

**ALASKA STATE LEGISLATURE
HOUSE EDUCATION STANDING COMMITTEE**

February 16, 2011
8:03 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 (via teleconference)
Representative Scott Kawasaki

MEMBERS ABSENT

All members present

COMMITTEE CALENDAR

PRESENTATION(S): SCHOOL SUPERINTENDENT

- HEARD

HOUSE BILL NO. 93

"An Act relating to school gardens, greenhouses, and farms."

- HEARD & HELD

HOUSE BILL NO. 132

"An Act providing for funding for school lunch and breakfast."

- MOVED OUT OF COMMITTEE

PREVIOUS COMMITTEE ACTION

BILL: HB 93

SHORT TITLE: SCHOOL GARDENS, GREENHOUSES, AND FARMS

SPONSOR(S): REPRESENTATIVE(S) GUTTENBERG

01/18/11	(H)	READ THE FIRST TIME - REFERRALS
01/18/11	(H)	EDC, FIN
02/16/11	(H)	EDC AT 8:00 AM CAPITOL 106

BILL: HB 132

SHORT TITLE: FUNDING FOR SCHOOL MEALS

SPONSOR(s): REPRESENTATIVE(s) MUNOZ

01/28/11	(H)	READ THE FIRST TIME - REFERRALS
01/28/11	(H)	EDC, FIN
02/11/11	(H)	EDC AT 8:00 AM CAPITOL 106
02/11/11	(H)	Heard & Held
02/11/11	(H)	MINUTE(EDC)
02/16/11	(H)	EDC AT 8:00 AM CAPITOL 106

WITNESS REGISTER

DAVID HERBERT, Superintendent
St. Mary's School District
St. Mary's Alaska

POSITION STATEMENT: Presented an overview of the St. Mary's School District.

REPRESENTATIVE DAVID GUTTENBERG
Alaska State Legislature
Juneau, Alaska

POSITION STATEMENT: Introduced HB 93, as prime sponsor.

JAY HARDENBROOK, Staff
Representative David Guttenberg
Alaska State Legislature
Juneau, Alaska

POSITION STATEMENT: Presented HB 93, on behalf of Representative Guttenberg, prime sponsor.

SUSAN WILLSRUD, Director
Calypso Farm and Ecology Center
Ester, Alaska

POSITION STATEMENT: Testified in support of HB 93, and responded to questions.

HUNTER NANCE, Student
Chinook Montessori School
Fairbanks, Alaska

POSITION STATEMENT: Testified in support of HB 93.

MARK LEWIS, Operations Manager
Teaching and Learning Support
Department of Education and Early Development (EED)
Juneau, Alaska

POSITION STATEMENT: Presented the fiscal note for HB 93.

ELIZABETH SWEENEY NUDELMAN, Director

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

POSITION STATEMENT: Department of Education and Early Development (EED), Testified during the hearing on HB 93.

FRANCI HAVEMEISTER, Director
Division of Agriculture
Department of Natural Resources (DNR)
Palmer, Alaska

POSITION STATEMENT: Provided a policy statement, during the hearing on HB 93.

CATHY KERR
Anchorage, Alaska

POSITION STATEMENT: Testified during the hearing on HB 93.

SHOSHANA KUN, Parent Volunteer
Calypso Farm and Ecology Center
Fairbanks, Alaska

POSITION STATEMENT: Testified in support of HB 93.

ACTION NARRATIVE

[8:03:35 AM](#)

CHAIR ALAN DICK called the House Education Standing Committee meeting to order at 8:03 a.m. Present at the call to order were Representatives Dick, Wilson, Feige, Kawasaki, Seaton, Pruitt, and Cissna (via teleconference).

PRESENTATION(S): School Superintendent

[8:04:42 AM](#)

CHAIR DICK announced that the first order of business would be a presentation by the school superintendent of the St. Mary's School District.

[8:04:50 AM](#)

DAVID HERBERT, Superintendent, St. Mary's School District, began the presentation of the St. Mary's School District with a geographic and demographic description. He said that St. Mary's is a remote, single site district, located in Southwest Alaska, situated on the banks of the Andreafski River. The school

offers K-12, and serves approximately 200 students; 100 percent Alaskan Yupik Natives. He reported that AYP (adequate yearly progress) has been met for five of the last six years, under his tenure. The school is currently at level zero, the top rank, which makes St. Mary's the highest AYP achieving school in Alaska. He provided the student proficiency statistics based on state standard assessments: language arts - 72 percent for grades 3-10; and mathematics - 80 percent for grades 3-12. The graduation rate is 90 percent. St. Mary's success can be attributed to the outstanding students, parents, teachers, and support staff, he opined. Additionally, the relevant instruction classes have been a basis for garnering the support of the community. He described these classes, stating:

We feel that the outdoor relevant instruction, offered here in St. Mary's has played a big part in helping improve the academic proficiency levels of the students we serve. ... The program utilizes the State of Alaska grade level expectations in a relevant and meaningful manner. During the outdoor ... instruction trips students are required to collect vegetation samples, water samples, perform mathematical computations, write daily journal entries with specific writing prompts, utilize GPS (global positioning systems), and learn parts of the Yupik language. ... When students return ... they're required to complete a project following a clear and concise rubric which incorporates the data collected on the trip and utilizes reading, writing, math, and science, additional classroom instruction, and technology. ... Students must meet stringent criteria in order to be eligible to go on these trips. ... These trips are a big incentive for students to perform. ... Parents are required to attend meetings at the school and participate in order for their child to be able to go on these trips.

[8:10:30 AM](#)

MR. HERBERT said the trips are also important for the teaching staff, particularly those from outside of the state. He then introduced a 14 minute, student produced video of an autumn relevant instruction trip.

[8:28:06 AM](#)

REPRESENTATIVE P. WILSON asked how many trips are planned per year, and how many credits are required for high school students to graduate.

MR. HERBERT outlined the seven educational trips, and reported that 22 credits are required for graduation.

[8:30:03 AM](#)

REPRESENTATIVE CISSNA commented that, although she was not present to view the video, the sound track was helpful and well written. She asked:

Are there studies that you ... retrofit into the local environment, in terms of science, geography, ... other things that ... come from the local setting but would fit into a university study.

[8:31:32 AM](#)

MR. HERBERT said the driving force, for the programs used in St. Mary's, is to meet the standards established by the state. The grade level expectations are the target. The trips solidify the classroom experience and provide incentives and maintain relevancy. The trips also serve to unite the community and include participation of the Native elders.

REPRESENTATIVE SEATON asked for authority for use of the video.

MR. HERBERT agreed to provide the appropriate releases.

REPRESENTATIVE SEATON opined that the video will provide a good basis for discussion among the education community.

HB 93-SCHOOL GARDENS, GREENHOUSES, AND FARMS

[8:37:23 AM](#)

CHAIR DICK announced that the next order of business would be HOUSE BILL NO. 93, "An Act relating to school gardens, greenhouses, and farms."

[8:38:01 AM](#)

REPRESENTATIVE DAVID GUTTENBERG, Alaska State Legislature, introduced HB 93, paraphrasing from the sponsor statement, which read as follows [original punctuation provided]:

House Bill 93 creates a grant program for non-profits who operate school gardens at public schools and have raised operation funding in their communities. It would allow the state to provide an additional one-half of one percent of state aide to a school for the purposes of supporting a non-profit run school garden, farm or greenhouse.

This legislation makes recognition of Alaska's problems with obesity and food security. By teaching young Alaskans how to grow their own healthy food in their own communities we can begin to ease both problems.

The school gardens currently in operation are producing more than 2,000 pounds of fresh produce per year for students to take home, school snacks, purchase by members of the community, and donations to local food banks. There is also a pilot project in Fairbanks to use the vegetables from school gardens in school lunches.

House Bill 93 will provide low-cost fresh, nutritious vegetables for communities throughout Alaska with minimal impacts to the State Budget.

The committee took an at-ease at 8:41 a.m.

[8:41:58 AM](#)

REPRESENTATIVE SEATON asked why the bill is directed to an entire district, rather than being introduced as a pilot project in specific schools. He opined that the financial threshold established in the bill seems prohibitive, and appears to require district wide participation.

REPRESENTATIVE GUTTENBERG deferred.

[8:44:16 AM](#)

JAY HARDENBROOK, Staff, Representative David Guttenberg, Alaska State Legislature, explained that the intent is to implement this on a school by school basis; however, the district would need to make application for the grant.

REPRESENTATIVE SEATON suggested that the intent may not be clearly stated in the bill. He directed attention to the bill page 1, line 5 and paraphrased from the language, which read [original punctuation provided]:

A nonprofit corporation authorized under this section must contribute to the operation of each school garden, greenhouse, or farm matching funds in an amount that is equal to or greater than one-half percent of the state aid received by the school district under AS 14.17.400 for the school each year.

MR. HARDENBROOK interpreted the language as referring to the school, each year, where the garden, farm, or greenhouse operates.

REPRESENTATIVE SEATON referred to the fiscal note that lays out a projected five tenths of a percent, and said:

Those are on the entire school district, but those funds wouldn't have to be there because if it was only five percent of the schools then we'd be looking at five percent of that amount.

MR. HARDENBROOK answered absolutely.

[8:46:02 AM](#)

REPRESENTATIVE FEIGE inquired whether intent is to provide produce for the school meals program.

REPRESENTATIVE GUTTENBERG indicated that availability of fresh produce to the school would be a by-product of the program, and said that the excess harvest from the school garden in Fairbanks is sold at the farmer's market; returning funds to the program.

REPRESENTATIVE FEIGE asked if any regulations would need to be altered to allow the use of the produce by the school meals program.

MR. HARDENBROOK established that vegetables are currently being used for school snacks, and he deferred to a representative of the farm for further details.

[8:47:57 AM](#)

REPRESENTATIVE KAWASAKI stated his understanding that the school district would be the authorizing agency and each school would need to apply. The fiscal note is high, as it reflects the possibility of 100 percent school participation. He asked how schools are currently funding garden programs.

REPRESENTATIVE GUTTENBERG answered that fund raisers are held, such as bake sales. In addition, Calypso farm was able to secure grant funding.

REPRESENTATIVE KAWASAKI directed attention to the bill, page 2, section 4, and asked whether, if a school district authorizes a non-profit to operate a garden, greenhouse, or farm, a funding application must be submitted.

REPRESENTATIVE GUTTENBERG said no, if the program can be operated without funding, it is not a requirement, nor a prerequisite, for having a garden.

MR. HARDENBROOK concurred.

[8:50:29 AM](#)

SUSAN WILLSRUD, Director, Calypso Farm and Ecology Center, said Calypso is a 501C3 non-profit organization, operating as an educational farm, which participates in the farm to school program in partnership with the Fairbanks North Star Borough School District. She continued, paraphrasing from a prepared statement, which read as follows [original punctuation provided]:

The Schoolyard Garden Initiative is a network of large, multi-purpose school gardens. These gardens are dynamic outdoor classrooms, food production sites for both the surrounding neighborhood and the school, and a site for a unique summer job training and agricultural program for teenagers.

This program was piloted in 2003 at one school and has evolved and grown to now include 7 schools. This summer we expect approximately 150 young people to participate as Student Gardeners to maintain these gardens over the summer. Each school garden grows over 25 types of vegetables, a selection of herbs and flowers. Each of these gardens yields approximately 3,000 lbs of produce - which is distributed in a variety of ways - including being taken home by

Student Gardeners, marketed to neighborhood residents (each farm stand accepts Food Stamps - currently one of the only ways that a person can purchase locally grown food using those benefits), donated to the local soup kitchen and then when schools resumes in the fall - used in the school in a variety of ways.

With Calypso's support, these gardens are used by 100% of the teachers in each school. Their use extends far beyond creating a connection to food - The garden is used as a hands-on context for teaching core subjects, including math, science, language arts...

The passage of House Bill 93 is not only an investment in school gardens - it's an investment in our young people, our communities and a healthy future. At Calypso we receive regular inquiries - from all over the state - from people operating similar programs or interested in starting similar programs. We are dedicated to helping share the success that we've had here in Fairbanks. This passage of HB 93 will allow communities across the state to create similar innovative programs.

Thank you considering this bill - its passage will not only have enormous positive impact for Alaskans - it will provide a "first of its kind" leading example for the nation.

[8:56:31 AM](#)

REPRESENTATIVE FEIGE inquired about the original financing of the farm, the grant sources, and how much operational money is derived through sales.

MS. WILLSRUD replied that, as a non-profit, it had a grassroots beginning through individual donations, followed by grants, and sales. The Alaska Conservation Association provided an initial grant of \$11,000, which served as start-up money. She indicated that the grants vary from less than \$1,000 to as much as \$30,000, and some are for multiple years. The earned income represents about 50 percent of the operating budget. School based programs would have the potential of generating 15-20 percent, she estimated.

[9:00:48 AM](#)

REPRESENTATIVE CISSNA suggested that farming may not be appropriate for all locals, and asked whether there are options, other than gardening, which would promote building a healthy environment; such as composting soil or worm ranching.

MS. WILLSRUD said that diversity exists for design elements to be tailored to particular locals. She stressed the importance of the partnership between the school district and the non-profit organization. Parents and teachers cannot carry this type of program without the support from a non-profit to provide the continuity essential for a healthy, working garden.

[9:04:42 AM](#)

REPRESENTATIVE SEATON noted the \$100,000 operating costs for the seven schools, under Calypso's umbrella, and asked what the budget is for each school. Further, he stated his understanding that the bill calls for the non-profit and EED to share the operating costs on a fifty-fifty basis, and asked to have this confirmed.

MS. WILLSRUD responded that the individual site costs are approximately \$15,000, for items and services which include: seeds, plant starts, tools, port-a-potties, first-aid requirements, an intern who acts as the school garden supervisor, and a full-time supervisor employed for the six months covering summer and shouldering the beginning and end of the school year. She said the employee costs are the bulk of the budget, and noted that the intern is paid a stipend wage along with gratis room and board. Ms. Willsrud confirmed that HB 93 stipulates that the operating costs are to be split fifty-fifty.

[9:07:03 AM](#)

REPRESENTATIVE P. WILSON queried where the gardens are located in regard to the school property.

MS. WILLSRUD reported that the current gardens are on the school property; covering approximately one fourth acre. She said that some schools have established weather stations in the garden area, which are used throughout the year.

[9:08:57 AM](#)

REPRESENTATIVE SEATON asked for an estimation of the length of time it takes for a school to implement a garden program, and

suggested that transition language may need to be added to the bill.

MS. WILLSRUD indicated that it requires a long term planning process. A new school should allow three years from inception to groundbreaking. She reported that schools in Anchorage and Homer have been working to implement a garden program, and two schools may be ready for participation next year.

REPRESENTATIVE SEATON asked whether transition language limiting the funding to 10 schools in the next year and the ability to add 5 per year, would be reasonable.

MS. WILLSRUD agreed.

[9:12:37 AM](#)

REPRESENTATIVE P. WILSON queried whether the programs could become self sustaining, thus, state funds would be used primarily for start-up purposes.

MS. WILLSRUD said that self sustainability may be possible; however, annual operating costs will persist, and hiring a full time person would still be necessary; continuity is important.

[9:15:17 AM](#)

HUNTER NANCE, Student, Hunter Elementary School, stated support for HB 93, paraphrasing from a prepared statement, which read as follows [original punctuation provided]:

I'm a 12 year old 7th grader. At my school we are currently planning to begin building a garden this next year. Our challenge as we get it going has been funding so I ask you to support house bill 93. Now I will share with you many positive ways gardens would benefit students in my community:

Gardens would be a great experience for the younger kids to learn about plants and ecology. And to have great visual diagrams.

Gardens would offer hands on learning, personally I love hands on learning because I think that I learn more when I have a living plant that I could see, touch, take care of, harvest, and eat. Plus it's a lot more interesting to learn about plants when you're

doing something with them rather than just reading about them.

Great opportunity to have healthy snack grown locally and it would rub off good food habits on the students of Chinook.

Great for students to learn what getting a job is like because the gardens would provide job opportunities for students my age.

Gain good working skills.

Students would be outside and active rather than playing video games and watching TV.

Teaches us about different varieties of vegetables and how students can start their own garden.

Get an understanding of plants.

Get to bring home healthy vegetables every week. Which could teach students great food habits.

It's great that people would be able to use WIC, senior coupons, or food stamps to buy locally grown crops at our school farm stand. This could teach students to take care of all members of our community.

Foods that are grown locally taste better and are better for you.

Alaskans don't have many options for locally grown food because most are shipped from the Lower 48 and they lose a lot of nutrients in the process, so buying locally grown vegetables here would promote health in Fairbanks as well as the growth of the economy.

We have a very small school so if we had a garden where older students could work with younger students it would build our community, help the older and younger students get to know each other, and it would almost build another classroom outside for the fall and spring.

Having a garden would be a fantastic learning experience. By making funding possible year after

year you could help us ensure that school gardens are around for a long time to offer learning experiences to many generations of students in our community.

[9:18:39 AM](#)

REPRESENTATIVE P. WILSON asked how much time he would anticipate working in the garden, and noted the apparent enthusiasm and excitement expressed through his testimony.

MR.NANCE said he would work, as much as possible, to build the garden throughout the summer.

[9:19:26 AM](#)

MARK LEWIS, Operations Manager, Teaching and Learning Support, Department of Education and Early Development (EED), explained the development of the fiscal note, stating that the maximum, state aid amount, 0.5 percent, was used to calculate a bottom line number. However, because a grant application process will be used, not every district is expected to apply. Further, a district could decide where to use the funding at one site or at multiple schools. He suggested that other departments will need to be brought into the application development process: Department of Natural Resources, Department of Environmental Conservation (DNR), (DEC) and the UA Cooperative Extension Service. The concept of gardening, as an educational program, fits into the Alaska content performance standards and grade level expectations. He said that within the department, duties would need to be assigned to an education specialist to develop the application, handle the processing, and administer the program. The cost of grant administration is charged to a specific code, which draws on federal funds. However, a minimal amount of general funds were requested to allow coding to a state program.

[9:21:34 AM](#)

REPRESENTATIVE SEATON referred to the previous discussion regarding the addition of transition language, to limit applications, and asked about the acceptability of the parameters.

MR. LEWIS said yes, a new fiscal note could be prepared to reflect that type of action.

REPRESENTATIVE SEATON noted that some schools may choose to consolidate efforts to one site, and asked whether a \$10,000 cap per school would be adequate to fund a model, without overpopulating the program.

MR. LEWIS said the actual cost for running a program was not a factor used when establishing the fiscal note.

[9:23:30 AM](#)

REPRESENTATIVE P. WILSON asked for further clarification of the fiscal note.

MR. LEWIS responded that the basic state aid amount was used, as calculated through the foundation program, and the 0.5 percent applied; multiplied by the number of districts.

[9:24:36 AM](#)

REPRESENTATIVE SEATON questioned whether the local contribution requirement was calculated prior to the state aid contribution.

ELIZABETH SWEENEY NUDELMAN, Director, School Finance and Facilities Section, Department of Education and Early Development (EED), said:

State aid is the remainder due to the district's after local is removed. So after the local contribution is paid then state aid is what remains.

REPRESENTATIVE P. WILSON pointed out that the state pays more to some school districts than others, and this may not prove to be equitable. Local mil rates may need to be considered.

[9:27:52 AM](#)

REPRESENTATIVE KAWASAKI directed attention to page 2, line 7 and read, "the school district shall apply for a grant" to ask about the use of "shall" and how it is to be applied.

MR. LEWIS deferred.

REPRESENTATIVE KAWASAKI withdrew his question.

[9:28:36 AM](#)

REPRESENTATIVE FEIGE maintained an interest in understanding the term "shall" in the context on page 2, line 7.

REPRESENTATIVE GUTTENBERG answered that school districts would not be expected to apply for any program they are not interested in implementing. The intent of the bill is to provide a pragmatic approach to this program, and provide funding for a specific purpose. He opined that schools will require a transition/development period, and the program growth will, and should be, slow. Furthermore, it is not expected to serve every school in the state.

[9:30:15 AM](#)

FRANCI HAVEMEISTER, Director, Division of Agriculture, Department of Natural Resources (DNR), stated support for the garden concept, and offered appreciation for the accomplishments of Calypso farm in the Fairbanks area. She said the Division of Agriculture supports agricultural education and "getting the kids in the dirt," but did not declare an official position for DNR.

[9:31:14 AM](#)

CATHY KERR reported on the impact that the Sands and Seeds of Change farm, Lebanon, Oregon, has had as an intervention program. The standard school curriculum was aligned with the garden program and, within three months of inception, the participating students raised their standardized test scores by 25 percent. She opined that a garden program can be a life changing experience, and that long term benefits may be observed through this type of school/community involvement.

[9:33:23 AM](#)

SHOSHANA KUN, Parent Volunteer, Calypso Farm and Ecology Center, stated support for HB 93, and said she volunteers at the Hunter Elementary School garden. She reported observing improved social behavior among the students participating in the program, including her own daughter. Hunter Elementary is located in a reputedly rough neighborhood, and the garden provides a positive social outlet for children. Additionally, low income families can work in the garden and earn vegetables for their table. She stated her belief that it is important for students to know where food comes from and to learn the skills associated with gardening. Further, she opined that social development will be

grown along with the garden, and considers it to be a great investment.

REPRESENTATIVE KAWASAKI described the demographics of the Hunter school area, and the community pride that has been brought to the neighborhood because of the garden, which has not been vandalized despite expectations.

REPRESENTATIVE P. WILSON observed that a greenhouse may be needed in for schools located in Southeast, Alaska.

[9:39:00 AM](#)

MS. WILLSRUD indicated that a greenhouse system could be an option, and interest has risen from the Juneau area for this approach.

[9:39:39 AM](#)

MS. KERR suggested that passively heated greenhouses would be an option and should be considered. Fresh manure can be buried in a way to produce enough heat to sustain warmth in a greenhouse. The greenhouse approach would have the potential to directly relate to, and be incorporated in, the curriculum for career and technical education.

REPRESENTATIVE P. WILSON expressed enthusiasm and said Wrangell Island has a healthy horse population, making this a viable option.

[9:42:16 AM](#)

CHAIR DICK directed attention to the committee packet and two handouts: a memo dated 2/15/11, from Marcy Herman (EED), to Sheila Peterson, on the subject of Gardening Content Standards Citations, with two attachments; and selected pages titled "Introduction to Science Performance Standards (Grade Level Expectations), pages numbered 109-135. He referred to the memo, attachment 1, to point out how a teacher might align a garden program with the science standards being required by EED. He paraphrased from the enumerated points to indicate how the garden program would qualify within the curriculum requirements, which read as follows:

A-1) develop an understanding of the processes of science used to investigate problems, design and

conduct repeatable scientific investigations, and defend scientific arguments;

A-3) develop an understanding that culture, local knowledge, history, and interaction with the environment contribute to the development of scientific knowledge, and local applications provide opportunity for understanding scientific concepts and global issues;

B-3) develop an understanding of the interactions between matter and energy, including physical, chemical, and nuclear changes, and the effects of these interactions on physical systems;

C-1) develop an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution;

C-2) develop an understanding of the structure, function, behavior development, life cycles, and diversity of living organisms;

C-3) develop an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy.

[9:45:58 AM](#)

REPRESENTATIVE GUTTENBERG finished, stating that it is evident how important this type of project can be.

[9:46:23 AM](#)

REPRESENTATIVE SEATON returned to the discussion point regarding the possibility of the legislature appropriating start-up funds, and then "winding-down" the state contributions. However, he cautioned, it is the lack of incremental, continual funding that causes farms to go fallow, and he encouraged the committee to embrace the 50-50 split funding proposal.

[9:47:48 AM](#)

The committee took an at-ease from 9:47 a.m. to 9:48 a.m.

HB 132-FUNDING FOR SCHOOL MEALS

[9:48:01 AM](#)

CHAIR DICK announced that the final order of business would be HOUSE BILL NO. 132, "An Act providing for funding for school lunch and breakfast."

[9:49:46 AM](#)

The committee took an at-ease at 9:49 a.m.

[9:50:10 AM](#)

REPRESENTATIVE SEATON moved to report HB 132, 27-LS0460\M, out of committee with individual recommendations and the accompanying fiscal notes. There being no objection, HB 132 was reported from the House Education Standing Committee.

CHAIR DICK announced that the meeting scheduled for 2/18/11 would be cancelled.

[9:50:57 AM](#)

ADJOURNMENT

There being no further business before the committee, the House Education Standing Committee meeting was adjourned at 9:50 a.m.