

ALASKA STATE LEGISLATURE
SENATE EDUCATION STANDING COMMITTEE

March 5, 2025

3:30 p.m.

MEMBERS PRESENT

Senator Löki Tobin, Chair
Senator Jesse Bjorkman
Senator Jesse Kiehl
Senator Mike Cronk

MEMBERS ABSENT

Senator Gary Stevens, Vice Chair

COMMITTEE CALENDAR

SENATE BILL NO. 13

"An Act relating to the summer electronic benefits transfer program for children."

- HEARD & HELD

SPONSOR SUBSTITUTE FOR SENATE BILL NO. 46

"An Act relating to education funding; relating to the public education fund; relating to the base student allocation; and providing for an effective date."

- HEARD & HELD

PRESENTATION(S): SPECIAL EDUCATION IN ALASKA

- HEARD

SENATE BILL NO. 93

"An Act relating to district-wide early education programs; and providing for an effective date."

- MOVED SB 93 OUT OF COMMITTEE

PREVIOUS COMMITTEE ACTION

BILL: SB 13

SHORT TITLE: SUMMER EBT BENEFITS FOR CHILDREN

SPONSOR(s) : SENATOR(s) DUNBAR

01/10/25 (S) PREFILE RELEASED 1/10/25
01/22/25 (S) READ THE FIRST TIME - REFERRALS
01/22/25 (S) EDC, FIN
03/05/25 (S) EDC AT 3:30 PM BELTZ 105 (TSBldg)

BILL: SB 46

SHORT TITLE: EDUCATION FUNDING

SPONSOR(s) : SENATOR(s) CLAMAN

01/17/25 (S) PREFILE RELEASED 1/17/25
01/22/25 (S) READ THE FIRST TIME - REFERRALS
01/22/25 (S) EDC, FIN
02/28/25 (S) SPONSOR SUBSTITUTE INTRODUCED-REFERRALS
02/28/25 (S) EDC, FIN
03/05/25 (S) EDC AT 3:30 PM BELTZ 105 (TSBldg)

BILL: SB 93

SHORT TITLE: EARLY EDUCATION PROGRAMS

SPONSOR(s) : SENATOR(s) TOBIN

02/12/25 (S) READ THE FIRST TIME - REFERRALS
02/12/25 (S) EDC, FIN
02/26/25 (S) EDC AT 3:30 PM BELTZ 105 (TSBldg)
02/26/25 (S) Heard & Held
02/26/25 (S) MINUTE(EDC)
03/05/25 (S) EDC AT 3:30 PM BELTZ 105 (TSBldg)

WITNESS REGISTER

SENATOR FORREST DUNBAR, District J
Alaska State Legislature
Juneau, Alaska

POSITION STATEMENT: Sponsor of SB 13.

GAVIN NORTHEY, Manager
Child Nutrition Programs
Department of Education and Early Development
Juneau, Alaska

POSITION STATEMENT: Provided an overview of the fiscal note for SB 13.

RACHEL LORD, Advocacy and Policy Director
Alaska Food Policy Council
Homer, Alaska

POSITION STATEMENT: Testified by invitation on SB 13.

KELSEY BOON, Senior Child Policy Analyst
Food Research Action Center
Washington, District of Columbia

POSITION STATEMENT: Testified by invitation on SB 13.

JEN GRIFFIS, Vice President
Policy and Advocacy
Alaska Children's Trust
Homer, Alaska

POSITION STATEMENT: Testified by invitation on SB 13.

ALAN BUDAHL, Executive Director
Lutheran Social Services of Alaska
Anchorage, Alaska

POSITION STATEMENT: Testified in support of SB 13.

VANESSA THOMPSON, Board President
Helping Hands Food Bank
Tok, Alaska

POSITION STATEMENT: Testified in support of SB 13.

SENATOR MATT CLAMAN, District H
Alaska State Legislature
Juneau, Alaska

POSITION STATEMENT: Sponsor of SB 46.

SARENA HACKENMILLER, Staff
Senator Matt Claman
Alaska State Legislature
Juneau, Alaska

POSITION STATEMENT: Provided a sectional analysis for SB 46.

REBECCA EMERSON, representing self
Palmer, Alaska

POSITION STATEMENT: Testified with concerns on SB 46.

TOM KLAAMEYER, President
National Education Association Alaska
Anchorage, Alaska

POSITION STATEMENT: Presented Special Education in Alaska.

KIM WARD-MASSEY, Speech and Language Pathologist
Anchorage Education Association
Anchorage, Alaska

POSITION STATEMENT: Testified on Special Education.

JOSH GIRARD, Special Education Paraprofessional
Kenai Peninsula Educational Support Association
Seward, Alaska

POSITION STATEMENT: Testified on special education.

JADA KAHL, Occupational Therapist
Juneau Education Association (JEA)
Juneau, Alaska

POSITION STATEMENT: Testified on special education.

ACTION NARRATIVE

[3:30:32 PM](#)

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

SB 13-SUMMER EBT BENEFITS FOR CHILDREN

[3:32:46 PM](#)

CHAIR TOBIN announced the consideration of SENATE BILL NO. 13 "An Act relating to the summer electronic benefits transfer program for children."

[3:33:03 PM](#)

SENATOR FORREST DUNBAR, District J, Alaska State Legislature, Juneau, Alaska, sponsor of SB 13 paraphrased the following statement:

[Original punctuation provided.]

SPONSOR STATEMENT SB 13: SUMMER EBT BENEFITS FOR
CHILDREN

Version N

February 5, 2025

"An Act relating to the summer electronic benefits
transfer program for children."

When the school year comes to an end each summer, children from low-income households lose access to the consistent and reliable school meals that they rely on. The Summer Electronic Benefits Transfer (Summer EBT) for children program is a federal program that was designed in order address summer hunger throughout

the country by providing \$40 per summer month per child in low-income families to be used for food assistance.

Beyond simply ensuring that Alaskan children have access to food, an analysis by the USDA looking at SNAP benefits shows that every dollar that is spent during an economic downturn on SNAP actually generates between \$1.50 and \$1.80 in local economic activity. For our state, that would be an expected economic impact between \$10,440,000 and \$12,528,000 from Summer EBT benefits for the summer of 2025.

This program would go especially far in serving urban Alaskans. Last year, the State of Alaska declined to participate in the federal Summer EBT program, leaving the estimated 58,000 children who would be eligible to receive these benefits without this option.

USDA evaluations have shown that Summer EBT decreased the number of kids with very low food security by one-third; increased whole grain, dairy, fruit, and vegetable consumption; and decreased sugar-sweetened beverage consumption.

To help assure that at-risk children have food on the table, the Department of Education should take the opportunity to apply for the federal funds that are available for the Summer EBT program. Through SB 13, we can provide hunger relief for children from food insecure families across the state and ensure the health and well-being of the young people of Alaska.

CHAIR DUNBAR emphasized that SB 13 proposes using federal funds, when they are available, to feed students. It does not propose using state funds.

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CHAIR TOBIN chose to skip the short sectional analysis of SB 13.

[3:36:32 PM](#)

GAVIN NORTHEY, Manager, Child Nutrition Programs, Department of Education and Early Development (DEED), Juneau, Alaska, paraphrased the analysis of SB 13 fiscal note OMB component 1955, dated March 4, 2025:

[Original punctuation provided.]

The Summer Electronic Benefits Transfer (EBT) program, established under the federal Consolidated Appropriations Act, 2023, provides crucial benefits to Alaskan families and communities. While its implementation would bring significant financial assistance, it imposes a substantial administrative burden on the Department.

For the summer of 2024, the program could have delivered between \$156 and \$240 per eligible child, benefiting an estimated 53,000 to 58,000 children in Alaska. These figures, derived from data from DEED and the Food Research Action Center, translate to a potential total benefit of up to \$10.5 million statewide. The benefit structure mirrors the Supplemental Nutrition Assistance Program (SNAP), ensuring higher benefits for children in remote rural communities where grocery prices are significantly higher.

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MR. NORTHEY continued paraphrasing the sectional analysis of SB 13:

[Original punctuation provided.]

The total benefit amount of \$10,472.0 will be fully funded by the USDA.

Staffing Needs - \$413.2

The program requires four full-time positions to ensure compliance and effective administration: Program Coordinator I: Responsible for overseeing the program, including training, contract management, verification, and reviews.

Education Associate II: Focused on eligibility determination and maintenance of contracts, including EBT card management.

Education Associate I (2 positions): Primarily responsible for eligibility processing and potential support for card-related issues.

One-Time Costs - \$491.0

Regulations Development: \$6.0

Office Supplies and Equipment for New Staff: \$20.0
Contracted EBT and Eligibility Platform Development:
\$465.0

Ongoing Administrative Costs - \$1.8M annually
Federal assistance will provide a 50 percent match for ongoing administrative expenses, leaving \$902.7 to be funded by nonfederal sources. Key costs include:
Travel: \$15.0 for federal compliance training for staff and training for grantees.
Department Administrative Support: \$70.4
Contracts and Maintenance: \$1,096.3 for EBT card management and eligibility platform maintenance, as well as postage.
Participant Communication Commodities: \$210.5

The Summer EBT program represents a significant opportunity to address food insecurity for children across Alaska, particularly in remote areas. However, implementing and maintaining the program comes with considerable administrative and financial challenges. To sustain the program, additional non-federal funding of \$902.7 annually will be required to match federal assistance and ensure compliance with program requirements

MR. NORTHEY stated that cities in Alaska are defined into three categories: Urban, Rural I, and Rural II. The category Rule II receives the highest benefit level. He said in the first year the state could expect \$296,000. The coordinator position is a Range 13. The Education Associate II position is a Range 15, with a fiscal impact of \$106,200. He said the two Education Associate I positions are Range 13, with a total fiscal impact of \$190,500. He provided a breakdown on the costs for items such as travel, training, and contracting.

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MR. NORTHEY said the total fiscal impact for 2026 is \$12,768,400; the federal government would provide \$11,620,200 and \$1,148,200 from the general fund match. From FY27 onward the expected impact is \$12,277,400; the federal government would provide \$11,374,700 and \$902,700.

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SENATOR CRONK asked what will happen to the positions and the UGF match of nearly \$1 million if no federal funds are available.

[3:42:48 PM](#)

SENATOR DUNBAR stated that the fiscal note was received late the previous day and had not yet been discussed with the department. He expressed concern that the administrative costs appeared high and expressed his intent to work with the department to reduce the amount. He noted internal debate over whether the Department of Health (DOH), Division of Children and Family Services (DCFS), or Department of Education and Early Development (DEED) should administer the funds. He recognized the state's existing Electronic Benefit Transfer (EBT) infrastructure and expressed hope that the summer program could piggyback on existing infrastructure to reduce costs. He added that SB 13 might require an amendment since it currently assigns responsibility to DCFS instead of DEED.

SENATOR DUNBAR acknowledged the possibility of layoffs if the federal government discontinues the program, noting similar funding uncertainties affecting Medicaid, education, and rural internet. He emphasized that these federal funds have been available to states for years and expressed hope they will continue, citing the program's success in other states. He mentioned that invited testifiers could speak about the program's impact. He reiterated his concerns about the fiscal note.

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SENATOR KIEHL stated that the narrative in the fiscal note did not align with the figures presented. He suggested asking the department to provide a breakdown clarifying what expenses fall into each category and which are eligible for matching funds. He expressed interest in the bill, noting the appeal of providing over \$10 million in food for needy children. However, he questioned the department's cost estimate and emphasized the need for further analysis.

CHAIR TOBIN expressed significant concerns about the fiscal note and requested a more detailed and thorough explanation. She questioned why the contributions of tribal partners, who also support Electronic Benefit Transfer (EBT) programs in the state, were not reflected in the fiscal note. She said the bill appears to focus on adopting regulation and is curious why an entire division is propped up instead of trying to work within the existing structure.

[3:46:30 PM](#)

SENATOR BJORKMAN said he is unsure why additional investigation to support the program is needed. He asked how many students would benefit from the program who are not already in families receiving Supplemental Nutrition Assistance Program (SNAP) benefits. He questioned the need for additional employees to manage what appears to be a simple increase in benefits for students who already qualify for free and reduced lunch. He asked for the difference in the number of households receiving free and reduced lunch compared to those receiving SNAP benefits.

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SENATOR DUNBAR shared from personal experience that he received reduced-price lunches as a child while his parents did not receive Supplemental Nutrition Assistance Program (SNAP) benefits. He suggested some families may not qualify for both or another possibility was the program could function as an increase to an existing benefit during a different month. He deferred the question.

[3:48:19 PM](#)

SENATOR TOBIN stated that she also received free and reduced lunch, but her family did not participate in SNAP benefits.

[3:48:29 PM](#)

CHAIR TOBIN announced invited testimony on SB 13.

[3:48:34 PM](#)

SENATOR DUNBAR thanked the members of the committee for their comments regarding the fiscal note.

[3:49:03 PM](#)

RACHEL LORD, Advocacy and Policy Director, Alaska Food Policy Council, Homer, Alaska, testified by invitation on SB 13. She stated that the Alaska Food Policy Council is a nonpartisan statewide organization focused on strengthening Alaska's food systems through cross-sector collaboration. She emphasized that Summer Electronic Benefit Transfer (EBT) is an effective tool in reducing childhood food insecurity, which affects one in six Alaskan children. She supported the program for its dual impact: relieving pressure on overburdened food banks and injecting funds into local food systems, including grocery stores, farmers markets, and agricultural businesses.

MS. LORD noted that her own children qualified for free and reduced lunch but not Supplemental Nutrition Assistance Program

(SNAP) benefits, highlighting a gap the program could address. She emphasized the need for serious consideration of program administration, including interdepartmental coordination between the Department of Health, Division of Public Assistance, and the Department of Education and Early Development (DEED) Child Nutrition Program. She stated that improved staffing and coordination should be a legislative and administrative priority, and pointed to the governor's proposed budget, which includes additional eligibility technicians.

[3:51:54 PM](#)

MS. LORD explained that families already receiving SNAP benefits could have summer EBT funds added to existing cards, and flexibility exists with the U.S. Department of Agriculture's Food and Nutrition Service (USDA FNS) regarding program implementation. She stressed that understanding the difference between students eligible for free and reduced lunch and those not enrolled in SNAP is crucial for planning. With proper staffing and coordination, she believes Alaska can successfully manage the program and capture significant economic and social benefits that outweigh the state's 50 percent administrative cost share.

MS. LORD responded to Senator Cronk's concern about federal uncertainty, stating that the application deadline to enroll in Summer EBT is typically January 1 or February 1, meaning that even after the bill passes, implementation would be delayed until the following year. She added that the bill appears to require state participation only when funding is available, allowing for ample preparation time.

[3:54:19 PM](#)

KELSEY BOON, Senior Child Policy Analyst, Food Research Action Center, Washington, District of Columbia, testified by invitation on SB 13. She stated that the Food Research and Action Center is a national nonprofit focused on ending hunger and undernutrition through improved public policy. She highlighted the organization's long-term work on federal child nutrition programs and its recent collaboration with states and anti-hunger advocates to implement the Summer Electronic Benefit Transfer (EBT) program. She stressed that childhood hunger leads to negative health outcomes, making programs like Summer EBT essential.

MS. BOON reported that in 2024, 37 states, Washington, D.C., two tribal organizations, and all five U.S. territories participated

in Summer EBT, providing \$2.5 billion in benefits to over 21 million children. She explained that traditional summer meal programs face access challenges due to transportation and site limitations, which Summer EBT helps address by providing grocery benefits directly to families.

MS. BOON stated that approximately 58,000 Alaskan children could qualify for Summer EBT, which would bring in \$7 million in benefits and create an estimated \$12.5 million in economic impact. She clarified that SNAP eligibility requires family income below 130 percent of the federal poverty level, while free and reduced-price meal eligibility extends up to 185 percent—meaning many children qualify for Summer EBT without receiving SNAP. She urged support for SB 13 to close the summer nutrition gap and invest in the well-being of Alaska’s children.

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JEN GRIFFIS, Vice President, Policy and Advocacy, Alaska Childrens Trust, Homer, Alaska, testified by invitation on SB 13. She stated that as the statewide lead organization focused on preventing child abuse and neglect, Alaska Children's Trust (ACT) supports policies that help families access the resources they need to thrive. She said Alaska’s participation in the federal Summer Electronic Benefit Transfer (EBT) program would strengthen families by improving children’s health, education, and overall family economic well-being.

MS. GRIFFIS cited Kids Count data from the Annie E. Casey Foundation indicating that nearly 20 percent of Alaskan children live in food-insecure homes. She noted that while many of these children receive free or reduced-price lunches during the school year, those supports often do not extend into summer. She said Summer EBT could provide nutrition assistance to approximately 58,000 children, helping them return to school nourished and ready to learn.

MS. GRIFFIS emphasized that the program would support healthy child development by improving access to nutritious food and would also reduce financial stress on families. She concluded that SB 13 would positively impact the health, education, and economic stability of families throughout Alaska.

[3:59:41 PM](#)

CHAIR TOBIN opened public testimony on SB 13.

[4:00:08 PM](#)

ALAN BUDAHL, Executive Director, Lutheran Social Services of Alaska, Anchorage, Alaska, testified in support of SB 13. He said he operates one of the largest food pantries in the state. He expressed strong support for SB 13, which would establish the Summer Electronic Benefit Transfer (EBT) program to help families and school-age children access food when schools are closed. He noted that summer is the busiest time for their pantry due to increased food insecurity caused by the absence of school-provided meals. He emphasized that SB 13 offers a sustainable solution by providing direct support to families, reducing reliance on emergency food assistance, and helping children remain healthy and prepared for the next school year.

[4:02:31 PM](#)

VANESSA THOMPSON, Board President, Helping Hands Food Bank, Tok, Alaska, testified in support of SB 13 on behalf of the board and clients of Helping Hands Food Bank. She stated that the food bank serves an average of 90 families each month, including 40 families with one or more school-aged children, and highlighted the gap left when school meals are unavailable. She noted that while younger children may qualify for the Women, Infants, and Children (WIC) program, there are no alternatives that replace school meal nutrition for older children. She emphasized that implementing the Summer Electronic Benefit Transfer (EBT) program at the Tok School would help keep children nourished and engaged during the summer months.

[4:03:59 PM](#)

CHAIR TOBIN closed public testimony on SB 13.

[4:04:11 PM](#)

SENATOR DUNBAR thanked the committee for hearing SB 13 and acknowledged concerns raised about the fiscal note. He stated his intention to work with the department and reach out to committee members, particularly Senator Kiel of the Finance Committee, where the bill is headed next. He encouraged collaboration on any needed changes and emphasized that testimony had shown the bill would help children across Alaska. He noted that while \$40 per student is not a complete solution, it would make a meaningful difference in addressing child hunger.

[4:05:12 PM](#)

CHAIR TOBIN held SB 13 in committee.

SB 46-EDUCATION FUNDING

[4:05:28 PM](#)

CHAIR TOBIN announced the consideration of SPONSOR SUBSTITUTE FOR SENATE BILL NO. 46 "An Act relating to education funding; relating to the public education fund; relating to the base student allocation; and providing for an effective date."

[4:06:00 PM](#)

SENATOR MATT CLAMAN, District H, Alaska State Legislature, Juneau, Alaska, sponsor of SB 46 provided the following statement:

[Original punctuation provided.]

Senate Bill 46

Sponsor Statement - Version N

"An Act relating to education funding; relating to the public education fund; relating to the base student allocation; and providing for an effective date."

Senate Bill 46 will help address the public education funding crisis in Alaska. Public education funding is a significant topic for the state legislature. Currently, Alaska faces challenges with school closures and increasing class sizes coupled with the loss of experienced teachers and staff due to budget constraints. The legislature is constitutionally mandated to establish and maintain a system of public schools open to all children of the State. Currently, a key component of funding this constitutional mandate is the Base Student Allocation (BSA).

The legislature established the BSA in 1998 and it is one part of a calculation that establishes the Basic Need of funding per student. But the BSA has been consistently underfunded and does not keep up with inflation. Since FY 11, the legislature has increased the BSA on four occasions totaling \$230. According to the Anchorage School District, we would need to increase the FY 26 BSA by \$1,963 to match the buying power of the FY 11 BSA. In the same 15-year period, we've added Outside-the-Formula (OTF) funding 11 times. The BSA structure with multiple OTF appropriations is confusing and ineffective. Schools, parents, and teachers are unable to effectively plan or budget for the next school year.

Instead of trying to use the BSA, this bill proposes a single, direct appropriation for public education, similar to the funding process used for all other state departments. This bill will shift the focus of the funding discussion from the BSA to a well-defined total appropriation for public education. It will streamline the funding process from two steps to one. The funding formula considers factors such as the number of students, school size, cost of living, special education needs, and career and technical education will remain in place. In addition, the bill mandates increased transparency by requiring the governor to publish prior year education expenditures, adjusted for inflation, to serve as a baseline for the upcoming budget.

Public education is our best investment in Alaska's future. This bill will establish a more transparent mechanism for funding public education that keeps pace with inflation and contributes to improved student performance.

[4:09:10 PM](#)

SENATOR CLAMAN gave a presentation on SB 46. He moved to slide 2, FY25 Education Funding, a graph showing the percentage of funding from three main sources: State (62 percent), Local (25 percent), Federal (11 percent), and other (2 percent). He then moved to slide 3 and described how basic need and state aid are determined currently and the changes under SB 46:

[Original punctuation provided.]

The current structure starts with the statutory Base Student Allocation multiplied by the Adjusted Average Daily Membership to get the District Basic Need. From this total, deductions are made where appropriate for the required District Local Contribution and District Federal Impact Aid. This equation provides the District State Aid and the total for all 53 districts is the Total State Aid appropriated by the Legislature. One-time funding is added after this initial calculation.

Under Senate Bill 46, we start with the Total State Aid appropriated by the Legislature and add in the

Total Required Local Contributions and the Total Federal Impact Aid to determine the Total Statewide Basic Need. We then adjust the Total Statewide Basic Need for inflation as a starting point.

Then multiply the inflation-adjusted Total Statewide Basic Need by the district AADM percentage of the total AADM to get the District Basic Need. And from each District Basic Need, make deductions for the required District Local Contribution and the District Federal Impact Aid to get the District State Aid.

[4:10:36 PM](#)

SENATOR CLAMAN moved to slide 4, Current Structure - District State Aid, a chart showing FY25 Projected AADM, FY25 Basic Need, FY 25 District Required Local Contribution, FY25 District Deductible Federal Impact Aid, FY25 One-Time Funding and FY25 District State Aid for four Alaskan Schools. He compared the funding of the four schools

[Original punctuation provided.]

This slide illustrates the current structure for district state aid. We chose four school districts that illustrate different funding sources. The Anchorage district has both a required local contribution and federal impact aid. The Lower Yukon district has federal impact aid and no required local contribution. The Mat-Su district has a required local contribution and no federal impact aid. And the Southeast Island district has no required local contribution and no federal impact aid. The FY25 District State Aid in Column G includes last year's one-time funding.

[4:11:16 PM](#)

SENATOR CLAMAN moved to slide 5, Senate Bill 46 - Statewide Basic Need. He said:

[Original punctuation provided.]

This slide illustrates the FY 26 Statewide Basic Need calculations using Senate Bill 46. We add the total FY 25 Appropriation for State Aid, the total Required Local Contribution, and the total Federal Impact Aid. This total for FY 25 Statewide Basic Need in Column E

is then adjusted for inflation, shown in Column F.
This may be the starting point for funding.

[4:11:47 PM](#)

SENATOR CLAMAN moved to slide 6, Senate Bill 46 District AADM, a chart showing the FY26 Projected Statewide AADM, FY26 Projected District AADM, and FY26 District's Percentage of Statewide AADM of the four areas and said:

[Original punctuation provided.]

This slide illustrates the FY 26 calculation of each district's percentage of the statewide AADM by simply dividing each district's AADM by the statewide AADM. This percentage is then used to determine District State Aid, in the next slide.

[4:12:04 PM](#)

SENATOR CLAMAN moved to slide 7, Senate Bill 46 - District State Aid, a chart showing FY26 Projected Statewide AADM, FY26 Projected District AADM and FY26 District's Percentage of Statewide AADM. He said:

[Original punctuation provided.]

This slide illustrates the FY 26 calculation of each district's percentage of the statewide AADM by simply dividing each district's AADM by the statewide AADM. This percentage is then used to determine District State Aid, in the next slide.

[4:12:36 PM](#)

SENATOR CLAMAN moved to slide 8 Comparison - District State Aid, a chart showing FY25 District State Aid Current Structure (AADM x \$5,960), FY25 District State Aid Current Structure (with one-time funding: AADM x \$680), and FY26 District State Aid Senate Bill 46. He said:

[Original punctuation provided.]

This slide compares the FY 25 District State Aid under the current structure and the FY 26 District State Aid using Senate Bill 46. These calculations reflect the inflation adjustment from FY 25 to FY 26.

These calculations are also set forth on the spreadsheet that we distributed to the committee.

One of the key differences between the current structure and the Senate Bill 46 structure is how school districts will budget moving forward each year. Take the Anchorage School District as an example. The current proposed budget in the news is based on the statutory BSA, and many of the proposed cuts are based on an appropriation that does not include any one-time funding or any increase in the BSA. For Anchorage, that base amount is \$49.1 million less than the amount they would use if the FY 25 one-time funding was part of their calculation. In contrast, under Senate Bill 46, Anchorage would probably start with flat-funding based on FY 2025—a total state appropriation for the district of \$351 million. This starting point is \$49.1 million greater than they are using today. And if the governor's initial budget started with a 3 percent cut to education statewide, then Anchorage could lower their total school budget by 3 percent starting with \$341 million instead of \$351 million. This starting point is still a substantially greater number than the starting point today—\$302 million — and a more transparent approach for the public. Finally, if the governor's initial budget started with a 3 percent increase to education statewide, then the Anchorage School District could make an appropriate adjustment.

[4:14:49 PM](#)

SENATOR CLAMAN concluded the presentation on SB 46 by saying:

[Original punctuation provided.]

In summary, the straight-forward, one-step approach of Senate Bill 46 will be more transparent for the public and more reliable for our public-school districts and Alaska's children.

[4:15:10 PM](#)

SARENA HACKENMILLER, Staff, Senator Matt Claman, Alaska State Legislature, Juneau, Alaska, provided a sectional analysis of SB 46.

[Original punctuation provided.]

Senate Bill 46
Sectional Analysis – Version I

Section 1

AS 14.03.150(c). Property insurance required. Updates a statutory reference to conform with

Section 2

Section 2 AS 14.17.410(b)(1). Public school funding. Modifies paragraph (1) reconfiguring the three funding sources of public education funding and removes the base student allocation (BSA). Redefines basic need as the amount of state aid calculated under new subsection (g) plus required local contribution and 90 percent of the district's eligible federal impact aid for that fiscal year.

[4:15:55 PM](#)

MS. HACKENMILLER continued the sectional analysis of SB 46:

[Original punctuation provided.]

Section 3

AS 14.17.410. Public school funding. Adds a new subsection (g) outlining the calculations that the department shall use to determine state aid for each district.

Section 4

AS 14.17.430. State funding for correspondence study. Replaces the public education fund with legislative appropriation as the funding source of state correspondence study programs.

Section 5

AS 14.17.440(a). State funding for state boarding schools. Replaces the public education fund with legislative appropriation as the funding source of state boarding schools.

Section 6

AS 14.17.500(a). Student count estimate. Updates a statutory reference to conform with Section 2.

Section 7

AS 14.17.610(b). Distribution of student aid. Amends statute to remit any unused funds to the general fund rather than the public education fund.

Section 8

AS 14.17.900(b). Construction and implementation of chapter. Removes requirement to appropriate funds to the public education fund.

Section 9

AS 37.07.020(b). Responsibilities of the governor. Amends statute to remove the public education fund from the list of significant funds of which the governor must include projected balances each year.

Section 10

AS 37.07.020. Responsibilities of the governor. Adds new subsection (h) requiring that the governor publish two reports per year in December and March, showing education expenses adjusted for inflation in prior year and current year.

[4:17:03 PM](#)

MS. HACKENMILLER continued the sectional analysis for SB 46:

[Original punctuation provided.]

Section 11

Repeals the following sections and subsections in conformance with new language.

1. AS 14.17.300. Public education fund.
2. AS 14.17.400. State aid for districts.
3. AS 14.17.410(a). Public school funding.
4. AS 14.17.470. Base student allocation.
5. AS 14.17.480(b). Quality school funding.
6. AS 14.17.490(c). Public school funding adjustments.

Section 12

Adds a new section to uncodified law stating that this Act applies to a contract that becomes legally binding on or after the effective date of this Act.

Section 13

Effective date Provides an effective date of July 1, 2025.

[4:17:37 PM](#)

SENATOR KIEHL thanked the presenters for a thought-provoking approach to addressing education funding. He asked whether SB 46 essentially reverses the current process by starting with the total desired spending amount and then dividing by the adjusted number of students, rather than starting with a per-student amount and adjusting it through various calculations.

[4:18:23 PM](#)

SENATOR CLAMAN responded that broadly, yes, SB 46 shifts the approach. He explained that because districts rely on the base student allocation (BSA) as the starting point for budgeting—and because one-time funding is not included in that base—they often present budgets based on a much lower figure than what the legislature ultimately approves. He stated that this leads to a lack of transparency and makes it difficult to discuss real increases or decreases in funding. He emphasized that while the change might appear to be a math exercise, it actually allows districts to more accurately communicate their financial realities.

[4:19:44 PM](#)

SENATOR KIEHL expressed concern about the structure of SB 46, noting that it does not create a dedicated fund or limit the Legislature's appropriation power or the Governor's veto authority. He stated that, in practice, the true starting point for funding is whatever the Governor includes in the December 15 budget proposal, not what was allocated the previous year.

[4:20:14 PM](#)

SENATOR CLAMAN responded that the starting point is partly what the Governor proposes but not entirely. He explained that while the Governor's December 15 proposal initiates the budget process, the Legislature retains appropriation authority and can shift the discussion. He noted that, for example, if the Governor proposed a \$175 million cut from the prior year's spending, public reaction would be substantially different than current discussions. He concluded that although the Governor sets the initial figure, the Legislature can present an alternative starting point, and SB 46 would help create a more transparent dialogue with the public about education funding.

[4:21:19 PM](#)

SENATOR KIEHL said that, based on his reading, SB 46 pools required local contribution with state aid and federal impact

aid to calculate a total funding amount, which is then divided into a per-student flow to the district. Each district's required local contribution is then subtracted from the check it receives. He asked if his understanding of this portion of SB 46 was correct.

[4:22:27 PM](#)

SENATOR CLAMAN responded that SB 46 does not function as described and clarified that he does not interpret the required local contributions as being pooled and then subtracted from a statewide total. He explained that each district's local contribution is accounted for individually when calculating that district's funding, similar to the current method based on per-student allocations. He stated that the state appropriation figure does not include the local contributions and used Anchorage, Juneau, and Fairbanks as examples where the local share is applied at the district level rather than from a pooled amount.

[4:23:51 PM](#)

SENATOR KIEHL thanked the sponsor for clarifying his intent and noted that there may be a discrepancy between the bill's drafting and the sponsor's stated goals. He acknowledged that the explanation provided aligns more closely with current funding practices, which he found helpful.

[4:24:53 PM](#)

CHAIR TOBIN opened public testimony on SB 46.

[4:25:13 PM](#)

REBECCA EMERSON, representing self, Palmer, Alaska, testified with concerns on SB 46. She said she is a parent of a child with Down syndrome enrolled in special education in the Mat-Su Borough. She expressed concern about how special needs funding is allocated and whether it adequately follows the student. She observed limited resources, including insufficient staffing of teachers, paraprofessionals, and related service providers. She requested greater transparency and a focused effort to ensure special education students receive the resources they need.

[4:25:54 PM](#)

CHAIR TOBIN closed public testimony on SB 46.

[4:25:57 PM](#)

CHAIR TOBIN held SB 46 in committee.

PRESENTATION(S): SPECIAL EDUCATION IN ALASKA

[4:26:10 PM](#)

CHAIR TOBIN announced the presentation Special Education in Alaska.

[4:26:5PM](#)

TOM KLAAMEYER, Alaska President, National Education Association (NEA), Anchorage, Alaska, moved to slide 3 and stated he was pleased to highlight the vital role of Alaska's special education professionals, including teachers, support staff, and related service providers such as occupational and physical therapists, nurses, speech pathologists, and school psychologists. He emphasized their integral contributions to student support. He identified himself as a high school social studies teacher and representative of 10,000 education professionals across various specialties. He noted he is not certified in special education due to its complex laws and requirements and commended special education staff for their specialized and essential work:

[Original punctuation provided.]

Who serves our students?

Special Education Teachers

Special Education

Paraprofessionals

Related Service Providers

- Counselors
- School Psychologists
- Speech & Language Pathologists
- Occupational Therapists
- Physical Therapists
- School Nurses
- School Social Workers
- ...and more!

[4:27:56 PM](#)

MR. KLAAMEYER moved to slide 4, Alaska Teacher and Personnel, showing a pie graph of current posting percentages for special education, related services, and general education:

Alaska Teacher and Personnel

- Total postings **1653**

- "Special Education"
- Positions **524**
- Related Service
- Providers **113**

MR. KLAAMEYER stated that nearly 40 percent of current vacancies on Alaska's teacher and personnel recruitment website are for special education positions, despite only about 15 percent of students being identified for special education services. He added that related service providers make up another 10 to 15 percent of vacancies. He emphasized that although special education personnel represent a small portion of the overall certified workforce, the state is failing to meet staffing demands, and students deserve better. He highlighted Alaska's unique challenges, including vast geography, diverse student populations, and limited educational resources, and praised existing educators for their dedication and resilience.

[4:28:56 PM](#)

MR. KLAAMEYER moved to slide 5, Background, and stated that the provided packet includes background information on the legal definitions and requirements related to special education under the Individuals with Disabilities Education Act (IDEA), which ensures all students receive a free and appropriate public education in the least restrictive environment. He noted he would not review the material in detail but offered it for context and said additional information is available if needed. He added that national trends show a growing number of students qualifying for special education services:

[Original punctuation provided.]

Background

Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is the federal law that ensures students with disabilities are provided with a free appropriate public education (FAPE) that is tailored to their individual needs.

Free & Appropriate Public Education (FAPE)

Students with disabilities have a legal right to a free appropriate public education (FAPE). Each qualified person with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the person's disability, is entitled to FAPE.

[4:29:35 PM](#)

MR. KLAAMEYER moved to slide 6, Background cont'd, and said there are an increasing number of students that are identified and receiving special education services. Alaska exceeds those trends:

[Original punctuation provided.]

Background, cont'd

Individualized Education Plan (IEP)

An Individualized Education Program (IEP) is a written plan developed for a student identified with a disability by a team of education professionals, the parent/guardian, and the child (when appropriate) that describes the special education instruction, supports, and services a student needs to receive free appropriate public education (FAPE).

National Trends:

Students receiving SpEd services are going up nationwide. According to the U.S. Department of Education, EdFacts Data Warehouse, from FY22 to FY23, students qualifying for services based on the following disabilities have increased in the US. Alaska is seeing similar trends.

Speech/Lang Impairment

PreK - 10.3 percent
School Age - 2.9 percent
Total increase in students = 51,653

Developmental Delay

PreK - 11.5 percent
School Age - 3.7 percent
Total increase in students = 34,916

Autism Spectrum Disorder

PreK - 33 percent
School Age - 9.7 percent
Total increase in students = 100,782

[4:29:49 PM](#)

MR. KLAAMEYER moved to slide 7, Background, cont'd - Qualifying, and said there's a very specific and extensive process for qualifying a student for special education, including a collaborative team consisting of parents, general education teachers, special education teachers and others within the district:

[Original punctuation provided.]

Background cont'd

Qualifying

Qualifying Teams (including parents and educators) must determine eligibility for Special Education services by considering if their disability adversely affects their educational performance, whether the student requires services, and the specific educational needs of the student. This is an intensive process that requires a diagnosis, clearly identified needs, parent and teacher input, and a variety of testing done by professionals.

[4:30:10 PM](#)

MR. KLAAMEYER moved to slide 8, Background, cont'd - Intensive Needs and said designating a student as intensive needs is a more complex and specialized system:

[Original punctuation provided.]

Background, cont'd

Intensive Needs

4 AAC 52.700 (c) A student is eligible for funding as an intensive student if the student has been identified for special education and the student needs and receives individual attention and services that are **significantly more complex and frequent**, and require significantly more resources to provide, than the services received by other special education students. The services received by an intensive

student will include services necessary to meet a critical medical need, services necessary to provide for **the student's health, safety, and educational needs**, and special education and related services provided by qualified staff for the entire school day both in and out of the classroom setting. **A student who is able to function independently**, with limited or no supervision, for a substantial period of time, inside or outside the classroom setting, **is not an intensive student**.

[4:30:24 PM](#)

CHAIR TOBIN referenced a question raised earlier in a House hearing regarding how funding for special education students is tracked and whether it is effectively used to provide required services. She expressed a desire to reassure the public that intensive needs funding is being used appropriately. She noted concerns she has heard that in some cases, the funding allocated is not sufficient to meet a student's needs, requiring schools to draw from general education funds to fill the gap. She asked Mr. Klaameyer to discuss in more detail how intensive needs special education funds are dispersed and used.

[4:31:10 PM](#)

MR. KLAAMEYER stated he did not have district-specific funding details due to the complexity of the issue but agreed that special education funding is often inadequate to meet service requirements. He noted this shortfall exists at both the state and federal levels, pointing out that federal funding under the Individuals with Disabilities Education Act (IDEA) currently covers only about 17 percent of what it should. He shared that the National Education Association (NEA) aims to raise this to 40 percent, though he called that goal unacceptably low and emphasized it should be fully funded. He added that the state must compensate for the gap, but strained budgets make this difficult, and high vacancy rates in these challenging positions further burden remaining staff and hinder service delivery.

[4:32:16 PM](#)

CHAIR TOBIN stated that the National Conference of State Legislatures' (NCSL) standing education resolution continues to urge federal partners to fulfill their longstanding commitment to fund 40 percent of special education costs. She noted that although this level of support has often been promised, it has not been delivered.

[4:32:32 PM](#)

MR. KLAAMEYER moved to slide 9, which states "All Alaskan students need champions!" He emphasized that providing special education services is not optional, it is a legal obligation that must be met. He noted that Alaska faces unique challenges due to its geography, with many students living in remote villages, requiring educators to travel long distances, adapt to limited technology, and work with families facing economic hardship and higher rates of disability. He highlighted fetal alcohol spectrum disorders (FASD) as one example, citing research from the University of Alaska Anchorage and the Alaska Mental Health Trust Authority showing the need for specialized interventions. He further described the impact of critical staffing shortages, rising workload stress, and on-the-job injuries. Some special education teachers are choosing to remove special education from their certifications to avoid these roles, and related service providers are leaving for better-paying opportunities in private practice or healthcare, as the demands of the work continue to grow.

[4:34:17 PM](#)

MR. KLAAMEYER stated that special education is not only about fulfilling legal requirements but also about recognizing the immense potential of every student. He emphasized that educators are driven by a passion to provide meaningful support and to demonstrate the transformative impact of effective special education services. He described special education students as truly special, noting their unique strengths and contributions to classrooms and communities. He concluded by affirming that these students represent the future—artists, scientists, and leaders who embody resilience and human potential.

[4:34:48 PM](#)

MR. KLAAMEYER moved to slide 10, Critical Actions for Stronger Public Schools, and stated that in order to support students with special needs, the state must also support special educators through competitive salaries and benefits that help attract and retain qualified professionals. He advocated for increased investment in the Base Student Allocation (BSA) or another permanent funding mechanism, noting that one-time funding is insufficient. He recommended establishing retirement security and setting manageable class sizes and caseloads in state statute to ensure resources are directed where they will have the greatest impact—on high-quality educators and individualized student support. He thanked the Chair and the majority caucus for their attention to these critical needs and

emphasized the urgent crisis facing special education students. He concluded by calling for a collective commitment to ensure every Alaskan student has the opportunity to thrive and recognized special education professionals as lifelines, advocates, and beacons of hope.

[4:36:46 PM](#)

KIM WARD-MASSEY, Speech and Language Pathologist, Anchorage Education Association, Anchorage, Alaska, testified on Special Education. She provided the following testimony:

[Original punctuation provided.]

Madame Chairperson and members of the committee, thank you for the opportunity to speak today. I have been a school-based Speech-Language Pathologist for over 20 years across 12 districts in this great state. I am here to implore you to increase the Base Student Allocation (BSA). Adequate funding is critical to ensure that ALL students, especially our most impacted students, receive the services they need to access their curriculum. You can do this by helping districts recruit and retain qualified Speech-Language Pathologists or SLPs.

You may know someone who has benefited from speech therapy; you may be someone who has benefited from speech therapy. In our schools, SLPs play a critical role in the success of students with disabilities. So, what does that look like? On any given day, you can see an SLP teaching a 1st grader how to move their mouth for the /s/ sound, supporting a kindergartener with using a voice-output device to say "red markers please" or breaking down a passage about Benny Benson so a 5th grader can answer comprehension questions.

SLPs support the communication skills necessary for literacy, social development, and academic achievement. However, Alaska-like much of the nation-is facing a severe shortage of school-based SLPs. I am the Lead SLP in the Anchorage School District. We currently have 76 SLPs. Since we cannot find qualified in-person SLPs, almost a third of our therapists are tele therapists. Tele therapists are contractors who live in the Lower 48 and provide these services through an online platform. These virtual contractors

require an on- site paraprofessional. The additional cost to our district of the 21 paraprofessionals and technology is approximately 1.2 million dollars. Our district must use these virtual contractors to provide these federally mandated services. Without competitive salaries or a desirable retirement plan, our district struggles to attract and retain these hard-to-fill positions, forcing schools to rely on costly contract services.

The incidence of disabilities is only increasing. According to the U.S. Department of Education, EdFacts Data Warehouse, in the U.S. from the 21-22 school year to the 22-23 school year, preschoolers diagnosed with a Speech Language Impairment increased by 10 percent. Preschoolers diagnosed with a developmental delay increased by 11 percent and preschoolers diagnosed with autism increased 33 percent. The needs of students aren't going away.

[4:40:31 PM](#)

CHAIR TOBIN stated that a hearing earlier in the week addressed correspondence programs and raised questions about students with intensive needs. She asked for clarification on how correspondence students with intensive needs receive services.

[4:40:52 PM](#)

MS. WARD-MASSEY clarified that she is a speech-language pathologist and not a budget expert. She relayed information from Anchorage School District Chief Financial Officer Andy Ratliff, stating that the district receives funding for intensive needs students in correspondence programs, but those funds typically do not go to the correspondence programs directly since services are delivered through neighborhood schools. She noted that correspondence students do not receive the general 20 percent special services multiplier. She added that, according to Mr. Ratliff, the funding mechanism is consistent statewide, though service delivery may vary by district.

[4:41:43 PM](#)

MR. KLAAMEYER introduced Mr. Girard, a paraprofessional in an intensive needs and resource special education classroom at Seward Middle School. He noted that the school has lacked a full-time regular teacher in that classroom for the past two years.

[4:42:03 PM](#)

JOSH GIRARD, Special Education Paraprofessional, Kenai Peninsula Educational Support Association, Seward, Alaska, testified on special education providing the following testimony:

[Original punctuation provided.]

My name is Joshua Girard. I am a paraprofessional, or Intensive Needs Special Education Aide, at Seward Middle School. I've worked in Special Education for six years now, with four years in an Intensive Needs/Behavior elementary room. I'm here today to ask you to please vote for an increase to the base student allocation.

In my school, I am currently the only full-time permanent special education educator. The other positions are filled by long-term subs and a contracted half-time special education teacher. All three will be leaving after this school year. Without an increase to the BSA, which will allow districts to create competitive wages to fill open positions, there is little chance of hiring key educators in areas with a high cost of living, such as Seward. As you are aware, many districts are operating at a severe budget deficit.

Due to these shortfalls, my daily schedule includes supporting students in four different subjects, as well as working with an intensive needs student. I have to be knowledgeable in all these courses to help assist my students with their needs, as well as keeping track of each student's work. Last semester, when we didn't have a special education teacher, I was teaching five classes with the help of a virtual SPED teacher located four hours away and a substitute with no specialized training in special ed. They were the only SPED teachers working with me and my students for almost five months. Our itinerant special education teacher was already supporting five or more schools, with several over-the-water sites, and a high caseload. They added up to eighteen more students to their caseload with our school. We had to constantly coordinate in order to meet the needs of our students,

and I was often working past contract hours to prepare work and update schedules.

We try our best to meet the needs of all students, but these students deserve access to a full-time, in-person teacher that is there long enough to get to know them, their needs, and their potential. This is not happening because we cannot find anyone to fill this position and STAY. Seward is increasingly expensive to live in, with the demand for housing far outpacing the availability. Teachers and paraprofessionals like me should be able to afford to live in the community where we work. Special Education workload is at an all-time high. We are consistently being asked to do more with less time and resources. These vacancies are only increasing the work on everyone else that is taking positions, making it unsustainable to stay. A meaningful and permanent increase to the BSA would allow our districts to address these things, getting qualified educators to come here, work here, and stay here. It's what ALL Alaskan students deserve.

[4:44:58 PM](#)

MR. KLAAMEYER introduced Ms. Kahl, an occupational therapist working with students in Juneau. He noted that over her 13 years in the district, she has observed a drastic increase in the use of contracted virtual providers, which has reduced students' access to services.

[4:45:17 PM](#)

JADA KAHL, Occupational Therapist, Juneau Education Association (JEA), Juneau, Alaska, testified on special education providing the following testimony:

[Original punctuation provided.]

My name is Jada Kahl and I work as an Occupational Therapist for the Juneau School District. In the schools, OT is a related service to special education, so all serviced students must be identified with a disability with significant sensorimotor delays along with unmet needs. An OT helps students develop, improve, and maintain the skills needed for daily activities that are essential for learning and participation such as fine motor skills, interpreting

sensory information, and even self-cares (like getting dressed or using the restroom). Required job duties include supporting students and staff. Support ranges from direct student support to school-wide or program support to indirect collaboration support. Therapists must assess, write, and update eligibility reports and Individualized Education Plans (IEPs) for every student on their caseload (mine currently sits over 40 students), write treatment encounter notes for each session (therapists average 6-10 students per day), write progress reports, attend weekly special education meetings for all covered school sites (I attend 3), attend student-specific meetings, mandatory trainings, complete modifications to assignments, and not to mention supporting students in crisis.

These past two weeks alone, I spent over 7 hours supporting a student due to an unfilled vacancy. I also spent over 3 hours in collaboration and modification of assignments for 1 student and spent time supporting a student in crisis who isn't even in my caseload. So while yes, a portion of my role is to provide direct therapy services to around 40 students, that is only part of my job duties. You see, my job is more than just a caseload number, it is a workload that is very multifaceted and can be a bit unpredictable. In order to support my students with their learning, they require access to a variety of resources. Resources including tangible objects, equipment, and space. But most importantly, our students require the resource of adequate staffing—highly trained and educated staff who are able to support their needs. Staff who have the time to work together, to collaborate, to modify assignments, to observe and provide feedback, and to support the whole student.

Understaffing is a major concern in our state, especially in my district. We have emergency certificated staff in numerous buildings, all with various levels of experience or education themselves. This year alone, we have gone through countless vacancies in regular education, special education, and related service providers alike. My own daughter has had 3 different social studies teachers just this year. JSD has gone through 3 different OTs and

continues to have vacancies among related service providers. I continue to get asked to do "just this one," or to "just take a look and let us know what you think." Who do you think suffers when staffing positions are unfilled? The student.

In the words of my daughter, "The switching, switching, switching just brings so much stress to the already stressed out teen of today." These staffing issues are not a "this year's" problem. They ARE the problem. Year after year we lose staff, and year after year our districts begin to outsource our Alaskan jobs to contractors who don't even live in our state or our communities. Why do people keep leaving? Why can't we retain the high-quality educators? Because our jobs have become unsustainable. Understaffed districts keep pushing a higher and higher caseload onto the special education teachers and related service providers, while not seeming to even consider the WORKLOAD that it takes to support the student. The workload we are asked to do with fewer and fewer resources is mind-blowing. The number of students we are asked to support continues to grow, yet the support of resources does not. Students' needs are being unmet.

So now you tell me—how are we supposed to support our students without having a cap on the workload that each educator and related service provider is asked to do? How do our students get the resources they need? And how are any of these resources possible without FUNDING? How are we supposed to attract, retain, and compensate our staff without funding? We CAN'T. I urge you to appropriately fund education, to cap caseloads by using tools such as a workload calculator, and to do better by our students. They are our future. If we continue to do what we are doing, we will continue to lose high-quality educators and fail our AK students.

[4:50:28 PM](#)

MR. KLAAMEYER stated that districts are making various efforts to address special education vacancies, including signing bonuses, tuition reimbursement, and training general education teachers for special education roles. He emphasized that these measures are not sufficient to meet the scale of the problem, noting that bonuses are often unsustainable and do little for long-term retention due to high burnout rates. He described

special education and related services recruitment and retention as the most acute challenges in education. He concluded by stressing the critical need for adequate school funding, retirement benefits, and competitive salaries to attract and retain high-quality educators for all students.

[4:52:08 PM](#)

CHAIR TOBIN thanked the testifiers for sharing their experiences.

SB 93-EARLY EDUCATION PROGRAMS

[4:52:12 PM](#)

CHAIR TOBIN announced the consideration of SENATE BILL NO. 93 "An Act relating to district-wide early education programs; and providing for an effective date."

[4:52:30 PM](#)

CHAIR TOBIN solicited the will of the committee.

[4:52:31 PM](#)

SENATOR KIEHL moved to report SB 93, work order 34-LS0430\I, from committee with individual recommendations and attached fiscal note(s).

[4:52:47 PM](#)

CHAIR TOBIN found no objection and SB 93 was reported from the Senate Education Standing Committee.

[4:53:45 PM](#)

There being no further business to come before the committee, Chair Tobin adjourned the Senate Education Standing Committee meeting at 4:53 p.m.