

MINUTES  
**SENATE EDUCATION COMMITTEE**

**DATE:** Tuesday, February 20, 2018

**TIME:** 3:00 P.M.

**PLACE:** Room WW55

**MEMBERS PRESENT:** Chairman Mortimer, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, Buckner-Webb, and Ward-Engelking

**ABSENT/ EXCUSED:** Vice Chairman Thayn

**NOTE:** The sign-in sheet, testimonies and other related materials will be retained with the minutes in the committee's office until the end of the session and will then be located on file with the minutes in the Legislative Services Library.

**CONVENED:** **Chairman Mortimer** called the Education Committee (Committee) to order at 3:06 p.m.

**MINUTES APPROVAL:** **Senator Crabtree** moved to approve the Minutes of January 22, 2018. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**.

**MINUTES APPROVAL:** **Senator Den Hartog** moved to approve the Minutes of January 23, 2018. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.

**MINUTES APPROVAL:** **Senator Guthrie** moved to approve the Minutes of January 24, 2018. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.

**MINUTES APPROVAL:** **Senator Winder** moved to approve the Minutes of January 25, 2018. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.

**PRESENTATION: Mastery Based Education.** **Sherri Ybarra**, Superintendent of Public Instruction, State Department of Education (SDE), updated the Committee about Idaho's progress towards Mastery Education (Mastery). She stated Mastery is a verb. She described the program and detailed how students advance through their educational strategy. **Superintendent Ybarra** reminded the Committee, Mastery was the number one recommendation from the Governor's Task Force for Education. She introduced Kelly Brady, Mastery Education Director, SDE.

**Ms. Brady** introduced Karla Phillips, Policy Director, Personalized Learning and Mastery Based Education, Foundation for Excellence in Education (FEE), to brief the Committee about Mastery at the state and national level.

**Ms. Phillips** said the goal of FEE is to aid state policymakers in discovering the policies which can increase local innovation remove obstacles to implementation in Mastery. She stated Mastery is the foundation supporting personalized learning. Learning is tailored to students' experiences, unique strengths, and interests while still maintaining the rigor and common skills necessary for academic achievement (Attachment 1).

**Ms. Phillips** detailed how other states are performing with Mastery programs. She explained the approach Idaho has taken to accomplish the Mastery program and outlined the different steps to achieve the initiation of the program. She addressed the lessons learned in the implementation processes and detailed barriers and disincentives to the program.

**Chairman Mortimer** asked how many schools are in the Mastery incubators. **Ms. Brady** replied there are 19 incubators consisting of 32 schools in the program: charter schools, traditional schools, and alternative schools.

**Chairman Mortimer** asked if there are districts using Mastery from K-12. He inquired as to how students are affected when they move from Mastery to traditional schooling. **Ms. Brady** replied the school district in Moscow, Idaho, has a K-12 program; the program is only in its first year and a half. She said there are many unanswered questions to the challenges but given time and experience, those will be remedied. She said with Mastery there is a decrease in classroom disciplinary problems.

Administrators and teachers from Middleton Academy, Middleton, Idaho, and Columbia High School, Nampa, Idaho, spoke at length regarding the strengths, weaknesses, opportunities, and threats as Mastery is implemented and practiced.

**S 1295**

**Relating to Education; Amend and Revise Provisions Regarding Funding for Career Technical Schools (CTE).** **Tracie Bent**, Chief Planning and Policy Officer, State Board of Education presented **S 1295**. She said the proposed legislation removes the support unit reference as to how CTE schools are funded and specifies the funding eligibility requirements. **Ms. Bent** explained the funding formula currently used does not consider the district's actual costs for technical programs. Under the proposed legislation, the duplicate language in Idaho Code § 33-1002G, regarding the secondary support unit multiplier would be removed, resulting in no change to funding calculations. She explained if the proposed legislation passes budget deadlines will be moved to align with budget requests. She detailed how the language in Administrative Code will be changed.

**Chairman Mortimer** asked if the CTE schools currently have a separate and distinct governing board within a traditional school. **Ms. Bent** replied in the affirmative.

**MOTION:**

**Senator Crabtree** moved to send **S 1295** to the floor with a **do pass** recommendation. **Senator Ward-Engelking** seconded the motion.

**DISCUSSION:**

**Chairman Mortimer** asked if the removal of funding is to better align with the possibility of an enrollment-based funding model. He said there is a distinct difference between the funding model of the CTE schools and traditional schools. He stated he is concerned the rule, not statute, dictates the funding component. He asked how the funding component is addressed regarding CTE schools and traditional schools.

**Ms. Bent** replied the long-term vision is to move to a funding model that more adequately provides CTE programs additional funding for actual costs. CTE program costs can be larger than what is allocated. **Ms. Bent** said taking the requirements out of statute and bringing them back next year in a proposed rule amendment allows the Public School Interim Funding Committee to finish their work.

**Dwight Johnson**, State Administrator, CTE, replied the long-term vision for funding CTE schools should be an enrollment-based approach. He explained how the current funding model is working. He stated Idaho Code allows CTE high schools to receive additional funding, which is applied toward transportation costs; students travel from multiple schools and districts to attend specific CTE schools. Additional funds are allocated to program delivery, not teachers' salaries.

The motion passed by **voice vote**.

**H 365**

**Relating to Alcohol; Amend and Revise Provisions Regarding Distribution of Moneys in the Liquor Account.** **Ms. Bent** explained the proposed legislation would amend Idaho Code § 23-404. She explained how the monies are currently distributed amongst the three State community colleges. The addition of the fourth State community college will change the distribution.

**Ms. Bent** detailed the business of Liquor Account, established by Idaho Code § 23-401, which is to collect revenue and pay expenses of the Idaho State Liquor Division. She said the remaining funds are evenly divided into two pools for distribution in which community colleges receive a portion. **Ms. Bent** spoke in detail regarding the fund's funding formula and distributed amounts.

**MOTION:** **Senator Ward-Engelking** moved to send **H 365** to the floor with a **do pass** recommendation. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**. **Senator Crabtree** voted **nay**.

**ADJOURNED:** There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:21 p.m.

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Senator Dean M. Mortimer  
Chair

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LeAnn Mohr  
Secretary