

ARIZONA HOUSE OF REPRESENTATIVES  
Forty-ninth Legislature – Second Regular Session

**COMMITTEE ON EDUCATION**

Minutes of Meeting  
Monday, February 1, 2010  
House Hearing Room 3 -- 2:00 p.m.

Chairman Crandall called the meeting to order at 2:22 p.m. and roll call was taken by the secretary.

**Members Present**

Mrs. Barto  
Mr. Court  
Mr. Meyer

Mr. Schapira  
Ms. Waters  
Mr. Williams

Ms. Young Wright  
Mrs. Goodale, Vice-Chairman  
Mr. Crandall, Chairman

**Members Absent**

Mr. Hendrix

**Committee Action**

HB2113 – DP (8-0-0-2)  
HB2114 – DP (8-0-0-2)  
HB2298 – DPA S/E (7-1-0-2)  
HB2350 – DP (8-0-0-2)

HB2385 – DPA (8-0-0-2)  
HB2386 – DPA (7-1-0-2)  
HB2537 – DP (9-0-0-1)

**CONSIDERATION OF BILLS**

**HB2537 – schools; ELL models; exemption – DO PASS**

**Mr. Court moved that HB2537 do pass.**

Marc Flamm, House Majority Intern, explained that HB2537 allows schools and charter schools to be exempt from the requirements of the English Language Learners (ELL) Task Force approved models for structured English immersion (SEI) if the school demonstrates to the Arizona Department of Education (ADE) that its ELLs are meeting or exceeding measurable achievement objectives (Attachment 1).

Representative David Gowan, sponsor, stated that he sponsored this bill on behalf of a school district in his district that has had a great ELL record, but the mandated form of four hours per day may lower student scores drastically. One size does not fit all so he wants to give schools the ability to choose the best programs that are available.

Daniel Fontes, Superintendent, Santa Cruz Valley Unified School District, spoke in favor of HB2537. He stated that an inequity occurs with the four-hour model in that it almost works in reverse of what was intended by the law when schools have a large population of ELL students. The school has been very successful with its current program.

Rodney Rich, Assistant Superintendent, Santa Cruz Valley Unified School District, testified in favor of HB2537. He stated that the school district is very successful with ELLs and presented its case to the ELL Task Force who recommended talking to their representative. He opined that the school district should be able to implement choice in the manner in which the children are educated.

Denise Blake, Program Director, Santa Cruz Valley Unified School District, spoke in favor of HB2537. She reviewed a handout containing ELL data for the school district (Attachments 2 and 3), noting that the ELL program is so successful because of a model that is designed with respect to research in ELL, staff development for new teachers, ongoing teachers and administration, and accountability.

Chairman Crandall commented that he met with John Stoller and Art Harding from ADE and Mr. Stoller was very complimentary about the school district and its practices, although both have some concerns about the bill. He opined that school districts achieving at a high rate deserve to have some flexibility.

Art Harding, Legislative Liaison, Arizona Department of Education (ADE), neutral on HB2537, stated that he looks forward to working on some language in the bill. For example, Annual Measurable Achievement Objective (AMAO) is a district-level measurement that does not measure what is going on in schools, so another measurement can be used to reach the same realization that a school is performing very well with ELL students.

Mr. Schapira asked about exemptions in current law and approved alternate models.

John Stoller, Associate Superintendent for Accountability, Arizona Department of Education (ADE), related alternate models to the four-hour model:

- Landlocked school situation where a small school may have one room for each grade level with a mixture of ELLs and non-ELLs, making it difficult to separate the two.
- When 20 or fewer ELLs are in a three grade level span, an individual language learner plan (ILLP) can be used where the students can be in a mainstream classroom.
- If a student is intermediate on his/her proficiency level and passes the reading/writing portion of the Arizona English Language Learner Assessment (AZELLA), the four hours can be reduced to three or two hours depending on whether one or both sections of the segment is passed.
- High school students on track for graduation at an intermediate or basic level can reduce the number of hours in the program so the student can matriculate through the curriculum and graduate.
- Using the reading period at any level as a content period where the instruction is driven by the English language proficiency standards, but the content used to teach English language skills can be content like social studies, math and English.

Mr. Stoller stated that school districts cannot do something on their own but are supposed to live within the basics of the alternate models, which are approved by the ELL Task Force.

Mr. Schapira expressed concern about students falling behind if schools currently using the alternative ILLP model meet the criteria in this bill and are exempted from the four-hour model, but stop using ILLPs.

Mr. Crandall surmised that conversations will take place if the bill passes out of the Committee and encouraged Mr. Schapira to work with the sponsor.

In response to questions, Mr. Stoller advised that the highest reclassification rate on average is K-5; it drops in grades 6 to 8 and drops even further in grades 9 to 12 when the concept of four-hours devoted to language instruction is very different implementation-wise. If this bill passes, with AMAO Criteria 1, 57 percent of school districts and charter schools will be exempt from the requirements of the ELL Task Force approved models. Under Criteria 2, moving from district-level to school-based criteria, 97 percent of school districts and charter schools will meet Criteria 2.

Mr. Stoller stated that when he started working at ADE, Superintendent Tom Horne asked him to contact the Santa Cruz Valley School District because of its wonderful reclassification rates and Arizona's Instrument to Measure Standards (AIMS) performance to see what the school district is doing. When he told Superintendent Horne what the school district does, he asked him to write to the ELL Task Force and request the following criteria as an alternate model, maintaining four hours of instruction for the students:

- 60 percent performance pass rate on AIMS in reading
- 30 percent reclassification rate

He said the Task Force would not accept that as an alternate model so ADE is sensitive to looking at alternatives because a number of varying situations can occur with school districts. ADE is willing to meet with stakeholders to work on problems with the bill:

- The bill mixes district and school criteria, but it should be school-based.
- If the bill passes, Proposition 203 requires SEI instruction students to be grouped according to proficiency level and requires those students to remain with students of similar proficiency levels until they become proficient in English and can handle the curriculum in the mainstream classroom.

Chairman Crandall asked Representative Gowan to continue to work with ADE.

Representative Gowan stated that an agreement was made to hold a stakeholder meeting, but he hopes the Committee will pass the bill. He invited Mr. Schapira to attend, noting that amendments can be made in Committee of the Whole, if necessary.

Vice-Chairman Goodale announced the names of those who signed up in support of HB2537 but did not speak:

Beth Sauer, Government Relations Analyst, Arizona School Boards Association

Charles Essigs, Director of Government Relations, Arizona Association of School Business Officials

Sam Polito, representing Tucson Area School Districts  
Jennifer Loreda, Arizona Education Association

Vice-Chairman Goodale announced the names of those who signed up as neutral on HB2537 but did not speak:

Jim Dicello, CPA, representing self

**Question was called on the motion that HB2537 do pass. The motion carried by a roll call vote of 9-0-0-1 (Attachment 4).**

**HB2113 – provisional community colleges; property transfer – DO PASS**

**Vice-Chairman Goodale moved that HB2113 do pass.**

Zach Tretton, Majority Research Analyst, explained that HB2113 authorizes a county that received real property from the former State Board of Directors for Community Colleges to transfer title to that property to a provisional community college district before January 1, 2013 (Attachment 5).

Representative Bill Konopnicki, sponsor, stated that Gila Community College assets are currently held in the name of Gila County; this bill allows the county to transfer those assets to the district.

Patricia Burke, Campus Dean, Gila Community College, spoke in support of HB2113. She conveyed that this bill will show Gila County's commitment to having a community college in Gila County and provide the foundation for further growth using real estate that will now be in the hands of Gila Community College.

Bernie Kniffin, Vice President/Member, Gila Community College Governing Board; San Carlos Apache Tribal Member, spoke in support of HB2113. She stated that Gila Community College provides post-secondary educational opportunities to tribal members who are embracing this opportunity. The transfer of property from Gila County to the college is a critical component to ensure college opportunities for all of Gila County now and in the future and will strengthen the infrastructure of the newly-created college district. It will not cost anything to the state or taxpayers of Gila County.

Vice-Chairman Goodale announced the names of those who signed up in support of HB2113 but did not speak:

Kristen Boilini, Lobbyist, Northland Pioneer College; Cochise Community College

Alisa Lyons, Arizona Community College Presidents' Council

Armida Bittner, Member, Gila Community College Governing Board

**Question was called on the motion that HB2113 do pass. The motion carried by a roll call vote of 8-0-0-2 (Attachment 6).**

## **HB2114 – provisional community college districts; bonding – DO PASS**

**Vice-Chairman Goodale moved that HB2114 do pass.**

Zach Tretton, Majority Research Analyst, explained that HB2114 authorizes a provisional community college district to issue bonds for capital outlay purposes (Attachment 7). When asked what a provisional community college does now to build a facility, he advised that the only current option is to request a legislative appropriation.

Representative Bill Konopnicki, sponsor, stated that some campuses are currently at capacity. A vote of the people will be necessary, but this bill will allow districts to be able to build a campus.

Patricia Burke, Campus Dean, Gila Community College, spoke in favor of HB2114. She said provisional status currently only allows three revenue streams for a community college: county property tax levy, tuition and aid reimbursement from state enrollment. Due to budget constraints, tuition was increased by 40 percent, administrative staff took furloughs by reducing to a four-day work week and approval for a secondary tax levy will be on the ballot in the November 2010 election. Allowing the college to move forward with this bonding capacity will help make the financial challenges in Gila County more manageable.

Armida Bittner, Member, Gila Community College Governing Board, spoke in support of HB2114. She stated that the citizens of Gila County are committed to the community college, which is at capacity. People from Maricopa County are in the nursing program because they can be admitted and it is cheaper. The college wants to give voters in Graham County the opportunity to allow for bonding capacity so it can continue its excellent programs.

Vice-Chairman Goodale announced the names of those who signed up in support of HB2114 but did not speak:

Alisa Lyons, Arizona Community College Presidents' Council

Kristen Boilini, Lobbyist, Northland Pioneer College; Cochise Community College

Bernie Kniffin, Vice President/Member, Gila Community College Governing Board

**Question was called on the motion that HB2114 do pass. The motion carried by a roll call vote of 8-0-0-2 (Attachment 8).**

## **HB2350 – purple heart recipients; tuition waiver – DO PASS**

**Vice-Chairman Goodale moved that HB2350 do pass.**

Christa Powers, Majority Staff Intern, explained that HB2350 requires the Arizona Board of Regents or a community college district, after verification from the Arizona Department of Veterans' Services (DVS), to provide Purple Heart citation recipients with a tuition waiver scholarship at any university or community college under their jurisdiction (Attachment 9).

Representative Frank Antenori, sponsor, related that he sponsored this bill at the request of a constituent who is a Purple Heart recipient, 100 percent service-connected disabled from injuries sustained in combat in Iraq. Congress gave members who qualify for the new Post-9/11 Government Issue (GI) bill the ability to transfer the benefit to a family member if the individual

does not use the benefit. A gentleman from Tucson who lost both legs and an arm will be able to qualify for this bill and attend a university tuition-free, and help his family by transferring his post-9/11 GI bill benefit to his wife or one of his children.

Mr. Court asked about a fiscal note since this is an unfunded mandate to the universities. Representative Antenori responded that the Arizona Board of Regents (ABOR) could absorb the cost since only a few hundred individuals will qualify, although if the war continues, the number may rise. Most universities already offer 70 percent discounted tuition for university employees, and the State of Arizona offers a tuition discount and scholarship for students who earn a B or higher grade in school, so he hopes ABOR would agree that someone with such severe injuries deserves this. A fiscal note could be requested but Dave Hampton from the DVS estimates that only a few hundred individuals will be eligible.

In response to a question, Representative Antenori clarified that the post-9/11 GI bill is a single benefit that can only be transferred to one family member, spouse or child.

David Alegria, representing self, Tucson, spoke in support of HB2350. He testified that he is a lifetime member of the Military Order of Purple Heart and Disabled American Veterans. This bill applies to veterans injured in combat with at least 50 percent disability, which means the person's wounds are extremely severe and the effects of those wounds are permanent. He described the emotional and physical trauma of receiving such injuries. He added that about 100,000 school faculty staff, children and spouses at universities and community colleges are eligible for tuition discounts compared to the 300 or 400 veterans that will be eligible under this bill, and not all of those will apply for the benefit.

Vice-Chairman Goodale announced the names of those who signed up in support of HB2350 but did not speak:

Ramon Garcia, representing self

Vice-Chairman Goodale announced the names of those who signed up as neutral on HB2350 but did not speak:

David Hampton, PIO, Arizona Department of Veterans' Services

Christine Thompson, Assistant Executive Director for Government Affairs, Arizona Board of Regents

**Question was called on the motion that HB2350 do pass. The motion carried by a roll call vote of 8-0-0-2 (Attachment 10).**

**HB2298 – teacher certification; preparation providers – DO PASS AMENDED S/E**  
**S/E: same subject**

**Vice-Chairman Goodale moved that HB2298 do pass.**

**Vice-Chairman Goodale moved that the nine-page Crandall S/E amendment to HB2298 dated 1/28/10 (Attachment 11) be adopted.**

Marc Flamm, House Majority Intern, explained that the S/E amendment to HB2298 requires the State Board of Education to allow a variety of teacher preparation program providers to offer a variety of preparation models and courses of study (Attachment 12).

Representative John McComish, sponsor, indicated that mid-career professionals bring a breadth of content knowledge and experience to the classroom, particularly in specialized areas such as science and math. Good teachers are needed, and if mid-career professionals will be good teachers, a path should be provided to allow that. The term *alternative* does not mean diminished expectation, just that the format can be different, so the S/E amendment provides more flexibility in how individuals are trained. It does not supersede the State Board of Education's (SBE) authority to oversee teacher certification, but clarifies and supports the direction the SBE already indicated it is headed. The Arizona Department of Education (ADE) has a concern, as well as John Mangum, which he is willing to address.

Chairman Crandall introduced Mark Anderson, former Chairman of the Education Committee, who was in the audience.

Karla Phillips, Education Policy Advisor, Governor's Office, indicated that Governor Jan Brewer is in support of the S/E amendment, and in the State of the State address the Governor requested that the search for qualified teachers be expanded and not limited to the traditional colleges of education. Ms. Phillips related that the Governor believes the S/E amendment provides the SBE with the rulemaking authority it needs to address any outstanding issues, yet serves as a clear statement for support for alternative certification.

Vince Yanez, Executive Director, State Board of Education (SBE), neutral on the S/E amendment, stated that a proposed rule the SBE initiated the previous week is very much in line with the S/E amendment. It will create a streamlined approval process for organizations seeking approval as alternative teacher preparation programs and make changes to the intern certificate used by people in alternative programs. In response to questions, he related the following:

- The intern certificate is used in existing alternative programs. It means that the person is in the process of completing field experience and requires some supervision and coaching.
- Teach for America is not an alternative provider; it is the largest user of the alternative program through Arizona State University, and those students have an intern certificate.
- Language from Title 15 relating to teacher certification requirements is enumerated in the S/E amendment.
- Intern certificates are not renewed; students who complete the alternative program and field experience qualify for a regular certificate, which requires continuing education.
- Certification is required to teach in traditional public schools but not charter schools.

Jennifer Loreda, Arizona Education Association, opposed the S/E amendment. She submitted that issues dealing with certification should be under the purview of the SBE, which moved nearly identical language through its rule process, so it is now moving through normal channels; this S/E amendment says the SBE must do this.

John Mangum, Arizona Private Schools Association, opposed the S/E amendment. He expressed concern that the language on page 3 referring to *private businesses, universities and colleges*

does not include universities certified and licensed by the Board of Post-Secondary Education, so he would like to substitute language so all of those entities will be qualified. Also, regarding the wording *private businesses*, all schools licensed by the SBE are required to meet certain requirements, financial and otherwise. One of the items a student receives the benefit of is a tuition recovery fund in the event a student pays tuition to attend school but something happens, which is different than just certifying students, so that is a concern.

Vice-Chairman Goodale announced the names of those who signed up in support of the S/E amendment to HB2298 but did not speak:

Beth Sauer, Government Relations Analyst, Arizona School Boards Association

Sydney Hay, A Plus Arizona - Every Child Can Learn

Becky Hill, ABCTE

Vice-Chairman Goodale announced the names of those who signed up as neutral on the S/E amendment to HB2298 but did not speak:

Art Harding, Legislative Liaison, Arizona Department of Education

**Question was called on the motion that the nine-page Crandall S/E amendment to HB2298 dated 1/28/10 (Attachment 11) be adopted. The motion carried.**

**Vice-Chairman Goodale moved that HB2298 as amended do pass. The motion carried by a roll call vote of 7-1-0-2 (Attachment 13).**

### **HB2385 – schools; ADM calculation – DO PASS AMENDED**

**Vice-Chairman Goodale moved that HB2385 do pass.**

**Vice-Chairman Goodale moved that the Crandall three-line amendment to HB2385 dated 1/28/10 (Attachment 14) be adopted.**

Zach Tretton, Majority Research Analyst, explained that HB2385 deletes the definition and statutory references of *average daily attendance* and modifies the definition of *average daily membership* (ADM) as the total enrollment of the fractional students and full-time students who are enrolled on the 30<sup>th</sup>, 60<sup>th</sup> and 90<sup>th</sup> days in session, divided by three (Attachment 15). The amendment further modifies the definition of ADM by including a fourth date to find out the students who are enrolled on the 120<sup>th</sup> day of session divided by four instead of three (Attachment 14).

Representative Tom Boone, sponsor, stated that the intent of this bill is to make the process of resolving ADM counts simpler, and hopefully, more cost-effective, eliminating the bureaucracies involved in administrative processes, procedures and people at the school level and the state level, by moving from the 100<sup>th</sup> day count to the 30<sup>th</sup>, 60<sup>th</sup>, 90<sup>th</sup> and 120<sup>th</sup> days of session divided by four to obtain an average. This will be helpful to school districts in setting budgets. He said language stating that *withdrawal* includes students withdrawn from schools and students absent for 10 consecutive school days needs to be reinserted. After some discussion, he indicated that he will offer an amendment in the Appropriations Committee.

Justin Olson, Senior Research Analyst, Arizona Tax Research Association (ATRA), opposed HB2385. He stated that the bill removes one of the checks and balances to ensure that the state funds students who are actually at the school district by repealing the requirement that a school district consider a student withdrawn if the student does not attend for 10 consecutive days. Reinserting the language is a step in the right direction, but if the ADE is no longer looking at attendance, how that requirement will be enforced will have to be discussed with ADE. If there is some confirmation that a student is enrolled, ATRA will agree to funding a student based solely on enrollment as long as the student is only funded at one school district.

Charles Essigs, Director of Government Relations, Arizona Association of School Business Officials, spoke in support of HB2385. He advised that New Mexico has a system similar to this, reporting on the 40<sup>th</sup>, 80<sup>th</sup> and 120<sup>th</sup> days, which has worked well. One thing to consider is that the federal government is moving toward tying staffing to students under Race to the Top and other programs. Arizona's current system is very frustrating and it takes a disproportionate amount of time for school districts to receive counts. A representative in New Mexico said one-and-a-half weeks after the count is taken for each reporting date, school districts receive a final, accurate report from the state. This would be a big improvement, save a lot of money and result in more accurate information that people could understand and obtain in a timely manner.

Mr. Meyer asked if the count on the 120<sup>th</sup> day conflicts with contracts for teachers and setting up budgets. Mr. Essigs replied in the negative, noting that it is currently the 100<sup>th</sup> day. With this bill and amendment, three of the count days would already be in place so 75 percent of what the count is based on will already be completed and verified for accuracy, so schools will only be estimating what has changed on the 120<sup>th</sup> day, which is only 25 percent and should be better.

Mr. Boone advised that the 120<sup>th</sup> day was added because some people would like to see the count done longer into the school year. Even at 120 days, accurate budgets will be available to set staffing for the next year much sooner, and it will be more accurate. He reiterated the intent to reinstate language regarding withdrawals in the Appropriations Committee. He added that the bill does not require attendance to be kept, but surmised that school districts will continue to do so, but will not have to reconcile attendance with the state, etc., which is the bureaucratic, administrative piece that will be reduced significantly.

Mr. Meyer asked if counting of on-line students is addressed, which Representative Boone indicated he would be glad to work on, as well as some technical issues raised by the ADE.

Vice-Chairman Goodale announced the names of those who signed up in support of HB2385 but did not speak:

Jim Dicello, CPA, Deer Valley School District; Glendale Elementary School District.

Beth Sauer, Government Relations Analyst, Arizona School Boards Association

Sam Polito, representing Tucson Area School Districts

Jennifer Loreda, Arizona Education Association

Bobette Tomerlin, Payson; EFRG

Morgan Day, representing Education Finance Reform Group

John Kaites, representing Education Finance Reform Group

Vice-Chairman Goodale announced the names of those who signed up in opposition to HB2385 but did not speak:

Steve Voeller, President, Arizona Free Enterprise Club

**Question was called on the motion that the Crandall three-line amendment to HB2385 dated 1/28/10 (Attachment 14) be adopted. The motion carried.**

**Vice-Chairman Goodale moved that HB2385 as amended do pass. The motion carried by a roll call vote of 8-0-0-2 (Attachment 16).**

**HB2386 – school district override elections – DO PASS AMENDED**

**Vice-Chairman Goodale moved that HB2386 do pass.**

**Vice-Chairman Goodale moved that the Crandall three-page amendment to HB2386 dated 1/27/10 (Attachment 17) be adopted.**

Zach Tretton, Majority Research Analyst, explained that HB2386 makes various changes and clarifications to school district budget override statutes (Attachment 18). The amendment removes the following (Attachment 17):

- a school district's ability to conduct an additional override in March 2011
- the requirement for a separate, special programs budget
- the ability of a district to carry forward 50 percent of the unspent proceeds of a special program override

Representative Tom Boone, sponsor, stated that legislation was passed last year (HB2011) to authorize 50 percent overrides; the intent of HB2386 is to clarify issues in last year's legislation raised by councils that issue opinions on elections. The reference to the March 2011 election was new policy that is being removed with the amendment because it is not the intent to extend the policy, only to clarify technical issues. In response to questions, he related that last year's legislation contained an exception for a one-time March 2010 election. With the amendment, future elections will be held in November as was done prior to last year's legislation.

Jay Kaprosy, Senior Government Relations Advisor, Arizona Charter Schools Association, spoke in opposition to HB2386. He submitted that bills allowing for continued or expanded use of bonds and overrides exacerbate student inequities. He expressed the hope that the Legislature will look at wholesale school finance reform.

Justin Olson, Senior Research Analyst, Arizona Tax Research Association (ATRA), opposed HB2386. He noted that he opposed last year's bill because of the inequities that exist when overrides are expanded, and this bill expands overrides even further; therefore, he opposes this increase in property tax. He referenced the following:

- Overrides that passed previously were subject to a limit based on student count between kindergarten and eighth grade, but overrides that pass in the future base the limit of the override on the student from kindergarten to grade 12 (page 15 of the bill). Making overrides that passed previously subject to the new reforms expands inequities and increases a property tax on certain taxpayers that approved a property tax based on a certain limit that is now being increased.

- According to last year's legislation, 17 percent overrides would only be in place until expiration of the previously approved K-3 override, so if an elementary school district had a K-3 override for seven years in place from five years previously, it would only have two years to implement the temporary 17 percent override. HB2386 strikes that reform and says any 17 percent overrides that pass in March 2010 will be in place for five years and taper down for the sixth and seventh years (page 16 of the bill), which is an expansion of overrides and inequities.

Chairman Crandall asked if any districts passed the 17 percent override. Mr. Olson responded that the first chance will be in March 2010, and several districts already called that election.

Representative Boone stated that he talked to Mr. Olson before the meeting, and the intent is not to expand or change last year's legislation, so if Mr. Olson's concerns are valid, he is willing to make changes in the Appropriations Committee meeting. Also, the amendment eliminates an expansion, which is the March 2011 election.

Vice-Chairman Goodale announced the names of those who signed up in support of HB2386 but did not speak:

Beth Sauer, Government Relations Analyst, Arizona School Boards Association

Charles Essigs, Director of Government Relations, Arizona Association of School Business Officials

Sam Polito, representing Tucson Area School Districts

Jen Sweeney, Government Affairs Director, Arizona Association of Counties

Becky Hill, representing Scottsdale Unified

Vice-Chairman Goodale announced the names of those who signed up in opposition to HB2386 but did not speak:

Steve Voeller, President, Arizona Free Enterprise Club

**Question was called on the motion that the Crandall three-page amendment to HB2386 dated 1/27/10 (Attachment 17) be adopted. The motion carried.**

**Vice-Chairman Goodale moved that HB2386 as amended do pass. The motion carried by a roll call vote of 7-1-0-2 (Attachment 19).**

Without objection, the meeting adjourned at 4:55 p.m.

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Linda Taylor, Committee Secretary  
February 8, 2010

(Original minutes, attachments and audio on file in the Chief Clerk's Office; video archives available at <http://www.azleg.gov>)