

**MINUTES OF THE
JOINT PUBLIC EDUCATION APPROPRIATIONS SUBCOMMITTEE
WEDNESDAY, JANUARY 25, 2006
Room W125, West Office Building, State Capitol Complex**

Members Present: Sen. Howard Stephenson, Co-Chair
Rep. Gordon E. Snow, Co-Chair
Sen. Beverly Evans
Sen. Karen Hale
Rep. J. Stuart Adams
Rep. Ron Bigelow
Rep. Duane E. Bourdeaux
Rep. LaVar Christensen
Rep. Tim M. Cosgrove
Rep. James A. Ferrin
Rep. Julie Fisher
Rep. Karen W. Morgan
Rep. Stephen H. Urquhart

Members Excused: Pres. John Valentine

Members Absent: Rep. Greg Hughes

Staff Present: R. Michael Kjar, Legislative Fiscal Analyst
Ben Leishman, Legislative Fiscal Analyst
Cherie Schmidt, Secretary

Public Speakers Present: Dr. Patti Harrington, Superintendent USOE
Nicole Paulson, Math Specialist USOE
Nedra Call, Assistant Superintendent, Nebo School District
Alex Judd, 4th Grade Teacher, Nebo School District
Brett Moulding, Director, Curriculum and Instruction, USOE
JoEllen Killpack, Assessment and Evaluation Specialist, SLC District
Mary Kay Kirkland, Assistant Superintendent, Box Elder District
Bruce Williams, Business Administrator, Davis School District

A list of visitors and a copy of handouts are filed with the committee minutes.

Committee Co-Chair Stephenson called the meeting to order at 2:25 p.m.

1. Approval of Minutes - The minutes were not approved because attendance at this time in the meeting did not constitute a quorum.

2. Utah State Board of Education Priorities - Superintendent Patti Harrington -
Dr. Harrington provided a handout to the Committee detailing the Utah State Board of Education Funding Request Priorities. The priorities include the following:

- High Performance of all students
- Standards-based education
- Quality teachers, staff, and administrators
- Achievement of students with learning challenges
- Partnerships with family, community, industry, and higher education
- Safe schools and healthy students
- Maximum value of education resources

Key Funding for Increased Performance includes the following:

- Grades 4-6 Math Initiative
- Utah Basic Skills Competency Test (UBSCT) Remediation
- Grades K-3 Reading Continuation and \$2.5 million in ongoing funds

Nicole Paulson, Math Specialist USOE, spoke regarding the need for and the significance of the 4-6 Grade Math Initiative. Ms. Paulson elaborated on each of the following that are included in this math initiative:

- Professional development to significantly increase math content knowledge of teachers in grades 4-6
- Interventions for students who struggle (mostly after school in nature)
- Early diagnosis and ongoing assessment to inform instruction
- Success of programs judged based on core test results in math

Ms. Paulson indicated that it is recommended that funding formulas for the Math Initiative will be based upon the number of 4th, 5th, and 6th grade teachers in each district as well as each school's enrollment of 4th, 5th, and 6th grade students. The district would then work with content experts in mathematics to formulate a plan for ongoing professional development to build mathematical-content knowledge for all 4th, 5th, and 6th grade teachers. This would lead to elementary teachers receiving an elementary math endorsement. Districts would also provide an annual report of the Professional Development Program including data specific to student performance on the CRT and the nature and frequency of classroom assessment that are used in mathematical instruction. Individual schools in consultation with their districts would formulate a plan for an intervention program supported by educational research.

Nedra Call, Assistant Superintendent of the Nebo School District, also spoke in support of the 4-6 Grade Math Initiative. Ms. Call stated that the National Council of Teachers of Mathematics has the following six principles of school mathematics:

1. Equality
2. Curriculum
3. Teaching
4. Learning
5. Assessment
6. Technology

Ms. Call further stated that good to great staff development in the schools will allow teachers to enhance students' understanding, will enhance their learning, and will enhance their ability to maintain what they need to know to be successful as they prepare to enter their chosen professions.

Alex Judd, Fourth Grade Teacher in the Nebo School District, also spoke in favor of the 4-6 Grade Math Initiative. He stated that students need teachers who have a greater understanding of mathematical content. Professional Development classes provide substance, support, and expertise necessary to improve student learning.

Dr. Harrington introduced the next building block request--UBSCT Remediation. The Remediation includes the following:

- Support for students who struggle to pass the UBSCT, beginning in the summer prior to their senior year
- Required participation in remediation in order to earn a diploma, even if they ultimately cannot pass the UBSCT
- Provide systemic intervention through district and charter schools

Brett Moulding, Director of Curriculum and Instruction USOE, discussed the UBSCT Remediation and provided a handout detailing those states that provide state funding to support exit exam preparation and remediation. Another handout entitled "Support for Closing the UBSCT Achievement Gap and Raising Student Achievement" was also given to the Committee members. Mr. Moulding stated that the Board has asked for and has received funds for early grade literacy. This year they have requested funding for the 4-6 mathematics initiative. It is their expectation that these two initiatives will significantly reduce and eventually eliminate the need for funding of UBSCT remediation in the future. Specifically, funding is needed to support schools in implementing programs that have high potential for success, are locally controlled,

integrated into the existing high school education systems, and are accountable for success of all students on the UBSCT.

Discussion from Committee members centered around diagnostic tools that are now in place for remediation and intervention that address students' academic needs and the recommended formula that would be used for the determination of this funding request. Mr. Moulding explained that the recommendation is for individual high schools, in consultation with their districts, to formulate a plan for remediation and intervention that will address students' academic needs, leverage existing resources, and provide for a communication system to parents, teachers, and students regarding preparation information prior to each UBSCT administration. He further explained that funding requests be based upon each high school's 10th grade enrollment plus an adjustment to provide additional funding to the schools with higher levels of poverty.

The Proposed Funding formula is for \$6,100,000 for FY 2007 and subsequent annual decreases of \$1,000,000 for four years. Specific details of this proposal are included in the handout.

The next building block discussed was the K-3 Reading. Dr. Harrington explained that \$13.5 million funding last year was ongoing and \$2.5 million was one-time funding. Local matches were made against \$15 million not \$13.5 million. The funding request is for a continuation of K-3 Reading with \$2.5 million in ongoing funds. JoEllen Killpack, Assessment and Evaluation Specialist for the Salt Lake School District, spoke to the issue of this building block. With the help of state, federal, and district funding, Salt Lake classrooms have been impacted by Literacy Coaching. In 2004-05, effective district literacy coaches facilitated the following:

- Collaborative coaching cycles
- Grade level and cross grade level discussions
- District wide professional development days with kindergarten and third grade teachers
- Coaching around targeted student interventions

The goal is for all students to be reading on grade level by the end of grade three. A handout was provided to the Committee detailing strategies used by the coaches to achieve this goal.

Dr. Harrington further addressed the issue of the building block Board Resolution Supporting Full-Day Kindergarten. Board resolution supporting full-day kindergarten includes the following:

- Pilot programs in Salt Lake and Box Elder Districts showed marked gains in abilities of full-day students vs. non-full-day students
- Funds for serving students who receive free and reduced lunch and who do not perform well on kindergarten preassessment.

Mary Kay Kirkland, Assistant Superintendent of Box Elder School District, spoke in support of this building block. A handout detailing research and results of full-day kindergarten was given to the Committee.

The Utah State Board of Education Resolution on Full-Day Kindergarten states that:

- The Utah State Board of Education supports expansion of kindergarten programs in the state to include full-day kindergarten for students at risk for low achievement as an additional option for families and requests increased funding to support such expansion.
- The Utah State Office of Education shall, in cooperation with the Utah State Board of Education, the Governor's Office of Planning and Budget, and the Utah School Superintendents' Association, define projected costs for a full-day kindergarten program (program, materials, required FTEs, and capital needs) to establish initial priorities for a beginning phase of implementation.
- The Utah State Board of Education will continue to promote an inclusive, high-quality system of early childhood education that ensures access to students who are at risk for underachievement, is publicly funded, and is accommodated within Utah public schools.

Dr. Harrington stated that there is a pressing need for ongoing funding in the districts for transportation. Bruce Williams, Business Administrator with Davis School District, spoke to the Committee concerning the increasing cost of transportation and the need for continued funding.

Dr. Harrington spoke to the issue of the last building block, Growth Needs. These include the following:

- Almost 15,000 new students are expected in Fall 2006
- Base budget acknowledges some significant needs
- Growth impacts all programs in the Minimum School Program
- S.B. 3 funds 75% of growth costs
Utah State Board of Education requests \$4,246 per pupil
S.B. 3 funds \$3,168 per pupil
Governor Huntsman recommends \$3,827 per pupil

Committee discussion centered around bonus pay for teachers and UBSCT testing and remediation.

3. Minimum School Program Budget Items - Fiscal Analyst - R. Michael Kjar, Fiscal Analyst, referred to *Budget Analysis FY 2007* Tab 5 - Minimum School Program - Basic Program. Mr. Kjar referred to a handout contained in that brief entitled "Budget Requests FY 2007 Minimum School Program Uniform School Fund." This handout details the USBE Request Increase, current recommendation from the Analyst's Office, and Governor Huntsman's recommendations.

Mr. Kjar referred to Issue Brief - Voted and Board Leeway. The Analyst recommends funding the rate change according to the statutory provisions for FY 2007. The cost of the rate adjustment is \$9,668,717.

The next Issue Brief discussed was the Electronic High School. The Analyst recommends an additional appropriation of \$300,000 for FY 2007. This would bring the total program appropriation to \$1,300,000.

In the Issue Brief - Carson Smith Special Ed, the recommendation is for a restoration of FY 2006 funding for special education in the amount of \$903,000, appropriating additional funding of \$903,300 in special education for FY 2007, and requiring the USOE to study the formula for funding special education students with consideration given to revising the formula; especially the student count system to correspond to similar methods as is used for the general school population. It is also requested that the funds be nonlapsing so that monies will be available for scholarships in the next fiscal year.

Issue Brief - Utah Basic Skills Competency Test, was also discussed. The Analyst recommends an appropriation of \$2,000,000 to help students who are not succeeding on the UBSCT. The funding will also help Utah meet the federal requirements of No Child Left Behind.

In the Issue Brief - Math Achievement Initiative (Grades 4-6), it is recommended that \$10,000,000 be appropriated for this initiative.

In the Issue Brief - Teacher Supplies, the Analyst recommends that the Legislature appropriate one-time funding of \$6,079,000 for teacher supplies and materials for FY 2007 with consideration of an additional \$664,500 as a Committee priority for additional funding.

For Online Testing, the request of the State Board of Education is for another one-time funding of \$10,000,000 for FY 2007. This would assist School Districts and Charter Schools in continued development and administration of online testing as was specified in S.B. 51 from the 2004 Legislature. The Analyst recommends one-time funding of \$5,000,000.

In Issue Brief - Education Technology Initiative, the Analyst recommends the Legislature consider adopting \$5,000,000 for one-time funding to provide for additional funding for ETI to help meet student access to computers.

4. Adjourn -

MOTION: Sen. Hale moved to adjourn.

Committee Co-Chair Stephenson adjourned the meeting at 4:30 p.m.

Minutes were reported by Cherie Schmidt, Secretary

Sen. Howard Stephenson, Committee Co-Chair

Rep. Gordon Snow, Committee Co-Chair