

Fiscal Status -- Category Sort

K-12 Education Finance Committee, April 3, 2006, 8:00 a.m.

Bill Numb	Sen.Author Hse.Author	Description	Fiscal Impact Final?	Fiscal Note		Aid? Levy? Bond?	Bill Aid Bill Levy				
				Req'd/ Received	Dates		FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Category Facilities											
3267	Rosen	Cooperative Secondary Facilities Program Eligibility	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
3601	Neuville	Belle Plaine Health & Safety Revenue Use	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3/29/2006	<input type="checkbox"/>	0	0	0	0	0
				<input checked="" type="checkbox"/>	3/31/2006	<input type="checkbox"/>		0	0	0	0
<i>Bill needs clarification based on FN. Lowers H&S levy, increases Debt Excess</i>											
Category Fund Transfers/Accounting											
3294	Marty	Roseville Fund Transfer	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3/19/2006	<input type="checkbox"/>	0	0	0	0	0
				<input checked="" type="checkbox"/>	3/27/2006	<input checked="" type="checkbox"/>		0	0	90,000	182,000
3299	Lourey	Willow River early levy recognition	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3/19/2006	<input type="checkbox"/>	0	0	0	0	0
				<input checked="" type="checkbox"/>	3/24/2006	<input type="checkbox"/>		0	0	0	0
3420	Skoe	Fosston Fund Transfer	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3/24/2006	<input type="checkbox"/>	0	0	0	0	0
				<input checked="" type="checkbox"/>	3/28/2006	<input type="checkbox"/>		0	0	80,000	0
3421	Sparks	Alden-Conger Fund Transfer	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3/24/2006	<input type="checkbox"/>	0	0	0	0	0
				<input checked="" type="checkbox"/>	3/27/2006	<input checked="" type="checkbox"/>		0	0	164,000	0
3622	Dille	Eden Valley-Watkins Fund Transfer	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3/30/2006	<input type="checkbox"/>	0	0	0	0	0
				<input checked="" type="checkbox"/>	3/31/2006	<input type="checkbox"/>		0	0	50,000	0
Category Libraries											

Bill Numb	Sen.Author Hse.Author	Description	Fiscal Impact Final?	Fiscal Note		Aid? Levy? Bond?	Bill Aid Bill Levy				
				Req'd/ Received	Dates		FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
3536	Dille	Basic Library System Support Grants	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	0	0	3,000,000	3,333,000	3,333,000
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
Category Professional Development											
3073	Clark	Professional Teaching Standards Grant	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
<i>Blank grants, blank approps</i>											
Category Special Education											
3534	Hann	Special Education Study & Report	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	0	0	250,000	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
Category Transportation											
3383	Dibble	School Transportation Services Contracts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3/22/2006	<input type="checkbox"/>	0	0	0	0	0
				<input checked="" type="checkbox"/>	3/31/2006	<input type="checkbox"/>		0	0	0	0
3636	Neuville	Nonpublic School Transportation Contract	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3/30/2006	<input type="checkbox"/>	0	0	0	0	0
				<input type="checkbox"/>		<input type="checkbox"/>		0	0	0	0
Total Aid Impact:							0	0	3,250,000	3,333,000	3,333,000
Total Levy Impact:								0	0	384,000	182,000

Senator Dibble introduced--

S.F. No. 3383: Referred to the Committee on Education.

A bill for an act

relating to school transportation; amending the reporting requirements for school transportation services contracts; modifying the taxation of school buses of contract carriers that do not comply with the requirements; amending Minnesota Statutes 2004, sections 123B.88, subdivision 3; 168.013, subdivision 18.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. Minnesota Statutes 2004, section 123B.88, subdivision 3, is amended to read:

Subd. 3. **Transportation services contracts.** (a) The board may contract for the furnishing of authorized transportation under section 123B.52, and may purchase gasoline and furnish same to a contract carrier for use in the performance of a contract with the school district for transportation of school children to and from school.

(b) A contract carrier must disclose:

(1) the length of continuous employment of its current employees by job classification without identifying employees by name and, at the contractor's option, any relevant prior experience of those employees;

(2) if the school transportation services are to be performed by new employees, the minimum requirements the contractor will impose on job applicants;

(3) the contractor's current annual rate of employee turnover;

(4) the number of hours, if any, planned for each employee relating to duties to be performed by the employee in providing services under the transportation services contract;

(5) any complaints issued by a federal, state, or local enforcement agency relating to alleged violations of relevant laws or rules, including those relating to employee safety and health and labor relations, along with any court decisions, administrative findings,

2.1 or penalties for violations of those laws and rules, listing the date, the court or agency,
2.2 and the law or rule found to be violated;

2.3 (6) any collective bargaining agreements or personnel policies covering the
2.4 employees to perform services under the transportation services contract; and

2.5 (7) any political contribution made by the responder or managerial employee of the
2.6 responder, during the four years immediately preceding the due date of the response, to an
2.7 elected official of the state, a candidate for elected state office, and, if the soliciting agency
2.8 is a local unit of government, an elected official or candidate for elected office of that unit.

2.9 If the contractor is a subsidiary of a parent entity, the disclosures made in response to
2.10 clauses (5), (6), and (7) must cover the parent entity as well as the contractor itself.

2.11 (c) The minimum wage rate for employees of a contractor providing transportation
2.12 services for a school district is the average wage rate for the classification of district
2.13 employees whose duties are most similar, plus the value of health and other benefits
2.14 provided to the district employees in that classification.

2.15 (d) The term of a transportation services contract, including any extensions resulting
2.16 from amendments or change orders, may not exceed two years. No amendment or change
2.17 order is valid if it has the purpose or effect of avoiding any requirement of this section.

2.18 (e) A transportation services contract must impose affirmative action standards on
2.19 the contractor and any subcontractors that are at least as stringent as those applying to
2.20 the school district. No transportation services contract may cause the school district to
2.21 fail to meet its affirmative action standards or cause the displacement of school district
2.22 employees. For purposes of this paragraph, "displacement" means a layoff, demotion,
2.23 involuntary transfer to a new classification or title, involuntary transfer or reassignment to
2.24 a new location requiring a change in residence, or reduction in hours of work, wages, or
2.25 benefits.

2.26 (f) A transportation services contractor may not use public money paid to it under
2.27 a contract to:

2.28 (1) support or oppose the organization of its employees by an exclusive
2.29 representative;

2.30 (2) assist a subcontractor to support or oppose the organization of its employees;

2.31 (3) facilitate or deter the ability of an exclusive representative of its employees to
2.32 carry out the exclusive representative's responsibilities; or

2.33 (4) assist a subcontractor to facilitate or deter the lawful activities of an exclusive
2.34 representative of its employees.

2.35 (g) A transportation services contractor must allow the school district to buy or lease
2.36 its assets, including buses, facilities, or real property, used to provide services under

3.1 the contract if the contractor cancels or terminates the contract by failing to meet the
3.2 standards under this subdivision.

3.3 (h) A contract carrier who complies with the requirements of this subdivision is
3.4 subject to the motor vehicle registration tax in section 168.013, subdivision 18. A contract
3.5 carrier who fails to comply with the requirements of this subdivision shall be subject to
3.6 the motor vehicle registration tax in section 168.013, subdivision 1f.

3.7 Sec. 2. Minnesota Statutes 2004, section 168.013, subdivision 18, is amended to read:

3.8 Subd. 18. **School buses.** Notwithstanding the provisions of subdivision 1, school
3.9 buses used exclusively for the transportation of students under contract with a school
3.10 district, or used in connection with transportation for nonprofit educational institutions,
3.11 shall be taxed during each year of the vehicle life of such bus the amount of \$25.

3.12 A contract carrier who does not comply with the requirements in section 123B.88,
3.13 subdivision 3, shall not be taxed under this subdivision.

3.14 **EFFECTIVE DATE.** This section is effective June 30, 2006.

WRITTEN TESTIMONY

Paul Rohlfig
SEIU Local 284
April 3, 2006

SF 3383 School transportation services contracts requirements modifications.

POSITION: SUPPORT

The Service Employees International Union (SEIU) is one of the fastest growing and most dynamic unions in the nation with 1.8 million members. SEIU Local 284 represents 8,000 educational support workers in Minnesota and is also the largest union of school bus drivers in the state. Bus drivers working with SEIU are committed to improving safety for students, for themselves, and for others on the road. That is why we support S.F. 3383 –the School transportation services contracts requirements modifications bill.

As part of our Driving Up Standards Campaign, our bus driver members work to promote reliable student transportation and to increase responsible competition for public dollars by standardizing basic reporting, labor, and accountability measures. We work in coalition with parents, faith-based organizations, North American and British Unions, school boards and concerned members of our communities.

The school bus driver is the first face of our educational system that greets parents and children each morning. Families value this service. However, there has been a de-professionalization of school bus driving which is a matter of great concern to many parents, community members and bus drivers. What was once a career is increasingly a revolving door. A 2005 report issued by the Minneapolis Public Schools Department of Transportation Services found that union drivers employed by the Minneapolis school district had an average of 10.5 years of experience while drivers employed by private contractors in the district averaged less than 4 years of experience.¹ First Student drivers from the company's Golden Valley yard – which serves the Minneapolis schools - averaged only 1.7 years of experience. Most importantly the report showed that more experienced district drivers had a lower rate of accidents with injuries. This report substantiates an important point: failure to retain good drivers may lead to unreliable service and an increased risk of accidents due to inexperience and unfamiliarity with the route.

Privatization has long been a part of the school bus industry in Minnesota, and today, approximately 40 percent of the state's school bus routes are operated by private contractors. Many districts chose privatization because they wanted the convenience it provided and believed in the idea that costs savings could be found through the competitive marketplace. Unfortunately, for many school districts, privatization has not brought these benefits. Instead, many school districts find that there is very little true competition among contractors. These contractors, in turn, are free to drive down standards for driver wages and benefits with very little risk that decreased safety and reliability will result in their losing contracts. While this bill does not seek to do away with privatization in student transportation, it does seek to restore efficiency, safety and price competition to the private portion of our state's student transportation system

¹ "Accident Statistics", Minneapolis Schools Transportation Department, School Year 2004-2005, 1st Quarter 2005

Senate File 3383 would require that contractors report some of the information that is already available to school districts operating their own transportation services, such as employee turnover rates and the minimum hiring requirements for new drivers who provide a service for the district. This kind of information is vital to monitoring how a failure to retain good drivers relates to any increased risk of accidents.

In addition to disclosure of information to monitor safety, there are also several other components of this bill that would ensure that policies are being implemented to keep safe drivers on the road and enforce accountability measures that encourage quality service and penalize poor performance. By requiring all contractors to provide the prevailing district wage for similar work, this bill creates an incentive for companies to keep their bids low through economy of scale and effective management, rather than slashing wages and benefits. This provision keeps more money in the schools by keeping local workers paying into the tax base and off of state assistance. A prevailing wage would also reduce employee turnover and decrease costs related to retrain and rehire. Those costs are significant and they are borne indirectly by our school districts. In 2004 for example, First Student, who is Minnesota's largest provider of school bus services, spent \$26 million in the United States just to recruit and train new drivers to replace those who had left the company.

This bill also recognizes a reality in many school districts: bus drivers who know the kids and the streets, and the buses and the bus yards located within the school district are critical resources of the school district. No school district should be stuck with a contractor that doesn't meet its standards for safety and reliability just because no other company owns a bus yard in that city. This bill follows the lead of Seattle, Washington Public Schools who have had an asset acquisition clause in their transportation contract for many years. It insures school districts' ability to maintain reliable bus service and secure competitive bids by giving them the right to buy or lease contractor assets when the contractor violates their contract. There are many barriers to entry into Minnesota's student transportation market. One of these barriers is the cost of buying a fleet of buses and securing space and zoning for a bus yard. This bill allows a district the option to temporarily or permanently operate transportation services itself, or to sell or lease the assets to another provider without a disruption in service if the contractor is putting children, bus drivers, and/or the public at risk.

Senate File 3383 is a needed set of standards for district contracts with private transportation companies that together would improve accountability, improve driver retention and safety, and promote competition. We ask for your support to pass this bill out of committee with a favorable rating.

Fiscal Note – 2005-06 Session

Bill #: S3383-0 **Complete Date:** 03/31/06

Chief Author: DIBBLE, SCOTT

Title: MODIFY SCHOOL TRANSP SVCS CONTRACT

Fiscal Impact	Yes	No
State		X
Local	X	
Fee/Departmental Earnings		X
Tax Revenue		X

Agency Name: Education Department

This table reflects fiscal impact to state government. Local government impact is reflected in the narrative only.

Dollars (in thousands)	FY05	FY06	FY07	FY08	FY09
Expenditures					
-- No Impact --					
Less Agency Can Absorb					
-- No Impact --					
Net Expenditures					
-- No Impact --					
Revenues					
-- No Impact --					
Net Cost <Savings>					
-- No Impact --					
Total Cost <Savings> to the State					

	FY05	FY06	FY07	FY08	FY09
Full Time Equivalents					
-- No Impact --					
Total FTE					

Bill Description

SF3383 amends the reporting requirements for school transportation service contracts, modified the licensing of school buses and modifies the taxation of school buses.

Assumptions

These proposed changes in the bill do not have direct impact on state funding of transportation.

It is assumed that the proposed changes would increase costs of employee compensation and health care costs, vehicle taxes, and increase other operating costs for companies that provided school transportation services under contract for school districts and charter schools in Minnesota. It seems reasonable that if the service provider would have higher costs, these costs would be passed on to local school districts in the form of higher transportation contracts in future years.

The contract must compare the wages and benefits to similar employees in a school district. Since many bus contractors have multiple contracts with multiple school districts, charter schools, private schools, other organizations, some in different regions of the state and in multiple states, there could be different interpretations of what district to make the wage and benefit comparisons with. Clarification is needed.

MDE does not collect data necessary to calculate potential cost increase for contractors and the impact on future school district contracted transportation services costs.

The bill states that no transportation services contract may cause the school district to fail to meet its affirmative action standards or cause displacement (such as layoff, demotion, involuntary transfer, and change in work hours, wages, or benefits). This provision may prohibit local school boards from making school district budget adjustments to assure financial stability by not allowing the district to terminate district bus services and to use contracted transportation services. This provision limits the authority of the school board to manage transportation costs.

MDE does not have information on the number of bus contractors that would have the \$25 annual tax imposed on individual buses.

If these changes were made and transportation contract costs did increase for transportation services, state transportation formulas would be impacted in programs such as inter-district desegregation transportation, non-public transportation, and special education transportation costs. It is not possible at this time to estimate what the potential costs would be.

Expenditure and/or Revenue Formula

No cost impact to the state.

Long-Term Fiscal Considerations

The changes would be permanent.

Local Government Costs

Since it is assumed that the proposed changes would increase bus contractor's compensation and health benefit costs for employees, and increase other operating expenses, it is assumed school districts that contractors would pass these costs on to school districts through increases in transportation contact costs.

This bill would limit the ability of local school boards to manage certain transportation costs.

References/Sources

Agency Contact Name: Schroeder, Linda 651-582-8855
FN Coord Signature: AUDREY BOMSTAD
Date: 03/31/06 Phone: 582-8793

EBO Comments

I have reviewed this Fiscal Note for accuracy and content.

EBO Signature: BRIAN STEEVES

Date: 03/31/06 Phone: 296-8674



Membership Directory 2004-2005

MSBOA OFFICE

10606 Hemlock St. NW

Annandale, MN 55302

Phone: 320-274-8313

Fax: 320-274-8027

Website: www.msboa.com

OFFICIAL DIRECTORY OF THE

Minnesota School Bus Operators Association

2004 Executive Board

Julie Bernick, President	763-972-3991
Mike Moran, 1st Vice President	218-829-6955
Tom Hey, 2nd Vice President	507-532-4043
Roger Millner, Treasurer	320-274-8313

2004 Board of Directors

Jenny Aksamit	Brian Koch
John Benjamin	Gaylen Lenz
Julie Bernick	Mike Krois
Mike Clark	Roger Millner
Jon Goetz	Mike Moran
Doug Grisim	Greg Nord
Tom Hey	Charles Peterson, Jr.
Lyle Hicks	Kurt Schumann

Members Listed by City...

Adrian, MN
Albany, MN
Albert Lea, MN
Albertville, MN
Alden, MN
Andover, MN
Annandale, MN
Anoka, MN
Austin, MN
Barnesville, MN
Barrett, Mn
Baxter, MN
Belle Plaine, MN
Bemidji, MN
Bertha, MN
Big Lake, MN
Birchdale, MN
Blaine, MN
Blaine, MN
Blooming Prairie, MN
Bock, MN
Braham, MN
Brooklyn Park, MN
Browerville, MN
Browns Valley, MN
Buffalo, MN
Cass Lake, MN
Cedar, MN
Champlin, MN
Chatfield, MN
Clara City, MN
Clouquet, MN
Cokato, MN
Courtland, MN
Crosby, MN
Deer River, MN
Delano, MN
Detroit Lakes, MN
Detroit Lakes, MN
Dilworth, MN
Duluth, MN
Eagle Bend, MN
Eden Valley, MN
Edgerton, Mn
Elgin, MN

Hoffenkamp Bus Co., Inc.
Schiffler Bus Service
Albert Lea Bus Company, Inc.
Don's Bus Service, Inc.
Hemmingsen's Transfer
Kottkes' Bus Service, Inc.
M & M Bus Service, Inc.
Laidlaw Transit (Hunts)
Austin Transportation
Barnesville Bus Co., Inc
Palmer Bus Service, Inc
Reichert Enterprises, Inc.
Stier Transportation Services
Blom's Bus Service
B-H Transportation, Inc.
Vision of Big Lake
O-N Activities, Inc.
Laidlaw (T & C Bus Co)
Movin' On, Inc
Blooming Prairie Transportation, Inc.
Sue's Bus Service, Inc.
Braham Bus Company, Inc.
Laidlaw Branch 865 MPLS
Aksamit Transportation Inc.
Piechowski Bus Service
Laidlaw Transit, Inc. Buffalo
Riggles Bus Company
Tim Smith Transportation
Laidlaw Education Services #751
Bernard Bus Service, Inc.
Palmer Bus Service, Inc
Clouquet Transit Company
Cokato Transportation /Holt Tours
Bode, Nate and Cheryl
Crosby-Ironton Transportation
Juntunen Enterprises
Stahlke Bus Service, Inc.
Olander Bus Service, Inc.
Schultz Garage & Bus Co., Inc.
Kuehl Bus Service, Inc.
Voyager Bus Company
Eagle Valley Bus Service, Inc.
Eden Valley School Bus Line, Inc.
Mel & Ann's Bus Service
Kurth Bus Service, Inc.

Dolly Bruns
Geri Schiffler
Steven P. Jannings
Betty, Albert, Jason Barthel
David Hemmingsen
Charles M. Peterson
Roger and Karen Millner
Troy Schreifel
Becky Crumb
Delbert Peterson
Beau Twaddle
Mike or Mark Moran
Jim Koonst
Ervin Blom
Gary Kleen
Tim Hesley
Soren Olesen
Bonnie O'Connell

Kevin Christianson
Susan Westling
Dennis or Dawn Olson
Kurt Schumann
Mike or Jenny Aksamit
Bernice Piechowski
Pat Gulden
Joe or Pat Riggles
Dean Krause
Troy Schreifels
Michael Bernard
Lowell Knapper
Jeffrey Lane
Darlene Pettit
Nate or Cheryl Bode
Al or Barb Schiffler
Dale Juntunen
Julie Bernick
Carol Olander
Ruth Gunderson
Bob Kuehl
Mike Krois
Paul Cebulla
Don or LaVon Theis
Gene Miller
Ron and Roberta Kurth

Elk River, MN	Vision of Elk River, Inc.	Mark Ostwald
Embarrass, MN	Klimek Enterprise, Inc	Marvel Klimek
Fairmont, MN	Minnesota Motor Bus, Inc.	Jim Schoener
Faribault, MN	Faribault Transportation Co., Inc.	Thomas E. Merrill
Farmington, MN	Marschall Line, Inc.	Tom Severson / Pat Regan
Fergus Falls, MN	Ottertail Coaches, Inc.	Mike Clark
Frazee, MN	Anderson Bus Co. of Frazee, Inc.	Ted Anderson or Tim Teiken
Fulda, MN	Wieskus Bus Service	Edward Wieskus
Fulda, MN	Witzel Bus Service, Inc	Jim Witzel
Glenwood, MN	Palmer Bus Service, Inc	Beau Twaddle
Gonvick, MN	Lange Bus Co.	Lugene Lange
Goodhue, MN	O'Reilly Bus Garage	Dennis O'Reilly
Grove City, MN	Dayton's Bus Service, Inc.	Mike & Deb Peterson
Harmony, MN	Harmony Transit Inc	Mark Scheevel or Ken Heibel
Hastings, MN	Hastings Bus Company	Pat Regan / Mike Karlen
Hibbing, MN	Shubat Transportation	Bridget Blum
Hibbing, MN	Tac-Tran Corp.	Sandie Fena
Hill City, MN	Rassier School Bus Service, Inc.	Sandra Washburn
International Falls, MN	Reinke's Bus	Jean Reinke
Inver Grove Heights, MN	Safe-Way Bus Co., Inc.	Worth, Dan or Jane Stiles
Jackson, MN	SW Coaches Inc. / Jackson	Gary Willink
Janesville, MN	Palmer Bus Service, Inc	Ed Goettl
Jordan, MN	Benjamin Bus	Eric Burrill
Kandoyohi, MN	Palmer Bus Service, Inc	Matt Holland
Millong, MN	Schurhammer Bus Co., Inc.	James Schurhammer
Kenyon, MN	Held Bus Service	Howard or Jon Held
Kerkhoven, MN	Rustad School Bus, Inc.	Jean Rustad
Kimball, MN	Hendricks Bus Service, Inc.	Joann Hendricks
Kimball, MN	LO'L Bus Service, Inc.	Steve Gohman
La Crescent, MN	Ready Bus Line	Tom Ready
Lake City, MN	Lake City Bus Lines, Inc.	Doug Grism
Lake Crystal, MN	Lake Crystal School Bus Service, Inc.	Gaylen Lenz
Lake Elmo, MN	Laidlaw Transit Inc	Kevin Hansen
Lakeville, MN	Schmitt & Sons School Buses, Inc.	Jay Young
Lester Prairie, MN	Prairie Bus Service	Mike Hennek
Lindstrom, MN	Hunt's Transportation Service Inc	Dave Webb
Lino Lakes, MN	Rehbein Transit	Lisa Rainer / John Olchefski
Litchfield, MN	Hicks Bus Line, Inc.	Lyle Hicks or Linnea Weida
Little Falls, MN	Palmer Charter Service, Inc	Andy Galston
Long Prairie, MN	Isensee Bus Service, Inc.	Berton Lambrecht
Madelia, MN	Madelia Bus Service, Inc.	Gaylen Lenz
Madison Lake, MN	Manske Bus Service, Inc.	Dennis Heinze
Thornomen, MN	Handyside Bus Service	Terrance Handyside
Mankato, MN	Yaeger Bus Service, Inc.	Dwight, Karen or Chad Yaeger
Maple Lake, MN	M & M Bus Service, Inc	Scott Millner
Marshall, MN	Southwest Coaches, Inc.	Tom or Jim Hey
Mayer, MN	Lutheran High School	Robert K. Luccke
Melrose, MN	Mayers Bus Service	Ervin H. Mayers
Milaca, MN	North Central Transportation	Jim Blonigan
Minneapolis, MN	Contemporary Transportation	Steve Miller

Minneapolis, MN
Minneapolis, MN
Minnesota City, MN
Minnetonka, MN
Montevideo, MN
Montgomery, MN
Monticello, MN
Moorhead, MN
Moorhead, MN
N Mankato, MN
Nashwauk, MN
New London, MN
New Munich, MN
Northfield, MN
Olivia, MN
Owatonna, MN
Parkers Prairie, MN
Paynesville, MN
Pelican Rapids, MN
Perham, MN
Pillager, MN
Pine City, MN
Pipestone, MN
Pipestone, MN
Plymouth, MN
Princeton, MN
Prior Lake, MN
Prior Lake, MN
Prior Lake, MN
Prior Lake, MN
Randall, MN
Red Wing, MN
Redwood Falls, MN
Rochester, MN
Rockville, MN
Rothsay, MN
Sabin, MN
Sauk Centre, MN
Sauk Rapids, MN
Shakopee, MN
Sioux Falls, SD
Slayton, MN
Springfield, MN
St. Clair, MN
St. Cloud, MN
St. Cloud, MN
St. Peter, MN
St. Stephen, MN
St. Cloud, MN
St. James, MN

Minneapolis & Suburban Bus Co. Inc.
Monarch Bus Service
Minnesota City Bus Service
Minnetonka Transportation, Inc.
Clark Transportation
Benjamin Bus, Inc
Hoglund Transportation, Inc.
Red River Trails, Inc.
Richard's Transportation Service
Palmer Bus Service, Inc.
Spartan Transportation
Russell's Bus Service, Inc.
Kluempke Bus Service
Benjamin Bus, Inc.
Palmer Bus Service of BOLD
Owatonna Bus Company, Inc.
Parkers Bus Co., Inc.
Paynesville Motor & Transfer Co.
Christianson Bus Service, Inc.
Bauck Busing, Ltd.
Gillson School Bus Service
Westernman Bus Co
Ludolph Bus Inc.
Priester Bus Co., Inc.
First Student, Inc.
Peterson Bus
Anderson Bus Co., Inc.
Berens Bus Co., Inc.
Klingberg Bus Co., Inc.
Busse Student Transportation
Strack's Bus Service
Laidlaw Transit Inc
Thielen Bus Lines, Inc.
Laidlaw Transit - Rochester
Rockville Bus Service, Inc.
Fosse Leasing Co., Inc.
Nelson School Buses, Inc.
Kraemer Bus Service, Inc.
Laidlaw Transit DBA Larson Bus
Palmer Bus Service, Inc.
School Bus, Inc
Ludolph Bus Inc
Richert Bus Service, Inc.
Palmer Bus Service, Inc.
Guardian School Bus Company
Spanier Bus Service, Inc.
Palmer Bus Service, Inc.
Trobec's Bus Service, Inc.
Voigt's Fridley Bus Co., Inc.
St. James Bus Service, Inc.

Steve Tharp / Pat Regan
Bruce Dischinger
Richard Twait
Chuck Robinson
Dennis Clark
Steve Trcka
Gordy Hoglund, Joe / Kari Kounke
Greg Nord
Jay Richards
Ed Goettl
Dan D. Brim
Michael Nelson
Dave Kluempke
John Benjamin
Matt Holland
William E. Regan
Rick Arvidson
Phyllis Nielsen
Jim Christianson
Kent Zitzow / Paul Winterfeldt
Harold Gillson
Bruce Westerman
Mike Ludolph
Jerry Priester
Jeff Pearson
Tim Whilhelm
John Thomas
Kevin Berens
Judie or Joan Klingberg
Jim Busse
Tim D. Strack
Chris Armbrust
Rick or Joe Thielen
Jon Goetz
Wade Skaja
Paul Fosse
Jared Nelson
Michael Kraemer
Debbie Froelich
Pat Huber
Jim Shafer
Chuck Ludolph
Ken Richert
Floyd Palmer
Jeff Larson
Tami and Ken Spanier
Lanny Woods
Tim Schubert or Betty J. Trobec
Troy or Louie Voigt
David Lenz

St. Louis Park, MN
St. Louis Park, MN
St. Louis Park, MN
Stewartville, MN
Truman, MN
Vernon Center, MN
Wabasha, MN
Waconia, MN
Waseca, MN
Waseca, MN
Watertown, MN
Watertown, MN
Waubun, MN
Webster, MN
Westbrook, MN
Wheaton, MN
Willmar, MN
Willow River, MN
Zumbro Falls, MN

ADAM Services, Inc.
Talmud Torah of Minneapolis
TLC Student Transportation
Grisim School Bus Inc.
Truman Bus Service, Inc.
Champlin Bus Service, Inc.
Schmit Bus, Inc
Koch School Bus Service, Inc.
Clemons Bus Line, Inc.
Lenz Bus Service, Inc.
Johnson Bus Co.
Midwest Bus Company
Borgrud, Gary A., Busing
Westonka Bus Service, Inc
Kvilhaug & Sons Bus Co., Inc.
Raguse Bus Lines, Inc.
Willmar Bus Service
Nyrud Bus Service
Kennedy Bus Service, Inc.

Joe Regan
Mike Nelson
Paul Marvin
Curt and Connie Grisim
Ron Lenz
Brian Champlin
Sue & Al Schmit
Brian or Judy Koch
Michael or Beth Clemons
Ken Lenz
Neil or Susan Johnson
Todd Hendricks
Gary Borgrud
Michael Hennek
Gwen Kvilhaug
Kevin Raguse
Richard J. Plahn
Dave Nyrud
Timothy or Pam Kennedy

Members Listed by Name...

DAM Services, Inc.
Dee Regan
2211 Edgewood Ave S
St. Louis Park, MN 55426
Phone: (952)544-7273
Fax: (952)544-7461
Email: Roncalli89@aol.com

Aksamit Transportation Inc.
Mike or Jenny Aksamit
241 West Front Street
Browerville, MN 56438
Phone: (320)594-8228
Fax: (320)594-8228
Email: maksamit@rea-alp.com

Albert Lea Bus Company, Inc.
Steven P. Jannings
1407 St. John Ave.
Albert Lea, MN 56007
Phone: (507)373-1467
Fax: (507)373-2714
Email: albcm@myclearwave.net

Anderson Bus Co. of Frazee, Inc.
Ted Anderson or Tim Teiken
PO Box 98
Frazee, MN 56544
Phone: (218)334-3171
Fax: (218)334-3172
Email: goandersonbus@aol.com
Website: www.andersonbus.com

Anderson Bus Co., Inc.
John Thomas
4145 200th St. E
Prior Lake, MN 55372
Phone: (952)447-4189
Fax: (952)447-4184
Email: patmeadow@prodigy.net

Austin Transportation
Becky Crumb
Box 581
Austin, MN 55912
Phone: (507)433-5358
Fax: (507)433-5163

Barnesville Bus Co., Inc
Delbert Peterson
902 Front St. S
Barnesville, Mn 56514
Phone: (218)354-2252

Bauck Busing, Ltd.
Kent Zitzow / Paul Winterfeldt
43569 Ft Thunder Rd. Box 380
Perham, MN 56573-0380
Phone: (218)346-4599
Fax: (218)346-4598
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Benjamin Bus
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Phone: (952)492-2410
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Benjamin Bus, Inc
Steve Trcka
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Fax: (507)364-8730
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Benjamin Bus, Inc.
John Benjamin
32611 Northfield Blvd.
Northfield, MN 55057
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Berens Bus Co., Inc.
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Prior Lake, MN 55372
Phone: (952)447-7738
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Bernard Bus Service, Inc.
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B-H Transportation, Inc.
Gary Kleen
207 2nd Ave NW PO Box 275
Bertha, MN 56437-0275
Phone: (218)924-4211
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Blom's Bus Service
Ervin Blom
11416 Eckles Road NW
Bemidji, MN 56601-7202
Phone: (218)751-2597

Blooming Prairie Transportation, Inc.
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PO Box 892
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Bode, Nate and Cheryl
Nate or Cheryl Bode
47572 491st Ave
Courtland, MN 56021
Phone: (507)359-2767

Borgrud, Gary A., Busing
Gary Borgrud
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Waubun, MN 56589
Phone: (218)473-2563

Braham Bus Company, Inc.
Dennis or Dawn Olson
216 S Main St., PO Box 505
Braham, MN 55006
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Fax: (320)396-4265
Email: brahamford@gentekcom.com

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Fax: (952)447-6458
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Champlin Bus Service, Inc.
Brian Champlin
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Jim Christianson
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Clark Transportation
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Clemons Bus Line, Inc.
Michael or Beth Clemons
213 19th Ave. NE
Waseca, MN 56093-2619
Phone: (507)833-4438
Fax: (507)833-2065

Clouquet Transit Company
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Cokato Transportation /Holt Tours
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Website: www.holttours.com

Contemporary Transportation
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Crosby-Ironton Transportation, Inc.
Al or Barb Schiffler
829 8th St. NE, PO Box 66
Crosby, MN 56441
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Fax: (218)546-2886
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Mike & Deb Peterson
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Fax: (320)857-9483
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Don's Bus Service, Inc.
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Phone: (763)497-2585
Fax: (763)497-1859

Eagle Valley Bus Service, Inc.
Paul Cebulla
436 Clark St. W.
Eagle Bend, MN 56446
Phone: (218)738-5068

Eden Valley School Bus Line, Inc.
Don or LaVon Theis
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Eden Valley, MN 55329
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Faribault Transportation
Thomas E. Merrill
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First Student, Inc.
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Fosse Leasing Co., Inc.
Paul Fosse
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Fax: (218)867-4199

Gillson School Bus Service
Harold Gillson
PO Box 144
Pillager, MN 56473
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Grisim School Bus Inc.
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8 Hwy 63 SE
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Guardian School Bus Company
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2779 Hwy 10 SE
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Handyside Bus Service
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Mahnomon, MN 56557
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Fax: (218)935-5393

Harmony Transit Inc
Mark Scheevel or Ken Heibel
55 1st St NW
Harmony, MN 55939
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Fax: (507)886-2021

Hastings Bus Company
Pat Regan / Mike Karlen
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Website: www.minnesotacoaches.com

Held Bus Service
Howard or Jon Held
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Kenyon, MN 55946
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Fax: (507)789-6432

Hemmingsen's Transfer
David Hemmingsen
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Hendricks Bus Service, Inc.
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Hicks Bus Line, Inc.
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Litchfield, MN 55355
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Hoffenkamp Bus Co., Inc.
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Adrian, MN 56110
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Berton Lambrecht
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Johnson Bus Co.
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Kennedy Bus Service, Inc.
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Zumbro Falls, MN 55991
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Klimek Enterprise, Inc
Marvel Klimek
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Embarrass, MN 55732
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Klingberg Bus Co., Inc.
Judie or Joan Klingberg
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Fax: (952)447-3982

Kluempke Bus Service
Dave Kluempke
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New Munich, MN 56356-0121
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Koch School Bus Service, Inc.
Brian or Judy Koch
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13625 Jay St. NW
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Kraemer Bus Service, Inc.
Michael Kraemer
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Fax: (320)987-3304

Kuehl Bus Service, Inc.
Bob Kuehl
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Phone: (218)233-2108
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Kurth Bus Service, Inc.
Ron and Roberta Kurth
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Kvilhaug & Sons Bus Co., Inc.
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Bonnie O'Connell
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Blaine, MN 55449
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Fax: (763)783-4505

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Laidlaw Transit, Inc. Buffalo
Pat Gulden
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Lake City Bus Lines, Inc.
Doug Grisim
905 N 7th St.
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Lake Crystal School Bus Service, Inc.
Gaylen Lenz
311 S. Murphy, PO Box 871
Lake Crystal, MN 56055
Phone: (507)726-2832
Fax: (507)642-3697
Email: topbus65@yahoo.com

Lange Bus Co.
Lugene Lange
491 North Ave
Gonvick, MN 56644
Phone: (218)487-5418
Fax: (218)487-5713
Email: langebus@gutel.com

Lenz Bus Service, Inc.
Ken Lenz
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Phone: (507)835-5104

LO'L Bus Service, Inc.
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Phone: (320)398-5455
Fax: (320)398-3755
Email: lolbus@aol.com

Ludolph Bus Inc
Chuck Ludolph
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Slayton, MN 56172
Phone: (507)836-6750
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Ludolph Bus Inc.
Mike Ludolph
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Phone: (507)825-2303
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Lutheran High School
Robert K. Luccke
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Mayer, MN 55360
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Fax: (952)657-2344
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M & M Bus Service, Inc
Scott Millner
PO Box 754
Maple Lake, MN 55358
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Fax: (320)963-3095
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M & M Bus Service, Inc.
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Madelia Bus Service, Inc.
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247 Old Hwy 60 NE, PO Box 213
Madelia, MN 56062
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Fax: (507)642-3697
Email: topbus65@yahoo.com

Manske Bus Service, Inc.
Dennis Heinze
59780 235th St.
Madison Lake, MN 56063
Phone: (507)243-3282
Fax: (507)243-3421

Marschall Line, Inc.
Tom Severson / Pat Regan
21044 Chippendale Ct Box 131
Farmington, MN 55024
Phone: (651)463-8689
Fax: (651)460-6183
Email: tseverson.mnc@mcleodusa.net
Website: www.minnesotacoaches.com

Mayers Bus Service
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Phone: (320)256-4479
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Mel & Ann's Bus Service
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Edgerton, MN 56128
Phone: (507)442-6671

Midwest Bus Company
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Minneapolis & Suburban Bus Co. Inc.
Steve Tharp / Pat Regan
322 W. 59 1/2 St.
Minneapolis, MN 55419
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Fax: (612)866-5691
Email: stharp.mnc@mcleodusa.net
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Minnesota City Bus Service
Richard Twait
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Minnesota Motor Bus, Inc.
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Website: www.mnmotorbus.com

Minnetonka Transportation, Inc.
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Fax: (952)933-5583

Monarch Bus Service
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Website: www.minnesotacoaches.com

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1493 94th Ln NE
Blaine, MN 55449

Nelson School Buses, Inc.
Jared Nelson
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Sabin, MN 56580
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Fax: (218)789-7884

North Central Transportation
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Nyrud Bus Service
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Olander Bus Service, Inc.
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O'Reilly Bus Garage
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Ottertail Coaches, Inc.
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Owatonna Bus Company, Inc.
William E. Regan
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Owatonna, MN 55060
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Palmer Bus Service, Inc
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Palmer Bus Service of MACCRAY
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Palmer Bus Service, Inc.
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Palmer Charter Service, Inc
Andy Galston
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Phone: (320)632-1555
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Parkers Bus Co., Inc.
Rick Arvidson
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Phone: (218)338-6079
Email: rbmmj@midwestinfo.net

Paynesville Motor & Transfer Co.
Phyllis Nielsen
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Email: TREADYBUS@ACEGROUP.CC
Website: www.readybusline.com

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11YR		23 YR		35 YR	
12 YR		24 YR		LIFE	

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WRITTEN TESTIMONY

Lindy Ellenbaum
3331 Freemont Avenue North
Minneapolis, MN 55412
First Student Bus Driver– Golden Valley Terminal

S.F. 3383-Dibble-School transportation services contracts requirements modifications.

Position: SUPPORT

My name is Lindy Ellenbaum. I am a Bus Driver for First Student, and I have been driving a bus for over ten years. I am here today to talk about the school bus industry: the companies, the drivers, and the obstacles we deal with every day in getting kids from home to school safely and back again.

Bus driving is described as a part time job. For some drivers that is true, but for most drivers it is their only source of income, and the time commitment to driving is a full time job. Consider the hours one must dedicate to being a bus driver. A typical day for me starts with a 6 am report time, and then I drive a route that ends between 9 am and 9:30 am. I return to work at 2 pm and drive a route that ends between 4 pm and 6 pm. The company will try to fill in the midday hrs with charter work but that work is not always available. So in the end I might dedicate a 12 hour day to get paid for 5 to 7 hours of work.

Safety is a major concern for drivers. It takes a special person to be a bus driver. A person who cares about your child standing on the corner in all kinds of weather, who can handle a large bus in all kinds of conditions and deal with the kids behind them, who are not always on their best behavior. Experienced drivers who have learned to juggle all the responsibilities are precious.

Yet many experienced drivers leave because of the working conditions. Wages alone are not enough to keep a good driver. Almost no drivers where I work get health insurance from the company because it is so expensive. Drivers at First Student get no vacation, no paid sick days, only three paid holidays, and we get no pay when school is out of session. Imagine going without pay for two weeks during Christmas vacation, when you want to buy presents for your own children. The poor benefits force many drivers who like the work to leave.

High turnover rates affect the ability of the company to provide schools with a driver who knows the route, knows your child, and will be there on time every day to deliver your child to and from school in a safe and timely manner. New drivers are often put on a route with no experience and little knowledge of the area. Often this results in drivers being late, missing stops, going the wrong direction, and other problems. Understandably, many new drivers become frustrated with the job quickly. Because the wages and benefits aren't enough incentive to stay and learn to be a bus driver, they wind up quitting, adding to the turnover rate.

This bill would help address the situation by making sure bus drivers are treated like the professionals we are, and giving drivers and bus companies incentives to keep drivers on the job. When school districts decide their transportation contracts, they should know how experienced the drivers who will be in charge of their children are, and that should be a factor in making their choice.

I'd like to thank the committee for giving me an opportunity to share with you a little of what it's like to be a driver. I urge you to support Senate File 3383, for the safety of our kids.

**CYNTHIA CAMPBELL
DISTRICT 55**

**S.F. 3383—DIBBLE; SCHOOL TRANSPORTATION
SERVICES CONTRACTS REQUIREMENTS
MODIFICATIONS**

CYNTHIA CAMPBELL

DISTRICT 55

MARCH 25, 2006

**S.F. 3383-DIBBLE; SCHOOL TRANSPORTATION SERVICES CONTRACTS
REQUIREMENTS MODIFICATIONS**

SF 3383 A bill for an act relating to school transportation; amending the reporting requirements for school transportation service contracts; modifying the taxation of school buses of contract carriers that do not comply with the requirements, amending Minnesota Statutes 2004, section 123B.88 subdivision 3; 168.013 subdivision 18.

POSITION: SUPPORT

There are thousands of reasons to support **SF 3383**; each one of those reasons has a name, a face and a date of death or injury attached to it. In 2004 there were 711 school bus accidents in Minnesota alone. As a parent, and as the cousin of Alex Johnson, a wonderful 17-year-old who was killed by a school bus, I find this unacceptable. This bill would increase the safety and reliability of our school buses by helping school districts attract and retain good drivers and hold transportation companies accountable. Here are just four excellent reasons to support **SF 3383**.

SARAH BUSCH, AGE 5; ALEX JOHNSON, AGE 17; BRITTNEY HUTCHINSON, AGE 5; WYATT SCHULLER, AGE 3.

Sarah Busch was killed when she was struck by her school bus as her then seven year old sister, Samantha, watched in horror. Samantha ran home to tell her parents and their father, a Maplewood volunteer firefighter, ran to the scene and tried to resuscitate little Sarah as she lay dying in his arms. Alex Johnson was killed when an inattentive bus driver in his 15 ton yellow school bus, failed to look to the left as he stopped at a T in the road. Alex had the right of way as the bus driver pulled out and turned left in front of Alex who was driving his Ford Escort. The bus dragged Alex's car 20 feet before it stopped. It took the paramedics three hours to extricate Alex's lifeless body from his vehicle. On February 7, even one month after Alex's death, Brittney Hutchinson was struck by her school bus. She was just 5 when she pulled her girlfriend back as the bus started to pull away after dropping them off at their bus stop after school. Brittney saved her girlfriend, and then she slipped and fell under the bus. Brittney survived her ordeal, but not without physical and emotional scars that will last a lifetime. Little Wyatt Schuller 3, was riding with his dad to pre-school in the family Minivan. Mr. Schuller was waiting to make a left turn into the school parking lot, when an inattentive bus driver slammed into the back of the family minivan, killing Wyatt and severely injuring his father. It is estimated that the school bus was traveling 50 miles per hour when it struck the Schuller's vehicle. Talk about ironic the Schuller's made it a practice to drive their children to school because they didn't feel that school buses were a safe option for their children. These are just four children whose lives ended far too soon.

The 2006 National Loading /Unloading Fatality Survey reported that 14 students were killed by their own school bus during the 2004-2005 school year, nearly a 300-percent (300%) increase over the previous four years! We must make changes.

Driver training is not thorough and is ineffective. Bus companies provide new drivers with approximately 20 hours of classroom training so they qualify for the CDL endorsement, and provide them with a mere 12-20 hours of behind the wheel training in a 12-15 ton school bus. Do you know how long it takes to stop a school bus traveling 30 miles per hour; or how much time it takes for a school bus to turn its 30,000 pound (GVW) vehicle left with oncoming traffic? How quickly can a school bus go from zero to 30? These are important questions that every driver should be able to answer and functions they should be able to properly perform.

Perhaps someone other than the bus company should be responsible for thorough training. It seems it should take weeks, not hours to learn how to properly and smoothly operate a 12-15 ton piece of equipment. In report after report I kept finding the same statistics: the top two reasons in the nation for school bus accidents are 1. Inattentive Driving 23.5% and 2. Failure to Yield 19.3%. Failure to yield is really just a symptom of more inattentive driving, meaning that 43% of school bus accidents may be caused by a driver who is distracted by a student, an unfamiliar route, lack of experience, or exhaustion.

The driver who pulled out and turned left in front of Alex Johnson's vehicle was charged with three misdemeanor charges: Careless Driving, Inattentive Driving and Failure to yield. He was not given any sort of mandatory time off while the accident was investigated, or time to for an opportunity to work through the trauma he had created. This driver killed Alex on Friday and was back in his bus driving the same route on Monday. In the end, he pled guilty to one count of Failure to yield. His punishment—a \$300 fine, 40 hours of community service, and one year of probation. If a school bus driver is “careless or inattentive” or “fails to yield to oncoming traffic,” and kills innocent children, teens and adults, shouldn't that driver be charged with vehicular manslaughter? Where is the justice? Glenn and Cindy Johnson ask themselves that question every day. We need to do everything possible to make sure school districts are hiring companies that put good, attentive drivers on the buses carrying our children.

Instead, we are doing the opposite. For many drivers, driving a school bus is a second job—sometimes even a third job; a job that is often without benefits—including sick time. With a shortage of drivers, some companies I researched provide “incentives” for perfect attendance—which translates into drivers who are sick or tired from working other jobs behind the wheel of a school bus--driving their regular route for that little bit of extra incentive pay. Then of course, we have the “casual” driver who drives whatever route he/she is handed if the regular driver fails to show up for whatever reason. The bus companies hand these casual drivers a map and tell them to go pick up X number of children and get them to the appropriate school on time. My son was a casual driver. He told me it was nerve wracking trying to pay attention to the road while trying to read a route map in minimal light in an area in which he is totally unfamiliar. From his experience he shared the fact that drivers at the company he worked for were expected to have one and one-half hours of additional training per month. Training consisted of watching a video. If you failed to show up for training, there were absolutely no repercussions. What has happened to accountability, responsibility and reliability? It appears that these things have been lost in the companies' fervor to add dollars to their bottom line.

Since Alex's death I've done a lot of reading about school bus accidents. I learned that most accidents occur when bus drivers are making left hand turns. The most common accident happens in the loading/unloading zone. Five and six-year-old students represented the largest category of children killed and accounted for over half of the total fatalities. Three-fourths of all fatalities were female, with the majority of the accidents happening after school after the children disembarked from their bus.

We as a community, as parents, as aunts and uncles, and cousins are not doing enough. We must join together to insure the safety of ALL children regardless of their age. This bill is just the first step—a baby step--of many that need to be taken to improve a system that is failing miserably.

A quote from “*School Transportation News at STN Media; www.stnonline.com” really hits the mark. “School bus safety is inevitably sensitive, highly personal, and fraught with emotional overtones. For a parent who has lost a child in a bus accident, the urgency of seeking improvements in the system, in buses, in rules must be overwhelming.”*

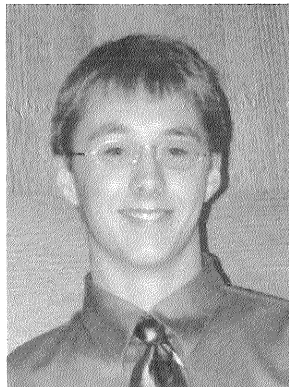
I ask that you support SF 3383 as a first step to improving the conditions for our children, the sanity of their parents, and the school bus drivers themselves. Please make sure that lives of Alex, Sarah, Wyatt and the



This is what happens when a 32,000 pound GVW* School Bus turns left and collides with a Ford Escort. The bus dragged the car 20 feet before it came to a complete stop. The driver of this car left skid marks 186 feet in length in a last ditch effort to avoid the bus. Imagine if you will what his thoughts must have been during those last horrific moments. Driver Alexander Johnson was killed in this accident January 9, 2004, at 7:08 a.m. exactly one week after his 17th birthday. Take a good, hard look and you will see Alex's blood on what was the passenger seat. It took the paramedics three hours to extricate Alex's lifeless body from this vehicle. His parents weren't notified until three hours after the accident happened and were not given the opportunity to see their son's body for over 13 hours. The school bus driver received a slap on the wrist. Alex on the other hand, a brilliant young man who scored in the top 1% in the nation on the S.A.T. college entrance exam, through no fault of his own received the ultimate sentence--death.

*GVW = Gross Vehicle Weight

Alex Johnson





This is my set of handprints I made just for you.

Please know that they were done with love for all of you.

Each time you see my handprints so neatly on the wall,

fond memories will come back when I was with you all.

~ Wyatt ~

**THE RELATIONSHIP BETWEEN COLLISION HISTORY AND A COMPUTERIZED
ASSESSMENT OF VISUAL AND COGNITIVE SKILLS IN
A SAMPLE OF SCHOOL BUS DRIVERS**

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Summary: The objective of this study was to explore whether measures of visual and cognitive performance in a safe computerized driving environment were associated with collision involvement and the cost of collisions in a sample of professional motor vehicle operators. One hundred and nine (109) school bus drivers in a large metropolitan area were asked to take a 15-minute interactive computer-based driving assessment. The skills included visual target identification, scanning in four directions, divided-attention, reaction time, steering smoothness, false positive responses, and evasive maneuvers. An overall score validated in previous research summarized each driver's performance. Each driver's collision history over the last three years was then compared to the driving assessment scores. Collision data included collision type, frequency, and damage cost associated with each incident. Drivers with collisions ($n = 27$) were compared to drivers with no collisions ($n = 82$). Drivers with collisions had significantly lower overall scanning and steering smoothness scores than drivers without collisions. Drivers with collisions also had significantly higher braking and target false-positive scores, indicating disorientation. The total cost of collisions for the lower 40th percentile test scores was \$42,261, whereas the cost for the upper 60th percentile was \$10,314. The results indicate that drivers who are prone to become disoriented and overwhelmed in a high-demand computerized assessment were more likely to have had collisions on the road. The relationship between collision cost/incidence and test scores suggests that a sufficiently complex and rapidly paced computerized assessment has utility in identifying drivers who would benefit from remedial training.

BACKGROUND

It is not an easy task to establish a relationship between motor vehicle collision risk and objective measures of driving behavior (Marottoli et al., 1994; Massie, Campbell, & Williams, 1995). Because collisions occur infrequently and unpredictably, both collision and behavioral measures have to be taken on a large sample of drivers. Using large samples requires a behavioral assessment that is easily and cost-effectively administered, and has been demonstrated to gather relevant information on driving skills. Fortunately, virtual assessment environments have the potential to measure complex, integrated perceptual and cognitive skills, even for rarely experienced events, and give the student contextual guidance and immediate feedback based upon performance (Field, et al., 1999).

A starting point in identifying drivers at risk for collisions, then, is to quantify visual and cognitive skills in a safe virtual environment while placing the driver under pressure to force mistakes, and then to compare virtual performance with on-the-road performance. Previous retrospective studies that looked back on driving after performance on a computerized assessment indicate that visual processing deficits are strongly associated with actual driving performance and a history of driving problems (Owsley et al., 1991). In a prospective study, older drivers with a 40% or greater impairment on a computerized assessment of the useful field of view (UFOV) were 2.2 times more likely to crash during a three-year follow up (Owsley, et al., 1998). There is also evidence that computerized assessments of visual and cognitive skills show a positive correlation to driving skills of police cadets on the track (Mills et al., 1999; Mills & Hubal, 2001).

This study used a PC-based test with embedded selective and divided-attention tasks validated in previous studies against sedatives, stimulants and fatigue (Mills, Parkman, & Spruill, 1997; Mills et al., 2001). In the current study, test events were filmed on a track and required the participants to respond to hazards integral to the driving scene. The test used continual-action driving sequences that placed high stimulus and response demands on the participant.

METHODS

Four out of 29 school districts (with a total of 1,700 drivers) in a large metropolitan region were equipped with PC-based assessment stations, each appended with commercially available off-the-shelf steering wheels and foot pedals. Drivers were given unlimited access to the simulation, although for this study, only the first 15-minute assessment for each driver was used. After a practice lap, scores from four successive, increasingly difficult levels of the test were averaged. The software recorded driving performance with 26 subscale scores that represented visual target identification, divided-attention responding, steering, braking, evasive maneuvers, and responses to radio calls (auditory discrimination). The software also partitioned scanning to four quadrants of the visual field (up, right, down and left). The software setup offered choices of school bus (used here), law enforcement, ambulance, and fire vehicles.

An overall score derived from the visual and divided-attention subscales was used to conduct comparisons with collision incidence and cost data. Previous research showed that the overall score was the best linear combination of test events related to drug effects and driving performance (Mills, Parkman & Spruill, 1996; Mills, et al., 1999).

The loss data included three years of incidents summarizing all collision losses by drivers in the four districts that volunteered to participate. Collision data were compiled by the insurance trust for the school district and recorded collision type, frequency, and costs. The primary comparison was between collision incidence (yes/no) and the overall score. The sample size was not adequate to test hypotheses about accident frequency/type and overall score.

The participants were 109 school bus drivers who ran through the test in their free time. One hundred of the drivers reported their age, with a mean of 46.83 years and a median of 46 years. The age range was 24 to 70 years with the ages normally distributed. On average, the drivers took the test two times, with a range of 1 to 12 sessions. There was incentive in that the driver with the highest score at the end of the competition would receive a prize: individual rewards of \$75 were offered for the best score in each district, and a \$250 reward was given for the best driver in the final competition between districts. The incentives were unlikely to have affected the current data because the winning scores came from other than the first tests.

Overall and subscale scores were normally distributed, allowing parametric comparisons between groups. Student t-tests were used to compare the collision and no-collision group scores.

RESULTS

There were no significant differences among three of the four districts in the cost/incidence of collisions. One district's volunteers ($n=12$) had no collisions. The overall test score did not differ significantly among the four districts.

Twenty-seven drivers out of 109 (25%) in the four districts had collision records. Four of the collisions did not have costs associated with them. The mean cost per collision for the 27 drivers was \$1,947.25, ranging from \$0 to \$24,728.00. There were no significant age differences between the collision and no-collision groups.

There was a significant difference on the overall score for those drivers who had collisions ($n = 27$) compared with those drivers who did not have collisions ($n = 82$) ($t=2.74$, $p < .015$). Figure 1 shows the overall score and the directional scanning scores for the collision and no-collision groups. The mean score for the entire sample was 2.83, with upper and lower 95% confidence limits of 4.56 and 1.09. Drivers with collisions had significantly lower scores for right scanning ($t = 2.63$, $p < .009$), up scanning ($t = 8.38$, $p < .005$), and down scanning ($t = 7.13$, $p < .009$). Reaction time (RT) scores did not differ between the two groups, suggesting that complex visual and cognitive skills relevant to safe driving—but not overall motor skills—were the primary influence on test scores.

The non-collision drivers showed significantly smoother steering scores during the test ($t = 2.39$, $p < .019$). Figure 2 illustrates group differences for false-positive (i.e., unnecessary) responses to brake and visual stimuli. Drivers with collisions showed significantly higher unnecessary responses on both the brake pedal and hand responses to visual targets ($t\text{-brake} = 3.55$, $p < .0006$; $t\text{-targets} = 4.317$, $p < .0001$). The incidence of unnecessary responses is an index of a driver's disorientation. Additional support for the collision group's disorientation comes from measures of evasive maneuvers and virtual "crashes" with oncoming vehicles. The drivers with

collisions on the road tended to have more crashes and execute less effective evasive maneuvers during the test than drivers with no collisions (Figure 2).

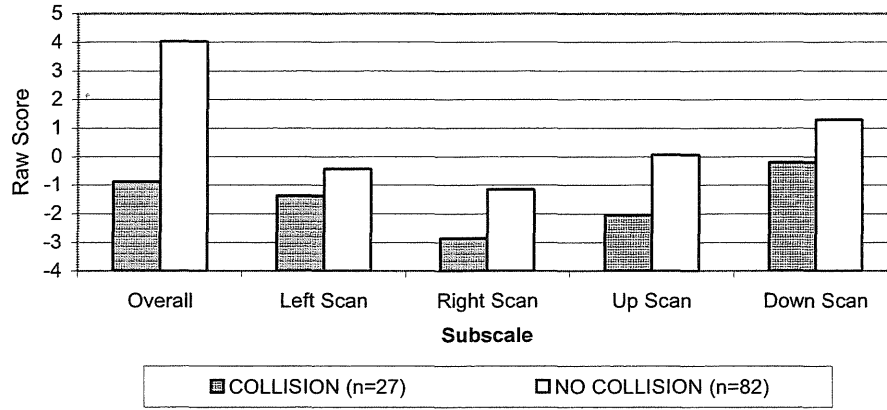


Figure 1. Overall score and directional scanning scores by collision and no-collision groups (n=109)

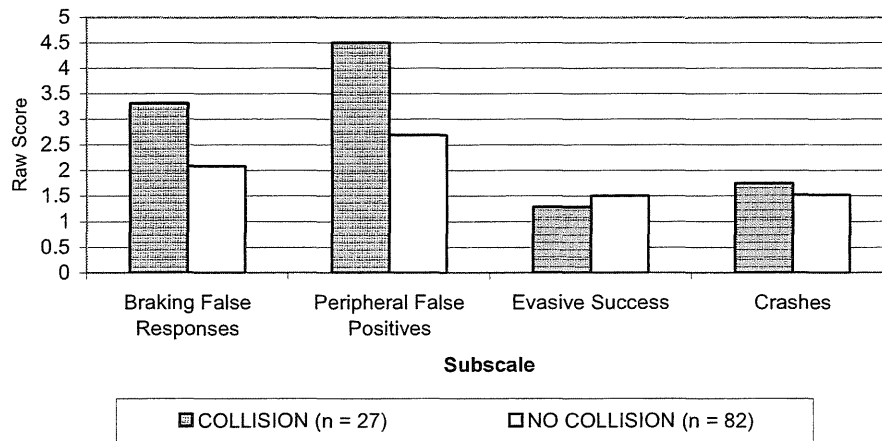


Figure 2. False positive and evasive action subscales by collision and no-collision groups (n=109)

The test scores were converted to a frequency distribution that assigned all 109 drivers to five equal percentile categories: 1-20, 21-40, 41-60, 61-80, and 81-100. Quintiles were chosen because large employers often request a cutoff that identifies the lowest 20% of drivers. Figure 3 illustrates collision costs (left-hand y axis) and the mean value of overall scores (right-hand y axis) for each of the percentile categories. Figure 3 shows that collision costs were higher for the lower two percentile groups, and the mean overall score (as expected) increased linearly for the range of scores. Generally, positive scores represent calm, smooth performance whereas negative scores indicate jerky, overwhelmed driving. The correlation between collision cost and overall

score ($n = 23$) was significant ($r = -0.51, p < .02$), indicating that drivers with lower overall scores were more likely to have higher collision costs. Similar results were obtained when the scores were assigned to quartiles: \$35,325 for the lowest quartile, \$4,185 for the upper quartile.

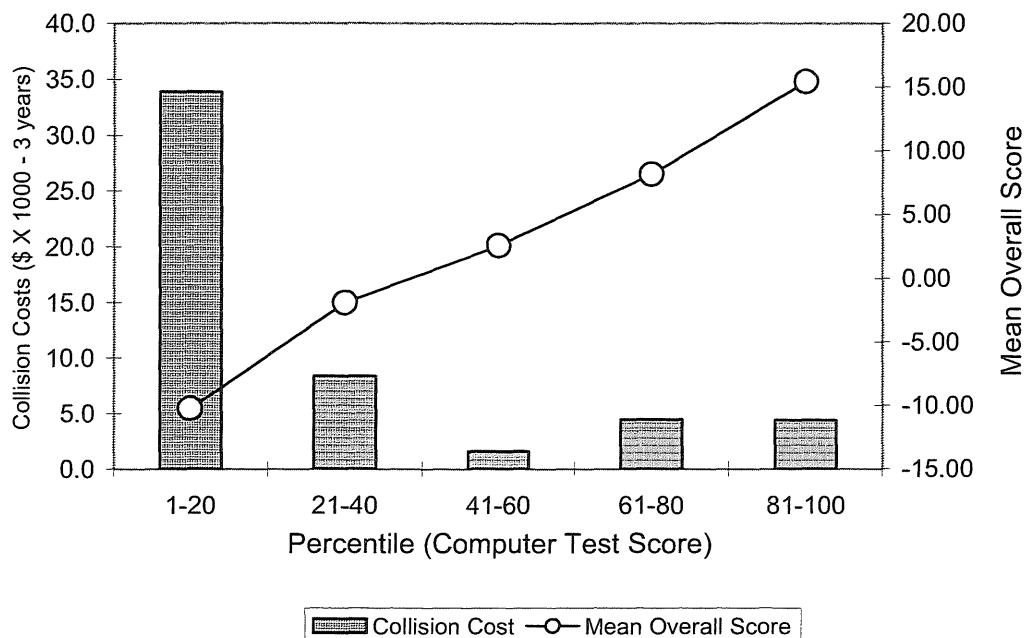


Figure 3. Accident costs and overall score as a function of percentile ranking ($n = 109$)

CONCLUSIONS

Drivers with a history of collisions were more likely than drivers with no collisions to become disoriented and overwhelmed when they were exposed to a brief (15 minute) yet complex interactive test that pushed visual and cognitive skills to the limit. It is well known in driver training that calm, smooth drivers perform and score better on track exercises. There is also an established link between computerized assessments and instructor ratings of driving performance under stressful conditions (Mills & Hubal, 2001). The current study reinforces previous results that suggest a more long-term relationship between visual/cognitive skills and collision risk (Owsley et al., 1998). However, unlike previous research that tested elderly drivers, the present sample includes drivers who range in age from 24-70 and suggests that computerized visual/cognitive assessments may have utility for drivers of all ages. Whereas there were no age differences between the collision and no-collision groups, the overall scores showed a correlation with age of $r = -0.47$, indicating that cognitive skills decline over the entire age range.

One possible limitation of the current study is that the sample of drivers from each school district consisted of volunteers. This might have introduced a bias in that drivers with deficits may have avoided taking the test. However, the mean cost of collisions for the drivers who volunteered to take the test was \$1,947.25, compared with \$1,433.69 for the remaining 1,700 drivers in the database for the districts. This would indicate that drivers who elected to take the test were a satisfactory population sample.

Drivers with collisions had compromised visual search (scanning) during the simulation. The collision group showed significantly lower scores for scanning up, down and to the right. Similarly, while not significant, scanning scores to the left favored the non-collision group (Larsen & Kines, 2002). On the road, scanning up includes awareness of the rear-view mirror (school bus passengers) and signal lights. Down scanning increases the driver's awareness of roadway hazards, crosswalks, and stop and turn lines. Right scanning covers traffic merges, bicyclists and pedestrians, and cross traffic. While not conclusive, the findings suggest that directional scanning deficits as a consequence of being overwhelmed may have contributed to previous accidents.

The results from this sample show that the visual and cognitive factors that may have contributed to collisions in the past remained unknown to the employer and the drivers. The results indicate that a formal assessment can identify drivers with specific deficits and suggest steps for remedial training. Importantly, a brief computerized assessment may provide a critical step in formulating a program to reduce the incidence and costs of motor vehicle collisions.

ACKNOWLEDGEMENTS

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ZEPHYR LETTER

Volume 6

February 2004

Lessons in Life101

It started out like a typical Friday but January 9th very quickly turned into a day unlike any other in our recent history. Sometime around 7:15 a.m., a highly agitated student came into the main office saying "Mr. Mackin, I have to talk to you, one of our buses was in an accident and I saw the whole thing". While the magnitude of the accident and the personal connection to our student body was still unknown, that conversation began a journey of tragedy and grief for our student body and staff and a lesson on what it means to be a community.

The loss of any life is tragic but to lose a young person who has so much to live for and so much to give makes it even more difficult to absorb. Alex Johnson, a seventeen year-old junior at MHS, left behind his family, classmates and community to make sense of what happened and to try to find a way to make something positive come out of this heartbreaking event. Although it was not by design, something positive and powerful did result.

This same newsletter last year was promoting a PCN event titled "Triumph Over Tragedy". What I witnessed at MHS and within the Mahtomedi community in the week that followed Alex's death was triumph within tragedy. Over my twenty-five plus years in education, I have experienced the deaths of eight students. I have witnessed very appropriate and very unhealthy responses to another student's death. Up to this point, however, I had not witnessed a school and community transformed into a more caring and compassionate whole. Alex's death served as a catalyst for that transformation. It took the combined efforts of our parents, staff, students, community and Alex's family to make that happen.

Our parents were essential in establishing a healthy response to a student's death. It began with the mother of the girl that Alex was on his way to pick up. She had driven by the scene of the accident with her daughter and, knowing the magnitude of the accident, had returned home with her child. Her daughter was, of course, distraught and wanted to reach her friends at school to let them know what happened. This mom did a remarkable job of working with us to try to keep a lid on that communication and provided a safe and supportive place for a tight knit group of friends to meet as the information gradually rippled through that group.

When we were in a position to inform the student body of what happened, parents were entirely supportive of our building plan. It was our goal to respond to the students need to grieve and ensure that students were connected to adults in the initial stages. We had arranged for a large number of counselors to be available in our media center to respond to individual students and small groups. There were also a couple of off-site locations (homes and churches) where we knew there were adults helping students process their feelings. With parent permission, students were allowed to go to those locations. Ninety percent of our students stayed at the high school but those other options were important for the group of students who were most strongly impacted. It was a delicate task but the school and parents worked well together in guiding but not suffocating the students.

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The school staff had a similarly challenging job. They needed to be able to maintain some of the routine of the school day yet be responsive to the students need to talk about what happened and how it was impacting them. The teachers did an excellent job of reading the students' mood such that they supported them but did not dwell on the tragedy. It was very difficult for staff members who were processing their own grief as teachers and parents. It is nearly impossible for teachers to know exactly how much to modify expectations and accountability for individuals and classes but they managed to be respectful of student needs and mindful of the importance of maintaining an academic program. The performance of the counselors, social workers and school psychologists from across the district was outstanding. Everyone dropped what they were doing and not only supported students but provided support and resources for staff and parents.

We had a similar response from our surrounding community. The clergy at St. Andrews and St Jude of the Lake provided immediate and sustained support services for our students throughout the day and week. We had assistance from Washington County Family Services and offers of help from North St. Paul, Hill-Murray and White Bear Lake High Schools. We had numerous offers of help from community members and we capitalized on the skills and training some of those volunteers had to offer. In one case, one of our parents who is also a licensed counselor, accompanied one of our school counselors out to a home where some of Alex's closest friends had congregated and gave them support and direction.

The student response was exemplary. Throughout the most difficult days they were respectful and compassionate but did not neglect their responsibilities. Unlike my past experiences with student deaths, I did not witness inappropriate responses or isolation from adults. Students channeled their grief through healthy outlets in their churches or via school generated banners and memorials that celebrated Alex's life and provided messages of support. It was fitting that at Alex's memorial service that it was the student reflections that changed the tone of that service from one of mourning to one of celebration.

The commendable way that students responded would not have been possible without the tone being set by Alex's family. Although they were clearly devastated by his loss, they were incredibly concerned about his friends and other students at the school. They invited students into their home to support each other and they involved students in the planning of the wake and memorial service. They helped the school and students by scheduling the wake and service around the school schedule. The central role that Alex's parents provided for his friends and teammates affirmed the importance of our students' relationship with Alex. I believe that the recognition of those relationships by Alex's parents and brothers made a huge difference in helping our students learn how to grieve.

In the end, we were all given an unrequested opportunity to teach students a life lesson about how to grieve and respond to others grieving. They experienced the seeming incongruence of celebration and mourning that accompanies real grief. It will never be measured on a state exam but learning how a healthy community grieves and supports each other is a lesson of great importance. As I mentioned to our students, the measure of a community is not how it handles success but how it responds to tragedy. In the darkness of tragedy we saw the light of human compassion. I have never been prouder of our school and community.

Alex's parents have set up a memorial scholarship in his name. They hope to be able to award the first scholarship to one of his classmates in the class of 2005. Anyone interested in donating can write out a check to the Alexander Johnson Memorial Account and send it to:

Glenn and Cindy Johnson
6680 Jasmine Ave. N
Grant, MN 55082

Kevin Mackin
Principal
kmackin@mahtomedi.k12.mn.us

WRITTEN TESTIMONY

Tina Radmer

2810 Northway Drive #302

Brooklyn Center, MN 55430

Bus Driver

First Student – Mounds View Terminal

S.F. 3383-Dibble-School transportation services contracts requirements modifications.

Position: SUPPORT

My name is Tina Radmer. I am a single parent with two children age 6 and 2. I have worked for First Student for four years. The main reason I came to First Student was the opportunity to work and take care of my youngest child while on the job. Also I am looking for a career I can confidently stay with and retire from. Unfortunately it will be almost impossible to do that based on the job security issues with First Student. These issues include, among many other things, an unaffordable health care plan.

A large percentage of First Student employees work full time hours, but are considered to be “part time seasonal employees.” We are not able to collect unemployment during non-student contact times such as summer break.

My work hours when driving are from 6:30 to 9:50 am with an un-paid break until the afternoon take home time from 1:10 to 5:00 pm. It is impossible for me to find another part time job to fill in this time during the day and I can not work at night as family needs do not allow.

The majority of First Student drivers are in the same predicament, unable to afford healthcare, unable to work two jobs or having to work a night shift, no pay when school is not in session, and no unemployment benefits to hold them to the job from spring to fall. Because of these issues, understandably the turnover rate is extraordinarily high. Drivers cycling through means more inexperienced drivers behind the wheel, and riding the school bus becomes less safe for children and everyone else in the community. I have been driving for almost 5 years and feel I am a much safer driver for the years of experience. I would like to make this a career, but it is very hard to realistically consider that when there is no clear future in it.

SF3383 would be a major step in the future for the safety of our children and a stable busing industry.

Please pass this bill out of committee with a favorable rating.

Senator Neuville introduced—

S.F. No. 3601: Referred to the Committee on Finance.

1.1 A bill for an act
1.2 relating to education finance; authorizing Independent School District No. 716,
1.3 Belle Plaine, to use health and safety revenue raised through the sale of bonds for
1.4 other necessary health and safety building projects.

1.5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.6 Section 1. **HEALTH AND SAFETY REVENUE USES; BELLE PLAINE.**

1.7 Notwithstanding Minnesota Statutes, sections 123B.57 and 123B.59, upon approval
1.8 of the commissioner of education, Independent School District No. 716, Belle Plaine, may
1.9 use up to \$125,000 of its health and safety revenue raised through an alternative facilities
1.10 bond for other qualifying health and safety projects.

1.11 **EFFECTIVE DATE.** This section is effective the day following final enactment.

Fiscal Note – 2005-06 Session

Bill #: S3601-0 **Complete Date:** 03/31/06

Chief Author: NEUVILLE, THOMAS

Title: IDS #716 HLTH & SAF REVENUE USE AUTH

Fiscal Impact	Yes	No
State		X
Local		X
Fee/Departmental Earnings		X
Tax Revenue		X

Agency Name: Education Department

This table reflects fiscal impact to state government. Local government impact is reflected in the narrative only.

Dollars (in thousands)	FY05	FY06	FY07	FY08	FY09
Expenditures					
-- No Impact --					
Less Agency Can Absorb					
-- No Impact --					
Net Expenditures					
-- No Impact --					
Revenues					
-- No Impact --					
Net Cost <Savings>					
-- No Impact --					
Total Cost <Savings> to the State					

	FY05	FY06	FY07	FY08	FY09
Full Time Equivalents					
-- No Impact --					
Total FTE					

Bill Description

HF 3881 authorizes ISD #716, Belle Plaine, to use up to \$125,000 from its reserve for alternative facilities in the building construction fund for health and safety projects.

Assumptions

Clarification is required, as to accomplish this, the district must transfer the funds from the reserve for alternative facilities in the building construction fund to the health and safety reserve in the general fund.

If a district has an excess in the building construction fund after an alternative facilities project approved under M.S. 123B.59, subd. 1(b) and funded by bonds is completed, the excess is transferred to the debt redemption fund. The amount transferred will increase the debt excess in the debt redemption fund. This in turn would reduce the debt service levy. If \$125,000 is transferred to the health and safety account, the health and safety levy authorization would be reduced by \$125,000.

In FY 2006, the district issued alternative facilities bonds for a project approved under M.S. 123B.59, subd. 1(b). The net proceeds were \$553,550.

The reason for the excess in the alternative facilities account is that the low bid for the alternative facilities project came in lower than projected in sizing the bond issue. Based on final costs, the approved project would not have qualified for the alternative facility bond program and would have funded under health and safety through an annual levy.

As of June 30, 2005, the district had the following account balances.

Alternative Facilities (Fund 6)	(\$26,113)
Health and Safety	(\$58,652)
Undesignated General Fund Balance	\$1,051,083

It is assumed that the all transfers will occur in FY 2006.

Expenditure and/or Revenue Formula

None

Long-Term Fiscal Considerations

This is a one-time transfer of funds.

Local Government Costs

None. The health and safety for Pay 2007 will decrease by up to \$125,000 and the debt service levy for Pay 2007 will increase by up to \$125,000 due to a lower debt excess.

Agency Contact Name: Kubesh, Chris 651-582-8319
FN Coord Signature: AUDREY BOMSTAD
Date: 03/31/06 Phone: 582-8793

EBO Comments

I have reviewed this Fiscal Note for accuracy and content.

EBO Signature: BRIAN STEEVES
Date: 03/31/06 Phone: 296-8674

Senator Rosen introduced—

S.F. No. 3267: Referred to the Committee on Education.

A bill for an act

relating to education finance; expanding eligibility for the cooperative secondary facilities program; authorizing the issuance of state bonds; appropriating money; amending Minnesota Statutes 2004, sections 123A.44; 123A.441; 123A.442; 123A.443.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. Minnesota Statutes 2004, section 123A.44, is amended to read:

123A.44 CITATION.

Sections 123A.441 to 123A.446 may be cited as the "Cooperative Secondary Facilities Grant Act."

EFFECTIVE DATE. This section is effective the day following final enactment.

Sec. 2. Minnesota Statutes 2004, section 123A.441, is amended to read:

123A.441 POLICY AND PURPOSE.

Because of the rates of decline in school-aged population, population shifts and economic changes that the state has experienced in recent years and anticipates in future years, and because in some instances local districts have not, and will not be able to provide the required construction funds through local property taxes, the purpose of the cooperative secondary facilities grant program is to provide an incentive to encourage cooperation in making available to all secondary students those educational programs, services and facilities that are most efficiently and effectively provided by a cooperative effort of several school districts. The policy and purpose of sections 123A.442 to 123A.446 is to use the credit of the state, to a limited degree, to provide grants to

2.1 cooperating groups of districts to improve and expand the educational opportunities and
2.2 facilities available to their ~~secondary~~ students.

2.3 **EFFECTIVE DATE.** This section is effective the day following final enactment.

2.4 Sec. 3. Minnesota Statutes 2004, section 123A.442, is amended to read:

2.5 **123A.442 APPROVAL AUTHORITY; APPLICATION FORMS.**

2.6 Subdivision 1. **Approval by commissioner.** To the extent money is available, the
2.7 commissioner may approve projects from applications submitted under section 123A.443.
2.8 The grant money must be used only to acquire, construct, remodel or improve the building
2.9 or site of a cooperative ~~secondary~~ facility under contracts to be entered into within 15
2.10 months after the date on which each grant is awarded.

2.11 Subd. 2. **Cooperation and combination.** Districts that have not already
2.12 consolidated and receive a cooperative ~~secondary~~ facilities grant ~~after May 1, 1991~~, shall:

2.13 (1) submit a consolidation plan as set forth in under section ~~123A.36~~ 123A.48 for
2.14 approval by the ~~State Board of Education before December 31, 1999~~, or Department of
2.15 Education ~~after December 30, 1999~~; and

2.16 (2) hold a referendum on the question of ~~combination~~ consolidation no later than
2.17 four years after a grant is awarded under subdivision 1.

2.18 The districts are eligible for ~~cooperation and combination~~ consolidation revenue
2.19 under section ~~123A.39~~, subdivision ~~3~~ 123A.485.

2.20 Subd. 3. **Consolidated districts.** A school district that has consolidated with
2.21 another school district since July 1, 1980, is eligible for a cooperative facilities grant.

2.22 **EFFECTIVE DATE.** This section is effective the day following final enactment.

2.23 Sec. 4. Minnesota Statutes 2004, section 123A.443, is amended to read:

2.24 **123A.443 GRANT APPLICATION PROCESS.**

2.25 Subdivision 1. **Qualification.** Any group of districts or a consolidated district
2.26 that meets the criteria required under subdivision 2 may apply for an incentive grant for
2.27 construction of a new ~~secondary~~ facility or for remodeling and improving an existing
2.28 ~~secondary~~ facility. A grant for new construction must not exceed the lesser of ~~\$5,000,000~~
2.29 \$10,000,000 or 75 percent of the approved construction costs of a cooperative ~~secondary~~
2.30 education facility. A grant for remodeling and improving an existing facility must not
2.31 exceed ~~\$200,000~~ \$1,000,000.

2.32 Subd. 2. **Review by commissioner.** (a) A group of districts or a consolidated district
2.33 that submits an application for a grant must submit a proposal to the commissioner for

3.1 review and comment under section 123B.71. The commissioner shall prepare a review
 3.2 and comment on the proposed facility by July 1 of an odd-numbered year, regardless
 3.3 of the amount of the capital expenditure required to acquire, construct, remodel, or
 3.4 improve the ~~secondary~~ facility. The commissioner shall not approve an application for an
 3.5 incentive grant for any ~~secondary~~ facility unless the facility receives a favorable review
 3.6 and comment under section 123B.71 and the following criteria are met:

3.7 (1) the applicant is a consolidated district or a minimum of two or more districts;
 3.8 ~~with kindergarten to grade 12 enrollments in each district of no more than 1,200 pupils;~~
 3.9 ~~enter that have entered into a joint powers agreement;~~

3.10 (2) for a group of districts, a joint powers board representing all participating
 3.11 districts is established under section 471.59 to govern the cooperative ~~secondary~~ facility;

3.12 (3) ~~the planned secondary facility will result in the joint powers district meeting the~~
 3.13 ~~requirements of Minnesota Rules, parts 3500.2010 and 3500.2110;~~

3.14 (4) ~~at least 198 pupils would be served in grades 10 to 12, 264 pupils would be~~
 3.15 ~~served in grades 9 to 12, or 396 pupils would be served in grades 7 to 12;~~

3.16 (5) for a group of districts, no more than one superintendent is employed by the joint
 3.17 powers board as a result of the cooperative ~~secondary~~ facility agreement;

3.18 (6) (4) a statement of need is submitted, that may include reasons why the current
 3.19 ~~secondary~~ facilities are inadequate, unsafe or inaccessible to the ~~handicapped~~ disabled;

3.20 (7) (5) an educational plan is prepared, that includes input from both community and
 3.21 professional staff;

3.22 (8) (6) for a group of districts, a combined seniority list for all participating districts
 3.23 is developed by the joint powers board;

3.24 (9) (7) for a group of districts, an education program is developed that provides for
 3.25 more learning opportunities and course offerings, including the offering of advanced
 3.26 placement courses, for students than is currently available in any single member district;

3.27 (10) (8) a plan is developed for providing instruction of any resident students in
 3.28 other districts when distance to the ~~secondary~~ education facility makes attendance at the
 3.29 facility unreasonably difficult or impractical; and

3.30 (11) (9) for a secondary facility, the joint powers board established under clause (2)
 3.31 discusses with technical colleges located in the area how vocational education space in
 3.32 the cooperative ~~secondary~~ facility could be jointly used for secondary and postsecondary
 3.33 purposes.

3.34 (b) To the extent possible, the joint powers board is encouraged to provide for
 3.35 severance pay or for early retirement incentives under section 122A.48, for any teacher

4.1 or administrator, as defined under section 122A.40, subdivision 1, who is placed on
4.2 unrequested leave as a result of the cooperative ~~secondary~~ facility agreement.

4.3 (c) For the purpose of paragraph (a), clause ~~(8)~~ (6), each district must be considered
4.4 to have started school each year on the same date.

4.5 (d) The districts may develop a plan that provides for the location of social service,
4.6 health, and other programs serving pupils and community residents within the cooperative
4.7 ~~secondary~~ facility. The commissioner shall consider this plan when preparing a review
4.8 and comment on the proposed facility.

4.9 (e) The districts must schedule and conduct a meeting on library services. The
4.10 school districts, in cooperation with the regional public library system and its appropriate
4.11 member libraries, must discuss the possibility of including jointly operated library services
4.12 at the cooperative ~~secondary~~ facility.

4.13 (f) The board of a district that has reorganized under section 123A.37 or 123A.48
4.14 and that is applying for a grant for remodeling or improving an existing facility may act in
4.15 the place of a joint powers board to meet the criteria of this subdivision.

4.16 **Subd. 3. Reorganizing districts.** A district that is a member of a joint powers
4.17 board established under subdivision 2 and that is planning to reorganize under section
4.18 123A.45, 123A.46, or 123A.48 must notify the joint powers board one year in advance of
4.19 the effective date of the reorganization. Notwithstanding section 471.59 or any other law
4.20 to the contrary, the board of a district that reorganizes under section 123A.45, 123A.46, or
4.21 123A.48 may appoint representatives to the joint powers board who will serve on the joint
4.22 powers board for two years after the effective date of the reorganization if authorized in
4.23 the agreement establishing the joint powers board to govern the cooperative ~~secondary~~
4.24 facility. These representatives shall have the same powers as representatives of any other
4.25 school district under the joint powers agreement.

4.26 **Subd. 4. District procedures.** A joint powers board of a ~~secondary~~ district
4.27 established under subdivision 2 or a school board of a reorganized district that intends
4.28 to apply for a grant must adopt a resolution stating the proposed costs of the project,
4.29 the purpose for which the costs are to be incurred, and an estimate of the dates when
4.30 the facilities for which the grant is requested will be contracted for and completed.
4.31 Applications for the state grants must be accompanied by (a) a copy of the resolution, (b)
4.32 a certificate by the clerk and treasurer of the joint powers board showing the current
4.33 outstanding indebtedness of each member district, and (c) a certificate by the county
4.34 auditor of each county in which a portion of the joint powers district lies showing the
4.35 information in the auditor's official records that is required to be used in computing the
4.36 debt limit of the district under section 475.53, subdivision 4. The clerk's and treasurer's

5.1 certificate must show, as to each outstanding bond issue of each member district, the
5.2 amount originally issued, the purpose for which issued, the date of issue, the amount
5.3 remaining unpaid as of the date of the resolution, and the interest rates and due dates
5.4 and amounts of principal thereon. Applications and necessary data must be in the
5.5 form prescribed by the commissioner ~~and the rules of the State Board of Education~~
5.6 ~~before December 31, 1999, and after December 30, 1999, in the form prescribed by the~~
5.7 ~~commissioner~~. Applications must be received by the commissioner by September 1 of an
5.8 odd-numbered year. When an application is received, the commissioner shall obtain from
5.9 the commissioner of revenue, and from the Public Utilities Commission when required,
5.10 the information in their official records that is required to be used in computing the debt
5.11 limit of the joint powers district under section 475.53, subdivision 4.

5.12 **Subd. 5. Award of grants.** By November 1 of the odd-numbered year, the
5.13 commissioner shall examine and consider all applications for grants, and if any district is
5.14 found not qualified, the commissioner shall promptly notify that board.

5.15 A grant award is subject to verification by the district as specified in subdivision
5.16 8. A grant award for a new facility must not be made until the site of the ~~secondary~~
5.17 facility has been determined. A grant award to remodel or improve an existing facility
5.18 must not be made until the districts have reorganized. If the total amount of the approved
5.19 applications exceeds the amount that is or can be made available, the commissioner
5.20 shall allot the available amount equally between the approved applicant districts. The
5.21 commissioner shall promptly certify to each qualified district the amount, if any, of the
5.22 grant awarded to it.

5.23 **Subd. 6. Collocation grant.** A group of districts that receives a grant for a new
5.24 facility under subdivision 4 is also eligible to receive an additional grant in the amount of
5.25 \$1,000,000. To receive the additional grant, the group of districts must develop a plan
5.26 under subdivision 2, paragraph (d), that provides for the location of a significant number
5.27 of noneducational student and community service programs within the cooperative
5.28 ~~secondary~~ facility.

5.29 **Subd. 7. Referendum; bond issue.** Within 180 days after being awarded a grant
5.30 for a new facility under subdivision 5, the joint powers board must submit the question
5.31 of authorizing the borrowing of funds for the ~~secondary~~ facility to the voters of the joint
5.32 powers district at a special election, which may be held in conjunction with the annual
5.33 election of the school board members of the member districts. The question submitted
5.34 must state the total amount of funding needed from all sources. A majority of those voting
5.35 in the affirmative on the question is sufficient to authorize the joint powers board to accept
5.36 the grant and to issue the bonds on public sale ~~in accordance with~~ according to chapter

6.1 475. The clerk of the joint powers board must certify the vote of the bond election to the
 6.2 commissioner. If the question is approved by the voters, the commissioner shall notify the
 6.3 approved applicant districts that the grant amount certified under subdivision 5 is available
 6.4 and appropriated for payment under this subdivision. If a majority of those voting on the
 6.5 question do not vote in the affirmative, the grant must be canceled.

6.6 Subd. 8. **Contract.** Each grant must be evidenced by a contract between the board
 6.7 and the state acting through the commissioner. The contract obligates the state to pay to
 6.8 the board an amount computed according to subdivision 5, and according to a schedule,
 6.9 and terms and conditions acceptable to the commissioner of finance.

6.10 Subd. 9. **Consolidation.** A group of districts that operates a cooperative ~~secondary~~
 6.11 facility that was acquired, constructed, remodeled, or improved under this section and
 6.12 implements consolidation proceedings according to section 123A.48, may propose a
 6.13 temporary school board structure in the petition or resolution required under section
 6.14 123A.48, subdivision 2. The districts may propose the number of existing school board
 6.15 members of each district to become members of the board of the consolidated district
 6.16 and a method to gradually reduce the membership to six or seven. The proposal must
 6.17 be approved, disapproved, or modified by the ~~state board of education~~ commissioner.
 6.18 The election requirements of section 123A.48, subdivision 20, do not apply to a
 6.19 proposal approved by the state board. Elections conducted after the effective date of the
 6.20 consolidation are subject to the Minnesota Election Law.

6.21 **EFFECTIVE DATE.** This section is effective the day following final enactment.

6.22 **Sec. 5. STATE BOND AUTHORIZATION.**

6.23 To provide money for a cooperative facilities grant to Independent School District
 6.24 No. 2134, United South Central, the commissioner of finance, upon the request of the
 6.25 commissioner of education, shall issue and sell bonds of the state up to the amount of
 6.26 \$10,000,000 in the manner, upon the terms and with the effect prescribed by Minnesota
 6.27 Statutes, sections 16A.631 to 16A.675, and the Minnesota Constitution, article XI,
 6.28 sections 4 to 7.

6.29 **EFFECTIVE DATE.** This section is effective the day following final enactment.

6.30 **Sec. 6. UNITED SOUTH CENTRAL.**

6.31 Notwithstanding the timelines in Minnesota Statutes, section 123A.443, Independent
 6.32 School District No. 2134, United South Central, may submit an application for a

7.1 cooperative facilities grant to the commissioner of education. The commissioner must
7.2 either approve or reject the application within 60 days of its receipt.

7.3 **EFFECTIVE DATE.** This section is effective the day following final enactment.

7.4 Sec. 7. **APPROPRIATION.**

7.5 \$10,000,000 is appropriated in fiscal year 2007 from the bond proceeds fund to
7.6 the commissioner of education for a cooperative facilities grant to Independent School
7.7 District No. 2134, United South Central.

United South Central School District 2134

Bill SF3267 is requesting assistance from the State of Minnesota to help offset a portion of the cost for a building project.

Facilities Evaluation

The facilities study that was done showed a new K-12 building (one site) would cost approximately \$25,000,000; a remodel project (one site) would cost approximately \$24,500,000; a remodel project (two site) would cost approximately \$22,000,000; a bare minimum repair project would cost approximately \$10,000,000 and we would not be fixing the educational deficiencies.

The study also showed that going to a one site facility would save us \$350,000+ a year. This would be \$9,000,000 over a 20 year bond referendum.

Three failed referendum votes

April 2002 vote on \$32,000,000 new building 25% YES 75% NO

May 2005 vote on \$24,675,000 new building 40% YES 60% NO

December 2005 vote on \$24,675,000 42% YES 58% NO

We have had public meetings to discuss the referendum votes. The public agrees that we need to do something, but they do not feel that they can afford the property tax increase.

Paying for a school

70% of a bond for a new school will be paid by agricultural land taxes. (The County Assessor is reporting a 15% increase in agricultural land values from the 2005 assessment to the 2006 assessment.)

We do not qualify for Debt Equalization based on the inflated land values and our debt threshold being so high.

USC District

888 students (grades K through 12)

48% of students, school-wide, received free/reduced price lunches (December 2005 enrollment)

6 communities (Bricelyn, Easton, Freeborn, Kiester, Walters, Wells)

High School and Elementary built in 1932/33 in Wells

Middle School built in 1929 in Kiester

Age (In oldest 2.7% of all school districts in Minnesota – ranked 333 of 342 in reference to age.)

Educational Deficiencies

Undersized classrooms (approximately 600 to 700 square foot rooms)

Special needs programs do not have adequate or appropriate space with accessibility challenges.

Technology – (current building infrastructure does not support adequate accessibility to technology in the classrooms)

Structural Deficiencies

Lack of building wide sprinkling system

No safe drop-off and pick-up locations for children. (Parents drop off and pick up students on Highway 22. The main entrance to the school faces Highway 22.)

Deteriorating structures due to the age.

Heating systems are outdated and inefficient. The existing boilers are from 1932.

Electrical service panels are still using fuses and replacement parts are difficult to come by and increasingly expensive.

Electrical outlets in classrooms are inadequate. Most classrooms have only one or two outlets.

ALL roofs are more than 20 years old

Windows are single pane.

Acoustic tiles need to be replaced

Existing gyms are outdated and undersized; represent a safety hazard.

Demographics (based on State and County QuickFacts)

Faribault County (USC \$24,675,000 new school)

Median value of owner-occupied housing units, 2000 \$50,300.

Median household income, 1999 \$34,440

Per capita money income, 1999 \$17,193

Persons below poverty, percent, 1999 8.6% (State of MN 7.9%)

Red Lake County (Red Lake \$55.450 million continued renovation and additions)

Median value of owner-occupied housing units, 2000 \$43,200

Median household income, 1999 \$32,052

Per capita money income, 1999 \$15,372

Persons below poverty, percent, 1999 10.8

St. Louis County (Nett Lake \$11million additions and renovations)

Median value of owner-occupied housing units, 2000 \$75,000

Median household income, 1999 \$36,306

Per capita money income, 1999 \$18,982

Persons below poverty, percent, 1999 12.1%

Lincoln County (Lake Benton/Ivanhoe \$16 million new Pre K – 12 building)

Median value of owner-occupied housing units, 2000 \$43,700

Median household income, 1999 \$31,607

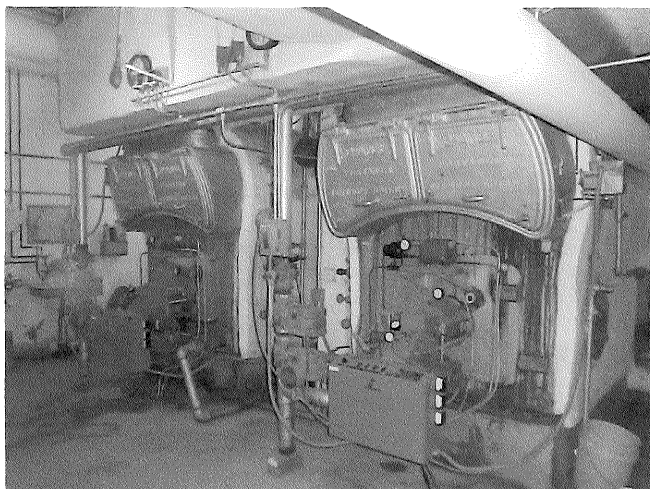
Per capita money income, 1999 \$16,009



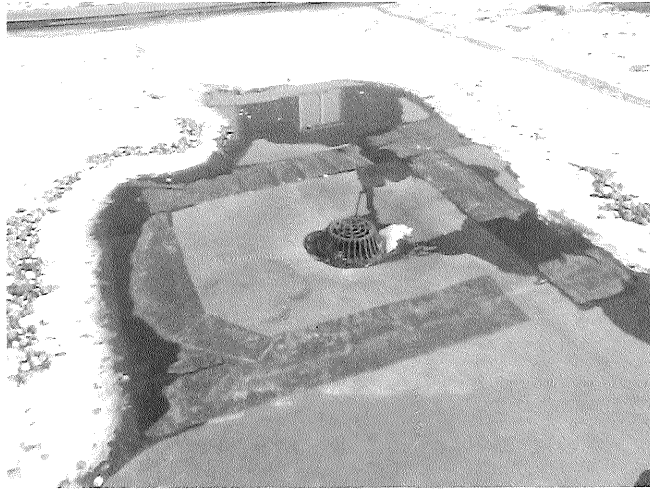
One of many drinking fountains covered to prevent their use.



Building deterioration due to age.



1932/33 boilers heat Elementary and High School.



All roofs are over 20 years old.

Senator Marty introduced—

S.F. No. 3294: Referred to the Committee on Finance.

1.1 A bill for an act
1.2 relating to education finance; authorizing a fund transfer for Independent School
1.3 District No. 623, Roseville.

1.4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.5 Section 1. **FUND TRANSFER; ROSEVILLE.**

1.6 Notwithstanding Minnesota Statutes, sections 123B.79, 123B.80, and 475.61,
1.7 subdivision 4, on June 30, 2006, Independent School District No. 623, Roseville, may
1.8 permanently transfer up to \$1,500,000 from its debt redemption fund to its general fund
1.9 without making a levy reduction.

1.10 **EFFECTIVE DATE.** This section is effective the day following final enactment.

Fiscal Note – 2005-06 Session

Bill #: S3294-0 (R) **Complete Date:** 03/28/06

Chief Author: MARTY, JOHN

Title: ISD #623; PERMANENT FUND TRANSFER

Fiscal Impact	Yes	No
State		X
Local	X	
Fee/Departmental Earnings		X
Tax Revenue		X

Agency Name: Education Department

This table reflects fiscal impact to state government. Local government impact is reflected in the narrative only.

Dollars (in thousands)	FY05	FY06	FY07	FY08	FY09
Expenditures					
-- No Impact --					
Less Agency Can Absorb					
-- No Impact --					
Net Expenditures					
-- No Impact --					
Revenues					
-- No Impact --					
Net Cost <Savings>					
-- No Impact --					
Total Cost <Savings> to the State					

	FY05	FY06	FY07	FY08	FY09
Full Time Equivalent					
-- No Impact --					
Total FTE					

Bill Description

This bill allows District 623 (Roseville) to permanently transfer up to \$1,500,000 from its debt redemption fund to the undesignated general fund without a debt excess levy reduction.

Assumptions

At the end of FY 2005, Dist 623 had (\$2,165,307) for the undesignated general fund balance.

The debt redemption fund balance at the end of FY 2005 was \$689,563

The payable 05 debt excess levy reduction was \$252,044. The payable 06 debt service excess levy reduction was \$178,202. These reductions will impact the debt redemption fund balance in June 06 and June 07.

Under current law, it is estimated that the debt excess process would reduce debt service levies by approximately \$90,000 for Pay 07, \$182,000 for Pay 08, and \$182,000 for Pay 09.

The amount that the district would be able to transfer on June 30, 2006 is limited by the amount of the estimated fund balance in the district's debt redemption fund. The following is a projected estimate of the district's debt redemption fund balance on June 30, 2006.

Estimate of June 2006 Debt Redemption Fund Balance

June 30 2005 Debt Redemption Fund Balance	\$	689,563.00
Debt Excess Reduction		(252,044.00)
Pay 05 Levy 5% Delinquency Allowance		171,190.00
Interest Income		10,000.00
Estimated June 06 Fund Balance	\$	618,709.00

Expenditure and/or Revenue Formula

There is no state cost associated with this transfer.

Long-Term Fiscal Considerations

None. This is a one-time transfer request.

Local Government Costs

Dist 623's debt service levies will increase by approximately \$90,000 for Pay 07, \$182,000 for both Pay 08 and Pay 09.

Agency Contact Name: Kiesow, Bill 651-582-8801
FN Coord Signature: AUDREY BOMSTAD
Date: 03/28/06 Phone: 582-8793

EBO Comments

I have reviewed this Fiscal Note for accuracy and content.

EBO Signature: BRIAN STEEVES
Date: 03/28/06 Phone: 296-8674

Senator Sparks introduced—

S.F. No. 3421: Referred to the Committee on Finance.

A bill for an act
relating to education finance; authorizing a fund transfer for Independent School
District No. 242, Alden-Conger.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. ACCOUNT TRANSFER; ALDEN-CONGER.

Notwithstanding Minnesota Statutes, sections 123B.79 and 123B.80, as of June 30, 2006, Independent School District No. 242, Alden-Conger, may permanently transfer up to \$164,000 from its reserved for disabled accessibility account to its unrestricted general fund account without making a levy reduction.

EFFECTIVE DATE. This section is effective the day following final enactment.

Fiscal Note – 2005-06 Session

Bill #: S3421-0 **Complete Date:** 03/27/06

Chief Author: SPARKS, DAN

Title: ISD #242; PERMANENT FUND TRANSFER

Fiscal Impact	Yes	No
State		X
Local	X	
Fee/Departmental Earnings		X
Tax Revenue		X

Agency Name: Education Department

This table reflects fiscal impact to state government. Local government impact is reflected in the narrative only.

Dollars (in thousands)	FY05	FY06	FY07	FY08	FY09
Expenditures					
-- No Impact --					
Less Agency Can Absorb					
-- No Impact --					
Net Expenditures					
-- No Impact --					
Revenues					
-- No Impact --					
Net Cost <Savings>					
-- No Impact --					
Total Cost <Savings> to the State					

	FY05	FY06	FY07	FY08	FY09
Full Time Equivalents					
-- No Impact --					
Total FTE					

Bill Description

This bill allows District 242 (Alden-Conger) to permanently transfer up to \$164,000 from its reserved for disabled accessibility account to the undesignated general fund without a levy reduction.

Assumptions

At the end of FY 2005, District 242 had a balance of \$163,279.11 in its reserved for disabled accessibility account. The undesignated general fund balance at the end of FY 2005 was (\$64,161.29).

The district has requested a transfer of the entire balance in the reserved for disabled accessibility account. It is assumed that all disabled accessibility issues have been addressed in district buildings.

If the district notifies the Department of an excess amount in the disabled accessibility reserve, the levy limitations in the following year will be adjusted downward to reflect the excess amount, reducing taxpayer burden. Therefore, this bill would result in an increase in the Pay 2007 levy of \$163,279.11 compared to the amount had the Department been made aware of the excess.

Expenditure and/or Revenue Formula

None

Long-Term Fiscal Considerations

None

Local Government Costs

If the district chose to report the excess balance after completing all accessibility projects, property taxes would decrease by the amount of the transfer.

Agency Contact Name: Kubesh, Chris 651-582-8319

FN Coord Signature: AUDREY BOMSTAD

Date: 03/27/06 Phone: 582-8793

EBO Comments

I have reviewed this Fiscal Note for accuracy and content.

EBO Signature: BRIAN STEEVES

Date: 03/27/06 Phone: 296-8674

Senators Clark, Kelley, Tomassoni, Koering and Michel introduced—
S.F. No. 3073: Referred to the Committee on Education.

1.1 A bill for an act
1.2 relating to education; establishing a grant program to promote professional
1.3 teaching standards; appropriating money; proposing coding for new law in
1.4 Minnesota Statutes, chapter 122A.

1.5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.6 Section 1. [122A.73] GRANT PROGRAM TO PROMOTE PROFESSIONAL
1.7 TEACHING STANDARDS.

1.8 Subdivision 1. Establishment. A grant program to promote professional teaching
1.9 standards through the National Board for Professional Teaching Standards is established to
1.10 provide teachers with the opportunity to receive National Board for Professional Teaching
1.11 Standards certification and to reward teachers who have already received this certification.

1.12 Subd. 2. Eligibility. An applicant for a grant must:

- 1.13 (1) be a licensed teacher employed in a Minnesota public school;
- 1.14 (2) have a minimum of five school years' classroom teaching experience; and
- 1.15 (3) demonstrate acceptance by the National Board for Professional Teaching
1.16 Standards as a candidate for board certification or as a recipient of board certification.

1.17 Subd. 3. Application process. To obtain a grant to participate in the National Board
1.18 for Professional Teaching Standards certification process or to receive a reward for already
1.19 completing the board certification process, a teacher must submit an application to the
1.20 commissioner of education in the form and manner established by the commissioner. The
1.21 commissioner shall consult with the Board of Teaching when reviewing the applications.
1.22 The commissioner shall also provide program support to assist applicants during the
1.23 national board certification process.

2.1 Subd. 4. Grant awards; proceeds. (a) The commissioner may award grants of
 2.2 \$1,000 to eligible teachers accepted as candidates for the National Board for Professional
 2.3 Teaching Standards certification for partial payment of the teacher's candidate application
 2.4 fee.

2.5 (b) The commissioner shall award grants of \$2,000 to all eligible teacher applicants
 2.6 who hold certification from the National Board for Professional Teaching Standards.

2.7 (c) The commissioner shall also award grants to eligible teachers who have received
 2.8 National Board for Professional Teaching Standards certification within one year prior to
 2.9 the date of the teacher's application for a grant to use for educational purposes, including
 2.10 purchasing instructional materials, equipment, or supplies, and pursuing professional
 2.11 development opportunities. The amount of each grant awarded under this paragraph shall
 2.12 not exceed \$1,000 and the commissioner, in consultation with Education Minnesota, shall
 2.13 establish criteria to determine the amount of each grant.

2.14 **Sec. 2. APPROPRIATION.**

2.15 The following sum is appropriated from the general fund to the commissioner of
 2.16 education in the fiscal year designated for the grant program to promote professional
 2.17 teaching standards under section 1:

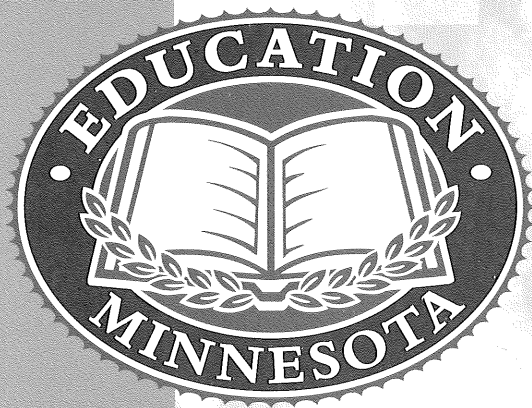
2.18 \$ 2007

2.19 \$..... of this amount is for ... grants of \$1,000 each to eligible teachers accepted as
 2.20 candidates for National Board for Professional Teaching Standards certification according
 2.21 to Minnesota Statutes, section 122A.73, subdivision 4, paragraph (a). The grant award
 2.22 shall be made to the National Board.

2.23 \$..... of this amount is for ... grants of \$2,000 each to eligible teachers according to
 2.24 Minnesota Statutes, section 122A.73, subdivision 4, paragraph (b).

2.25 \$..... of this amount is for grants of up to \$1,000 each to eligible teachers who have
 2.26 received National Board for Professional Teaching Standards certification according to
 2.27 Minnesota Statutes, section 122A.73, subdivision 4, paragraph (c).

2.28 \$..... of this amount is for the commissioner of education to pay one coordinator
 2.29 and three facilitators to assist and support applicants for National Board for Professional
 2.30 Teaching Standards certification. The coordinator and facilitators must hold certification
 2.31 from the National Board for Professional Teaching Standards. The money must also be
 2.32 used for program costs, travel expenses, meetings, supplies, and Web site maintenance.



Excellence in teaching and learning

**The Mission of NBPTS is to
advance the quality of teaching
and learning by:**

- ▶ maintaining high and rigorous standards for what accomplished teachers should know and be able to do,
- ▶ providing a national voluntary system certifying teachers who meet these standards, and
- ▶ advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers.



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www.nbpts.org



www.nbpts.org

*National Board
Certified Teachers
Promote ...*

*Better Teaching,
Better Learning,
Better Schools*

▶ Candidate Resource Center
www.nbpts.org/candidates/index.cfm

▶ Candidate Support
[www.nbpts.org/highered/
candidatesupport.cfm](http://www.nbpts.org/highered/candidatesupport.cfm)

▶ NBPTS News Center
www.nbpts.org/news/index.cfm

▶ I Am ...
www.nbpts.org/iam/index.cfm
*(info for principals, administrators,
community and business leaders, parents)*

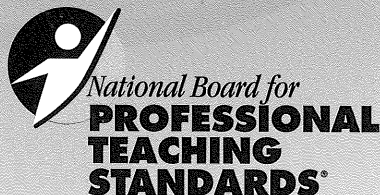
**The National Board
for Professional
Teaching Standards**

is rooted in the belief that the single most important action this country can take to improve schools and student learning is to strengthen the teaching profession. Learn about National Board Certification on the NBPTS Web site.

"As a business leader, I recognize education as the foundation of a strong economy. That is why State Farm® and the State Farm Companies Foundation have contributed more than \$4 million to the National Board for Professional Teaching Standards®. I am very pleased to see the results of the [March 2004] University of Washington study because it confirms our belief that "the single most important factor in student success is quality teachers." We will continue to support the National Board. We know that creating more opportunities for teachers to attain this credential will help lead to a stronger teacher force, higher student achievement and an economy that benefits from skilled and productive workers."

*Edward B. Rust, Jr.
Chairman & CEO
State Farm Insurance Companies*

Moving Education Forward... through National Board Certification®



Education. It has been, and is, the cornerstone of America's success. But increasingly, parents, policymakers, community and business leaders are asking, "Is there a way we can do a better job of teaching our next generation?"

The National Board for Professional Teaching Standards, (NBPTS) has an answer. NBPTS is rooted in the belief that the single most important action this country can take to improve schools and student learning is to strengthen teaching. Accomplished teachers make the critical difference not only to individual futures but also to America's future.

National Board Certification, offered through NBPTS, is a nationally accepted sign of quality in the teaching profession and offers a nationwide standard for evaluating and encouraging quality teaching. Increasingly, lawmakers, school districts and parents are urging policies that encourage experienced teachers to go through the process because they recognize the power certification has to transform teaching, learning and schools. It offers a way to recognize and reward the accomplished teachers that are needed to build competitive, world-class schools and workforce.

"Excellence in education is an honorable and sacred obligation that we owe all of America's youth. The National Board for Professional Teaching Standards is taking responsibility for ensuring that quality education becomes a reality for all students."

U.S. Senator Bill Frist, TN

"Having a caring, competent, and highly qualified teacher in every classroom is the goal of all of us, and National Board Certification of teachers is one path to reach this goal. Today, 49 states and more than 475 local school districts have endorsed this goal by enacting legislative and policy actions creating incentives and recognition for National Board Certification."

Anne L. Bryant, Executive Director
National School Boards Association

Teachers who are National Board Certified outperformed their peers on every one of 13 key dimensions of good teaching and the differences were statistically significant on 11 of them. In addition, students of National Board Certified Teachers were twice as likely as students with non-National Board Certified Teachers to have a deep understanding of content.

Bond, L. et al. (2000) *The Certification System of the National Board for Professional Teaching Standards: A Construct and Consequential Validity Study.* Center for Educational Research and Evaluation: University of North Carolina at Greensboro.

National Board Certification— A Research Based Process

National Board Certification, a voluntary process, provides a choice for experienced teachers who seek advanced certification and validation of their skills. National Board Certification measures a teacher's practice against high and rigorous research-based standards. The process is an extensive series of performance-based assessments that includes teaching portfolios, student work samples, videotapes and thorough analyses of the teacher's classroom teaching and student learning. In addition, teachers must successfully complete a series of written exercises that probe the depth of their subject-matter knowledge. As a result, National Board Certified Teachers have demonstrated that they know their content area, how to teach it, and how to reach all children, leaving none behind—they are highly accomplished teachers.

NBPTS began in 1987, following recommendations on improving the teaching profession from the Carnegie Reports "A Nation at Risk" and "A Nation Prepared." The Board—

representing teachers (the majority), other educators, elected officials, parents and business persons—has developed standards for 24 certificate areas in different subject matter areas and at different developmental levels, all centered around five core propositions.

The National Board work is based on long established research that identifies and recognizes sound educational practices resulting in improved student achievement. Additionally, NBPTS has commissioned more than 140 studies, reports and papers on the value of the National Board Certification process, as well as its standards and assessments. NBPTS has subjected itself to a higher standard of research and validation than any other certifying board in the United States; and it continues its research agenda through a recently launched aggressive and well-funded research initiative to obtain further knowledge and evidence of the most effective ways to increase student achievement and improve our schools.

The National Board's mission is to advance the quality of teaching and learning by:

- Maintaining high and rigorous standards for what accomplished teachers should know and be able to do,
- Providing a national voluntary system certifying teachers who meet these standards, and
- Advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers.

"It's [National Board] a very rigorous process. It's the equivalent of passing the bar exam for a lawyer or the medical exam for a doctor."

Merle Price, Deputy Superintendent for Instruction
L.A. Unified School District, CA

The Five Core Propositions: The Foundation for Excellence

The NBPTS research-based core propositions—examples of research are listed below—are expressions of the effectiveness, knowledge, skills, dispositions and commitments of the accomplished teacher. NBPTS standards for each field and developmental level are centered on the propositions, and have direct applicability in the classroom.

Core Proposition 1:

Teachers are committed to students and their learning.

What this means: National Board Certified Teachers (NBCTs) know that all students can learn. NBCTs recognize individual differences in their students and adjust their practices accordingly. They treat students equitably, knowing that each student needs different tools and support to learn effectively. NBCTs mission extends beyond developing the cognitive capacity of their students. Teachers are also concerned with their students' self-concept, with their motivation, with the effects of learning on peer relationships, and with the development of character, aspiration and civic virtues.

What it looks like in the classroom: NBCTs get to know each student in their classrooms as individuals. To respond to individual differences, teachers must know many things about the particular students they teach: Alex has a stutter, Maria loves science fiction, Toby is anxious about mathematics, Marcus is captivated by jazz. Accomplished teachers also know much more—whom their students go home to every night, how they have previously performed on standardized tests, what sparks their interest. This kind of specific understanding is used constantly in deciding how to best tailor instruction.

What research shows:

- Expert teachers know the abilities, experiences and backgrounds of students and the facility in which they teach. *Housner L.D. & Griffey D.C (1985). Teacher cognition: differences in planning and interactive decision making between experienced and inexperienced teachers. Research Quarterly for Exercise and Sport, 56, 45-54.*
- Expert teachers know their students personally in order to know what variations are needed in teaching. *Berliner, D.C. (1987, April). Expert and novice interpretations of classroom data. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.*
- Expert teachers have “extensive, accessible knowledge that is organized for use in teaching; and knowledge of the political & social context in which teaching occurs.” *(Sternberg, R.J. & Horavath, J.A. (1995). A prototype of expert teaching. Educational Researcher. 24(6), 9-17.*

“It is clear that teachers certified by NBPTS are dedicated and talented individuals who genuinely care about their profession ... and I have found them to be at the top of their profession. Most importantly, they care about their students.”

U.S. Senator Larry Craig, Idaho

“The success of any school is firmly rooted in the expertise of its staff, and by achieving National Board Certification, our teachers have shown that they embrace high standards both for themselves and their students. The state of Virginia is proud to support National Board Certification, a professional development experience grounded in research and helping to place a highly qualified teacher in every classroom throughout the state.”

Gov. Mark Warner, Virginia

Core Proposition 2:

Teachers know the subjects they teach and how to teach those subjects to students.

What this means: Accomplished teachers have mastery over all the subject matter content they are responsible for teaching—as well as a deep and rich contextual knowledge and an understanding of the history, structure and real-life applications

of those subjects. NBCTs have skill and experience in teaching these subjects; they are familiar with the preconceptions and skill gaps students typically bring to this particular discipline, and fluently use multiple, diverse teaching strategies to teach for understanding.

How it looks in the classroom: NBCTs are passionate about the subjects they teach! They work tenaciously with students of all abilities and interest levels—and demonstrate their conviction that *everyone* can do algebra, or write a persuasive letter. They are not afraid to try something new or unusual; what counts is capturing interest, engaging students, and reaching for depth and excellence. An NBCT finds alternate teaching methods and strategies when the student is struggling with a subject.

“We [Maryland] are at a point where we are working harder than ever to ensure that highly qualified teachers are in every classroom. The work that the National Board for Professional Teaching Standards is doing in this area is exceptional and greatly benefits our nation’s students.”

Nancy S. Grasmick

State Superintendent of Schools, Maryland

What research shows:

- Expert teachers are more able to deal with the multidimensionality of the classroom. Sabers, D.S., Cushing, K.S., & Berliner, D.C. (1991). *Differences among teachers in a task characterized by simultaneity, multidimensionality, and immediacy*. *American Educational Research Journal*, 28(1), 63-88.
- Expert teachers have more understanding of the how and why of student success and identify and use the most relevant information in decision-making. Leinhardt, G. (1983). *Novice and expert knowledge of individual student's achievement*. *Educational Psychology*, 18(3), 165-179.
- Expert teachers set challenging student goals and structure situations so students can achieve them. Locke, E.A., & Latham, G.P. (1992). *A theory of goal setting and task performance*. Englewood Cliffs, NJ: Prentice Hall.

March 2004 University of Washington Study on National Board Certified Teachers

An independent, multi-year study of more than 600,000 student records from students in North Carolina schools has found that children learn more from National Board Certified Teachers (NBCTs). The scientifically based study, by the University of Washington which was funded by the U.S. Department of Education, adds to the growing body of evidence demonstrating that National Board Certification identifies teachers who enhance student achievement.

This performance differential was most pronounced for younger and lower-income students whose gains were as high as 15 percent.

“This independent research is welcome news and it confirms what we have always known: National Board Certification is the gold standard in teaching and teachers who earn this distinction are among the most effective teachers in our classrooms today,” says NBPTS Board Chair Roy E. Barnes. “The study provides state and national policymakers with proof that National Board Certification is a smart investment.”

Core Proposition 3:

Teachers are responsible for managing and monitoring student learning.

What it Means: NBCTs deliver instruction effectively, in a climate expressly created for maximum learning. They use multiple and varied instructional resources—print, media, audio and human. These teachers move fluently through a range of instructional techniques, keeping students engaged and focused. They are expert assessors, and know how to keep students motivated.

How it Looks in the Classroom: Each hour is different! You will see students in multiple configurations—working in pairs or alone, enthusiastically and exuberantly, using technology or creating “by hand.” The classroom climate is warm and accepting—students understand that mistakes are opportunities for learning, and every child makes a contribution. NBCTs assess by observing, analyzing student work, informally evaluating and formally testing—and when the results show gaps, new instructional techniques are tried.

What research shows:

- Expert teachers use different strategies for solving problems—they see situations in broader contexts, are flexible and use information that appears meaningless to others. *Larkin, J.H., McDermott, J., Simon, D.P., & Simon, H.A. (1980). Expert and novice performance in solving physics problems. Science, 208, 1335-1342.*

“One of the beautiful things about National Board [Certification] is its focus on student learning ... These are [teachers] who will boost student learning and contribute toward narrowing the achievement gap.”

Elizabeth Burmaster

State Superintendent of Public Instruction, Wisconsin

- Expert teachers problem solve with respect to each student's performance in the class. *Houser, L.D., & Griffey, D.C. (1985). Teacher cognition: differences in planning and interactive decision making between experienced and inexperienced teachers. Research Quarterly for Exercise and Sport, 56, 45-53.*
- Expert teachers engage all students in tasks and feedback, and monitor their progress. *Clarridge, P. (1989, March) Alternative perspectives for analyzing expertise in teaching. Paper presented at the annual meeting of the American Education Research Association, San Francisco, CA.*
- Expert teachers can detect when students lose interest and are not understanding. *Berliner, D.C. (1988). The development of expertise in pedagogy. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, New Orleans, LA.*

“Throughout the district, we found that students generally scored higher with teachers who are National Board Certified compared to students with non-board certified teachers.”

John Deasy, Superintendent
Santa Monica-Malibu Unified School District, California

“I am convinced that the process promotes improved teaching practices. In turn, student learning is improved.”

Mendel Steward, Superintendent
Pickens County Schools, South Carolina

Core Proposition 4:

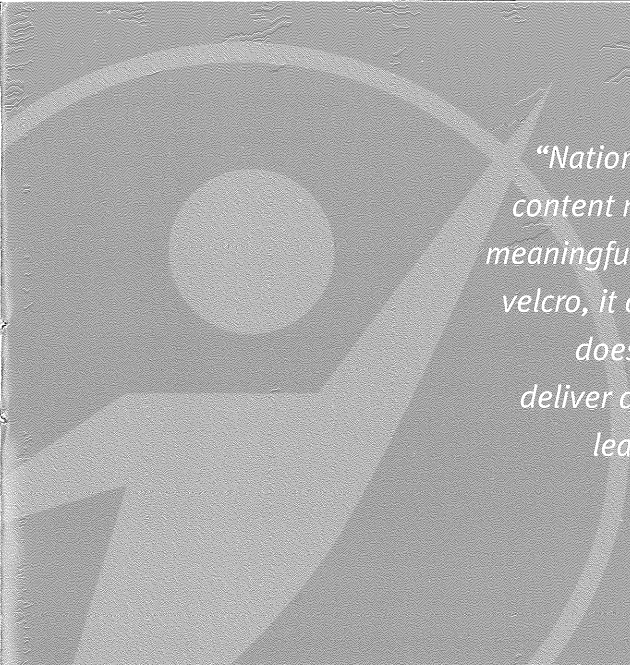
Teachers Think Systematically about Their Practice and Learn from Experience

What it Means: NBCTs model what it means to be an educated person—they read, they question, they are curious about and willing to try new things. They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. They respect the cultural and family differences students bring to their classroom. These accomplished teachers critically examine their practice on a regular basis, to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

How It Looks in the Classroom: NBCTs use today's results to structure lessons for tomorrow. They have mastered the art of analysis: they spend time, every day, thinking about what went well, and what needs to be re-done—always with specific learning goals for these particular students in mind. NBCTs have flexible and adaptable lesson plans! They are excited about new ideas and challenges in their field, and thrive on thoughtful change. They love learning new ideas with and from their students. They strive to teach for understanding and mastery, not mere memorization or coverage. They make it clear to their students and colleagues that they care, deeply, about being top-notch teachers.

“You can’t make progress in student achievement unless you have excellent teachers. So we have placed a major emphasis on encouraging our staff to become National Board Certified Teachers. That’s how we’ve increased student achievement, and we have the gains to prove it.”

Dr. Daniel A. Domenech, Senior Vice President, McGraw-Hill Education,
Former Superintendent, Fairfax County (Virginia) Public Schools



“National Board Certification made the content meaningful. If it wasn’t relevant, meaningful, didn’t stick to their brains like velcro, it didn’t work for me ... The Board does a fabulous job of getting us to deliver content more effectively, making learning more joyful for students.”

Jack Schneider, NBCT
Omak, Washington

What research shows:

- Expert teachers adopt a deep approach to learning that has consequential effects on what and how students learn. *Biggs, J.B. (1987). The Study Process Questionnaire (SPQ) users’ manual. Hawthorn, Victoria: ACER.*
- Expert teachers evaluate possible strategies while getting further data and knowledge, thus prioritizing and reprioritizing intervention strategies. *Leinhardt, G. & Green, J (1986). The cognitive skill of teaching. Journal of Educational Psychology, 78, 75-95.*
- Expert teachers display a passion for teaching and a sense of responsibility; they inspire students to become more excited about learning. *Berliner, D.C. (1988, Feb) The development of expertise in pedagogy. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, New Orleans, LA.*

Core Proposition 5:

Teachers are Members of Learning Communities

“McNeill Elementary is like a home away from home—not only for my children, but for me as well. They welcome me as a friend when I walk through the door and help me be a part of my kids' school life. Nothing means more to me as a parent than knowing that my kid's teacher considers me a partner in the educational process.”

Antony Norman, Parent
Bowling Green, Kentucky

“The more expertise we bring into the classroom door, the better our kids are going to be. We need to be looking at ways to go in that direction. Maybe corporations can begin to sponsor a given number of teachers in their communities for this level of certification, as a way of getting involved.”

Dr. Leviticus Roberts, Businessman
Atlanta, Georgia

What It Means: NBCTs are active participants in collaborations with others to improve student learning. They work effectively with their teacher-colleagues in departments, buildings and districts, and act as teacher leaders in policy, curriculum and staff development projects, locally and beyond their school district. They actively seek partnerships with community groups and businesses. These accomplished teachers work creatively with their students' parents and other family members to improve learning opportunities.

How it looks in the classroom: The door is always open in an NBCT's classroom—open for family members, teacher-colleagues, and members of the community. Students are used to visitors, and welcome business leaders and local speakers, who have been discovered and invited by their teacher. Older and younger students may drop by to tutor or share a special skill, and families feel respected and valued as partners. Students know that their teacher works closely with other teachers and staff because those people are also familiar faces and are as likely to teach the math lesson as the “regular” teacher. There are regular and innovative means of communication with parents and family—and channels for parents to speak openly to teachers.

What research shows:

- Parental involvement positively affects eighth-grade student achievement. *Keith, T.Z., & Keith, P.B. (1993) School Psychology Review, 22(3), 474-496. EJ486048.*
- Hispanic parental involvement increases student learning. *Schribner, J.D., Young, M.D., & Pedroza, A. (1999). Lessons from high-performing Hispanic schools: Creating learning communities (pp.36-60). New York, NY: Teachers College Press.*
- Business and community involvement increases student achievement. *Hughes, K.L., Bailey, T.R., & Mechur, M.J. (2001). School-to-work: Making a difference in education. A research report to America. New York, NY: Institute on Education and the Economy, Teachers College, Columbia University. ED4493654.*

“The National Board helped me to realize the importance of families as allies in educating their children.”

Beth Poole, NBCT
Cumming, Georgia

“The connection with parents is highly stressed. We know as teachers we only have the students for a certain part of the day. They have to go home and practice what we’ve taught, and the parents have them for the rest of their lives.”

Susie Chow, NBCT
Los Angeles, California

“NBPTS has raised the standard of the teaching profession. The business community will continue to recognize and support the National Board because it succeeds in advancing the profession and in helping our children become the productive citizens we need them to be.”

Kerry Killinger, Chairman, President and CEO
Washington Mutual Insurance Companies

How do NBCTs address key educational issues?

Here's what policymakers, educational leaders and parents are saying about National Board Certification.

NBCTs improve student learning for all children.

- ▶ *"The most important variable in improving student learning is the teacher."*

Dan Fallon

Carnegie Foundation

- ▶ *"We have allied with NBPTS because we support high quality teaching that provides immediate benefits to students in the classroom."*

Sue Zurvalec, President
American Association of School
Personnel Administrators

NBCTs meet high and rigorous standards in subject area and teaching performance in the same manner that students meet state standards.

- ▶ *"The best way I know to improve student learning is to improve the standards for educators—they are the ones who make it happen."*

Dick Niemyer, Superintendent
Omak Schools, Washington

- ▶ *"Teachers who attempt the demanding National Board assessments have signaled their willingness to hold themselves to the highest professional standard."*

Reg Weaver, President
National Education Association

- ▶ *"National Board Certification is an important part of our effort to improve student achievement and professionalize teaching."*

Sandra Feldman, Past President
American Federation of Teachers

NBCTs understand and know how to teach to standards and know how to individualize that instruction to every student.

- ▶ *"She uses different strategies ... Her strategies have helped not only my son but many children in this classroom who would not have excelled if they were in a regular class environment."*

Susanna Lovermi, Parent
Dade County, Florida

- ▶ *"What it really says is I'm holding my students up to standards they'll find anywhere else in the country."*

Rusty Curtis, NBCT
Social Studies and Government
Ripley Union Lewis
Huntington High School, Kentucky

NBCTs tend to remain in the classroom and in their profession.

- ▶ *“Attracting new teachers and retaining the talented teachers already living in Florida remains a top priority for Florida. National Board Certification is one of the best ways we can both reward our talented teachers and meet new state and federal mandates for quality teaching.”*

Gov. Jeb Bush, Florida

- ▶ *“National Board Certification ... aids our retention efforts by allowing accomplished, experienced teachers an opportunity for recognition and additional compensation while staying in the classroom where we need them most.”*

Gov. Paul Patton, Kentucky

NBCTs as teacher leaders help raise the quality of teaching in schools and districts as school improvement plans are implemented across America.

- ▶ *“With high expectations and greater public accountability for academic achievement, it is imperative that schools are staffed with the best trained, most capable faculty possible. It is through National Board Certification that principals can best support and develop the teachers in their schools, and thus greatly improve teaching and learning.”*

Dr. Gerald N. Tirozzi

Executive Director
National Association of
Secondary School Principals

- ▶ *“The power of National Board Certification is that it not only provides the foundation to develop and maintain a focus on quality teaching and instruction and the development of a professional and collegial learning community in our buildings for all staff; but it also enhances the opportunity to engage NBCT staff as emerging leaders of school reform that is meaningful and sustainable.”*

Paul McMahan, Principal
Patrick Henry High School
Minneapolis, Minnesota

- ▶ *“National Board Certified Teachers set a standard of excellence in teaching and are emerging as strong leaders in their schools and communities.”*

Sylvia Auton, Director
Staff Development, Fairfax County, Virginia

- ▶ *“The professional development aspects of the National Board Certification application process help good teachers become better teachers and also role models for less-experienced educators in every state.”*

Sandy Garrett
State Superintendent of Public Instruction,
Oklahoma

- ▶ *“There is no greater priority than to ensure that there is a qualified teacher in every classroom to help our children reach their full potential, and I applaud the NBPTS for their work in helping us reach that goal.”*

U.S. Senator Edward Kennedy, Massachusetts

“When I entered this program, I heard scores of testimonies from NBCTs saying that I would never be the same teacher, or even person, when I completed this endeavor. Truthfully, I scoffed at this. I was, or so I thought, a great teacher and could not imagine a program that would or even could change me so dramatically.

“I was wrong. I now look at my teaching differently and more thoroughly every single day. My views of children, their parents, and each individual situation go directly to my heart. I search myself, and yes, I search all around me, pulling from each and everyone I run into for ways to ensure each child experiences success and reaches his or her potential.

“The journey through this program will forever be outweighed by the outcome of my growth of my love for teaching and my desire for each of my children in my class to be the best they can be.

“Thank you for providing a program to the teachers of our country that challenges us, prods us, stretches us, and then assures us that we make the greatest difference of all.”

Peggy Kessler

NBCT

Dry Prong, Louisiana

This project is funded in part with grants from the U.S. Department of Education and the National Science Foundation. Through September 2004, NBPTS has been appropriated federal funds of \$139.2 million, of which \$127.1 million was expended. Such amount represents approximately 35 percent of the National Board Certification project. More than \$237 million (65 percent) of the project's cost was funded by non-federal sources.

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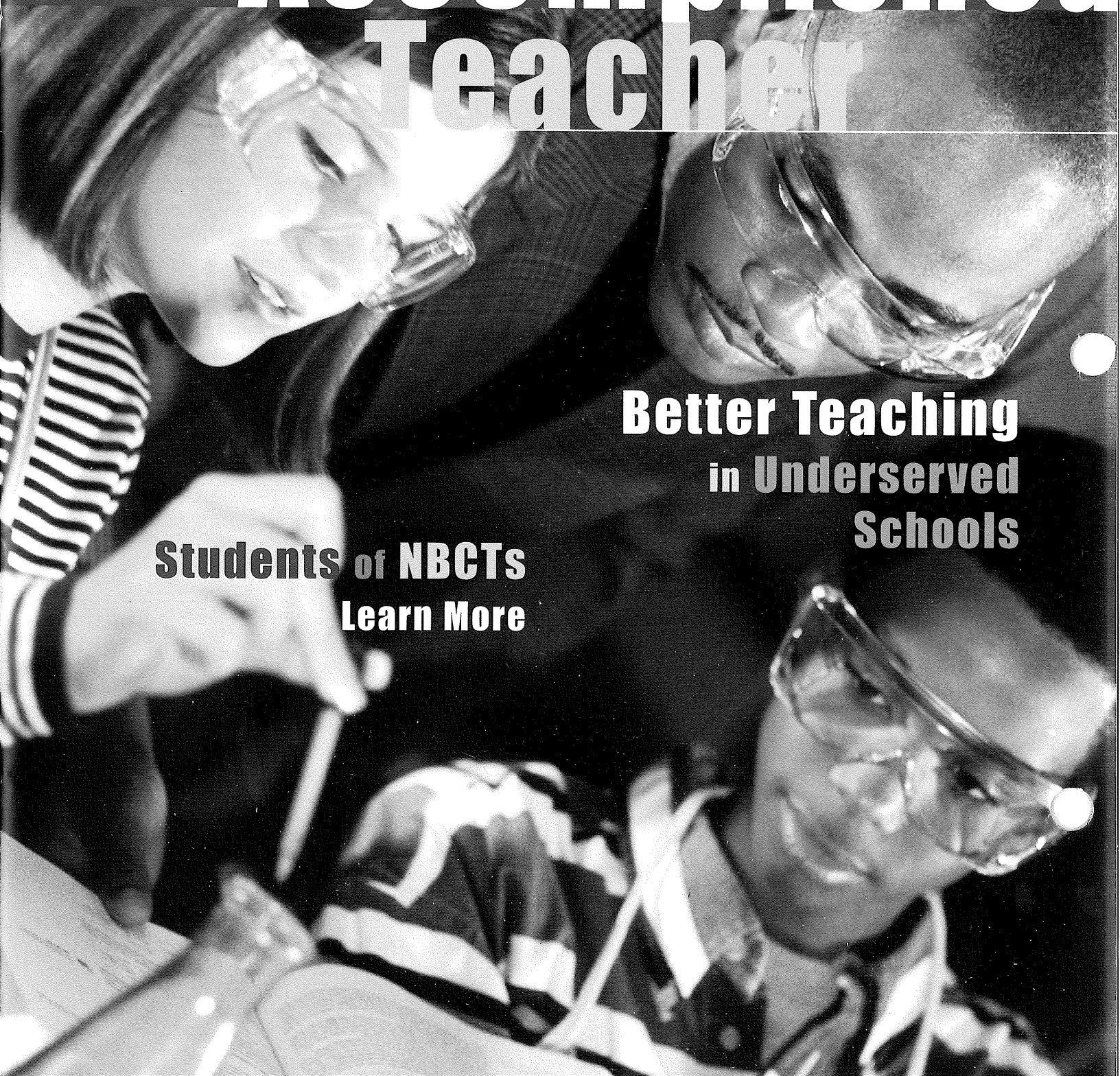


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Accomplished Teacher

**Better Teaching
in Underserved
Schools**

**Students of NBCTs
Learn More**



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From The President



Encouraging More NBCTs, Proving Their Value

In November 2004, the National Board for Professional Teaching Standards® (NBPTS) passed a significant milestone. The 8,000 teachers who achieved National Board Certification® that month brought the total number of National Board Certified Teachers® (NBCTs) to more than 40,000.

Considering that the first “class” of NBCTs in 1995 had just 86 members, growth like that is worth celebrating. But we know that the true value of having highly accomplished teachers lies in the learning that takes place in their classrooms. And we know that even 40,000 NBCTs is still far too few.

This special edition of *Accomplished Teacher* explores two topics of vital interest to all who value National Board Certification as a route to genuine education reform:

- How NBPTS is working to grow the number of NBCTs in the schools that need them most, schools in urban and rural communities where high poverty can limit student learning opportunities.
- How research is documenting the very real learning gains that students experience when NBCTs are their teachers.

We know that highly accomplished teachers — NBCTs included — are often under-represented in America’s most needy schools. NBPTS is committed to improving the quality of teaching and learning in schools serving poor urban and rural communities, and is doing something about it.

Our Targeted High Need Initiative (THNI) program aims to increase the number of teachers seeking and achieving National Board Certification. It has been in operation for over three years in more than 20 high-poverty communities nationwide. Currently, there are 18 THNI sites.

The program is based on the simple idea that local education challenges can best be met with local solutions. Rather than “importing” highly accomplished teachers from outside, the THNI program cultivates the talent of teachers already at work in high-need schools. The Appalachia Educational Laboratory in December 2004 issued a report that validates this approach, arguing that locally based teacher professional development programs hold the greatest promise for improving local schools. Significantly, some of the THNI program’s most important work is happening in rural Appalachia.

In the following pages, five case studies spell out how NBPTS’s THNI program builds community and professional coalitions to leverage National Board Certification as a tool for education reform in high-need schools.

Elsewhere in this issue of *Accomplished Teacher*, you will read about three major research studies that confirm what many have long believed — that National Board Certified Teachers do a measurably better job of helping their students learn more. All released in 2004 and all based on the highest research standards, the studies document impressive learning gains among diverse groups of students. Those gains span locales — from Arizona to Miami to North Carolina — and grade levels as well, covering students in both elementary and secondary schools. Researchers analyzed data from both state and national tests to conclude that students of NBCTs experience greater learning gains than students of non-NBCTs.

NBPTS has always been committed to a rigorous program of research on the effectiveness of National Board Certification as an education reform strategy. As you will learn, proof of its effectiveness is accumulating.

That is good news for NBPTS and National Board Certified Teachers. But it is even better news for America’s school children. NBCTs — all 40,207 of them — are hard at work bringing better teaching, better learning and better schools to communities across our nation.

Dr. Joseph A. Aguerrebere
President

National Board for Professional
Teaching Standards



Bringing

Better

**Teaching
and Learning**

to underserved schools

The National Board for Professional Teaching Standards' Targeted High Need Initiative (THNI) is designed to increase the number of teachers seeking and achieving National Board Certification in high-poverty urban and rural schools. Operating at sites across the United States, the THNI program's ultimate goal is to ensure that students in all schools have the opportunity to learn from highly accomplished teachers.

It's no secret that, too often, students most in need are the least likely to have access to our most capable teachers. However, research shows that National Board Certified Teachers are particularly effective when teaching lower-income students, and there is evidence that African-American and Hispanic students may experience important gains when they have NBCTs as teachers.

For underserved students and those who teach them, National Board Certification represents a genuine opportunity to provide a better education in communities that need it most.


Students in schools served by THNI sites often suffer from extremely high levels of poverty. In some Appalachian communities where THNI programs operate, as many as 90 percent of students are eligible for free or reduced-price lunches. In Milwaukee, 87 percent of students get such assistance, while 69 percent do in New Orleans.

It is well documented that teachers in high-need schools often lack the opportunity, time and resources to pursue in-depth professional development such as National Board Certification. The THNI program aims to remove many of those barriers. At each THNI location, a site coordinator works closely with state education officials, school districts, local colleges and universities, and the business community to encourage teachers to seek National Board Certification and support them while they go through the process.

At all THNI sites, teachers can take advantage of standards-based professional development workshops, and master teachers offer peer mentoring and candidate support. At virtually all sites, partnerships with higher education institutions (including many historically black colleges and universities) provide an environment in which teachers focus on

achieving their professional development goals. Local affiliates of the American Federation of Teachers and National Education Association provide support at several THNI sites.

On the following pages, you'll learn about five of NBPTS's THNI sites, including program goals, indicators of success and lessons learned. Although these THNI sites differ geographically and demographically — ranging from the urban schools of New Orleans to the rural settings of Appalachian Ohio and West Virginia — they all share an unwavering focus.

By bringing the National Board Certification process to where the highest need exists, NBPTS's THNI program promises to improve teaching and learning for a student population that is too often left behind. 

THE THNI PROGRAM CURRENTLY OPERATES IN:

ARKANSAS
(LITTLE ROCK)

CALIFORNIA
(BERKELEY, OAKLAND)

GEORGIA
(ATLANTA)

ILLINOIS

KENTUCKY

MARYLAND
(BALTIMORE,
PRINCE GEORGE'S COUNTY)

LOUISIANA
(NEW ORLEANS)

MISSISSIPPI

NEW YORK
(ROCHESTER)

NORTH CAROLINA

OHIO

PENNSYLVANIA

TENNESSEE

TEXAS
(CORPUS CHRISTI)

VIRGINIA

WEST VIRGINIA

WISCONSIN
(MILWAUKEE)

Building Infrastructure for Rural Teachers in Illinois

In Illinois, NBPTS's Targeted High Need Initiative builds on an existing statewide infrastructure to bring the benefits of the National Board Certification process to teachers in traditionally underserved rural areas. The initiative relies on strategic outreach efforts and careful tracking to ensure that teachers from rural communities have access to the process and the high-quality professional development it embodies. Teachers who have already achieved National Board Certification play an important role in recruiting and supporting others who want to become National Board Certified Teachers.

National Board Certification has a long history of success in Illinois, and the state ranks eighth nationwide in total number of NBCTs. But most of the state's NBCTs teach in the Chicago Public Schools and a few suburban districts that have strong National Board Certification programs in place. This project extends the program into all of the state's communities, especially some of the most rural.

The program involves several key components. It trains and promotes collaboration of NBCT leaders to deliver awareness sessions, pre-candidacy recruitment sessions, candidate support and mentor training. It also develops and disseminates materials, resources and curricula to NBCTs who provide candidate support. A Web site and other online resources increase access for teachers in locations throughout the state.

KEY GOALS

NBPTS teamed with the National Board Resource Center at Illinois State University to extend National Board Certification opportunities throughout the state. The university is known nationwide as a strong teacher-education institution, and the THNI program is a natural extension of the university's work. Four key goals guide the project:

- Ensure equity and access across the state by allowing local NBCT consultants to develop individual and customized programs that respond to local needs within their communities.
- Build NBCTs' capacity to mentor candidates and assume other leadership roles to improve education in the state. The program makes a variety of resources available to NBCTs to support them in their roles.
- Engage large numbers of NBCTs in the program — at least half of those in the state — and offer a range of ways in which NBCTs could get involved.
- Support overall state educational goals by marshalling NBCTs to help address particular challenges in literacy instruction. This positions NBCTs as resources for improving education throughout the state.

INDICATORS OF SUCCESS

- Increasing numbers of minority teachers and teachers from previously underserved communities are becoming candidates for National Board Certification.
- Candidate volume in rural Illinois — the project's targeted area — doubled in the first year and continues to grow.

- Policymakers and stakeholders in the business community now demonstrate greater support for National Board Certification as a valuable route toward improving teaching and learning in Illinois schools.


LESSONS LEARNED

- **Personal relationships make a critical difference in building support for the THNI program and delivering it.** Program coordinators and NBCT consultants continue to reach out to stakeholders across Illinois, at both the state and local levels. Those relationships have helped maintain support for the program, even as tough economic conditions have forced schools to reduce or eliminate professional development resources.
- **One-to-one marketing works.** Increasing candidate participation from teachers in minority populations also relies on building personal relationships. Teacher-to-teacher outreach works better than broader, less direct

recruitment strategies such as putting flyers in teachers' mailboxes. Teachers feel welcomed into the process when they hear about it personally from NBCTs.

- **Get real.** Communications about the program work best when they focus on solving problems and fulfilling the needs of particular individuals and organizations. Program coordinators and other leaders need to be able to answer when a skeptic asks, "NBCTs, so what?" The most effective communications position Illinois NBCTs and the services of the National Board Resource Center as resources that satisfy emerging needs in Illinois education.

NEXT STEPS

As the number of NBCTs across the state continues to grow and NBCTs build their capacity to influence change and improve education, program supporters have come to understand the critical role strong teachers play in improving education. 



VOICES FROM THE FIELD...

"This was a very rewarding experience for me. I felt like I was giving back to my community by exposing educators to the possibilities that exist with NBPTS. I was thrilled at the level of participation at all of the meetings that I held. I am still receiving kudos from those who attended."

Gwendolyn Lee, Ph.D.

*Associate Superintendent of Schools
Thornton Township, District 205, Illinois*

"The National Board Certification process has profoundly changed the way my professional community views accomplished teaching by focusing teachers on best practice as it directly relates to student learning. Because of what they have learned through this process, NBCTs in my area have been able to impact the quality of professional development activities in their own schools, resulting in positive changes for student learning."

Becky Hatch-Prochaska

*NBCT Coordinator, Kindergarten Teacher
Goodrich School, Woodridge, Illinois*

Kentucky's Goal: At Least One NBCT in Every School

Kentucky is one of several Appalachian region states in which NBPTS is focusing its Targeted High Need Initiative.

Within Kentucky, support for National Board Certification was growing as a result of statewide incentives and support. Kentucky legislation passed in 2000 set a goal of having at least one National Board Certified Teacher in every public school by 2010. Building on that momentum, the THNI program enables state coordinators to expand outreach, provide systematic mentoring to candidates and target some of the state's most rural areas.

The Kentucky program is led by NBCTs who work outside of school hours to conduct informational meetings, offer pre-candidacy programs, mentor candidates and expand support for the program through outreach to potential partners. Well-defined and planned program structures and systems ensure that all candidates have equal access to quality support opportunities.

KEY GOALS

To help increase the number of Kentucky teachers seeking National Board Certification, NBPTS and its partner, Western Kentucky University, set six goals:

- Provide NBCTs with significant and meaningful professional development opportunities to support them in their roles as mentors, keep them connected and give them ways to continue growing professionally.
- Carefully track participation to ensure that teachers in all schools and counties are involved in the program.
- Seek the commitment of NBCTs to help lead and plan the program. NBCTs worked as a group to write a strategic plan for the state's program.

- Establish a strong, well-organized candidate-support process that includes consistent mentor training and a well-defined series of support activities and opportunities. The process ensures a quality program and guarantees equity across the state.
- Obtain uniquely collaborative support from universities in the area. Several universities offer candidate support and technical assistance and recognize NBCTs as professional leaders by involving them in key university roles.
- Establish a Statewide Advisory Group including NBCTs, education leaders, legislators and business representatives. The group provides input and direction for all components of the program.

INDICATORS OF SUCCESS


- There has been significant growth in candidate participation. When the THNI program began in the 2002–03 school year, 113 teachers participated. The average number of candidates has more than doubled in the following two years.
- Support from partners — including businesses, banks and universities — is increasing, and a number of new partners have signed on.
- District leaders report a change in school climate, including improved attitude and improved teacher ability.
- Teachers who have participated in the National Board Certification process believe they are becoming more effective. Surveys of candidates show that 85 percent say they develop stronger curricula, 93 percent say they are better teachers, 96 percent have developed better ways to evaluate student learning and 84 percent report greater collaboration with other teachers.

LESSONS LEARNED

- **The long view matters.** Coordinators and other THNI program leaders have found that it pays to emphasize supporting advanced candidates (those teachers who do not achieve on their first attempt and choose to continue their pursuit of certification over the next two years).
- **Keep score.** Accountability measures for mentors, put in place by THNI coordinators, help ensure quality candidate support.
- **Pre-candidacy support is critical.** Initially, a large percentage of teachers withdrew from the process before completing their portfolios. Program coordinators stemmed the tide by refining the pre-candidacy program to make sure candidates entered the process with the best information possible.
- **Use the personal touch.** Coordinators use an instructional process that recognizes the individual needs of involved teachers — both the mentors and the candidates.

Participants complete a self-reflection document that helps coordinators and support providers better understand each teacher's learning style, previous professional development experiences and teaching philosophy and approach.

NEXT STEPS

A number of activities have been established to help coordinators maintain the momentum and integrity of the program. Coordinators are working to increase school districts' commitments to provide professional development funds that will pay for candidate support. In addition, they are seeking out more partners from the business community. Coordinators have also secured commitments from universities to provide direct support to candidates, institutionalize NBPTS standards into teacher education programs and engage NBCTs as adjuncts and teachers-in-residence. They are also working with educational cooperatives and consortiums to provide mentoring programs, provide informational meetings and host pre-candidacy workshops. 



VOICES FROM THE FIELD...

"All the teachers at our school — National Board Certification candidates and others — experienced benefits. The candidates had increased confidence in their abilities to do what's right for kids. Other teachers were able to see new ways to do things. They learned, along with the candidates, to question what they were doing to do a better job for their kids."

*Cecilia Stephens, Elementary Supervisor
Monroe County Schools, Kentucky*

"National Board Certification is the epitome of what professional development should be. There's nothing out there that will make a greater impact on classroom teaching than this process. Educators can't help but become more effective classroom teachers simply by going through the process. I think of National Board Certification as 'the great equalizer'... all teachers, regardless of being in a rural, inner city or model school must meet the same requirements and standards for exemplary performance. Through this process, leaders are created in classroom teachers."

*Holly Ross, NBCT
Russell Independent School District, Kentucky*

New Orleans Builds Support Systems for Candidates

Although Louisiana had 172 National Board Certified Teachers when the THNI program began three years ago, only six taught in New Orleans, the state's largest urban district. To help boost those numbers, NBPTS and its partners in the New Orleans Public Schools built a program that takes advantage of Louisiana's strong statewide program to recruit and support urban candidates for National Board Certification. The program draws upon the expertise and resources of the state program to support THNI activities.

In the first year, program coordinators hoped to involve 25 candidates, but response was so strong that 59 candidates participated. With so few NBCTs in the district, the challenge was to develop a system that would enable that small handful to support many candidates. Using the state's candidate support program as a model, program coordinators found that they could offer monthly candidate-support meetings organized around in-depth and authentic professional development topics. Online interactions between mentors and candidates augmented the meetings. As a result, almost 100 percent of the candidates who started the program completed it.

The district is now expanding its menu of professional development options to support National Board Certification and offers a series of NBPTS standards-based workshops. Additionally, district leaders have discovered hidden talents within the teachers who participated; they are tapping those teachers' expertise to improve overall teaching and learning across the system.

KEY GOALS

In addition to building upon successful strategies already in place at the state level — including a candidate-selection process, mentor training programs and the candidate-support process — the New Orleans THNI program had these goals:

- Offer rich, authentic professional development content through candidate-support sessions.
- Develop significant and consistent support from the district, especially with marketing efforts.
- Collaborate with the University of New Orleans, which offers an introductory course taught by an NBCT. The district pays the tuition for teachers to participate in that course. Xavier University also offers continuing education workshops for candidates.
- Extend learning opportunities to all teachers in the district by developing and offering standards-based professional development around such topics as learning styles, multiple intelligences, authentic assessment and differentiated instruction.

INDICATORS OF SUCCESS

- District principals now frequently request NBPTS standards-based professional development workshops for entire school staffs. They have noticed better teaching and learning in the classrooms of participating teachers.
- In the first year, candidate participation was more than double the recruitment goal of 25 teachers. Almost every teacher who started the process completed it.

- Teachers participating in the process have formed new professional collaborations and partnerships, breaking down long-standing social patterns and connections.


LESSONS LEARNED

- **Capacity counts.** Because of greater than expected demand, the project did not have enough NBCTs to mentor all the candidates in the first year. Project coordinators successfully looked beyond the district for mentors. While NBCTs from across the state stepped up to help, coordinators found that candidates didn't utilize them enough. After the first year, the district project was able to draw expertise from the newly certified local teachers.
- **State resources can make up local gaps.** Instead of reinventing the wheel, New Orleans program coordinators utilized the expertise and resources of the existing statewide

program. The state offers workshops for candidates, including a two-day mandatory writing institute and required training for mentors.

- **Make proactive plans.** A strong plan to help candidates manage the details and demands of the process is essential to their success. In addition to a comprehensive timeline for candidates, mentors make it a priority to keep in touch with candidates instead of waiting for candidates to call them.

NEXT STEPS

The New Orleans THNI program is a true success story. The New Orleans Public Schools now boast 42 NBCTs, up from six when the program began. The district plans to continue supporting the program and has allocated professional development money to the effort. National Board Certification is part of the district's formal professional development program. 



VOICES FROM THE FIELD...

"Supporting teachers through National Board Certification is one way we seek to grow our educators. To help educators reach the global standard for teaching in America — National Board Certification — our educators are afforded opportunities to interact with high-end content, state-of-the-art technology and high-touch personal support through online or face-to-face professional development modules. The jewel in the crown for this effort is the development of highly qualified educators in New Orleans that will impact teaching and learning in our high-needs district."

*Anthony Amato, Superintendent
New Orleans Public Schools, Louisiana*

Web is a Winner for West Virginia Candidates

Using Web-based instructional tools and a network of regional training sites, the West Virginia Targeted High Need Initiative program provides opportunities for teachers from the state's most rural areas to access National Board Certification. The online approach makes sense in West Virginia, which is located entirely within the Appalachian region, where mountainous terrain makes it challenging for teachers to meet and collaborate in person.

The Marshall University Graduate School of Education and Professional Development and the State Department of Education collaborate to run the project. The program draws on a previously established online instructional platform to provide National Board Certification candidates with professional development and 24-hour access to support and resources. National Board Certified Teachers serve as candidate mentors, and receive powerful professional development to help them help other teachers seeking National Board Certification. Mentor training focuses on coaching techniques and a support model called "Critical Friends." Additional training helps mentors understand the impact of poverty on teaching and learning.

Strategic recruitment strategies ensure that teachers from all of the state's counties and communities have opportunities to participate. Public-information initiatives spread the word to underrepresented areas. The program places special emphasis on recruiting and supporting candidates from low-achieving schools and school systems.

KEY GOALS

NBPTS has a valued partner in Marshall University's Graduate School of Education and Professional Development. University faculty and staff champion the THNI project, which has five goals:

- Engage strong instructors and mentors to lead candidate support courses.
- Employ a comprehensive marketing plan and communication strategies.
- Involve NBCTs as regional leaders who take responsibility for local communication efforts in addition to mentoring.
- Engage partners from various communities — education and business, for example — to support the program and provide facilities for regional training. The State Farm Insurance Companies provide financial support for the project.
- Use a well-established, existing online delivery platform. The program allows candidates and mentors to collaborate by region or by content area and provides information on demand.


INDICATORS OF SUCCESS

- There has been a dramatic increase in interest in National Board Certification throughout the state, with frequent requests from new counties to get involved.
- NBCTs have turned out in strong numbers to serve as mentors to candidates for National Board Certification. In fact, there were more NBCT volunteers than the program could use.
- After participating in the THNI program, West Virginia teachers were more likely to achieve National Board Certification than the national average.

LESSONS LEARNED

- A large and geographically dispersed program requires good record keeping. Coordinators quickly learned that the magnitude of the project and the number of people involved meant a strong database was essential. The project continues to grow, now involving three sites, 30 mentors and more than 40 candidates. Two new regional training sites, independently established and run, also support the program. Project coordinators developed a database to track all of the pieces of the complex initiative.
- Mentors and candidates benefit from a matchmaker. Coordinators developed a formal system for pairing mentors with candidates. They connect mentors and candidates based on personality as well as certification field and geographic area.
- Successful candidate recruitment begins with good communication. Coordinators have seen a direct relationship between communication efforts and interest. Outreach efforts include distributing information at statewide professional conferences, district staff development sessions, faculty senates and boards of education. Newspaper advertising, the statewide Web site and distribution of recruitment materials all played a role in attracting NBCT mentors and new candidates. Additionally, NBCTs local to each area have taken responsibility for coordinating meetings with administrators and organization leaders.

NEXT STEPS

Marshall University remains committed to supporting the program and already has lined up additional organizations to sponsor new regional training sites. 




VOICES FROM THE FIELD...

"Marshall University has provided the teachers in Mercer County with a framework and a support system that has enabled them to seek National Board Certification without traveling great distances to do so. The support group has provided teachers with guidance and mentoring. Continual monitoring during the process provided the constructive feedback. In addition, teachers had the opportunity to work collaboratively with colleagues who had varied expertise and an array of teaching styles.

"The impact on the local school system has been great. Teachers have focused on research-based instructional practices that increase student performance. It has provided them with the forum to discuss educational issues with other professionals. The professional growth resulting from this effort is well worth the time and effort devoted to this endeavor."

*Pat East, Title I Reading Supervisor
Mercer County Schools, West Virginia*

"The teachers who completed the program, to the person, all agreed it was the best thing they have done to strengthen their teaching skills. It's just so important with today's emphasis on accountability and demand for high-quality instruction that we encourage teachers to go through National Board Certification. I know that it has improved student achievement in Greenbrier County and we will continue to encourage our teachers to participate."

*Charles Callison, Personnel Director
Greenbrier County Schools, West Virginia* 

Many Stakeholders Support Milwaukee's Model

In Milwaukee, the Targeted High Need Initiative is bolstered by a number of different organizations and groups that work together to provide a comprehensive program of teacher support and growth.

The continuum of support begins with a teacher preparation program that is aligned with state standards that mirror the National Board Standards. It links new teachers with skilled mentors. It provides veteran teachers with opportunities for meaningful, practical professional development through the National Board Certification process. Finally, it supports NBCTs in their continued professional growth as they assume new roles as teacher leaders and peer mentors. The program was designed to close the circle for teachers, supporting them at every stage of their careers.

Milwaukee, one of the 30 largest urban school districts in the United States, has more than 100,000 students and 6,800 teachers. A specialist with the Milwaukee Public Schools coordinates the THNI program. It has the support of Milwaukee Mayor Tom Barret, and significant participation from local colleges and universities, state unions, the Milwaukee Public Schools Foundation, the Wisconsin Department of Public Instruction and the Parent-Teacher Association.

Stakeholders provide support by posting information on their Web sites and sharing information through conferences, newsletters and other publications. They provide training and support for NBCTs in their roles as mentors and candidate recruiters, while also tying existing professional development programs to candidate-recruitment activities.

KEY GOALS

Starting with the support of a broad range of stakeholders allowed THNI coordinators to focus on four goals:

- Develop support for the program by increasing awareness among school principals.
- Build on a successful, grant-funded pre-candidacy course offered through Alverno College, which gives teachers the option of registering for college credit.
- Coordinate program activities with other professional development efforts already underway.
- Offer a support network (online and in conjunction with regular candidate-support workshops) for advanced candidates who are retaking portions of the assessment.

INDICATORS OF SUCCESS

- The number of National Board Certification candidates has increased. When the Milwaukee project started, the district had six NBCTs. During the project's first year, 11 candidates participated, and 35 teachers completed the process in the second year.
- The percentage of minority teachers participating in the process also increased. During the second year, 50 percent of the candidates were from minority populations.
- Feedback from candidates, mentors and facilitators is very positive, often speaking to the transformational aspects of the certification process.
- The project has captured the attention and support of the mayor's office, and the mayor is taking a lead role in helping to ensure the project's long-term viability.


LESSONS LEARNED

- **Expectations need to be managed.** Because so many different organizations and groups were involved in the program, it was important to make sure everyone understood their roles and how the process would work. Setting clear expectations made sure that coordinators were aware of each group's requirements, understandings and expectations.
- **Pre-candidacy programs pave the way.** Candidates were strongly encouraged to participate in the pre-candidacy course. It helps them understand the National Board Certification process and start knowing exactly what it requires.
- **Look far and wide for qualified mentors.** Because the district started with only six National Board Certified Teachers, the program did not have

enough mentors. When coordinators asked NBCTs from throughout Wisconsin to consider serving as mentors, about 90 percent of those contacted agreed to help.

- **Teamwork works.** Because coordinators wanted to promote collaboration, teachers were encouraged to work in teams of two or more, either within a school or across different schools, to create a professional learning community.

NEXT STEPS

The city of Milwaukee has made a commitment to promote National Board Certification for three years, with the goal of supporting 100 candidates over that time. The mayor's office is working with various foundations and other possible donors to find funding for the extended and increased effort. 



VOICES FROM THE FIELD...

"National Board Certification has provided me with the ability to reflect on my teaching practices — not just reflect in a passive manner, but to really reflect in a systematic and meaningful way that is very essential for effective teaching. This reflection allows my teaching to continuously improve and has a much larger impact on the success of all of my students. In this same respect, I have noticed that the experience also has taught me to tackle much larger issues in our school-wide community. I am able to review and analyze student data much more effectively and use the information to guide my practices."

*Deborah Kuether, NBCT
Milwaukee School District, Wisconsin*

"Particularly with newer and younger teachers, it's important to have good mentoring in place and I think the certification process trains teachers to be master teachers and provide that mentoring guidance."

*Tom Barret, Mayor
City of Milwaukee*



Research Shows Students of NBCTs Learn More!

Since its inception in 1987, the National Board for Professional Teaching Standards (NBPTS) has been based on—and welcomed—a higher standard of research than any other professional board in the United States. NBPTS research has examined the impact of National Board Certification and National Board Certified Teachers on the quality of teaching and student learning in America's schools, and explored the use of NBPTS standards and assessments.




In July 2002, NBPTS asked the RAND Corporation, one of the nation's most respected research firms, to review more than 100 submitted proposals for new research on National Board Certification. Based on recommendations from RAND, NBPTS began sponsoring a large body of independent research using federal and private funds totaling nearly \$6 million. While some of those studies have been released, more will be completed and published in 2005. The studies focus on a number of critical teaching and learning topics:

- Student achievement and performance
- Standards-based professional development
- Certification's impact on low-performing schools
- Minority teacher participation in National Board Certification
- NBCTs as teacher leaders
- NBCTs' teaching styles.

For more information, please visit the NBPTS Research Web page at www.nbpts.org/research/index.cfm.

Many have long suspected that National Board Certified Teachers (NBCTs) help students learn more — raising student performance, achieving particularly notable gains among lower-income students and driving meaningful changes in their classrooms and throughout their schools.

NOW THERE'S PROOF.

Three independent research studies released in 2004 confirm that having NBCTs in the classroom improves student achievement. You will read about them in the following pages. They add to the growing body of evidence that National Board Certification is a smart investment in our schools and our children. 

North Carolina NBCTs' Students Make Greater Academic Gains

An independent, multi-year study of more than 600,000 student records from North Carolina schools has found that children learn more from National Board Certified Teachers. The scientifically based study, funded by the U.S. Department of Education, adds to the growing body of evidence demonstrating that National Board Certification identifies teachers who enhance student achievement.

"Our findings appear to confirm that NBPTS is in fact succeeding at identifying those teachers who are more effectively producing student learning gains," write Dan Goldhaber of the University of Washington and The Urban Institute, and Emily Anthony of The Urban Institute.

Their study, "Can Teacher Quality Be Effectively Assessed?" was released in March 2004. The full report is available online at www.crpe.org/workingpapers/pdf/nbptsquality_report.pdf


Goldhaber and Anthony measured the effectiveness of NBCTs by studying the annual test scores of North Carolina students in grades three, four and five from three academic years: 1996-97, 1997-98 and 1998-99. Data for the project came from the North Carolina Department of Public Instruction, which has an accountability system that allows researchers to link student and teacher records over time. The researchers successfully linked more than 600,000 student reading and math records to individual teachers, thus yielding pre-test and post-test scores. The study found:

- Teachers who achieve National Board Certification do a measurably better job in the classroom.

- Students of NBCTs improved an average of 7 percent more on their year-end math and reading tests than students whose teachers attempted but failed to gain certification.
- This performance differential was most pronounced for younger and lower-income students, whose gains were as high as 15 percent.

"This independent research is welcome news and it confirms what we have always known: National Board Certification is the gold standard in teaching and teachers who earn this distinction are among the most effective teachers in our classrooms today," says NBPTS Board Chair Roy E. Barnes. "The study provides state and national policymakers with proof that National Board Certification is a smart investment."

"We now have clear evidence of how the nation can truly leave no child behind: National Board Certified Teachers are the way. Now we need the will and wherewithal to make good on that commitment," says NBPTS President Joseph A. Aguerrebere. "This study is welcome news to NBPTS as well as the 50 states and more than 500 school districts across the nation that have implemented policies and regulations to recruit, reward and retain National Board Certified Teachers."

The researchers say their study has important public policy implications. "To begin with, this is the first large-scale student study that appears to confirm the NBPTS assessment process is effectively identifying those teachers who contribute to relatively larger student learning gains," they say. "This finding is important both because it provides some indication of a positive return on the investment in NBPTS, and, on a more fundamental level, it demonstrates that it is actually possible to identify teacher effectiveness through NBPTS-type assessments." 



“As a business leader, I recognize education as the foundation of a strong economy. That is why State Farm® and the State Farm Companies Foundation have contributed more than \$4 million to the National Board for Professional Teaching Standards. I am very pleased to see the results of the University of Washington study because it confirms our belief that the single most important factor in student success is quality teachers. We will continue to support the National Board. We know that creating more opportunities for teachers to attain this credential will help lead to a stronger teacher force, higher student achievement and an economy that benefits from skilled and productive workers.”

*Edward B. Rust, Jr., Chairman and CEO
State Farm Insurance Companies®*

“This University of Washington report verifies what principals have suspected all along: National Board Certified Teachers not only increase achievement but also are able to motivate even the most difficult-to-reach student.”

*Vincent Ferrandino, Executive Director
National Association of Elementary School Principals*

“We are proud of the increased number of teachers in our district who are applying for National Board Certification. This program is one of the best professional development activities to actualize the full potential of all faculty. A rise in student achievement is a direct benefit of our teachers’ participation. National Board Certification is an instrumental lever of change for school improvement.”

*John Deasy, Superintendent
Santa Monica–Malibu Unified School District, California*

“This large-scale scientific study provides further evidence that NBPTS is meeting its goal of identifying the nation’s best teachers. The findings show that students learn better when they are taught by National Board Certified Teachers and that the effect is even greater for disadvantaged students. The implication for policymakers is clear: If you care about improving education and closing the achievement gap, you must support teachers who have risen to the top of their profession.”

*Edward J. McElroy, President
American Federation of Teachers*

Students of Arizona NBCTs Outperform Peers on National Test

Confirmation that students of National Board Certified Teachers learn more than students whose teachers do not hold this prestigious credential can be found in research released in September 2004.

“National Board Certified Teachers and Their Students’ Achievement” demonstrates that third, fourth, fifth, and sixth graders taught by NBCTs in 14 Arizona school districts outperformed their schoolmates on the nationwide Stanford Achievement Test 9th Edition in almost 75 percent of reading, math and language arts measures. The Stanford Achievement Test is one of the nation’s most widely used standardized educational tests.

What’s more, researchers Leslie Vandervoort, Audrey Amrein-Beardsley and David Berliner of Arizona State University found that those gains went beyond higher test scores, adding up to learning improvements equivalent to more than a month’s worth of additional time in the classroom.

“It’s as if these kids spent an extra 25 days in school each year,” says former Georgia Gov. Roy E. Barnes, chair of the National Board for Professional Teaching Standards, which administers the National Board Certification process.

“As school districts across the country search for new ways to make sure every child benefits from the best possible education, having National Board Certified Teachers in the classroom has again been shown to be among the most effective means of improving student learning. This study is more proof that investing in National Board Certification pays off,” Barnes says.

The report was published in *Education Policy Analysis Archives*, an international peer-reviewed online journal. The full text of the study is available online at <http://epaa.asu.edu/epaa/v12n46/>.

When the Arizona researchers compared 1999–2003 SAT-9 scores in classes of 35 NBCTs with those of non-NBCTs, they found that the certified teachers’ students scored higher than other students in 35 of 48 key measures.

“This study adds to the body of evidence that professional development, in this case National Board Certification, improves teacher effectiveness and therefore student achievement,” says Arizona Gov. Janet Napolitano. “Everything we do should be done with an eye towards improved student achievement, which is why I plan to help grow the number of Arizona teachers who are National Board Certified.”

As they analyzed their findings, the Arizona researchers calculated the value of the learning gains in terms of time spent in the classroom. In other words, they determined how many additional days of instruction it would take for non-NBCTs to produce similar improvements.

The average gain posted by students of NBCTs added up to 1.12 months of additional schooling, or about 25 more days in class. In Arizona, which spends nearly \$7,000 per year per student, that extra classroom time is the equivalent of \$960 worth of additional learning for each student. With an average class size of 21 students, the 35 NBCTs whose work the study evaluated delivered more than \$700,000 worth of additional instruction.


In some cases, the additional-instruction effect was even more dramatic. In 1999–2000, students of NBCTs gained three-and-a-half months more in math achievement than students of non-NBCTs.

This was also true in 2000–2001, when the NBCTs' students gained two months more in language arts achievement compared to students of non-NBCTs.

“Those are encouraging results for school systems working to raise student achievement, comply with the requirements of the federal No Child Left Behind Act and do it all in tight budgetary times,” says NBPTS President Joseph A. Aguerrebere. “This study suggests that NBCTs not only help students learn more; they do so in ways that help schools make the most of their resources.”

While the study focused primarily on student achievement, the researchers also investigated the views of Arizona school principals whose staffs include NBCTs.

Eighty-five percent of principals surveyed said NBCTs in their schools were among the best teachers they had ever supervised. Three-quarters reported observing positive changes in the practices of teachers who sought National Board Certification; 91 percent said they believe NBPTS contributes to improvement of teacher quality.

“The National Board for Professional Teaching Standards takes placing highly qualified teachers in every classroom to the next level,” said Tom Horne, Arizona's superintendent of public instruction. “Research study after research study shows that NBCTs have a significant positive impact on student learning.” 



PRINCIPAL PERSPECTIVES

“We, as principals, need to educate our communities about what National Board Certification is and how it will help improve our schools. The process changes the way teachers think about their practice, and achieving certification says, ‘Yes, they are outstanding teachers because they went the extra mile in their profession.’ I am working on encouraging business leaders in our community to embrace and endorse the National Board Certification process. National Board Certified Teachers are among the best teachers out there.”

*Jana Miller, Principal
Desert Willow Elementary School
Cave Creek, Arizona*

“Identifying quality teachers to hire, as well as helping existing teachers to improve, can be the most challenging aspects of a principal's job. This new research clearly demonstrates that teachers who have achieved National Board Certification are more effective in the classroom and are able to effect change that goes beyond higher test scores. This is significant because it demonstrates that National Board Certification can be used as a reliable measure to inform hiring decisions, as well as [serving as] an effective professional development tool.”

*Gerald N. Tirozzi, Executive Director
National Association of Secondary School Principals*

“Having a National Board Certified Teacher in my school serves as a motivator to other teachers who have just as much tenure but have never entered a master's level program. I would encourage other teachers on staff to seek out National Board Certification.”

*Patrick Yenni, Principal
Anthem School
Anthem, Arizona*

Higher Test Scores for Students of Miami High School Math NBCTs

Students of National Board Certified Teachers did a measurably better job than other ninth- and 10th-graders on year-end math tests in Miami-Dade County (Fla.) Public Schools, according to a November 2004 study that accounted for other factors that could have resulted in high scores.

All else being equal — student characteristics, school environment and teacher preparation — Miami-Dade math teachers who had achieved National Board Certification helped their students achieve larger testing gains than did colleagues who had not earned certification.

The study of more than 100,000 student Florida Comprehensive Assessment Test records found that NBCTs are particularly effective with students who have special needs, and provides some evidence that African-American and Hispanic students may also receive extra benefits.

“If parents are asking ‘What class do I want my child in?’ you want your child in a class taught by an NBCT,” says Linda Cavalluzzo, chief investigator of the study, and a senior researcher at the non-profit CNA Corporation’s Education Center, which conducted the Miami-Dade research. “We find robust evidence that National Board Certification is an effective indicator of teacher quality.”

The National Science Foundation funded the study, along with NBPTS. The paper, “Is National Board Certification an Effective Signal of Teacher Quality?” is available online at www.cna.org.

The Miami-Dade research was unique in several ways. It focused on high school math teachers in an urban school system serving a diverse student population. Many previous studies have looked at the effect of National Board Certification on elementary school teachers in less diverse suburban and rural districts.

Most important, Cavalluzzo’s methodology isolated the effects of National Board Certification from other factors that could influence student learning and testing gains, such as teacher experience and education levels, per-pupil spending, school size, student performance above or below grade level and student motivation.

“This study should put to rest many of the doubts that well-intentioned skeptics may have harbored about National Board Certification’s ability to pinpoint what makes an exceptional teacher,” says NBPTS Chair and former Georgia Gov. Roy E. Barnes. “It factors in the student and school-environment variables that might skew our perceptions of what NBCTs bring to their classrooms. We are left to conclude that National Board Certification is indeed a true and valid indicator of teaching excellence.”

The Miami-Dade research found that National Board Certification had a greater effect in student math achievement than did state certification to teach math or relatively more teaching experience. The most effective teachers had a combination of attributes: achieving National Board Certification, holding a state certificate in mathematics instruction and having responsibilities focused entirely on math teaching.

“This research points to two critical conclusions,” says NBPTS President Joseph A. Aguerrebere. “First, National Board Certification is a reliable indicator of accomplished teaching. School districts and states can confidently offer incentives to encourage teachers to pursue it, knowing that such investments yield high returns.” All 50 states and more than 500 school districts provide some sort of incentive for teachers to seek National Board Certification.

“Second, NBCTs exemplify best teaching practices that all teachers could use to become more effective,” Aguerrebere says. “Schools would do well to base instructional strategies and teacher professional-development programs on what NBCTs do in their classrooms every day.”

Cavalluzzo agrees. “If we want to raise the bar for all teachers,” she said, “we ought to encourage them to do what NBCTs do.”

**FOR MORE INFORMATION ON NBPTS, NATIONAL BOARD
CERTIFICATION AND NATIONAL BOARD CERTIFIED TEACHERS,
VISIT US ON THE WEB AT WWW.NBPTS.ORG**

YOU WILL FIND OUT HOW:

- National Board Certification is transforming teaching and learning in schools nationwide.
- National Board Certified Teachers improve student learning.
- NBPTS standards are influencing teacher professional development.
- National Board Certified Teachers are serving as leaders in their schools and school districts.
- States and school districts support teachers who pursue National Board Certification.
- Teachers in your community can achieve National Board Certification.



NBPTS MISSION

The mission of the National Board for Professional Teaching Standards is to advance the quality of teaching and learning by:

- *maintaining high and rigorous standards for what accomplished teachers should know and be able to do,*
- *providing a national voluntary system certifying teachers who meet these standards, and*
- *advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers.*

NBPTS'S FIVE CORE PROPOSITIONS

- *Teachers are committed to students and their learning.*
- *Teachers know the subjects they teach and how to teach those subjects to students.*
- *Teachers are responsible for managing and monitoring student learning.*
- *Teachers think systematically about their practice and learn from experience.*
- *Teachers are members of learning communities.*



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Reward Teachers for National Board Certification

Through proposed legislation, Minnesota has an opportunity to provide modest recognition for teachers seeking National Board Certification and those who have already achieved this rare distinction. Many other states, including Wisconsin and Iowa, provide significant financial recognition for National Board Certification.

What is National Board Certification?

It is the highest credential in the teaching profession. Certification through the National Board for Professional Teaching Standards is achieved through a rigorous, performance-based assessment that can take up to three years to accomplish.

What is proposed?

- A one-time grant of \$1,000 to assist with the application process for those seeking certification.
- A one-time grant of \$2,000 upon completion of the process and a one-time grant of \$1,000 for classroom supplies or those who achieve certification.
- Additional funding for one coordinator and three facilitators to assist and support those who apply for certification.

What is the value of certification for students and the general public?

- National Board Certification demonstrates a teacher's professionalism, commitment and passion for teaching.
- Research proves that students of board certified teachers achieve greater improvement on a variety of standardized tests.
- This is particularly helpful for special needs students and aids in closing the achievement gap.
- Evidence validates that students of board certified teachers achieve test scores as if they received an additional month of instruction in a school year, translating to an approximate value of \$1,000 per student.

How are other states rewarding teachers for National Board Certification?

- Wisconsin reimburses teachers up to \$2,000 for application fees plus an annual \$2,500 stipend for board certified teachers.
- Iowa offers reimbursement of \$1,150 for application fees plus an additional \$1,150 upon certification. Teachers who achieve certification also receive an annual \$2,500 stipend.

Rewarding teachers for National Board Certification is a powerful way for Minnesota to retain some of the state's best and brightest teachers. More information about National Board Certification can be found at www.nbpts.org.



*An organization of 70,000 members
doing what it takes to help students succeed.*



Grounded in Research

NBPTS is committed to supporting an independent research agenda that:

- Assures the technical measurement quality of the assessments.
- Demonstrates the impact of National Board Certification.
- Collects and disseminates important information to National Board staff, directors, and other constituency groups.

National Board Certification is the most thoroughly grounded, in research terms, of any assessment program in the teaching profession.

- There have been more than 150 studies, reports and papers commissioned on the National Board Certification process.
- An independent review committee made up of the nation's leading measurement experts and statisticians monitors the measurement quality of the National Board's assessments.

Documenting the Impact of NBPTS

- In January 2002, the National Board hosted more than 220 of the nation's top researchers to identify a broad range of research issues and studies about the National Board.
- In March 2002, more than 110 proposals were submitted in response to the RFP issued by the National Board. The research firm RAND Corp., designed and managed the proposal review process to maintain the independence and integrity of the research.
- 18 research studies were funded as a result of this process, representing nearly \$6 million in research. These studies will be completed within the next 24 months.

CNA/Miami-Dade Research (November 2004)

The study of more than 100,000 student Florida Comprehensive Assessment Test (FCAT) records found that:

- All else being equal — student characteristics, school environment and teacher preparation — Miami-Dade math teachers who had achieved National Board Certification helped their students achieve larger testing gains than did colleagues who had not earned certification
- NBCTs are particularly effective with students who have special needs, and provides some evidence that Black and Hispanic students may also receive extra benefits.

Arizona State University Study (September 2004)

Based on four years of data from the Stanford-9 achievement test, this study found that:

- On average, students of NBCTs scored as if they had received more than a month's worth of additional instruction, equivalent to nearly \$1,000 per student.
- 85% of principals surveyed said NBCTs in their schools were among the best teachers they had ever supervised.
- 75% of principals surveyed reported observing positive changes in the practices of teachers who sought National Board Certification.
- 91% said they believe NBPTS contributes to the improvement of teacher quality.

University of Washington/Urban Institute (March 2004)

An independent, multi-year study of more than 600,000 student records from students in North Carolina schools found that:

- Teachers who achieve National Board Certification do a measurably better job in the classroom.
- Students of NBCTs improved an average of 7 percent more on their year-end math and reading tests than students whose teachers attempted but failed to gain certification.
- This performance differential was most pronounced for younger and lower-income students whose gains were as high as 15 percent.

The Center for the Future of Teaching and Learning (June 2002)

A research study of more than 500 National Board Certified Teachers (NBCTs) in California, conducted by the research firm of Belden, Russonello and Stewart, concluded that: 93% of NBCTs perceived the process as a professional development opportunity

- 92% of NBCTs reported it was personally challenging
- 86% of NBCTs reported they benefited personally
- 82% of NBCTs reported they benefited professionally

Education Resources Group (Fall 2001)

A national survey of certification candidates conducted in September 2001 demonstrated that the National Board Certification process helped teachers improve their teaching and their interactions with students and parents as well as having a positive impact on schools and communities.

- 92% of candidates reported the process has made them a better teacher
- 96% of candidates rated the process as an “excellent,” “very good,” or “good” professional development

Yankelovich Partners (February 2001)

A survey of close to 2,500 National Board Certified Teachers found that nearly all of these teachers share an overwhelming desire to be active outside of the classroom and to improve teaching and learning.

- On average, NBCTs are involved in 10 leadership activities.
- 89% of respondents agree that increased involvement in leadership activities makes them more effective as educators.
- 99.6% of respondents are involved in at least one leadership activity.
- 94% report increased career satisfaction.
- 85% describe an increased desire to remain in the profession.

University of North Carolina at Greensboro (October 2000)

The Accomplished Teaching Validation Study, conducted by a team of researchers based at the University of North Carolina at Greensboro, is the first comprehensive study to compare the teaching practices of National Board Certified Teachers (NBCTs) with other teachers, and to compare samples of student work from classrooms of the two groups of teachers.

- NBCTs scored higher on all 13 dimensions of teaching expertise than did teachers who sought but did not achieve National Board Certification.
- The differences were statistically significant on 11 of the 13 dimensions.
- The include attributes such as: having an extensive knowledge of subject matter; the ability to adapt and improvise instruction; formulating lessons that are challenging and engaging; and promoting academic achievement by emphasizing both personal accomplishment and intellectual engagement.



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