

MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Wednesday, February 05, 2014

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman Nielsen, Representatives Shepherd, Wills, Bateman, Boyle, Clow, Gestrin, Harris, Horman, Mendive, VanOrden, McDonald, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: Kristi Enger, PTE; Heather Luchte, PTE; Michael Page, PTE; Vera McCrink, PTE; Steve Albiston, EITC; Camille Wells, SDE; Phil Homer, IASA; Marilyn Whitney, SBOE.

Chairman DeMordaunt called the meeting to order at 9:02 a.m.

MOTION: **Rep. Kloc** made a motion to approve the minutes of the February 03, 2014, meeting, with the following correction: On page 1, paragraph 1, Chairman DeMordaunt's last name should be 'DeMordaunt' and not 'Demordaunt'. **Motion carried by voice vote.**

Dr. Steve Albiston, President, Eastern Idaho Technical College (EITC), stated EITC is one of six technical colleges in the state, but the only one that is not located on a community college or university campus. He explained the mission of EITC is to provide superior educational services in a positive learning environment that champions student success and regional workforce needs. EITC serves College District VI, and is a commuter campus. In addition to the Idaho Falls campus, EITC provides workforce training in other areas of Idaho utilizing public buildings to provide classes.

Dr. Albiston stated EITC's programs of study are credit courses, workforce training and Adult Basic Education (ABE). EITC served over 16,000 students in FY 2013. Over 60 percent of the females are enrolled in the health care technologies division, however, EITC is experiencing an increase in male enrollment in this area. He noted that EITC had 229 graduates in FY 2013. EITC is partnering with technical high schools and secondary schools that have PTE courses related to the EITC programs, and is establishing articulation agreements and dual enrollment. The goal is to assist high school students in receiving as much college credit as possible while in high school and possibly earning a postsecondary certificate by the time they finish high school. EITC is the lowest fee institution in the state. He noted that 67 percent of the students who attend EITC come from financially challenged families.

Dr. Albiston stated EITC partners with Idaho State University in offering the first year of an associates degree program in Idaho Falls. This collaborative effort is aimed at access to affordable higher education in support of the 60 percent goal. He stated that EITC has been collaborating with the University of Idaho's Industrial Technology Program, as well.

Dr. Albiston stated the Adult Learning Center Program focuses on academic gain, college preparation and employment. The six off-campus program activities

include Adult Basic Education (ABE) and English as a Second language (ESL). The year-to-date enrollment is 348 students: 143 ESL and 205 ABE.

In response to questions, **Dr. Albiston** stated the concept of a community college for the Idaho Falls area originated three to four years ago with two college presidents. The College of Western Idaho is the model for the community college in Idaho Falls. Dr. Albiston stated the line item referenced is one the College of Southern Idaho submitted for the FY 2015 budget to support the initiative of hiring a person to speak on behalf of Idaho Falls. He stated the goal remains the same, to offer more general education courses for a reasonable fee and access for students. Dr. Albiston explained to reach the 60 percent goal, we need to motivate the kids coming out of high school and the parents need to be actively engaged.

Regarding whether there is a need for additional classes, **Dr. Albiston** stated the need is hard to define right now, people may not think there is a big demand for a community college. He stated if access and matriculation are going to be promoted at the post secondary level, a community college system is the way to proceed.

Dr. Albiston stated remediation is low, due to the population of students received. The competencies are different for workforce training, versus a student aspiring for a technical certificate. He stated a follow-up study for 2012-2013 was conducted in the Fall 2013, which reflected 93 percent of the students were placed in jobs.

Regarding the nursing shortage, **Dr. Albiston** stated with the recent downward trend in the economy, people who expected to retire, did not. He stated that, at some point, this will change and RNs will be in demand, and less of a demand for LPNs.

Dr. Vera McCrink, Interim Administrator, Idaho Division of Professional-Technical Education (PTE), introduce administrative members of her staff. Dr. McCrink explained, it is the Division's responsibility to align programs with the current and future job opportunities using data such as the Georgetown Study. She stated to help with this alignment, the Division has contracted and is working with several sources to achieve the Board's goal of 60 percent. She outlined the delivery system for PTE courses to students. Dr. McCrink stated that last year, 32 PTE high school courses met academic standards for science, economics, math, or health credit. Dr. McCrink explained PTE programs fall into six categories: Bachelor of Applied Science Degree, Associate of Applied Science Degree, Advanced Technical Certificate, Technical Certificate, Postsecondary Technical Certificate and High School. Dr. McCrink explained the Digital Badge System is a new program, and is a mechanism PTE will use to electronically record the foundational student learning outcomes. She explained PTE has transition coordinators at the six technical colleges that are working with high school students to help navigate the transition from secondary to postsecondary, including the transfer of credits.

Dr. McCrink stated that in response to the Board's 60 percent completion goal, the Division developed the Integrated Transition and Retention (ITRP) programs. ITRP promotes the improvement of student completion rates in technical college programs, and is designed to assist students who may not meet the entry requirements of a technical program or who are struggling in a technical program.

Dr. McCrink stated the Division is also responsible for administering the Adult Basic Education (ABE), the Certified Public Manager Program (CPM) and workforce training.

In response to the number of transferable credits, **Dr. McCrink** explained it depends on how closely aligned the associate degree is to where the student wants to go for their baccalaureate degree.

Dr. McCrink explained they are six months into a two year project with the Digital Badge System. The digital badge is electronic, and will document students skill attainment/competencies in PTE courses, and will show potential employers the actual skill sets a student can perform.

Christy Enger, Secondary Coordinator, was called upon to respond to questions regarding the Displaced Homemaker Program. She stated the program was established over 35 years ago to recognize the many women needing to enter the workforce, but lacking work experience and/or training. Ms. Enger stated the objective was to equip individuals with skills utilizing technical programs or workforce training, which allowed individuals the chance to update or learn new skills, and return to the workforce quickly.

Dr. McCrink stated the State Board of Education (SBE) appoints the administrator and she reports to the SBE. She stated EITC is the only stand-alone technical college in the state, and they hire their own president. The three community colleges have their own board of trustees. The Board of Education is the board for EITC. She stated the Division provides leadership, advocacy and technical assistance to the technical college system.

The only group eligible to take the GED are those students with skills at grade levels 11-12. The Adult Basic Education also provides classes for adults working toward taking the GED, and who may not have had the 11-12 grade skills which qualifies for testing. **Dr. McCrink** stated the GED has gone through a change this past year and the test was updated and upgraded. In response to how the GED compares to the knowledge a student gains in post secondary education, she stated the GED is a high school equivalency, it is more generic. The technical college is focused on a specific skill-set for a specific job. Dr. McCrink stated workforce training does not equate into credits for students. There are two categories of students that utilize the workforce training: a person who is already working and is increasing their knowledge base in a specific area, and someone who does not have a job and needs to increase their skill-set to apply for a job.

ADJOURN: There being no further business to come before the committee, the meeting was adjourned at 10:21 a.m.

Representative DeMordaunt
Chair

Lisa Hamlin
Secretary