

**ALASKA STATE LEGISLATURE  
HOUSE EDUCATION STANDING COMMITTEE**

March 26, 2010

8:08 a.m.

**MEMBERS PRESENT**

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

**MEMBERS ABSENT**

All members present

**COMMITTEE CALENDAR**

HOUSE BILL NO. 367

"An Act relating to tax credits for cash contributions by taxpayers that are accepted for certain educational purposes and facilities; and providing for an effective date."

- MOVED CSHB 367(EDC) OUT OF COMMITTEE

COMMITTEE SUBSTITUTE FOR SENATE BILL NO. 221(EDC)

"An Act establishing an advisory task force on higher education and career readiness in the legislative branch of government; and providing for an effective date."

- MOVED HCS CSSB 221(EDC) OUT OF COMMITTEE

**PREVIOUS COMMITTEE ACTION**

BILL: HB 367

SHORT TITLE: TAX CREDITS FOR EDUCATIONAL CONTRIBUTIONS

SPONSOR(S): REPRESENTATIVE(S) MUNOZ

02/23/10	(H)	READ THE FIRST TIME - REFERRALS
02/23/10	(H)	EDC, FIN
03/10/10	(H)	EDC AT 8:00 AM CAPITOL 106
03/10/10	(H)	Heard & Held
03/10/10	(H)	MINUTE(EDC)
03/12/10	(H)	EDC AT 8:00 AM CAPITOL 106
03/12/10	(H)	Heard & Held

03/12/10 (H) MINUTE(EDC)  
 03/19/10 (H) EDC AT 8:00 AM CAPITOL 106  
 03/19/10 (H) Heard & Held  
 03/19/10 (H) MINUTE(EDC)  
 03/26/10 (H) EDC AT 8:00 AM CAPITOL 106

BILL: SB 221

SHORT TITLE: SCHOLARSHIPS/ LEGISLATIVE TASK FORCES

SPONSOR(s): SENATOR(s) STEVENS

01/19/10 (S) READ THE FIRST TIME - REFERRALS  
 01/19/10 (S) EDC, FIN  
 01/27/10 (S) EDC AT 8:00 AM FAHRENKAMP 203  
 01/27/10 (S) Heard & Held  
 01/27/10 (S) MINUTE(EDC)  
 01/29/10 (S) EDC AT 8:00 AM FAHRENKAMP 203  
 01/29/10 (S) Moved CSSB 221(EDC) Out of Committee  
 01/29/10 (S) MINUTE(EDC)  
 02/01/10 (S) EDC RPT CS 4DP NEW TITLE  
 02/01/10 (S) DP: MEYER, THOMAS, DAVIS, STEVENS  
 03/08/10 (S) FIN AT 9:00 AM SENATE FINANCE 532  
 03/08/10 (S) Heard & Held  
 03/08/10 (S) MINUTE(FIN)  
 03/10/10 (S) FIN RPT CS(EDC) 6DP  
 03/10/10 (S) DP: HOFFMAN, STEDMAN, HUGGINS, THOMAS,  
 EGAN, ELLIS  
 03/10/10 (S) FIN AT 9:00 AM SENATE FINANCE 532  
 03/10/10 (S) Moved CSSB 221(EDC) Out of Committee  
 03/10/10 (S) MINUTE(FIN)  
 03/12/10 (S) TRANSMITTED TO (H)  
 03/12/10 (S) VERSION: CSSB 221(EDC)  
 03/15/10 (H) READ THE FIRST TIME - REFERRALS  
 03/15/10 (H) EDC, FIN  
 03/22/10 (H) EDC AT 8:00 AM CAPITOL 106  
 03/22/10 (H) Heard & Held  
 03/22/10 (H) MINUTE(EDC)  
 03/26/10 (H) EDC AT 8:00 AM CAPITOL 106

**WITNESS REGISTER**

KENDRA KLOSTER, Staff  
 Representative Cathy Munoz  
 Alaska State Legislature  
 Juneau, Alaska

**POSITION STATEMENT:** Presented CSHB 367, on behalf of  
 Representative Munoz, prime sponsor.

ROBYNN WILSON, Income Audit Manager  
Tax Division

Department of Revenue (DOR)

**POSITION STATEMENT:** Responded to questions, during the hearing on CSHB 367.

JOHANNA BALES, Deputy Director  
Tax Division

Department of Revenue (DOR)

**POSITION STATEMENT:** Responded to questions, during the hearing on CSHB 367.

TIM LAMPKIN, Staff  
Senator Gary Stevens  
Alaska State Legislature  
Juneau, Alaska

**POSITION STATEMENT:** Presented CSSB 221, on behalf of Senator Stevens, prime sponsor.

#### **ACTION NARRATIVE**

[8:08:49 AM](#)

**CHAIR PAUL SEATON** called the House Education Standing Committee meeting to order at 8:08 a.m. Representatives Seaton, P. Wilson, Edgmon, Keller, Buch, and Munoz, were present at the call to order. Representative Gardner arrived while the meeting was in progress.

[8:09:07 AM](#)

#### **HB 367-TAX CREDITS FOR EDUCATIONAL CONTRIBUTIONS**

CHAIR SEATON announced that the first order of business would be HOUSE BILL NO. 367, "An Act relating to tax credits for cash contributions by taxpayers that are accepted for certain educational purposes and facilities; and providing for an effective date."

[8:10:56 AM](#)

The committee took an at-ease from 8:10 a.m. to 8:12 a.m.

[8:11:53 AM](#)

KENDRA KLOSTER, Staff, to Representative Cathy Munoz, Alaska State Legislature, explained the language changes in Version P, which incorporates the committee amendments of the first hearing; alteration of the monetary cap; the affiliated groups; changes requested by Department of Revenue (DOR); and a new fiscal note.

[8:14:01 AM](#)

CHAIR SEATON moved to adopt CSHB 367, 26-LS1538\P, Bullock, 3/22/10.

REPRESENTATIVE MUNOZ removed her previously lodged objection.

[8:14:25 AM](#)

CHAIR SEATON asked whether the construction of the bill presents any administrative difficulties for DOR.

[8:15:00 AM](#)

ROBYNN WILSON, Income Audit Manager, Tax Division, said no.

[8:15:11 AM](#)

REPRESENTATIVE P. WILSON asked whether the tax break will affect the general fund.

[8:15:33 AM](#)

JOHANNA BALES, Deputy Director, Tax Division, referred to the fiscal note analysis and said that the current participation is not high. Further, she opined that it would be difficult to speculate on what the impact would be if the 16 eligible tax payers all took advantage of the program, which she would not anticipate occurring.

[8:17:09 AM](#)

REPRESENTATIVE EDGMON inquired whether the garnered funds would be provided to educational institutions.

CHAIR SEATON pointed out that the University of Alaska has submitted information that is applicable.

[8:18:23 AM](#)

REPRESENTATIVE MUNOZ said it is anticipated that the donations will assist funding of the infrastructure at the university.

CHAIR SEATON stated his expectation that facilities would be expanded via this incentive, and lead to further employment of Alaskans. He then directed attention to the correspondence from Noah Hanson, dated 3/25/10, page 2, which indicates the donations levels to the university. He noted that there was a jump in 2008 from the petroleum organizations, and speculated that as long as oil prices remain high, this bill will be a good incentive for continued high level contributions.

[8:21:12 AM](#)

REPRESENTATIVE EDGMON moved to report CSHB 367, 26-LS1538\P, Bullock, 3/22/10, out of committee with individual recommendations and the accompanying fiscal notes. There being no objection, CSHB 367(EDC), was reported from the House Education Standing Committee.

[8:21:41 AM](#)

The committee took an at-ease from 8:21 a.m. to 8:24 a.m.

**SB 221-SCHOLARSHIPS/ LEGISLATIVE TASK FORCES**

[8:24:38 AM](#)

CHAIR SEATON announced that the final order of business would be CS FOR SENATE BILL NO. 221(EDC), "An Act establishing an advisory task force on higher education and career readiness in the legislative branch of government; and providing for an effective date."

[8:24:51 AM](#)

TIM LAMPKIN, Staff, Senator Gary Stevens, Alaska State Legislature, presented CSSB 221, as the vehicle to establish a task force addressing the disconnect in the educational pipeline, particularly as it regards the K-12 and university/postsecondary systems. The task force will be comprised of 18 stakeholders from various agencies in the state, including members of the legislative branch. The goal will be to meet during the next 1-2 years, and discover means to improve the program.

[8:25:30 AM](#)

CHAIR SEATON opened and closed public testimony.

[8:26:15 AM](#)

REPRESENTATIVE P. WILSON moved Conceptual Amendment 1, labeled 26-LS1309\C.2, Mischel, 3/25/10, which read [original punctuation provided]:

Page 4, following line 1:

Insert a new paragraph to read:

"(7) determine the availability of broadband and Internet capabilities and the effect of the use of electronic, Internet, and virtual instruction on student learning and success in schools located in regional educational attendance areas;"

Renumber the following paragraphs accordingly.

CHAIR SEATON objected for discussion.

REPRESENTATIVE P. WILSON moved Amendment 1, to Conceptual Amendment 1, deleting the language "regional educational attendance," and inserting "rural,".

[8:27:30 AM](#)

CHAIR SEATON objected for discussion.

[8:27:45 AM](#)

CHAIR SEATON removed his objection.

[8:27:52 AM](#)

REPRESENTATIVE EDGMON objected, and questioned the consequences of confining the language to rural.

REPRESENTATIVE P. WILSON said the intention is to ensure broadband availability, and to exclude the rail belt hubs.

[8:29:07 AM](#)

REPRESENTATIVE KELLER asked about the language "determine the availability", and asked whether it should be "review the availability". He said if the intent is to receive a report

regarding what is available in the state, the context may be lost if all areas are not reported on, including the rail belt communities.

CHAIR SEATON acknowledged that if a report and assessment of broadband capabilities is the goal, there is an argument for including urban areas.

[8:30:43 AM](#)

REPRESENTATIVE P. WILSON withdrew Amendment 1, to Conceptual Amendment 1.

[8:31:08 AM](#)

REPRESENTATIVE P. WILSON offered Amendment 2, to Conceptual Amendment 1, deleting the language "located in regional educational attendance areas," and inserting "." following "schools".

[8:31:49 AM](#)

CHAIR SEATON, hearing no further objection, announced that Amendment 2, to Conceptual Amendment 1, was adopted.

[8:32:56 AM](#)

REPRESENTATIVE KELLER offered Amendment 3, to Conceptual Amendment 1, and asked for consideration of an alternate to the word "determine".

[No objection was heard but a brief, informal, discussion ensued about altering the term.]

[8:34:11 AM](#)

REPRESENTATIVE KELLER withdrew Amendment 3 to Conceptual Amendment 1.

[8:34:28 AM](#)

CHAIR SEATON withdrew his objection to Conceptual Amendment 1, and hearing no further objection, announced that Conceptual Amendment 1 was adopted.

[8:34:52 AM](#)

CHAIR SEATON offered Amendment 2, labeled 26-LS1309\C.5, Mischel, 12/29/10, which read [original punctuation provided]:

Page 4, line 11:

Delete "March 1, 2011"

Insert "April 1, 2011"

[8:35:08 AM](#)

REPRESENTATIVE EDGMON objected for discussion.

[8:35:18 AM](#)

CHAIR SEATON said the amendment is responding to previously discussed concerns regarding the window of time being allowed for a comprehensive task force report.

MR. LAMPKIN said the sponsor supports the amendment.

[8:36:06 AM](#)

REPRESENTATIVE EDGMON noted that the House Education Standing Committee staff would be responsible for compiling the report, and expressed concern about the practicality of having that occur during the confines of the 2011 legislative session, whether the deadline is March 1, or April 1.

MR. LAMPKIN responded that an extra month makes a difference, and perhaps May 1 should be considered, if staff responsibilities are the concern. However, the likely hood is that the task force findings may result in legislation, which may not be addressed until the 2012 session under either time frame. Given that scenario bill drafting, and vetting, would occur during the interim.

[8:38:01 AM](#)

REPRESENTATIVE BUCH stated support for the amendment, and said the report should be received by the in-session legislature, which could not happen with a date of May 1.

MR. LAMPKIN stated confidence that either date could work, but is less burdensome if the date is amended to May 1.

[8:39:11 AM](#)

REPRESENTATIVE EDGMON recalled that the dates have been previously discussed, and the pros and cons considered for April and May deadlines.

[8:39:30 AM](#)

REPRESENTATIVE P. WILSON opined that the original date of February 1 would be the most beneficial. Staff responsibilities would be alleviated, for the bulk of the session, and legislation could then be considered in a timely manner by the legislative members.

[8:41:24 AM](#)

REPRESENTATIVE EDGMON removed his objection.

[8:41:31 AM](#)

CHAIR SEATON, hearing no further objection, announced that Amendment 2 was adopted.

[8:41:37 AM](#)

CHAIR SEATON moved Conceptual Amendment 3, labeled 26-LS1309\C.4, Mischel, 12/29/10, which read [original punctuation provided]:

Page 3, lines 6 - 10:

Delete "The chair of the house committee having jurisdiction over education shall call the first meeting of the task force not later than 30 days after the effective date of this Act and shall serve as chair of the first meeting. The members of the task force shall elect a chair from among the members of the task force and other officers as needed to conduct the business of the task force."

Insert "The chair of the house committee having jurisdiction over education and the chair of the senate committee having jurisdiction over education shall serve as co-chairs of the task force. The co-chairs shall call the first meeting of the task force not later than 30 days after the effective date of this Act. The members of the task force shall elect other officers as needed to conduct the business of the task force."

[8:42:22 AM](#)

REPRESENTATIVE MUNOZ objected for discussion.

[8:43:40 AM](#)

MR. LAMPKIN stated sponsor support for Conceptual Amendment 3. However, he pointed out that currently there are three standing co-chairs for education, in the two legislative bodies. Further, he pointed out that it is an election year, and the sitting chairs may not retain the positions held. He suggested that the Speaker of the House and the Senate President be authorized to specifically appoint co-chairs from each body.

CHAIR SEATON pointed out that Conceptual Amendment 3, merely serves to designate who will call the first task force meeting to order.

[8:46:21 AM](#)

REPRESENTATIVE EDGMON offered that perhaps a designee of the committee chairmen would be appropriate.

[8:47:04 AM](#)

CHAIR SEATON said the bill establishes that the committee staff will serve as the staff for the task force. He opined that it would not be appropriate to appoint other legislators to direct the committee staff, and suggested that a conceptual amendment could be considered to include language addressing a situation where someone is unable to serve.

[8:48:40 AM](#)

REPRESENTATIVE BUCH directed attention to Conceptual Amendment 3, and offered that the language of the final sentence addresses the concern.

CHAIR SEATON stated his belief that the language "other officers as needed" does not serve as a replacement for having a legislator serve as co-chair.

[8:50:04 AM](#)

MR. LAMPKIN directed attention to CSHB 221, page 3, line 3, and read:

The staff of the legislative members of the task force shall serve as task for the task force.

MR. LAMPKIN said if there is replacement of the legislator, there will also be replacement of the staff. He stated his belief that there is no founded concern that a legislator might be directing the staff of another member. Regarding the language change referring to the duties of officers, he said, given the size of the task force, administrative duties may be delegated, such as travel arrangements, and printing projects. The amendment specifies "shall" and he suggested that the term be reconsidered.

CHAIR SEATON said it is a good suggestion.

[8:52:14 AM](#)

REPRESENTATIVE BUCH offered that the language provides the appropriate leniency, and opined that the directive will not be changed significantly whether it is stated as "shall" or "may." However, referring to Representative Edgmon's point regarding appropriate chairmanship, he recommended building in flexible language to accommodate that concern.

CHAIR SEATON indicated that a determination has been made, through the legislative process, to have the education committee chairmen serve as the chairmen of the task force.

[8:55:06 AM](#)

CHAIR SEATON offered Amendment 1, to Conceptual Amendment 3, to read:

If the chair of either committee of jurisdiction is unable to serve, the presiding officer of the relevant body may appoint another legislative member to serve as the co-chair.

[8:55:59 AM](#)

REPRESENTATIVE P. WILSON objected for discussion, and said it appears that the final sentence, of Conceptual Amendment 3 incorporates adequate language, and read, "The members of the task force shall elect other officers as needed ...".

CHAIR SEATON pointed out that the task force will be comprised of committee staff members, who may elect a co-chair who is not a member of the legislature, which would present a problem.

[8:56:43 AM](#)

REPRESENTATIVE EDGMON stated support for the amendment to the amendment.

[8:57:14 AM](#)

REPRESENTATIVE P. WILSON removed her objection.

CHAIR SEATON, hearing no further objection, announced that Amendment 1, to Conceptual Amendment 3, was adopted.

[8:57:30 AM](#)

REPRESENTATIVE MUNOZ noted the intention to have the task force to seat two co-chairs. The senate education committee currently has two chairs, and she suggested inserting appropriate language, to Conceptual Amendment 3, to avoid having three co-chairs.

MR. LAMPKIN offered that the sponsor would like to have it indicated that the presiding officer of each body will appoint two people, and one of those designees will serve as a co-chair of the task force. If there is vacancy in either one of those positions it would be reappointed by the presiding officer. He said it is assumed that one of those members would be a member of the respective education committee, possibly the chair or co-chair.

[8:59:52 AM](#)

REPRESENTATIVE MUNOZ withdrew her objection to Conceptual Amendment 3.

CHAIR SEATON, hearing no further objection, announced that Conceptual Amendment 3 was adopted, as amended.

[9:00:28 AM](#)

CHAIR SEATON moved Amendment 4, labeled 26-LS1309\C.3, Mischel, 12/29/10, which read [original punctuation provided]:

Page 1, line 11:

Delete "18"  
Insert "20"

Page 2, following line 19:

Insert new paragraphs to read:

"(13) one member of the house of representatives, appointed by the speaker of the house;

(14) one member of the senate, appointed by the president of the senate;"

Renumber the following paragraphs accordingly.

[9:01:06 AM](#)

REPRESENTATIVE P. WILSON objected for discussion, and suggested moving it as a conceptual amendment.

CHAIR SEATON agreed, and renamed the document conceptual Amendment 4. The amendment is to ensure that two members of each legislative body are appointed, rather than the three chairs resolving to act as co-chairs.

[9:02:22 AM](#)

REPRESENTATIVE P. WILSON removed her objection.

CHAIR SEATON, hearing no further objection, announced that Conceptual Amendment 4 was adopted.

[9:02:35 AM](#)

CHAIR SEATON moved Conceptual Amendment 5, which read [original punctuation provided]:

Conceptual amendment to specify that the chair of the Education committees at the time of the effective date of the bill may retain their seats on the Task Force through the term of the Task Force.

[9:03:01 AM](#)

REPRESENTATIVE GARDNER objected for discussion, and asked what would transpire if the committee chair is not re-elected.

CHAIR SEATON said appropriate action it will be obvious, if a legislator is not re-elected to office.

9:03:43 AM

REPRESENTATIVE GARDNER removed her objection.

9:03:51 AM

REPRESENTATIVE P. WILSON objected, and asked for further clarification of leadership appointment to the task force.

CHAIR SEATON said the language is intended to be permissive, allowing flexibility to adjust leadership responsibility appropriately. The amendment gives the members permission to act.

9:05:55 AM

REPRESENTATIVE P. WILSON removed her objection.

9:06:25 AM

MR. LAMPKIN stated sponsor support for the amendment.

9:06:43 AM

CHAIR SEATON, hearing no further objection, announced that Conceptual Amendment 5 was adopted.

9:08:02 AM

REPRESENTATIVE KELLER moved Conceptual Amendment 6, paraphrasing from a prepared statement, which read as follows [original punctuation provided, with verbal changes]:

Page 4, Line 7

Insert: (9)review completion rates for career skill certification programs disaggregated by program and postsecondary campus.

CHAIR SEATON objected for discussion.

9:09:08 AM

REPRESENTATIVE KELLER said that considering the various requirements to complete an associate's degree, and due to the number of campuses and programs, the completion rate data may become skewed. The amendment is to require the task force to

consider the completion rates in a specific manner. He directed attention to the committee handout titled, "Educators debate aligning standards; Unique Population: Alaska's schools compared with lower 48," by Megan Holland, and read [original punctuation provided]:

Opponents say Alaska's kids and schools, especially those in the Bush are different. The state's dropout rate is double the national average, and the state rates last in the number of ninth graders who will likely have a bachelor's degree in 10 years, according to the Alaska Commission on Postsecondary Education.

REPRESENTATIVE KELLER opined that Alaska does represent a different situation, than the rest of the nation, and indicated his belief that the rural Alaskan student can do as well as any other student. The skill certification programs may be an indicator of what is occurring in the UA system, and he said it could be helpful for the task force to investigate the information for appropriate comparison on a national basis.

[9:11:31 AM](#)

CHAIR SEATON referred to page 4, line 5, and asked for differentiation between the bill language and the proposed amendment.

REPRESENTATIVE KELLER indicated that the concept described may get lost in the existing language, without the additional paragraph. Completion of a technical degrees may not involve a college degree, or graduation.

[9:13:42 AM](#)

REPRESENTATIVE GARDNER suggested that in lieu of Conceptual Amendment 6, the committee consider insertion of language to page 4, paragraph (9) to read:

(9) prepare for the legislature a set of written recommendations to improve remediation, retention, and graduation rates at colleges, universities, and completion of postsecondary vocational or technical training programs in the state.

REPRESENTATIVE KELLER agreed that inserting "completion of" would be satisfactory, but requested that the data be broken down by campus.

9:14:49 AM

REPRESENTATIVE GARDNER theorized that a student might begin studies at UAS (University of Alaska Southeast), transfers to UAA (University of Alaska Anchorage), and complete/not complete the program, and asked which institution would be dinged or credited.

9:15:19 AM

REPRESENTATIVE KELLER suggested that the institution where a student graduates from, and receives credits, would be used for data recording purposes.

9:15:39 AM

REPRESENTATIVE BUCH reported that union apprenticeship programs matriculate students, and credits are received for application to a degree received from a college. In addition to completion information, he said it would be interesting to have a report on the actual success of students, and whether gainful work is entered, following exit of a program.

9:17:12 AM

REPRESENTATIVE KELLER pointed out that if the request is too inclusive it may be daunting for the task force to undertake.

REPRESENTATIVE BUCH acknowledged that the information requested in Conceptual Amendment 6 is expansive, and expensive.

REPRESENTATIVE KELLER maintained the importance of having the information gathered and a report filed.

9:18:22 AM

REPRESENTATIVE MUNOZ stated support for the for the amendment. She agreed with Representative Gardener's suggestion to insert the language "completion of," but stated her belief that it is distinctly different from the intent of Conceptual Amendment 6.

9:19:31 AM

CHAIR SEATON asked whether the solution might be to insert language on page 4 paragraph (8), to read:

(8) review graduation rates of colleges, universities, and postsecondary vocational or technical training and certification programs ...

REPRESENTATIVE KELLER stressed the importance of identifying each program.

CHAIR SEATON said completing a program, which results in a certificate, or a degree, would be included in the report.

REPRESENTATIVE BUCH noted that the Department of Labor & Workforce Development requires an institute to provide a certificate, and he stated support for Conceptual Amendment 6.

CHAIR SEATON indicated that the amendment will also cover apprenticeships.

[9:22:45 AM](#)

MR. LAMPKIN said Conceptual Amendment 6 is agreeable particularly because it provides focus to the task force. Further, the task force members will find direction through familiarity with the committee discussions/issues.

REPRESENTATIVE KELLER acknowledged that what has been put on the record will provide fodder for the task force.

[9:23:51 AM](#)

CHAIR SEATON removed his objection, and hearing no further objection, announced that Conceptual Amendment 6 was adopted.

[9:24:07 AM](#)

CHAIR SEATON said it is important to provide focus in the bill, give direction, and clarify what career readiness represents. Further, it should be identified whether career readiness applies to high schools only, or includes a broader look at the education system. The GPS focused solely on high school students, but a number of non-traditional students may need to be addressed. Referring to page 1, line 7, he read:

An advisory task force on higher education and career readiness is established in the legislative branch of state government for the purpose of compiling data and advising the legislature on matters pertaining to

college and career readiness of students who graduate from public secondary schools in the state.

CHAIR SEATON indicated interest in ensuring that this is the purpose to be assigned to the task force. The description, he opined, is fairly narrow, and pondered whether it should be so restrictive, considering the prevalence of non-traditional students in this state. He interpreted the language to be confined to high school graduates only, and asked whether the committee intends to have this be the focus of the task force on higher education. He theorized that many students who pursue certificated programs, may be non-traditional students, and may not have graduated from a public secondary school. Many conversations have been brought to the committee regarding students who enter the technical field, without necessarily graduating from, or possibly attending, a public high school. The task force will be limited to consider students who graduate from public secondary schools in the state. Coordinating the goals and purposes is, and he asked how the committee would like to direct the task force.

[9:29:00 AM](#)

MR. LAMPKIN said this is the tip of the iceberg for what the task force will be grappling with, and definition of terms such as career readiness is one of them. The overall view of the task force should be kept in mind. He cited the book CROSSING THE FINISH LINE, as the inspiration for Senator Stevens drafting of this legislation, in which he discovered that only 52 percent of college attendees graduate. The K-12 and college systems have a disconnect, which results in first year college students requiring remedial classes. The sponsor would like to find the answer as to why this occurs at such a high level, as well as why students drop out of college. Career readiness was included by the senate to expand the scope of the task force from focusing on college statistics. He said the goal would be to improve the ability, and readiness, of a high school student to enter technical or college programs without remediation, or to enter the work force in a productive manner.

[9:32:12 AM](#)

CHAIR SEATON stated his interest in having the task force receive a legislatively mandated mission. He directed attention to page 3, line 24, and paraphrased the language, which read [original punctuation provided]:

(4) identify the contributing causes of a lack of college and career readiness of students who graduate from public secondary schools in the state and the course topics taken in college or postsecondary vocational or technical training programs for which students require remediation;

CHAIR SEATON said perhaps that is the intended focus of the task force, and will not include non-traditional students. Including non-traditional students may, or may not, be the intent of the sponsor, however, that is what the committee has to consider.

[9:34:05 AM](#)

REPRESENTATIVE BUCH stated his belief that the non-traditional students will be included, and the task force goals appear to be comprehensive.

[9:34:40 AM](#)

REPRESENTATIVE EDGMON stated confidence in the guidance and direction the committee is providing the task force. On behalf of Representative Gardener, in absentia, he read the following comment:

I don't really see anything this task force will do, ask, or learn, that could not be done by the Education Committee(s) jointly or individually. What will the task force do that we shouldn't do ourselves?

[9:36:38 AM](#)

MR. LAMPKIN responded that the task force will assemble key stakeholders that otherwise may not be brought together for this purpose.

[9:37:17 AM](#)

REPRESENTATIVE MUNOZ opined that non-traditional students should be included in the purpose statement, and observed that the language focuses on high school students. She stressed the importance of providing opportunities for all students, including those who are returning to school in later years, and stated support for a task force with this scope.

[9:38:02 AM](#)

REPRESENTATIVE EDGMON said expanding the scope may redirect the task force.

[9:38:26 AM](#)

MR. LAMPKIN indicated that the sponsor is concerned about the high level of non-traditional students. He said:

Part of this task force also includes a component of retention, ... to improve retention in the college system and to seek ways to take a snapshot of what we have, and look at why students are dropping out and becoming non-traditional students; because understandably, they do come back. But if we do find a way to ... decrease remediation, increase retention, then ultimately there will be fewer non-traditional students. People drop-out for perfectly legitimate reasons and there's always going to be a component of drop-out and or [a] component of non-traditional [students], and they will presumably come back. ... With the new programs that the new task force hopefully recommends, and we implement, those non-traditional [students], vis-a-vis those new counseling programs, or improved access to financial aid, or other things that help them come back and stay in college, or technical training programs, there will be a reduced amount of non-traditional [students].

[9:39:48 AM](#)

CHAIR SEATON acknowledged that there is a high population of non-traditional students. He asked if it is the sponsor's intent to scrutinize that population, or to examine the career readiness of students who are graduating from public secondary schools in the state.

MR. LAMPKIN clarified that the ultimate goal of the task force is to reduce remediation, increase retention, and increase graduation rates in the states post secondary institutions. He said:

That includes both the K-12 system, so they're ready to enter the college, or career training, that they do not need remediation once they're in postsecondary [education], and that they remain in school and finish the program. So we're effectively reducing the existence of non-traditional [students].

[9:41:21 AM](#)

REPRESENTATIVE P. WILSON drew attention to the committee packet, and the letter from Elizabeth Downing suggesting a K-12 representative be seated on the task force, and stated her support for including such a seat.

CHAIR SEATON referred to page 2, line 12, which lists the conformation of the task force. The letter from Ms. Downing suggests counselors from placement services be seated, as well.

[9:43:14 AM](#)

REPRESENTATIVE MUNOZ suggested removing language from page 1, line 10, and ending the sentence following the word "students." She relayed her discomfort for having the task force focus on students who are state institution graduates, and not broadening the view to be more encompassing.

CHAIR SEATON questioned whether that would be inclusive and suggested adding language to page 1, line 10.

[9:44:34 AM](#)

REPRESENTATIVE EDGMON objected to making further amendments. He cautioned losing the sponsor's intent.

[9:44:53 AM](#)

CHAIR SEATON recalled the sponsor making argument, at one time, regarding non-traditional students.

[9:45:40 AM](#)

MR. LAMPKIN offered no objection to inserting language to include non-traditional students.

[9:45:59 AM](#)

CHAIR SEATON offered Amendment 7, to read:

Page 1, line 10;  
Following: "state"  
Delete: "."  
Insert: ", and non-traditional students."

[9:46:09 AM](#)

REPRESENTATIVE EDGMON removed his objection.

CHAIR SEATON, hearing no further objection, announced Amendment 7 adopted.

[9:48:28 AM](#)

REPRESENTATIVE MUNOZ moved to report CSSB 221, 226-LS1309\C, as amended, out of committee, with individual recommendations and the accompanying fiscal notes. There being no objection, HCSSB 221(EDC) was reported from the House Education Standing Committee.

[9:49:01 AM](#)

CHAIR SEATON announced the schedule for the next meeting.

[9:49:30 AM](#)

**ADJOURNMENT**

There being no further business before the committee, the House Education Standing Committee meeting was adjourned at 9:49 a.m.