

**ALASKA STATE LEGISLATURE  
HOUSE EDUCATION STANDING COMMITTEE**

February 10, 2010  
8:06 a.m.

**MEMBERS PRESENT**

Representative Paul Seaton, Chair  
Representative Cathy Engstrom Munoz, Vice Chair  
Representative Bryce Edgmon  
Representative Peggy Wilson  
Representative Robert L. "Bob" Buch  
Representative Berta Gardner

**MEMBERS ABSENT**

Representative Wes Keller

**COMMITTEE CALENDAR**

HOUSE BILL NO. 317

"An Act increasing the special needs funding and base student allocation for public schools, and extending the adjustment for student transportation funding; and providing for an effective date."

- MOVED CSHB 317(EDC) OUT OF COMMITTEE

HOUSE BILL NO. 206

"An Act establishing a career assessment requirement in public schools; and relating to postsecondary courses for secondary school students."

- HEARD & HELD

**PREVIOUS COMMITTEE ACTION**

BILL: HB 317

SHORT TITLE: EDUC. FUNDING: BASIC/SPEC NEEDS/TRANSPORT

SPONSOR(s): EDUCATION

01/27/10	(H)	READ THE FIRST TIME - REFERRALS
01/27/10	(H)	EDC, FIN
02/01/10	(H)	EDC AT 8:00 AM CAPITOL 106
02/01/10	(H)	Heard & Held
02/01/10	(H)	MINUTE(EDC)
02/05/10	(H)	EDC AT 8:00 AM CAPITOL 106

02/05/10 (H) Heard & Held  
02/05/10 (H) MINUTE(EDC)  
02/10/10 (H) EDC AT 8:00 AM CAPITOL 106

BILL: HB 206

SHORT TITLE: HIGH SCHOOL ASSESSM'T/POSTSECONDARY CLASS  
SPONSOR(S): EDUCATION

03/25/09 (H) READ THE FIRST TIME - REFERRALS  
03/25/09 (H) EDC, FIN  
03/27/09 (H) EDC AT 8:00 AM CAPITOL 106  
03/27/09 (H) Heard & Held  
03/27/09 (H) MINUTE(EDC)  
04/03/09 (H) EDC AT 8:00 AM CAPITOL 106  
04/03/09 (H) Heard & Held  
04/03/09 (H) MINUTE(EDC)  
04/15/09 (H) EDC AT 8:00 AM CAPITOL 106  
04/15/09 (H) Heard & Held  
04/15/09 (H) MINUTE(EDC)  
01/20/10 (H) EDC AT 8:00 AM CAPITOL 106  
01/20/10 (H) Heard & Held  
01/20/10 (H) MINUTE(EDC)  
02/01/10 (H) EDC AT 8:00 AM CAPITOL 106  
02/01/10 (H) Scheduled But Not Heard  
02/05/10 (H) EDC AT 8:00 AM CAPITOL 106  
02/05/10 (H) Heard & Held  
02/05/10 (H) MINUTE(EDC)  
02/10/10 (H) EDC AT 8:00 AM CAPITOL 106

**WITNESS REGISTER**

CARL ROSE, Executive Director  
Association of Alaska School Boards (AASB)  
Juneau, Alaska

**POSITION STATEMENT:** Testified in support of HB 317, and in opposition to HB 206.

JOHN ALCANTRA, Government Relations Director  
National Education Association of Alaska (NEAA)  
Palmer, Alaska

**POSITION STATEMENT:** Testified in support of HB 317.

LaDAWN DRUCE, President  
Kenai Peninsula Education Association  
Soldotna, Alaska

**POSITION STATEMENT:** Testified in support of HB 317.

DAVE JONES, Assistant Superintendent  
Kenai Peninsula Borough School District  
Soldotna, Alaska

**POSITION STATEMENT:** Testified on HB 206 with concern.

KAREN GOODWIN, Director  
Administrative Services  
Northwest Arctic Borough School District  
Kotzebue, Alaska

**POSITION STATEMENT:** Testified with concern on HB 206.

WOODY WILSON, Superintendent  
Wrangell School District  
Wrangell, Alaska

**POSITION STATEMENT:** Testified with concern on HB 206.

EDDY JEANS, Director  
School Finance and Facilities Section  
Department of Education and Early Development (EED)  
Juneau, Alaska

**POSITION STATEMENT:** Responded to questions, during the hearing on HB 206.

#### **ACTION NARRATIVE**

[8:06:58 AM](#)

**CHAIR PAUL SEATON** called the House Education Standing Committee meeting to order at 8:06 a.m. Representatives Seaton, P. Wilson, Edgmon, Buch, and Gardner, were present at the call to order. Representative Munoz arrived while the meeting was in progress.

#### **HB 317-EDUC. FUNDING: BASIC/SPEC NEEDS/TRANSPORT**

[8:07:10 AM](#)

CHAIR SEATON announced that the first order of business would be HOUSE BILL NO. 317, "An Act increasing the special needs funding and base student allocation for public schools, and extending the adjustment for student transportation funding; and providing for an effective date."

[8:08:16 AM](#)

CARL ROSE, Executive Director, Association of Alaska School Boards (AASB), stated support for HB 317, and said that the bill represented an extension of the effort toward forward funding. The other aspects of the bill are also widely supported.

[8:09:33 AM](#)

JOHN ALCANTRA, Government Relations Director, National Education Association of Alaska (NEAA), stated support for HB 317, and said forward funding is welcomed by teacher and education support members. He suggested that the state consider expediting the area cost differentials, due to the lengthy wait period many teachers face. Further, he reported that, with only a \$100 base student allocation (BSA) increase, for fiscal year (FY) 11, schools are preparing to eliminate dozens of teaching positions. The bill may help alleviate this type of situation in the future.

[8:12:33 AM](#)

LaDAWN DRUCE, President, Kenai Peninsula Education Association, stated support for HB 317, and suggested an effective date of July 2010, for the BSA rate increased being made to Sections 2 and 3. She said that maintaining a reasonable student to teacher ratio is important, and explained what can happen when one full time teaching position is removed from a school.

[8:16:31 AM](#)

CHAIR SEATON closed public testimony.

[8:16:45 AM](#)

REPRESENTATIVE P. WILSON agreed with the comments brought forward by the witnesses, and was sympathetic for the immediate need for a BSA increase, citing legislative restraints.

[8:17:43 AM](#)

REPRESENTATIVE GARDNER disagreed that this committee would be unable to change recommendations previously established. She said it is the responsibility of the current committee to take action that is deemed appropriate at this time. Further, she asked about the letter of intent that is accompanying the bill. She questioned how it will be overseen by EED, and enforced, even though it does not carry the weight of a statute.

[8:18:46 AM](#)

CHAIR SEATON paraphrased the letter of intent, which read as follows [original punctuation provided]:

It is the intent of the legislature that the increases in block funding for education in AS.14.17.420(a)(1) as amended by HB 317 are meant to enhance a district's ability to offer career technical/vocational education as an addition to other funds a district applies to career technical/vocational education. The increase is not to be interpreted as the only funds a district can designate for career technical/vocational education.

[8:19:32 AM](#)

CHAIR SEATON expressed confidence that the letter of intent will provide the districts with appropriate guidelines for implementing the funding increase. The bill language does not specify how districts are to spend the increased funds; hence the letter of intent versus legal constraints. The block grant funding was incorporated, in response to multiple statewide comments, indicating that career and technical/vocational education programs are being constrained due to lack of funding.

[8:22:12 AM](#)

REPRESENTATIVE BUCH expressed concern, and anticipation, for the funding to be used as directed in the letter of intent, and said the committee members will be watchful that appropriate action is taken by the districts.

[8:23:05 AM](#)

REPRESENTATIVE MUNOZ recalled that a 1.50 percent increase was being considered for the career/technical add-on, and asked how it was settled at the current 1.215 percent.

CHAIR SEATON explained that Amendment 1 [labeled 26-LS1378\E.2, Mischel, 2/4/10, passed at the 2/5/10 meeting] was the vehicle for the change.

[8:24:02 AM](#)

REPRESENTATIVE P. WILSON commented that some school boards have indicated that the increase may end up being directed to special

education support. She agreed that the letter of intent will help schools to implement the programs that the committee expects to have benefit by this action.

[8:25:25 AM](#)

CHAIR SEATON pointed out that today, with the inception of virtual classes, community internships, and other possibilities, the funding will help provide opportunities that are more economical than building/staffing a lab style classroom. The benefits can be as great for less cost, he opined, and stressed the importance for thinking outside the box.

[8:27:22 AM](#)

CHAIR EDGMON referred to the letter of intent and suggested inserting a second "that" to the first line, to read in part: "... other funds that a district applies ...". He received agreement from the committee that the language would be included in the final letter.

[8:28:31 AM](#)

REPRESENTATIVE GARDNER recalled the adage, "Those that don't ask, don't get." She stated her belief that the committee has the responsibility to ask for what is really needed [for education], however, having no amendment to offer, she said she would not delay movement of the bill.

[8:29:24 AM](#)

CHAIR SEATON agreed with the expressed concern, and suggested the finance subcommittee could provide a forum to continue the discussion.

[8:29:55 AM](#)

REPRESENTATIVE P. WILSON moved to report HB 317, 26-LS1378\S, Mischel, 2/5/10, as amended, out of committee with individual recommendations and the accompanying fiscal notes. There being no objection, CSHB 317(EDC) was reported from the House Education Standing Committee.

[8:30:25 AM](#)

The committee took an at-ease from 8:30 a.m. to 8:32 a.m.

**HB 206-HIGH SCHOOL ASSESSM'T/POSTSECONDARY CLASS**

[8:32:18 AM](#)

CHAIR SEATON announced that the final order of business would be HOUSE BILL NO. 206, "An Act establishing a career assessment requirement in public schools; and relating to postsecondary courses for secondary school students."

[8:32:44 AM](#)

CHAIR SEATON opened public testimony.

[8:33:06 AM](#)

CARL ROSE, Executive Director, Association of Alaska School Boards (AASB), stated concern for HB 206, and said there is nothing to substantiate that an 80 day count period would be a benefit for improving the drop-out situation. There appears to be an assumption that following the October 20 day count, there is no effort made by schools to maintain attendance, and a push-out factor may even come into play. He said that young people are a valuable commodity, and to infer that, once the count is complete, a school may no longer maintain an interest in a student is an insult to the profession. Many directions are taken to deter drop-outs, and every district and school does whatever they can to engage each student. He relayed his own experience of growing up dyslexic, and coping with the school system. The best means for helping a young person develop appropriately is to emphasize the role of the community; a proven statistic. Expanding to an 80 day count period will not change this situation. A ten year snapshot of attendance, from the Unalaska School, indicated that, in nine out of ten years, enrollment has dropped in February. He suggested that this may be the norm for many of the small rural schools, where families choose to relocate in the fall. For small schools, with limited administration, it becomes a burden to accomplish all of the winter requirements including: mid-year reports, budget development/revision, and student assessments. Further, the WorkKeys program is still not fully understood, or the relevancy of the assessments clear. Finally, he drew attention to page 2, lines [16] and [24], and paraphrased the two sentences which read:

(a) A secondary student who passes all portions of the examination required under AS 14.13.075 may enroll in

a postsecondary institution in the state that is approved by the commissioner if

(b) The school district in which the student is enrolled in secondary school shall make arrangement for the fees for the appropriate postsecondary courses in which the student enrolls under this section.

MR. ROSE said that stating "may," in the first sentence poses no problem, but the second sentence stipulates "shall," which does present a concern. He said:

When you say to the district "shall," ... and you say it's only "in state," you've removed the point of negotiation. ... There is not the incentive to try to negotiate to try to get individual school districts to be able to negotiate something on behalf of their kids. ... If [the may, or shall] removes us from being able to fashion a program that is more economically advantageous to the student, and the school district, I don't really think we want to do that; I don't think it's your intent. So, I raise that issue to consider that language.

[8:43:07 AM](#)

REPRESENTATIVE P. WILSON interpreted the cited language to mean that the school shall make arrangements for the fees, not necessarily pay the fees; it is left open as to how the fees will be paid.

MR. ROSE referred to the sponsor statement.

CHAIR SEATON indicated that the sponsor statement was applicable to the original version of the bill. If further clarification is needed, it will be considered, as the intent is not to be limiting. Additionally, he said push-out is a term that the department coined as an alternative to drop-out. A seventeen point list was developed, with reasons identified for why a student might feel pushed out. It was not meant as a criticism of the educational system.

[8:46:57 AM](#)

REPRESENTATIVE EDGMON acknowledged that many districts have expressed opposition to the 80 day count, and asked whether any district is in support of the change.

MR. ROSE said the recalculation language, allowing adjustment for an increase in enrollment, is considered a favorable move, but the 80 day count is not supported. He reiterated that there is no data to support that an expanded count is an effective means for improving drop-out rates.

[8:47:55 AM](#)

CHAIR SEATON said many of the comments have been similar to the one received from the Northwest Arctic Borough School District, and directing attention to the committee packet, he paraphrased:

In reality the count is below the level, in rural Alaska, due to PFD (permanent fund dividend) checks distributed in ... October, [and the parents and students] often traveling for shopping ...

CHAIR SEATON requested that districts continue to provide the committee with information to indicate how enrollment fluctuates in specific areas. Some districts have reported an inability to pursue drop-outs, and choosing to focus on students who remain in school. Also, prior students have testified to a lack of professional/personal interest in their education even though they left school prior to age 16. Incentives may be needed to interest schools in bringing students back into the school system.

MR. ROSE said that AASB will circulate an informal survey to provide applicable information to the committee.

[8:50:37 AM](#)

REPRESENTATIVE MUNOZ recalled her experience as a member of a rural advisory school board for the Chatham School District, which is a Rural Education Attendance Area (REAA) comprised of four schools. She stated her belief that an 80 day count would have negative effects on small schools, and indicated that she could support an expanded count period, but not one that extends to 80 days.

[8:51:39 AM](#)

CHAIR SEATON informed the schools districts that the committee would like to have comprehensive information regarding why students leave, and do not return; not just a numbers report.

He expressed concern for accountability of students who drop-out prior to the legal age of sixteen.

8:52:56 AM

DAVE JONES, Assistant Superintendent, Kenai Peninsula Borough School District, testified on HB 206 with concerns on each aspect of the bill, beginning with the use of WorkKeys and how it is to be utilized. If WorkKeys replaces the High School Graduation Qualifying Exam (HSGQE) it may be acceptable, however, if it is to be given throughout the year, requiring proctoring, additional staff may be needed. He agreed with Mr. Rose regarding the interpretation of the language [page 2, line 25], " shall make arrangement for the fees" to mean that the school will be liable for the fees. Additionally, the sponsor statement indicates that a student is to start college with six credits. This raises a concern for the cost involved for compliance, and he said a fiscal note has not been attached to indentify funding. Referring to the 80 day count period, he said the expanded effort may not affect the drop-out, or graduation, rates. Options are employed, in the Kenai district, for retention of traditional, as well as non-traditional students, and every effort is made to help students continue their education, which include: credit recovery programs, alternative classrooms, and correspondence courses. He suggested that specific districts may need to be examined, for appropriate practices, and stated opposition to blanket legislation that affects every district. Returning to the 80 day count period, he stated concern that it would result in a decrease of funding, and have negative effects on small schools with minimal enrollment, such as the Cooper Landing School. A one year grace period, for enrollment decreases, would need to be implemented to assist these small schools, but the ability to adjust for increased enrollment does provide a highlight in the bill

CHAIR SEATON pointed out that the bill is structured to provide funding based on the previous year count, which does provide a grace period for the smaller schools. The intent is to ensure forward budgeting for the schools. He asked Mr. Jones to provide the committee with information regarding student attendance in the district's alternative programs.

9:01:42 AM

KAREN GOODWIN, Director, Administrative Services, Northwest Arctic Borough School District, directed attention to the

committee packet, and the written testimony titled "Testimony: HB 206 High School Assessment/Post Secondary Class, On behalf of Dr. Norman Eck, Superintendent, Norwest Arctic Borough School District," dated 2/8/10, and offered to respond to any questions.

[9:02:19 AM](#)

CHAIR SEATON noted that the testimony reports how significant numbers of students travel from the district, around the current 20 day count period in October, and asked why the 80 day count wouldn't be a benefit for recapturing those numbers.

MS. GOODWIN clarified that the PFD distribution allows families a means to afford to relocate. The extended count period would only serve to complicate the reconciliation of numbers between districts.

[9:04:24 AM](#)

CHAIR SEATON asked why, if students are traveling, during the initial count, but return, the extended period would recapture that count and it would prove beneficial for the schools forward funding calculation.

MS. GOODWIN concurred that the 80 day count is a benefit to the districts, for forward funding purposes.

[9:06:00 AM](#)

REPRESENTATIVE MUNOZ inquired about the status of transient families, perhaps seasonal workers, migrating in and out on a regular basis.

MS. GOODWIN responded that seasonal employment does effect enrollment, and, on committee request, agreed to provide further information/data.

[9:08:04 AM](#)

WOODY WILSON, Superintendent, Wrangell School District, stated concern for the various points of HB 206, and characterized the WorkKeys assessment as neither being useful for college bound students, nor in alignment with the Alaska state teaching standards, which will not be met by its use. Referring to page 2, line 17, and the "in state" language, he noted, and agreed, with Mr. Roses testimony, that it may prove limiting. Regarding

page 2, line 24, and the language indicating "that the school district shall make arrangements," he reported that Wrangell has 22 senior students, taking 197 credits, through a variety of post secondary institutions. If the University of Alaska Southeast (UAS) tuition schedule is applied, the full cost of these credits would be \$131,835.00, to the school district. The underclassmen are taking an additional 419 credits, which indicates that many of the students will graduate with six or more credits, without further legislative mandates. He said:

We're just concerned that, somehow, [HB 206] may upset the apple cart. ... We think you're on the right track, asking students to [take a minimum of six credits]. Research proves that six credits helps ... kids enter college and be successful there. ... Also, I would like to say that I appreciate the study that your committee is doing, in education, that's refreshing.

MR. WILSON referred to the 80 day count and said that reconciliation of enrollment records would become difficult. He explained that, when a student is counted for one day, in the 20 day period, one twentieth of the BSA is applied. If the moves to another district, tracking occurs, and each applicable day is compensated for, which requires a great deal of administration. An 80 day count would require four times the administrative effort; however an extension up to 40 days may be helpful. He opined that the drop-out rate will not be changed by altering the count period, and suggested that effort be focused in other areas such as truancy enforcement. He reported that neither Health and Social Services, nor the police department, have proven to be supportive to the school districts regarding truant students. When an underage student is not attending school, a law is being broken, and the onus should not be bourn entirely by the school district. A co-operative is needed to bring these students into compliance.

[9:15:18 AM](#)

CHAIR SEATON referred to the chart titled, "Wrangell High School College Class Enrollment 2009-2010," and noted that the district is making arrangements for the payment of the college fees. He asked what would be different under HB 206.

MR. WILSON conjectured that the proposed language would provide a legal means for UAS to request full tuition costs from the Wrangell School District, and suggested there would be no reason

for the president of the university to not enforce that requirement.

CHAIR SEATON offered to pose the question to the incoming university president.

[9:17:08 AM](#)

REPRESENTATIVE P. WILSON asked how the costs are currently being paid.

MR. WILSON reported that the district has made arrangements with postsecondary facilities to make courses available to students at \$25.00 per credit. The district provides the books, and existing faculty teach the courses. Some students complete the first year of college for \$25.00 per credit, which represents a huge benefit to the family. Under certain circumstances the credit may be paid for via federal funds, or Native corporations. To a follow-up question, he said the teachers are approved through the university, to teach the classes, and an articulation agreement exists to ensure curriculum and testing standards.

[9:19:14 AM](#)

CHAIR SEATON asked whether the district currently pays for students to take the SAT (Scholastic Achievement Test), and the ACT (American College Testing) tests.

MR. WILSON replied, no, however, preparatory classes are offered, which involves teaching fees.

[9:19:54 AM](#)

CHAIR SEATON queried whether language in HB 206 would prevent the district from continuing the status quo, regarding these tests.

MR. WILSON said, no.

[9:20:17 AM](#)

CHAIR SEATON pointed out that WorkKeys may be used to provide a continuous improvement model. He recalled the testimony of Mr. Jones, who suggested that WorkKeys has been helpful in the Kenai district. He asked whether the administrative burden would be the same for WorkKeys, as it is for SAT and ACT tests.

MR. WILSON speculated that the WorkKeys may require less administration.

[9:21:49 AM](#)

REPRESENTATIVE SEATON closed public testimony, and stated that it would be reopened at a subsequent meeting.

[9:22:48 AM](#)

REPRESENTATIVE GARDNER said the original bill, which she initially supported, has undergone a great amount of change, and she stated reservations for supporting the current version. The WorkKeys assessment may be a plausible replacement for the HSGQE, but, as HB 206 now reads, WorkKeys appears to be another layer of testing, which does not impact the need for the ACT/SAT assessments. Directing attention page 2, and proposed AS 14.03.074, she questioned what is being accomplished, unless it represents a mandate for districts to pick-up all or part of the college fees. Currently, students who have completed the requirements, and are enrolled, may take UA classes. The question is who pays and under what terms, but the bill is not clear on that point. Section 2 deals with the count periods, which may need to be considered further. She opined that at this point the bill may only increase administrative burdens on districts, without improving outcomes for students what-so-ever. If the committee would like to have schools "step-up and be more engaged," perhaps truant officers for the schools would be helpful.

[9:26:23 AM](#)

EDDY JEANS, Director, School Finance and Facilities Section, Department of Education and Early Development (EED), explained the current counting and reconciliation process. A unique student identifier is used to prevent a student being counted, and paid for by the department, more than once. The reconciliation process is somewhat cumbersome and takes about two months. As mentioned by Mr. Wilson, a student who attends in more than one district, during the 20 day count period, is accounted for in each district monetarily, and the department scrutinizes the dates appropriately to ensure correct compensation. The larger districts have sophisticated student accounting systems, and recording the number of students, at any time, should not present a problem. A greater burden will be placed on smaller schools, who have counting systems that are

not advanced, and are more labor intensive. The department receives the information in a variety of forms, enters the data, and proceeds with the reconciliation process, which, he agreed will take longer to perform with an expanded count.

[9:29:39 AM](#)

CHAIR SEATON theorized that the data could be done in two or more batches, versus waiting until after the 80 day period to begin the reconciliation process.

MR. JEANS said currently the process begins when all of the data has been received from each district. He said that it would be possible to begin reconciling earlier, if the count were extended. However, he estimated that because it takes two months to reconcile the 20 day count, an 80 day count would have the department performing a continuous reconciliation for the entire school year.

CHAIR SEATON assumed that every district has some method of computerization to accomplish this task, and asked about standardizing the process to eliminate EED performing manual re-entry.

MR. JEANS said, if the legislation passes, the department would certainly make an effort to streamline the process.

[9:32:46 AM](#)

CHAIR SEATON asked about the necessity for the reconciliation.

MR. JEANS responded that the count becomes the base for forward funding the subsequent year, elevating the importance for accuracy.

CHAIR SEATON questioned the time line that districts would need to have the reconciled numbers for budgeting purposes.

MR. JEANS said districts will be developing budgets prior to the completion of the reconciliation. Thus, districts will not know what to expect for funding levels, and will need to base projections on best estimates. Planning begins, in many districts, in November, the budget process begins in January, and completed budgets are due to the local municipalities by April 1.

[9:35:14 AM](#)

CHAIR SEATON asked what type of variance a district might experience between what is originally submitted to the department and the final reconciliation.

MR. JEANS indicated the variance is probably not huge, but the process is time consuming.

CHAIR SEATON surmised that at the end of an 80 day count period, a district would have a reasonable indication of what to expect, for budgetary purposes. He said it would be helpful to know the level of confidence that districts have in the numbers they submit.

MR. JEANS said he would anticipate the variant to be greater over an extended period, as there will be more student movement, and the reconciliation will become more difficult, and lengthy. He offered to provide further information to the committee.

[9:38:08 AM](#)

REPRESENTATIVE MUNOZ asked how much staff time is dedicated to reconciliation.

MR. JEANS reported that one staff administers the foundation program, until reconciliation time, when as many as three staff are directed to the project, for the two month duration.

REPRESENTATIVE MUNOZ inquired whether the positions are dedicated to the project.

MR. JEANS said yes.

REPRESENTATIVE MUNOZ asked if additional staff needs are anticipated, should the count period be extended.

MR. JEANS said he has not anticipated adding staff, but the time required will be extended.

[9:39:40 AM](#)

REPRESENTATIVE P. WILSON queried how extended absences, such as for illness, are handled when the schools perform the count during the 20 day period.

MR. JEANS explained that the funding formula is based on student enrollment, not attendance; absent students are counted.

However, the 10 consecutive day rule does apply, and students are dropped from enrollment, if contact has not been made.

9:41:09 AM

CHAIR SEATON recalled a comment from the department indicating that there are fewer students attending public school in the second half of the school year, than in the first half. He asked for an outline of the factors that cause this phenomenon to occur on an ongoing basis.

9:43:10 AM

REPRESENTATIVE P. WILSON requested more information regarding the WorkKeys program standards, and stated her understanding that the exit exam standards are different. Further she questioned whether WorkKeys is helpful for college bound students.

CHAIR SEATON said that the appropriate EED representative would be invited to make comments on the assessment alignments. He reported that WorkKeys is being used in some states as the assessment for students attending community colleges; however, universities still require an ACT/SAT score.

9:48:31 AM

REPRESENTATIVE MUNOZ recalled the previous statement regarding the exodus of village families, following the distribution of PFD's, and requested further clarification on why that affects the schools.

MR. JEANS indicated that if the student remains enrolled, it does not affect the count, but some families relocate and re-enroll their student elsewhere. Following additional comments on the topic, he offered to provide additional information to the committee.

9:51:06 AM

CHAIR SEATON announced that HB 206 would be held over.

#### **ADJOURNMENT**

There being no further business before the committee, the House Education Standing Committee meeting was adjourned at 9:51 a.m.