

SB

215

SENATE COMMITTEE REPORT

DATE: 4/14/09

FURTHER: Rules

DATE TURNED
IN TO OFFICE: 4/15/09

Education Committee considered CS FOR HOUSE BILL NO. 215(EDC)

HB 215 STUDENT COUNTS/TEACHERS' SALARIES

"An Act repealing school experience for salary scales provisions."

and recommends:

- be replaced with SCS or CS _____ (_____)
- adopt previous SCS or CS _____ (_____)
- attached amendment(s)
- adopt _____ Letter of Intent
- further referral to _____ Committee

SENATE BILL:
 Same Title
 New Title

HOUSE BILL:
 Same Title
 Technical Title Change
 New Title w/ SCR # _____

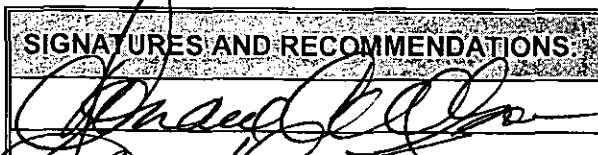

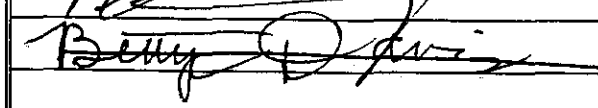

NEW FISCAL NOTE(S):

PREVIOUS FISCAL NOTE(S):

Department	Date	Fiscal	Indet	Zero	FN#

Department	Date	Fiscal	Indet	Zero	FN#
EED	4/10/09			✓	

APPROPRIATION - no fiscal note

SIGNATURES AND RECOMMENDATIONS	PRINTED LAST NAME	DO PASS	DO NOT PASS	NO REC	AMEND
	OLSON			✓	
	George Huggins			✗	
	DAVIS	X			
V. CHAIR: 	DAVIS	X			



Alaska State Legislature

Representative Peggy Wilson
House District 2

MEMORANDUM

Date: April 13, 2009

To: Dana Owen, Committee Aide Education Committee

From: Representative Peggy Wilson

RE: Pending referral: Scheduling HB 215 "An act repealing school experience for salary scales provisions."

I would like to request a hearing of HB 215 in the Senate Education Committee.

HB 215 would repeal salary scale limitations for hiring new out of state teachers, allowing for more competitive recruitment efforts.

Thank you for considering this important piece of legislation.



Alaska State Legislature

Representative Peggy Wilson

House District 2

SPONSOR STATEMENT

CS HB 215

"An Act repealing school experience limitations for salary scales provisions."

HB 215 repeals salary scale limitations for hiring new out of state teachers, allowing for more competitive recruitment efforts.

HB 215 will help school districts hire staff for hard-to-fill positions. Specialty positions, such as therapists and special needs teachers are in high demand in school districts across the country, and we have a shortage here in Alaska.

Current statutes limit the amount of out of state professional experience that may be used to establish a teacher's position on the salary scale. Now matter how long they have been teaching, out of state teachers with a bachelors degree can only receive credit for six years of out of state experience. With a masters degree that is increased to eight years.

By repealing this antiquated statute, districts will be able to negotiate salaries on a case by case basis, this will help keep Alaska competitive with the rest of the country when vying for needed educational professionals.

Applicable Statutes.

Sec. 14.20.220. School experience for salary scales.

(a) *[Repealed, Sec. 52 ch 6 SLA 1984].*

(b) *[Repealed, Sec. 52 ch 6 SLA 1984].*

(c) *[Repealed, Sec. 52 ch 6 SLA 1984].*

(d) *[Repealed, Sec. 35 ch 46 SLA 1970].*

(e) For teachers holding bachelors' degrees, not more than six years of school experience outside the state may be substituted for a like period of school experience in the state when a teacher's position on the salary scale is established, and, for teachers holding masters' degrees, not more than eight years of school experience outside the state may be substituted for a like period of school experience in the state when a teacher's position on the salary scale is established.

(f) *[Repealed, Sec. 23 ch 37 SLA 1986].*

(g) In this section, "school experience" means a full-time elementary or secondary teacher in a public or nonpublic school as defined in AS

FISCAL NOTE

STATE OF ALASKA
2009 LEGISLATIVE SESSION

Fiscal Note Number: 1 **CORRECTED**
 Bill Version: CSHB 215(EDC)
 (H) Publish Date: 4/13/09

Identifier (file name): CSHB215-EED-ESS-4-10-09 Dept. Affected: EED
 Title: "An Act relating to student counts for school funding purposes; and repealing school experience for salary scales provisions" RDU: K-12 Support
 Sponsor: Rep. Wilson Component: Foundation Program
 Requester: House Education Component Number: 141

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information						
		FY 2010	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
OPERATING EXPENDITURES								
Personal Services								
Travel								
Contractual								
Supplies								
Equipment								
Land & Structures								
Grants & Claims								
Miscellaneous								
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES								
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CHANGE IN REVENUES ()								
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts								
1003 GF Match								
1004 GF								
1005 GF/Program Receipts								
1037 GF/Mental Health								
Other Interagency Receipts								
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2009) cost: _____

POSITIONS

Full-time								
Part-time								
Temporary								

ANALYSIS: (Attach a separate page if necessary)

This legislation repeals AS 14.20.220 which limits the amount of experience an out of state teacher can substitute for like experience in the state.

This legislation has no fiscal impact on the department.

Prepared by: Eddy Jeans, Director
 Division: School Finance
 Approved by: Larry LeDoux
 Commissioner

Phone 465-8679
 Date/Time 4/10/09 12:00 AM
 Date 4/10/2009

Rebecca Rooney

From: James Elliott [jelliott@crsd.k12.ak.us]
Sent: Friday, April 10, 2009 8:22 AM
To: Rep. Peggy Wilson; Rep. Paul Seaton
Subject: HB 215

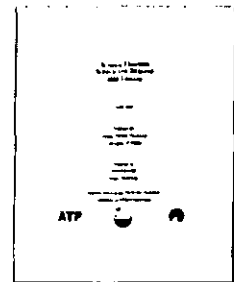
I am writing in support of the proposed changes in the experience credits for outside teachers. Alaska cannot produce anywhere near the number of new teachers districts require annually. Thus, the proposed change will allow districts in Alaska to compete for effectively with their counterparts in other states.

Please make my statement in support of the the subject legislation a part of your committee's record.

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Chatham	26%	22	6	Nenana	27%	26	7
Chugach	25%	14	4	Nome	23%	52	12
Copper River	14%	42	6	North Slope	21%	186	39
Cordova	18%	35	6	Northwest Arctic	26%	158	41
Craig	21%	31	7	Pelican	50%	4	2
Delta Greely	19%	52	10	Petersburg	10%	47	5
Denali	27%	29	8	Prudhoe	34%	12	4
Dillingham	29%	40	12	Saint Marys	38%	13	5
Faibank	10%	917	92	Sitka	11%	110	12
Galena	14%	57	8	Skagway	21%	13	3
Haines	17%	31	5	Southeast Island	30%	13	4
Hoonah	16%	21	3	Southwest Region	31%	66	20
Husliaburg	41%	10	4	Tanana	46%	7	3
Iktaroq	48%	36	17	Unalaska	13%	18	2
Juneau	13%	343	45	Valdez	12%	60	7
Kake	22%	15	3	Wrangell	13%	33	4
Kashunamiul	20%	23	5	Yakutat	31%	17	5
Kenai	12%	633	76	Yukon Flats	35%	37	37
Ketchikan	11%	145	16	Yukon Koyukuk	38%	30	11
Klawock	21%	10	2	Yupit	30%	21	6
Alaska Average	14%	8,078	1,131	Note: Latest data is from 4 school years ago.			

2005 Supply & Demand Update



Alaska Teacher Placement (ATP) has contracted with the Institute of Social and Economic Research (ISER) between 2005 and 2007 to identify and analyze trends in K-12 educator supply and demand in the State of Alaska, including teacher turnover rates.

This report is an analysis of Alaskan teacher supply and turnover data from 1999-2004, and projects supply and demand data for the next five years.

Is There a Teacher Shortage?

Concern has been expressed in recent years about a potential shortage of qualified teachers for the nation's schools. A number of factors are seen as contributing to shortfalls: Student enrollment is growing, the teaching corps is aging, and many teachers are nearing retirement age. Finding enough qualified teachers has been a problem for many schools and districts around the country, especially in Alaska. Often this difficulty has been seen as evidence of a national shortfall in qualified educators.

However, the United States does not have an overall shortage of teachers. Indeed, nationally, more teachers are trained than are needed on an annual basis. Nonetheless, there is a lopsided distribution of educators, both in terms of the geographic location of available teachers and in the numbers of teachers trained in particular fields. For example, there are shortages of teachers in specific subject areas, including special education, mathematics, and science (Darling-Hammond & Sykes, 2003).

Still, retaining current teachers, rather than training new ones, is the larger problem nationally. Ingersoll (2003a, 2003b) found that increasing student enrollment and teacher retirements due to an aging workforce are not the primary causes of teacher shortages. Rather, the major factor driving teacher shortages is teacher turnover, both from educators migrating to new positions and from those leaving the teaching profession altogether, prior to retirement age. Studies have found that between 40 and 50 percent of new teachers leave the profession within the first five years of their teaching career (Ingersoll and Kralik, 2004).

Factors in Teacher Turnover

The primary reasons for educator dissatisfaction (in national studies) were poor salaries, poor administrative support, and student discipline problems.

While these studies offer important findings, they do not fully address the unique circumstances in Alaska that contribute to teacher turnover. For instance:

- Many schools in Alaska are in remote locations accessible only by plane or boat, so access can be both expensive and difficult.
- Housing availability and housing costs are often problematic (NABA Pacific, 2004), and in some rural Alaskan communities, teacher housing even lacks water and sewer hookups.

- Health care, shopping options, entertainment, and other "city" amenities can be quite limited.
- Teachers in rural schools are often required to teach multiple subjects across several grade levels.
- Cultural differences can create difficulties, especially for those who come to Alaska from the "lower 48" states. Alaska is home to many Alaska Native cultures; each having distinct languages, belief systems, traditions, and cultural practices, and it can be difficult for non-Native educators to learn how to work effectively within Native communities.

No comprehensive study of teachers who leave their jobs has been conducted in Alaska. However, McDiarmid, et. al., (2002) surveyed a sample of teachers in Alaska (n=135) who left their jobs at the end of the 2000-2001 school year, to try to understand why teachers either changed districts or left the career of teaching entirely.

When asked why they changed districts, the vast majority of teachers cited personal or family reasons (80%). Many also indicated they wanted to reside elsewhere (63%), were dissatisfied with district administrative support (61%), community support of the school (51%) or school board support (45%).

Affordable housing and higher quality housing were also significant concerns (46% and 38%).

Salary was only a concern for 22 percent overall, although teachers moving between urban districts were much more likely to change positions due to salary (50%) than rural educators (14%).

Better medical care was of concern to rural educators (30%) and not at all (0%) for urban teachers changing districts.

When asked to explain why they left teaching completely, subjects cited family or personal reasons (59%), the choice to pursue another career (50%), dissatisfaction with job description or responsibilities (45%), and dissatisfaction with community support of the school (37%). Better salary or benefits were only cited by 21 percent of those leaving the teaching profession. Health issues were another significant reason for teachers' departure (18%).

- Download the Alaska Teacher Supply & Demand Report 2005 in PDF format.

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Adding your links, resources and suggestions to the ATP website is quite easy once you give it a try, and you won't break anything. You can even create new pages, and upload pictures.

Together we can build a better website, and a social network of Alaska teachers, administrators and job candidates helping each other!

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supply_and_demand.txt · Last modified: 12/03/2006 02:20 by johnen