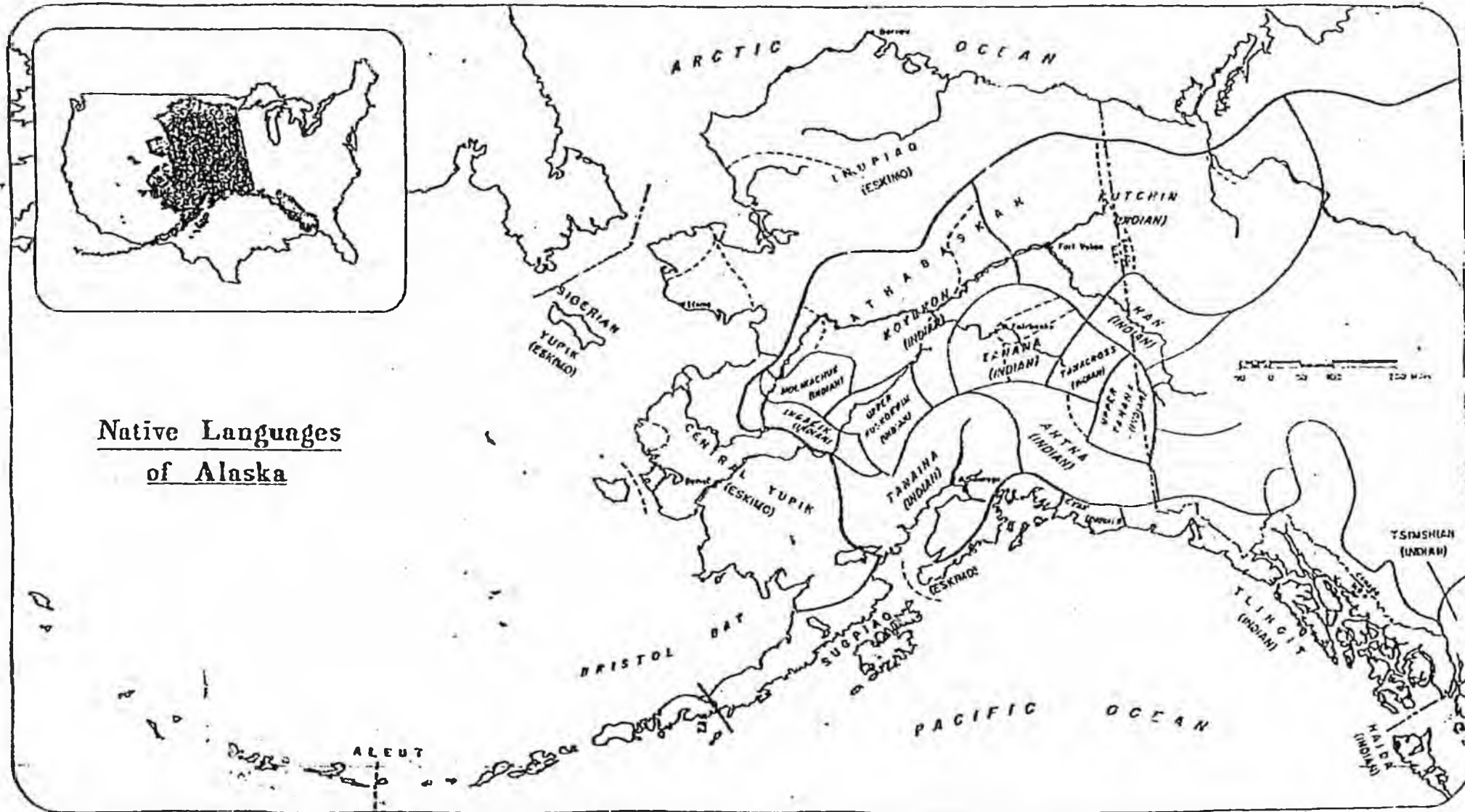
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5

(b) In this section,

(1) "district" has the meaning given in AS 14.17.250;

(2) "Native" means a person of one-fourth degree or more Alaskan Indian, Eskimo, or Aleut blood.

* Sec. 5. This Act takes effect July 1, 1995.



Native Languages
of Alaska

AARCIRTUUN

Qingainanerpeni mer'alleq taanganek,
wall'u taanganek avulegnek,
qingan anglicurlagececugngaat.

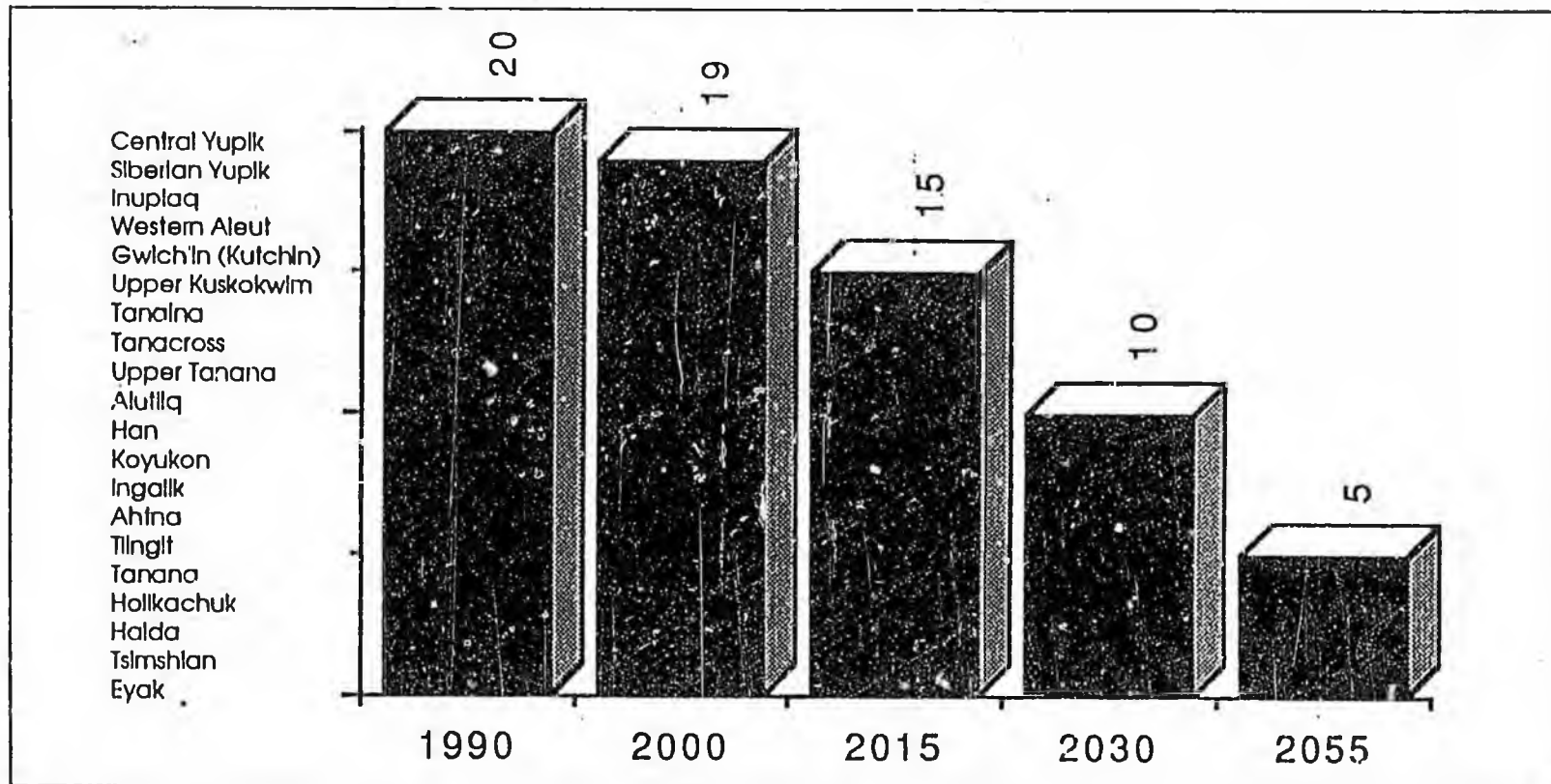
Anglicurlagececitulit merkat makunek ilangqertut:
beer-at, wine-at, wine-coolers-aat, allat-llu taangat.

WARNING

Drinking alcoholic beverages, or anything mixed with alcohol
can make your unborn baby grow (poorly, badly, or the wrong way).
Drinks that make unborn babies grow the wrong way include:
beer, wine, wine coolers, and other alcoholic beverages.

Compliments of Representative Lyman Hoffman
Translation by Oscar Alexie, Yu'pik Language Center
University of Alaska - Kuskokwim Campus

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, Ingallik, 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 probably 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



Date APR 25 1992

Anchorage Daily News

Client No. 0607

House bill supports Native languages

By ROGER F. NYHUS
The Associated Press

JUNEAU — The House on Friday approved legislation designed to preserve Alaska's 20 Native languages by teaching them in rural schools.

The bill would require school boards in districts where a majority of students are Natives to establish Native language curriculum advisory panels.

If a panel recommends a Native language curriculum, the program would have to include languages traditionally spoken in the community where the school is located.

"By year 2055 — which isn't that far down the road — of the 20 Native languages in existence in Alaska today, we will have only five at most that will be living lan-

guages," said sponsoring Rep. Georgianna Lincoln, R-Rampart.

Alaska children traditionally learned their Native language in their homes and communities, but many of today's Native parents are not fluent in the languages.

Only two Native languages — Central Yupik and Siberian Yupik — are spoken fluently by some Alaska children, according to Lincoln's office. But Lincoln said her bill will help stem that trend through language classes.

No Native language classes are taught at the 63 Alaska schools that have a Native-majority enrollment, according to the state Education Department.

House Bill 352 was approved 27-4 and sent it to the Senate.

Last speaker of Salcha tongue dies

The Associated Press

FAIRBANKS — Services are pending for Eva Moffit, an 86-year-old Alaska Native believed to be the last living speaker of Salcha Athabascan.

Moffit died Thursday in Fairbanks of heart disease and diabetes, the family said.

She was a noted beadworker and seamstress whose dialect was preserved on tape recordings — complete with Moffit assuming

the dialect and voices of those she told about.

Michael Krauss, head of the Alaska Native Language Center at the University of Alaska Fairbanks, said Moffit was the last person to know the tongue spoken in the Interior region from Wood River to Healy Lake.

Moffit, who lived in Fairbanks the past 40 years, was born in 1907 at Salchaket. The old village at the mouth of the Salcha River was nearly wiped out by influen-

za in 1918. James Kari, a UAF linguistics professor, says the outbreak left Moffit among the few remaining speakers of the so-called Middle Tanana language.

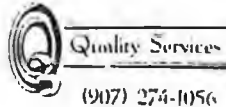
Kari says it's unclear whether the tongue was unique or a dialect. He called her a "wonderful person . . . and interesting source on local history."

Molly Galbreath, a longtime friend, said Moffit regretted that no one learned her language.

Moffit was a member of Toghoththele Native Corp., the Nenana village corporation. Doyon Ltd. recognized Moffit last year as shareholder of the year.

Moffit was preceded in death by nine children. Survivors include daughter, Mary Morris, and son, George Moffit, both of Fairbanks; sisters Cecelia Balch of Salcha and Daisy Blatchford of Seward; and several grandchildren and great-grandchildren.

*McChorage Daily News
7-25-73*



Date FEB 20 1992

Anchorage Daily News

Client No. 0607

Native languages

Schools can be part of solution

Studying Aleut or Tsimshian in school is not the same as speaking Aleut or Tsimshian at home. We have only to look at Latin to know that teaching a language is not the same as keeping a language alive.

But not all Aleuts or Tsimshians still speak their language well enough to pass it on at home. Only two of Alaska's 20 Native languages are still spoken by children. The rest are dying.

That is why Republican Rep. Georgianna Lincoln's Native Language Education Act deserves support. The act would require school districts with majority-Native enrollments to teach the local language if the community wants it taught.

Can schools take the place of parents in preserving a language? No. But if Alaska Natives want to keep their languages from dying, schools can — and should — help.

It is only right that schools try to be part of the solution. After all, if many Natives now find their languages irrelevant, schools bear a good share of the blame. They taught previous generations of Natives *not* to speak their own language.

But the education bill could backfire if schools force language instruction on Natives, like outsiders forced English on them in the past. So Rep. Lincoln's bill rightly leaves the decision to the villages. It requires districts to set up language curriculum advisory boards to decide whether the local language should be taught.

Self-determination gives villagers a stake in the language program. It discourages the temptation to turn responsibility entirely over to schools. Enthusiasm at the local level is the most hopeful sign that — given enough support — Alaska's rich languages may yet survive.

Rep. Lincoln's bill is no panacea. Anyone who's taken French or Spanish in school knows the result is not always fluency. But, like a federal bill being shepherded by Sen. Frank Murkowski (which could provide welcome funding), the Native Language Education Act would do more than teach a language. It would send a message that Native languages are worth saving.

Date FEB 18 1992

Anchorage Daily News

Client No. 6607

Vanishing languages gain allies

House bill would fund teaching Native tongues

By RALPH THOMAS
Daily News reporter

JUNEAU — Dozens of schools in rural Alaska might be required to teach Native languages under a proposal that has gained strong support in the state legislature.

Supporters say House Bill 352 — also known as the Native Language Education Act — will help keep the state's 20 Native languages from vanishing forever. But others fear the plan will be too expensive, and



Lincoln

some question whether it is government's responsibility to revive dying languages.

"I think it's probably the key element to getting our languages back in our villages," Rep. Georgianna Lincoln, R-Rampart and the bill's prime sponsor, said Monday.

Lincoln's bill was introduced just before the end of last year's session, and last week it reached the House Finance Committee, the last major step before going to the House floor.

The bill would require school districts in which a majority of students are Natives to set up language curriculum advisory boards. If the advisory boards find that local Native languages should be taught, the school districts would be required to teach those languages at all grade levels.

Eleven other House members have signed on as co-sponsors, and Lincoln said Sen. Lyman Hoffman, D-Bethel, has promised to introduce a companion bill in the Senate. Hoffman could not be reached for comment Monday.

But Lincoln's proposal is likely to meet some resistance.

"Should we be teaching Norwegian to all of the Norwegians in Petersburg?" said Republican House Minority Leader Robin Taylor of Wrangell. "Who is responsible for keeping a language alive? Isn't it the people who speak it?"

Sixty-three schools in Alaska that have a Native-majority enrollment offer no Native language classes, according to the state Department of Education.

The department has estimated Lincoln's proposal would cost the state less than \$23,000 annually, but could cost local school districts nearly \$3.8 million each year.

Taylor and other members of the House

Please see Page B-3, **SCHOOLS**

SCHOOLS: Bill would preserve Native languages

Continued from Page B-1

minority say the state is facing a severe budget crisis and should not increase the number of government-funded programs.

"Other people want to keep adding more whistles and bells to the train," Taylor said. "I'm concerned the train might not even run."

Leland Dishman, superintendent of the Yupiit School District in Southwest, said the district's school board supports Lincoln's bill but is concerned about who will pay the tab.

"They (legislators) can have the baby," Dishman said Monday, "but I sure hope they help with the rearing of it."

The original version of Lincoln's bill would have simply required schools with

Native-majority enrollments to teach the local Native languages. But she added the advisory board provision when critics complained the state shouldn't mandate a program unless it was willing to pay the costs.

"The local school districts still have an option," Lincoln said. "I don't think it is fair to impose further mandates on the school districts."

Lincoln added, however, that the federal government would likely cover most of the costs of her proposal.

For example, she said, the U.S. Senate has passed a measure that would give Alaska \$2.5 million per year during the next five years to preserve Native languages. The bill's sponsor, Alaska Republican Frank Murkowski, is optimistic it will pass

the House and get White House approval, according to Lincoln.

No one in Murkowski's Anchorage or Washington, D.C., offices could be reached late Monday.

Only two Alaska Native languages are still spoken fluently by school children, according to Lincoln's bill.

"Unless action is taken by the year 2055 only five of the 20 Alaska Native languages will be spoken by anyone, and soon thereafter the Native languages of Alaska may vanish," the bill says.

In drafting her bill, Lincoln relied heavily on research done by the Alaska Native Language Center at the University of Alaska Fairbanks.

Michael Krauss, a profes-

sor at the language center, has compared the plight of Native languages to that of animal species facing extinction. But the animals are getting much more attention, Krauss says.

"Surely, just as the extinction of any animal species diminishes our world, so does the extinction of any language," Krauss wrote last year in a paper about "endangered languages."

Lincoln said one of her aunts in Rampart is the only person there who can still speak the village's native language.

"For her to sit there and not have anyone to speak with in our native tongue, it is the saddest thing," Lincoln said. "That's just one village; we have many that are like that."

Date: 3-30-1993

Bank rewrites brochures

The Associated Press

JUNEAU — When Key Bank of Alaska translated its slogan, "America's neighborhood bank," into Siberian Yupik, it got a mouthful: Amaarikam Qantaaghanlengugh-melnguom Bank-anga.

That language, spoken by Eskimos on St. Lawrence Island in the Bering Sea, has no word for "neighborhood." So translators used "The bank that is near to our village" as a rough approximation.

Actually, the bank branch nearest to the island is about 700 miles away in Fairbanks.

But to expand its market to the remotest of Alaska villages, the bank has begun distributing brochures and cassette tapes on

how to apply for a loan in five Native languages: Siberian Yupik, Central Yup'ik, Aleut, Gwich'in and Inupiaq.

"We hope it opens up some new business for us, and for the rural Natives," bank President Michael Burns said.

The Anchorage-based bank has branches in 14 Alaska communities.

Cathi Lucero of Velero Communications of Anchorage said conveying banking concepts in Native tongues was no easy task. Several translators worked on the project.

John Active, a bilingual Yup'ik newspaper and radio reporter in Bethel, said it can take an entire paragraph to translate something like "home equity" into Yup'ik. The

in Native languages

Conveying banking concepts in Native tongues was no easy task. Several translators worked on the project.

Yup'ik word for interest — naveruel — means "to grow or give birth."

"You put money in the bank, and it has more babies," he said.

The loan brochure shows a luxury car

flanked by a Cape Cod-style suburban home. Lucero said her company suggested substituting pictures of dog sleds, skiffs and whaling boats, but the marketing department at Key Bank wanted to keep the brochure's images uniform with the English version.

Michael Krauss, director of the Alaska Native Language Center at the University of Alaska Fairbanks, commended the bank for showing respect for Alaska Native languages.

"This is the first business that I know of that has seriously tried to use Native languages, other than the airlines to put out safety instructions or fasten seat belt signs."

Bank of Alaska, attributed the bank's good fortune to stability in the Alaska economy and to consumer confidence rebounding during the past 18



switching to 15-year mortgages with roughly the same monthly payments had with the higher interest rate 30-year loans.

Though rates have flattened in the past six weeks, the decline has increased the margin between what banks pay for deposits and what they earn on loans and investments, Roth said. "However, the pendulum swings both ways, and banks have done a lot in the past year to structure their balance sheets to prepare for the possibility of interest rates rising," he said.

A recent slowdown of growth in the Anchorage economy has led many banks to begin aggressively trying to take customers from the other banks, Roth said. "There's a strong incentive now to make loans," he said.

Meanwhile, depositors have been dismayed by the continued decline in interest rates.

certificates of deposit."

Burns said Key Bank is planning to launch a new type of deposit in six weeks and to restructure its floating rate money-market account.

Key Bank's assets shrank 3 percent last year to \$779.4 million, due mostly to the loss of a corporate client that moved its business out of state, Burns said. The bank also posted a 5 percent drop in deposits in Fairbanks, where it commands nearly one-third of the market share. Overall, its deposits were flat last year.

Knudson said consumers have responded well to Northrim's new "Jump-UP" CD product, which is offered at a competitive interest rate with an option to change the rate one time during the life of the CD.

"People like that flexibility," he said. "They have been burned in the past 15 years when rates have gone up or down over the period they held a CD."

months. He said the decision to keep Fort Richardson open should be especially beneficial to consumer confidence in Alaska.

"That, plus renewed activity on the North Slope and in Cook Inlet, bodes well for a very good year," Burns said.

Richard Strutz, president of National Bank of Alaska, said 1992 was the bank's third consecutive year of record profits, and he expects 1993 to be a good year for all of Alaska's banks.

The other banks and respective assets as of Dec. 31, 1992 were First Interstate Bank of Alaska, \$31.9 million; Bank of America Alaska, \$182.9 million; First Bank of Ketchikan, \$177.4 million; Denali State Bank, \$82.7 million; and McKinley Mutual Bank, \$113.7 million, both of Fairbanks.

Declining interest rates, meanwhile, are spurring borrowers to new heights in refinancing loans, especially home mortgages.

February was a record month for consumer loans at Key Bank, perhaps Alaska's most aggressive lender. The bank's total loans did not increase because pay-offs of existing

Guides read in native tongues

By Rose Ragsdale
Alaska Journal of Commerce

Key Bank of Alaska is offering customers instructions on borrowing money in five Alaska Native languages — Aleut, Gwich'in, Inupiaq, Central Yupik and Siberian Yupik.

The instructions, offered in either a brochure or audio cassette called "How to Borrow Money," is part of the bank's recent effort to expand its services to non-English speaking customers. The materials contain step-by-step instructions on how to fill out a loan application.

Bank officials said the Alaska Native language translations were conducted as part of Key Bank of Alaska's effort to make banking easier for customers who speak an Alaska Native language only.

"Alaska has a diverse population of people and languages," said

Michael J. Burns, president and chief executive office of Key Bank of Alaska. "It is important to us that we find ways to meet their needs."

All five translations are available in Key Bank's regional branches in Anchorage, Fairbanks and Juneau and in the Alaska Native languages indigenous to the regions where its other offices are located. The new materials were produced in Anchorage by Veler Linguistics Inc.

Descriptions of the bank's checking and loan services are also available in Chinese, Korean, Tagalog and Spanish. In addition, the bank has employees who can provide oral or written assistance to customers in languages other than English.

Key Bank of Alaska, the state's third-largest bank, has assets of \$779 million and 20 offices in 13 communities, including Kenai, Dillingham, North Pole, Hoonah, Yakutat, Kodiak and Unalaska.

March 29, 1993 Vol. 17 No. 13
The Alaska Journal of Commerce

"It's the bible of our office."

Katherine McConkey
P. O. Box 14
Copper Center, Alaska 99573

APR 15 1993

April 7, 1993

Honorable Georgianna Lincoln
Senator
Room 510
State Capital
Juneau, Alaska 99801-1182

Dear Georgianna,

I am in support of your Senate Bill No. 136 Native Language Education.

My father is one of the students who went to school and was punished for using his language, therefore, he did not use his language while speaking with me.

I have lost a lot of knowledge that would be passed on to me by my elders if I could understand and speak the Ahtna language. I have always pursued the classes taught at the Prince William Sound Community College when they have offered the Ahtna Language course. However, the time available in classes and studies are not enough to speak the language fluently.

My six children also suffer because they are not taught their language at home by their parents. We make an effort to have them taught at a culture camp held for three days a year. this however, is not enough time.

Some efforts I have given to the language and culture teaching are the Culture Activity Night this is for the children of the Copper Center school who want to attend and learn about our culture and language. I volunteer for this one night a week for about three hours on Tuesdays.

Letters of Support

I know I would really appreciate funding for the teaching of the culture and language, because you can not find many people to help volunteer and help with these programs.

The Ahtna Native Language Task Force, formed to present a curriculum to the Copper River School District as a pilot program in the Glennallen Elementary/High School with the long range goal to be implemented in all the Copper River School District Schools is currently being worked on and has been referred to the curriculum committee by the School District. If funds were made available by the State Legislature, our program could be a reality by the next school year.

It would be helpful to our family to have the children educated in the school system with the language, not only is it helpful to them but also the non-native children who wish to learn about the natives they attend school with.

This type of program should have been instituted from Statehood, it may well have alleviated all the misunderstandings we have had to deal with regarding our subsistence lifestyle, our right to govern ourselves.

With the lost of many of our elders it is imperative we begin teaching the language and culture now.

I urge the State Legislature to pass Senate Bill No. 136!

Thank you.

Sincerely,



Katherine McConkey

KM

cc: 18th Alaska State Legislature

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FEB 23 1993

Secretary Secretary
State
Washington, DC

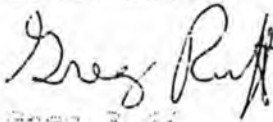
Dear Secretary:

As the Regional Director for Alaska, I have been involved in various delivery projects. One of the most interesting is the development of a response project with the FBI. I would like to discuss this project with you and see if you would like to be part of the effort.

The project is to develop a system to handle the information that is received from the various agencies. This system will be used to track the information and to provide a means of communication between the agencies. I would like to discuss this project with you and see if you would like to be part of the effort.

I would like to discuss this project with you and see if you would like to be part of the effort.

Sincerely,



Greg Ruff
Regional Director



Denakkanaaga

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

April 15, 1993

Senator Georgianna Lincoln
Alaska State Legislature
State Capitol
Juneau, AK 99801-1182

Dear Georgianna: *

We request your support for Senate Bill No. 136, The Native Language Education Act.

Our Denakkanaaga elders believe that local school boards in districts where the majority of students are Alaska Natives should establish a local Native language curriculum advisory board to advise on Native language training. Language is a part of cultural heritage, a person's identity and roots. It is important that the Native Alaskan children of today understand their ancestral past while coping with the practicalities of the present world dominated by the English language. For years our elders have been trying to teach their Native language to the young people in their homes and in the schools. Enactment of this bill into law would support their efforts and sustain unique Alaskan Native languages on par with non-Native European and Asian languages currently taught in schools in Alaska.

Since 1983, Denakkanaga elders have consistently supported the concept of Native language education. Most recently at their annual conference in 1992, the elders of Denakkanaaga approved Resolution 92—9, Preservation of Native Languages and Native Traditions (copy attached). SB #136 addresses one of the concerns expressed in that resolution. We, therefore, ask your support for that bill.

Thank you.

Sincerely,

Don Lee
Executive Director

* George
for your information
we sent this letter to
all senators.

Recipient of the 1992 Louise B. Gerrard Award
for service to rural older Americans,
National Association of State Units on Aging



Denakkanaaga

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

Resolution 92—9

Preservation of Native Languages and Native Traditions

Whereas our Alaska Native languages are slowly fading away; and

Whereas statistics state that by the year 2023, only a few Native languages have a chance to survive; and

Whereas we have nineteen of our twenty Native languages remaining today, but many of our people cannot speak their particular language; and

Whereas our elders are excellent as well as only, unrenewable resources of information to keep our Athabascan culture strong, and if our elders and our youth work together, our culture will be stronger:

Therefore be it resolved that our village people and local school advisory boards be involved in the preservation of our languages and traditions; and

Be it further resolved that the Denakkanaaga elders fully support legislation to teach Native languages in the school curriculum, especially in school districts where the majority of students are Native; and

Be it still further resolved that Denakkanaaga elders encourage Tanana Chiefs Conference to obtain funding and grants to organize spiritual re-education cultural camps across the region.

CERTIFICATION

I certify that this resolution was passed on June 4, 1992 by the Denakkanaaga Board of Directors and the elder voting delegates at the Eleventh Annual Denakkanaaga Conference in Huslia, Alaska.

Effie Kokrine, Secretary-Treasurer

Submitted by:

Malinda Peter, Donna Fields, Arlene Solomon, Youth Delegates, Fort Yukon

Annie Dayton, Koyukuk

Lester Erhart, Tanana

Isaac Juneby
Box 107
Eagle, Alaska 99738
July 15, 1993

Senator Georgianna Lincoln
Alaska State Senate
State Capital
Juneau, Alaska 99801-1182

JUL 20 1993

Dear Honorable Senator Lincoln:

I am writing this letter to personally thank you and Representative Nicholia for all the work, both of you done for Interior Alaska, during the last Legislative session. I understand that sometimes it seems like an uphill battle, but both of you did well in securing fundings for your districts. I have been keeping up with the bills that both of you are sponsoring, and I wholeheartedly give you my support and confidence.

One of the bills which I have been following are the House version and the Senate version of the Native Language. I am doing some consulting with Yukon Language Center in Whitehorse, Y.T. with translating and writing the Han Language. My wife Sandi and I have been involved with translating and writing the Han Language since June of last year. As you may know, the Han Language, culture and Religious ceremonies are dying off.

One of the reasons why we got involved, is because the Han Indians have survived for 20,000 to 25000 years and have been a proud people, and our fathers before us has never let this happen. It scares me to think that there are probably less than 50 people who speaks and understands Han fluently.

I will be sending you some of the work that we have done after they are published. It may be interest to you that the Alaska Gateway School District are looking at some of the curriculum that Yukon Language Center has developed. I believe that this curriculum is easy to understand, simplified, and can be applied to our everyday life and surroundings.

In closing, I would like to leave you with one thought, I remember that it was not that long ago that I would have said, "let someone else worry about it". I am now taken it upon myself to see that Han Language, Culture and Religious Ceremonies survive, live and not be history. Keep up the good work and I would like to invite both of you to beautiful Eagle this summer.

Sincerely,

Isaac A. Juneby
Isaac A. Juneby

SJB 136
C/C 2/26 @RA
HES
FIN

Representative Irene Nicholia
Alaska State House of Representatives
State Capital
Juneau, Alaska 99801-1182

Annie Mayo, Tribal Manager Program Director
Family Services
Tanana Chiefs Conference, Inc.
122 First Avenue
Fairbanks, Alaska 99701

Rose Isaac, Director
Upper Tanana Subregion
Tanana Chiefs Conference, Inc.
Box 126
Tok, Alaska 99780

1/11/94

Delta Junction AK 99737 895-4658

NON-CONSTITUENT

BILL#: SB 136 NATIVE LANGUAGE EDUCATION

SUPPORTS

MESSAGE: I TOTALLY SUPPORT THIS BILL WITH ITS EMPHASIS ON
PRESERVATION OF NATIVE LANGUAGES. I AM COMPLETING MY
MASTERS EDUCATION WITH EMPHASIS IN LANGUAGE LITERACY.
THIS BILL IS ESSENTIAL FOR OUR PEOPLE'S WELL-BEING AND
SELF-ESTEEM. I AM FROM MAE HERMAN NINGEOLUK'S FAMILY, A
GRANDDAUGHTER. WE MUST GIVE EQUAL MERIT TO THIS.

DISTRIBUTION 06

Sectional Analysis

SSSB 136

- Sec. 1. Short Title: Native Language Education Act
- Sec. 2. Findings
- Sec. 3. Amends School District Report Card statute to include summary and evaluation of Native language education, if provided by the district.
- Sec. 4(a). Adds a new section to the Educational Programs statute related to Native Language Education.
- A local Native language curriculum advisory board may be established for each school where a majority of the students are Alaska Native.
- Upon recommendation of the local Native language curriculum advisory board, the district may teach Native language in the schools, grades K-12.
- Directs school boards to utilize certified instructors the language, and to the extent possible, instructors and materials available through the University and satellite technologies when Native language education program is implemented.
- 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.
- Sec. 5. Effective date: July 1, 1995.

Amendment to SSSB136

Sec. 4., page 3.

Line 17, change the word "shall" to "may"

Line 21, change the word "shall" to "may"

FAX MESSAGE

COPPER RIVER SCHOOL DISTRICT
P.O. BOX 108
GLENNALLEN, AK 99588
(907) 822-3234
FAX NO. (907) 822-3949

DATE: 1-10-94 TIME: 5:00 PM

TO: Alaska Legislature

FAX NUMBER: 415-4979

NUMBER OF PAGES TO FOLLOW: -0-

DELIVER TO: Senator Randy Phillips

SENT BY: Reid Strake, Supt.

SUBJECT: Native Language Bill

COMMENTS/MESSAGE: Please be advised that

I do not support SB-136. There is
no need for further mandates when
funds are short. A decision to implement
should be a local one, as in our case,
and to be determined by local school

If you do not receive the total number of pages following this cover letter, please telephone our office. Otherwise, we will assume you have received this transmittal satisfactorily.

MENTASTA LAKE VILLAGE TRADITIONAL COUNCIL
P.O. BOX 6019
MENTASTA, AK. 99780
(907) 291-2319 or (907)291-2328

January 25, 1994

Attn: Lincoln

I wish to indicate my support of the bill 136 as it stands before amendments proposed by Senator Lincoln on January 11, 1994. I do not agree with the amendments: changing the words "shall" to "may" in lines 23 and 24 on page 2. I object to the proposed amendments for two reasons: Please let me explain.

Objection #1: More power to regional school boards.

It must be pointed out that some regional school boards are hostile to Native language instruction--whether due to low Native representation on the board or due to Native ambivalence about their own languages and traditions caused by US education policies regarding Native language in the first decades of American control of Alaska (Dauenhauer). Senator Lincoln stated that she proposed the amendments in order to grant more power to school boards who may be under undue influence by district administrators.

However, in some cases SB 136 can prove to be a motivator for reluctant school boards as well as for reluctant or contrary school districts.

Objection #2: Dialect or language differences within a district.

There are districts in which dialect or language differences still cripple all attempts to establish Native language programs. The suggestion that a district should choose a single language for official support will certainly arouse bitter, long standing territorial disputes among elders.

However, there is an equitable solution in the model materials designed by the Yukon Native Language Center at Yukon College in Whitehorse, Canada. This curriculum design is flexible enough to apply to ANY Native language or dialect. It also supports immersion-type instruction, focuses on oral competence, and introduces literacy. Thus, a school district can adopt a single curriculum while it is in fact offering instruction in several different languages. An Alaskan solution to dialectal difference is available in the Yukon-Koyukuk School District which incorporates all three regional dialects (Upper, Central, and Lower Koyukon) in its instruction material. In effect, students learn all three dialects, or --where only one dialect is dominant-- instructors may concentrate on the local form of the regional language. This curriculum was developed with the help of the Alaskan Native Language Center at UAF.

Summary and Concluding Remarks

It is such an important first step in the promotion of the legitimate study of Native Languages in the Alaskan public schools that we feel it should not be optional for districts or school boards--any more than the systematic removal of Native Languages was optional in public schools during our recent history!

Legislators should be aware of the new Associate of Applied Science degree (sponsored through UAF-Tok Center) in the teaching of Native Languages which is about to graduate its first student! SB 136, as currently stated, and with its laudable and necessary budget of approximately \$60,000 to schools currently without Native Language programs, would provide the required rationale for a newly created structure to train Native Language teachers for the public school system. Indeed the full strength of this bill is needed by levels as aids, or bilingual/Indian Ed instructors. These teachers have struggled to get and keep their languages represented within school systems where they are underpaid, work without benefits, and enjoy no support from their districts in terms of funding for training, purchase of materials, or any provisions for sick leave or travel. The amendment to SB 136 would not significantly change this situation. Legislators should realize that such grass roots language programs are fragile. We have already seen the retreat of talented dedicated teachers who could not afford to continue developing curricula and materials with little or no district support. Line 27 page 3 to read recognized expert by the local school Board- not instructors who are certified. More funding to the school not the school district, which take their 25% cut.

I hope you will consider our views before making your decision. You have it in your power to make a difference in the survival of Native languages, or -- unintentionally, we are sure-- to support the status quo. Thank you for your time.

Very sincerely yours,

Norman Ewan,
First Chief

cc: Irene Nicolai
Mentasta Lake Village Traditional Council

Isaac A. Juneby
P.O. Box 159
Eagle, Alaska 99738
July 23, 1993

Senator Randy Phillips
P.O. Box 142
Eagle River, Alaska 99577

Dear Honorable Senator Phillips:

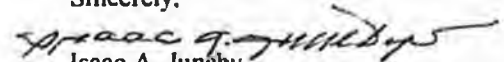
I am writing in reference to Senate Bill # 136, which was introduced by Senator Lincoln. I want to give you my wholehearted support and confidence in passing SB 136 during the next session. I know the importance of this bill, and feel that it will pass both chambers without much opposition.

I have been a proponent of the Native Language, Religious freedom and Culture for a long time. During the last 2 years, I have been corresponding with Senator Lincoln. (Enclosed for your information are copies of the correspondences). I would like to express my support and interest in passing SB 136 and ask that you as Chair, of the Community and Regional Affairs Committee hold hearings on this bill next year.

I have gotten involved since last year in writing and translating the Han Language. I am involved because the Han Language, Culture and Religious freedom are dying and have made it my business that this don't happen and be history. I further believe that we need people with foresight, like you and Georgianna Lincoln who can see this reality.

In closing, I want to thank you for all the time you have committed on this bill. If you have any questions, call me either at home (907) 547-2307 or at work at (907) 547-2313.

Sincerely,


Isaac A. Juneby

C/C
Senator Georgianna Lincoln
Alaska State Senate
State Capital
Juneau, Alaska 99801-1182

Representative Irene Nicholia
Alaska State House of Representatives
State Capital
Juneau, Alaska 99801-1182

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 endeavors in passing HB 352.

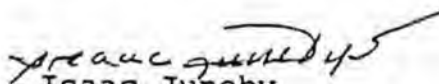
You are to be commended for making this linguistic part of the curriculum in the high schools. It took a long time to realize that here we are teaching French, Russian, or Spanish in our school systems and not any efforts made in teaching our state's original languages.

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 your in Fairbanks.

Keep up the good work.

Sincerely,


Isaac Juneby
2123 Hilton Avenue
Fairbanks, Alaska 99701

ALASKA STATE LEGISLATURE

Senator Georgianna Lincoln

State Capitol
Juneau, Alaska 99801-1182
(907) 465-3732
Fax (907) 465-2652

Committees:
Transportation
Labor and Commerce
Administrative Regulation Review
Minority Whip
Bush Caucus Chair

DISTRICT R

MEMORANDUM

- Alama
- Allakaleet
- Aniak
- Arvik
- Arctic Village
- Beaver
- Bertles
- Big Delta
- Birch Creek
- Canyon Village
- Central
- Chalkyitsik
- Chena Hot Springs
- Chickaloon
- Chickena
- Chitochana
- Clutna
- Cheatham
- Circle
- Copper Center
- Copperville
- Cordova
- Cracked Creek
- Delta Junction
- Dot Lake
- Dry Creek
- Eagle
- Evansville
- Fort Greely
- Fort Yukon
- Galena
- Galena
- Glenallen
- Grayling
- Gulkana
- Healy Lake
- Holy Cross
- Hughes
- Huslia
- Igloo
- Iliamna
- Kaktovik
- Kaktovik
- Kaktovik
- Kaktovik
- Kenny Lake
- Koyukuk
- Lake Minchumina
- Lime Village
- Livengood
- Lower Kaktovik
- Manley Hot Springs
- McCarthy
- McGrath
- Medfra
- Mendeltna
- Mentasta
- Minto
- Nabesna
- Nelchumna
- Newhalen
- Nikolai
- Nondalton
- Northway
- Nulato
- Paxson
- Port Alsworth
- Rampart
- Red Devil
- Ruby
- Shageluk
- Sheep Mountain
- Sitka
- Sleetmute
- Stevens Village
- Stony River
- Sutton
- Takotna
- Tanana
- Tanana
- Tatitlek
- Tatchina
- Tebida
- Tetlin
- Tiara
- Tobesno
- Tootna
- Totokuk
- Tyonek
- Upper Kaktovik
- Valdez
- Venette
- Whittier
- Wiseman

TO: Senator Randy Phillips, Chair
Senate Community and Regional Affairs Committee

ATTN: Shirley Armstrong

FROM: Senator Georgianna Lincoln *GL*
Senate District R\

DATE: January 10, 1994

RE: SB 136

As part of the public testimony for Senate Bill 136, I am requesting the following sites be included during the committee hearing on Tuesday, January 11:

- Bethel LIO
- Tok LIO
- Fairbanks LIO
- Kotzebue LIO
- Galena City School District at 656-1205 (Ask for Jenny)

Testimony will be offered by the Lower Kuskokwim School District in Bethel (Susan Murphy), Chuck Miller in Tok, Reva Shircell in Fairbanks, Rachel Craig or alternate in Kotzebue and the Galena City School District.

GL: sjb

*Called in
1/10/94 sjb*