

**ALASKA STATE LEGISLATURE  
HOUSE EDUCATION STANDING COMMITTEE**

March 7, 2011

8:03 a.m.

**MEMBERS PRESENT**

Representative Alan Dick, Chair  
Representative Paul Seaton  
Representative Peggy Wilson  
Representative Sharon Cissna  
Representative Scott Kawasaki

**MEMBERS ABSENT**

Representative Lance Pruitt, Vice Chair  
Representative Eric Feige

**COMMITTEE CALENDAR**

PRESENTATION(S): SITKA SCHOOL DISTRICT SUPERINTENDENT

- HEARD

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 AND HELD

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 AND HELD

**PREVIOUS COMMITTEE ACTION**

BILL: HB 5

SHORT TITLE: CONSTITUTIONAL HISTORY CURRICULUM

SPONSOR(S): REPRESENTATIVE(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  
 02/09/11 (H) Heard & Held  
 02/09/11 (H) MINUTE(EDC)  
 02/18/11 (H) EDC AT 8:00 AM CAPITOL 106  
 02/18/11 (H) -- CANCELED - Rescheduled to 02/21/11  
 02/21/11 (H) EDC AT 8:00 AM CAPITOL 106  
 02/21/11 (H) Heard & Held  
 02/21/11 (H) MINUTE(EDC)  
 02/25/11 (H) EDC AT 8:00 AM CAPITOL 106  
 02/25/11 (H) Heard & Held  
 02/25/11 (H) MINUTE(EDC)  
 03/07/11 (H) EDC AT 8:00 AM CAPITOL 106

**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  
 02/09/11 (H) Heard & Held  
 02/09/11 (H) MINUTE(EDC)  
 02/14/11 (H) EDC AT 8:00 AM CAPITOL 106  
 02/14/11 (H) Heard & Held  
 02/14/11 (H) MINUTE(EDC)  
 02/21/11 (H) EDC AT 8:00 AM CAPITOL 106  
 02/21/11 (H) Heard & Held  
 02/21/11 (H) MINUTE(EDC)  
 02/25/11 (H) EDC AT 8:00 AM CAPITOL 106  
 02/25/11 (H) <Bill Hearing Postponed to 2/28/11>  
 02/28/11 (H) EDC AT 8:00 AM CAPITOL 106  
 02/28/11 (H) Heard & Held  
 02/28/11 (H) MINUTE(EDC)  
 03/07/11 (H) EDC AT 8:00 AM CAPITOL 106

**WITNESS REGISTER**

STEVE BRADSHAW, Superintendent  
 Sitka School District  
 Board Member  
 SERRC (Southeast Regional Resource Center)  
 Sitka, Alaska

**POSITION STATEMENT:** Offered a presentation and answered questions on the Sitka School District and testified during discussion of HB 104.

CAROL COMEAU, Superintendent  
Anchorage School District  
Anchorage, Alaska

**POSITION STATEMENT:** Testified in opposition to HB 5.

BILL MCLEOD, Superintendent  
Dillingham City School District  
Dillingham, Alaska

**POSITION STATEMENT:** Testified in opposition to HB 5.

JEFF THIELBAR, PhD, Superintendent  
Skagway School District  
Board Member  
SERRC (Southeast Regional Resource Center)  
Skagway, Alaska

**POSITION STATEMENT:** Testified in opposition to HB 5 and testified during discussion of HB 104.

STEVE PINE  
SERRC (Southeast Regional Resource Center)  
Alaska's Learning Network  
Juneau, Alaska

**POSITION STATEMENT:** Testified and answered questions during discussion of HB 104.

RYAN STANLEY, Technology Director  
SERRC (Southeast Regional Resource Center)  
Alaska's Learning Network  
Juneau, Alaska

**POSITION STATEMENT:** Testified and answered questions during discussion of HB 104.

NORMAN ECK, PhD, Superintendent  
Northwest Arctic Borough School District  
Kotzebue, Alaska

**POSITION STATEMENT:** Testified during discussion of HB 104.

LARRY "WOODY" WILSON, Superintendent  
Wrangell Public School District  
President  
SERRC (Southeast Regional Resource Center)  
Wrangell, Alaska

**POSITION STATEMENT:** Testified during discussion of HB 104.

**ACTION NARRATIVE**

8:03:44 AM

[Due to technical difficulties, testimony prior to 8:13 a.m. was not on the recording, but was reconstructed from the committee secretary's log notes and the power point presentation.]

**CHAIR ALAN DICK** called the House Education Standing Committee meeting to order at 8:03 a.m. Representatives Dick, Wilson, Kawasaki, and Seaton were present at the call to order. Representative Cissna arrived as the meeting was in progress.

**PRESENTATION(S): Sitka School District Superintendent**

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

STEVE BRADSHAW, Superintendent, Sitka School District, Board Member, SERRC (Southeast Regional Resource Center), presented a PowerPoint entitled, "Sitka School District," [Included in members' packets] and said that the Sitka School District, comprised of two elementary, one middle, and two high schools, had 1,306 students, including those in Home School programs. He gave a demographic overview of the student body, which established that 52 percent of the students were white, and 21 percent of the students were Alaska Native. He reported that the remaining student body included Asian, American Indian, Hispanic, Black, and Pacific Islander.

MR. BRADSHAW described the vocational, career, and technical education classes which the district offered, and he shared the successes of these classes. He explained that students in their final two years of high school were allowed dual enrollment with UAS. He reported on the intentions of students from each graduating class, which included more than 50 percent attendance at four year schools, as well as two year programs, vocational, and military careers. He shared some of the colleges that Sitka graduates had attended.

MR. BRADSHAW discussed the funding and the enrollment for special education programs.

8:15:11 AM

MR. BRADSHAW pointed to the successes of the six reading specialists for the students in the first years of school.

[8:16:17 AM](#)

MR. BRADSHAW reported that the district had seen an increase in the number of non-English speaking students. He confirmed that the English Language Learners program would need an additional teacher. He directed attention to the shrinking graduation rate, with an increasing dropout rate, and he expressed the need to determine the reasons. He explained that students who were 18 and 19 years of age would often attend the alternative school, and the district supported this. He reported that 30-40 percent of students received free or reduced price lunches. He discussed other programs that the school worked with: Hanson House, a foster group home; Raven's Way, a drug and alcohol rehabilitation program; and the swimming requirement for graduation. He mentioned Keet Kids, Packs, Crew, and Home Room as programs at each school level to help combat the dropout rate.

[8:20:04 AM](#)

MR. BRADSHAW reflected on AYP (Adequate Yearly Progress) and offered his belief that students with disabilities affected that goal, even though the Sitka School District had "one of the best, if not the best, special education programs in the State of Alaska." He listed the special education teachers in the district, which included 3 speech therapists, a physical therapist, and an occupational therapist. He stated that it was much more difficult for special education needs kids to meet AYP, and it was not for lack of a quality education. He discussed the WorkKeys results, and lamented that 20 students had not completed all three exams, or scored too low for a credential. He indicated that 38 of the 93 graduates in 2011 qualified for the Alaska Performance Scholarship.

[8:23:49 AM](#)

MR. BRADSHAW discussed the Dropout Prevention Audit performed in conjunction with Tlingit & Haida and the Juneau, Ketchikan, and Sitka school districts. This audit had resulted in an anti-bullying program, a positive behavior support program in the middle school, and the Reading Intervention (RPI) program. He stated that Technology Enhancement, using \$800,000 of ARRA (American Recovery and Reinvestment Act) funds, would have a very large impact on the Sitka School District. He reported

that the music program had produced better math students. He extolled the support from the Sitka Board of Education as being instrumental in the success.

[8:26:24 AM](#)

REPRESENTATIVE KAWASAKI asked how the pre-Kindergarten program was implemented.

[8:26:49 AM](#)

MR. BRADSHAW replied that developmental learning was a major factor of the program as many of the students had special needs.

[8:27:13 AM](#)

REPRESENTATIVE KAWASAKI asked how the students with special needs were identified.

MR. BRADSHAW explained that this was through the day care centers and the hospitals.

[8:27:42 AM](#)

REPRESENTATIVE KAWASAKI asked if the base student allocation funds and school property were used.

MR. BRADSHAW replied "that is correct."

[8:28:01 AM](#)

REPRESENTATIVE P. WILSON, referring to the dropout rate, asked for clarification about the 11 students not counted.

MR. BRADSHAW explained that the graduation rate was determined by the four years of grades nine through twelve. He noted that students who graduated in more than four years were not counted in the graduation rate. He stated that the Sitka School District did everything possible to keep kids in school to graduate.

[8:30:05 AM](#)

REPRESENTATIVE P. WILSON asked if those 11 students represented students who had taken longer than the four years for graduation.

MR. BRADSHAW agreed and stated the importance for getting an education.

[8:30:41 AM](#)

CHAIR DICK asked to clarify why the number of special education students had declined.

MR. BRADSHAW, in response to Chair Dick, agreed that there was a decline and he explained that special education regulations required attempts at various other educational programs prior to special education classes.

[8:32:02 AM](#)

MR. BRADSHAW stated his belief that the size of the Sitka community allowed for the success of "no child left behind," as it was large enough for good offerings, but small enough to keep track of each student.

[8:32:52 AM](#)

The committee took a brief at-ease.

#### **HB 5-CONSTITUTIONAL HISTORY CURRICULUM**

CHAIR DICK announced that the next 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." [In front of the committee was Version E, adopted as the work draft on February 25, 2011.]

[8:35:37 AM](#)

REPRESENTATIVE WES KELLER provided a brief overview of the bill, as previously heard, and stated that it was:

A mandate on school districts to teach the values of American constitutionalism as portrayed in the Declaration of Independence, the early states' constitutions, the Articles of Confederation, the US Constitution, the Federalist, and the Bill of Rights.

He cited the current world affairs as a reason for his request of this bill at this time. He extolled the importance of

understanding the idea of inalienable rights, as they differ from the human rights bestowed by governments. He pointed out that it was a very broad history mandate, a "mandate-lite."

CHAIR DICK indicated his concern for an unfunded mandate.

REPRESENTATIVE KELLER replied that he shared the concern but that proposed HB 5 was to a very high level of importance. He opined that many districts already complied, and that proposed HB 5 was a focal point and was "worthy of doing."

[8:40:23 AM](#)

REPRESENTATIVE P. WILSON asked what version of proposed HB 5 was before the committee.

REPRESENTATIVE KELLER replied that it was Version E.

[8:40:59 AM](#)

REPRESENTATIVE CISSNA remarked that Maslow's Hierarchy of Needs was more important than the constitution, and she asked if this bill could be addressed after the basics of survival, including schooling, were resolved.

[8:42:34 AM](#)

REPRESENTATIVE KELLER clarified that proposed HB 5 was not a mandate to teach the US Constitution, but to teach the values of American constitutionalism, with the documents to be used as a source of information. In response to Representative Cissna, he agreed that survival was a priority, but that the importance of these values was akin to the most fundamental core needs of Americans. He emphasized that some of the resources supplied to schools needed to be "directed at preserving the knowledge of these values."

[8:44:27 AM](#)

REPRESENTATIVE SEATON reminded that earlier discussion of proposed HB 5 had clarified that the bill was not mandating a civics classes, but centered on teaching values. He asked if the purpose of proposed HB 5 was to teach "the values that were in those 15 year time span."

[8:45:11 AM](#)

REPRESENTATIVE KELLER agreed that the bill was not a civics mandate; it was a history mandate to teach and emphasize the values of American constitutionalism found in these early documents.

[8:47:13 AM](#)

CHAIR DICK questioned whether a school district which offered a five minute course with a one question examination would meet the criteria of the bill.

REPRESENTATIVE KELLER, in response, stated that it would meet the criteria, but not the intent of the bill.

[8:47:57 AM](#)

CHAIR DICK opined that the proposed HB 5 mandated a conversation between a school district and its community.

[8:48:25 AM](#)

REPRESENTATIVE KELLER offered his vision for this bill to be a graduation requirement and a catalyst for community discussion.

[8:48:56 AM](#)

REPRESENTATIVE P. WILSON noted that discussion during the four previous hearings on the bill had included the unfunded mandate, and the graduation requirement. She asked for a further definition to American constitutionalism.

[8:50:41 AM](#)

REPRESENTATIVE KELLER replied that American constitutionalism was defined in the early 19th century as a term referring to the unique American values and it was a broad term, purposefully selected to allow districts teaching latitude.

[8:52:17 AM](#)

REPRESENTATIVE KAWASAKI, reflecting on current world affairs, shared that the Egyptian constitution was one of the oldest in the world, and he listed the freedoms it enumerated. He also listed many of the freedoms written in the Libyan constitution. He suggested that it was necessary to study and compare with other constitutions, but that he did not want a mandate, or to

teach to a test. He offered his belief that students needed to be taught more critical thinking skills.

[8:55:13 AM](#)

CHAIR DICK opened public testimony.

[8:55:32 AM](#)

CAROL COMEAU, Superintendent, Anchorage School District, agreed with the importance for students to understand the US Constitution, the founding documents, and the values on which the United States was based. She emphasized that the Anchorage School Board and the administration were opposed to proposed HB 5 as it was an unnecessary mandate with many negative ramifications. She listed the civics courses already required, and that the proposed bill would only create additional barriers for students.

[8:57:29 AM](#)

CHAIR DICK expressed a concern about "folks that are here in this country without a knowledge of the rules by which the rest of us play." He asked when students would receive this information.

[8:58:14 AM](#)

MS. COMEAU replied that she was not privy to the immigration status of students and that she was not knowledgeable about illegal students. She pointed out that naturalization ceremonies revealed the value of the US Constitution and citizenship. She offered her belief that many students born in the United States did not have this knowledge. She opined that it was necessary to work through the current curriculum, and not add an additional mandatory test.

[9:00:00 AM](#)

BILL MCLEOD, Superintendent, Dillingham City School District, stated that proposed HB 5 did not meet any of the needs in his district, as there was already a course and curriculum on government. He paraphrased the Alaska Standards for a government class and pointed out the similarities of these requirements to proposed HB 5. He lauded the concept of proposed HB 5, but stated that it was already being taught in the schools.

[9:02:56 AM](#)

JEFF THIELBAR, PhD, Superintendent, Skagway School District, Board Member, SERRC (Southeast Regional Resource Center), testified that the Skagway School District was opposed to the unfunded regulation of proposed HB 5 as it required oversight at many levels to a curriculum which was already mandated by the State of Alaska.

[HB 5 was held over.]

[9:04:56 AM](#)

The committee took an at-ease from 9:04 a.m. to 9:07 a.m.

**HB 104-ALASKA PERFORMANCE SCHOLARSHIPS**

CHAIR DICK announced that the final 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." [In front of the committee was Version I, which had been adopted as the work draft on February 9, 2011.]

CHAIR DICK opened public testimony.

[9:09:16 AM](#)

STEVE PINE, SERRC (Southeast Regional Resource Center), Alaska's Learning Network, indicated that the infrastructure of Alaska's Learning Network provided and enhanced opportunities, as well as answering connectivity, staff development, and course content issues.

[9:11:00 AM](#)

RYAN STANLEY, Technology Director, SERRC (Southeast Regional Resource Center), Alaska's Learning Network, offered to address any specific or general inquiries.

The committee took a brief at-ease.

[9:12:19 AM](#)

CHAIR DICK asked how every student, specifically in rural areas, could receive the classes needed to qualify for the scholarship program.

MR. STANLEY replied that SERRC worked with a variety of distance delivery initiatives, and that one of the main objectives was to locate the existing programs and incorporate them together. He reported that there was a focus on customizing courses. He shared that there was a suite of solutions designed for both broad band internet and low band width, as well. He described much of his work to be within the school network capabilities.

[9:16:34 AM](#)

REPRESENTATIVE P. WILSON asked when these programs would be available.

MR. STANLEY replied that five priority course areas would be available to 240 students in the summer of 2011, with considerably more growth for the fall.

[9:17:19 AM](#)

MR. STANLEY, in response to Representative P. Wilson, listed math, foreign language, social studies, science, and language arts as the upcoming priority course areas. He pointed out that these would vary for the needs of each district.

[9:18:07 AM](#)

REPRESENTATIVE P. WILSON asked about the funding for these courses.

[9:18:16 AM](#)

MR. STANLEY replied that funding models included grants, pay per service, and a formula by population which was paid by each district.

[9:18:47 AM](#)

REPRESENTATIVE CISSNA asked if video teleconferencing was possible between students in remote communities.

MR. STANLEY pointed out that the Alaska Learning Network would include a community feedback and interaction loop.

[9:21:22 AM](#)

CHAIR DICK asked for a demonstration to how a course might work.

MR. STANLEY replied that course materials were not available, but he described the course bits and reviews that had been submitted.

[9:23:19 AM](#)

CHAIR DICK asked if courses would be available to rural communities that would allow for qualification to the performance scholarships.

MR. STANLEY replied that there were many courses, and that a frame work would be available by the summer.

[9:24:18 AM](#)

REPRESENTATIVE P. WILSON pointed out that graduation requirements varied between districts, and asked what incentives would be available for modification by the small districts.

[9:25:15 AM](#)

MR. STANLEY quoted a superintendent, "we would love to be involved as long as we don't have to change what we're doing." He noted that guidelines for application of the program had been developed. He pointed to the ability to match a student's specific needs to a specific program.

[9:26:16 AM](#)

REPRESENTATIVE KAWASAKI asked how the lack of technology by remote schools was being addressed.

[9:26:55 AM](#)

MR. STANLEY replied that a set of solutions, called portable courses, were being designed specifically for non broadband schools, which would allow for copying and pasting directly onto the local school network.

[9:28:02 AM](#)

REPRESENTATIVE KAWASAKI asked about the origin of those courses.

[9:28:16 AM](#)

MR. STANLEY explained that there were course providers outside of Alaska, but that SERCC was pursuing courses already developed in Alaska. He explained that the pieces of courses already submitted, the "artifacts," were being reviewed for use in future courses.

[9:29:23 AM](#)

MR. PINE pointed out that these would be aligned with the course standards.

[9:29:40 AM](#)

REPRESENTATIVE KAWASAKI emphasized the need for culturally relevant courses, and asked if the courses from outside Alaska could be adapted.

MR. STANLEY replied that professional developers had been hired to assist and train teachers with the use of the new technology.

[9:31:33 AM](#)

REPRESENTATIVE P. WILSON suggested that the funding should be provided by the State of Alaska, in order to allow students in rural areas the same opportunities for performance scholarships.

[9:32:50 AM](#)

MR. STANLEY offered agreement that the access should be free to all the students and teachers.

[9:33:21 AM](#)

CHAIR DICK offered support for proposed HB 104, but he questioned the means for the remote villages to meet the requirements.

[9:34:01 AM](#)

NORMAN ECK, PhD, Superintendent, Northwest Arctic Borough School District, reported that there were 10 high schools in the district, but that Kotzebue was the only school large enough to offer this curriculum. He stated that six of the high schools only had one or two teachers, and that it was not possible for

the teacher to provide the required courses with the necessary depth to the students. He stated that the students deserved the opportunities. He pointed to the difficulties, even in the high schools with five teachers, which included the lack of capacity for video streamlining courses. He confirmed that the district had all the high schools on the same 55 minute class schedules to allow for distance classes, but he admitted the difficulties for motivation when there was only one student in a class. He stated the need to address the small high school in Alaska. He announced that magnet boarding schools allowed older high school students to channel into nursing, teaching, and process technology. He expressed appreciation for proposed HB 104, but he declared the need for equal access to courses for all students.

[9:39:05 AM](#)

REPRESENTATIVE P. WILSON asked if the bill should be postponed or to have a later effective date.

[9:39:31 AM](#)

DR. ECK replied that the bill should not be postponed, but that the reality of the delivery system and the possibility for students to immediately attain scholarships should be considered. He stated the need for post high school training, though not necessarily a college Bachelors degree. He stressed that the computer screen did not "meet the need of those students who do have that potential, just needs to be unlocked; a computer screen, as much as they're into technology, still doesn't unlock that deep part of what makes a student a student, and develops you into a true human being, and brings you into full citizenship in Alaska." He questioned whether grade point average should be included in proposed HB 104, as many students had not yet matured.

[9:41:38 AM](#)

CHAIR DICK referred to the Alaska Performance Scholarship district survey on course offerings, which indicated whether the schools in the district could provide students with the necessary courses to meet the requirements for the Alaska performance scholarships. He pointed out that the Northwest Arctic Borough had indicated its ability to meet the requirements.

DR. ECK agreed that the courses were available in some of the schools, but he suggested that there must have been confusion on the survey. He agreed that the potential was there for some, but not all the high schools.

[9:43:39 AM](#)

REPRESENTATIVE CISSNA reported that it was necessary to better connect urban and rural needs with mentoring.

[9:45:05 AM](#)

REPRESENTATIVE SEATON asked to clarify if the district would be able to offer the courses when the program was fully implemented.

[9:46:03 AM](#)

DR. ECK replied that it was not physically possible for one or two, possibly four, high school teachers to teach all of these requirements to the levels necessary. He opined that reliance on the computer would attract some students, but would not provide all of the answers until there was an infrastructure for video streaming. He declared the need for a high level of individual student motivation to be successful with this process.

[9:47:27 AM](#)

REPRESENTATIVE SEATON stated that, until that level of streaming occurs, the students will not have access to the skills to perform in today's society.

DR. ECK, in response to Representative Seaton, said that a student did not need physics to perform in today's society or to attend college. He declared a need for small, regional boarding schools or for instructors to be available to fly out to remote sites, all of which would require increased funding. He emphasized that the option of a distance delivery class didn't guarantee student success.

[9:50:11 AM](#)

LARRY "WOODY" WILSON, Superintendent, Wrangell Public School District, President, SERRC (Southeast Regional Resource Center), agreed that, although the performance scholarship was not the final answer for all the issues, it would provide an incentive

to students. He endorsed distance education as the way of the future, and he noted that some states required a distance class for graduation. He offered his support for any opportunity that "was an improvement, if it moves the right direction, if it's best for kids."

[9:52:56 AM](#)

JEFF THIELBAR, PhD, Superintendent, Skagway School District, Board Member, SERRC (Southeast Regional Resource Center), endorsed the scholarship program and HB 104 as an incentive for students to do better. He listed motivation, robustness, and technology as pertinent issues. He defined robustness as the ability to deliver a "deep and enriching content in a course." He agreed that although a face to face teaching situation was the best, video and correspondence courses were better than nothing. He observed that Skagway did not have the best technology or the ability to deliver all of the courses with teachers, but that the district was doing its' best.

[9:55:59 AM](#)

STEVE BRADSHAW, Superintendent, Sitka School District, Board Member, SERRC (Southeast Regional Resource Center), said that education had historically "tried to band-aid things together." He said that the mandate for on line classes needed to be funded appropriately at the state level. As an educator, he questioned where the money was being placed. He offered his opinion that to motivate students, it was important to invest the funding in early childhood education at the pre-school level.

[9:58:46 AM](#)

REPRESENTATIVE SEATON, directing attention to the needs based component of the bill, asked if it would encourage a greater diversity of students than the merit based component by itself.

[9:59:45 AM](#)

MR. BRADSHAW stated his belief that, although it was important to have the merit scholarship available for every student, the needs based component would motivate many additional students. He pointed out that the top 10 percent of the graduating class in the prior year had a high percentage of their school costs paid.

[HB 104 was held over.]

10:00:57 AM

**ADJOURNMENT**

There being no further business before the committee, the House Education Standing Committee meeting was adjourned at 10:00 a.m.