

MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Tuesday, March 22, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: Marilyn Whitney, Governor's Office; Phil Homer, Helen Price, Idaho Association of School Administrators; Robin Nettinga, Matt Compton, Idaho Education Association; Jodie Mills, Caldwell School District; Tim Hill, Jeff Church, State Department of Education; Dwight Johnson, Amy Lorenzo, Steve Rayborn, Idaho Career-Technical Education; Jess Harrison, Idaho School Boards Association

Chairman DeMordaunt called the meeting to order at 9:00 a.m.

MOTION: **Rep. Mendive** made a motion to approve the minutes of March 10, 2016. **Motion carried by voice vote.**

MOTION: **Rep. Mendive** made a motion to approve the minutes of March 11, 2016. **Motion carried by voice vote.**

H 627: **Rep. VanOrden** spoke to **H 627**. She explained that the bill concerning leadership premiums passed in a previous legislative session was intended to be a supplement for teachers, given as a bonus for special duties requested by the district outside of a teacher's contract hours, and for teachers in positions which are difficult to fill. A State Department of Education Report found some districts are giving leadership premiums to every teacher, said Rep. VanOrden. Although leadership premiums of \$1200 was discussed in previous legislative sessions, it was reduced to \$850, so districts could give premiums to more teachers, but the intent was not for districts to give them to all their teachers, she said.

H 627 raises the minimum amount for leadership premiums to \$900, said **Rep. VanOrden**, and requires the school districts to provide a description of the other leadership duties designated by the board of trustees, as provided in subsection (1) (h), as well as the number of the premiums awarded per leadership activity as identified in subsection (1) (a) through (h).

In response to questions from the committee, **Rep. VanOrden** said the \$900 is the minimum a district can award a teacher, regardless of part-time or full-time status. **H 627** raises the minimum amount for leadership premiums, and legislation was passed last year regarding the career ladder, in order to prevent districts from giving premiums to as many teachers as possible, said Rep. VanOrden. Many districts followed the intent of the law, she added, but some did not. Some districts did not understand the intent of the law, she said. By raising the amount to \$900, there will not be enough money allocated to give every teacher a leadership premium.

Robin Nettinga, Idaho Education Association, spoke in opposition to **H 627**. She said agreement was reached on career ladder legislation, after enough money was appropriated for every teacher to be eligible for a leadership premium. The amount of \$900 makes it impossible for every teacher to receive a leadership premium, she said. In addition, said Ms. Nettinga, positions which are difficult to fill are addressed in several parts of Idaho Code, and career-technical educators do not need to be specifically named. The positions with shortages may not be the same in the future, and this part of Idaho Code should be kept general.

Ms. Nettinga said there are many other teaching areas with shortages, not just career-technical positions (See Attachments 1 and 2). By singling out one teaching area in Idaho Code, unnecessary frustration and resentment may be created, and the Idaho Education Association believes the Department of Education Report is not an accurate portrayal, she said. Ms. Nettinga suggested the committee send **H 627** to General Orders to delete lines referencing career-technical education positions.

In response to questions from the committee, **Ms. Nettinga** said several duties qualify teachers for a leadership premium, such as being a mentor, being a department head, and writing curriculum. The Department of Education Report did not say why teachers earned leadership premiums, she added. Teachers were assured each had the opportunity to earn a leadership premium, said Ms. Nettinga, and by raising the premium to \$900, some teachers will not be eligible for a leadership premium, no matter what they do, because there is not enough money. Even in districts where every teacher received a leadership premium, said Ms. Nettinga, the districts may have supplemented them with their own money.

Jodie Mills, Caldwell School District, spoke to **H 627**. She said the Caldwell School District is distributing leadership premiums the way the legislature intended them to be distributed. For the last two years, she said, a committee was formed of 12 individuals, from elementary and secondary schools, board members, and district officers. The committee created a flow chart of leadership premiums which reflect an amount of \$21 dollars an hour for stipend work. The work must be done outside of teachers' contracted hours. The committee evaluated leadership premiums to insure they align with district goals and priorities, said Ms. Mills. The Caldwell School District tends to lose teachers to surrounding school districts, said Ms. Mills, so mentor duties were identified as a priority, as well as curriculum development and assessment. The district has the most shortages in history, science, special education, and IT, she said, and the leadership of each building is given latitude to award leadership premiums. In the Caldwell School District, said Ms. Mills, teachers were paid leadership premiums at a minimum of \$850 for work done outside of their contracts. The district awarded 303 premiums, she said.

In response to questions from the committee, **Ms. Mills** said the effect of leadership premiums funding in the Caldwell School District has been to increase the number of employees accepting leadership premiums, a positive impact on classrooms, and a new teacher mentor program which is bringing in and retaining more teachers. Because the average premium in the Caldwell District is \$950, raising the amount in Idaho Code will not impact the Caldwell District much, she said.

MOTION:

Rep. Clow made a motion to send **H 627** to the floor with a **DO PASS** recommendation.

Rep. Clow commented the intent of the leadership premium legislation was to give school districts funds to offer premiums to teachers for future responsibilities, not to be a reward for past activities. He said he supports moving the minimum to \$900, because the premiums are not meant to be given to all teachers, and because he wants to make sure the money is used to focus on areas of future need.

Rep. VanOrden said the legislature is always asking for accountability. The reason for listing career-technical position was not to identify those positions as more important, but because superintendents were unclear about whether leadership premiums could be used for teaching positions other than core classes.

Rep. Harris said he thought the reference to career-technical education programs in §33-1004J (e) should be deleted, but he supported the motion.

Rep. Rubel said she thought the language clarifying the minimum is regardless of an employee's part-time or full-time status was a good addition, and she agrees the goal is for leadership premiums to not be given to all teachers, but the legislature should be open to the possibility all teachers could deserve a leadership premium.

Rep. McDonald spoke in support of **H 627**. He said the state police has a similar program, but is not given enough for everyone to receive the bonus. Out of thirty employees, only two or three receive one, he added.

Motion carried by voice vote. Reps. Kloc, Pence and Rubel requested they be recorded as voting **NAY**. **Rep. VanOrden** will sponsor the bill on the floor.

VOTE ON MOTION:

H 630:

Rep. VanOrden spoke to **H 630**. The bill recognizes specialist certificates of career-technical instructors on the career ladder, she said. Many career-technical programs in the state are shut down because of lack of teachers, said Rep. VanOrden, such as agriculture and auto mechanic programs. **H 630** will help schools be able to attract career-technical teachers.

In response to questions from the committee, **Rep. VanOrden** said the primary goal of **H 630** is to help schools fill and retain teachers in positions which are difficult to fill.

Rep. Clow spoke in support of **H 630**. He said the bill creates consistency across the career ladder. Currently, people with many years of experience in a career-technical field must start on the first year and level of the career ladder.

In response to questions from the committee, **Tim Hill**, State Department of Insurance, said as the bill is written, there is no requirement schools use state funding as intended. There is also no requirement schools use funding as intended in the career ladder legislation, he added.

Rep. VanOrden said she felt sure districts will use the money for those career-technical education teachers, as those positions are difficult to fill.

Matt Compton spoke in support of **H 630**. He said he hopes the additional \$3,000 is meant for standard occupational certificate holders, and not those holding limited occupational specialist certificates. According to the Idaho Professional-Technical Website, said Mr. Compton, an individual may earn a Standard Occupational Specialist Certificate must also have completed some coursework in the pedagogy of teaching. **H 630** recognizes a specific type of position in Idaho Code, he added, which could be problematic if school districts' needs change in the future. The I.E.A. appreciates the committee's desire to ensure that school districts have the tools they need to recruit and retain career-technical education teachers, said Mr. Compton. The I.E.A. supports the ideas outlined in **H 630**, he said, and wants to be sure districts have the financial means to employ teaching staff in all programs. The I.E.A. also appreciates that under the additional language in this bill, the decisions regarding distribution of these funds will take place through the negotiations process in place at the district level, said Mr. Compton. Mr. Compton said the I.E.A. will urge the interim committee studying public school funding formula to scrutinize all areas of funding, including the policy outlined in **H 630**, to yield the best possible outcomes for students and teachers in Idaho.

Rob Winslow, Idaho Association of School Administrators, spoke **in support** of **H 630**. He said his district is in need of staff with these career-technical certificates.

MOTION: **Rep. Kloc** made a motion to send **H 630** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. VanOrden** will sponsor the bill on the floor.

H 477aaS: **Chairman DeMordaunt** asked **Rep. Kerby** to review the Senate amendments to **H 477aaS**, which would be on the floor for the House to concur.

Rep. Kerby said the first amendment made it possible for students of all schools involved with post-secondary scholarships to receive them. Because private schools are more expensive, he said, the amounts are \$1,000 for ten credits, \$2,000 for 20 credits, and \$4,000 for 40 credits earned during high school. The second change allows scholarship funding to come from many entities, instead of just those foundations and organizations which have contributed in the past.

In response to questions from the committee, **Rep. Kerby** said he believes matching funds can come from any foundations or businesses, except for foundations associated with the institution of higher learning.

ADJOURN: There being no further business to come before the committee, the meeting was adjourned at 10:10 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary