

**ALASKA STATE LEGISLATURE  
HOUSE EDUCATION STANDING COMMITTEE**

April 1, 2011  
8:05 a.m.

**MEMBERS PRESENT**

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

**MEMBERS ABSENT**

Representative Sharon Cissna

**OTHER LEGISLATORS PRESENT**

Representative Bob Miller

**COMMITTEE CALENDAR**

PRESENTATION(S): SUPERINTENDENT~ BERING STRAIT SCHOOL DISTRICT  
(BSSD)

- HEARD

HOUSE BILL NO. 38

"An Act authorizing the establishment of institutes of medicine  
and law at the University of Alaska."

- HEARD & HELD

COMMITTEE SUBSTITUTE FOR SENATE BILL NO. 1(EDC)

"An Act requiring the state Board of Education and Early  
Development to provide an annual report to the legislature."

- MOVED OUT OF COMMITTEE

**PREVIOUS COMMITTEE ACTION**

BILL: HB 38

SHORT TITLE: UNIVERSITY INSTITUTES OF LAW AND MEDICINE

SPONSOR(S): REPRESENTATIVE(S) KAWASAKI

01/18/11 (H) PREFILE RELEASED 1/7/11  
01/18/11 (H) READ THE FIRST TIME - REFERRALS  
01/18/11 (H) EDC, FIN  
04/01/11 (H) EDC AT 8:00 AM CAPITOL 106

BILL: SB 1

SHORT TITLE: BD OF ED./EARLY DEVELOPMENT ANNUAL REPORT  
SPONSOR(s): SENATOR(s) DAVIS

01/19/11 (S) PREFILE RELEASED 1/7/11  
01/19/11 (S) READ THE FIRST TIME - REFERRALS  
01/19/11 (S) EDC, FIN  
01/31/11 (S) EDC AT 8:00 AM BELTZ 105 (TSBldg)  
01/31/11 (S) Heard & Held  
01/31/11 (S) MINUTE(EDC)  
02/02/11 (S) EDC RPT CS 5DP SAME TITLE  
02/02/11 (S) DP: MEYER, THOMAS, STEVENS, DAVIS,  
FRENCH  
02/02/11 (S) EDC AT 8:00 AM BELTZ 105 (TSBldg)  
02/02/11 (S) Moved CSSB 1(EDC) Out of Committee  
02/02/11 (S) MINUTE(EDC)  
02/14/11 (S) FIN AT 9:00 AM SENATE FINANCE 532  
02/14/11 (S) Heard & Held  
02/14/11 (S) MINUTE(FIN)  
02/22/11 (S) FIN AT 10:00 AM SENATE FINANCE 532  
02/22/11 (S) Moved CSSB 1(EDC) Out of Committee  
02/22/11 (S) MINUTE(FIN)  
02/23/11 (S) FIN RPT CS(EDC) 6DP 1NR  
02/23/11 (S) DP: HOFFMAN, STEDMAN, THOMAS, EGAN,  
MCGUIRE, ELLIS  
02/23/11 (S) NR: OLSON  
03/07/11 (S) TRANSMITTED TO (H)  
03/07/11 (S) VERSION: CSSB 1(EDC)  
03/09/11 (H) READ THE FIRST TIME - REFERRALS  
03/09/11 (H) EDC, FIN  
04/01/11 (H) EDC AT 8:00 AM CAPITOL 106

**WITNESS REGISTER**

ROB PICOU, Superintendent  
Bering Strait School District (BSSD)  
Unalakleet, Alaska

**POSITION STATEMENT:** Presented a PowerPoint on the Bering Strait  
School District

REPRESENTATIVE SCOTT KAWASAKI  
Alaska State Legislature

Juneau, Alaska

**POSITION STATEMENT:** Presented HB 38 as the sponsor of the bill.

ALICIA MARYOTT, Staff  
Representative Scott Kawasaki  
Alaska State Legislature  
Juneau, Alaska

**POSITION STATEMENT:** Discussed HB 38 on behalf of the sponsor,  
Representative Scott Kawasaki.

MARSHALL SEVERSON  
Anchorage, Alaska

**POSITION STATEMENT:** Testified in support of HB 38.

WENDI COMPTON  
Anchorage, Alaska

**POSITION STATEMENT:** Testified in support of HB 38.

DAN KENNEDY, CPA  
Wasilla, Alaska

**POSITION STATEMENT:** Testified in support of HB 38.

WENDY REDMAN, Executive Vice President  
University of Alaska Statewide Systems  
Fairbanks, Alaska

**POSITION STATEMENT:** Testified in support of HB 38.

SUZANNE TRYCK  
Alaska WWAMI Representative  
Anchorage, Alaska

**POSITION STATEMENT:** Responded to questions, during the hearing  
on HB 38.

THOMAS OBERMEYER, Staff  
Senator Bettye Davis  
Alaska State Legislature  
Juneau, Alaska

**POSITION STATEMENT:** Presented SB 1 on behalf of the bill  
sponsor, Senator Bettye Davis.

SENATOR BETTYE DAVIS  
Alaska State Legislature  
Juneau, Alaska

**POSITION STATEMENT:** Responded to questions, during the hearing  
on SB 1.

LES MORSE, Deputy Commissioner

Office of the Commissioner  
Department of Education and Early Development (EED)  
Juneau, Alaska

**POSITION STATEMENT:** Responded to questions, during the hearing on SB 1.

**ACTION NARRATIVE**

[8:05:18 AM](#)

**CHAIR ALAN DICK** called the House Education Standing Committee meeting to order at 8:05 a.m. Representatives Dick, Wilson, Seaton, and Kawasaki were present at the call to order. Representatives Feige and Pruitt arrived as the meeting was in progress.

[8:06:04 AM](#)

**PRESENTATION(S): Superintendent, Bering Strait School District (BSSD)**

CHAIR DICK announced that the first order of business would be a presentation from the superintendent of the Bering Strait School District (BSSD).

[8:06:39 AM](#)

ROB PICOU, Superintendent, Bering Strait School District (BSSD), presented a PowerPoint titled "Bering Strait School District" [Included in members' packets] and paraphrased from written comments which read as follows: [original punctuation provided]

I am the superintendent of the Bering Strait School District. I have been a teacher and a principal in the state for the past 15 years. Most of my career has been spent in three different communities on the North Slope. I have also spent three years in the Mat Su Valley. Now, I am proud to be the superintendent of the most progressive rural school district in the state of Alaska.

The Bering Strait School District has a history of success. We are recognized around the state as a leader in rural education. We pride ourselves on innovation and our tenacity in face of obstacles.

While we have come a long way, we still have a long way to go.

He directed attention to Slide 2, explaining that the BSSD Early Childhood Education programs were 100 percent grant funded in 14 sites, were in partnership with Kawerak and RurAL CAP, and had 125 students enrolled. He noted, however, that by the end of FY13 all the grant funded programs would be unfunded.

We are very proud of this initiative and believe it offers the most potential to change life for many students in our communities. Our Board is committed to Early Childhood Education. It is one of the only examples that I know of where there is a real partnership taking place between a school district and Head Start programs. Our certified ECE teachers work with the community teachers from Head Start through Kawerak and RurAL CAP. It has been highly successful in both providing high quality education services to our students most at risk and also building a partnership within the community. However, one of our greatest successes is also one of our greatest challenges. We are constantly chasing money to keep this program alive. We provide the services when we can and then lose the funding and have to discontinue the services. This is disheartening to families, teachers and young children who grow so much in these early years.

[Slide 3.] In grades 3-10, we show a 13 percent growth in Reading which we attribute to our SFA (Success For All) reading program. While this does not necessarily show a dramatic growth over the last six years, we are committed to making necessary changes in order to obtain higher academic achievement.

He explained that the district was implementing each of the following: Phi Delta Kappa Audit; Curriculum Alignment; State Standards/GLEs; Emphasis on Literacy Skills; Explicit Instruction; Success For All; School Improvement Grant; RTi; and AimsWeb.

[Slide 4.] This graph shows the work that we must do with all of our students but especially with our LEP and special ed students. The data that you just looked at in the previous slide is impacted by our

students who do not have foundational literacy skills. Many of our students don't have any language. They don't speak their native language and they do not have sufficient academic English skills to be successful in school or in post secondary education. Again, another reason why Early Childhood Education is so vital to the success of our students. Only 2 out of 10 of our special ed students are graduating from HS. Only 4 out of 10 of our LEP students are graduating from HS. Our graduation rate overall is 46 percent. Our LEP population is 47 percent of our total population.

[Slide 5.] We are a large district. There is no one model of education that will work for all schools. This graph shows the disparity between two of our schools. When we are looking at curriculum resources, staff development, and funding, we have two different sets of needs. We are very excited about the work we are doing with the State in our School Improvement Grant. We are all on the same team. We are implementing the AimsWeb progress monitor and an RTI model. The issue is no longer, we taught it, they didn't learn it, maybe they will learn it at their own pace. It is now, we taught it, they didn't learn it, immediately, what are we going to change to guarantee that they learn it.

[Slide 6.] This is District Wide, first time testers. As you can see, we went from less than 30 percent in reading to almost 60 percent in seven years. We attribute this growth to our implementation of the SFA (Success For All) program.

[Slide 7.] We have a major disconnect. The disconnect is our graduation rate and what kids are telling us they want to do after graduation compared to what they are actually able to accomplish after graduation. We have kids going through their entire school experience telling themselves and their parents that they are going to go to college after they graduate. The data tells us that only 10 to 15 percent actually participate in post secondary education. Less than 5 percent actually finish. What is left after the disappointment and sense of failure? We have high levels of substance abuse, high suicide rates, and domestic violence, and just apathy.

[Slide 8.] We are in a restructuring process to provide multiple pathways to graduation. This is our vision of a better bridge. We are building a vision of what education should and can look like. We have asked ourselves not why but why not.

[Slide 9.] It is important to look at these pathways not as a tracking system. The students in any one pathway are not placed in a pathway and they are not stuck in a pathway. There is fluidity, flexibility and choice. No one pathway is any less rigorous than another pathway. All three pathways are equally rigorous.

[Slide 10.] This is the real condition of some of our vocational education classrooms today. Over the years since the inception of NCLB, they have become storage facilities. Our goal is to revitalize vocational education by providing high quality vocational education programs and building industry standard vocational education classroom space. In a partnership with Northwest Campus UAF, NSEDC, and Bering Straits Regional Corporation, and the State of Alaska, we plan to provide more comprehensive vocational education services to our students and communities. [He moved on to Slide 11.] Vocational education is so important to the lives of children that good teachers who understand the need have cobbled together make shift vocational education classrooms. We have vocational education classrooms that are literally two connex boxes that have been put together. The picture of a vocational education classroom that you see here was built by students, teachers and community members out of left over materials from a school construction project.

Our Board has approved the building of vocational education classrooms in all communities as funding is available. We have identified funding for one vocational education classroom to be built in the community of White Mountain this year. We will then move to the community of Shaktoolik.

[Slide 12.] As a District, we are addressing the issues, but I would be remiss in my duties as a superintendent if I didn't tell you that we need some help.

These numbers are not a surprise. This is just the cost of doing business in Alaska. The number that I find interesting is the staff development costs. As a District, we spend \$893,750 on staff development. Of that figure, \$510,930 is spent on travel. The cost of doing business in Bush Alaska is high. In general, our teachers do not have the training to do the job we are asking them to do. We have high needs in the area of academic language skills for all of our students but especially our LEP and special education students. Even our English teachers do not have the skills to address this need. As a state, we need to get serious about staff development.

[Slide 13.] Our school board believes there are no challenges we can't face when we look to the partners in our neighborhood and become the one single heart beat that pumps life into the dreams of children. We are grateful for the partnership that our legislative body provides and equally grateful for the partnership provided by the Department of Education.

[8:15:09 AM](#)

REPRESENTATIVE KAWASAKI asked about the early childhood development and education program.

[8:15:44 AM](#)

MR. PICOU replied that earlier funding had gone to pay for more teachers and more services in the Head Start classrooms, as many of the students first came to school with extremely limited vocabulary. He extolled the partnership between the school district and the Head Start program, and offered his belief that this was now starting to show results.

REPRESENTATIVE KAWASAKI, noting that the program was 100 percent grant funded, asked if the school board had discussed a stipend from families who wanted their children to participate in a similar program.

MR. PICOU explained that many of the communities had extreme poverty levels, which would preclude any stipend being paid.

[8:17:41 AM](#)

REPRESENTATIVE SEATON, pointing to slide 5, Limited English Proficiency (LEP), asked if there was any involvement with the Consortium for Digital Learning, which provided an ipad touch, loaded with math and English games, to the students. He touted the resulting performance enhancements.

MR. PICOU replied that the district was investigating it.

[8:19:09 AM](#)

REPRESENTATIVE SEATON reflected that iPhones could be converted to be touch educational tools, rather than be discarded.

MR. PICOU agreed, but stated that the difficulty was in training teachers for the use of instructional techniques, "explicit instruction."

[8:20:14 AM](#)

REPRESENTATIVE P. WILSON asked why the children started school unprepared and without language.

[8:20:53 AM](#)

MR. PICOU replied that a typical village home was small, three bedrooms with ten occupants, and many parents did not have the tools to supply to their children.

[8:21:20 AM](#)

MR. PICOU, in response to Representative P. Wilson, explained that the parents needed to be trained in order to help teach the children before they attended school.

[8:21:55 AM](#)

REPRESENTATIVE P. WILSON asked if the school district had requested any of its partners to supply children's books and help the parents learn what can be done for early childhood learning.

MR. PICOU replied that Imagination Library was currently in use in the district. He said that the parents were receptive, but they needed help to find the tools.

[8:23:20 AM](#)

REPRESENTATIVE P. WILSON asked how the legislature could help.

MR. PICOU replied that early childhood education and relevant vocational training were the two most important needs.

[8:24:16 AM](#)

REPRESENTATIVE P. WILSON referred to Parents as Teachers (PAT) as a childhood program, and asked whether the district needed funding or a different program.

MR. PICOU stated that they already had a great program which they wanted to continue.

**HB 38-UNIVERSITY INSTITUTES OF LAW AND MEDICINE**

[8:26:12 AM](#)

CHAIR DICK announced that the next order of business would be HOUSE BILL NO. 38, "An Act authorizing the establishment of institutes of medicine and law at the University of Alaska."

[8:27:20 AM](#)

REPRESENTATIVE SCOTT KAWASAKI, Alaska State Legislature, stated that HB 38 would authorize the establishment of Institutes of Medicine and Law at the University of Alaska. He reported on the difficulty of providing enough doctors and lawyers for the needs of the state.

[8:29:35 AM](#)

ALICIA MARYOTT, Staff, Representative Scott Kawasaki, Alaska State Legislature, presented HB 38, paraphrasing from the sponsor statement, which read as follows [original punctuation provided]:

Alaska remains one of only six states that have no medical school and the only state without a law school. Alaska has a shortage of doctors which is likely to worsen as the state's population increases and ages. The cost of healthcare and legal services will only continue to rise. That is why it is time to invest in education and build the workforce Alaska will need for the next 20 years.

Law and medical students are required to go out of state for their education, therefore Alaska suffers even more. Most students tend to remain in the area in which they earn their degrees. Conversely, the 'Alaska Family Medicine Residency' has an extremely high rate of return in which 70% of the 55 graduates have remained in Alaska. By enabling the University of Alaska to build schools of medicine and law; it creates a better foundation for future doctors and lawyers to stay in Alaska for their higher education.

Alaska shouldn't deny opportunity to the best and brightest and export their talents, nor import professionals from the lower 48 who don't have a connection to the state. They deserve the chance to attend medical or law school, without the high cost of transferring out of state, possibly moving back, tuition, and without the limitations set on programs such as WWAMI which only allows 20 students per year into medical school. I urge your support encouraging the University of Alaska to train the next generation of Alaskan doctors and lawyers through House Bill 38.

[8:31:57 AM](#)

MS. MARYOTT, addressing the fiscal note, said that the cost was indeterminate. She relayed that HB 38 would authorize studies to be conducted for the establishment of Medical and Law Schools.

[8:33:05 AM](#)

REPRESENTATIVE P. WILSON asked if the University of Alaska had indicated the number of students that could attend a medical school.

[8:33:34 AM](#)

MS. MARYOTT, in response to Representative P. Wilson, said that currently there were only 20 students admitted to the Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) program, and that there was a waiting list.

[8:33:53 AM](#)

REPRESENTATIVE SEATON opined that a problem with WWAMI was that the required medical residency positions weren't available in

Alaska, and that this could also be a limitation for a medical school.

[8:34:58 AM](#)

REPRESENTATIVE KAWASAKI agreed that residencies were a factor in "getting doctors to Alaska." He pointed out that a pediatrics residency had recently been established. He reported that half of physicians licensed in the US were foreign trained as there were not enough medical personnel graduating from US schools each year to serve the needs of the population.

[8:36:34 AM](#)

REPRESENTATIVE P. WILSON agreed that more doctors and nurses were needed, but she questioned the need for more lawyers.

[8:37:01 AM](#)

REPRESENTATIVE KAWASAKI explained that Alaska was the only state in the union which didn't have a law school. He pointed out that many issues, such as tribal sovereignty and mineral leasing, were unique to Alaska, and that the legal community would be enhanced by in-state training.

[8:38:25 AM](#)

REPRESENTATIVE FEIGE asked how many unfilled physician positions existed in Alaska.

REPRESENTATIVE KAWASAKI replied that there were not enough physicians in the nation, and that there was a shortage in Alaska.

[8:39:34 AM](#)

REPRESENTATIVE FEIGE commented that there was a balance of students coming to and leaving Alaska to work in the medical profession, and that a lot of other factors entered into the attraction of a facility to medical professionals. He suggested that the problem be more closely defined as to whether there were other issues for attracting medical professionals.

[8:42:25 AM](#)

REPRESENTATIVE KAWASAKI, in response to Representative Feige, referred to earlier reports defining critically needed jobs

within Alaska, and stated that medical professionals always topped the list.

[8:43:09 AM](#)

REPRESENTATIVE SEATON asked if the proposed medical school would include dental training.

[8:44:19 AM](#)

REPRESENTATIVE KAWASAKI replied that the proposed bill had been left "appropriately broad" to allow the Board of Regents to address the need.

[8:45:08 AM](#)

MARSHALL SEVERSON stated his support for HB 38. He reported that he was a lifelong Alaskan, and had been educated at the University of Alaska. He opined that Alaskans should not have to leave the state to further their education in medicine or law. He pointed out that Alaska was the only state without a law school. He expressed concern with "a legal culture wholly formed outside the state of Alaska, taught by professors in schools with no Alaska sensitivity or fundamental understanding of the complex aspects of Alaska and its unique needs." He offered his belief that a local law school would improve legal services. He suggested that it would make better economic sense to spend educational resources within the state on both schools of medicine and law.

[8:48:26 AM](#)

REPRESENTATIVE P. WILSON asked if he was an attorney.

MR. SEVERSON replied that he was not an attorney.

[8:48:50 AM](#)

REPRESENTATIVE P. WILSON commented that, as there was a shortage of nurses in Alaska, there was a need for more nurses, but she was not sure of the need for more attorneys.

[8:49:47 AM](#)

WENDI COMPTON shared that she was a graduate of University of Alaska, and that she supported HB 38. She expressed her desire to attend law school, but stated that she did not want to leave

her family while she attended school outside the state. She pointed out that there were not any incentive programs to support Alaskan students going to law school. She stated that the cap on federal student loans for law students, \$158,000, would barely cover tuition, whereas the cap on student loans for medical students was significantly higher. She stated:

Alaskan students interested in pursuing a career in law are significantly disadvantaged. We do not qualify for in-state student discounts for the law schools we apply to unless we change our residency. Most law schools provide in-state student residency discounts which can be up to 10 percent of the student's tuition.

She continued and pointed out:

Alaskan students interested in going to law school are required to pay more money in tuition and have to make the hard choice to leave our families, jobs and community ties behind while we attend school in another state.

She offered her belief that a law school in Alaska would keep law students in Alaska, where they would work for Alaskans, and "help preserve the Alaskan way of life."

[8:52:33 AM](#)

DAN KENNEDY, CPA, addressed the proposed Institute of Law, and said that his graduating high school daughter was going to attend University of Alaska Anchorage (UAA), with the desire to then attend a law school. He pointed out that his daughter was the valedictorian of her high school class, and he suggested that, if she leaves Alaska for school, it would be another example of the "brain drain" from Alaska.

MR. KENNEDY offered his comments on the medical school proposal. He reported that his other daughter was studying at the Air Force Academy, with a desire to become a flight surgeon. He noted that this also required education outside Alaska. He pointed out that both his daughters were raised in Alaska, and he reflected on the enhanced benefits for Alaska if they remained in the state.

[8:58:30 AM](#)

WENDY REDMAN, Executive Vice President, University of Alaska Statewide Systems, stated support for HB 38, and acknowledged the increasing shortage of physicians in Alaska. She noted that there were existing medical education programs in the state, with an ongoing review to increase these opportunities. She reported that the University of Alaska (UA) was continually working with the Alaska Health Care Coalition and the Alaska Workforce Investment Board for options to expand medical education and physician placement. She noted that the short term options to a medical school included expansion of the WWAMI program, cash incentives for physicians to practice in underserved communities, enhancement of the telemedicine capabilities, and addition of medical residencies throughout Alaska. She said that the need for a law school was not as well documented. She reported that the University was not currently prepared to commit to the development of either a medical or law school without further review and analysis of the costs and infrastructure requirements. She pointed out that everything that was currently being put into place were necessary elements in order for a medical school to exist. She offered support for HB 38.

[9:03:20 AM](#)

REPRESENTATIVE KAWASAKI pointed out that many law students do not practice law, but that the use of an advanced degree was valuable. He asked Ms. Redman if a law school in Alaska would make monetary sense, and he opined that the facilities were already available. He directed attention to the immediate success of the nursing program at UA.

[9:05:01 AM](#)

MS. REDMAN replied that the need should justify the cost, as law was an expensive program to offer, and that a needs assessment was necessary.

[9:06:51 AM](#)

REPRESENTATIVE SEATON questioned if the limited number of WWAMI residencies in Alaska was a problem. He asked if there were any residencies available in Alaska.

[9:07:27 AM](#)

SUZANNE TRYCK, Alaska WWAMI representative, agreed that it was a limiting factor, and explained that, in 2014, there would be

more medical school graduates than there were residency training opportunities. She listed the 12 residencies in Alaska Family Medicine, the 4 residencies in pediatrics, and the psychiatry and family medicine residencies that were being developed. She reminded the committee that residencies accepted nationwide applicants, not just from WWAMI schools.

[9:09:23 AM](#)

REPRESENTATIVE KAWASAKI restated the interest of Alaskans to have these facilities available in Alaska.

[HB 38 was held over.]

**SB 1-BD OF ED./EARLY DEVELOPMENT ANNUAL REPORT**

[9:11:08 AM](#)

CHAIR DICK announced that the final order of business would be the CS FOR SENATE BILL NO. 1(EDC), "An Act requiring the state Board of Education and Early Development to provide an annual report to the legislature."

[9:11:27 AM](#)

THOMAS OBERMEYER, Staff, Senator Bettye Davis, Alaska State Legislature, introduced SB 1, paraphrasing from the sponsor statement, which read as follows [original punctuation provided]:

This bill requires that the Alaska State Board of Education shall prepare and present to State Legislature not later than the 30th day of each regular session an annual report that describes the efforts of the Board to develop, maintain, and continuously improve a comprehensive quality public education system as provided for under the bylaws of the Board. The report to the Legislature must include:

1. a summary of resolves and rationales provided in support of policy decisions;
2. program and curriculum changes made, discussed, or recommended in meetings; and

3. additional information relevant to efforts made to improve and maintain the public education system.

This bill is intended to create a greater dialogue among Alaska legislators, Department of Education and Early Development (DEED), and the Board of Education which meets at least quarterly. Since Alaska legislators appropriate over \$1 billion per year for state public education, which is a significant portion of the state budget, they must be at the center of the state's efforts to identify strengths and weaknesses of the current system, help determine a public agenda, set clear goals for K-12 and higher education, and hold institutions accountable for performance. The only way to achieve this is through cooperation and communication with the Board and the Department.

Legislators take great pride and tremendous amounts of time and effort every session in trying to provide the best possible education, scholarships, and funding for Alaska students. The annual report required by this bill will assist both DEED and legislators early in each session in assessing new programs, curriculum changes, goals and priorities which may require more information or administrative and legislative action, during session.

[9:13:41 AM](#)

REPRESENTATIVE P. WILSON reflected that the Board of Education had provided an annual report to the legislature, and asked if there was a need for additional reporting.

MR. OBERMEYER replied that an oral report was often provided at some point during the session, but that a written report would furnish the information earlier in the legislative process.

[9:15:24 AM](#)

REPRESENTATIVE SEATON pointed out that the proposed bill did not specify a written report and he asked for a clarification to the means of reporting.

SENATOR BETTYE DAVIS, Alaska State Legislature, replied that a written report would be expected. She shared that her reason for the proposed bill was to meet with the Board earlier in the session. She stated her desire for both a written report and an

annual verbal presentation, preferably in January. She allowed that it was not necessary for the entire Board to come to meet in January, but that, at the least, the chair should personally attend.

[9:19:39 AM](#)

REPRESENTATIVE SEATON asked if the report, as requested in the proposed bill, would provide the necessary analysis. He asked for an explanation to the zero fiscal note.

[9:20:31 AM](#)

LES MORSE, Deputy Commissioner, Office of the Commissioner, Department of Education and Early Development (EED), explained that the zero fiscal note reflected the use of existing staff to collect the documentation for the issues addressed.

[9:21:13 AM](#)

REPRESENTATIVE SEATON asked if the language in the proposed bill made clear to EED the requirement for a written report as well as a formal in-person presentation.

[9:21:54 AM](#)

MR. MORSE replied that, currently, EED understood that there would be a written report, to be delivered in person. He reported that EED understood this to be the intent of the sponsor for the proposed bill.

[9:22:49 AM](#)

REPRESENTATIVE SEATON reported that a recommendation from the Alaska Advisory Task Force on Higher Education & Career Readiness (HECR) required a report to be issued on April 1, though there was also a recommendation for much closer contact between the Alaska State Legislature and the Alaska State Board of Education & Early Development. He offered his belief that the intent was to have a formal written report presented and brought to the committee for discussion.

[9:24:07 AM](#)

CHAIR DICK closed public testimony.

[9:24:35 AM](#)

REPRESENTATIVE PRUITT moved to report CSSB 1(EDC), Version 27-LS0001\B, out of committee with individual recommendations and the accompanying zero fiscal note.

9:24:50 AM

REPRESENTATIVE SEATON objected, and asked to verify the version being passed.

REPRESENTATIVE SEATON, upon corroboration, removed his objection.

9:25:06 AM

There being no further objection, CSSB 1(EDC) was reported from the House Education Standing Committee.

9:26:07 AM

**ADJOURNMENT**

There being no further business before the committee, the House Education Standing Committee meeting was adjourned at 9:26 a.m.