

ALASKA STATE LEGISLATURE
SENATE EDUCATION STANDING COMMITTEE

April 17, 2023

3:30 p.m.

MEMBERS PRESENT

Senator Löki Tobin, Chair
Senator Jesse Bjorkman
Senator Jesse Kiehl
Senator Elvi Gray-Jackson

MEMBERS ABSENT

Senator Gary Stevens, Vice Chair

COMMITTEE CALENDAR

SENATE BILL NO. 99

"An Act establishing a financial literacy education course for public schools; and providing for an effective date."

- MOVED CSSB 99(EDC) OUT OF COMMITTEE

PRESENTATION(S): PARENTS AS TEACHERS PROGRAM ALASKA DEPARTMENT OF HEALTH

- HEARD

PRESENTATION(S): SPECIAL EDUCATION FUNDING~ POPULATION DATA~ AND TEACHER SKILL SET ALASKA DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT

- HEARD

PREVIOUS COMMITTEE ACTION

BILL: SB 99

SHORT TITLE: FINANCIAL LITERACY COURSE IN SCHOOLS

SPONSOR(S): SENATOR(S) WIELECHOWSKI

03/10/23	(S)	READ THE FIRST TIME - REFERRALS
03/10/23	(S)	EDC
03/29/23	(S)	EDC AT 3:30 PM BELTZ 105 (TSBldg)
03/29/23	(S)	Heard & Held
03/29/23	(S)	MINUTE(EDC)
04/05/23	(S)	EDC AT 3:30 PM BELTZ 105 (TSBldg)

04/05/23 (S) Heard & Held
04/05/23 (S) MINUTE(EDC)
04/14/23 (S) EDC AT 3:30 PM BELTZ 105 (TSBldg)
04/14/23 (S) -- MEETING CANCELED --
04/17/23 (S) EDC AT 3:30 PM BELTZ 105 (TSBldg)

WITNESS REGISTER

KALI SPENCER, Staff
Senator Bill Wielechowski
Alaska State Legislature
Juneau, Alaska

POSITION STATEMENT: Provided a summary of changes for SB 99.

EMLIY URLACHER, Public Health Manager
Division of Public Health
Department of Health
Anchorage, Alaska

POSITION STATEMENT: Co-presented the presentation Parents as Teachers.

CHRISTIE REINHARDT, Health Program Manager
Division of Public Health
Department of Health
Anchorage, Alaska

POSITION STATEMENT: Co-presented the presentation Parents as Teachers.

MACK WOOD, Public Health Informaticist
Division of Public Health
Department of Health
Anchorage, Alaska

POSITION STATEMENT: Co-presented the presentation Parents as Teachers.

ELWIN BLACKWELL, School Finance Manager
School Finance and Facilities
Department of Education and Early Development (DEED)
Juneau, Alaska

POSITION STATEMENT: Co-presented the presentation Special Education Funding, Population Data and Teacher Skill Set.

DONALD ENOCH, Special Education Administrator
Innovation and Education Excellence
Department of Education and Early Development (DEED)
Juneau, Alaska

POSITION STATEMENT: Co-presented the presentation Special Education Funding, Population Data and Teacher Skill Set.

ACTION NARRATIVE

[3:30:48 PM](#)

CHAIR LÖKI TOBIN called the Senate Education Standing Committee meeting to order at 3:30 p.m. Present at the call to order were Senators Kiehl, Bjorkman, Gray-Jackson, and Chair Tobin.

SB 99-FINANCIAL LITERACY COURSE IN SCHOOLS

[3:32:14 PM](#)

CHAIR TOBIN announced the consideration of SENATE BILL NO. 99 "An Act establishing a financial literacy education course for public schools; and providing for an effective date."

[3:32:49 PM](#)

CHAIR TOBIN solicited a motion.

[3:32:50 PM](#)

SENATOR KIEHL moved to adopt the committee substitute (CS) for SB 99, work order 33-LS0498\U, as the working document.

[3:33:04 PM](#)

CHAIR TOBIN objected for purposes of discussion.

[3:33:09 PM](#)

KALI SPENCER, Staff, Senator Bill Wielechowski, Alaska State Legislature, Juneau, Alaska, provided the following summary of changes for SB 99, work order 33-LS0498\U:

[Original punctuation provided.]

**CSSB 99 (EDC) Explanation of Changes
Version 33-LS0498\S to 33-LS0498\U**

The Senate Education Committee adopted the following changes:

1. In Section 1 (AS 14.30), page 1, lines 7-11:
 - a. Removed "one-half credit hour financial literacy education course approved by the department."
 - b. Added "financial literacy education program approved by the department. A school district may provide the program through one

or more courses offered by the school district, but the program's hours of instruction must in the aggregate be equivalent to a one-half credit hour course."

This change allows school districts to implement a financial literacy program that can be spread across multiple courses, or incorporated into pre-existing courses, if the program's total hours of instruction are equivalent to a one-half credit hour course. This change does not prevent districts from establishing and providing a half credit course that only covers financial literacy, but rather provides more flexibility for districts.

2. In Section 1 (AS 14.30), page 1, line 13:
 - a. Added "to the maximum extent practicable"

This change makes it so that school districts are only required to incorporate discussion or instruction on requirements listed that are feasible and effective for that district.

3. In Section 1 (AS 14.30), page 1-2, lines 14-1:
 - a. Removed "bank accounts and opening and managing a bank account"
 - b. Added "financial institutions and opening and managing an account with a financial institution"

This change allows school districts to include discussion or instruction on multiple types of financial institutions and their accounts.

4. In Section 1 (AS 14.30), page 2, lines 8-9:
 - a. Added "and predatory lending practices"

This change allows school districts to include discussion or instruction on predatory lending practices.

5. In Section 1 (AS 14.30), page 2, lines 17-20:
 - a. Added "financial implications of being a member or a beneficiary of a Native corporation established under 43 U.S.C. 1601 et seq. (Alaska Native Claims Settlement

Act) or a similar entity, including payment of dividends and issuance of shares.”

This change allows school districts to include discussion or instruction on the financial implications of being a member or a beneficiary of a Native corporation or a similar entity.

[3:35:57 PM](#)

CHAIR TOBIN found no further objection and CSSB 99, work order 33-LS0498\U was adopted.

[3:36:18 PM](#)

CHAIR TOBIN solicited a motion.

[3:36:19 PM](#)

SENATOR KIEHL moved to report the CS for SB 99, work order 33-LS0498\U, from committee with individual recommendations and attached fiscal note(s).

[3:36:34 PM](#)

CHAIR TOBIN found no objection and CSSB 99(EDC) was reported from the Senate Education Standing Committee.

[3:36:49 PM](#)

At ease.

PRESENTATION(S) :
PARENTS AS TEACHERS PROGRAM
ALASKA DEPARTMENT OF HEALTH

[3:39:13 PM](#)

CHAIR TOBIN reconvened the meeting and announced the consideration of Parents as Teachers, a presentation by the Department of Health.

[3:39:59 PM](#)

EMLIY URLACHER, Public Health Manager, Division of Public Health, Department of Health, Anchorage, Alaska introduced herself.

[3:40:25 PM](#)

CHRISTIE REINHARDT, Health Program Manager, Division of Public Health, Department of Health, Anchorage, Alaska, said she is a manager of the Perinatal and Early Childhood Unit and the manager of the federally funded Maternal Infant and Early

Childhood Home Visiting (MIECHV) program. She turned to slide 2 and spoke to the following points on home visiting in Alaska:

[Original punctuation provided.]

- The Department of Health is the home of the federal Maternal Infant and Early Childhood Home Visiting (MIECHV) program
- Data Analyst time is shared between home visiting programs
- Allows for greater alignment and coordination to support evidence-based home visiting services statewide
- Home visiting services align with Title V Children and Youth with Special Health Care Needs (CYSHCN) reporting requirements
 - Shared training and communication
 - Weekly listserv
 - Home Visiting ECHO
 - Home Visiting Summit
 - Home Visiting Alliance

MS. REINHARDT stated that Parents as Teachers (PAT) is actively involved in all the work that MIECHV does, including professional development and training. She stated Mr. Wood is the data analyst for MIECHV and PAT.

[3:42:36 PM](#)

MS. URLACHER turned to slide 3 and stated all the pictures in the presentation are of Alaskans who participate in PAT.

[3:43:07 PM](#)

MS. URLACHER turned to slide 4, What is Parents as Teachers, and spoke to the following points:

[Original punctuation provided.]

Parents as Teachers is:

- **Voluntary**
- Free of costs for families
- Evidence-based home visiting

- Promotes the optimal early development, learning and health of children
- Supports and engages parents and caregivers
- Prenatally through kindergarten
- Located in various types of organizations including, health departments, nonprofit organizations, hospitals, and school districts

[3:44:01 PM](#)

MS. URLACHER turned to slide 5 and spoke to the three types of parents as Teachers programs in Alaska:

[Original punctuation provided.]

Parents as Teachers National supports three types of programs that are found in Alaska:

1. Subscribers
2. Partners
3. **Affiliates - only Affiliates are considered evidence-based**

[3:45:25 PM](#)

CHAIR TOBIN asked how many participants were in each category.

MS. URLACHER replied she would report back to the committee because the department only tracks Parents as Teachers guarantees, or affiliate programs.

[3:45:58 PM](#)

MS. URLACHER turned to slide 6 and discussed the four model components and seven primary goals of Parents as Teachers:

[Original punctuation provided.]

FOUR MODEL COMPONENTS:

- Personal Visits
- Group Connections
- Resource Network
- Child Screening

SEVEN PRIMARY GOALS:

- Increase parent knowledge of development and improve positive parenting practices

- Early detection of developmental delays and connection to services
- Improve parent, child and family health and well-being
- Prevent child abuse and neglect
- Increase school readiness and success
- Improve economic well-being
- Strengthen community connectedness

[3:48:05 PM](#)

MS. URLACHER turned to slide 7 and said the illustration depicts the process to become and maintain affiliate status in Parents as Teachers National. The requirements allow Parents as Teachers National to monitor program outcomes and collect data to support the evidence-based model.

[3:48:39 PM](#)

MS. URLACHER turned to slide 8 and spoke to the qualifications of parent educators that serve Alaskan families:

[Original punctuation provided.]

- Minimum qualification for a parent educator is a high school diploma
- Many parent educators have lived experience to better connect to the families they serve
- Parent educators go through rigorous training with Parents as Teachers National
- Full-time first year parent educators complete no more than 48 visits per month
- Full-time parent educators in their second year and beyond complete no more than 60 visits per month

[3:49:27 PM](#)

MS. URLACHER turned to slide 9 and said families that have greater need for parent educator support are entitled to more visits. Need is based on stress factors. She addressed stressors and provided examples:

[Original punctuation provided.]

Families with one or fewer stressors receive at least 12 personal visits annually

Families with two or more stressors receive at least 24 personal visits annually

Examples of stressors:

- Young parents
- Child with a disability or chronic health condition
- Low income
- Parent with mental health issues
- Substance use disorder
- High school diploma or equivalency not attained
- Recent immigrant or refugee family
- Foster care or other temporary caregiver
- Housing instability

[3:50:08 PM](#)

MS. URLACHER turned to slide 10 and discussed who grantees are in Alaska and where they serve:

[Original punctuation provided.]

State of Alaska Grantees

- Kids' Corps Inc. - Anchorage
- Alaska Family Services - Mat-Su Valley
- Association for the Education of Young Children Southeast - Juneau
- RurAL CAP -
 - Kodiak
 - Haines
 - Toksook Bay (new in 2023)
 - Anchorage (new in 2023)

MS. URLACHER stated that outside of the state of Alaska there are two federally funded tribal Parents as Teachers affiliate programs, Cook Inlet Tribal Council and Fairbanks Native Association.

[3:50:56 PM](#)

MACK WOOD, Public Health Informaticist, Division of Public Health, Department of Health, Anchorage, Alaska, turned to slides 11 - 12 and shared service delivery data from FY 2022 for Parents as Teachers:

[Original punctuation provided.]

Capacity:

- Funded for 146 families
- 166 families served - 13 to 101 families per grantee
- 209 children served - 19 to 129 children per grantee

- 1,569 completed home visits

- 4,369 participants in group activities
- 67 percent (111) families experienced 0-1 family stressors
- 33 percent (55) families experienced 2 or more family stressors
- 57 percent (95) families had income
- 89 percent of parents read, sang songs, or told stories to their children daily (an early childhood pre-literacy measure)
- 152 children with an Ages and Stages Questionnaire developmental screenings completed
- 11 referrals to services made
- 150 children with hearing and vision screenings completed
 - 1 hearing and 3 vision referrals to services made
- 144 children with caregiver-child interaction assessments completed
- Families were linked to 108 unique community organizations across the state
- 75 group activities hosted by grantees with over 4,000 attendees

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MR. WOOD turned to slide 13 and provided information on FY 2022 program cost data:

- Total funding: \$474,700
- Total grantee funding: \$434,000
- \$60,000 - \$145,000 per grantee
 - Most grant costs go towards personnel (80% nationally)
- Averaged \$2,614 per family served • Averaged \$2,077 per child served
- This cost varies greatly by the area in which the family is served and the amount of family stressors identified
- Nationally Parents as Teachers cost per family ranges between \$4,000-\$6,500
- Nationally, Parents as Teachers cost per child ranges between \$1,150-\$3,650

[3:55:06 PM](#)

MS. URLACHER moved to slide 14 and said in FY 2023 DOH initiated a partnership with the Office of Childrens Services (OCS) to provide program expansion funds to two grantees through a

funding blend of Family First transition funds and Community Based Child Abuse Prevention (CBCAP) grant funds. She spoke to the following points regarding program delivery in FY 2023:

[Original punctuation provided.]

- 4 grantees serve families in Juneau, Mat-Su Valley, Anchorage, Kodiak, and Haines
- Initiated a partnership with the Office of Children's Services
 - Toksook Bay
 - Additional families in Juneau
 - Additional families in Anchorage - high stressors only
- Final data from program evaluation in Fiscal Year23 will be available after July 30, 2023
- Provided Parents as Teachers National training for new staff or programs intending to become Affiliates

[3:56:14 PM](#)

SENATOR KIEHL asked about the size of the waitlists in communities.

MS. URLACHER replied that the number of people on program waitlists fluctuates. In Juneau, the Alaska Association for the Education of Young Children (AYEC) reported 60 families were on their waitlist when a request for expansion was approved. Kids Corp Inc. (KCI) has 12 families on a waitlist. She stated she would find out the number of families on waitlists for two other programs.

[3:57:20 PM](#)

MS. URLACHER turned to slide 15 and spoke to the following points of the grant's cycle for FY 2024 - FY 2026:

[Original punctuation provided.]

- A request for proposals went out earlier this spring for the next grant cycle of Fiscal Year24-Fiscal Year26
- The request for proposals reflects Alaska Reads Act requirements

- Grantees will be chosen based on the quality of the application and the availability of funding
- The request for proposals requires a budget that maintains \$3,000-\$5,000/per family served
- Reinstatement of the Parents as Teachers State Office

[3:58:31 PM](#)

MR. WOOD turned to slide 16 and spoke to program evaluation work:

[Original punctuation provided.]

- To date we have linked 189 of 592 PAT-served children born between 2009- 2021 to DEED education records
 - 123 of the 189 had non-missing Alaska Developmental Profile (ADP) assessment results
 - The ADP is assessed upon entry to school based on teacher observations
- Preliminary summary analysis highlights:
 - 45 percent of the Juneau PAT children met the DEED ADP standard versus 36 percent of the comparison group
 - 28 percent of PAT children in households with low educational attainment met the standard versus 11 percent of the comparison group
 - PAT children underperformed in households with a single parent and with first time parents - pointing to an opportunity for targeted quality improvement projects

[4:00:49 PM](#)

MR. WOOD turned to slide 17 and spoke to evaluation steps that are planned for the future:

[Original punctuation provided.]

- Annually link additional data submitted by grantees to administrative records to expand our evaluation dataset
- Add discipline records and 3rd/4th grade reading scores from DEED into the research dataset

- Link child maltreatment records from the Office of Children's Services
- Reassess program effects using the quasi-experimental evaluation as sample size increases
- Align grantee screening assessment tools to allow for program-wide evaluation of parental involvement and child health and development outcomes
- These efforts will satisfy the evaluation required by the Alaska Reads Act

[4:02:00 PM](#)

CHAIR TOBIN found there were no questions and thanked the DOH staff for their presentation.

PRESENTATION(S) :
SPECIAL EDUCATION FUNDING, POPULATION DATA,
and TEACHER SKILL SET
ALASKA DEPARTMENT OF EDUCATION and EARLY DEVELOPMENT

[4:02:32 PM](#)

CHAIR TOBIN announced the consideration of a presentation by the Department of Education and Early Development on Special Education Funding, Population Data and Teacher Skill Set.

[4:02:59 PM](#)

ELWIN BLACKWELL, School Finance Manager, School Finance and Facilities, Department of Education and Early Development (DEED) Juneau, Alaska, said the department would be presenting information about special education, including funding. He began at slides 1-2 and shared the following about DEED and its priorities:

[Original punctuation provided.]

Mission

An excellent education for every student every day.

Vision

All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them. - Alaska Statute 14.03.015

Purpose

DEED exists to provide **information, resources,** and **leadership** to support an excellent education for every student every day.

**Strategic Priorities:
Alaska's Education Challenge**

Five Shared Priorities:

1. Support all students to read at grade level by the end of third grade.
2. Increase career, technical, and culturally relevant education to meet student and workforce needs.
3. Close the achievement gap by ensuring equitable educational rigor and resources.
4. Prepare, attract, and retain effective education professionals.
5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes.

[4:04:05 PM](#)

MR. BLACKWELL turned to slide 4:

[Original punctuation provided.]

Agenda

- Funding for Special Education
- Intensive Funding
- Special Education Specific Questions addressed
- Special Education Teacher Skills
- District Support for Low Incident Disabilities

[4:04:16 PM](#)

MR. BLACKWELL turned to slide 5 and discussed the relevant portions of foundation funding for special education:

[Original punctuation provided.]

**Eligibility of Special Needs Students for State
Foundation Funding:**

- A child with a disability and an active Individualized Education Program (IEP) may attend school if at the age of 3 or if under the age of 22 by July 1 (AS 14.30.180(1))
- Special needs funding includes special education, vocational education, gifted/talented and bilingual/bicultural; these are block funded at 20% (AS 14.17.420 (a)(1))
- Special needs funding applies to all students except correspondence program students

[4:05:28 PM](#)

MR. BLACKWELL turned to slide 6 and discussed foundation funding for intensive services:

[Original punctuation provided.]

Eligibility of Intensive Services for State Foundation Funding:

A school district will receive funding for intensive services students that:

1. Are receiving intensive services (4 AAC 52.700);
2. Enrolled on the last day of the 20-school-day count period (AS 14.17.420(b)(2)); and
3. Meet intensive qualifications for each intensive services student (4 AAC 09.015).

Eligible intensive services students will be multiplied by 13 for Foundation funding (AS 14.17.420).

All intensive services students receive Foundation funding including correspondence program students.

MR. BLACKWELL stated that an intensive needs student would generate about \$77,400 under the current base student allocation (BSA).

[4:06:58 PM](#)

DONALD ENOCH, Special Education Administrator, Innovation and Education Excellence, Department of Education and Early Development (DEED), Juneau, Alaska, said he would share numbers specific to questions he was asked regarding student count. He turned to slide 7 and shared the following information:

[Original punctuation provided.]

**Special Needs Students Being Served
(by School Year)**

Count for Special Education (2023-2024): 19,391

Count for Intensives (2023-2024): 3,243

State Total Count of All Students (2023-2024): 130,733

Note: This information is pending posting to the Department of Education and Early Development's website.

[4:07:38 PM](#)

MR. ENOCH said the department was also asked what special skills, tools, and curricula students need to be served in special education. He turned to slides 8 - 10 and provided the answer along with the skills needed to be a special education teacher:

[Original punctuation provided.]

**Special Skills/Tools/Curricula to Serve
Special Needs Students**

- Serving special needs students requires a specific set of skills and tools to ensure that they receive the education and support needed to succeed.
- Services range for the individual student needs significantly, however a special education teacher certification is required in all cases.

Special Education Teacher Skills

Knowledge of Special Education Laws and Regulations:

Special Education Teachers should have a good understanding of federal and state laws and regulations governing special education, including the Individuals with Disabilities Education Act (IDEA).

Differentiated Instruction: Special Education Teachers should be skilled in differentiating instruction to meet the needs of students with diverse learning abilities, including those with learning disabilities,

autism spectrum disorders, and other developmental disabilities.

Classroom Management: Managing a classroom that includes students with special needs requires unique skills. Teachers should be able to create a structured and supportive environment that encourages participation and minimizes distractions.

[4:09:08 PM](#)

MR. BLACKWELL turned to slide 10 and continued:

Collaboration: Special education teachers need to collaborate with other professionals, such as speech therapists, occupational therapists, and school psychologists, to provide students with the appropriate support.

Assistive Technology: Assistive technology tools can help students with special needs overcome barriers to learning. Teachers should be familiar with various assistive technology tools, such as text-to-speech software, speech recognition software, and adapted computer input devices.

Individualized Education Programs (IEPs): Special education teachers should be skilled in developing and implementing Individualized Education Programs (IEPs) for students with special needs. IEPs outline the goals, accommodations, and services necessary for each student to succeed.

Specialized Curricula: Teachers should also be knowledgeable about specialized curricula and instructional strategies designed for students with special needs, such as multisensory instruction, social skills training, and positive behavior supports.

[4:11:08 PM](#)

CHAIR TOBIN asked what the process is by which a student is determined to be eligible for an individual evaluation plan (IEP).

[4:11:25 PM](#)

MR. WOOD replied that a parent can access their child's IEP at any time. If a parent is unsure whether their child needs an

IEP, there is a referral and assessment process. If a student qualifies, a plan would be developed.

[4:11:47 PM](#)

SENATOR BJORKMAN asked what the recommended IEP caseloads for special education teachers are that instruct grades K-5 and 6-12.

MR. WOOD replied that teachers ask the department this question every year. The answer is difficult because it is based on the teacher's experience, the availability of paraprofessional support, the caseload of individual students, and whether a school has intensive needs students. He provided a ballpark figure by stating that in his first year of teaching he had a caseload of 36, which was considered excessive. He opined that 20 students per teacher would be reasonable for grades K-5. For older students the number could be as high as 30 students because older students spend less direct time with the special education teacher and more time in regular education classrooms. He added that by other states' standards the numbers he provided are high.

SENATOR BJORKMAN responded that the numbers are very high and that as an experienced teacher he was surprised to hear DEED's recommendation.

[4:13:46 PM](#)

CHAIR TOBIN asked how parents could obtain IEP referrals if they think their children may need additional support.

MR. WOOD replied that anyone can refer a student for a special education assessment. Contacting a school's special education teacher is the most direct way to obtain an evaluation.

[4:14:26 PM](#)

MR. WOOD turned to slide 11 and spoke about district support for low incident disabilities:

[Original punctuation provided.]

- Some students may need more specific services requiring specialized training/certification (Deaf, Blind, Autism, multiple disabilities, etc.).
- When a district does not have the ability to provide a specialized teacher for a student with a low-incident disability, a Special Education Service

Agency (SESA) can assist in the development of an individualized education program for the student and provide training to the local staff to ensure student services are able to be provided in accordance with state and federal regulations.

[4:15:13 PM](#)

MR. WOOD turned to slides 12-13, which provided contact information for the presenters and DEED.

[4:15:29 PM](#)

SENATOR BJORKMAN emphasized the importance of caseload numbers for those administering IEPs, because it determines outcomes for students requiring special education. He stated his belief that a reevaluation of the extent of mainstreaming special education students into general education classrooms was necessary to ensure a least restrictive learning environment is achieved.

He noted that class sizes had increased substantially, especially after significant reductions in education funding in 2015 and 2017. He argued that continuing the same approach to special education in Alaska was leading to worsening outcomes. He expressed concerns about the high caseloads recommended for special education teachers, noting a lack of necessary resources and expertise in the state. High turnover rates among special education educators and teacher burnout were additional challenges.

Mr. Bjorkman urged DEED and schools to consider alternative approaches to teaching special education students, emphasizing teaching students in smaller ability-based groups. He stated his belief that this change could lead to better outcomes in both special education and general education settings while making more effective use of resources.

[4:19:36 PM](#)

MR. ENOCH clarified that he may have misspoken and stated that DEED did not provide a recommendation for caseloads. He explained that the estimated numbers that he mentioned were in an ideal situation with experienced teachers and qualified support staff. He expressed doubts about the realistic chances of success with such high caseloads.

[4:20:02 PM](#)

CHAIR TOBIN requested a list of state and federal regulations related to special education services. Having this list will aid in ensuring that obligations are met and adequately funded, and

that services are accessible, ultimately leading to the best possible outcomes for everyone.

4:21:27 PM

There being no further business to come before the committee, Chair Tobin adjourned the Senate Education Standing Committee meeting at 4:21 p.m.