

**ALASKA STATE LEGISLATURE
HOUSE EDUCATION STANDING COMMITTEE**

February 9, 2011

8:02 a.m.

MEMBERS PRESENT

Representative Alan Dick, Chair
Representative Lance Pruitt, Vice Chair
Representative Eric Feige
Representative Paul Seaton
Representative Peggy Wilson
Representative Sharon Cissna
Representative Scott Kawasaki

MEMBERS ABSENT

All members present

COMMITTEE CALENDAR

PRESENTATION(S): SCHOOL SUPERINTENDENT

- HEARD

HOUSE BILL NO. 104

"An Act renaming the Alaska performance scholarship and relating to the scholarship and tax credits applicable to contributions to the scholarship; establishing the Alaska performance scholarship investment fund and the Alaska performance scholarship award fund and relating to the funds; making conforming amendments; and providing for an effective date."

- HEARD & HELD

HOUSE BILL NO. 5

"An Act requiring a standardized statewide history of American constitutionalism curriculum and a secondary school history of American constitutionalism examination in public schools in the state; and providing for an effective date."

- HEARD & HELD

PREVIOUS COMMITTEE ACTION

BILL: HB 104

SHORT TITLE: ALASKA PERFORMANCE SCHOLARSHIPS

SPONSOR(s): RULES BY REQUEST OF THE GOVERNOR

01/18/11 (H) READ THE FIRST TIME - REFERRALS
01/18/11 (H) EDC, FIN
02/09/11 (H) EDC AT 8:00 AM CAPITOL 106

BILL: HB 5

SHORT TITLE: CONSTITUTIONAL HISTORY CURRICULUM

SPONSOR(s): KELLER

01/18/11 (H) PREFILE RELEASED 1/7/11
01/18/11 (H) READ THE FIRST TIME - REFERRALS
01/18/11 (H) EDC, FIN
02/09/11 (H) EDC AT 8:00 AM CAPITOL 106

WITNESS REGISTER

MS. KAREN LADEGARD, Superintendent
Iditarod Area School District (IASD)
McGrath, Alaska

POSITION STATEMENT: Provided a presentation of the Iditarod Area School District (IASD).

ISABELLE HARRINGTON, Business Manager
Iditarod Area School District (IASD)
McGrath, Alaska

POSITION STATEMENT: Responded to questions during the superintendent's presentation of the Iditarod Area School District (IASD).

EDDY JEANS, Education Policy Coordinator
Office of the Commissioner
Department of Education and Early Development (EED)
Juneau, Alaska

POSITION STATEMENT: Provided a sectional analysis of HB 104.

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

POSITION STATEMENT: Testified in support of HB 104.

REPRESENTATIVE WES KELLER
Alaska State Legislature
Juneau, Alaska

POSITION STATEMENT: Introduced HB 5, as prime sponsor.

ACTION NARRATIVE

[8:02:53 AM](#)

CHAIR ALAN DICK called the House Education Standing Committee meeting to order at 8:02 a.m. Present at the call to order were Representatives Dick, Kawasaki, Feige, Seaton and Wilson. Representatives Pruitt and Cissna arrived while the meeting was in progress.

PRESENTATION(S): School Superintendent

[8:03:07 AM](#)

CHAIR DICK announced that the first order of business would be a superintendent presentation of the Iditarod Area School District.

[8:04:12 AM](#)

KAREN LADEGARD, Superintendent, provided a presentation of the Iditarod Area School District (IASD) beginning with the geography and demographics. The district covers an area the size of the state of Ohio, serving ten communities, including the Yukon River villages of Holy Cross, Anvik, Grayling, and Shageluk, and the Kuskokwim River villages of McGrath, Nikolai, and Takotna; there are no road connections in or out of any of the villages. The district has seven brick and mortar schools and one distance learning program. The district schools are all Title 1 schools, and five indigenous languages are represented. She reported that three of the schools have been closed, due to low enrollment and said numbers have been declining for about sixteen years; reasons may be the high cost of village life, and North Slope workers who relocate families to urban areas. Grayling is a typical example where the school facility has a 120 student capacity, but an enrollment of 45. She indicated that reaching the village schools is costly, averaging \$1,200.00 to charter a plane between villages. The state mandated Terra Nova tests were recently administered at one school and, and regulations require that the tests not be delivered via postal service, thus, charter flights must be scheduled by the school district.

[8:07:47 AM](#)

REPRESENTATIVE P. WILSON noted that the charter fees for administering the Terra Nova in one school, is about \$2,400.00;

delivery and retrieval flights. She asked how many students are enrolled in the referenced school, and the number of fourth and eighth graders who participated in the testing.

MS. LADEGARD responded that fourteen students attend the school, of which three were tested. Other tests must also be handled in a similar manner; however, the district attempts to coordinate schedules to optimize charter usage. She also mentioned that, when children are ill, make-up tests must be administered, which may involve additional flights.

[8:09:54 AM](#)

REPRESENTATIVE KAWASAKI asked what the original enrollment, at Grayling, was when the school was built.

MS. LADEGARD answered that there were 75 or 80, and the population of Grayling was increasing at the time.

[8:10:39 AM](#)

REPRESENTATIVE FEIGE inquired where the mandate for hand delivery of the tests originates.

MS. LADEGARD said it is required under state education regulations, and the annual cost to the district to deliver and retrieve required tests is approximately \$10,000. Continuing with the presentation, she stated the shared goals, which are: student proficiency, early intervention, student engagement in relevant programs, collaboration at all levels, and professional development. Technology has become an important aspect of the district, and allowed for increased services to the students and staff. As a first year superintendent, she said a primary goal has been to build a professional learning community. Ultimately this occurs through peer mentoring and collaboration, and time has been integrated into the work week to allow teachers opportunities to interact through video conferences (VTC) and e-Live meetings. In a district that may have six first grade teachers, but only one in a given school, these weekly contacts can reduce feelings of isolation, as well as allow teaching techniques/curriculum insights to be shared. Students maintain a similar connection among the student body. She named various ways in which VTC technology is used by the students: bi-monthly student government meetings; daily secondary classes; a district-wide science fair; student interventions, with specialists and online programs; and counseling and speech therapy that are delivered via Skype. With schools where there

may be only a couple of students in a given subject class, such as speech, these technological connections are necessary tools. Technology does not always replace the need to bring students together, she said. Through school fund raisers and district support students have attended activities which include: a fourth grade trip to Anchorage; fine arts camp; science camp; ski meets; and the annual IASD prom and formal dinner, which rotates between school sites.

[8:17:34 AM](#)

MS. LADEGARD said, "We have a lot of challenges, but ... my motto is 'no excuses,' we ... want to get the job done." She reported that high school students are migrating to state supported boarding schools, and said it's good that students have options; however, it is difficult to operate a high school with only three students. A major challenge is the requirement for highly qualified subject teachers. The teachers are stretched to meet and maintain highly qualified status, and with teacher turnover it is an ongoing effort. Finally, she said the greatest challenge is to creatively adjust the high school program to continually meet the needs of the students.

[8:20:29 AM](#)

REPRESENTATIVE PRUITT noted that the students help raise money for travel, and asked through what innovative methods is this accomplished.

MS. LADEGARD responded that it is often food service related, but also raffles are held for student created art work. She reported that Anvik raised \$40,000 to send all the students to Hawaii for a school trip.

[8:22:10 AM](#)

REPRESENTATIVE P. WILSON acknowledged the isolation factor of the village teachers, and asked about the turnover rate.

MS. LADEGARD reported that last year it was 50 percent, but there have been a times when teachers remained for three year periods.

REPRESENTATIVE P. WILSON asked how long Ms. Ladegard has been employed by the district.

MS. LADEGARD said 15 years with the district, but indicated that the area has been her home since 1979, and her children were raised in McGrath.

8:23:40 AM

REPRESENTATIVE FEIGE inquired whether there are other rules or regulations imposed by the state that might be changed to save the district money without sacrificing educational programs.

8:24:25 AM

ISABELLE HARRINGTON, Business Manager, Iditarod Area School District (IASD), responded that the required fire marshal inspections represent a huge expense to the district. To a question from Representative P. Wilson, she said the inspector arrives in McGrath from Anchorage, inspects all the schools in the various villages, and the cost is approximately \$10,000 dollars; the inspection is mandatory.

REPRESENTATIVE FEIGE broached the subject of the district purchasing a plane.

MS. HARRINGTON reported that it was considered, but given the liability, and other associated requirements it was cost prohibitive. When possible, charter costs are shared with other agencies or individuals. One of the outcomes of the high cost for travel is that the district is no longer a member of the Alaska School Activities Association (ASAA).

MS. LADEGARD interjected that the drop in enrollment was the primary reason for the loss of ASAA membership. Further, she said the local air taxi services depend on the business they receive from the school district.

8:29:32 AM

REPRESENTATIVE CISSNA suggested an oversight review of required safety inspections and community training, in order to consolidate efforts and share expenses.

8:31:06 AM

CHAIR DICK provided an illustration of the difficulties faced by the district by citing the inability of the maintenance director to retire due to the lack of a qualified and interested replacement.

MS. LADEGARD announced that the maintenance director has been able to retire, but is still with the district under a consulting retainer. She explained that the economy of scale is minimal and hiring into a position that offers two or three hours of work per day is difficult.

CHAIR DICK thanked the presenters.

HB 104-ALASKA PERFORMANCE SCHOLARSHIPS

[8:34:28 AM](#)

CHAIR DICK announced that the next order of business would be HOUSE BILL NO. 104, "An Act renaming the Alaska performance scholarship and relating to the scholarship and tax credits applicable to contributions to the scholarship; establishing the Alaska performance scholarship investment fund and the Alaska performance scholarship award fund and relating to the funds; making conforming amendments; and providing for an effective date."

The committee took an at-ease from 8:35 a.m. to 8:38 a.m.

[8:38:55 AM](#)

EDDY JEANS, Education Policy Coordinator, Office of the Commissioner, Department of Education and Early Development (EED), presented a sectional analysis of HB 104. He drew attention to pages 1-4 to indicate that the inserts and additions to sections 1-6 change the name from the Alaska merit scholarship program to the Alaska performance scholarship program; rectifying a copyright infringement situation. Page 4, Section 7 establishes the Alaska performance scholarship award fund appropriations, from which scholarship awards will be paid. He pointed out that money appropriated to the fund may be expended, by the Alaska Post Secondary Commission, without further appropriation, and money appropriated to the fund does not lapse. Section 8 provides for the name change. Section 9 is a new section to establish the Alaska performance scholarship investment fund, the interest on which would be used for awards payments. He reported that the governor has recommended that \$400 million be allocated to provide an anticipated five percent annual interest yield. The section also indicates that the commissioner of revenue will manage the fund and report to the legislature. Continuing to page 6, he said sections 10-11 allow corporations donations to the Alaska scholarship investment

account. Section 12 deletes redundant references to Alaska Post Secondary Commission programs. Section 13 provides transition language, and Section 14 instructs the statute reviser to make the required name change consistent throughout the applicable laws. Section 15 provides transition language to allow the departments involved to proceed with adoption of regulations necessary to implement the new law. Section 16 allows Section 15 to be effected immediately; a go-ahead to the departments. Finally, sections 17-18 handle the effective dates for the remaining components of the bill.

[8:43:39 AM](#)

REPRESENTATIVE CISSNA asked whether residents are allowed to contribute directly to the fund through the Permanent Fund Dividend (PFD) process.

MR.JEANS responded no, but suggested that a component could be added to allow such action. The tax credit contained in the bill addresses corporate contributions.

[8:45:33 AM](#)

REPRESENTATIVE SEATON turned to page 5, line 15, paragraph (2), to read "donations to the fund," and asked whether the donations are restricted to tax credits.

MR.JEANS answered no, it is not restrictive and individuals could make donations to the fund. However, there is no mechanism proposed to link the fund with the current PFD contribution option.

[8:46:20 AM](#)

REPRESENTATIVE FEIGE inquired about a sunset clause for corporate contributions.

MR.JEANS indicated that the governor's bill, Version A before the committee, does not provide a sunset clause, and suggested that it may be contained in a forth coming committee substitute.

[8:47:41 AM](#)

REPRESENTATIVE PRUITT asked whether the fund affects the University of Alaska (UA) scholars program.

MR.JEANS responded no, as these are two separately administered programs; however, as the scholars program awards students, at individual schools, who have demonstrated scholastic performance in the top 10 percent of their class, an overlap of qualified students may occur.

REPRESENTATIVE PRUITT directed attention to section 4, subsection (a), paragraphs (1), (2), and (3), and asked whether there is room for interpretation regarding the language "high minimum" and "moderately high minimum".

MR.JEANS explained that the designation, as worded, allows EED to establish the required cut scores through the regulatory process.

[8:50:07 AM](#)

CHAIR DICK agreed that providing incentives for students is good, but observed that implementing the requirements in rural schools may not be possible, making the program inequitable.

MR.JEANS explained that the implementation difficulties have been identified and the department is working with districts to ensure requirements are attainable. The three year transition period will be important to institute curriculum delivery options. A variety of creative methods are being considered, and a contract has been negotiated to have a virtual classroom created.

[8:51:44 AM](#)

REPRESENTATIVE KAWASAKI inquired whether districts with schools that will need to participate via the virtual classroom will need to carry any associated costs.

MR.JEANS said that the districts are assisting in developing and making the curriculum available through the Consortium for Digital Learning (CDL). Participants of the consortium will have no associated costs; however, other schools would be charged for access; fees which have not yet been established.

REPRESENTATIVE KAWASAKI asked whether EED expects to administer the virtual classroom for rural schools which would otherwise not have access to four year programs in required subjects.

MR.JEANS clarified that the virtual school is only one mechanism that will be available. Other statewide options include the

existing correspondence programs and video conferencing opportunities.

REPRESENTATIVE KAWASAKI rephrased to ask whether districts will incur additional expense to provide the classes required by students to qualify for the scholarship.

MR. JEANS responded that the districts receive foundation formula funding to provide the required curriculum.

The committee took an at-ease from 8:54 a.m. to 8:55 a.m.

8:55:18 AM

CARL ROSE, Executive Director, Association of Alaska School Boards (AASB), stated support for HB 104, and provided the mission of the AASB: Advocate for children and youth; assist local school boards to provide a quality education focused on student achievement through effective local governance. He said the association's concern has been raised, and is maintained, regarding universal access for all students. No other state in the union faces the same geographic expanse and cultural diversity that exists in Alaska. Digital technology for learning is the only viable option for closing this gap difference between Alaska and the outside world. He opined that the school districts are not fully prepared to take advantage of the scholarship being offered. For this and other reasons, the legislature should be expanding the technological footprint across the state. The footprint is capable of being developed incrementally through the existing CDL. He said:

Every time we make capital appropriations for school districts, in the area of technology, what assurances do we have that those appropriations will be successfully implemented, and what kind of accountability do you have in terms of feedback that that has been done and the challenges have been met. ... I suggest to you that we pay attention to our entire state and start now because it will take some time to create a system that can respond to this incentive. ... If this is for all kids, then we have to make it universally accessible.

8:59:14 AM

REPRESENTATIVE CISSNA acknowledged the effort to expand the technological systems, and asked what strong points exist that can be built upon.

[9:00:12 AM](#)

MR. ROSE said the issue of bandwidth is prevalent, but it is an axiom that can easily be figured out. He opined that the focus on technology is more important at the lower grades, as the use for pencil and paper fade from the focus of the emerging generation; technology is their medium, it is how they communicate. The issue of relevance arises when considering the pace of change today; by the time anything ends up in a text book it is already history. He continued:

We are at the precipice of exponential change. What are we doing, as a state, to insure that our citizens are well prepared for a future that we cannot describe. ... We need to ensure that our kids have the ability to access the information that would enhance their ability to take advantage of [the scholarship program].

[9:02:58 AM](#)

REPRESENTATIVE KAWASAKI surmised that even with a digital classroom some districts may not be prepared to participate and an inequity would prevail. He asked what funding needs are anticipated by the AASB.

MR. ROSE answered that appropriation is one method. The onus has been on the CDL to identify the areas of need, the willing participants, and to provide wrap-around services to individual districts. The association would like to see the flow of appropriations directly to the recipients via CDL as a portal. Thus, the capital budget would be the funding source, and a school district would have a zero fiscal note due to funding via the foundation formula. He stressed, "The weight gets a little heavy when you continue to mandate with zero fiscal notes on one foundation formula." The remoteness of the villages and the ability to manage the technology is a challenge that needs to be met to allow students to take advantage of this bill.

[9:05:48 AM](#)

REPRESENTATIVE KAWASAKI queried whether legal action might result if every student isn't able to benefit due to inadequate access to the required course work.

MR. ROSE agreed that inequity is always an issue; however, advances should be made for the right reasons rather than being compelled due to the possibility of a law suit.

[9:07:03 AM](#)

REPRESENTATIVE SEATON said:

I'm ... uncomfortable with the idea of technology solving all our problems. ... Sitting in front of the computer for six hours a day answering questions; ... it's just like a workbook if you use it that way. ... I'm concerned if we're saying the equity is going to be just bandwidth and not ... the engagement and delivery of that product.

MR. ROSE said that the CDL has identified several important: the condition of readiness; the technical assistance, and professional development. Technology is not being taught, it is being used as a learning tool to connect to the world; the entire library of congress and encyclopedias are available on-line. The issue of equity relates to how technology is used to assist the learning process; young people already understand how to use technology.

[9:10:03 AM](#)

REPRESENTATIVE FEIGE asked which school districts the CDL recognizes as innovative, and which organizations are setting the standard for future development in this area.

MR. ROSE indicated that there are pockets of success throughout the state, and he offered to provide a district by district list of accomplishments. The relevancy of technology is clearly understood and there is no going back. He declined to name a leader in the area, but indicated that the consortium members are all making advances.

REPRESENTATIVE FEIGE acknowledged that technology is not the be all and end all. He asked where Mr. Rose attended high school.

MR. ROSE answered Hawaii.

9:13:30 AM

REPRESENTATIVE CISSNA recalled being in remote communities that have had better technology connections than what she has experienced at the state capitol building. She said:

We could have everybody talking to us and be here [remotely]. Without decision makers being in on this, ... the administrative people, ... we stand still ... and it's scary.

9:14:53 AM

REPRESENTATIVE PRUITT asked whether the consortium endorses a particular focus for concern, or a technology priority list, and if so, what tops the list.

MR. ROSE recalled that when the consortium began, in [2006], the one-to-one lap top was deemed important, but five years later there are any number of mobile devices, and all are obsolete by the time they are purchased. However, every individual school district should have the opportunity to choose what will work best for infusing technology into the curriculum and receive the support of the administration for implementation.

9:17:58 AM

REPRESENTATIVE PRUITT moved to adopt the proposed committee substitute (CS) for HB 104, 27-GH1893\I, Mischel, 2/8/11, as a working draft. There being no objection, Version I was before the committee.

9:18:19 AM

REPRESENTATIVE SEATON explained that incorporated in Version I are the recommendations from the legislative scholarship funding task force to include provisions for needs based awards, and provides a principal funding source for the scholarship fund. He said the unmet need is to be determined via FAFSA (Free Application for Federal Student Aid), and calculated after accounting for any family contributions and available grants. For funding, the CS incorporates the AlaskAdvantage program, which currently serves the non-traditional student. Thus, all three aspects, the performance scholarship, the needs based component, and the non-traditional students will receive funding from one source to be known as the Alaska scholarship fund. He indicated that the CS renames the funding source, from capital

income fund, replacing it with scholarship fund. Additionally, it directs the transfer of the existing assets from the capital income fund into the scholarship fund; approximately \$70 million. The revenue stream is then redirected from the capital income fund into the scholarship fund, the source of which is the Amerada Hess settlement. The revenue stream from the settlement averages between \$22-30 million. It also identifies up to 15 percent of the oil tax progressivity, which if combined with the Amerada Hess funding totals \$40 million, to be directed to the scholarship fund. Finally, the CS language allows for direct appropriations and corporate tax credit donations, as found in the governors original bill. There is a \$160 million cap on the fund to protect students who are completing four year programs to do so, should the funding streams be eliminated at a future date. It also adds requirements that receiving institutions provide advisor/advocates to ensure student success, with the understanding that these funds represent an investment, and students should be assisted to stay on track. It also inserts transition language, and provides effective dates in accordance with agencies promulgating regulation. He pointed out that this funding mechanism is the primary change in Version I.

[9:26:52 AM](#)

REPRESENTATIVE FEIGE asked if there are any conditions in the bill that require the recipient to seek work within the state.

REPRESENTATIVE SEATON responded that the requirement is for attendance at an institution in Alaska.

REPRESENTATIVE P. WILSON offered that research indicates that students often remain in the area where they have completed their higher education.

REPRESENTATIVE FEIGE argued that it is a fair and reasonable request to make of a recipient, and the risk could be guarded against by including a requirement in the bill.

REPRESENTATIVE SEATON pointed out that this is not a full ride scholarship offer, and suggested that it would be difficult to require that every student remain in-state.

[9:30:16 AM](#)

REPRESENTATIVE PRUITT remembered that in the 1980's Alaska offered student loans, with a forgiveness clause should the graduate remain, or return, to work in-state.

[9:30:59 AM](#)

REPRESENTATIVE SEATON reported that through lengthy discussions were held on this topic prior to the recommendation for in-state use.

REPRESENTATIVE FEIGE suggested that it could be structured as a loan with no payments due back for a period of eight years. The student would have time to attend college, gain an entry level position, and possibly travel. Providing a mechanism to indicate resident status, the loan could convert to a grant at some point, he opined.

[9:34:01 AM](#)

REPRESENTATIVE CISSNA observed that this is a critical stage for the bill and stated her belief that the discussion appears to represent two different programs, and both are good ideas.

HB 5-CONSTITUTIONAL HISTORY CURRICULUM

[9:35:25 AM](#)

CHAIR DICK announced that the final order of business would be HOUSE BILL NO. 5, "An Act requiring a standardized statewide history of American constitutionalism curriculum and a secondary school history of American constitutionalism examination in public schools in the state; and providing for an effective date."

The committee took an at-ease at 9:35 a.m.

[9:35:47 AM](#)

REPRESENTATIVE WES KELLER, Alaska State Legislature, explained the need for American Constitutionalism, paraphrasing from the sponsor statement, which read as follows [original punctuation provided]:

The Spanish American philosopher George Santayana once said, "Those who cannot remember the past are condemned to repeat it." It would be an unthinkable tragedy to repeat the human oppression that existed

before our country's greatest gift to humankind: The gift of awareness that we all have fundamental rights that belong to us by virtue of the fact that we are human and that the only valid government is what is allowed by the governed. These and other profound foundational truths need to be understood and preserved.

House Bill 5 presumes we are in danger of forgetting, and requires American History education to include teaching of "American Constitutionalism" as defined by six founding documents that established the most prosperous and powerful nation on earth: the Declaration of Independence; Early State Constitutions; the Articles of Confederation; The US Constitution, the Federalist, and the Bill of Rights.

HB 5 requires Alaska School Districts to teach American Constitutionalism and to monitor and report student learning. It also requires the Department of Education to provide a curriculum and a standard student proficiency measurement tool as a resource to be made available to school districts. Presumably, this curriculum, and even the testing process, will be efficiently made available digitally, on-line, in a format that will be usable to students, teachers, and school administrators anywhere in Alaska, any time of the day. School districts would have the option of using these resources as a curriculum or as a supplement to enhance existing district curricula to enable compliance.

Students will be required to demonstrate a level of proficiency as part of their exit exam. The Department will provide a report on the effectiveness of this mandate in its annual communication with the Governor and Legislature.

The goal of House Bill 5 is to keep Alaska and America strong and to preserve the principles that have provided the greatest prosperity and liberty this world has ever known.

The committee took an at-ease at 9:50.

[9:51:41 AM](#)

REPRESENTATIVE KAWASAKI observed that this represents a mandate to the school districts, which may present a problem.

REPRESENTATIVE KELLER said that history is already in the curriculum and this simply represents a mandate to incorporate an express focus on American Constitutionalism.

REPRESENTATIVE KAWASAKI noted that the sponsor's school district supports the bill, as well as a letter of support, contained in the bill packet, from the Haines Borough School Board, and asked whether these two districts have existing civics course requirements.

REPRESENTATIVE KELLER said he would provide that information to the committee.

[9:53:36 AM](#)

CHAIR DICK said that the fate of the nation may depend on everyone understanding the constitution. However, he said that, recalling his own experience as a student, civics classes are not necessarily engaging.

[9:54:15 AM](#)

REPRESENTATIVE SEATON directed attention to the bill page 2, line 18, and read: "statewide curriculum and examination standards at all grade levels", and asked whether the existing standards for civics and history have been reviewed, at all grade levels, and do they meet the requirements of HB 5 or are new and separate requirements being proposed.

REPRESENTATIVE KELLER offered to provide a response to the committee, at a future hearing.

[9:55:06 AM](#)

CHAIR DICK provided wrap-up comments and thanked the participants in the days meeting.

ADJOURNMENT

There being no further business before the committee, the House Education Standing Committee meeting was adjourned at 9:55 a.m.