

**ALASKA STATE LEGISLATURE  
HOUSE EDUCATION STANDING COMMITTEE**

February 12, 2025  
8:03 a.m.

**MEMBERS PRESENT**

Representative Rebecca Himschoot, Co-Chair  
Representative Andi Story, Co-Chair  
Representative Ted Eischeid  
Representative Jubilee Underwood  
Representative Rebecca Schwanke  
Representative Bill Elam

**MEMBERS ABSENT**

Representative Maxine Dibert

**COMMITTEE CALENDAR**

HOUSE JOINT RESOLUTION NO. 5

Urging the United States Congress and the President of the United States to reinstate the Secure Rural Schools and Community Self-Determination Act of 2000 and make the funding mechanism in the Act permanent.

- HEARD & HELD

HOUSE BILL NO. 69

"An Act relating to education funding; and providing for an effective date."

- HEARD & HELD

HOUSE BILL NO. 28

"An Act establishing a student loan repayment pilot program; and providing for an effective date."

- BILL HEARING CANCELED

**PREVIOUS COMMITTEE ACTION**

BILL: HJR 5

SHORT TITLE: SECURE RURAL SCHOOLS PROGRAM

SPONSOR(S): REPRESENTATIVE(S) BYNUM

01/22/25 (H) READ THE FIRST TIME - REFERRALS  
01/22/25 (H) EDC  
02/05/25 (H) EDC AT 8:00 AM DAVIS 106  
02/05/25 (H) Heard & Held  
02/05/25 (H) MINUTE (EDC)  
02/12/25 (H) EDC AT 8:00 AM DAVIS 106

BILL: HB 69

SHORT TITLE: EDUCATION FUNDING: INCREASE BSA

SPONSOR(s): REPRESENTATIVE(s) HIMSCHOOT

01/24/25 (H) READ THE FIRST TIME - REFERRALS  
01/24/25 (H) EDC, FIN  
01/27/25 (H) EDC AT 8:00 AM DAVIS 106  
01/27/25 (H) Heard & Held  
01/27/25 (H) MINUTE (EDC)  
01/29/25 (H) EDC AT 8:00 AM DAVIS 106  
01/29/25 (H) Heard & Held  
01/29/25 (H) MINUTE (EDC)  
01/29/25 (H) EDC AT 5:00 PM DAVIS 106  
01/29/25 (H) -- Public Testimony --  
02/03/25 (H) EDC AT 8:00 AM DAVIS 106  
02/03/25 (H) Heard & Held  
02/03/25 (H) MINUTE (EDC)  
02/06/25 (H) FIN AT 1:30 PM ADAMS 519  
02/06/25 (H) <Pending Referral>  
02/12/25 (H) EDC AT 8:00 AM DAVIS 106

**WITNESS REGISTER**

REPRESENTATIVE JEREMY BYNUM  
Alaska State Legislature  
Juneau, Alaska

**POSITION STATEMENT:** As prime sponsor, presented HJR 5 to the committee.

TREVOR SHAW, Staff  
Representative Jeremy Bynum  
Alaska State Legislature  
Juneau, Alaska

**POSITION STATEMENT:** On behalf of Representative Jeremy Bynum, prime sponsor, answered committee questions on HJR 5.

RODNEY DIAL, Mayor  
Ketchikan Gateway Borough  
Ketchikan, Alaska

**POSITION STATEMENT:** Testified in support of HJR 5.

CYNNA GUBATAYAO, Assistant Borough Manager  
Ketchikan Gateway Borough  
Ketchikan, Alaska

**POSITION STATEMENT:** Testified in support of HJR 5.

LON GARRISON, Improvement Coordinator  
Association of Alaska School Boards  
Anchorage, Alaska

**POSITION STATEMENT:** Testified in support of HJR 5.

BILL BURR, Superintendent  
Wrangell Public Schools  
Wrangell, Alaska

**POSITION STATEMENT:** Testified in support of HJR 5.

#### **ACTION NARRATIVE**

[8:03:08 AM](#)

CO-CHAIR HIMSCHOOT called the House Education Standing Committee meeting to order at 8:03 a.m. Representatives Elam, Eischeid, Underwood, Story, Himschoot, and Schwanke were present at the call to order.

#### **HJR 5-SECURE RURAL SCHOOLS PROGRAM**

[8:04:34 AM](#)

CO-CHAIR HIMSCHOOT announced that the first order of business would be HOUSE JOINT RESOLUTION NO. 5, "Urging the United States Congress and the President of the United States to reinstate the Secure Rural Schools and Community Self-Determination Act of 2000 and make the funding mechanism in the Act permanent."

[8:04:57 AM](#)

REPRESENTATIVE JEREMY BYNUM, Alaska State Legislature, as prime sponsor, presented HJR 5 to the committee. He said that the resolution before the committee would urge the United States Congress and the president of the United States to reinstate Secure Rural Schools (SRS) funding.

[8:06:23 AM](#)

REPRESENTATIVE SCHWANKE asked Representative Bynum to describe what portion of Southeast Alaska communities' public school funding are coming from local property taxes.

[8:07:27 AM](#)

TREVOR SHAW, Staff, Representative Jeremy Bynum, Alaska State Legislature, On behalf of Representative Jeremy Bynum, prime sponsor, answered committee questions on HJR 5. He said that the amount of property taxes that are directed to public schools varies between different school districts. He pointed to Yakutat as a strong example of a local school district that depends on SRS funding.

[8:08:45 AM](#)

CO-CHAIR HIMSCHOOT opened public testimony on HJR 5.

[8:09:06 AM](#)

RODNEY DIAL, Mayor, Ketchikan Gateway Borough, Testified in support of HJR 5. He said that the Ketchikan Gateway Borough (KGB) has relied on SRS funding for decades and said that it provides essential financial support for KGB schools which ensure that its students have access to a quality education.

[8:11:59 AM](#)

CYNNA GUBATAYAO, Assistant Borough Manager, Ketchikan Gateway Borough, Testified in support of HJR 5. She said that only 1 quarter of 1 percent of the land within the KGB boundaries is in private ownership and said that the SRS program is "not an entitlement". She explained that SRS funding is meant to compensate for a loss of income from not being able to utilize the revenue from the development of federal lands that surround the KGB.

[8:13:33 AM](#)

The committee took an at-ease from 8:13 a.m. to 8:16 a.m.

[8:16:28 AM](#)

LON GARRISON, Improvement Coordinator, Association of Alaska School Boards, Testified in support of HJR 5. He said that the Alaska Association of School Boards (AASB) has long supported the SRS program and explained that SRS was initially created to

help communities that were located on national forest lands. He emphasized the AASB's "strong support" for HJR 5 and urged the committee to pass HJR 5.

[8:18:45 AM](#)

BILL BURR, Superintendent, Wrangell Public Schools, Testified in support of HJR 5. He said that the SRS program is essential to the funding in his school district due to its location on untaxable federal lands. He explained that Wrangell Public Schools is generally funded by the SRS and emphasized that the funding deficit created by the lack of SRS funding is unsustainable for the school district.

[8:21:16 AM](#)

CO-CHAIR HIMSCHOOT asked Mr. Burr how the Wrangell Public Schools would be affected by a lack of SRS funding.

MR. BURR said that Wrangell Public Schools is currently facing a deficit of \$800,000 and said that the SRS program represents another \$800,000 loss if the program is not reinstated.

[8:22:54 AM](#)

CO-CHAIR HIMSCHOOT closed public testimony on HJR 5.

[HJR 5 was held over].

**HB 69-EDUCATION FUNDING: INCREASE BSA**

[8:23:18 AM](#)

CO-CHAIR HIMSCHOOT announced that the final order of business would be HOUSE BILL NO. 69, "An Act relating to education funding; and providing for an effective date."

[8:23:44 AM](#)

CO-CHAIR HIMSCHOOT moved Amendment 1 to HB 69, labeled 34-LS0309\G.18, Marx, 2/3/25, which read:

Page 1, line 1:  
Delete "funding"  
Insert "; relating to achievement incentive funding;  
relating to the fund for the improvement of school  
performance; relating to the base student allocation"

Page 1, following line 2:

Insert new bill sections to read:

"\* Section 1. AS 14.07.020(a) is amended to read:

- (a) The department shall
  - (1) exercise general supervision over the public schools of the state except the University of Alaska;
  - (2) study the conditions and needs of the public schools of the state, adopt or recommend plans, [ADMINISTER AND EVALUATE GRANTS TO IMPROVE SCHOOL PERFORMANCE AWARDED UNDER AS 14.03.125,] and adopt regulations for the improvement of the public schools; the department may consult with the University of Alaska to develop secondary education requirements to improve student achievement in college preparatory courses;
  - (3) provide advisory and consultative services to all public school governing bodies and personnel;
  - (4) prescribe by regulation a minimum course of study for the public schools; the regulations must provide that, if a course in American Sign Language is given, the course shall be given credit as a course in a foreign language;
  - (5) establish, in coordination with the Department of Family and Community Services, a program for the continuing education of children who are held in juvenile detention facilities or juvenile treatment facilities, as those terms are defined in AS 47.12.990, in the state during the period of detention or treatment;
  - (6) accredit those public schools that meet accreditation standards prescribed by regulation by the department; these regulations shall be adopted by the department and presented to the legislature during the first 10 days of any regular session, and become effective 45 days after presentation or at the end of the session, whichever is earlier, unless disapproved by a resolution concurred in by a majority of the members of each house;
  - (7) prescribe by regulation, after consultation with the state fire marshal and the state sanitarian, standards that will ensure healthful and safe conditions in the public and private schools of the state, including a requirement of physical examinations and immunizations in pre-elementary schools; the standards for private schools may not be more stringent than those for public schools;

(8) exercise general supervision over early education programs that receive direct state or federal funding, including early education programs provided by a school district for students four and five years of age, approve an early education program provided by a school district that complies with the standards adopted by the board under AS 14.07.165(a)(5), and revoke approval of an early education program if the program does not comply with the standards adopted by the board under AS 14.07.165(a)(5);

(9) exercise general supervision over elementary and secondary correspondence study programs offered by municipal school districts or regional educational attendance areas; the department may also offer and make available to any Alaskan through a centralized office a correspondence study program;

(10) accredit private schools that request accreditation and that meet accreditation standards prescribed by regulation by the department; nothing in this paragraph authorizes the department to require religious or other private schools to be licensed;

(11) review plans for construction of new public elementary and secondary schools and for additions to and major rehabilitation of existing public elementary and secondary schools and, in accordance with regulations adopted by the department, determine and approve the extent of eligibility for state aid of a school construction or major maintenance project; for the purposes of this paragraph, "plans" include educational specifications, schematic designs, projected energy consumption and costs, and final contract documents;

(12) provide educational opportunities in the areas of vocational education and training, and basic education to individuals over 16 years of age who are no longer attending school; the department may consult with businesses and labor unions to develop a program to prepare students for apprenticeships or internships that will lead to employment opportunities;

(13) administer the grants awarded under AS 14.11;

(14) establish, in coordination with the Department of Public Safety, a school bus driver training course;

(15) require the reporting of information relating to school disciplinary and safety programs under AS 14.33.120 and of incidents of disruptive or violent behavior;

(16) establish by regulation criteria, based on low student performance, under which the department may intervene in a school district to improve instructional practices, as described in AS 14.07.030(a)(14) or (15); the regulations must include (A) a notice provision that alerts the district to the deficiencies and the instructional practice changes proposed by the department;

(B) an end date for departmental intervention, as described in AS 14.07.030(a)(14)(A) and (B) and (15), after the district demonstrates three consecutive years of improvement consisting of not less than two percent increases in student proficiency on standards-based assessments in language arts and mathematics, as provided in AS 14.03.123(f)(1)(A); and

(C) a process for districts to petition the department for continuing or discontinuing the department's intervention;

(17) notify the legislative committees having jurisdiction over education before intervening in a school district under AS 14.07.030(a)(14) or redirecting public school funding under AS 14.07.030(a)(15);

(18) establish a reading program to provide direct support for and intervention in the reading intervention programs of participating schools as described in AS 14.30.765 and 14.30.770;

(19) annually convene, either in person or electronically, a panel to review and comment on the effectiveness of the programs created by the department and the regulations adopted by the board to implement AS 14.03.410, 14.03.420, AS 14.30.760 - 14.30.770, and 14.30.800; the panel

(A) shall provide recommendations and guidance to the board, the department, and the legislature on how to integrate early education and reading programs created under this title with tribal compacting or programs focused on cultural education within the department;

(B) shall discuss support for reading in Alaska Native languages and other non-English languages;

(C) must collectively represent the regions of the state and include teachers of grades kindergarten through three, school administrators, parents of students in grades kindergarten through three, stakeholders from indigenous language immersion programs, representatives from early education stakeholder groups, and researchers of best practices

for improving literacy performance, including best practices for instruction of indigenous students and students whose first language is not English.

\* Sec. 2. AS 14.17.410(b) is amended to read:

(b) Public school funding consists of state aid, a required local contribution, and eligible federal impact aid determined as follows:

(1) state aid equals basic need minus a required local contribution and 90 percent of eligible federal impact aid for that fiscal year; basic need equals the sum obtained under (D) of this paragraph, multiplied by the base student allocation set out in AS 14.17.470; district adjusted ADM is calculated as follows:

(A) the ADM of each school in the district is calculated by applying the school size factor to the student count as set out in AS 14.17.450;

(B) the number obtained under (A) of this paragraph is multiplied by the district cost factor described in AS 14.17.460;

(C) the ADMs of each school in a district, as adjusted according to (A) and (B) of this paragraph, are added; the sum is then multiplied by the special needs factor set out in AS 14.17.420(a)(1), [AND] the secondary school vocational and technical instruction funding factor set out in AS 14.17.420(a)(3), and the achievement incentive funding factor calculated under AS 14.17.422;

(D) the number obtained for intensive services under AS 14.17.420(a)(2) and the number obtained for correspondence study under AS 14.17.430 are added to the number obtained under (C) of this paragraph or under (H) and (I) of this paragraph;

(E) notwithstanding (A) - (C) of this paragraph, if a school district's ADM adjusted for school size under (A) of this paragraph decreases by five percent or more from one fiscal year to the next fiscal year, the school district may use the last fiscal year before the decrease as a base fiscal year to offset the decrease, according to the following method:

(i) for the first fiscal year after the base fiscal year determined under this subparagraph, the school district's ADM adjusted for school size determined under (A) of this paragraph is calculated as the district's ADM adjusted for school size, plus 75 percent of the difference in the district's ADM

adjusted for school size between the base fiscal year and the first fiscal year after the base fiscal year;

(ii) for the second fiscal year after the base fiscal year determined under this subparagraph, the school district's ADM adjusted for school size determined under (A) of this paragraph is calculated as the district's ADM adjusted for school size, plus 50 percent of the difference in the district's ADM adjusted for school size between the base fiscal year and the second fiscal year after the base fiscal year;

(iii) for the third fiscal year after the base fiscal year determined under this subparagraph, the school district's ADM adjusted for school size determined under (A) of this paragraph is calculated as the district's ADM adjusted for school size, plus 25 percent of the difference in the district's ADM adjusted for school size between the base fiscal year and the third fiscal year after the base fiscal year;

(F) the method established in (E) of this paragraph is available to a school district for the three fiscal years following the base fiscal year determined under (E) of this paragraph only if the district's ADM adjusted for school size determined under (A) of this paragraph for each fiscal year is less than the district's ADM adjusted for school size in the base fiscal year;

(G) the method established in (E) of this paragraph does not apply to a decrease in the district's ADM adjusted for school size resulting from a loss of enrollment that occurs as a result of a boundary change under AS 29;

(H) notwithstanding (A) - (C) of this paragraph, if one or more schools close and consolidate with one or more other schools in the same community and district and, as a result of the consolidation, basic need generated by the district's ADM of the consolidated schools as adjusted under (A) - (C) of this paragraph decreases, the district may use the last fiscal year before the consolidation as the base fiscal year to offset that decrease for the first four fiscal years following consolidation according to the following method:

(i) for the first two fiscal years after the base fiscal year, the district's ADM of the consolidated schools as adjusted under (A) - (C) of this paragraph is calculated by dividing the sum of the district's ADM of the consolidated schools as adjusted under (A)

- (C) of this paragraph for the base fiscal year by the sum of the district's ADM of the consolidated schools for the base fiscal year without adjustment, and subtracting the quotient obtained by dividing the district's ADM of the consolidated schools for the current fiscal year as adjusted under (A) - (C) of this paragraph by the sum of the district's ADM of the consolidated schools for the current fiscal year without adjustment, multiplying that number by the sum of the district's ADM of the consolidated schools for the current fiscal year without adjustment, and adding that number to the sum of the district's ADM of the consolidated schools for the current fiscal year as adjusted under (A) - (C) of this paragraph;

(ii) for the third fiscal year after the base fiscal year, the district's ADM of the consolidated schools as adjusted under (A) - (C) of this paragraph is calculated by dividing the sum of the district's ADM of the consolidated schools as adjusted under (A) - (C) of this paragraph for the base fiscal year by the sum of the district's ADM of the consolidated schools for the base fiscal year without adjustment, and subtracting the quotient obtained by dividing the sum of the district's ADM of the consolidated schools for the current fiscal year as adjusted under (A) - (C) of this paragraph by the sum of the district's ADM of the consolidated schools for the current fiscal year, multiplying that number by the sum of the district's ADM of the consolidated schools for the current fiscal year without adjustment, multiplying that number by 66 percent, and adding that number to the sum of the district's ADM of the consolidated schools for the current fiscal year as adjusted under (A) - (C) of this paragraph;

(iii) for the fourth fiscal year after the base fiscal year, the district's ADM of the consolidated schools as adjusted under (A) - (C) of this paragraph is calculated by dividing the sum of the district's ADM of the consolidated schools as adjusted under (A) - (C) of this paragraph for the base fiscal year by the sum of the district's ADM of the consolidated schools for the base fiscal year without adjustment, and subtracting the quotient obtained by dividing the sum of the district's ADM of the consolidated schools for the current fiscal year as adjusted under (A) - (C) of this paragraph by the sum of the district's ADM of the consolidated schools for the current fiscal year without adjustment, multiplying that number by the sum of the district's ADM of the consolidated schools for the current fiscal year without adjustment, and adding that number to the sum of the district's ADM of the consolidated schools for the current fiscal year as adjusted under (A) - (C) of this paragraph;

year, multiplying that number by the sum of the district's ADM of the consolidated schools for the current fiscal year without adjustment, multiplying that number by 33 percent, and adding that number to the sum of the district's ADM of the consolidated schools for the current fiscal year as adjusted under (A) - (C) of this paragraph;

(iv) to calculate the district's basic need for each fiscal year, the number obtained through the calculation in (i), (ii), or (iii) of this subparagraph is added to the number obtained under (C) of this paragraph for the remainder of the district;

(I) if the basic need calculated under (H)(i) - (iii) of this paragraph for one of the first four fiscal years after consolidation is less than the basic need calculated under (A) - (C) of this paragraph for that fiscal year, the basic need may not be adjusted under (H) of this paragraph for that fiscal year;

(J) a district may not offset a decrease under (H) of this paragraph if

(i) a new facility is constructed in the district for the consolidation; or

(ii) the district offset a decrease under (E) of this paragraph in the same fiscal year;

(K) a district that offsets a decrease under (H) of this paragraph may not reopen a school that was closed for consolidation in the district until

(i) seven or more years have passed since the school closure; and

(ii) the district provides evidence satisfactory to the department that the schools affected by the consolidation are over capacity;

(L) a district may not reopen and reconsolidate a school that was consolidated in the district more than once every seven years for purposes of the calculations made under (H) of this paragraph;

(M) a district offsetting a decrease under (H) of this paragraph shall provide the department with the list of schools participating in the consolidation and the corresponding ADM;

(2) the required local contribution of a city or borough school district is the equivalent of a 2.65 mill tax levy on the full and true value of the taxable real and personal property in the district as of January 1 of the second preceding fiscal year, as determined by the Department of Commerce, Community, and Economic Development under AS 14.17.510 and AS

29.45.110, not to exceed 45 percent of a district's basic need for the preceding fiscal year as determined under (1) of this subsection.

\* Sec. 3. AS 14.17 is amended by adding a new section to read:

Sec. 14.17.422. Achievement incentive funding. (a) As a component of public school funding, a district or state boarding school is eligible to receive achievement incentive funding based on an achievement incentive funding factor calculated as described in (b) of this section and applied as described in AS 14.17.410(b)(1) and 14.17.440(a)(2).

(b) The achievement funding factor may not exceed 1.2 and is calculated by adding 1.0 to the sum of the following components:

(1) math proficiency; the math proficiency component is calculated by multiplying .017 by the percentage of students in the district enrolled in kindergarten through grade 10 who, in the previous school year, scored proficient or above on the spring math assessment;

(2) math proficiency growth; the math proficiency growth component is calculated by multiplying .033 by the percentage of students in the district enrolled in kindergarten through grade 10 who, in the previous school year, showed growth between the math assessments taken in the fall and the spring;

(3) reading proficiency; the reading proficiency component is calculated by multiplying .017 by the percentage of students in the district enrolled in kindergarten through grade 10 who, in the previous school year, scored proficient or above on the spring reading assessment;

(4) reading proficiency growth; the reading proficiency growth component is calculated by multiplying .033 by the percentage of students in the district enrolled in kindergarten through grade 10 who, in the previous school year, showed growth between the reading assessments taken in the fall and the spring;

(5) graduation rate; if the graduation rate for the previous school year is

(A) at least 70 percent but less than 80 percent, the component is .017;

(B) at least 80 percent but less than 90 percent, the component is .033;

(C) 90 percent or higher, the component is .05; and

(6) postgraduation achievement rate; if the postgraduation achievement rate for the previous school year is

(A) at least 70 percent but less than 80 percent, the component is .017;

(B) at least 80 percent but less than 90 percent, the component is .033;

(C) 90 percent or higher, the component is .05.

(c) The department shall select the math assessments and reading assessments used for the purposes of calculating a component under (b) of this section.

(d) The department shall annually prepare a report containing information relating to the components and achievement incentive funding factor applied for each district and state boarding school in the previous school year, including the data relating to each component and factor. The department shall, not later than the seventh day of each regular legislative session, submit the report to the senate secretary and the chief clerk of the house of representatives and notify the legislature that the report is available.

(e) In this section,

(1) "graduation rate" has the meaning given by the department by regulation;

(2) "math assessment" means a national, norm-referenced assessment that measures student performance in math;

(3) "postgraduation achievement rate" means a quotient, expressed as a percentage, obtained by dividing the number of students who, within six months after graduating from a high school in the district, were accepted into a postsecondary educational institution or an apprenticeship program, enlisted in the military service of a state or the United States, or accepted full-time employment, by the number of students who graduated from high schools in the district;

(4) "postsecondary educational institution" has the meaning given in AS 14.48.210;

(5) "reading assessment" means a national, norm-referenced assessment that measures student performance in reading;

(6) "state boarding school" means a state boarding school established under AS 14.16.010.

\* Sec. 4. AS 14.17.430 is amended to read:

Sec. 14.17.430. State funding for correspondence study. Except as provided in AS 14.17.400(b), funding

for the state centralized correspondence study program or a district correspondence program, including a district that offers a statewide correspondence study program, includes an allocation from the public education fund in an amount calculated by

(1) multiplying the ADM of the correspondence program by 90 percent;

(2) multiplying the ADM of the correspondence program by the sum of the district's achievement incentive funding factor components under AS 14.17.422(b)(1) - (6); and

(3) adding the number obtained in (1) of this section to the number obtained in (2) of this section.

\* Sec. 5. AS 14.17.440(a) is amended to read:

(a) Except as provided in AS 14.17.400(b), funding for state boarding schools established under AS 14.16.010 includes an allocation from the public education fund in an amount calculated by

(1) determining the ADM of state boarding schools by applying the school size factor to the student count as described in AS 14.17.450;

(2) multiplying the number obtained under (1) of this subsection by the special needs factor in AS 14.17.420(a)(1), [AND] the secondary school vocational and technical instruction funding factor set out in AS 14.17.420(a)(3), and the achievement incentive funding factor for each state boarding school calculated under AS 14.17.422, and multiplying that product by the base student allocation; and

(3) multiplying the product determined under (2) of this subsection by the district cost factor that is applicable to calculation of the state aid for the adjacent school district under AS 14.17.460."

Page 1, line 3:

Delete "Section 1"

Insert "Sec. 6"

Renumber the following bill section accordingly.

Page 2, following line 9:

Insert a new bill section to read:

"\* Sec. 7. AS 14.03.125 and AS 14.07.165(a)(2) are repealed."

Renumber the following bill section accordingly.

REPRESENTATIVE UNDERWOOD objected.

[8:24:11 AM](#)

REPRESENTATIVE SCHWANKE explained that HB 69 is too costly for Alaska's public education system. She explained that Amendment 1 would remove the improvement school performance grant concept, which is meant to offer extra funding to schools with poorer performance statistics. She said that Amendment 1 would add an achievement and performance metric that was award more funding to schools that have higher performance statistics than others.

[8:29:15 AM](#)

The committee took an at ease from 8:29 a.m. to 8:30 a.m.

[8:30:42 AM](#)

REPRESENTATIVE SCHWANKE repeated that the components of her proposed achievement incentive concept would be math and reading proficiency, graduation rates, and post-graduation metrics. She emphasized that the assessments proposed by the theoretical achievement initiative concept would be based off of national test score metrics and shared her belief that academic testing is important for students in Alaska's Public School system.

[8:33:12 AM](#)

REPRESENTATIVE ELAM said that the goals that Representative Schwanke was proposing were more reminiscent of a private business's goal and asked what the timeline of the implementation of the proposed policies of Amendment 1 would be. He asked what kind of impacts that Amendment 1 would have on schools that aren't as successful with growth and achievement metrics.

REPRESENTATIVE SCHWANKE answered that the Alaska State Legislature does not have anything in place to measure post-graduation metrics, which posed the greatest challenge to the implementation of Amendment 1. She said that the proposed Amendment would reward school districts with additional allocations when "what they choose to do is working for all students".

[8:39:23 AM](#)

CO-CHAIR STORY asked Representative Schwanke which school districts she has consulted and asked if the Legislative Finance Division

REPRESENTATIVE SCHWANKE said that she has not yet spoken to the Legislative Finance Division and shared that she has spoken to 7 or 8 different school districts around Alaska, which she said all gave her "very positive" feedback on the proposed Amendment.

[8:42:06 AM](#)

CO-CHAIR STORY commented that she would like to see Amendment 1 created as a separate bill, rather than an Amendment to HB 69.

[8:43:01 AM](#)

REPRESENTATIVE EISCHEID asked what the genesis of the funding factors mentioned in Amendment 1 were. He commented that there are some good things in Amendment 1, but he would rather see Amendment 1 proposed as a legislation.

REPRESENTATIVE SCHWANKE explained that she modeled the proposed funding concepts of Amendment 1 off of an existing 1.2 funding multiplier used for current achievement-based funding allocations.

[8:45:39 AM](#)

CO-CHAIR HIMSCHOOT commented that she liked the out-of-the-box thinking on Amendment 1 and would like to see it return as a separate piece of legislation.

[8:46:17 AM](#)

REPRESENTATIVE ELAM opined that the proposed amendment is a "step towards defining progress" in Alaska's public schools.

[8:47:11 AM](#)

CO-CHAIR HIMSCHOOT added her opinion that defining success in schools is extremely important, but obtaining fair data and looking to more broad measures of success is just as important.

[8:47:53 AM](#)

A roll call vote was taken. Representatives Underwood, Schwanke, and Elam voted in favor of Amendment 1.

Representatives Eischeid, Story, and Himschoot voted against it. Therefore, Amendment 1 failed to be adopted by a vote of 3-3.

[8:48:47 AM](#)

The committee took a brief at-ease at 8:48 a.m.

[8:49:01 AM](#)

CO-CHAIR HIMSCHOOT announced that HB 69 would be held over.

[8:49:46 AM](#)

**ADJOURNMENT**

There being no further business before the committee, the House Education Standing Committee meeting was adjourned at 8:49 a.m.