

MINUTES  
**SENATE EDUCATION COMMITTEE**

- DATE:** Tuesday, February 28, 2012
- TIME:** 3:00 P.M.
- PLACE:** Room WW55
- MEMBERS PRESENT:** Chairman Goedde, Vice Chairman Mortimer, Senators Pearce, Fulcher, Winder, Toryanski, Malepeai, and LeFavour
- ABSENT/ EXCUSED:** Senator Andreason
- 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.
- MINUTES:** **Chairman Goedde** called the committee to order at 3:02 P.M. and asked the secretary to take a silent roll. He then welcomed **Karen Echeverria** to the committee.
- S 1297:** **Karen Echeverria**, Executive Director, Idaho School Board Association. The ISBA has been working with the IEA over the last week and asked to hold the **S 1297** in committee. The two groups will work together over the next year to find a resolution to bring back to the committee. The Chairman held the bill in committee without objection.
- H 498:** **Chairman Goedde** welcomed **Representative Bolz** to the committee to present **H 498**.
- Representative Bolz** presented **H 498**, which was brought to him by the head of Legislative Audits, Don Berg. **H 498** deletes the section of code that allows the Legislative Services Office (LSO) to review cap increases granted by the State Board of Education pursuant to this section of Idaho Code, 33-1006. On page 2, lines 41-45, **H 498** deletes five lines dealing with the section that allows LSO to review cap increases granted by Idaho State Board of Education pursuant to IC 33-1006. LSO does not have authority to review caps, they are set by code. This section of code was mistakenly left in after the section that sets the parameters for the code was added.
- MOTION:** **Vice Chairman Mortimer** moved, seconded by **Senator Malepeai**, to send **H 498** to the floor with do pass. The motion passed with voice vote.
- PRESENTATION:** **Garry Lough**, of the Idaho Education Network (IEN), updated the committee on the status of IEN, with content coordination for schools from **Julie Best**. **Mr. Lough** showed a power point and a video to demonstrate a classroom environment. He then showed how Sugar-Salem school district used a creative design class to capture the environment on video. The video showed an interactive class in two different classrooms at two different sights. The hope is to help stakeholders understand what is possible with interactive teaching.

Phase one was finished ahead of schedule and below budget, all the schools in the state have chosen to participate in the consortium. The state used E-Rate which is administered by Universal Service Administrative Company (USAC) under the direction of the Federal Communication Commission (FCC) to help with the project. Originally, this was a concern, but the leveraged expertise of vendors can bring in more dollars to serve the schools. The project is paid for through a reimbursement allocation process funded by USAC which provides E-Rate dollars. Discounts for support depend on the level of poverty and the urban/rural status of the population served and range from 20% to 90% of the costs of eligible services. The responsibility of the dictate, amounted to approximately 76 percent reimbursement of the total annual expense or about \$8-9 million dollars. These are dollars being allocated to schools independent of that are used for telecommunication services. He showed the committee a graph that highlighted how more resources were coming into the state.

IEN provides more than just bandwidth, it is also the bridge for connecting multiple sites, helping to train, expanding use, and leveraging technology. Most meetings happen organically, but if help is needed, it is available. IEN has evaluated how the equipment is being used; 60% were using technology for multiple purposes which indicated a strong level of adoption. The staff is working with the remainder of the schools to help them understand the possibilities of the system. The first full year that all schools will be using the technology was in 2012.

**Vice Chairman Mortimer** said he was excited about getting this into schools. He asked what struggles are schools having getting it into the classroom and implementing it. What is the predicted time frame? **Mr. Lough** stated that there is a lag in implementation and adoption because of the way budgets are set. Districts vary in how they leverage their usage. Some are developed quickly while others are brought into the school in phases. The IEN team will continue to go to schools to demonstrate use and help them overcome challenges.

**Vice Chairman Mortimer** asked are there resources available to help? **Mr. Lough** stated eventually, it is dependent on time lines. What they are finding is, as schools are being connected, the training is occurring. There is a multiplier effect when schools have access to the network. It allows schools to collaborate, expanding availability of classes across communities, which increases availability for dual credit classes between schools.

**Mr. Lough** continued the discussion about training by explaining the work they have done with POST academy for law enforcement officers. The goal is to connect new schools by making them eligible to join by July. The IEN evaluates demands but they do not create the content that is delivered. They are asking content providers to leverage their ability to deliver content in new ways. Currently, the IEN is in the strategic planning process of defining stakeholder roles and IEN abilities. They will be conducting a needs assessment of schools and collect feedback for new uses for online delivery. They have been able to capture feedback from students and teachers with help from Idaho Public Television. **Mr. Lough** showed a video on classroom environments and stood for questions. Supporting documents related to this testimony have been archived and can be accessed in the office of the Committee Secretary (see Attachment #1).

**QUESTIONS:**

**Chairman Goedde** asked **Mr. Lough** how the coordination of bell schedules and calendars are working with the program. **Mr. Lough** signified that was a challenge, but they are allowing schools to figure it out amongst themselves. They know which schools to collaborate with that are within their vicinity. Opportunities with blended learning will help offset differences. Blackboard can help improve access, he believes this will become norm over time.

**Vice Chairman Mortimer** asked how teachers are sharing experiences and concurrent enrollment, also are teachers being shared from district to district. **Mr. Lough** gave examples of particular areas of the state that are sharing teachers. Some of the changes with Students Come First law may encourage growth in that arena. There will be some districts that will find sharing easier.

**Senator Toryanski** asked if students in rural areas are taking classes from urban areas, does the ADA money go to the larger district? **Mr. Lough** indicated that it does not, however, discussions in the future may change the current practice.

**ADJOURNED:** Having no more questions for Mr. Lough, **Chairman Goedde** adjourned the meeting at 3:36 P.M.

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Senator Goedde  
Chairman

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LeAnn South  
Secretary