

ARIZONA HOUSE OF REPRESENTATIVES
Fifty-second Legislature – First Regular Session

COMMITTEE ON EDUCATION

Report of Regular Meeting
Wednesday, January 21, 2015
House Hearing Room 4 -- 2:00 p.m.

Convened 2:00 p.m.

Recessed

Reconvened

Adjourned 5:46 p.m.

Members Present

Mr. Bolding
Mr. Coleman
Mrs. Norgaard
Ms. Otondo
Mr. Thorpe
Mr. Lawrence, Vice-Chairman
Mr. Boyer, Chairman

Members Absent

Request to Speak

Report – Attachment 1

Presentations

<u>Name</u>	<u>Organization</u>	<u>Attachments (Handouts)</u>
Diane Douglas	Superintendent of Public Instruction	2
John-David Bowman	Westwood High School	
Mark Joraanstad	Saddle Mountain Unified School District	
Steve Schimpp	Joint Legislative Budget Committee	3

Committee Action

<u>Bill</u>	<u>Action</u>	<u>Vote</u>	<u>Attachments (Summaries, Amendments, Roll Call)</u>
HB2077	HELD		
HB2080	FAILED	2-5-0-0	4, 5
HB2174	DPA	4-3-0-0	6, 7, 8
HB2180	DPA	5-1-1-0	9, 10, 11
HB2184	DP	7-0-0-0	12, 13
HB2185	DPA	6-0-1-0	14, 15, 16
HB2186	DP	6-0-0-1	17, 18


Jackie O'Donnell, Chairman Assistant
January 29, 2015

(Original attachments on file in the Office of the Chief Clerk; video archives available at <http://www.azleg.gov>)

Information Registered on the Request to Speak System

House Education (1/21/2015)

HB2180, schools; menu of assessments

Support:

Rip Wilson, K12; Sydney Hay, A Plus, Every Child Can Learn; Jared Taylor, representing self; Susan Hicks, representing self; Lisa Fink, representing self; Jennifer Reynolds, representing self; Elisha Dorfsmith, representing self; Jonathan Butcher, representing self; Stephanie Motter, representing self; Shirley Dye, representing self; Krystal Slivinski, AMERICANS FOR PROSPERITY AZ; Mickie Niland, representing self; Tom Jenney, AMERICANS FOR PROSPERITY AZ; Sandi Bartlett, representing self; Joseph Grossman, representing self

Neutral:

Geoff Esposito, Arizona School Boards Association; Janice Palmer, AZ School Boards Assn; Aiden Fleming, Arizona Department Of Education; Christine Thompson, Deputy Director, AZ STATE BOARD OF EDUCATION

Oppose:

doreen zannis, representing self; Karen McClelland, representing self

All Comments:

Sydney Hay, A Plus, Every Child Can Learn: We support this bill in the interest of high standards, educational freedom and innovation.; Jared Taylor, Self: Every student is different and schools need flexibility in selecting the most appropriate way to assess the academic progress of each student while preserving the comparative element across tests.; Susan Hicks, Self: A menu of assessments is vital to preserve the integrity of academic progress for each individual student. One size never fits all.; Lisa Fink, Self: To remain true to an individual charter school mission and philosophy, charter schools need to have the freedom to select an assessment that will not force a change in teaching styles or replace textbooks. Lisa F ink, Board Pres-Choice Academies; Jennifer Reynolds, Self: One size does not fit all for our students. School districts and charters schools should be allowed the flexibility to assess their students progress based on their chosen curriculum.; Stephanie Motter, Self: I believe that we should allow school districts and charters more flexibility in determining which assessments they choose. There is not a one-size fits all test and administrators should be allowed to determine the right fit for their schools.; doreen zannis, Self: As a volunteer with Support Our SchoolsAz, consistency is a keystone for student success. As the " school choice gold standard" many Az families have children in different schools and different districts. This unfunded mandate causes harm.; Janice Palmer, AZ School Boards Assn: Have significant concerns; Shirley Dye, Self: Competition among districts is a good thing and having a choice of assessment tests will make all districts stronger as the favorite assessments rises to the top. Still parent input on the assessment test is the best for local control.; Christine Thompson, AZ STATE BOARD OF EDUCATION: Concerns: - Fiscal impact - increased vendor costs and Dept staffing - Timing inadequate - impact on Title I funding for all schools - already part of issues being considered as Board revisits A-F school letter grades over next year; Krystal Slivinski, AMERICANS FOR PROSPERITY AZ: Americans for Prosperity - AZ supports this bill.; Tom Jenney, AMERICANS FOR PROSPERITY AZ: Thank you for voting Aye and giving schools more flexibility with regard to assessments.

HB2185, alternative teacher development program; appropriation

Support:

Jay Kaprosy, TEACH FOR AMERICA; Lindsay Wheeler, representing self

Neutral:

Geoff Esposito, Arizona School Boards Association; Aiden Fleming, Arizona Department Of Education

Oppose:

Paul Kulpinski, representing self; doreen zannis, representing self

All Comments:

Paul Kulpinski, Self: While the Teach for America program has merits, its effectiveness on student achievement is questionable. The money allocated to this bill is better directed to settling the inflation lawsuit.; doreen zannis, Self: As a volunteer with Support Our SchoolsAz, any available funding should be targeted to reinstating the inflation-funding to Az public district schools. Adequate funding will positively influence retaining quality teachers.; Jay Kaprosy, TEACH FOR AMERICA: Teach For America

HB2186, county school superintendents; schools; libraries

Support:

Geoff Esposito, Arizona School Boards Association; Tim Carter, Yavapai County School Superintendent, representing self; Laurin Custis, representing self; Barry Aarons, ARIZONA ASSOCIATION OF COUNTY SCHOOL SUPERINTENDENTS; Paul Kulpinski, representing self; Risha VanderWay, representing self; Tom Powers, representing self; doreen zannis, representing self; Janice Palmer, AZ School Boards Assn; Jennifer Loreda, Arizona Education Association; Linda O'Dell, representing self; Linda O'Dell, representing self; Trey Williams, AZ ASSOCIATION OF COUNTIES

All Comments:

doreen zannis, Self: As a volunteer with Support Our SchoolsAz, local control and community partnerships, which positively affects student learning, is of value.; Linda O'Dell, Self: The current system works.

HB2080, school boards; vacancies; board appointments

Testified in support:

Michelle Anderson, representing self; Jake Hoffman, representing self

Testified as opposed:

Dr. Donald Covery, representing self; Barry Aarons, ARIZONA ASSOCIATION OF COUNTY SCHOOL SUPERINTENDENTS; Trey Williams, AZ ASSOCIATION OF COUNTIES; Karen McClelland, representing self

Support:

Jose Borrajero, representing self; Patrick OMalley, representing self; Staci Burk, Gilbert Unified Governing Board Member, representing self; Mickie Niland, representing self; Anita Christy, representing self; Sandi Bartlett,

representing self; Shelly Sundaram, representing self; Nancy Cottle, representing self; Rebecca Jarman, representing self; Susan Hicks, representing self; Emilena Turley, representing self; Peter Mains, representing self; Jim Kresse, representing self; Barbara Yates, representing self; Jason Mick, representing self; Shirley Dye, representing self; Elisha Dorfsmith, representing self; Michele Clendenen, representing self

Neutral:

Deborah Belnap, representing self

Oppose:

Jeremy Plumb, representing self; Laurin Custis, representing self; Charles Essigs, Director of Government Relations, Arizona Association Of School Business Officials; Stephanie Parra, representing self; Geoff Esposito, Arizona School Boards Association; Mark Lane, representing self; Tim Carter, Yavapai County School Superintendent, representing self; Amber Lee, representing self; Barbara U'Ren, representing self; Barry Williams, representing self; Sarah Ells, representing self; Paul Kulpinski, representing self; Mike Williams, representing self; Risha VanderWay, representing self; Stan Goligoski, representing self; Renee Raskin, representing self; Tom Powers, representing self; Howard Moody, representing self; Penny Wills, representing self; doreen zannis, representing self; Janice Palmer, AZ School Boards Assn; Jennifer Loreda, Arizona Education Association; Linda Polito, Polito Associates; Linda O'Dell, representing self; Charlene R. Fernandez, representing self; Linda Thomas, representing self; William (Bill) Adams, representing self

All Comments:

Jeremy Plumb, Self: I encourage you to vote "Against" HB2080, and ask that you leave this authority with the County School Superintendents. While I am strong advocate of local control, I believe this change would negative impact on our schools and communities.; Charles Essigs, Arizona Association Of School Business Officials: Current system is in place; Mark Lane, Self: The current process serves the need of the local school board community. This needs to remain a local community issue.; Patrick O'Malley, Self: Ideally an elected position, like School Board, would be filled by a special election. When that's not practical the selection should be done as locally as possible. I support having the local school board fill their own vacancies.; Staci Burk, Self: I fully support this bill and believe that the elected board members should have primary input into filling vacancies.; Barry Williams, Self: Current statute works well in the vast majority of appointments. This initiative opens a can of worms that are best left in the can. Please vote NO.; Mickie Niland, Self: I am in favor of this bill. It keeps the choice of who should be appointed in the hands of the locally elected governing board. They are accountable to the local electorate and more in touch with the local issues and concerns.; Anita Christy, Self: Please read aloud and vote Yes to this bill. Local school boards know their own community better than a county superintendent. This bill respects the right of a community's school board to make the best decision to fill a board vacancy.; Nancy Cottle, Self: Allowing school boards the opportunity to fill vacancies puts greater emphases on achieving local control and assures vacancies are filled in a timely manner.; Sarah Ells, Self: Dear Members of the House Education Committee, I am writing to recommend keeping the County Superintendent's authority in the appointment process for objectivity reasons. Sarah Ells FUSD Governing Board (appointed in 2010, elected in 2012); Susan Hicks, Self: Legislators, This is an important bill in that it returns the power and the responsibility to the local school boards to make the important decision of filling board vacancies. Thank you!; Emilena Turley, Self: Yes on HB2080! A school board candidate who lost by 100 votes was not chosen when an appointment for the same board opened just after the election. Please put responsibility for filling board vacancies on the board (more local control) YES HB2080!; Paul Kulpinski, Self: As a sitting Governing Board member in Flagstaff, the current system of appointment through the county superintendent is appropriate and effective in filling vacancies through a third party, independent system where local board members have input.; Deborah Belnap, Self: It's a direct conflict for a superintendent to submit names

to fill a school board vacancy. A notice should go out to the community via the districts website and meeting notices and newsletters for citizens to submit letters of recommendation.; Peter Mains, Self: Local decisions should remain local to the extent possible. This bill advances the principle of subsidiarity and I commend Representative Petersen for proposing it.; Jim Kresse, Self: These decisions should be left to those who are accountable to the voters of the school district.; Barbara Yates, Self: I am for this bill. HB2080 would put the responsibility for filling Board vacancies on the local School Board members thus providing more local control through the ballot box.; Jason Mick, Self: I support HB2080. School board control should be at the local level.; Karen McClelland, Self: Having an outside voice in the selection of board members is positive.; Shirley Dye, Self: Having a County Superintendent appoint a person to fill a vacant Board position may work in a very small district like Payson, but large Counties it will not work. The board with parent input is the way to be sure a person reflects district values.; Howard Moody, Self: As a former board member, i have relevant experience with County School Superintendent appointments. I found the process to be fair and thorough.; doreen zannis, Self: As a volunteer with Support Our SchoolsAz, the current process provides local control with a credible check & balance.; Linda Thomas, Self: The current system allows for more independence and works just fine. There is no need for this bill.; William (Bill) Adams, Self: Maricopa County Superintendent Dr. Don Covey's system of "Checks and Balances" works well for us.

HB2174, empowerment scholarship accounts; grandchildren

Testified in support:

Sydney Hay, AMERICAN FEDERATION FOR CHILDREN

Testified as neutral:

Tory Anderson, representing self

Testified as opposed:

Robert Klassen, representing self; Jennifer Loreda, Arizona Education Association; David Ryan, representing self; Tory Anderson, SECULAR COALITION FOR ARIZONA

Support:

Jose Borrajero, representing self; Susan Hicks, representing self; Emilena Turley, representing self; Josh Kredit, CENTER FOR ARIZONA POLICY; Patrick OMalley, representing self; Staci Burk, Gilbert Unified Governing Board Member, representing self; Jennifer Reynolds, representing self; Jonathan Butcher, representing self; Aiden Fleming, Arizona Department Of Education; Ron Johnson, Arizona Catholic Conference; Tom Jenney, AMERICANS FOR PROSPERITY AZ

Neutral:

Marge Arnett, representing self; Victoria Gray, representing self

Oppose:

Jeremy Plumb, representing self; Stephanie Parra, representing self; Dee Puff, representing self; Geoff Esposito, Arizona School Boards Association; Mark Lane, representing self; Tim Carter, Yavapai County School Superintendent, representing self; Laurin Custis, representing self; Charles Essigs, Director of Government Relations, Arizona Association Of School Business Officials; Barry Aarons, ARIZONA ASSOCIATION OF COUNTY SCHOOL SUPERINTENDENTS; Sarah Ells, representing self; Paul Kulpinski, representing self; Karen McClelland,

representing self; doreen zannis, representing self; Janice Palmer, AZ School Boards Assn; Alicia Klassen, representing self; Judith Simons, representing self; Linda Polito, Polito Associates; Linda O'Dell, representing self; Jody Nielson Wells, representing self; Linda Thomas, representing self; William (Bill) Adams, representing self

All Comments:

Stephanie Parra, Self: This bill expands public dollars going into unaccountable private schools. Public dollars need to stay in public schools.; Dee Puff, Self: This bill would allow money to flow to private schools. I am opposed to private schools receiving public money. Private schools are unaccountable and should not be siphoning money from public education.; Sarah Eills, Self: Dear Members of the House Education Committee - I am writing to oppose the expansion of ESA's as there does not yet exist a fiscally responsible structure that assures accountability in allocation of finances and services for students with ESA's.; Susan Hicks, Self: Legislators, Tax dollars should follow the children. ESA's should be expanded to help out the growing number of grandparents raising, and/or financially helping to support their grandchildren. ESA's encourage educational competition/excellence.; Emilena Turley, Self: HB2174 will allow tax dollars to follow the child. It will promote competition and result in education excellence. Please vote yes on HB2174!; Paul Kulpinski, Self: This bill is a further expansion of public tax dollars being diverted to private education for which there is no accountability or oversight in the use of those public funds. This is a misuse of scarce tax dollars at a time when every dollar counts.; Patrick OMalley, Self: The money follows the student. The State has a responsibility to see that children are educated, not to build school districts.; Karen McClelland, Self: With budget cuts, We must stop taking money away from public schools with the ESA program.; Jennifer Reynolds, Self: This bill will allow tax dollars to follow the children. This promotes competition in schools and will result in education excellence.; Robert Klassen, Self: This bill will siphon more money from public education resulting in greater economic loss.; doreen zannis, Self: As a volunteer with Support Our SchoolsAz, ESA's for any sub-set of citizens, providing private education with public dollars, is detrimental to the public good of all and not the intended purpose of taxes.; Alicia Klassen, Self: As a retired Arizona public school teacher with 31 years of experience, I had the opportunity to serve in schools that were fully funded back in the 80s and early 90s. It doesn't make much financial sense to divert public funding to private schools.; Judith Simons, Self: Public money belongs to public schools. Private schools run by profit-making corporations or religious institutions are not entitled to take public money.; David Ryan, Self: HB2147 further seeks to degrade community based public education. As the open school choice movement has proven the past ten years, we will continue the creation of a few highly functional schools at the expense of those schools left behind.; Aiden Fleming, Arizona Department Of Education: Schools are moving away from collecting individual information being used in the National School Lunch Program and towards more aggregated data which may cause issues with the collection of eligibility information.; Tory Anderson, SECULAR COALITION FOR ARIZONA: The Secular Coalition for Arizona does not support the expansion of the school voucher program because this allows public funds to be used for religious education.; Marge Arnett, Self: I'm a grandmother raising my grandchildren. I'm part of a growing network: the Arizona Grandparent Ambassadors. We were not asked about this bill. This is not what we need! We need to strengthen neighborhood public schools, not take funding away.; Victoria Gray, Self: I am a grandparent raising seven grandchildren. SEVEN. I'm active in the grandparents raising grandchildren community, and I know what we need. This bill, as written, would not help the majority of grandparents who are raising their grandchildren.; Tory Anderson, Self: Professional who works with grandparents raising grandchildren; Jody Nielson Wells, Self: I'm a grandparent raising my grandchild and I can't afford to put my child in private school, even with this type of scholarship. The best thing we can do is put them in good public schools. It's wrong to waste public funds like this.; Linda Thomas, Self: I am not in favor of any expansion of taxpayer dollars going to private schools. If they are receiving public dollars, they should be a public school and live by same accountability and transparency rules.; Tom Jenney, AMERICANS FOR PROSPERITY AZ: AFP-AZ strong supports HB 2174, which is one of our key bills for the 2015 Scorecard. Thank you for supporting school choice and our children!

HB2184, state board of education; members.

Support:

Tim Carter, Yavapai County School Superintendent, representing self; Laurin Custis, representing self; Charles Essigs, Director of Government Relations, Other; Jennifer Reynolds, representing self; Linda Polito, Polito Associates; Barry Aarons, ARIZONA ASSOCIATION OF COUNTY SCHOOL SUPERINTENDENTS; Trey Williams, AZ ASSOCIATION OF COUNTIES

Neutral:

doreen zannis, representing self

All Comments:

Jennifer Reynolds, Self: This bill ensures that Prop 105 provisions are followed for the appointment of 2 additional SBE members. More voices from the people on decisions made for the future of our children's education is always important.; doreen zannis, Self: As a volunteer with Support Our SchoolsAz, I am unable to make an informed comment.

HB2077, study committee; school district funding

Support:

Jonathan Butcher, representing self; Eric Emmert, East Valley Chambers Of Commerce Alliance

Neutral:

Jeremy Plumb, representing self; Geoff Esposito, Arizona School Boards Association; Charles Essigs, Director of Government Relations, Arizona Association Of School Business Officials; doreen zannis, representing self; Janice Palmer, AZ School Boards Assn; Aiden Fleming, Arizona Department Of Education

Oppose:

Paul Kulpinski, representing self

All Comments:

Paul Kulpinski, Self: There are numerous studies and recommendations to address the underfunding of education in Arizona. We need implementation of a simplified formula, not another committee. More importantly, resolving the inflation lawsuit deserves your full attention.; doreen zannis, Self: As a volunteer with Support Our SchoolsAz, a major interest is in not replicating credible resources. There is much school district funding data available with which to make a sound policy decision.



2015 STATE OF EDUCATION
Remarks by Superintendent of Public Instruction Diane M. Douglas

Mr. Chairman and members of the House Education Committee, thank you for this opportunity to speak to you today. It is my honor to address fellow elected officials who are focused on educating our children.

The current state of education in Arizona is **poor**.

Too many Arizona children are not receiving the education they deserve—one that will prepare them to contribute to our great state and nation as active citizens and allow them to pursue their dreams and ambitions.

Education Week recently released its annual "Quality Counts" report, which rates all 50 states on overall student achievement, students' chances for success, and school finance policy.

Arizona received a D+ and was ranked 47th overall.

This is hardly news to Arizona's parents or its education and business communities. As a former school board member who has talked with countless parents and teachers and has visited innumerable classrooms, it isn't news to me either.

Challenges Facing Education in Arizona

Let me give you specific examples of the problems we face, here and now.

State Standards and Assessment

Our Arizona state standards were discarded and replaced with the unproven Common Core Standards, which came to Arizona as a de facto federal mandate—only to be renamed Arizona's College and Career Ready Standards.

The continual disruption of standards, accountability, assessment, and educator evaluations has caused uncertainty and stress in the education community as well as among Arizona parents.

This is not the first time Arizona has changed its entire education system to reflect the latest fad, top-down approach, or cure-all sold as the solution for student achievement.

Common Core is just the latest, and it was implemented virtually without public communication, input or support. This constant roller coaster of dramatic changes has shifted the focus away from educating children and placed it on change for the sake of change itself.

Parents, students and teachers are exhausted and districts are broke from rewriting curricula and lesson plans every seven to ten years. Just as some stability is reached, everything is changed once again.

And now we will be subjecting our children to the brand new, unproven, inaptly named AzMERIT test—the name is the only thing Arizonan about the test—which was hastily chosen just 11 short weeks ago behind closed doors, once again without public discussion or vetting.

It was created by a self-identified, self-described behavioral and social research organization—not by education experts.

Our dedicated assessment staff at ADE has the daunting task of rolling out this new test in the next 10 weeks. Make no mistake, that team and districts all across the state are working diligently to fulfill this mandate.

A mere 21 weeks from adoption to implementation—let me repeat, 21 weeks, less than half a year, to prepare a test for students at almost every grade level. Once again, our precious children are being used as guinea pigs to advance some education agenda.

I call on this Legislature and the Governor to stop the madness and put our children first.

Graduation Rates and Success in College

Arizona's education system also is lagging behind in graduation rates.

Graduation rates dipped slightly last year, with about 75 percent of students graduating in four years and just over 80 percent of students graduating in five years.

Sixty percent of high school graduates entering our community college system require remedial instruction. This delays their progress toward a degree, uses up much of their student loans and savings, and places an undue burden on the taxpayers funding this system.

Additionally, of the 50 percent of high school graduates who directly enter universities, less than 19 percent graduate from a four year institution within six years.

One third of high school graduates enter college, but leave without a degree. They bear the costs of an incomplete college education without receiving a degree to obtain better employment opportunities.

Teacher Recruitment and Retention

Arizona currently is unable to attract and retain high quality teachers for all students, and nearly one quarter of Arizona's education workforce is eligible to retire within the next four years.

Additionally, new teachers are leaving the profession at alarming rates. In fact, 24 percent of first year and 20 percent of second year teachers in Arizona quit after the 2013-2014 school year.

Arizona's average teacher salary is ranked 42nd in the nation and salaries are a major obstacle when recruiting outside Arizona.

Without experienced, highly effective teachers in **every** Arizona classroom, our students will struggle to succeed.

Our business community complains that Arizona graduates are not ready for the jobs of today much less the jobs of tomorrow. Every Arizona job should have a qualified Arizona graduate ready to fill that position.

However, merely training students for a job is insufficient. We must also provide them the civics education necessary to become successful citizens of our great state and nation.

Improving Arizona's Education System

As Superintendent of Public Instruction, I will take an honest and realistic approach to addressing these issues.

Let me be clear—responsibility for the issues we are facing cannot be laid at the feet of any one person, board or organization.

We were not placed in our current situation by uncaring policy makers or educators.

I fully realize the strain that previous expenditures and tight budgets have placed on all involved. Our current fiscal environment does not make our job of putting education on the path to improvement any easier.

However, it is our duty to put our children ahead of ideology or trendy education theory.

Today, we start on a collaborative path so others will look to Arizona as an example of education excellence.

Continuous Improvement of Arizona Standards for Arizona Students

First, Arizona's children deserve high standards in education.

I intend to establish an annual deliberative and ongoing process for standards review by a broad spectrum of Arizona classroom teachers, colleges, businesses and, yes, parents to ensure continuous improvement. It is long past time that we start asking parents what they expect for their children's education rather than telling them what they must accept.

Our continual improvement process will allow us the flexibility to make whatever changes are needed—without asking permission from Washington, D.C. or seeking agreement from more than 40 other states.

We can make moderate changes in a transparent process each year. This will allow students and teachers to absorb changes without disruptions and without major costs to districts.

Support for Our Teachers

Standards and assessments cannot take the place of effective teachers connecting with individual children. Make no mistake, standardized and high stakes testing measure demographics, not student achievement or teacher performance.

For many children, the personal confidence shown in them by a caring teacher is something they will remember as a key moment in their life.

Our teachers' content knowledge and skills must be built upon, rather than erased and replaced with new fads.

I know first-hand just how hard our teachers work and how much they care about their students. We must commit to work just as hard to support them.

We have an opportunity to build upon the teacher preparation programs that are training the next generation of Arizona educators. By enhancing the quality of these programs, we can positively impact teacher retention and work to stabilize the growing need for highly qualified teachers.

For many years teachers have been asking for additional support. I intend to listen and come to their aid.

Safe and Meaningful Education Data

Next as Superintendent, I will build on the information technology progress the Department of Education made during the previous administration.

Our first step is to complete accurate data systems. But data is not useful, unless it can be distributed to teachers as information they can actually use to improve classroom instruction.

In addition, I am committed to strengthening our data security. Every child should have their data collected only if necessary, and it should be protected with the care that parents expect and deserve.

Accurate and Inclusive Arizona History

Finally, all children should be taught accurate history, which requires the inclusion of the rich cultural heritage of Latino-Americans, African-Americans, Native Americans and every other group of immigrants who has come to Arizona and suffered through challenges and tribulations to make our state great.

As part of this effort, the department in the past has reached out to these communities for advice.

Now it is time to take this input to the next level. All ethnicities will be properly represented in history, language arts, music, civics and all other appropriate areas of study.

Teaching children by ethnicity is academic segregation, reinforcing in young minds that somehow we are different and separate from each other.

These standards changes will allow children statewide to look at each other not by color or ethnicity, but as fellow Arizonans, respected for their own unique history and culture which has contributed to the state.

Closing Remarks

Arizona will be a model and a leader in education. Today we will put away the failed tactics of the past and start Arizona on a road to excellence. This committee, this legislature, this Superintendent, the Governor, along with the dedicated educators, parents, and children across our state will look back and realize today was the turning point.

By fostering statewide collaboration and building new partnerships we will:

- Create high, academic **Arizona** standards for Arizona students through public meetings that accept input and provide feedback.
- Create accurate and inclusive history and civics standards to prepare students for citizenship.
- Protect personal, private student data while also protecting parental rights.

These efforts and a commitment to supporting the great teachers who work tirelessly for our students **is the only way to move Arizona forward.**

Of all the programs in the entire state, giving our children a world-class education should be the one thing we can all agree upon. The children of Arizona are our future.

I know everyone in this room cares about providing our children the best education. My commitment is to work tirelessly with all of you to achieve that goal. I look forward to the challenge. Those of us who went through the gauntlet of primaries and general elections did so for a purpose. To do what is right. To make a difference. Let's impress the voters where it matters most — helping our children be successful by any measure.

I take the confidence shown in me by the voters very seriously. I will not stop until we have the best education system in the nation—right here in Arizona.

Thank you again for this opportunity. I am deeply honored to work with all of you.

K-12 Funding Overview for FY 2015
 JLBC Staff
 1/16/2015

Table 1: Funding By Source

\$ (billions)	Source
4.5	State (General Fund, Proposition 301, and Land Trust Earnings, SFB)
3.5	Local property taxes
1.1	Federal
<u>0.9</u>	Other (self-insurance, donations, rental, and miscellaneous)
10.0	Total

Table 2: Funding By Function

\$ (billions)	Function
6.0	Basic State Aid formula ^{1/}
0.4	Homeowner's Rebate and 1% Cap
0.4	Classroom Site Fund
0.8	Bond Debt Service
0.5	Budget Overrides
1.1	Federal programs
<u>0.8</u>	Other (state non-formula programs and misc)
10.0	Total

1/ Base Support Level (BSL), Additional Assistance & Transportation Support Level (TSL)

**Arizona Department Of Education
Basic Calculations For Equalization Assistance
For Charter Schools**

10-86-65 Academy of Tucson, Inc.

FY 2014-15

Non-AOI Student Counts

	K-8	9-12	Total
FY 2013-14 Average Daily Membership (100th Day)	520.111	155.934	676.045
FY 2014-15 Estimated Student Count	515.500	152.000	667.500
* 40th Day Actual	519.593	152.894	672.487
100th Day Actual	0.000	0.000	0.000
Enrollment Cap			750

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* Student count used to calculate equalization assistance

Weighted Student Counts

	Student Count	Support Level Weight	Weighted Student Count
K-8	519.593	1.254	651.570
9-12	152.894	1.537	234.998
SubTotal	672.487		886.568

②

Add-Ons

	Estimated 40th Day FY 2014-15 ADM	* 40th Day FY 2014-15 ADM	*100th Day FY 2014-15 ADM	Support Level Weight	Estimated Student Count	40th Day Student Count	100th Day Student Count	Total Student Count Add-On
K-3 Reading	204.500	203.350	0.000	0.040	8.180	8.134	0.000	8.134
K-3	204.500*	203.350	0.000	0.060	12.270	12.201	0.000	12.201
ELL	0.000	0.000	0.000	0.115	0.000	0.000	0.000	0.000
HI	0.000	0.000	0.000	4.771	0.000	0.000	0.000	0.000
MD-R,A-R,SID-R	5.000	5.000	0.000	6.024	30.120	30.120	0.000	30.120
MD-SC,A-SC,SID-SC	0.000	0.000	0.000	5.833	0.000	0.000	0.000	0.000
MDSSI	0.000	0.000	0.000	7.947	0.000	0.000	0.000	0.000
OI R	0.000	0.000	0.000	3.158	0.000	0.000	0.000	0.000
OI SC	0.000	0.000	0.000	6.773	0.000	0.000	0.000	0.000
DD,ED,MID,SLD,SLI,OHI	30.500	41.000	0.000	0.003	0.092	0.123	0.000	0.123
EDP	0.000	0.000	0.000	4.822	0.000	0.000	0.000	0.000
MOID	1.000	1.000	0.000	4.421	4.421	4.421	0.000	4.421
VI	0.000	0.000	0.000	4.806	0.000	0.000	0.000	0.000
Total Weighted Add-On Count								54.999

③

**Arizona Department Of Education
Basic Calculations For Equalization Assistance
For Charter Schools**

10-86-65 Academy of Tucson, Inc.

FY 2014-15

<u>Student Counts</u>	<u>Weighted Student</u>	<u>Weighted Add-On</u>	
Non-AOI Student Counts	886.568	+	54.999 = 941.567
AOI Full Time Student Counts	(0.000	+	0.000) x 0.95 = 0.000
AOI Part Time Student Counts	(0.000	+	0.000) x 0.85 = 0.000
			<u>941.567</u>

(4)

Base Support Level Base Support Level Adjustments

Total Weighted Student Count	941.567
Base Level Amount	\$3,373.11
Base Support Level	<u>\$3,176,009.06</u>
Base Support Level Adjustments	\$0.00
Adjusted Base Support Level	<u>\$3,176,009.06</u>

(5)

\$0.00

<u>Additional Assistance</u>	<u>K-8</u>	<u>9-12</u>
Student Count	519.593	152.894
Additional Assistance Per Student	\$1,707.77	\$1,990.38
Additional Assistance	\$887,345.34	\$304,317.16
Total Additional Assistance	<u>\$1,191,662.50</u>	

(6)

Equalization Assistance

Adjusted Base Support Level	\$3,176,009.06
Total Additional Assistance	\$1,191,662.50
Equalization Base/Assistance	<u>\$4,367,671.56</u>

(7)

Special Education Category Definitions

15-901. Definitions

B. In this title, unless the context otherwise requires:

6. "DD" means programs for children with developmental delays who are at least three years of age but under ten years of age. A preschool child who is categorized under this paragraph is not eligible to receive funding pursuant to section 15-943, paragraph 2, subdivision (b).

7. "ED, MIID, SLD, SLI and OHI" means programs for children with emotional disabilities, mild intellectual disabilities, a specific learning disability, a speech/language impairment and other health impairments. A preschool child who is categorized as SLI under this paragraph is not eligible to receive funding pursuant to section 15-943, paragraph 2, subdivision (b).

8. "ED-P" means programs for children with emotional disabilities who are enrolled in private special education programs as prescribed in section 15-765, subsection D, paragraph 1 or in an intensive school district program as provided in section 15-765, subsection D, paragraph 2.

9. "ELL" means English learners who do not speak English or whose native language is not English, who are not currently able to perform ordinary classroom work in English and who are enrolled in an English language education program pursuant to sections 15-751, 15-752 and 15-753.

11. "Group A" means educational programs for career exploration, a specific learning disability, an emotional disability, a mild intellectual disability, remedial education, a speech/language impairment, developmental delay, homebound, bilingual, other health impairments and gifted pupils.

12. "Group B" means educational improvements for pupils in kindergarten programs and grades one through three, educational programs for autism, a hearing impairment, a moderate intellectual disability, multiple disabilities, multiple disabilities with severe sensory impairment, orthopedic impairments, preschool severe delay, a severe intellectual disability and emotional disabilities for school age pupils enrolled in private special education programs or in school district programs for children with severe disabilities or visual impairment and English learners enrolled in a program to promote English language proficiency pursuant to section 15-752.

13. "HI" means programs for pupils with hearing impairment.

15. "K-3" means kindergarten programs and grades one through three.

16. "K-3 Reading" means reading programs for pupils in kindergarten programs and grades one, two and three.

17. "MD-R, A-R and SID-R" means resource programs for pupils with multiple disabilities, autism and severe intellectual disability.

18. "MD-SC, A-SC and SID-SC" means self-contained programs for pupils with multiple disabilities, autism and severe intellectual disability.

19. "MD-SSI" means a program for pupils with multiple disabilities with severe sensory impairment.

20. "MOID" means programs for pupils with moderate intellectual disability.

21. "OI-R" means a resource program for pupils with orthopedic impairments.

22. "OI-SC" means a self-contained program for pupils with orthopedic impairments.

23. "PSD" means preschool programs for children with disabilities as provided in section 15-771.

24. "P-SD" means programs for children who meet the definition of preschool severe delay as provided in section 15-771.

27. "Small school district" means a school district that meets all of the following:

(a) Has a student count of fewer than six hundred in kindergarten programs and grades one through eight or grades nine through twelve.

(b) Contains at least one school that is fewer than thirty miles by the most reasonable route from another school that teaches one or more of the same grades and is operated by another school district in this state.

(c) Is designated as a small school district by the superintendent of public instruction.

30. "VI" means programs for pupils with visual impairments.

**Arizona Department Of Education
Basic Calculations For Equalization Assistance
FY 2014-15**

02-02-14 Bowie Unified District

Base Support Level

Total Weighted Student Count	84,354
Base Level Amount	\$3,415.27
Teacher Experience Index (TEI)	1.0000
Base Support Level Adjustments Total	\$0.00
Base Support Level/Base Revenue Control Limit	\$288,091.69

Base Support Level Adjustments

2014-15 Base Support Level (BSL)/BRCL	\$288,091.69
2014-15 Consolidation	\$0.00
Tuition Out For High School Students (Type 03)	\$0.00
2014-15 Transportation Support Level (TSL)	\$84,620.16
2014-15 District Support Level (DSL)	\$372,711.85

Calculation For TSL

Approved Daily Route Miles	160
Total Approved Daily Route Miles	29
Eligible Students Transported	5,5172
Unadjusted Route Miles Per Eligible Student	\$2.49
State Support Level Per Route Mile	28,800
160,000 Miles x 180 Days	\$71,712.00
To and From School Support Level	0.18

Base Support Level Adjustments Total

\$0.00

Calculation For DSL

2014-15 Base Support Level (BSL)/BRCL	\$288,091.69
2014-15 Consolidation	\$0.00
Tuition Out For High School Students (Type 03)	\$0.00
2014-15 Transportation Support Level (TSL)	\$84,620.16
2014-15 District Support Level (DSL)	\$372,711.85

Calculation For RCL

2014-15 Base Support Level (BSL)/BRCL	\$288,091.69
2014-15 Consolidation	\$0.00
Tuition Out For High School Students (Type 03)	\$0.00
2014-15 Trans. Revenue Control Limit (TRCL)	\$285,392.86
2014-15 Revenue Control Limit (RCL)	\$573,484.55

2014-15 Transportation Support Level (TSL)

\$84,620.16

Calculation For TRCL

2013-14 Transportation Revenue Control Limit (TRCL)	\$285,392.86
Change: 2014-15 TSL	\$84,620.16
2013-14 TSL	\$95,618.23
Difference:	\$0.00

Preliminary FY2014-15 TSL

120% of FY2014-15 TSL \$101,544.19

Adjusted FY2014-15 TRCL

2014-15 Transportation Revenue Control Limit

\$285,392.86

Student Counts	Weighted Student	Weighted Add-On	Total
Non-AOI	72,980	+	11,374
AOI-FT	(0,000	+	0,000)
AOI-PT	(0,000	+	0,000)
			=
			84,354
			0,000
			0,000
			84,354

(7)

(9)

(10)

(8)

(11)

(12)

(13)

(14)

**Arizona Department Of Education
Basic Calculations For Equalization Assistance**

Apportionment Date: 01/02/2015
Run Date: 12/17/2014
District Page: 5 of 6

02-02-14 Bowie Unified District

FY 2014-15

District Additional Assistance (DAA) Calculations	PSD	K-8	9-12
FY 2014-15 District Student Count	0.000	33,381	16,857
Type 03 District Tuition Out Trans. Count			0.000
DAA Per Student Count	X \$0.00	X \$544.58	X \$601.24
(For Type 03 High School Only, Per Student Count Factor at 50%)			
Preliminary DAA	= \$0.00	= \$18,178.62	= \$10,135.10
			\$28,313.72

(15)

DAA Growth Factor

FY 2014-15 Actual Student Count	50,238	
FY 2013-14 Actual Student Count	63,132	/
FY 2014-15 DAA Growth Factor	= 0.7958	X 0.7958*
<small>* If less than or equal to 1.05, use 1. If greater than 1.05, use 1 plus 50% of growth.</small>		
District DAA	\$0.00	\$18,178.62
		\$10,135.10

(16)

DAA For High School Textbooks

FY 2014-15 Actual 9-12 Student Count	16,857	
Support Level Amount For Textbooks	X \$69.68	
DAA For Textbooks	\$1,174.60	
DAA Adjustment	(\$5,377.00)	(\$8,402.88)

(17)

Total FY 2014-15 DAA Base

	\$12,801.62	\$8,283.82	\$21,085.44
--	--------------------	-------------------	--------------------

District Sponsored Charter Additional Assistance (CAA)

FY 2014-15 Eligible Charter School Student Count	0.000	0.000	
Charter Assistance Per Student	\$1,707.77	\$1,990.38	
Charter Additional Assistance Amount	\$0.00	\$0.00	
CAA Adjustment for DSCS Amount	\$0.00	\$0.00	
Adjusted Charter Additional Assistance Amount	\$0.00	\$0.00	
Total DAA Allocation	\$12,801.62	\$8,283.82	\$21,085.44

(18)

**Arizona Department Of Education
Basic Calculations For Equalization Assistance**

Equalization Base for Lesser of DSL/RCL	Weighted Student Count	Percentage	Lesser of DSL or RCL	RCL/DSL Allocation
PSD - 8	46.700	.6399	\$372,711.85	\$238,498.31
9 - 12	26.280	.3601	\$372,711.85	\$134,213.54
Tuition Out For High School Student (Type 03)				\$0.00
Total	72.980			\$372,711.85

(19)

	Qualifying Tax Rate	Qualifying Levy
Primary Assessed Valuation (AV)	K - 8 \$2.1123	
Primary Assessed Valuation 2 (AV2)	9 - 12 \$2.1123	
SRP Assessed Valuation		
GPLET Assessed Valuation		
Equalization Assessed Valuation	\$10,702,995.00 (/ 100) X	\$226,079.36

(20)

Calculation of Equalization Assistance	PSD - 8	9 - 12	Total
RCL/DSL Allocation	\$238,498.31	\$134,213.54	\$372,711.85
DAA Allocation	\$12,801.62	\$8,283.82	\$21,085.44
District Type 03 Tuition Out Charge		\$0.00	
FY 2014-15 Equalization Base	\$251,299.93	\$142,497.36	\$393,797.29
Qualifying Levy	\$226,079.36	\$226,079.36	\$452,158.72
Total Equalization Assistance	\$25,220.57	\$0.00	\$25,220.57

(21)



HOUSE OF REPRESENTATIVES

HB 2080

school boards; vacancies; board appointments
Sponsors: Representatives Petersen, Boyer, Mitchell, et al.

X Committee on Education

Caucus and COW

House Engrossed

OVERVIEW

HB 2080 transfers appointment authority of vacated school district governing board seats from the county school superintendent to the school district governing board.

HISTORY

A.R.S. § 15-302 outlines the powers and duties of a county school superintendent (superintendent). Current law authorizes a superintendent to appoint members to fill vacancies on any school district governing boards under their jurisdiction. Within 30 days after notification of a vacancy, the board may submit up to three names to the superintendent for consideration of an appointment to fill the vacancy. The superintendent may choose one of these names, choose a different candidate or call for a special election to fill the vacancy for the remainder of the unexpired portion of the former member's term.

A school district governing board consists of either three or five members elected to staggered four-year terms. Any person who is a registered voter in Arizona and has been a resident of the school district for at least one year immediately preceding the day of election is eligible for election to the governing board. However, no employee, or spouse of an employee, of the school district may hold the office of governing board member (A.R.S. § 15-421).

PROVISIONS

1. Requires a school district governing board, by majority vote at a regular or special meeting, to make appointments to fill board vacancies within 30 days after a seat is vacated.
 - a. States that a newly appointed member to a vacated seat serves the remainder of the unexpired portion of the former member's term.
2. Eliminates the authority of the county school superintendent to appoint school district governing board members or call a special election to fill vacancies.
3. Makes technical and conforming changes.

Attachment 4

**ARIZONA HOUSE OF REPRESENTATIVES
Fifty-second Legislature - First Regular Session**

ROLL CALL VOTE

COMMITTEE ON _____ EDUCATION _____ BILL NO. HB 2080

DATE January 21, 2015 MOTION: ~~PP~~ Failed

	PASS	AYE	NAY	PRESENT	ABSENT
Mr. Bolding			✓		
Mr. Coleman			✓		
Mrs. Norgaard		✓			
Ms. Otondo			✓		
Mr. Thorpe			✓		
Mr. Lawrence, Vice-Chairman			✓		
Mr. Boyer, Chairman		✓			
		2	5	0	0

Jackie O'Donnell
COMMITTEE SECRETARY

APPROVED:

Paul Boyer

PAUL BOYER, Chairman
JAY LAWRENCE, Vice-Chairman

ATTACHMENT _____



HOUSE OF REPRESENTATIVES

HB 2174

empowerment scholarship accounts; grandchildren
Sponsors: Representatives Finchem, Borrelli, Cobb, et al.

X Committee on Education

Caucus and COW

House Engrossed

OVERVIEW

HB 2174 expands the definition of *qualifying student* under the Empowerment Scholarship Accounts Program.

HISTORY

Laws 2011, Chapter 75, established the Empowerment Scholarship Accounts Program (ESA) A.R.S. § 15-2401 defines an ESA *qualified student* as an Arizona resident who is any of the following:

- identified as having a disability,
 - attends or is eligible to attend kindergarten at a D or F school or school district,
 - a previous scholarship recipient of the ESA program or the Arizona Scholarships for Pupils with Disabilities Program,
 - a child whose parent or guardian is a member of the armed forces and on active duty or was killed in the line of duty (these students are exempt from any further requirements for qualification),
 - a child who is a ward of the juvenile court, or
 - a child who is a sibling of a current or previous ESA recipient;
- and who also meets at least one of the following requirements:
- attended a governmental primary or secondary school as a full-time student for at least 100 days of the prior fiscal year and who transferred under a contract to participate in an ESA,
 - previously participated in the ESA program,
 - received a scholarship from a School Tuition Organization and continues to attend a qualified school,
 - was eligible for an Arizona Scholarship for Pupils with Disabilities, or
 - has not previously attended a governmental primary or secondary school but is currently eligible to enroll in a kindergarten or preschool children with disabilities program.

Laws 2013, Chapter 250, enacted session law that caps new ESAs through 2019 at 0.5% of the total number of students enrolled in school districts and charters schools during the previous school year.

The U.S. National School Lunch Program was established in 1946 to provide students from low-income households free or reduced-price lunch. Students from families with a household income at or below 130% of the poverty level (\$31,005 for a family of four) are eligible for free lunch. Those from families with an income between 130% and 185% of the poverty level (\$44,123 for a family of four) are eligible for reduced-price lunches (U.S. Dept. of Agriculture).

Fifty-second Legislature
First Regular Session

Attachment 40
Analyst Initials AW
January 20, 2015

HB 2174

PROVISIONS

1. Expands the definition of a *qualified student*, for an ESA to also include a student who:
 - a. meets eligibility requirements for free or reduced lunch prices under the National School Lunch and Child Nutrition Acts; and
 - b. has a grandparent or grandparents as his/her primary caregiver.
2. Makes a technical change.

PROPOSED

HOUSE OF REPRESENTATIVES AMENDMENTS TO H.B. 2174

(Reference to printed bill)

- 1 Page 2, line 6, after "GRANDPARENTS" insert a period, strike remainder of line;
- 2 strike lines 7 through 9
- 3 Amend title to conform

PAUL BOYER

2174-p1-boyer
1/20/15
8:32 AM
H:ajs

Adopted # of Verbals _____
Failed _____ Withdrawn _____
Not Offered _____ Analysts Initials _____

Attachment 7

**ARIZONA HOUSE OF REPRESENTATIVES
Fifty-second Legislature - First Regular Session**

ROLL CALL VOTE

COMMITTEE ON EDUCATION BILL NO. HB 2174

DATE January 21, 2015 MOTION: DPA

	PASS	AYE	NAY	PRESENT	ABSENT
Mr. Bolding			✓		
Mr. Coleman			✓		
Mrs. Norgaard		✓			
Ms. Otondo			✓		
Mr. Thorpe		✓			
Mr. Lawrence, Vice-Chairman		✓			
Mr. Boyer, Chairman		✓			
		4	3	0	0

APPROVED:

Paul Boyer
 PAUL BOYER, Chairman
 JAY LAWRENCE, Vice-Chairman

Jacpie O'Daniel
 COMMITTEE SECRETARY

ATTACHMENT _____



HOUSE OF REPRESENTATIVES

HB 2180

schools; menu of assessments

Sponsors: Representatives Boyer: Allen J, Senator Ward

X Committee on Education

Caucus and COW

House Engrossed

OVERVIEW

HB 2180 requires the Arizona State Board of Education to adopt multiple statewide achievement assessments and allow each school district and charter school to select which assessment to administer.

HISTORY

Arizona Revised Statutes (A.R.S.) § 15-741 directs the Arizona State Board of Education (SBE) to adopt and implement an Arizona Instrument to Measure Standards (AIMS) to assess student achievement of the state's academic standards in reading, writing and math and charges school district governing boards with administering the AIMS test. In 2010, SBE adopted new statewide academic standards and in 2014 adopted a new statewide assessment (AzMERIT) to replace AIMS. SBE administered the last AIMS test in Spring 2014 and is in the process of phasing in AzMERIT. AzMERIT will be taken by students in grades 3 through high school and testing will begin in Spring 2015 (<http://www.azed.gov/assessment/>).

Statute requires any high school assessment adopted by SBE after November 24, 2009, to be designed to measure college and career readiness.

PROVISIONS

1. Requires SBE to adopt multiple statewide achievement assessments to measure student achievement on the state academic standards.
2. Allows each school district and charter school to select which assessment to administer from the assessments adopted by SBE, beginning in School Year 2016.
3. Requires each statewide achievement assessment to be a nationally recognized test.

PROPOSED

HOUSE OF REPRESENTATIVES AMENDMENTS TO H.B. 2180

(Reference to printed bill)

- 1 Page 1, line 13 after "RECOGNIZED" insert "NORM-REFERENCED"
- 2 Amend title to conform

PAUL BOYER

2180-p1-boyer
1/20/15
11:59 AM
H:JJB

Adopted # of Verbals _____
Failed _____ Withdrawn _____
Not Offered Analysts Initials _____

Attachment 10

**ARIZONA HOUSE OF REPRESENTATIVES
Fifty-second Legislature - First Regular Session**

ROLL CALL VOTE

COMMITTEE ON _____ EDUCATION _____ BILL NO. HB 2180

DATE January 21, 2015 MOTION: DPA

	PASS	AYE	NAY	PRESENT	ABSENT
Mr. Bolding				✓	
Mr. Coleman		✓			
Mrs. Norgaard		✓			
Ms. Otondo			✓		
Mr. Thorpe		✓			
Mr. Lawrence, Vice-Chairman		✓			
Mr. Boyer, Chairman		✓			
		5	1	1	0

Janice O'Donnell
COMMITTEE SECRETARY

APPROVED:
[Signature]

PAUL BOYER, Chairman
JAY LAWRENCE, Vice-Chairman

ATTACHMENT _____



HOUSE OF REPRESENTATIVES

HB 2184

state board of education; members.

Sponsors: Representative Boyer

X Committee on Education

Caucus and COW

House Engrossed

OVERVIEW

HB 2184 conforms the statutory number of Arizona State Board of Education members to the Arizona Constitution.

HISTORY

The Arizona State Constitution establishes the Arizona State Board of Education (SBE) and charges it with the general conduct and supervision of the public school system (Article XI Section 3). Prior to 2004, SBE consisted of the Superintendent of Public Instruction (SPI) and the following eight members appointed by the governor: the president of a state university, three lay members, a member of the state junior college board, the superintendent of a high school district, a classroom teacher and a county school superintendent. In the 2004 general election voters approved Proposition 105, a legislatively referred measure (SCR 1022), which increased, from 9 to 11, the number of SBE members by adding the owner or administrator of a charter school and one additional lay member appointed by the governor. Additionally, Proposition 105 replaced the state junior college board member with the president or chancellor of a community college district. Arizona Revised Statutes § 15-201 reflects the 9 member SBE composition prior to the 2004 constitutional change, except that it includes the president or chancellor of a community college district rather than a state junior college board member.

PROVISIONS

1. Increases, from 9 to 11, the statutory number of SBE members by adding the owner or administrator of a charter school and one additional lay member.

Attachment 12

**ARIZONA HOUSE OF REPRESENTATIVES
Fifty-second Legislature - First Regular Session**

ROLL CALL VOTE

COMMITTEE ON _____ EDUCATION _____ BILL NO. HB 2184

DATE January 21, 2015 MOTION: DP

	PASS	AYE	NAY	PRESENT	ABSENT
Mr. Bolding		✓			
Mr. Coleman		✓			
Mrs. Norgaard		✓			
Ms. Otondo		✓			
Mr. Thorpe		✓			
Mr. Lawrence, Vice-Chairman		✓			
Mr. Boyer, Chairman		✓			
		7	0	0	0

Jackie O'Connell
COMMITTEE SECRETARY

APPROVED:

Paul Boyer
PAUL BOYER, Chairman
JAY LAWRENCE, Vice-Chairman

ATTACHMENT _____



HOUSE OF REPRESENTATIVES

HB 2185

alternative teacher development program; appropriation

Sponsors: Representative Boyer

X Committee on Education

Caucus and COW

House Engrossed

OVERVIEW

HB 2185 appropriates \$5 million from the GF to the Arizona Department of Education for the Alternative Teacher Development Program and continues the Program through 2020.

HISTORY

Arizona Revised Statutes § 15-552 requires the Arizona State Board of Education (SBE) to establish an Alternative Teacher Development Program (Program) to identify, train and place highly qualified individuals into low income schools by using a teaching intern certification and a qualified service provider. The service provider is required to meet specific criteria including being a non-profit organization that provides alternative teacher placement and recruitment, servicing only public schools that provide instruction to a majority of low income students, requiring participants to have a bachelor's degree from an accredited institution and requiring all participants to commit to a two-year term of service. The Arizona Department of Education (ADE) is required to submit an annual report on the Program by December 15 and provide copies of the report to the Arizona Secretary of State and the director of the Arizona State Library, Archives and Public Records (ASLAPR).

SBE awards monies appropriated for the Program to a service provider that meets all of the Program requirements on a matching grant basis. The amount of money awarded to the service provider is equal to the amount raised by the service provider, up to the appropriated amount for the Program. The Program last received an appropriation in FY 2008 in the amount of \$1 million which was awarded to Teach for America. The FY 2014 budget contained a \$500,000 appropriation for the Program which was line-item vetoed by the governor.

PROVISIONS

1. Removes the requirement for ADE to provide a copy of the Program's annual report to ASLAPR.
2. Continues the Program through July 1, 2020.
3. Appropriates \$5 million from the GF to ADE in FY 2016 for the Program.

Attachment 14

PROPOSED

HOUSE OF REPRESENTATIVES AMENDMENTS TO H.B. 2185

(Reference to printed bill)

- 1 Page 2, after line 26, insert "The service provider shall use fifty percent of the
- 2 monies appropriated by the department of education in counties with a population of
- 3 less than 1,000,000 persons."
- 4 Amend title to conform

LISA A. OTONDO

2185-p1-otondo
1/20/15
12:31 PM
H:js

Attachment 15

Adopted <input checked="" type="checkbox"/>	# of Verbals _____
Failed _____	Withdrawn _____
Not Offered _____	Analysts Initials _____

**ARIZONA HOUSE OF REPRESENTATIVES
Fifty-second Legislature - First Regular Session**

ROLL CALL VOTE

COMMITTEE ON EDUCATION BILL NO. HB 2185

DATE January 21, 2015 MOTION: DPA

	PASS	AYE	NAY	PRESENT	ABSENT
Mr. Bolding				✓	
Mr. Coleman		✓			
Mrs. Norgaard		✓			
Ms. Otondo		✓			
Mr. Thorpe		✓			
Mr. Lawrence, Vice-Chairman		✓			
Mr. Boyer, Chairman		✓			
		6	0	1	0

Jackie O'Donnell
COMMITTEE SECRETARY

APPROVED:

Paul Boyer

PAUL BOYER, Chairman
JAY LAWRENCE, Vice-Chairman

ATTACHMENT ✓



HOUSE OF REPRESENTATIVES

HB 2186

county school superintendents; schools; libraries

Sponsors: Representative Boyer

X Committee on Education

Caucus and COW

House Engrossed

OVERVIEW

HB 2186 permits school district governing boards to enter into intergovernmental agreements with, and county school superintendents to provide services and technical assistance to, library districts and municipal libraries.

HISTORY

Arizona Revised Statutes (A.R.S.) § 15-301 designates the county school superintendent as a local education agency (LEA) that is eligible to receive and spend local, state and federal monies to provide programs and services to school districts and charter schools within the county. Additionally, A.R.S. § 15-365 authorizes the county school superintendent to establish service programs that are available to any school district officially requesting the program. The central administrative and general service costs of established programs are shared on a per user basis and are budgeted as contracts by the district.

The governing bodies of two or more public agencies are authorized to enter into an intergovernmental agreement (IGA) to contract for services (A.R.S. § 11-952). The IGA is required to specify the duration, purpose, manner of financing, agreement termination protocols and any other necessary matters.

PROVISIONS

1. Allows school district governing boards to enter into IGAs with library districts and municipal libraries in the county where the school district is located.
2. Allows county school superintendents to establish service programs and provide technical assistance to library districts and municipal libraries.
3. Expands the designation of the county school superintendent as an LEA to library districts and municipal libraries.
4. Makes technical and conforming changes.

Attachment 17

**ARIZONA HOUSE OF REPRESENTATIVES
Fifty-second Legislature - First Regular Session**

ROLL CALL VOTE

COMMITTEE ON EDUCATION BILL NO. HB 2186

DATE January 21, 2015 MOTION: DP

	PASS	AYE	NAY	PRESENT	ABSENT
Mr. Bolding		✓			
Mr. Coleman		✓			
Mrs. Norgaard		✓			
Ms. Otondo		✓			
Mr. Thorpe					✓
Mr. Lawrence, Vice-Chairman		✓			
Mr. Boyer, Chairman		✓			
		6	0	0	1

Jackie Dannel
COMMITTEE SECRETARY

APPROVED:

Paul Boyer

PAUL BOYER, Chairman
JAY LAWRENCE, Vice-Chairman

ATTACHMENT _____