

ALASKA STATE LEGISLATURE
SENATE EDUCATION STANDING COMMITTEE

February 22, 2010

8:04 a.m.

MEMBERS PRESENT

Senator Kevin Meyer, Co-Chair
Senator Joe Thomas, Co-Chair
Senator Bettye Davis, Vice Chair
Senator Charlie Huggins
Senator Donald Olson
Senator Gary Stevens

MEMBERS ABSENT

All members present

COMMITTEE CALENDAR

SENATE BILL NO. 224

"An Act establishing the governor's performance scholarship program and relating to the program; establishing the governor's performance scholarship fund and relating to the fund; relating to student records; making conforming amendments; and providing for an effective date."

- HEARD AND HELD

PREVIOUS COMMITTEE ACTION

BILL: SB 224

SHORT TITLE: POSTSECONDARY SCHOLARSHIPS

SPONSOR(S): RULES BY REQUEST OF THE GOVERNOR

01/19/10	(S)	READ THE FIRST TIME - REFERRALS
01/19/10	(S)	EDC, FIN
02/03/10	(S)	EDC AT 8:00 AM BARNES 124
02/03/10	(S)	Heard & Held
02/03/10	(S)	MINUTE(EDC)
02/15/10	(S)	EDC AT 8:00 AM BELTZ 105 (TSBldg)
02/15/10	(S)	Heard & Held
02/15/10	(S)	MINUTE(EDC)
02/19/10	(S)	EDC AT 8:00 AM BELTZ 105 (TSBldg)
02/19/10	(S)	Heard & Held
02/19/10	(S)	MINUTE(EDC)
02/22/10	(S)	EDC AT 8:00 AM BELTZ 105 (TSBldg)

WITNESS REGISTER

JOMO STEWART, staff to Senator Meyer
Alaska State Legislature
Juneau, AK

POSITION STATEMENT: Provided a comparative analysis of SB 224 and CSSB 224(EDC).

MURRAY RICHMOND, aide to Senator Thomas
Alaska State Legislature
Juneau, AK

POSITION STATEMENT: Answered questions on SB 224.

LES MORSE, Deputy Commissioner
Department of Education and Early Development (DEED)
Juneau, AK

POSITION STATEMENT: Answered questions on SB 224.

STEPHANIE BUTLER, Director
Operations and Outreach
Postsecondary Education Commission
Juneau, AK

POSITION STATEMENT: Supported SB 224.

TYLER PRESTON, Senate President
University of Alaska Southeast
Juneau, AK

POSITION STATEMENT: Supported CSSB 224.

PETER FINN, Speaker of the Coalition of Student Leaders
University of Alaska Anchorage
Anchorage, AK

POSITION STATEMENT: Supported CSSB 224.

AMBER WILKERSON, representing himself
University Alaska Anchorage
Eagle River, AK

POSITION STATEMENT: Supported CSSB 224.

NICK MOE, Relations Director
Union of Students
University of Alaska Anchorage
Anchorage, AK

POSITION STATEMENT: Supported CSSB 224.

AMY VOSS, representing herself

Anchorage, AK

POSITION STATEMENT: Supported CSSB 224.

RYAN BUCHHOLDT, Speaker

UAA Assembly

University of Alaska Anchorage

Anchorage, AK

POSITION STATEMENT: Supported CSSB 224.

CHARLES SUTTON, representing himself

Wasilla, AK

POSITION STATEMENT: Supported SB 224.

LESLIE SUTTON, representing herself

Wasilla, AK

POSITION STATEMENT: Supported SB 224.

ACTION NARRATIVE

[8:04:03 AM](#)

CO-CHAIR KEVIN MEYER called the Senate Education Standing Committee meeting to order at 8:04 a.m. Present at the call to order were Senators Davis, Stevens, Huggins, Olson, Thomas and Meyer.

SB 224-POSTSECONDARY SCHOLARSHIPS

[8:04:33 AM](#)

CO-CHAIR MEYER announced consideration of SB 224.

[8:06:53 AM](#)

JOMO STEWART, staff to Senator Meyer, recounted that the first hearing on SB 224 was on February 3 and on the second on February 15 when they adopted CSSB 224() 26-GS2771\E, but on February 17 the committee received two proposed amendments to the original bill. Recognizing that they now have essentially three different versions of SB 224 before them, he said he thought it would be a good idea to take a step back and go over them before crafting a bill that best meets the needs of the state.

He said at its core, the governor's performance scholarship (GPS) is more of a student loan reduction program, which seeks to bring college and vocational training within the reach of more Alaskan students. The goals, which have remained constant through all three iterations of the bill, are to increase high

school graduation rates in the state, improve academic performance of students in grades kindergarten through twelve, improve preparedness of Alaska students for postsecondary education, improve the quality of educational programs offered by high schools throughout the state, increase the scores of high school students in state colleges and in their high school examinations, increase job-training opportunities in the state, improve postsecondary academic achievement and graduation rates within the state, and expand the pool of high school students in the state who can pursue postsecondary educational opportunities.

MR. STEWART said the qualifications of the applicants have remained fairly constant as well. Students must be Alaskan residents, must have applied or intend to apply for admission to an institution of higher learning and do so within six years of graduating from high school, and have graduated or be in a position to graduate within six months of making application. Other minimum qualifications under the governor's bill are less well defined and read "meets other minimum qualifications to apply or continue to be eligible for the governor's performance scholarship". The committee substitute (CS)v expanded upon those minimum qualifications and added a requirement to maintain a minimum GPA.

[8:10:41 AM](#)

SENATOR STEVENS said he met with several college students over the weekend, and one thing that came out pretty clearly and did not seem to have been addressed in the goals, is the need to assist non-traditional students to graduate from college, which goes back to the question he asked earlier about why they need a six-year window. He said he asked the administration that question and did not receive a good answer. He believed they should encourage non-traditional students to graduate as well.

[8:11:30 AM](#)

MURRAY RICHMOND, aide to Senator Thomas, said the requirements for the scholarship are all based on high school performance, so non-traditional students who have been out of high school for some time may not qualify for a number of reasons.

MR. STEWART said the governor's original proposal did address this in section (B) under "Qualifications of Applicants," specifically on page 4, lines 27-30, which says:

...for the purposes of this subparagraph, allowable circumstances include an Alaska resident high school

student having left the state because of the military service of the student's Alaska resident custodial parent.

Later in that paragraph on page 5, lines 3-4, it states:

...for purposes of this paragraph, standards for extension of time must include time while the student is in military service;

So the governor's original proposal did countenance a person who might graduate, go into a branch of the service and thereby get pushed past that six-year window. He said that during the most recent conflicts, there were times when troops were not allowed to rotate out and under that kind of scenario, even a person who had gone in under a four-year enlistment and thought he would be out of the military in time to activate his eligibility under this scholarship, might be held in country beyond the six-year window through no fault of his own.

8:14:00 AM

SENATOR STEVENS said he understood and appreciated that, but that extension does not apply to military spouses who are another important element of the population.

CO-CHAIR MEYER agreed that people might delay college for a lot of valid reasons.

8:14:48 AM

MR. STEWART explained that the original proposal by the administration provided for essentially two types of scholarship tiered by grades: a performance scholarship and a career and technical scholarship. The CS proposes a three-tiered system with grades determining the level of the scholarship. The top tier is the performance scholarship and requires a 3.5 grade point average or higher; the opportunity scholarship begins at 2.5 GPA, and the career and technical scholarship injects a needs-based component.

The governor's original proposal was a needs-based scholarship but did not have an explicit needs-based component, which is to say that any student who had achieved a high enough academic standard would receive a scholarship. The governor's amendments, though, injected a dedicated needs-based component that would allow the state to take care of half the outstanding need of a student after payment of the required \$2000 family contribution.

MR. RICHMOND interjected that the academic requirements were skewed towards four years of science and four years of math, and while they didn't want to take anything away from the academic rigor, they wanted to provide something for students who might not be scientifically or mathematically oriented; so they added two years of foreign language as an alternative, but high grades would still be expected.

MR. STEWART added that the original basis for the governor's proposal was the Taylor Plan to move kids toward an engineering and science curriculum. The CS countenanced a broader palette of curricula and students including those who might want to go into other fields like business or political science.

[8:19:03 AM](#)

MR. RICHMOND directed the members' attention to two charts in their packets titled "Governor's Proposed Amendment" and "Governor's Proposed Amendment (with UA scholarship)" that showed how a student with maximum financial need would fare through this system.

[8:20:07 AM](#)

SENATOR DAVIS asked if the amount for the Pell Grants as shown on the chart titled "Governor's Proposed Amendment" had been updated, because she was under the impression that the maximum amount was less than \$5000.

MR. RICHMOND answered that he called the Federal Application for Financial Student Aid (FAFSA) organization and was told this was the amount that would be allowed next year.

CO-CHAIR MEYER questioned whether this figure was for the lowest income level and, therefore, the highest award.

MR. RICHMOND answered that it was based on a student from a household with an income of roughly \$40,000, but other variables affect that figure.

[8:21:09 AM](#)

He continued that the chart was broken down not only by academic award level, but by the cost of attendance at each of the University of Alaska campuses. Looking first at the "Governor's Proposed Amendment" chart, he said column one illustrated the calculation for a student attending UAA in 2010 to be \$19,035. This student would receive a maximum Pell Grant in the amount of \$5350 and assuming an A level would get a GPS scholarship of \$4755 for a total of \$10,105 leaving \$8930 in unmet need. The

student and his family would have to come up with at least \$2000 through loans, work-study or in some other way, leaving \$6930, of which the state would pay half, or \$3465.

CO-CHAIR MEYER asked if that was based on a 15-hour semester.

MR. RICHMOND answered yes.

[8:23:19 AM](#)

SENATOR HUGGINS asked about the difference in cost of attendance between the University of Alaska Anchorage (UAA) and the University of Alaska Fairbanks (UAF).

MR. RICHMOND explained that cost of attendance included tuition, fees, books, and cost of living in the area including transportation, personal care supplies and occasional meals out.

[8:24:01 AM](#)

Moving to the second chart, "Governor's Proposed Amendment (with UA scholarship)", Mr. Richmond said, the same student with the Alaska Scholars tuition waiver of \$2750 would have total grants of \$12,855 and a remaining need of \$6180, minus the required \$2000 family contribution, for a total of \$4180 in eligible base need. The state would pay 50 percent of that, so an Alaska Scholar making A grades would have to come up with a total of \$4090 on his own.

[8:26:08 AM](#)

SENATOR STEVENS asked if additional assistance could come from the state loan program.

MR. RICHMOND replied that when a student fills out the FAFSA form, he indicates which university he would like to attend. That organization sends everything the student could apply for in his state, which in Alaska might include a Stafford Loan or a scholarship specific to a particular major. He said he was not clear on whether this additional money would be counted against the 50 percent or would be added to it.

[8:27:54 AM](#)

SENATOR HUGGINS asked where in the bill it delineates who the first payer is and where the state fits into that queue.

MR. RICHMOND could not say where in the bill that could be found, but said the state is always the last payer.

SENATOR HUGGINS asked if he had received any feedback on sweeteners to induce people to go into particular career fields.

MR. RICHMOND answered that the heavy requirements for math and science would naturally target engineers, mathematicians, and scientists, but he was not aware of any particular sweeteners.

[8:29:32 AM](#)

SENATOR HUGGINS said they should talk about whether or not they want this program to include a work force shortage discipline component.

[8:31:11 AM](#)

SENATOR HUGGINS offered feedback from a constituent who asked if the state had included some mechanism, perhaps a matching component, to reward kids who have saved their own money toward an education.

MR. RICHMOND said he was not aware if anything like that.

[8:33:27 AM](#)

LES MORSE, Deputy Commissioner, Department of Education and Early Development (DEED), Juneau, Alaska, said he thought the side-by-side comparison of the administration's proposal and the CS was clear and very helpful.

CO-CHAIR MEYER referred Mr. Morse to the charts on the governor's amendments and asked if he could speak to the idea of a sweetener for certain discipline shortages and to where other scholarships fell in the financial hierarchy.

MR. MORSE said he could not speak to that.

MARCY HERMANN, Legislative Liaison, Department of Education and Early Development (DEED), Juneau, Alaska, answered that when she filled out the FAFSA for her son, there were federal sweeteners for teachers and for science and math-heavy students but she could not speak to any others. She mentioned that she did know of one other income-eligible grant, the Supplemental Education Opportunity Grant (SEOG).

[8:35:19 AM](#)

SENATOR DAVIS said she would like Stephanie Butler to speak to the various grants and scholarships.

SENATOR STEVENS said his main question to the department is how they intend to reach the standards that are required in the governor's bill.

8:35:59 AM

MR. MORSE responded that part of the idea of this bill was to drive curriculum improvements. The administration was in the process of analyzing districts' abilities and figuring out what could be done to improve them.

8:37:01 AM

SENATOR STEVENS commented that he had frequently heard people talk about online or video-conference classes as being the silver bullet that will solve the problems Alaska faces in offering a rigorous curriculum in the outlying areas, but he was not sure how viable those options really were because distance education takes a lot of self-discipline.

8:37:43 AM

MR. MORSE said he agreed that it required a lot of discipline, and he didn't think it was a magic bullet, but it could fill some of the need, especially if it was offered in a district that already had distance education.

8:38:38 AM

SENATOR DAVIS asked Mr. Morse when the department would have that analysis available.

MR. MORSE assured her that it would be available soon.

8:39:32 AM

SENATOR DAVIS asked Ms. Butler to give them a quick overview of the grants available to students and the average amount of money a student gets in grants in the state of Alaska. She also asked for a breakdown by percentage of the grants, loans and personal funds the average student uses to fund his education.

STEPHANIE BUTLER, Director, Operations and Outreach, Postsecondary Education Commission, Juneau, Alaska, said she could not provide accurate numbers off the top of her head. She did say the types of grants available are the Pell Grant, which is federal, the SEOG, which is federal money allocated to the schools, and the Alaska Advantage State Grant, which is a very small program, only about \$650,000 statewide.

SENATOR DAVIS asked where Alaska ranks nationwide in terms of needs-based educational grants.

MS. BUTLER replied that Alaska is lowest in the nation in terms of needs-based grants.

[8:41:43 AM](#)

SENATOR DAVIS asked if they could have the breakdown by Friday.

MS. BUTLER said yes.

[8:41:59 AM](#)

CO-CHAIR MEYER asked where these other grants and scholarships fit in the financial hierarchy for calculating unmet need.

MS. BUTLER answered that one of the administration's goals was to supplement not supplant the federal aid programs.

[8:42:48 AM](#)

CO-CHAIR THOMAS asked where private grants would fit in the hierarchy.

MS. BUTLER said those would be considered before state aid whenever possible.

[8:43:27 AM](#)

SENATOR HUGGINS asked where the National Guard's Tuition Assistance fits in.

MS. BUTLER answered that she thought that kind of assistance would be considered prior to state aid.

SENATOR HUGGINS noted that there is also a program for survivors of military personnel killed in action and said there should be language in the bill to address these other types of aid.

[8:44:35 AM](#)

CO-CHAIR MEYER opened public testimony. He said the committee would continue public testimony on Friday as well and into the following week if necessary.

[8:45:52 AM](#)

TYLER PRESTON, Senate President, University of Alaska Southeast (UAS), Juneau, Alaska, thanked the governor for his initiative and said he supported the CS. In response to Senator Davis' question, he said that Alaskan students' grant aid for 2007/08 was \$38 per student compared to \$466 per student in other western states and \$608 nationally. As a result, University of Alaska (UA) students can anticipate about \$25,000 loan debt as

compared to \$17,000 in the other western states and \$20,000 nationally.

As a student he said that he looks at the proposal for need-based aid and he supported it vehemently. He said Alaska is the lowest state in the nation for need-based aid and it has been that way for 16 years. He said that supporting the University supports the state's workforce; it gives the state an opportunity to grow. At their event on Saturday, David Stone said that 20 percent of Alaska's workforce is composed of out-of-state workers. The state has a shortage of people in the areas of health and engineering, and people who come in to work in those fields do not tend to stay here to spend their money. He emphasized that since 1999 the college participation among low-income students dropped by about 2.3 percent.

8:48:43 AM

SENATOR STEVENS asked Mr. Preston what his plans are.

MR. PRESTON said he was currently majoring in creative writing in preparation for a Masters Degree in teaching. He is planning on going to grad school here in the state and he hoped to teach high school English.

SENATOR STEVENS asked him if he thought the GPS placed too much emphasis on science and math and not enough on other fields.

MR. PRESTON said he found it troubling that there isn't an emphasis on arts as well. Many incoming university students have deficiencies in language arts and mathematics and need to take remedial classes when they enter.

8:50:29 AM

PETER FINN, Speaker, Coalition of Student Leaders, University of Alaska Anchorage, said he is majoring in economics and political science. He said he supported the CS for SB 224 very strongly. He said 68 percent of Alaskan students get education loans.

He related the story of he was raised by a single parent who had to work; they lived fairly well until they moved to Alaska where she became bedridden for about five years. He said they lost their car and were forced to move from their home to low income housing. Most importantly he went from being a very good student to one who was failing and was repeatedly withdrawn from high school. Luckily, he was able to test into the University of Alaska Anchorage and able to receive the Pell Grant, which is the reason he went to college. He wanted them to know this story

because right now a huge portion of the Alaska population won't end up as lucky as he did coming from that background. Currently, only 7.9 percent of Alaskan students from low-income backgrounds are going to go to college. That is well below the national average of 23.8 percent, he said, and is the reason he favored the strong needs-based component in the proposed CS.

8:54:13 AM

SENATOR OLSON asked how many students he believed are good students and strongly motivated but cannot attend college due to financial hardship.

MR. FINN answered that he could not give him a number without some research, but could say from his own experience that often it is not a matter of how good a student a person is. In his case, he said he had difficulty even getting to school. It was also extremely difficult not having parental support and guidance to help him learn the habits of a successful student. Once he got out of that environment things changed, he said; his GPA is over 3.0 and he plans to continue to graduate school.

SENATOR OLSON said as a student for many years, he looked at money coming in as something positive, and it didn't occur to him until later that he would have to pay those loans back. He asked Mr. Finn what he thought about burdening future students with paying back grants that the Legislature is proposing.

8:56:39 AM

MR. FINN responded he saw this program as an investment in Alaska's economy. Some of the students may not succeed and that is the risk. In the long run, society benefits by having educated people. The state is already investing in education by sending students through the K-12 system, which is where the vast majority of education spending is directed, and if students who have gone through that system show potential, it is worthwhile to continue investing.

SENATOR OLSON asked him to justify that attitude with the significant default rates on student loans.

MR. FINN asked what type of loans Senator Olson was referring to.

SENATOR OLSON responded that he was thinking about the state's revolving loan program.

MR. FINN said he still thought it was worth the risk, because the state will be better off if more kids are educated.

8:58:49 AM

SENATOR DAVIS said that providing more scholarships and grants is moving in the right direction, because if students have less loan debt, there will be fewer defaults.

8:59:38 AM

SENATOR STEVENS asked Mr. Finn if the University helped him develop the successful habits and if so, how.

MR. FINN said he was hesitant to speak to the effectiveness of the University in general, but the most beneficial thing they did for him was provide financial aid advising. The idea of paying the huge amount of money needed to attend school was daunting, and they did help him there. They did not help him prepare for the lifestyle change or to develop the positive habits he mentioned, and he did very badly during his first year.

9:02:04 AM

SENATOR STEVENS said it didn't sound as if there was much counseling provided and he appreciated knowing that.

9:02:50 AM

AMBER WILKERSON, Eagle River, Alaska, said she is a public relations student at UAA and believed that it was crucial to adopt the CS. She said she had been struggling for seven years to finish college not because she isn't a hard worker or because she can't focus, but because she has to pay most of the cost of attendance out of her own pocket. Even with the help of federal aid, she has a huge gap to fill with her own money and has had to work more and more hours to stay in school.

9:04:52 AM

SENATOR STEVENS asked about the six-year window and the emphasis on science and math.

MS. WILKERSON said she thought the six-year window should be increased, because it is very difficult for many students to graduate in four years due to the hours they have to work. She said she approved of the emphasis on science and math.

9:07:01 AM

NICK MOE, Political Science major and student Government Relations Director at University of Alaska Anchorage,

Anchorage, Alaska, said he supported the CS for SB 224. He pointed out that the students who were there advocating for this legislation are not the ones who would benefit from the bill, but they know how much it would help others.

Tuition has increased for seven years in a row, he said, and all the other costs associated with college attendance are increasing as well. At the same time, it is getting harder to get student loans due to increasingly stringent credit requirements. He said that last semester he was denied the Alaska Advantage loan, the same loan he had received for the previous two years, which seemed ironic, because he had just been pre-approved for a home loan of up to \$100,000. In closing, he thanked the committee for working on this legislation and encouraged them to move forward with the committee substitute.

Speaking to Senator Huggins' comments about PFD savings, he said that according to statistics found on the UA Scholars web site, if a student saved all of his PFDs through age 18 and received a UA Scholars award, that would cover less than half the cost of attending college for four years, so there is still a great need for a scholarship program like this.

[9:10:37 AM](#)

AMY VOSS, representing herself, Anchorage, Alaska, said she just graduated from UAA with a major in German and international studies, and she supported SB 224. The UA Scholars award was the main reason she decided to attend school in Alaska, she said, and the quality of the programs at UAA convinced her to stay and pursue her Master of Arts in teaching. She believed that this scholarship program would convince other talented students to stay in Alaska.

She agreed with previous speakers that there is a great need for financial assistance due to the rising costs of education. One of her friends had been attending UAA for six years and had had to work two to three jobs all of that time in order to pay for college without going into debt. Juggling school and work made it very difficult for her to keep up her grades. There is a difficult balance to be reached between the time spent on finishing school and on paying for it, she said. Pursuing a college education should not automatically mean going into debt for years.

[9:13:08 AM](#)

RYAN BUCHHOLDT, Speaker, UAA Assembly, University of Alaska Anchorage, Anchorage, Alaska, said he supported the CS for SB

224. He said that Alaska has been dead last by a very large margin throughout the 14-year data set used in the study cited by Mr. Finn when he spoke about the number of low-income students who pursue postsecondary education. He said he believed the problem in low-income participation was tied directly to Alaska's lack of needs-based grant programs.

He referred to a \$7 million anonymous donation given to UAA last year specifically to provide needs-based grants to first-generation college students who are from single-mother or minority families. During the first year about 400 of 1300 applications met the eligibility requirements and about 50 awards were given.

MR. BUCHHOLDT said that about 1 percent of UA tuition goes to needs-based grants; that was about \$832,000 during the academic year of 2007-2008. He said Alaska is vastly under-serving those students who need more money to go to college and who have to put work above school in order to continue. He said that he alternates between going to school full time and part time so he is able to work.

He closed by saying that only 18.9 percent of Alaska's students are categorized as having an estimated zero-family contribution and many are disqualified from getting federal grants due to the higher income level here, which is set off by Alaska's higher cost of living, especially in rural areas. He emphasized that the CS is a much more robust plan for needs-based students and that he liked the fact that there is a path for career and vocational students.

[9:18:56 AM](#)

SENATOR STEVENS asked if he would comment on the six-year window.

[9:19:13 AM](#)

MR. BUCHHOLDT replied that he graduated from Service High in 2003 and has been going to college off and on ever since due primarily to cost, but even students who have enough money to concentrate on their studies may find it difficult to get through in four years, because the courses they need aren't always available when they need them. He has had to change his educational plan to accommodate that.

[9:20:43 AM](#)

CHARLES SUTTON, representing the graduating class of 2010, Wasilla, Alaska, said he supported SB 224. He said he was

advised by his teacher to review his transcripts and make changes to his high school classes as necessary so he would meet or exceed the requirements in HB 297 and SB 224. Because he was lacking in science and math credits, he doubled up on those classes while also taking college-level courses at UAA and UAF. He gave up a part time job offer, his hobbies and his elective courses so he could dedicate his time and attention to meeting the scholarship requirements. He said he is a needs-based student, but has straight As and is willing to work hard for this opportunity. As a graduate of the class of 2010, he urged the committee to consider amending SB 224 to include his class in the program, even if it means they will not receive any funds until the July 1, 2011 start date.

[9:23:23 AM](#)

LESLIE SUTTON, parent of Charles Sutton, said she wanted to testify regarding the transition provision in SB 224, specifically page 13, lines 19-21. She expressed her feeling that based on the governor's announcement of this bill in October, graduates of the class of 2010 should be allowed to apply. She assured the committee that the students do not expect the state to lower the bar for them; they have worked very hard to meet the academic requirements. They also realize that funds will not be available until July 1, 2011 and consider it a small price to pay for the knowledge that they can stay in Alaska and continue their education. In closing she said that she believed the budgeted funds should be able to handle the number of 2010 qualified graduates the first year, because of the lower number of 2011 applicants who will be prepared to qualify during this transition period.

[9:25:17 AM](#)

CO-CHAIR MEYER thanked her for bringing for her comments and assured her the committee would consider it. [SB 224 was held in committee.]

[9:26:32 AM](#)

There being no further business to come before the committee, Co-Chair Meyer adjourned the meeting at 9:26 AM.