

HB

102

<TARGET><BILL>HB 102</BILL><SUBJECT>HB
102</SUBJECT><COMM>SEDC30</COMM></TARGET>

ALASKA LEGISLATURE

Representative Jonathan Kreiss-Tomkins

Angoon · Coffman Cove · Craig · Edna Bay · Elfin Cove · Game Creek · Hollis · Hoonah · Kake · Kasaan · Klawock · Kupreanof · Naukati
Pelican · Petersburg · Point Baker · Port Alexander · Port Protection · Sitka · Tenakee Springs · Thorne Bay · Whale Pass

rep.jonathan.kreiss-tomkins@akleg.gov

Committees:

State Affairs, Chair
Fisheries
Judiciary



Juneau, Alaska 99801 (Jan. – April)
State Capitol, Room 411
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Sitka, Alaska 99835 (May – Dec.)
201 Katlian Street, Ste. 103
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Sponsor Statement

HB 102 — Limited Teacher Certificates

Language immersion education is an increasingly popular educational model that also produces impressive academic outcomes. In an immersion program, some of the academic subject matter is delivered in a language other than English. HB 102 provides needed flexibility to school districts operating language immersion programs.

HB 102 expands the existing “Type M” and “Type I” teacher certificates to tackle one of the biggest challenges facing Alaska’s immersion programs: finding fully certified teachers also fluent in an Alaska Native or foreign language. HB 102 provides school districts case-by-case flexibility to hire language teachers they know are qualified to lead a classroom but who — for reasons such as limited English proficiency, advanced age, or familial responsibilities — are unable at the time to get a full teacher certification.

Alaska already has a variety of successful and popular immersion programs, including Wasilla’s Fronteras, Anchorage’s Rilke Schule, and Anchorage School District’s highly regarded world languages program.

Immersion is also central to Alaska Native language revitalization efforts. In Israel, New Zealand, and Hawaii, immersion education was at the core of indigenous language revival. At Ayaprun Elitnaurvik in Bethel, instruction is done in Yup’ik, and interest in Alaska Native language immersion education is growing elsewhere in the state.

HB 102 will help Alaska’s language immersion programs continue to provide high-quality dual-language education.

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Sectional Analysis ver J

HB 102 — Limited Teacher Certificates

HB 102 repeals and re-enacts AS 14.20.025.

Section 14.20.025(a)

The Department of Education and Early Development (DEED) may issue limited teacher certificates in certain specialty areas:

- Alaska Native culture;
- Military science;
- Vocational or technical education;
- Classes taught in non-English languages.

Under current law, limited certificates may be issued for teaching Alaska Native languages or culture, military science, and vocational or technical education. HB 102 adds classes taught in non-English languages to the existing list.

Certificates issued under this section in one of these specialty areas are subject to the provisions of AS 14.20.025 and exempt from certain requirements of AS 14.20.020 or AS 14.20.022.

Section 14.20.025(b)

Limited certificates can only be issued to a person if the school board of the district in which the person will teach has requested a limited certificate for that specific person. The limited certificate is valid only in the district that makes the request.

A person may only receive a limited certificate if they demonstrate “instructional skills and subject matter expertise sufficient to assure the public that the person is competent as a teacher.” This language is used in current law, and like in current law, the state board of education is empowered to write regulations interpreting it.

The state board of education’s regulations may require that a limited certificate holder undertake additional academic training.

Section 14.20.025(c)

A limited teacher certificate must specify the language(s) and subject(s) for which it is valid.

Restates that limited certificates can only be issued to a person if the school board of the district in which the person will teach has requested a limited certificate for that specific person. The limited certificate is valid only in the district that makes the request.

Section 14.20.025(d)

Gives the state board of education authority to write regulations implementing AS 14.20.025. Provides that the regulations can't require a certificate applicant to achieve a minimum score on an exam unless that exam is given in the instructional language the certificate will be valid for (e.g. a teacher who will be teaching only in German or Iñupiaq cannot be required to pass an exam given in English).

Section 14.20.25(e)

Limited certificates are initially valid for one year. Terms and lengths of extension and renewal shall be set by the state board of education. In order for a limited certificate to be extended or renewed, the school board that initially requested the certificate must certify that the certificate holder has demonstrated skills in classroom instruction and student assessment.

Fiscal Note

State of Alaska
2017 Legislative Session

Bill Version:	CSHB 102(EDC)
Fiscal Note Number:	1
(H) Publish Date:	3/27/2017

Identifier: HB102-EED-SSA-02-08-17
 Title: LIMITED TEACHER CERTIFICATES;
 LANGUAGES
 Sponsor: KREISS-TOMKINS
 Requester: (H) Education

Department: Department of Education and Early Development
 Appropriation: Teaching and Learning Support
 Allocation: Student and School Achievement
 OMB Component Number: 2796

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2018	Included in	Out-Year Cost Estimates				
	Appropriation Requested	Governor's FY2018 Request	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
OPERATING EXPENDITURES	FY 2018	FY 2018					
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants & Benefits							
Miscellaneous							
Total Operating	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Fund Source (Operating Only)

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Positions

Full-time							
Part-time							
Temporary							

Change in Revenues

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimated SUPPLEMENTAL (FY2017) cost: 0.0 (separate supplemental appropriation required)
 (discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY2018) cost: 0.0 (separate capital appropriation required)
 (discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? Yes
 If yes, by what date are the regulations to be adopted, amended or repealed? 12/30/17

Why this fiscal note differs from previous version:

Not applicable, initial version.

Prepared By:	Sondra Meredith, Administrator Teacher Education & Certification	Phone:	(907)465-8663
Division:	Teaching and Learning Support	Date:	02/24/2017 03:37 PM
Approved By:	Michael Johnson, Commissioner	Date:	02/24/17
Agency:	Department of Education & Early Development		

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2017 LEGISLATIVE SESSION

Analysis

Section 1 repeals and reenacts AS 14.20.025, Limited teacher certificates.

In subsection (a), the reenacted language maintains the previous three areas of expertise (Alaska Native Culture, military science; and vocational or technical education) and adds a fourth area of expertise that would qualify an individual for a limited teaching certificate. The fourth area of expertise, (a)(4), is any subject area if the language of instruction is not English.

In combination, subsections (a) and (b) allow individuals to teach any subject in which they are able to demonstrate instructional skills and subject matter expertise, as required by regulations adopted by the State Board of Education, as long as they are teaching the subject matter in a language other than English.

Subsection (c) maintains the previous requirement that a school board of the district or regional educational attendance area requests the issuance of a limited teaching certificate and adds that an academic policy committee of a charter school may also make the request for the issuance of a limited teaching certificate. Subsection (c) requires that in the case of a limited certificate issued under (a)(4), the subject and the instructional language must be specified.

Subsection (d) maintains the State Board of Education's authority to require an individual that qualifies for a limited teaching certificate to undertake academic training as specified by the board. However, it prohibits the state board from adopting an examination requirement for a limited certificate issued under (a)(4) unless the examination is in the instructional language for which the limited certificate is valid.

Subsection (e) establishes the length of the initial limited certificate as one year with the option of extending or renewing the certificate upon request of the school board or academic policy committee that initially requested the issuance of the certificate.

The department does not anticipate a fiscal impact from this legislation, therefore a zero fiscal note is submitted.

Fiscal Note

State of Alaska
2018 Legislative Session

Bill Version:	CSHB 102(EDC)
Fiscal Note Number:	2
(S) Publish Date:	1/31/2018

Identifier: HB102CS(EDC)-EED-SSA-01-26-18
 Title: LIMITED TEACHER CERTIFICATES;
 LANGUAGES
 Sponsor: KREISS-TOMKINS
 Requester: Senate Labor & Commerce

Department: Department of Education and Early Development
 Appropriation: Education Support and Admin Services
 Allocation: Student and School Achievement
 OMB Component Number: 2796

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2019 Appropriation Requested	Included in Governor's FY2019 Request	Out-Year Cost Estimates					
			FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
OPERATING EXPENDITURES								
Personal Services								
Travel								
Services								
Commodities								
Capital Outlay								
Grants & Benefits								
Miscellaneous								
Total Operating	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Fund Source (Operating Only)

None								
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Positions

Full-time								
Part-time								
Temporary								

Change in Revenues

None								
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimated SUPPLEMENTAL (FY2018) cost: 0.0 (separate supplemental appropriation required)
 (discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY2019) cost: 0.0 (separate capital appropriation required)
 (discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? Yes
 If yes, by what date are the regulations to be adopted, amended or repealed? 12/30/18

Why this fiscal note differs from previous version/comments:

This CS removes a provision that would have allowed an academic policy committee of a charter school to request the World Languages limited certification.

Prepared By:	Bob Williams, Director	Phone:	(907)465-8663
Division:	Educator & School Excellence	Date:	01/26/2018
Approved By:	Dr. Michael Johnson, Commissioner	Date:	01/26/18
Agency:	Department of Education & Early Development		

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2018 LEGISLATIVE SESSION

Analysis

Section 1 repeals and reenacts AS 14.20.025, Limited teacher certificates.

In subsection (a), reenacted language allows for the issuing of a limited teaching certificate to individuals who have not satisfied the requirements of AS 14.20.020(b), achievement of at least a baccalaureate degree, and the requirements of AS 14.20.022, enrollment in an approved teacher education program, but have expertise in four specific areas.

The reenacted language maintains the previous three areas of expertise (Alaska Native Culture, military science; and vocational or technical education) and adds a fourth area of expertise that would qualify an individual for a limited teaching certificate. The fourth area of expertise, (a)(4), is any subject area if the language of instruction is not English.

In combination, subsections (a) and (b) allow individuals to teach any subject in which they are able to demonstrate instructional skills and subject matter expertise, as required by regulations adopted by the State Board of Education, as long as they are teaching the subject matter in a language other than English.

Subsection (b) maintains the State Board of Education's authority to require an individual that qualifies for a limited teaching certificate to undertake academic training as specified by the board.

Subsection (c) requires that the school board of the district or regional educational attendance area to request the issuance of a limited teacher certificate to an applicant. The request must specify the subject and instructional language for which the certificate would be valid.

Subsection (d) prohibits the State Board of Education from adopting an examination requirement for a limited certificate issued under (a)(4) unless the examination is in the instructional language for which the limited certificate is valid.

Subsection (e) establishes the length of the initial limited certificate as one year with the option of extending or renewing the certificate upon request of the school board that initially requested the issuance of the certificate.

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Summary of Changes ver D – ver J HB 102 — Limited Teacher Certificates

Subsections (c) and (e) were amended in the House Education Committee to remove references to charter schools and academic policy committees. Prior to the change, academic policy committees of charter schools could request limited teacher certificates directly from the Department of Education and Early Development. Following the change, limited teacher certificates may only be requested by the school board of a district or regional educational attendance area (REAA).

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HB 102, Limited Teacher Certificates — Comparison to Current Law

Topic	Current Law	HB 102
Limited certificates valid for:	Limited teacher certificates can be issued for teaching: <ul style="list-style-type: none"> ● Alaska Native culture ● Alaska Native language ● military science ● vocational or technical education 	Limited teacher certificates can be issued for teaching: <ul style="list-style-type: none"> ● Alaska Native culture ● military science ● vocational or technical education ● courses taught in an indigenous or foreign language
Limited certificates can only be issued if requested by:	A school board of a district or REAA	A school board of a district or REAA
Limited certificates valid in:	School district whose board requested it	School district whose board requested it
Requirements for limited certificate holder:	Must demonstrate instructional skills and subject matter expertise sufficient to assure the public that the person is competent as a teacher	Must demonstrate instructional skills and subject matter expertise sufficient to assure the public that the person is competent as a teacher
Term for limited certificates:	Set in regulation	One year initially; renewal period will be set in regulation

Testing limitations:	None	State board of education may not require a person to pass an English-language exam if person is requesting a certificate for teaching in a non-English language. School districts are not subject to this limitation.
Additional training:	The state board of education may require additional academic training	The state board of education may require additional academic training

**Number of Type M and Type I certificates
currently valid in Alaska**

**Provided by the Department of Education and
Early Development on March 14, 2017**

**Type M Alaska Culture/Language
2016-2017 School year**

District	Endorsement
Type M endorsements	Count
Annette Island School District	2
Tsimshian Language/Culture	2
Craig City School District	2
Alaska Native Culture	1
Tlingit Language/Culture	1
Juneau Borough School District	3
Tlingit Language/Culture	3
Kenai Peninsula Borough School District	1
Aleut Language/Culture	1
Ketchikan Gateway Borough School District	1
Automotive	1
Lower Yukon School District	3
Yupik Language/Culture	3
Nome Public Schools	1
Yupik Language/Culture	1
North Slope Borough School District	9
Inupiaq Language/Culture	8
Native Language/Culture	1
Northwest Arctic Borough School District	1
Inupiaq Language/Culture	1
Saint Mary's School District	2
Yupik Language/Culture	2
Sitka School District	2
Tlingit Language/Culture	2
Wrangell Public School District	1
Tlingit Language/Culture	1
Yakutat School District	1
Tlingit Language/Culture	1
Yukon-Koyukuk School District	1
Athabascan Language/Culture	1
Yupit School District	3
Yupik Language/Culture	3
State-wide Total	34

**Type I Instructional Aide
2016-2017 School year**

District	Endorsement
Type I endorsements	Count
Lower Kuskokwim School District	37
Associate Teachers / Bilingual Instructor	37

**Type M Career & Technical Education
2016-2017 School year**

District	Endorsement
Type M endorsements	Count
Aleutians East Borough School District	3
Carpentry	1
Construction	1
Welding	1
Anchorage School District	24
Automotive	4
Aviation	1
Culinary Arts	2
Electronics	1
Emergency Medical Technician	1
Fire Management	1
Graphic Arts	1
Handcrafts	1
Health Services	2
Nurses Aide Trainer	1
Small Engines	1
Veterinary Science	1
Video Production	1
Vocational Education	6
Bering Strait School District	7
Automotive	1
Carpentry	1
Construction	1
Machinist	1
Mechanics	1
Small Engines	1
Welding	1
Craig City School District	2
Carpentry	1
Construction	1
Delta/Greely School District	1
Vocational Education	1
Denali Borough School District	3
Computer Education	1
Construction	1
Welding	1

District Type M endorsements	Endorsement Count
Fairbanks North Star Borough School District	13
Automotive	1
Carpentry	2
Construction	2
Electronics	1
Emergency Medical Technician	1
Health Services	2
Nurse's Aide Trainer	1
Small Engines	1
Trades	1
Vocational Education	1
Galena City School District	1
Automotive	1
Juneau Borough School District	1
Carpentry	1
Kashunamiut School District	5
Carpentry	1
Small Engines	2
Welding	2
Kenai Peninsula Borough School District	1
Vocational Education	1
Ketchikan Gateway Borough School District	2
Culinary Arts	1
Technology Education	1
Kodiak Island Borough School District	5
Business Education	1
Computer Education	1
Culinary Arts	1
Vocational Education	1
Welding	1
Lower Kuskokwim School District	2
Carpentry	1
Construction	1
Matanuska-Susitna Borough School District	18
Automotive	1
Computer Education	2
Construction	6
Emergency Medical Technician	2
Fire Management	1
Vocational Education	4
Vocational/Health Occupations Education	1
Welding	1

District	Endorsement
Type M endorsements	Count
Nenana City School District	3
Small Engines	1
Welding	1
Wood Shop	1
North Slope Borough School District	10
Automotive	1
Carpentry	1
Construction	1
Electronics	1
Inupiaq Language/Culture	1
Machinist	1
Mechanics	1
Small Engines	1
Vocational Education	1
Welding	1
Northwest Arctic Borough School District	3
Carpentry	1
Construction	1
Vocational Education	1
Yupit School District	4
Automotive	1
Carpentry	1
Construction	1
Welding	1
State-wide total	108

Type M Military Science

2016 – 2017 school year

District	Endorsement
Type M endorsements	Count
Anchorage School District	2
JROTC	2
Fairbanks North Star Borough School District	11
JROTC	11
Matanuska-Susitna Borough School District	4
JROTC	3
Military Science	1
Grand Total	17

NATIVE EDUCATION

Teaching the Whole Child: Language Immersion and Student Achievement

Teresa L. Mccarty • September 1, 2014

As Congress considers two bills to support Native American language immersion, including the Native Language Immersion Student Achievement Act, it is time to take stock. What does research say about the impact of Native-language immersion on Native students' academic achievement? We now have 30 years—more than a generation—of data on Native-language immersion in the U.S. and beyond.

But first, what do we mean by Native-language immersion? It may be easier to begin with what immersion is *not*. Native-language immersion is not simply “Native language instruction.” It is not a pullout program or a 50-minute class. Native-language immersion is not *submersion*, a method that compels students to learn a second language at the expense of their mother tongue.

Native-language immersion is voluntary; parents often participate in immersion themselves to support their children's language learning at home. Native-language immersion is additive, building on students' first-language abilities as a foundation for learning the Native language as a second language. Native-language immersion is full-day or most-of-the-day teaching and learning in the Native language, often complemented by after-school and summer programs. Native-language immersion systematically incorporates Native cultural content and culturally appropriate ways of teaching and learning. Most important, Native-language immersion not only engages students in learning the Native language, but also math, science, social studies, music, art, and even English *through* that language. In other words, Native-language immersion is a whole program that cultivates what language researcher Fred Genessee calls “the whole child, the whole curriculum, the whole community.”

Hawaiian language immersion provides the most dramatic example of the success of such a program. From a situation in the early 1980s in which fewer than 50 children spoke Hawaiian, Hawaiian-medium schooling has produced 4,000 children assessed as fluent speakers of Hawaiian. These changes have come in tandem with impressive academic gains for historically underserved Native Hawaiian students. In a 2012 issue of the *Journal of American Indian Education (JAIE)*, professor William Wilson of the University of Hawai'i Hilo reports on the P-12 Nʻwahʻokalaniʻʻpuʻu (Nʻwahʻ) School, which boasts a 100 percent high school graduation and 80 percent college attendance rate. Although English is not introduced until grade 5, Nʻwahʻ produces graduates who are college-, career-, and civic life-ready for English-dominant settings.

On the Navajo Nation, the Window Rock Unified School District (WRUSD) has run a voluntary Navajo immersion program since 1986. Reporting on the program's first 10 years, Agnes and Wayne Holm note that immersion students performed as well on local tests of English as their non-immersion peers, and better in English writing and math. Now a whole-school program called Tséhootsooí Diné Bi'ólta', immersion in WRUSD continues to demonstrate student achievement outcomes equivalent or better than those of English-medium schools serving Navajo students.

Between 2009 and 2011, I conducted a study of Navajo immersion at the K-5 Puente de Hózhó (Bridge of Beauty or PdH) Public Magnet School in Flagstaff, Arizona. Part of the national Promising Practices study led by Professor Bryan Brayboy of Arizona State University, the PdH study responded to Executive Order 13336's call for research on the role of Native languages and cultures in American Indian/Alaska Native student achievement. On state-required tests, PdH students equaled or surpassed their Native peers in English mainstream schools. In recent years, PdH has ranked among the district's top-performing schools. Equally important, the study showed that Navajo immersion brought parents and elders into the program, reinforcing intergenerational ties.

These are but a few examples of Native-language immersion programs demonstrating success:

Akwesasne (Mohawk) Freedom School in upstate New York

Ayaprun Elitnaurvik Yup'ik Immersion School in Bethel, Alaska

Cherokee Immersion Charter School in Tahlequah, Oklahoma

Cuts Wood (Blackfeet) Academy in Browning, Montana

Native American Community Academy (Lakota, Navajo, Tiwa) in Albuquerque, New Mexico

Waadookodaading (Ojibwe) Language Immersion School in Hayward, Wisconsin

While individual program data are informative, equally revelatory are national data. In a 2005 government-commissioned study of best practices in immersion schooling in New Zealand, Professor Stephen May and his associates at the University of Waikato found that Māori-medium programs in which 81 to 100 percent of instruction took place in Māori—called Level 1 programs—produced the strongest academic gains. The researchers attributed this to the well established “language interdependence principle”: The stronger a child becomes in Māori, the more likely s/he is to be successful in English. This also means that immersion requires several years to demonstrate optimal results; students who participated in Level 1 immersion for 6 to 8 years reaped the greatest linguistic, cognitive, cultural, and academic benefits.

In the Promising Practices study, we found that strong Native language and culture programs (equivalent to Māori Level 1) produced the greatest academic benefits, and benefits were cumulative. Therefore, programs need to be long-term. Long-term programs that begin with 90 to 100 percent of instructional time in the Native language and provide high-quality English instruction by the end of the program promote high levels of language acquisition and academic achievement.

Overall, what do three decades of research show? Close examination of the data confirms the benefits of well-implemented immersion in promoting students' language acquisition, enhanced test performance, increased school retention and graduation rates, college entry, and more diffuse but important outcomes such as parent involvement and cultural pride.

These are not the only goals of these programs, of course, as they are rooted in Native peoples' inherent and constitutionally and internationally recognized rights to sovereignty and self-determination. Further, Native-language immersion is a positive influence on diversity and equity in schools and society. More research is needed, but the evidence to date strongly indicates that Native-language immersion significantly benefits Native students.

Children get one chance at their P-12 education, and it serves them for life. They deserve the opportunities and academic benefits that Native-language immersion provides.

Teresa L. McCarty is the G.F. Kneller Chair in Education and Anthropology at the University of California, Los Angeles, and the Alice Wiley Snell Professor Emerita of Education Policy Studies at Arizona State University. She is a fellow of the American Educational Research Association and the International Language Revitalization Center. Her recent books include Language Planning and Policy in Native America: History, Research, Praxis (Multilingual Matters, 2013).

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Demand high for dual immersion programs in Utah

By Melinda Rogers The Salt Lake Tribune

Published August 4, 2012 7:48 am

Education • Utah a leader nationwide in number of Chinese language programs offered at elementaries.



(<http://archive.sltrib.com/printfriendly.php?id=54591846&itype=cmsid>)

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Riverton • It's only the second week of school, but first-graders at Foothills Elementary in Riverton can count to five in Chinese.

They can stand up and sit down when teacher Pei Chi Chang commands them in her native language. And when visitors peek into the classroom, students offer an enthusiastic "Ni hao!" instead of the English "Hello."

"As you can see, they can already follow simple orders like 'sit down for me, please,' " said Chang, who arrived in Utah two weeks ago from Taiwan to teach in one of the Jordan School District's 10 dual immersion language programs.

"To learn a language at an early age is always good, especially when learning the pronunciation part. We know that China is a very powerful country and Chinese is a tool. I'm hopeful in the future the kids can use Chinese as a tool to get them anywhere."

Chang's beliefs are emblematic of a philosophy held by Utah parents, who are increasingly enrolling their children in dual immersion programs offered at 78 elementary schools statewide.

This year, approximately 14,000 children will start school in dual immersion programs in Utah, taught in Spanish, French and Chinese. Portuguese will be offered for the first time in 2012, provided by programs at three elementary schools in the Alpine, Murray and Provo school districts.

Demand is greater than the number of chairs open for students, said Gregg Roberts, world-language specialist and dual language-immersion specialist at the Utah State Office of Education.

The Jordan School District has expanded its dual immersion programs to 10, with waiting lists at several schools.

Roberts attributes the interest to the savviness of parents, who know there are economic benefits for people who can speak another language.

State Superintendent Larry Shumway has set a goal to have 30,000 students enrolled in dual immersion programs at 100 elementary schools by 2015, Roberts added.

To prepare students for future jobs, "We must educate students who are multi-lingual and globally confident," Roberts said. "It takes many, many years of hard work to learn a language at a business-quality level."

A new kind of school day • Students are taught entirely in the new language they are learning for half the day. The second half is spent learning in English.

While hearing a foreign language can be bewildering and a little scary for a 7-year-old on the first day of school, students need to look no further than their counterparts down the hall to see just how quickly fluency can emerge.

At Foothills Elementary, first-graders in Chang's class learned how to ask for a drink of water on Wednesday.

Third-graders in Yufang Huang's class were spouting new vocabulary words and reading aloud from worksheets and books written exclusively in Chinese.

"They can do a lot," said Huang, who like Chang arrived in Utah from Taiwan through a program designed to recruit language teachers. "With Chinese, their whole world will change. They make friends in different cultures; it boosts their confidence."

Nationwide, there are Chinese programs at 75 elementary schools, and a third are in Utah, Roberts said.

He credits former Gov. Jon Huntsman, also a former U.S. ambassador to China, with touting the importance of learning about Chinese language and culture.

Many students enrolled in Chinese dual immersion programs were at Utah Valley University this week for a two-day camp, where they dined on Chinese food and enjoyed cultural activities. Students mingled with like-minded children and teachers, including educators from abroad who have relocated to Utah to help meet the need for language instructors.

In the Jordan School District, three guest teachers recently arrived from Taiwan and another three from France will teach after they obtain a one to three-year visa, said Carolyn Gough, the district's world language consultant.

The teachers live with American host families while they do tasks such as finding an apartment, car and setting up a bank account.

More programs ahead? • Only 125 first-graders were enrolled in dual immersion programs in the Jordan School District in 2008, the first year they were offered.

This year, 600 district first-graders are enrolled in 10 programs — five Spanish, four Chinese, and one French. Welby Elementary in South Jordan and Herriman Elementary are offering programs for the first time this year.

Gough predicts the number of programs will grow.

"A person who knows a second language is always going to be able to get a job or interact with another culture," said Gough. "We have a lot of culturally sensitive people in Utah. Whether they spoke a second language themselves, were a native speaker of another language or came to learn a language through church service ... they recognize the value of a second language."

To help add Portuguese programs, the state received grants from the Department of Defense, which has identified it as a language needed to communicate in Brazil and many African countries.

Utah is home to about 30,000 people fluent in Portuguese, Roberts said, including 15,000 people from Brazil and another 15,000 people who learned the language while serving a mission for The Church of Jesus Christ of Latter-day Saints.

With Brazil one of the top LDS missionary destinations, the community is interested in children learning Portuguese, Roberts said.

A second language will benefit children in the future, said Barbara Yost, principal at Foothills Elementary.

"By January, they'll be talking and writing," she said, pointing to Chang's first-graders, who were on day five of learning Chinese Wednesday. "It's a huge advantage for our community."

mrogers@sltrib.com (mailto:mrogers@sltrib.com) Twitter: @mrogers_trib —

How dual immersion programs get their start

Dual immersion language programs are driven by parent requests, first made to school community councils. They are considered by school and then district administrators.

Officials must weigh factors that include where students will attend middle and high school programs.

The state will consider new programs as ideas are presented by school districts, said Gregg Roberts, dual language immersion specialist at the Utah State Office of Education.

Last spring, low interest scuttled a plan to offer a German program in Provo, Roberts said.



(<http://archive.sltrib.com/printfriendly.php?id=54591846&itype=cmsid>)

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Education Week's blogs > Learning the Language

Bilingual School Staff Who Want to Teach Face Bureaucratic, Financial Barriers

By Corey Mitchell on January 24, 2017 11:50 AM

Share 0

Multilingual paraprofessionals—an untapped talent pool that could help address the nation's shortage of bilingual K-12 educators—face bureaucratic, financial, and linguistic barriers that make it tough to earn teaching credentials, a new report concludes.

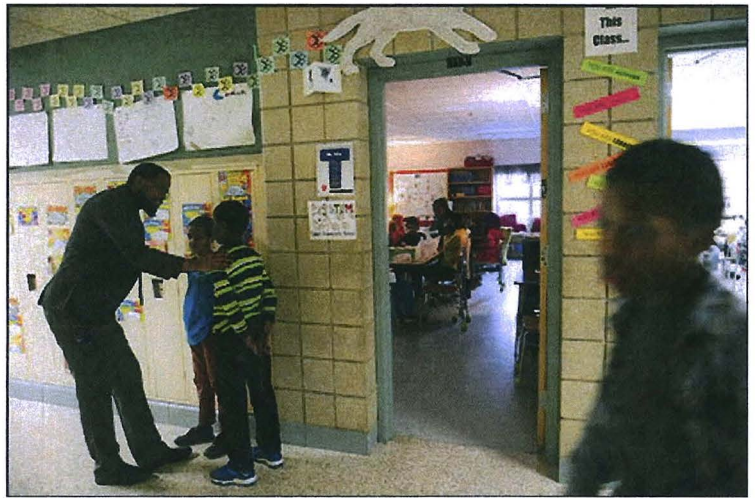
According to the study from New America's Dual Language Learners National Work Group, more than 30 states and the District of Columbia have reported shortages of bilingual, dual immersion, and English-as-a-second-language teachers. As districts try to meet the needs of their increasingly diverse schools, the demand for these educators has become crucial: an estimated **10 percent of public school K-12 students are English-language learners.**

New America released the report, "Teacher Talent Untapped: Multilingual Paraprofessionals Speak About the Barriers to Entering the Profession," roughly six months after unveiling a study that outlined how the paraprofessionals could help address the shortage.

The 42-page paper shares the stories and struggles of paraprofessionals in Minneapolis, Orange County, Calif., San Antonio, Seattle, and the District of Columbia who are prime candidates to fill these vacancies, but can't.

With job titles like paraeducator, teaching assistant, and instructional aide, the educators spoke of facing obstacles such as rigid teacher licensure standards and low pay, which makes it tough to afford the cost of going back to school.

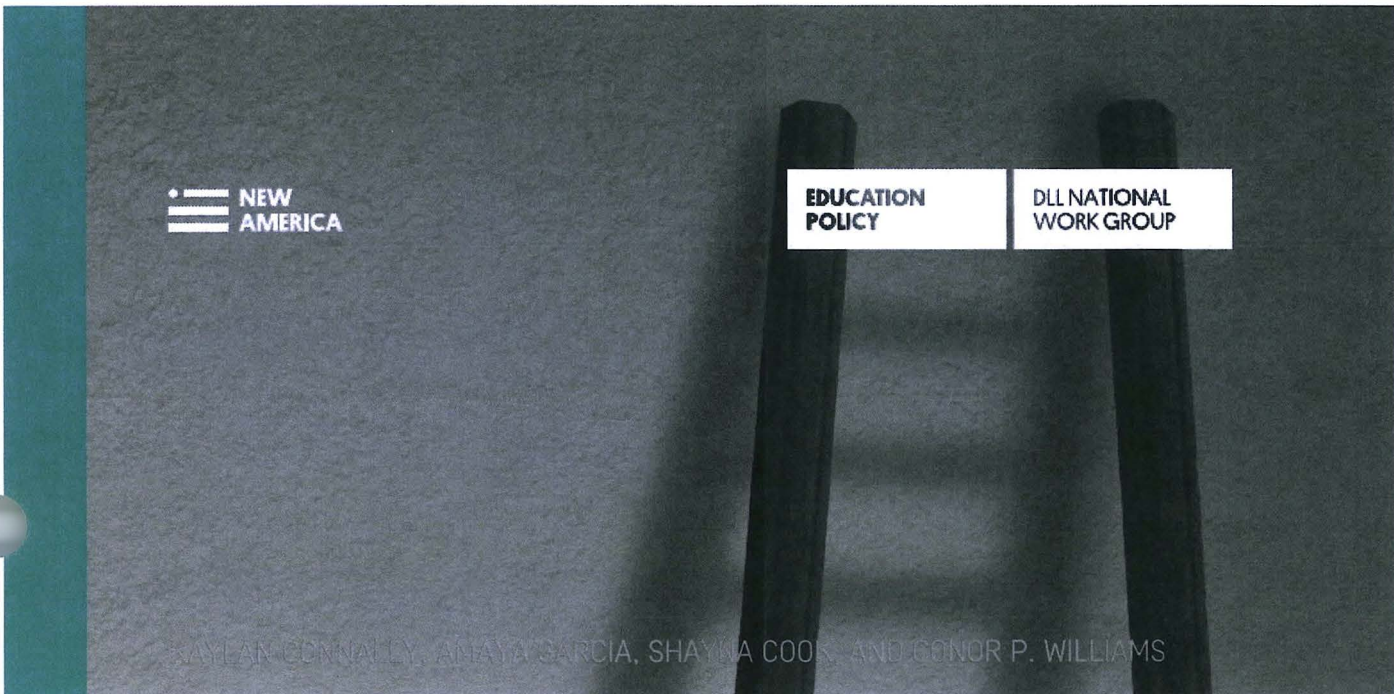
Not content to just lament, the educators also offered potential solutions to the problem, including making teaching exams available in languages other than English and developing alternative teacher licensure programs.



To continue the work on this topic, New America intends to study grow-your-own programs in two metropolitan areas—Minnesota's Twin Cities and Seattle— they visited in this study to "learn more about their design, implementation, challenges, and outcomes."

Here's a look at the study:

[Teacher Talent Untapped](#) by [corey_c_mitchell](#) on Scribd





Anchorage School District

Education Center

5530 E. Northern Lights Blvd. • Anchorage, AK 99504 • 907-742-4000 • www.asdk12.org

March 1, 2018

Dear Senator Stevens,

I am writing on behalf of Anchorage School District's Title VI Indian Education Program, and the 10,250 Native students we serve in support of HB 102 and SB 75. We ask that you please schedule HB 102 for a hearing in front of the Senate Education Committee.

The loss of language has dire implications for the students and the families we work with in the Anchorage School District. Many of our Alaska Native students struggle academically, socially, and emotionally as they encounter challenges in our western educational system that doesn't support their indigenous cultural identities. Language is a key conduit for cultural identity development and most of our students are growing up in an English-speaking world that cuts them off from traditions, elders, and other cultural connections. A study in Canada found that for indigenous youth, learning a heritage language supported not just academic achievement but also better mental and physical health outcomes, including a dramatic decrease in suicide rates as reported by Shirley Fontaine's March 30, 2012 report to the Assembly of First Nations, "First Nations Languages and Improving Student Outcomes".

Revitalizing Alaskan Native languages is a key strategy to supporting our students, and immersion programs are the most effective and efficient (in terms of time and resources) ways for students to gain fluency in a new language. One of the largest barriers to implementing successful immersion programs is the shortage of certified teachers who speak Alaskan Native languages. This bill removes this barrier by allowing school districts to hire qualified teachers who may not possess a teaching certificate. An additional benefit of this bill, includes more community members would be able to work in schools which can have profound and far reaching benefits for students who otherwise are taught by teachers who might not understand local customs and values.

Anchorage School District and our language partners: Cook Inlet Headstart, the Alaska Native Heritage Center and Cook Inlet Early Headstart are very concerned about the sustainability of our current language programs and building the capacity of each organization to serve more children, while expanding services to older students due to the lack of certificated language teachers. Adding components to address the shortage,

Educating All Students for Success in Life

Anchorage School Board Tam Agosti-Gisler, President

Starr Marsett, Vice President

Kathleen Plunkett, Clerk

Elisa Snelling, Treasurer

Bettye Davis

Dave Donley

Andy Holleman

Superintendent Dr. Deena Bishop

and at the same time enhancing our ability to engage and empower our community is a win-win for everyone...especially our children.

The last fluent speakers of all 20 Alaska Native languages, official languages of our state, will be lost by the end of this century if we don't act swiftly to address language loss. We have no time to lose and this bill enables us to hire talented Native language teachers to impart their knowledge to the next generation before it is too late.

HB 102 is an important bill that we urge you to support on behalf of educators and youth around the state.

Sincerely,

Doreen E. Brown



Alaska Native Language Preservation and Advisory Council

March 14, 2018

Rep. Jonathan Kreiss-Tomkins
State Capitol Building, Room 411
Juneau, Alaska 99801

Dear Representative Kreiss-Tomkins,

The Alaska Native Language Preservation & Advisory Council strongly supports the passage of HB 102 / SB 75, improving the opportunities for high-quality instruction in languages other than English and limited teacher certificates. Particularly for language immersion education, the most qualified instructors may not have an Alaskan teacher certificate. Nonetheless, fifty years of academic research supports the value of language immersion education in 1) increasing students' fluency in English and the immersion languages, 2) increasing students' educational scores in mathematics, science, and social studies, and 3) increasing students' IQs.

Alaska Native Languages are in a state of crisis, and dedicating time and resources towards a teacher certification process will help develop future teachers. This bill allows school boards to request limited teacher certification for individuals who otherwise have demonstrated their competency at teaching through a language other than English.

With the urgent need for more language immersion schools in Alaska—and particularly for Alaska Native language immersion schools—Alaska needs the flexibility that this legislation will provide if we are to put the quality of our children's education first.

Sincerely,

Annette Evans Smith
ANLPAC Chair

Annette Evans Smith, Chair (*Athabaskan, Alutiiq, Yup'ik*)

X'unei Lance Twitchell, Vice Chair
(*Tlingit, Haida, Yup'ik, Sami*)

April Counciller,
Vice-Chair (*Alutiiq*)

Bernadette Yaayuk
Alvanna-Stimpfle (*Inupiaq*)

Walkie Charles
(*Yup'ik*)

Planning for the survival and revitalization of Alaska Native languages for all Alaskans

March 31, 2018

Representative Jonathan Kriess-Tomkins
State Capital 411
Juneau, AK 99801

Dear Representative Kriess-Tomkins:

I am writing to support HB 102. As an Alaska Native myself, I see our language is slowly dying and those that know it well enough to teach it and pass it down are usually not in the position to attend higher education to receive a BA in teaching in order to obtain a teaching license. For these individuals who have the capabilities of teaching another language than English to be able to get their limited teaching certificates would greatly help the survival of our native languages.

I see this as something that we should all try to push for to keep our languages thriving, but to do that we need the help of those who are fluent in other languages and to give them the opportunity to teach just that language in schools. HB 102 would help to give those who can the opportunity to help teach others the language they know.

I strongly believe that HB 102 would greatly benefit our State and our people. I would like to give my full support to HB 102. Thank you for your time and consideration on this Bill.

Sincerely,

A handwritten signature in black ink, appearing to read "April Pelkey". The signature is fluid and cursive, with a large loop at the end of the last name.

April Pelkey
PO Box 106
Akutan, AK 99553
adpelkey@alaska.edu

ANCHORAGE SCHOOL DISTRICT
ASDR 2016-2017-17

RESOLUTION IN SUPPORT OF WORLD LANGUAGE AND ALASKA NATIVE
LANGUAGE IMMERSION PROGRAMS

WHEREAS, the ASD's mission is to educate all students for success in life, including preparing students for a diverse and multilingual global community;

WHEREAS, the ASD currently has approximately 2,500 students in grades K-12 enrolled in a language immersion program (in Chinese, German, Japanese, Russian, or Spanish);

WHEREAS, approximately an additional 5,500 ASD middle and high school students are enrolled in a world language course, levels I through Advanced Placement (AP) (including ASL, Chinese, French, German, Japanese, Latin, Russian, or Spanish);

WHEREAS, ASD strongly supports world language instruction and language immersion education, and supports efforts that will result in more quality language immersion education programs in the district and the state;

WHEREAS, ASD continuously struggles to find qualified teachers for its world languages and immersion programs that possess the required level of language proficiency and who are also able to fulfill the state's teacher certification requirements;

WHEREAS, Alaska's current teacher certification laws contribute to the difficulty school districts have in hiring quality language immersion instructors

WHEREAS, providing school districts greater flexibility in the hiring of language immersion teachers would make districts, including ASD, more able to offer and expand high-quality and highly-sought-after language immersion programs;

WHEREAS, expanding the scope of the existing Type M and Type I limited teacher certificates, as proposed in HB 102 and SB 75, would allow ASD to hire qualified native speakers of non-English languages that it currently struggles to hire;

NOW, THEREFORE, be it resolved, that ASD supports legislation such as HB 102 and SB 75 that will provide greater flexibility for school districts to fill teaching positions in world and Alaska Native language immersion programs;

PASSED AND APPROVED this 20th day of March 2017.

ANCHORAGE SCHOOL BOARD



Tam Agosti-Gisler, President

Kameron Perez-Verdila
Starr Marsett
Bettye Davis

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Elisa Snelling



Dr. Deena Bishop, Superintendent



**KULANUI O
HAWAII MA HILO**

Ka Haka 'Ula O Ke'elikōlani
College of Hawaiian Language

<http://www.olelo.hawaii.edu/khuok/>

**MOKUNA
PAPAĀHANA KĀLA'I'IKE**
Academic Studies Division

Muapuka
Undergraduate Program

Mulipuka
Graduate Program

Kula Matili Ola
Laboratory Schools

Kahuawaiola
Indigenous Teacher Education Program

**MOKUNA
HALE KUAMO'O**
Hawaiian Language Center Division

Hio oikaika Kumu
Hawaiian Medium Teacher Development

Ho'omohala Ha'awina,
Lawe'awe Pāpaha & Ke'eka'a'ike
Curriculum Development,
Media and Telecommunication Services

KE'ENA HO'OKELE KOLEKE
Administrative Office

200 W. KĀWILI STREET,
HILO, HAWAII 96720-4091
KELEPONA (Phone):(808) 932-7360
KELEPA'I (Fax):(808) 932-7409

**KE KULA 'O
NĀWAHIOKALANI'ŌPU'U**
Hawaiian Medium Laboratory School

16-120 'ŌPŪKAHA'IA ST, SUITE 1
KEA'AU, HAWAII 96749
KELEPONA (Phone): (808) 982-4260
KELEPA'I (Fax): (808) 966-7821

He Mea Hui Ma Ka Pāpaha
Kaulike Me Ke Pai Lāemāna

An Equal Opportunity/
Affirmative Action Institution

April 12, 2017

To Legislators To Whom It May Concern

Alaska State Capitol
Juneau, AK 99801

Aloha Members of the Alaska Legislature,

I write in support of legislation to facilitate Alaska Native language medium schooling such as House Bill 102.

My name is Dr. William H. Wilson. I am the senior faculty member of the Hawai'i state Hawaiian Language College, which is located on the Hilo campus of the University of Hawai'i. Our college is somewhat similar to the Alaska Native Language Center at the University of Alaska, Fairbanks, but was established quite a few years after the ANLC.

My academic background is in historical and applied linguistics, language revitalization, and indigenous languages in education. My wife, Dr. Kauanoe Kamanā, and I raised our two children totally in Hawaiian at home and educated them totally through Hawaiian immersion from preschool to grade 12. Upon high school graduation, they both went on to college and graduated - one from our own University of Hawai'i and one from Loyola Marymount University in Los Angeles. Both today have successful careers in business and both continue to use Hawaiian as their regular language of conversation with each other and with us.

I begin with the above details to provide some personal evidence that education through endangered indigenous languages can be highly successful both in terms of maintaining a precious indigenous heritage of a state and in terms of academic and economic outcomes. Furthermore, those successes can be accomplished - indeed in my experience are best accomplished - through innovative mobilization of community resources in the manner called for in House Bill 102.

My own children are atypical in that their parents are university professors. Approximately 70% of the other Native Hawaiian children educated with them were from "free and reduced lunch" backgrounds. Over 95% were Native Hawaiian, generally a particularly low performing population in state schools. Nearly 100% of the teachers in our children's school were themselves Native Hawaiian and many were either uncertified or teaching at a grade level or in a subject level for which they had not been certified. We were working together, however, as a community in educating the children. First graduating students

in 1999, the school they attended, Nāwahīokalani'ōpu'u (Nāwahī), has never had a dropout and through the years over 85% of graduates have gone directly on to college.

While we are very proud of our children's school, similar results are being produced in the 8 other Hawaiian immersion sites (or sets of classes in an English medium school) that have reached through to the senior high school level. A portion of those sites teach partially through English beginning in middle school and others like Nāwahī are taught totally through Hawaiian right through to the senior year. All sites are similar to Nāwahī, however, in the high proportion of students from lower economic backgrounds and in their enrollments being close to 100% Native Hawaiian. Recently the state published information that 20% of the teachers in schools teaching through Hawaiian statewide are uncertified compared to 4% uncertified teachers in the schools taught through English. Yet, outcomes relative to high school graduation and college attendance directly out of high school are higher in the schools taught through Hawaiian than in schools taught through English.

The statistics are as follows: Relative to "On Time High School Graduation," students in Hawaiian Immersion Schools currently graduate at a rate 8% points higher than Native Hawaiians in English medium schools (86% vs. 78%) and also 3% points higher than the rate for non-Native Hawaiian students in English medium schools (86% vs. 83%.) Relative to "Immediate Enrollment Into College", students from Hawaiian Immersion Schools currently enroll directly into college at a rate 15% points higher than other Native Hawaiians who have graduated from high school (61% vs. 46%) and at a rate 21% higher than lower income Native Hawaiian graduates as a whole (61% vs. 40%).

While I do not have official statistics, it is a widespread observation that students in Hawaiian Immersion have special strengths in overall "wellness". That is, they are well adjusted, polite, in better health, contributors to society and are statistically less likely to engage in risky behaviors. To give an example from this year's senior class at Nāwahī, both the division-one offensive and defensive football players of the year for our county of 190,800 people were from Nāwahī.

The Hawaiian language revitalization movement that produced these results began small, with handfuls of students in private language nest preschools. These preschools were taught by second language learners and fluent speakers, none of whom had state licensure. What the teachers had was knowledge of the language, knowledge of the culture, ability to connect with students, and a passion to share what they knew from a values base that had assured survival and success among Native Hawaiians for countless generations before.

From these roots, our Hawaiian-language education system slowly grew. We moved first into kindergarten and then added a grade a year through elementary school. We then moved on to middle school and through high school. We relied on the teachers that we were able to find — some licensed, many not. But we parents persisted in pursuing Hawaiian language education for their children and we saw good educational results. The movement spread from our community to others statewide and new sites continue to open.

Our preschools began first as community initiatives that were modeled in part on Hawai'i immigrant language schools and partly on New Zealand Māori language nests. During the development of our schools we discovered that legal provisions allowing immigrant language schools to hire teachers without certification did not apply to the non-foreign Hawaiian language. Indeed, we also discovered that an earlier system of government education through the Hawaiian language was closed down by law in 1896. That legislation barring use of Hawaiian as a medium of education was still on the books when we began our efforts in the early 1980s.

We decided to go to the legislature for relief. The state education establishment was opposed to our request, but after three years of lobbying, the legislature produced two bills. One bill completely exempted preschools taught through Hawaiian from any required licensures of teachers, a regulation parallel to what already existed for foreign language schools. Through the second bill, passed that same year 1986, the state legislature lifted the legal barrier to use of Hawaiian as a medium of education in the public schools. As a result, in 1987 we were able to matriculate our older children from the language nest preschool into the state school system as a special class - or stream - in a mainstream English school. We added the next grade in 1989 and grew grade by grade from there, graduating the first seniors in 1999. Our son was in the first graduating class. Eventually enrollment became large enough to establish Nāwahī as a separate school site.

The Hawai'i State Legislature has been a strong supporter since those initial bills. Legislative support has paved the way for further development of education through Hawaiian. Our teacher licensing law includes a variety of provisions accounting for the unique status of Hawaiian language immersion teachers. We have a special set of certifications for Hawaiian immersion that allow teachers to teach K-12 because the immersion sites are small and teachers need to teach at multiple levels. The law includes a provision for special support for teachers who teach in Hawaiian immersion programs and for those who teach on Ni'ihau (an isolated island where everyone speaks Hawaiian), allowing extra time as they work toward certification.

We have been very fortunate in Hawai'i to have a supportive legislature. The mainstream educational establishment of our state including the State Department of Education, while highly concerned for the academic progress for Native Hawaiians, was actually initially opposed to Hawaiian immersion. Even today the educational mainstream in our state continues a tendency to follow practices and models that emanate from large national educational organizations based in the contiguous forty-eight states. This is why our legislators, grounded in the distinctiveness of our state and its communities, have been the ones providing leadership in opening up this Hawaiian immersion pathway. The legislature did not support Hawaiian immersion without us providing evidence that other countries had successfully implemented what we were advocating, but, they did open up opportunities that would not have existed for us if the legislature had listened primarily to those from the educational mainstream who opposed Hawaiian immersion initiatives based on there being no such model within standard national educational practice in the contiguous forty-eight states.

In providing a legal pathway for Hawaiian immersion, our state legislature has greatly benefited Native Hawaiian communities and the state as a whole. I am very grateful for their groundbreaking support and the outcomes for my own family as well as the larger population of our state. I see many parallels in what the Alaska State Legislature is doing with House Bill 102. I commend your work in supporting Alaska Native communities that are seeking to grow Alaska Native language immersion education. I wish you all the success in your endeavors and would be happy to help in any way where experiences here and some of the research of our College might be useful.



Dr. William H. Wilson
Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language
University of Hawai'i at Hilo

**Kodiak Archipelago Rural Regional Leadership Forum
Resolution 2018-07**

A RESOLUTION IN SUPPORT OF ALASKA HOUSE BILL 102

WHEREAS, the Kodiak Archipelago Rural Regional Leadership Forum (the Forum) is a consortium of community, municipal, tribal, Alaska Native corporation and other leaders who support the sustainability of the coastal communities of Akhiok, Karluk, Larsen Bay, Old Harbor, Ouzinkie and Port Lions, and

WHEREAS, approximately over 90% of students in our region's rural schools are Alaska Native or of Alaska Native descent,

WHEREAS, efforts to revitalize the Alutiiq language in the region have been ongoing for the past twenty or more years and the member communities of the Forum strongly support language revitalization efforts in the region,

Whereas, member communities of the Forum strongly support language immersion efforts that result in more quality language immersion education programs in the Kodiak Island Borough School District (KIBSD) and the state,

Whereas, the KIBSD has a shortage of teachers that possess the required level of language proficiency and are also able to fulfill the state's teacher certification requirements, and Alaska's current certification laws contribute to continued difficulties in hiring quality language immersion instructors, and

Whereas, our region's Elders are often our most valuable resource in transference of the Alutiiq language, and

Whereas, expanding the scope of the Type M and Type I limited teacher certificates, as proposed in HB 102, would allow the KIBSD to hire qualified Alutiiq speakers as immersion teachers, and

Whereas, providing school districts greater flexibility in the hiring of language immersion teachers would give districts including the KIBSD, more flexibility to offer and expand high-quality and highly-sought after language immersion programs, and

Now Therefore Be It Resolved that the Kodiak Archipelago Rural Regional Leadership Forum supports legislation such as HB 102 that will provide greater flexibility for school districts to fill teaching positions in Alaska Native language immersion programs.

PASSED THIS 26th day of January 2018 by the 63 rural community, municipal, tribal and Alaska Native corporation leaders participating in the Kodiak Archipelago Rural Regional Leadership Forum.

IN WITNESS THEREOF:



Roberta Townsend Vennel, Forum Facilitator

Koniag-KANA Regional Roundtable

Resolution in Support of Alaska Native Language Immersion Programs

WHEREAS, The Koniag-KANA Regional Roundtable is a group whose membership is comprised of representatives of the Koniag Regional Native Corporation, the Kodiak Area Native Association, and each ANCSA corporation and Tribal entity on Kodiak Island; and

WHEREAS, Efforts to revitalize the Alutiiq language in the region have been ongoing for the past twenty or more years; and

WHEREAS, Approximately 20% of students in the Kodiak Island Borough School District (KIBSD) are Alaska Native and over 90% in some of the rural communities; and

WHEREAS, The Koniag-KANA Regional Roundtable strongly supports language immersion education and supports efforts that will result in more quality language immersion education programs in the KIBSD and the state; and

WHEREAS, The KIBSD has a shortage of teachers for expansion of immersion programs that possess the required level of language proficiency and who are also able to fulfill the state's teacher certification requirements; and

WHEREAS, Alaska's current teacher certification laws contribute to the difficulty school districts have in hiring quality language immersion instructors; and

WHEREAS, Providing school districts greater flexibility in the hiring of language immersion teachers would give districts, including the KIBSD, more flexibility to offer and expand high-quality and highly-sought after language immersion programs; and

WHEREAS, expanding the scope of the existing Type M and Type I limited teacher certificates, as proposed in HB 102 and SB 75, would allow the KIBSD to hire qualified Alutiiq speakers; and

NOW THEREFORE BE IT RESOLVED that the Koniag-KANA Regional Roundtable supports legislation such as HB 102 and SB 75 that will provide greater flexibility for school districts to fill teaching positions in Alaska Native language immersion programs.

DATED this 17th day of April, 2017

ATTESTED by:



Andy Teuber
President & CEO
Kodiak Area Native Association



Tom Panamaroff
Regional & Legislative Affairs Executive
Koniag, Inc.



OFFICE OF THE SUPERINTENDENT

March 7, 2017

Legislature of the State of Alaska
30th Legislature – First Regular Session

Dear Committee Members:

I am writing as the Superintendent of the Matanuska-Susitna Borough School District in support of HB 102 "An Act relating to instruction in a language other than English; and relating to limited teacher certificates." The Mat-Su Borough School District values its immersion program and this legislation will assist the district in recruiting, hiring, and retaining the teachers needed for this program.

Successful language immersion schools require teachers who are fluent in a Native or foreign language. HB 102 would give Districts the flexibility in hiring for immersion schools that currently exists through Type M certificates for Career and Technical Education. Securing fully certified teachers is always a priority however, there is not always a sufficient candidate pool of certified teachers who are also fluent in the necessary language.

Immersion schools have proven to produce positive academic results for students. HB 102 would benefit school districts by giving them the flexibility needed to hire the best possible instructors for immersion schools.

Sincerely,

Gene Stone
Superintendent

NATIVE VILLAGE OF PORT LIONS

RESOLUTION NO. 2017-10R

**A RESOLUTION OF THE NATIVE VILLAGE OF PORT LIONS TRADITIONAL TRIBL COUNCIL
IN SUPPORT OF ALASKA NATIVE LANGUAGE IMMERSION PROGRAMS.**

WHEREAS, the Native Village of Port Lions is a federally recognized Indian Tribe as defined in Section 3(c) of the Alaska Native Claims Settlement Act, as amended; and

WHEREAS, the Port Lions Traditional Tribal Council is the governing body of the Native Village of Port Lions; and

WHEREAS, the Native Village of Port Lions has consistently implemented and operated successful membership and community services since its formal inception in August, 1978; and

WHEREAS, the Port Lions Traditional Tribal Council agrees with the Recommendations of the Alaska Native Language Preservation and Advisory Council in their 2016 Report to the Governor where they strongly urged "the Alaska legislature to adopt HB 157 in support of language immersion schools and for training for Alaska Native language teachers in a framework that leads to teacher certification," and

WHEREAS, HB 102 is the 2017 version of the bill wherein it is described as, "An Act relating to instruction in a language other than English; and relating to limited teacher certificates," and

WHEREAS, SB 75 is the Senate companion of the proposed legislation; and

WHEREAS, Alaska's current teacher certification laws contribute to the difficulty school districts have in hiring quality language immersion instructors; and

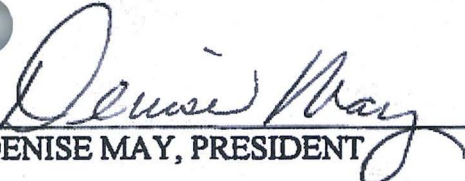
WHEREAS, providing school districts greater flexibility in the hiring of language immersion teachers, would give districts, including Port Lions School, more flexibility to offer and expand high-quality and highly-sought-after language immersion programs; and

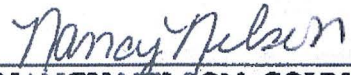
WHEREAS, expanding the scope of the existing Type M and Type I limited teacher certificates, as proposed in HB 102 and SB 75, would allow districts to hire qualified native speakers of Indigenous languages that are a struggle to hire;

NOW THEREFORE BE IT RESOLVED, that the Native Village of Port Lions Traditional Tribal Council supports legislation such as HB 102 and SB 75 that will provide greater flexibility for school districts to fill teaching positions in the Alaska Native language immersion programs.

CERTIFICATION:

We, the undersigned officers of the Port Lions Traditional Tribal Council, do hereby certify that the foregoing Resolution was duly adopted on the twenty-ninth day of April, 2017, with a quorum present and 4 votes for, 0 votes against, and 0 abstaining.


DENISE MAY, PRESIDENT


NANCY NELSON, COUNCIL MEMBER



NOME PUBLIC SCHOOLS
P.O. Box 131
Nome, Alaska 99762
Phone (907) 443-2231 / Fax (907) 443-5144

RESOLUTION 2017-001

RESOLUTION IN SUPPORT OF ALASKA NATIVE LANGUAGE IMMERSION PROGRAMS

WHEREAS, NPS's mission is that in active partnership with families and the community, we educate and inspires students to become successful and responsible global citizens in an environment that represents our rich cultural diversities and local traditions;

WHEREAS, NPS currently has approximately 700 students enrolled in grades K-12 and over 80% of whom are Alaska Native heritage;

WHEREAS, a majority of our students receive an exposure to Inupiaq and Yu'pik language instruction;

WHEREAS, NPS strongly supports language immersion education, and supports efforts that will result in more quality language immersion education programs in the district and the state;

WHEREAS, NPS has a shortage in our region of teachers for any expansion of immersion programs that possess the required level of language proficiency and who are also able to fulfill the state's teacher certification requirements;

WHEREAS, Alaska's current teacher certification laws contribute to the difficulty school districts have in hiring quality language immersion instructors;

WHEREAS, providing school districts greater flexibility in the hiring of language immersion teachers, would give districts, including NPS, more flexibility to offer and expand high-quality and highly-sought-after language immersion programs;

WHEREAS, expanding the scope of the existing Type M and Type I limited teacher certificates, as proposed in HB 102 and SB 75, would allow NPS to hire qualified native speakers of Indigenous languages that are a struggle to hire;

NOW, THEREFORE, BE IT RESOLVED the Nome Public Schools Board of Education supports legislation such as HB 102 and SB 75 that will provide greater flexibility for school districts to fill teaching positions in Alaska Native language immersion programs.

PASSED AND APPROVED this 11th day of April 2017.

Dr. Barb Amarok, President

Jennifer Reader
Brandy Arrington

Nancy Mendenhall

Shawn Arnold, Superintendent

NORTH SLOPE BOROUGH SCHOOL DISTRICT



Amiut Wolves Amaqqut
Amiut School
P.O. Box 21029
Barrow Pass, Alaska 99721
(907) 661-3226
Fax (907) 661-6215

Asuk Eagles Tinmiaqpait
Kade River School
P.O. Box 91030
Barrow, Alaska 99791
(907) 633-6315
Fax (907) 633-6215

Barrow Whalers Aqviqtuqtit
Barrow High School
P.O. Box 960
Barrow, Alaska 99723
(907) 852-8950
Fax (907) 852-8969

IS Wolves Amaqqut
Dan Hopson, Sr., Memorial
Middle School
P.O. Box 509
Barrow, Alaska 99723
(907) 852-3880
Fax (907) 852-7794

Arctic Foxes Tigiganniat
Fred Ipalook Elementary School
P.O. Box 450
Barrow, Alaska 99723
(907) 852-4711
Fax (907) 852-4713

Arctic Snowy Owls Ukpiit
Arctic Learning Community
P.O. Box 169
Barrow, Alaska 99723
(907) 852-9677
Fax (907) 852-4334

Kaveolook Rams Imnait
Kaveolook School
P.O. Box 20
Kaktovik, Alaska 99747
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Fax (907) 640-6718

Arctic Trappers Nanigiatuqtit
Arctic Trappers School
P.O. Box 89167
Barrow, Alaska 99789
(907) 480-6712
Fax (907) 480-6621

Arctic Harpooners Kapuqtit
Arctic Harpooners School
P.O. Box 148
Point Hope, Alaska 99766
(907) 368-2662/2663
Fax (907) 368-2770

Arctic Gaviit
Arctic Gaviit School
P.O. Box 59077
Point Lay, Alaska 99759
(907) 833-2314
Fax (907) 833-2315

Arctic Gaviit
Arctic Gaviit School
P.O. Box 10
Point Barrow, Alaska 99782
(907) 763-2541
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RESOLUTION 17-08

SUPPORTING HB 102 AND SB 75

WHEREAS, the North Slope Borough School District Board of Education agrees with the Recommendations of the Alaska Native Language Preservation & Advisory Council in their 2016 Report to the Governor where they strongly urged "the Alaska Legislature to adopt HB 157 in support of language immersion schools and for training for Alaska Native language teachers in a framework that leads to teacher certification," and

WHEREAS, HB 102 is the 2017 version of the bill wherein it is described as, "An Act relating to instruction in a language other than English; and relating to limited teacher certificates," and

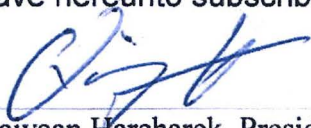
WHEREAS, SB 75 is the Senate companion of the proposed legislation; and


WHEREAS, part of the NSBSD Strategic Plan directly addresses the development of local teachers; and

WHEREAS, the NSBSD Board of Education has long desired to establish mechanisms by which to allow for immersion programs in schools where qualified teachers are available;

NOW THEREFORE BE IT RESOLVED that the North Slope Borough School District Board of Education strongly supports the passage of HB 102 and SB 75 so as to offer Alaska schools additional options for developing Alaska Native language immersion programs and training for Alaska Native language teachers.

IN OFFICIAL RECOGNITION WHEREOF, the Members of the School Board have hereunto subscribed their names this 31st day of March, 2017.


Qaiyaan Harcharek, President
NSBSD Board of Education


Roxanne Brower, Clerk
NSBSD Board of Education



To the Alaska State Legislature,

We are writing in support of House Bill 102.

Rilke Schule German School of Arts and Sciences is an award-winning German language immersion program in Anchorage with more than 485 students. In fact, a few years ago, the American Association of Teachers of German designated our school as a German Center of Excellence.

Access to native fluency within the academic setting is of utmost importance for any language immersion program. We believe that one of several contributing factors in our school's success has been the ability to offer native fluency in our classrooms.

Language immersion teaching comes with many challenges, but it is especially difficult in Alaska, under the current legislation, to find high quality, qualified language educators. This current system puts immersion programs like ours at risk because it severely limits the pool of educators that we may employ.

HB 102 would positively affect the language immersion education setting all across our state by relaxing these restrictions and widening the pool of qualified applicants eligible to teach in Alaska's specialized language schools.

We support the passage of House Bill 102, and would be more than happy to provide additional information and commentary about the positive impact it would have on the students and families of Rilke Schule.

Sincerely,

Christopher Barr
Principal

Rilke Schule German School of Arts and Sciences
(907) 742-7455

Jason Storter
Academic Policy Committee Chair
Rilke Schule German School of Arts and Sciences
(907) 230-5387

From: Anne Fuller <fernleafgt@yahoo.com>
Sent: Tuesday, April 03, 2018 9:35 PM
To: Senate Education
Subject: Please vote to approve HB 102

Please heed the Alaska Native Language Preservation and Advisory Council.

I am writing to support the limited teacher certificate for language immersion teachers.

The educational system needs to change from the one that produces good factory line workers and Dickensian clerks (adding columns of figures all day every day). Bilingual people are well educated. Help bring indigenous languages into the classrooms of our state.

The proposed law has been considered by people more active than I in the teaching of languages to children. I do know that children benefit from situations that honor their families and their own experiences, and that the languages of our land matter.

Thank you

Anne Fuller
Bureau Alaska

From: Pete Schaeffer <schaeffer546@yahoo.com>
Sent: Wednesday, April 04, 2018 9:17 AM
To: Senate Education
Subject: Support for HB102

Dear Senate Education Committee-

This email is asking for support for HB102, which is important to Native Language Teachers and our efforts to keep our Inupiaq language alive.

Our Community of Kotzebue created a very small Tribal Immersion School, Nikaitchuat Iilisagviat, twenty years ago to attempt to revitalize the Inupiaq language. In the twenty years since the start of our school, several of our original Teachers have passed away, and taken their language skills with them.

Creating a way to ease the way Teachers of our Native languages are able to be certified is long overdue, as respect for others different is what HB102 is mostly about. As we experienced in our Tribal Immersion school, which accepts preschool and early elementary students of ALL races, the need for certified Native Language teachers is a core need as our school moves on into the future.

We respectfully ask that the Senate Education Committee supports HB102, and recommends to the full Senate for its' passage.

Thank you.

Pete and Polly Schaeffer

Partners with parents in founding Nikaitchuat Iilisagviat

OPPOSED

The Lower Kuskokwim School District opposes HB 102 for the following reasons:

1. We have a program specifically designed to “grow our own” certified teachers with fluency and literacy in the indigenous language of our students. The plan helps provide teachers with expertise in language and culture, and who have completed a teacher preparation program. This helps in the district’s ability to fill teaching positions with those comfortable and familiar with village communities, and provides excellent role models for children.
2. LKSD does not hire Type M certified teachers because we want instructors who are fully knowledgeable in teaching pedagogy, child development, and instructional methods that are proven. Hiring of Type M certified teachers allows instruction by those who have knowledge in a subject area but not training as a teacher. This is the equivalent of hiring a math teacher to teach a language arts class simply because the individual is fluent in English. The training required for each content area is different and calls for different skills.
3. Our Dual Language model requires teachers who are fully trained and skilled in two languages, Yugtun and English. Content areas are taught specifically in one or the other and require certified teachers for delivery and instruction.
4. We currently have twenty-six Type I certified instructors with more who have applied and are awaiting confirmation from EED. This is a certificate specifically designed for those with knowledge and expertise in indigenous language and are working toward full Type A certification.
5. HB 102 removes the requirement for proficiency testing if the test is not available in the instructional language a teacher will use. We insist on language proficiency in Yugtun for our teachers who will teach in Yugtun. Does the new regulation remove Praxis testing for teachers because it is not available in Yugtun? There is a provision that allows test takers whose first language is not English to have more time to work on the test. Most of our teachers have found this to be sufficient to meet their needs.
6. The proposed HB 102 would be more restrictive for teachers in our district because it gives one-year certification that may be renewed upon request of the employer. Type I certificates are for five years and may be renewed one time. The current Type I certificate allows instructors more time for achieving Type A certification.
7. We do not understand the rationale for this bill and do not support it as written

I would be more than willing to talk to any of you further about our programs in LKSD and the work we have done with EED.

Joshua Gill
Director of Personnel and Student Services
Phone: 907-543-4884
Fax: 907-543-4900
joshua_gill@lksd.org