

# House Education Committee

Minutes  
2007



## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** January 10, 2007

**TIME:** 9:00 AM

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**GUESTS:** See below where they were introduced.

The meeting was called to order by Chairman Nonini at 9:00 AM. Each member gave a brief biography and told of his or her goals for the session.

**Chairman Nonini** said this was his second term. He is from Coeur d'Alene. He was born in Wallace and is in the insurance business. He has no children, but he said he believes children are our most valuable resource. He said the Co-chairs of JFAC have asked for more input from the germane committee in regards to the budget this year. He said he is excited to be working with State Superintendent Tom Luna. He believes strongly in parental choice, charter schools, and the expansion of professional-technical training in high school. He also believes in high standards and accountability to taxpayers. He said that optional pay methods for teachers will probably be discussed this year. He said that he has an open door policy with committee members. He stated that scholarships will be an important issue, but encouraged members to work with JFAC before presenting bills.

**Vice Chair Shirley** said he was glad to work with Chairman Nonini and believes this is a strong committee. He was born and raised in Rexburg and has had experience as a teacher and principal in public schools, but spent most of his teaching career as a VP in Ricks College, which is now BYU Idaho. He said he believes education offers the solution to many of our problems.

**Representative Trail** said he was born and raised on a family farm just outside of Moscow. All his family members are graduates of either U of I or Washington State University. He was a Professor at Washington State Universtiy in the areas of Agriculture and Education. He also worked in the Peace Corps in Latin America on agriculture projects. He said all the efforts last year on scholarships resulted in a Scholarship Task Force that was created by the State Board of Education and met several times over the summer. He is encouraged that the Governor is suggesting 38 million dollars to be used to set up an endowment fund. He said this is a great way to serve the poorest students in Idaho.

**Representative Bradford** said he was from Franklin, the oldest permanent settlement in the State of Idaho. He has lived there his whole life. After he retired he served as a County Commissioner, and then was

elected to the Legislature. This is his fourth term. He has been married 50 years.

**Representative Block** said she is from District 24 which includes Twin Falls County. She was born and raised in Eastern Idaho on a ranch. She taught mostly Kindergarten, but also 1st, 3rd, & 4<sup>th</sup> grades. She believes that education is the answer to a lot of our problems—both in health and welfare, and in the prison population. She said she was glad to see scholarships being proposed.

**Representative Nielsen** said he was from Mountain Home. He was born in Burley and lived there during some of his school years. He attended 13 schools in Idaho before he graduated from high school. He said he was a farmer, but the best crop he ever raised was his eight children. He said he is a proponent of education even though he didn't complete college. He believes in choice and student achievement. He said he is not against traditional schools and that in his district, traditional schools are doing very well. He said he believes in needs-based scholarships. He would like to see financing from the private community. He said this is his third term and he enjoyed the committee.

**Representative Wills** said this is his third term. He has been married 41 years and is a retired state trooper. He tries to remain neutral on all issues and keep an open mind as he thinks this is critical to the process. His advice to new members was to make promises sparingly, but keep them faithfully. He commented that a representative's character and reputation is entirely up to how well he or she keeps promises and commitments.

**Representative Boe** said this is her sixth term. She is from Pocatello. She grew up in New Mexico and graduated from college there, but never learned Spanish. She trained as a teacher, but mostly worked as a substitute teacher when her husband was a medical student in Denver. She taught English as a Second Language (ESL) in Bolivia for 3 months and also taught ESL at Idaho State University to students from Taiwan. She said the Idaho Constitution says that the state is responsible for uniform education and she believes this is important. She supports charter schools but is concerned about the impact fiscally and on local control for the local school districts. She said she recognized the great need for more higher education, but it is difficult to find a solution for community colleges. She said she supports need-based scholarships.

**Representative Pence** said she is from District 25 which includes Gooding. She moved to Idaho at age 6. She met her husband at the University of Idaho. She taught school wherever her husband worked in forestry. They moved to Gooding and have a small farm where they now grow trees for landscaping. She said she served on the Early Childhood Task Force that met this summer. She is concerned that 60% of the children under 6 have their mother in the work force.

**Representative Chavez** said she is from Lewiston. She was born in Wendell, but moved to Lewiston. Her father was in construction and finances were tight. Thanks to Lewis & Clark Junior College, she was able to start her education close to home, as did her three younger

sisters. All four sisters now have master's degrees. She said she believes in public education because of the history and role it has played in making the lives of all Americans better. She believes every child in Idaho should have the opportunity for a good education. She taught 30 years, mostly in middle school in Washington State because the pay was better. Her husband taught across the border in Idaho for 32 years.

**Representative Shively** said he was born and raised on a farm in Idaho Falls. He started out in engineering, but switched to music, which was his first love. He taught in Idaho Falls where his wife is also a teacher. He spent 38 years in education, first in junior high, then high school, and then as Music Coordinator for the district. He said he will fight hard to protect the arts. He supports post secondary education. He said we need it and businesses agree. He strongly believes in local control for education and in traditional education. He said we need to establish the result and then let the education system (the professionals) figure out how to do it. He said he believes the people in education know how to solve the problems.

**Representative Durst** announced proudly that he is a third generation graduate of Boise High School. He said that education is a top priority for him, and that several in his family are teachers. He graduated from Pacific Lutheran University so he said he understands the advantages of a private school. He is currently working on a master's degree. He said community colleges are an important issue to the Treasure Valley and the State of Idaho. He said he supports improving technical education in high school. He said that kids today do not know how to use basic equipment or tools. He said he support pre-Kindergarten education. He said we need to look at private/public partnerships. He said he believes we need to look at how we meet Annual Yearly Progress in the state and financial education for high school students.

**Representative Thayn** said he is from Emmett and was honored to serve on the Committee. He is a graduate of Emmett High School. He graduated from Utah Technical School and then worked on a dairy farm. He earned a political science degree with a teaching certificate and taught Spanish at Vallivue High School for four years. He is almost finished with his master's degree in bilingual education. He has been married 29 years. He said he believes parents should be making the decisions as to the education of their children. The State should be a resource. He said he has a deep respect for the family unit and will favor almost any legislation that gives parents responsibility and the power to make choices in their children's education.

**Representative Patrick** said he is from District 23 which is part of the Twin Falls area and west. It is a rural area and schools are usually the community center. He said he believes that education is very important. He is a graduate of the University of Idaho in Business and Economics. He has been married 39 years. His wife has taught most of those years, and is still teaching because she enjoys it. He said he has an open mind on education issues.

**Representative Marriott** said he moved to Idaho in 1978, but he had Idaho roots as his mother was born here. He was the second of ten children and the first in the family to graduate from college. He played

football and wrestled at Utah State on scholarship. His experience has been in the business side of the medical field. He said he has no agenda.

**Representative Mortimer** said he is from Idaho Falls. Vice Chairman Shirley was one of his teachers. His mother taught school for a short period of time then raised eleven children. He has an MBA from Utah State and worked in the family dairy farm. He said he believes in parental choice and responsibility, dual enrollment, and the establishment of community colleges.

**Representative Chadderdon** said she was from Coeur d' Alene and this is her second term. She said she worked on the Community College Interim Committee this summer with Representatives Boe and Bradford. She approves lowering the percentage to pass a community college initiative. She has an Associate degree from Montana and did substitute teaching there. Her family moved to Idaho in 1964 and she worked in her husband's business. She said she does not want to see sports eliminated in the high school redesign. She saw an anti-bullying program in a local school this past year.

**Representative Shepherd** said he represents the four counties north of Boise and is the product of the Boise schools, including Boise High School. For ten years he was on the school board in Garden Valley. He has five teachers in his family and five varsity coaches. He views education as a consumer and is interested in new technology. He feels that is the only way rural schools can afford to have the best teacher in each classroom with such few students.

**Chairman Nonini** introduced Secretary Janet Bryant, Assistant Secretary Amber Bonte, and Page Jamie Marshall. He then introduced **Superintendent Tom Luna**.

**Superintendent Luna** said he realized a big responsibility comes with his job. He said we need an education system that assures each child in Idaho a chance to reach his or her version of the American Dream. He said of his six children, only one is still left at home. He said he believes we have a good education system in Idaho, but we need to make it a great education system. He said we cannot be comfortable with good. To have great schools will require a process and change. He said he has reorganized the Department into five new divisions: 1) Student Achievement and School Accountability, 2) School District Support Services, 3) Innovation and School Choice, 4) Finance and Information Technology, and 5) Communication and Government Affairs. He then introduced some members of his staff, not all of whom were there.

**Bob West** helped with the transition eight years ago and is the Transition Coordinator this time.

**Christine Ivie**, Deputy Superintendent for Student Achievement and School Accountability.

**Tim Hill**, Deputy Superintendent for Finance and Information Technology.

**Nick Smith**, Deputy Superintendent for School District Support.

**Luci Willits**, Chief of Staff, Division of Communications and Government Affairs.

**Gary Lough**, Director of Government Affairs will be working with both the House and Senate

**Brenda Mattson**, Executive Assistant to the Superintendent.

He said there is no Chief Deputy as he plans to be involved in day to day operations.

**Cindy Johnstone**, Math Coordinator starting Monday

**Liz Smith**, Language Arts Specialist

Superintendent Luna said in conclusion that he does not want to be a place holder, he wants to improve education in Idaho.

Chairman Nonini then introduced others in the audience who will play an important part of the Committee process:

**Dwight Johnson**, Executive Director of the State Board of Education, who introduced

**Karen Echeverria**, Deputy Director of the State Board of Education and

**Mark Browning**, who will be starting on Monday to replace Luci Willits.

Chairman also introduced

**Sherri Wood**, President of the Idaho Education Association (IEA).

**Robin Nettinga**, Public Policy Director for the IEA

**Teresa Molitor**, lobbyist for the Idaho School Boards Association

**Dr. Cliff Green**, Executive Director for the Idaho School Boards Association.

**Phil Homer**, lobbyist for the Association of School Administrators.

**John Eikum**, lobbyist for the Idaho Rural Schools Association.

**Rob Winslow**, Idaho Association of School Administrators.

**Jerry Hegleson**, Executive Director, Idaho Academic Decathlon.

**Fred Riggers** who said that thanks to Idaho's education for the blind, he lives a normal life.

**Matt Lovell**, representing the Associated Students of Idaho State U.

**ADJOURN:**

The meeting was adjourned at 10:22 AM.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** January 11, 2007

**TIME:** 9:00 AM

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Thayn, Boe, Pence, Durst, Shively

**ABSENT/  
EXCUSED:** Representatives Patrick, Chavez

**GUESTS:** Cliff Green, Scott Christie

Chairman Nonini called the meeting to order at 9:00 AM.

**MINUTES:** **Representative Wills moved to approve the minutes as recorded. By voice vote the motion passed.**

Introductory remarks on the rules were made by the Chairman and Vice Chairman, and experienced members suggested ways for the new members to mark questions and get answers.

**Vice Chairman Shirley** pointed out that the purpose of the rules is to implement the laws passed by the Legislature. Members should check to see that the rule implements the intent of the statute (the statute number appears in the rule).

As a point of clarification, **Chairman Nonini** said a term was used last year that the agency would "pull the rule" if the funding was not provided. However technically this was incorrect. The agency wrote a temporary rule that suspended the rule that failed to get funding. Once approved by either the House or the Senate, a rule cannot be withdrawn.

**Chairman Nonini** said that the Committee would try and hear all rules on Monday except the one that deals with high school graduation requirements for 2013. That rule will be heard on Tuesday.

**Representative Nielsen** pointed out to Committee Members, that all rules can be considered at this time, not just the ones in the rule books handed out.

**Chairman** asked the members if they wanted to take field trips to schools this year. He said he would ask later for an answer.

The comment was made by **Representative Chadderdon** that many of the representatives not on the Committee should take the opportunity to visit schools in their areas as schools have changed so much in the last 10 years.

**Chairman** introduced **Karen McGee** who is now with the Governor's Office.

In response to a question about her former position on the Board of Education now being vacant, **Ms McGee** said applications should be made sooner, rather than later, but the position is currently open. She also said that Governors try to appoint people from around the state, but there is no assigned geographic district for each Board member.

**ADJOURN:** The meeting was adjourned at 9:33 AM

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary



## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** January 15, 2007

**TIME:** 9:00 AM

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**GUESTS:** See attached sheet

**Chairman Nonini** called the meeting to order at 9:00 AM

**MINUTES:** In the minutes of January 10, a comment about "local control" was omitted on page 2 in Representative Boe's testimony. **Representative Nielsen moved to accept the corrected Minutes of January 10. By voice vote the motion passed.**

**MINUTES:** **Representative Shively moved to approve the minutes of January 11 as printed. By voice vote the motion passed.**

**RS 16680:** **Representative Nielsen** presented. He said January 1, he decided to sponsor this legislation after watching the BSU (Boise State University) Broncos defeat Oklahoma State. He thanked the good people in Legislative Services for making this legislation possible. He said that dreams at BSU have been coming true, particularly those of the football team. He relived the exciting moments of the game for the Committee and quoted Churchill's "Never, never, never, never give up!" He congratulated the members of the football team who showed up for practice, but may not have had an opportunity to play.

Various members expressed their congratulations to the team.

**MOTION:** **Representative Shepherd** said when he attended BSU, it was Boise Junior College, and they had a history of athletic success even then. **He moved to introduce RS 16680 and asked that it be sent to the Second Reading Calendar.**

**Representative Durst** objected that no one from Boise was co-sponsoring the bill.

**Representative Wills** pointed out that the grammar was not proper and it was decided this was a typographical error and should be corrected.

**ACTION:** **By voice vote the motion passed. Representative Nielsen will carry on the Floor.**

**Dwight Johnson** introduced **Mark Browning**, who will be the new liaison officer from the Board of Education. He will be attending the House Education Committee meetings.

**RULES:**

**08-0203-0607:**

**Luci Willits** of the Department of Education, introduced this temporary rule which realigns the rules for individuals with disabilities to match current law. This rule affects less than 1% of the students in Idaho who have severe cognitive learning disabilities. In response to questions, Ms. Willits said that Idaho has received commendation from the Federal government for the way they test this population.

In response to questions Ms. Willits said they haven't gone through the rule-making process. This temporary rule was a collaborative effort and they will have a refined Proposed Rule covering this subject next year after they go through the full rule-making process this year.

**MOTION:**

**Representative Shirley moved to approve 08-0203-0607. By voice vote the motion passed.**

**08-0202-0601:**

**Ms. Willits** presented this rule and said that it adopts the National School Transportation Standards as required by Idaho Code. There are also reimbursement for minor issues.

**MOTION:**

**Representative Nielsen moved to accept 08-0202-0601. By voice vote the motion passed.**

**08-0202-0602:**

**Ms. Willits** said that this rule deals with acceptance of out-of-state coursework for general teacher certification. In Northern Idaho, teachers with years of experience are having to go back and take undergraduate courses as the coursework from their undergraduate institution doesn't exactly align with Idaho's rules. This rule change allows the general education (generally, the courses taken the first two years of college) from any accredited institution to be accepted. The endorsements for specific subjects are not being changed.

**Representative Durst** said his wife had experienced this problem in recertifying for Idaho, and spoke in support of the rule. Other Representatives gave examples from their districts.

**MOTION:**

**Representative Boe moved to approve Rule 08-0202-0602. By voice vote the motion passed.**

**08-0202-0603:**

**Ms. Willits** stated that the changes in this rule are minimal, but that each year 20% of the teaching standards are reviewed. She said that Superintendent Luna is interested at looking at teacher standards in more depth.

**MOTION:**

**Representative Boe moved to approve 08-0202-0603. By voice vote the motion passed.**

**08-0202-0604:**

**Ms. Willits** said that some items inadvertently left out last year have been reinserted.

**Representative Durst** expressed concern that confusion could result from changing ESL (English as a Second Language) to ENL (English as a New Language) in regards to accreditation.

**Ms. Willits** said that in the past a new title could affect accreditation and she would get back to Rep. Durst.

**Representative Thayne** questioned the rule dealing with the administrators's certificate. He was concerned that since Pre-K (Pre-Kindergarten) is mentioned in rule the assumption might be made there is state sponsored Pre-K instruction in Idaho when there isn't. He expressed concern this is a "creeping policy" to get approval of Pre-K

**Ms. Willits** said this rule would be presented to the Senate that afternoon. Further comments were made by members and Ms. Willits said the rule is not new in the mention of "Pre-K", but it just "tightens the text."

After further discussion among members, they decided that the Pre-K referred to administrative certificates issued out-of-state.

**Karen Echeverria**, of the State Board of Education pointed out that English could be the third language the child learns, therefore, ESL, or English as a Second Language is not an accurate description.

In response to a question, Dr. Cliff Green of the Idaho School Boards' Association said there are bi-lingual education classes in Minidoka.

**MOTION:** **Representative Bradford moved to accept 08-0202-0604.**

**Representative Durst** expressed concern that the change in Subsection 23, 05 might cause a problem with certification.

**Ms. Willits** said she was not aware of any problem with this technical change and agreed that if a problem arises, the State Board can publish a temporary rule that cancels or changes this rule once session ends.

**ACTION:** **By voice vote the motion to accept 08-0202-0604 passed.**

**08-0203-0601:** **Ms. Echeverria** presented this rule and said the NCLB (No Child Left Behind) required that a state recognizes those schools making AYP (Adequate Yearly Progress.) This rule defines the awards and states that the Department of Education will make these awards using information they already have.

In response to questions, she said no remuneration is involved in these awards.

**MOTION:** **Representative Trail moved to accept 08-0203-0601. By voice vote the motion passed.**

**08-0203-0602:** **Ms. Willits** presented this rule and said that in 1996, Idaho rewrote all of its standards. However assessments were not in mind at the time. The content standards needed to be rewritten and realigned to make assessment possible. The Department of Education rewrote these

standards and teachers are currently teaching to these standards.

In response to questions, Ms. Willits said since different people wrote the standards, the “voice” wasn’t consistent, among other things. She said these standards are more “family friendly” in that they are easier for parents to read.

In response to **Representative Chavez’s** question as to the proper grammar, **Ms. Echeverria** agreed that the word “giftedness” would be changed to a better English form of the word next year.

In response to further questions, **Ms. Willits** said that if a district wants funds for their gifted and talented students, they must have a plan or program in place.

In response to further questions, **Ms. Echeverria** stated that it costs a Department or Board \$56 a page to maintain pages of rules or amend them. Departments are now moving to use an “incorporated reference document.” They only need to publish the date of the most recent revision in rules. She showed the bound document this rule refers to. She reminded this Committee that they can go into the reference document and delete or reject changes as in any other rule.

In response to questions, Ms. Echeverria stated that the Board did go through the “Negotiated Rule-Making Process” with this document.

**MOTION:** **Representative Nielsen moved to accept 08-0203-0602. By voice vote the motion passed.**

**08-0203-0604:** **Ms. Willits** stated that this rule adds the category of Limited English as one of the three criteria for a secondary “At Risk” youth to get into an alternative secondary school program, as now shown in the rule “a” through “f.” Any one of the last seven criteria (“g” through “m”) would also qualify a student for the program.

She said a question as to the fiscal note not being accurate was raised in the Senate Education Committee and they are in the process of getting the answer.

In response to a question, Ms. Willits said there are 18,000 LEP (Limited English Proficiency) students in Idaho, but they don’t know how many would be able to qualify for the program if this change was made.

In the discussion that followed questions were raised as to the cost. **Dr. Cliff Green** pointed out that Tim Hill of the Department of Education will be speaking to the Committee on Thursday and he will be best able to explain the formula.

**MOTION:** **Representative Boe moved to approve 08-0203-0604. By voice vote the motion passed with Representative Mortimer voting nay.**

**08-0203-0606:** **Ms. Echeverria** said these revisions in the English Language Development Standards are being made to align with the Language Arts domains. This will enable teachers to use assessment data for incoming

students. State are given some leeway in their Limited English Proficiency Accountability Plan. “Cut Score” is the score on a border.

Ms. Echeverria said these standards were developed after a number of days of meetings.

Questions were raised by various Committee Members that there was a typographical error in that .67% is actually .0067, and this would be a minute number of incorrect answers.

The comment was made that the “cut scores” were not made available in a timely manner for ninth graders and their parents in order for them to make decisions before registering for high school. **Ms. Willits** said the ninth grade test is an adaptive test, as is the second grade test. These tests measure how far a student can go. If a student gives a correct response, they are given increasingly difficult questions to determine their exact grade level in the subject. (In the other grades, just a standard test is given.)

**Representative Durst** asked for an explanation as to what the “modified bookmark” is, and how it works.

**Ms. Echeverria** said that **Wendy St. Michelle** is the expert in this field, and promised to have her at the meeting tomorrow to answer these and other questions. She also said that no written objections were received concerning the rule.

**Chairman Nonini** asked if the .67% was a typographical error, but pointed out it is not part of the rule.

**Representative Chavez** said that ten years ago in District 7 they established a school improvement committee in each school, and one district wide. It covered such things as professional development. It was not funded by the state.

**Representative Thayne** pointed out that the .67% also appears on Page 105 of the rules. He asked if the same group of students is measured each year, and pointed out that it takes three to five years for a student to become proficient in English. He asked if the expectation is that the next group of students coming into the same grade would be expected to be more proficient, regardless of how long they had been in the class.

**Ms. Echeverria** said they do not have the ability to track LEP students from district to district, and these students tend to move more than the general population. She admitted that the scores are expected to rise every year.

The comment was made that if students know their native language proficiently, they can learn English more easily and asked if there are any programs that teach Spanish before they attempt to teach English. Ms. Echeverria said not to her knowledge.

**MOTION:** **Representative Pence moved to approve 08-0203-0606.**

**SUBSTITUTE MOTION:** **Representative Thayne moved to hold 08-0203-0606 for further clarification until tomorrow, January 16. By voice vote the motion**

**passed.**

**08-0401-0601:**

**Donna Vakili**, of the IDLA (Idaho Digital Learning Academy), presented this rule. The IDLA was formed in 2002 for grades 7-12. It is online, and state-wide. The Board of the IDLA is required to promulgate rules on accreditation, accountability, and fees for out-of-state students and adult learners. She said they received no comments on this rule. She said if a student is inappropriate on-line, they contact the school for discipline.

In response to questions she said they serve 80% of the school districts in Idaho and have an enrollment of 4000, a 70% increase over last year. They want to be in the funding formula. There is no fiscal impact with this rule, it deals with submitting reports to the Board of Education.

**Representative Boe** commented that this is not a virtual charter school, but a regular public school for which there has been a tremendous demand. Students in out-lying areas are taking classes through this. Rural districts cannot hire the highly qualified teachers they need, so alone, or in groups in a classroom, students take these courses.

**Ms. Vakili** said that students take their classes because of 1) a scheduling problem, 2) no course offered, or 3) they are retaking a course.

In response to a question, she said the Office of Performance Evaluation is looking at the charter virtual schools. She said they do collaborate.

**Representative Nielsen** said some districts are having a problem with getting enough computers for their students to take these courses. It is a very good program.

**MOTION:**

**Representative Boe moved to accept 08-0401-0601. By voice vote the motion passed.**

**47-0102-0601**

**Lynn Fischer**, of the Division of Vocational Rehabilitation, presented the rule. She explained that these are not new services, but this section was moved from the Department of Health and Welfare to the Department of Education in 2005. However, under the Department of Health and Welfare, no experience was required, so that requirement was added this year. She said they met with care providers, advocacy groups and held public meetings around the state to define services and eligibility requirements. She said there will be more policies and procedures to come. She said some things are still up for discussion as to how to assign funding for individual client budgets and how to process new providers. Lack of technology limits some things they would like to do. She said they are committed to on-going discussion to provide client choice and effective use of the funds allocated.

In response to questions, Ms. Fischer explained that during review, a change was made to include training from another agency or division, not just their Division.

She also said that it is difficult to hire qualified people who will stay in the position, especially that of a job coach. She said she felt the clients

were comfortable with their job coaches.

In response to questions, Ms. Fischer said that there are three venues of employment, 1) individuals support employment, 2) group support employment, and 3) work services programs, formerly called sheltered workshops.

She said these programs are supervised by the Division of Vocational Rehabilitation and are not related to Vocational Training through Adult Education.

In response to the question as who receives their services, Ms. Fischer said examples would be those with developmental disabilities, mental health issues, or traumatic brain damage. They teach vocational rehabilitation work skills, socialization skills, following instructions, being thorough, personal hygiene, and being on time—all necessary skills to function in a workplace.

In response to a question about the charge of segregation, Ms. Fischer said it is an on-going issue. This rule does not specifically divide up the money. At present, more folks are in supportive employment or community placements, rather than work services.

She again said that this rule increases staff qualifications by adding experience.

An article, received by Committee members, refers to a program in which the funds come from a federal and state match, and those rules are referenced in the article. The program under consideration is a state funded program and is not under federal regulations. The state is free to determine how to allocate the funds. The question is, do they serve the greatest number of clients, or give more options to a few. They are continuing to address these issues.

**Kelly Keele**, of the Vocational Providers of Idaho, spoke. He said that Ms. Fischer has done an excellent job of putting the rules together as far as the community rehabilitation providers are concerned and it does “raise a bar” where no “bar” was there before. He said the rules suffer from a lack of input from advocacy groups and family members of the clients. There is a lack of direction as to how client choice is insured. He said that as it is set up currently, there is a perpetuation of segregated employment. He said that work services are sheltered workshops. He wants more group supported employment and individual supported employment. He asked that the Committee direct Vocational Rehabilitation to revise the rule to add more directions as to how client choice will be used. He suggested that the Committee ask JFAC to cap the amount going into work services and that any new dollars should go into integrated community employment. He said he does support the rules and that they are a move in the right direction, but more is needed.

**John Boddin**, President of the Idaho Association of Community Rehabilitation Programs, spoke in support of the rule. He said he represents 12 non-profit rehabilitation programs across the state. He complimented Vocational Rehabilitation on the thorough process used to draft these rules, starting last April. They feel the rules promote independence as

clients are allowed to choose the providers, and the services in which they want to be involved. He has no problem with the current percentage

of the allocation of funds.

**ADJOURN:**

Time ran out and Chairman adjourned the meeting at 11:26 AM saying that this discussion would continue on the next day.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary



## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** January 16, 2007

**TIME:** 9:00 AM

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**GUESTS:** See Attached Sheet

**Chairman Nonini** called the meeting to order at 9:00 AM. He pointed out that a letter from the Idaho Business Coalition for Education Excellence in support of the rule on math and science graduation requirements was in their packets as well as some recent newspaper articles on education.

**Representative Boe** presented a report to the Committee from the League of Women Voters on Charter Schools and Virtual Schools for them to study as background information.

**Rules:**  
**08-0203-0606**  
**Continued:**

**Wendy St. Michelle**, Manager of the Limited English Proficiency Education at the Department of Education, addressed concerns from yesterday's meeting on this rule.

She explained that the Modified Bookmark Technique is a nationally accepted process for setting "cut scores" for assessment tests. Educators who are experts in their field, administrators and stakeholders gather for three to five days using an "item mapping" procedure where they place bookmarks (sticky notes) at the point of increasingly difficult questions where they believe only two-thirds of the students will get the answer correct. (There are three different levels of proficiency.) The process is gone through three times and the members of the committee vote as to where to place the "modified bookmarks." After the cuts are made, the test vendor sets the filters.

In answer to questions, Ms. St. Michelle said that this process is only done every three or four years.

She agreed the decimal in front of the 67% was a typographical error.

**Representative Patrick** expressed concern that this was an unfunded mandate to local districts.

**Ms. St. Michelle** explained this is required with NCLB (No Child Left Behind) and is in direct alignment with English Communication Arts Standards, and when fluent, these students will be able to access these standards directly.

**MOTION:** **Representative Shirley** moved to accept **08-0203-0606**. **By voice vote the motion passed with Representative Durst voting nay.**

**47-0102-0601**

**Lynn Fischer**, of the Division of Vocational Rehabilitation (VR), started

**Continued:**

with a brief review of her presentation yesterday. Her Division was moved from the Department of Health and Welfare two years ago. She said they held a lot of discussion with stake holders on these rules and that some areas do require further discussion.

**Jim Baugh**, Executive Director of Comprehensive-Advocacy, Inc, spoke. His organization receives money from the Governor's budget to help the disabled and they are also to be active in public policy. They operate several programs. He said the typical Vocational Rehabilitation programs are not enough for those who have more severe or significant mental or physical disabilities. The Extended Employment Services is funded entirely through state general fund dollars and administered by the Division of Vocational Rehabilitation. The clients of this program need specific, individualized job help. For some, a job coach goes with them on the job and stays with them until they are able to function on their own. There is also a sheltered workshop where clients get paid sub-minimum wage on a piece meal basis.

This program has a long history and a lot of issues. One issue is favoring private employment models over segregated workshops. There is nothing in this rule on that subject. The issue is how funds are allocated for training. Each client is granted a certain amount of money to be given to the qualified provider he chooses. He said the money is divided up among providers, rather than people in the process. He doesn't think there is enough choice for the consumers and wants more openness to free market competition.

He requested that on Page 119, 100.02 and 100.04 c & d be rejected as they were in the Senate yesterday. He said the rest of the rule is fine with his organization

In response to questions, he said that economics and the system will prevent too many providers from coming into the market.

Most of these clients have a target services coordinator, who along with their family, can help a client make the proper choice. When the Division was under Health & Welfare, a packet of information was developed that explains the options. The packet is still being used.

He said the way the budget is set up, it is difficult for a new organization to get started.

He also added that a person can move from one provider to another at any time, but can't take the money assigned to him or her. The new provider has to have some new source of funds. He said 1% of the budget is reserved to help clients transfer but it can only cover up to ten clients a year. He said the system doesn't allow providers to compete for the clients.

**Ron Enright**, a Program Specialist with the Idaho Council on Developmental Disabilities, spoke. His group speaks up and helps those with developmental disabilities access services. He asked that all of the rule be passed, except the provision the previous speaker objected to. He said the Division has pledged to continue working on this subject.

**Kelly Keele**, of the Vocational Providers of Idaho, said that he supported the rule, except for the part already recommended for rejection.

**M. C. Niland**, CEO of Witco, and President of the Idaho Association of Community Rehabilitation Programs, spoke. She said she represents the

major providers across the state. She spoke in support of the rule as written. As to choice, she said that Vocational Rehabilitation provides services geared towards competitive employment. When that is not possible, work services and support employment is the choice. A client is given a list of the providers in that area, told to visit them, and make a decision. If the client does not like any of the choices, the Division counselor will keep working to find the proper fit. The VR counselor recommends the number of hours the state will pay for. No one has a contract. They are reimbursed on a fee-for-service basis. They are only paid for each hour of service they provide. She said they can move clients within the area, but money can't move if a client moves to another part of the state. She said there are 155 individuals on a waiting list for supportive employment, and 95 on the list for work services programs. She said her organization would not protest the omission of the three rules. She said the provider network has gone from 10 to 30 members. She said it is currently a free market system. When more people hear about the services, they ask for them. Representing the organization, she ends up going before JFAC to ask for more money for the whole program. She said nationally many of these services are provided for under medicaid.

In answer to questions she said it costs \$35 an hour for supportive services, but only \$7 for work service. She said it is a funding issue.

She said they had received more than adequate notification and been allowed to participate in the rule-making process. She did not want to operate without rules. She said her organization is a not-for-profit one, but the majority of the providers are for-profit companies. She said they all are paid a fee for services.

She said she is in favor of the money following the client. At the time of the change to the Department of Education, a large, well-managed task force decided to go ahead even though the software available at that time did not allow the money to follow the client.

**James Moss**, owner of Life's Work, a service provider, spoke. He said his business cannot get funds to provide extended employment services or expand. He said the rule as written just holds the *status quo*. It said it is a "closed shop" with six providers in Boise. Clients approach them and ask for services, but he doesn't have the funds to serve them.

**Beth Cunningham**, President of the Vocational Providers of Idaho, spoke in support of the rule. However, she asked that direction be given to the Division of VR to work out the issues that have been raised. She said client choice is important and these issues need to be resolved. She said budget allocations should be made on client choice rather than historical allocation. She said new agencies should be able to get into the business and any new funding should be allocated according to community integrated services.

**Dennis Stevenson**, of the Department of Administration, explained the options to the Committee in view of the Senate's rejection of part of the rule yesterday. He said the rule as passed would be formatted (renumbered sections), but no changes would be made in the text.

In response to a question from Chairman Nonini, **Lynn Fischer** pledged to work with those expressing concerns, but said she couldn't

guarantee everyone would be satisfied with the results. She said they have on-going meetings and are working on internal changes on the software to facilitate an individual budget process.

In response to other questions, she said funding is an issue. Those on the waiting list have chosen their provider and are waiting for funds. She commented that individual budgets do not work for maximum utilization of funding and providing services to the greatest number. She said 500 were moved off the waiting list last year, but they had 700 referrals.

She said that when funds become available, clients are provided services in the order of their referral.

She said she really wants to support client choice and agrees that it is an important philosophy. She said they currently have open cases on 1200. She said a small percentage would be affected by new providers at this point as they have already made their choice for service.

**MOTION:**

**Representative Wills moved to accept 47-0102-0601 with the exception of 100.02 and 100.04 c & d on Page 119. By voice vote the motion passed with Representatives Mortimer and Chavez voting nay.**

**08-0203-0605**

**Dwight Johnson**, Executive Director of the Board of Education presented this rule. He said they want to better prepare all high school students for the workforce and post secondary education. He said these changes are part of an on-going process to increase the rigor of education throughout the state. After last year's problems, they held 13 listening forums attended by 400 individuals throughout the state. They had a day-long session in Boise with educators. They sought input from various stakeholders, among them music educators and the LDS church. They published a draft of the new rule and held five meetings around the state in October. These changes are the minimum for graduation starting in 2013, but many districts have higher standards. The changes require three, rather than two years of both math and science. In addition, one math course must be taken in the last year of high school. A senior project, under the control of the local school board, is also required.

To start out, they are requesting an increase in \$1.8 million to improve math in middle school and provide for increased use of the Idaho Digital Learning Academy. They will request \$11 -12 million to pay for additional math and science teachers, college entrance exams, and teachers' time on the senior projects. Also they plan to pay for the required ACT, SAT, or COMPASS test in the 11<sup>th</sup> grade.

They are in the process of identifying vocational education and music classes that would meet the math requirement. A \$35,000 grant has been received from Montsano to develop an "Art in Geometry" course. They want to expand the math and science curriculum.

The State Board also intends to offer loan forgiveness to encourage teachers in high-need areas. They would like to see an Idaho Math Initiative, similar to the Idaho Reading Initiative, to enhance math in the primary grade levels. They are also exploring professional development for existing math and science teachers. They want to standardize current enrollment and costs so high school students can earn college credit while still in high school. This idea has received the support of the Superintendent of Schools, Tom Luna; Governor Otter; the Idaho School Boards Association; the Idaho Association of Rural Schools, the Idaho

Education Association, and the Idaho Association of Commerce Industry, among others.

Mr. Johnson said that since the Senate supported this rule yesterday, and hopefully the Committee would approve the rule, the Board was comfortable with the belief that JFAC would fund the rule. He said the initial funding is in the Department of Education's budget.

In response to questions he said they want to expand the course offerings in professional/technical subjects as there is a lot of math in those area. He pointed out that calculus is not required under the new rules.

In response to a question about retired math teachers returning to teach, **Dr. Cliff Green**, of the Idaho School Boards' Association said a retired teacher or administrator can go back to work but they lose retirement benefits if they work over a certain number of hours.

**Mr. Johnson** said the Board of Education is also working to change the situation so that retired teachers in fields of high need can return to teaching without a penalty.

In response to a question about the cause of the decline in math scores, Mr. Johnson said that test scores in the elementary grades are fine, but they "lose the students" at the junior high and high school level. A task force is working this year on middle school issues. He said that math is sequential in nature, and a student needs to start with a good base. They are going to target teacher development on the best ways to teach math, as well as what to teach in math. He said it is a problem that students do not see the relevance of math in their lives. They need to work on making the curriculum relevant for the student.

He said that remediation is required for 40% of the students going into Idaho post secondary schools. This can discourage a student and lead to them not finishing their education. Math will be required in the senior year to keep math skills current.

**Representative Thayne** commented that when he was teaching at Vallivue High School that students did not know their math tables. They had been told this wasn't necessary as there were calculators. He said he would like to see research on the connection between knowledge of math tables and poor math scores.

**Mr. Johnson** agreed and said they are exploring an Idaho Math Initiative to identify critical components that need to be mastered, as well as teacher development and training. Elementary school teachers do not necessarily have the math and science background needed. There is a pilot program under a grant from the federal government and implemented by BSU (Boise State University) working in three elementary schools in the Treasure Valley. They are seeing great results.

**Representative Durst** said that he wouldn't have graduated from high school because his extra curricular activities in his senior year precluded his taking math. He said a lot of students knew they weren't college bound, so started their working career part-time the last semester of their senior year.

**Mr. Johnson** pointed out that math in the last year of high school

reduces the percentage of students who need to take remedial math at a post secondary school. He also said that a student not going on to post secondary education could benefit from a financial literacy class, or they could take art in geometry, etc. He said that almost any career that will provide adequately for a person requires a basic knowledge of the fundamentals of math.

He said that they are encouraging districts to move forward to integrate math and applied math skills. However, curriculum development is a local school board issue. There are some great new best practices coming out.

In response to a question about a student plan for high school signed by the student and parents, Mr. Johnson said that for many years this has been a 9<sup>th</sup> grade requirement. There was talk of moving it to the 6<sup>th</sup> or 7<sup>th</sup> grade last year, but nothing was done in rule this year.

Mr. Johnson said that part of the \$11 million is \$170,000 or \$7.50 per student to pay for teacher coordination of the senior project. This is based on what current districts requiring a senior project are experiencing.

In response to questions, **Luci Willits**, of the Department of Education said there is a direct correlation between the higher level of math courses taken and grades on the SAT or ACT.

In response to questions about the state scores for the SAT, ACT, and COMPASS going down if all students take the test, **Mr. Johnson** said that was true. Colorado and Illinois were the first two states to require this, others are following suit. He said Colorado has seen a dramatic jump on the number of post secondary students going to college. The test was a barrier, and now that they have to take the test, they are discovering their scores are good enough to go to college and they do.

He said the state will pay for the SAT, ACT, or COMPASS tests.

The state is also planning on paying for dual credit classes up to 6 credits. The Idaho Digital Learning Academy does not charge students to take classes.

**Sue Thilo** of the Board of Education was introduced by Chairman. She said she was proud of these recommendations for change. She said a lot of hard work has been done and there is a strong team ready to implement this rule.

**Sherri Wood**, President of the Idaho Education Association said they support the increase in requirements for graduation. Some members still have concerns, especially in the smaller districts. She believes with time, they can work with school districts and educators to make this a reality. She thanked the Board for allowing their members to participate. She stressed the need for additional funds as they do not want funds taken away from current programs.

She said the IEA is in favor of financially helping teachers recertify in math and science.

The issue was raised that there is a section of Idaho that does not have Internet Access. **Mr. Johnson** said that is a problem. He serves on the Governor's Science and Technology Council. They spent \$5 million last year and hope to have more money to expand the Internet into that

area so the schools will have Internet access.

In response to the question as to whether she supports higher pay for teachers of math and science, **Ms. Wood** said that she did not. She said that the teachers of advanced math can only build on what the teachers in the lower grades have taught.

**Dr. Cliff Green**, of the Idaho School Board Association, commended Mr. Johnson for including them in the rule-making process. The original rule was adjusted to give local school boards more control. They do want the Idaho Math Initiative. He said loan forgiveness will solve a lot of the problems in rural areas and in positions of high need. He said he was excited about the creation of opportunities for teachers to collaborate. He stressed the need for relevance in delivery of education to the students. Application of the knowledge to real life is necessary. He said six years to implement the rule was a good time line.

**Ray Stark** of the Boise Metro Chamber of Commerce spoke in favor of the rule. He said a high tech company in the state hired 25 employees and they couldn't find the needed skills in anyone in Idaho. They want Idahoans to have those good Idaho jobs.

**Rob Winslow**, of the Idaho School Administrators Association spoke in favor of the rule. He said administrators are committed to increasing the rigor, but this will require funding. They are taking the funding on faith. He said they appreciated the Board's thoroughness in going out to stakeholders. They don't want students to drop out because they have to take more math.

**Michael McEnvoy**, a former legislator representing himself, spoke on his concern for the improvement of education. He questioned whether this rule would improve education. He said this rule pits those students who struggle with math against those who are high achievers in math. He said the same solution won't work for both groups. Taking another class they will only fail, won't help. He said we can force, but we can't persuade them to take more math. He said the schools need to spend more time persuading students to take the right courses.

In response to questions, he wondered if the cost estimates are correct. He also agreed the IMI (Idaho Math Initiative) and other programs in grade school could help to create a desire.

**Mike Vuittonet**, Meridian District School Board Member, spoke in support of the rule. He said last year the Meridian District increased the requirements to eight credits in math and science by 2010. The School Board committed themselves to finding the money for the extra classes. They are delighted with this rule that will also provide money, as it will help them. Meridian found out that a block system or a 7 period day offered more choices for the students to meet these requirements. They are now looking at reforming the middle school. He closed with the quote, "No one rises above low expectations."

**John Eikum**, representing Idaho Rural Schools Association, spoke in support of the rule, but expressed the concern of the rural districts in finding the teachers and the money for these classes. He said the Idaho Digital

Learning Academy has been a major provider of advanced courses for rural schools.

**Ross Borden**, representing President Kuster and BSU, said he wanted the Committee to know they support this rule.

**MOTION:**                    **Representative Trail moved to accept 08-0203-0605.**

**Representative Durst**, said he still wanted to voice his concern about requiring math in the senior year, although he appreciated the hard work of the State Board

**Representative Bradford** was chair of the sub-committee formed last year after the tie vote. He said they contacted all the superintendents, especially those in rural Idaho who felt left out. He said he felt that this new rule overcomes a lot of the issues raised and will support it.

**Representative Thayn** said he was concerned as to whether or not this rule will get the job done. He said it must be implemented wisely.

**Representative Block** said she attended the National Conference of Legislators this summer and every major speaker addressed this issue. She said we are not graduating enough scientists and engineers to maintain our position in the world. In fact the numbers are declining. She said we need to start in kindergarten and first grade and this rule is in the best interests of the children of Idaho

**Representative Pence** congratulated the State Board, but said she still had an issue with funding.

**Representative Patrick** said he was a strong believer in local control and would rather "encourage with a carrot" than threaten with a stick. However, he said without high expectations, one does not achieve. He said he did not believe this rule is unreasonable, as half of the rural districts are already meeting this requirement.

**ACTION:**                    **In a roll call vote, Chairman Nonini, Vice Chairman Shirley and Representatives Trail, Bradford, Block, Nielsen, Wills, Chadderdon, Shepherd (8), Mortimer, Patrick, Boe, Pence, Chavez, Durst, Shively voted Aye. Representatives Marriott and Thayn voted Nay.**

**ADJOURN:**                    The meeting was adjourned at 11:37 AM

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary



## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** January 17, 2007

**TIME:** 9:00 AM

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**ABSENT/  
EXCUSED:** Representative Block

**GUESTS:** Luci Willitts, Jane McClaran, Randy Tilley

The Governor's Education Budget for K-12 was presented by **Randy Tilley**. He started out by explaining what the various colored columns represented. Tan is the current year, blue is the request from the previous Superintendent of Instruction, yellow is the amount required by law, green is the Governor's recommendation, and the orange is the increase. He said he would be talking about the green column—the Governor's recommendations. (See Attachment 1)

He said they are adding 300 new support units for 2008. Currently there are 13,500 support units and this would be a 3% growth.

There is a 5% increase in salary and benefits for teachers, administrators and classified personnel. However, flexibility will be given to the Department of Education as to how these funds will be used. This money will also cover state paid benefits, SS, FICA, PERSI, etc. This money can be redirected according to the new Superintendent's priorities. This amount is \$39.8 million.

In response to questions, he said that the average support unit is 22 students. It can be more or less depending upon a number of factors—factors which Tim Hill from the Department will be discussing tomorrow.

He pointed out that technically, teachers are employees of the local district, not the state. The law requires that their health benefits and life insurance be paid for by the local school board.

He said that support for the increased classes in math and science may come as a separate line item. He said there is not a detailed plan for spending the \$39.8 million as they are awaiting the new Superintendent's review of the math initiative. The budget will probably be amended in JFAC.

He said the need for more funding for IDLA (Idaho Digital Learning Academy) would come from the same \$39.8 million.

Mr. Tilley said that he has seen significant increases for public schools in the past years after session when money comes in from the federal government and is passed through to the districts.

**Luci Willitts**, of the State Board of Education said that the Governor's Budget and the Superintendent's Budget are about \$20 million apart. She said that the Superintendent will present his budget tomorrow, Thursday

January 18, at 11 AM and will speak to JFAC a week from tomorrow, January 25.

**Mr. Tilley** continued saying that Line 2, Dedicated funds, \$28 million comes from the endowment funds, \$21.1 million from the lottery, and \$7 million for drug free schools comes from the cigarette tax and income tax on lottery winnings.

As a result of the President's federal budget recommendations, the federal money for the drug free schools is going down, and special education money is going up, according to Mr. Tilley's best guess. The final numbers for the federal budget have not been released.

Under the new bill passed in the special session, the M & O (Maintenance and Operation) money was taken off the property tax roll and is now funded by a 1% increase in sales tax money which goes into the general fund.

He said transportation costs have increased about 4.2%.

Border contracts deal with situations where a student lives in Idaho, but the closest school is across the border in a neighboring state. It can be cheaper to pay for out-of-state schooling, rather than long distance bus transportation. The state has to pay the M and O money the local district used to pay for this student.

The state also reimburses the Boise School District for the cost of the Marian Pritchett School, formerly called the Booth Memorial Home. Questions were raised about this item, and Mr. Tilley pointed out that the Idaho code mandated the support of this school.

Line 11, The teacher incentive awards amount is down because there is \$2000 provided each year for five years when a teacher passes the national board tests for his or her speciality. Not as many new teachers are taking the test, so the numbers are dropping as the five years for the first group is ending.

**Chairman Nonini** inquired why when the yellow column indicated that the statutory requirement for LEP (Limited English Proficiency) is \$6.2 million, the Governor is only recommending \$6.04 million.

**Mr. Tilley** said that the statutory amount was based on too high a head count. The count had inappropriately included Native American students who do not qualify for the program. The governor is increasing the LEP allocation per student from \$225 to \$292.

There is a Discretionary Funds increase of \$7.6 million to finance the discretionary part of the additional 300 support units.

**Representative Trail** said that in talking to the rural school districts in his area, superintendents tell him there isn't enough money for technical equipment—computers and the software to run them.

**Mr. Tilley** said that there have been extended meetings with the Idaho Technology Council and this concern has been relayed to the Governor. The Governor is letting the new Superintendent make more determinations as to how the funds will be spent.

In response to other questions Mr. Tilley said that the Governor has provided for three additional professional development days for teachers each year. The math and science changes may require even more training days, but that would be directed from a state-wide level.

He said the cost of remediation for those students lagging behind in school comes from a number of sources, some are from the State Board of Education which is not in the Governor's budget.

Mr. Tilley agreed districts were not happy when technology and remediation money was combined in a single item last year.

**Representative Shirley**, a member of the Idaho Council of Technology and Learning, expressed the strong opinion that the state is lagging behind in technology for our schools and that we need to boost support for technology in the future.

In response to a question from Chairman Nonini concerning the Craig-Whiten money, **Mr. Tilley**, said these monies are not reflected in the Governor's budget as they are passed directly through to the small districts surrounded by federal land.

**Representative Trail** commented that he had spoken to people in Senator Craig's office in Washington, D.C., and had been told the best situation they can hope for is that the Craig-Whiten funds will be budgeted for the next one or two years. After that they will go away.

In response to questions, **Mr. Tilley** said the total value of a support unit varies, depending upon whom you ask. He calculated an increase of \$2,750 over this years' \$90,130, for a total of \$92.895 for the next year. The support unit depends on many variables which Tim Hill will discuss tomorrow.

**Jane McClaran** presented the Governor's budget (See Attachment 2). She said the Governor did not suggest raises for inflation, except in the programs for which the state has contracted for medical education programs. Those costs have gone up. They are WOI (Washington-Oregon-Idaho Veterinary Education), WWAMI (Washington-Wyoming-Alaska-Montana-Idaho Medical Education Program), IDEP (Idaho Dental Education Program), and WICHE (Western Interstate Commission for Higher Education.)

The Governor recommended a 5% CEC (Change in Employee Compensation) for State employees. This would include those employed in post secondary education.

The Governor is proposing \$15 million for the Higher Education Research Council.

The Governor wants \$5 million in seed money to help counties establish a community college. If more than one county organizes a community college and applies for funds, he will ask JFAC for \$5 million for each. This is not for a building, but to start a school.

In response to questions, she said there is no increase in the number of places for nursing students, but \$305,000 for nurse training simulation models for the College of Southern Idaho, North Idaho College, and Eastern Idaho Technical College is proposed with additional leased space.

She was asked about the Scholarship Endowment Fund. The Board requested \$10 million, but the Governor is asking for \$38 million in one-time funds plus additional funding for family practice residency for underserved rural areas.

There are also funds for a U of I Dairy Lab in the Governor's Capital Budget.

**Representative Boe** inquired what had happened to a request for the Millennium Fund Committee to study the need for more health education programs. No one had the answer.

The question was raised as to what percentage of those students receiving help with their medical education return to Idaho to practice. **Representative Trail** said he had heard 70%.

Ms. McClaran said that she had heard similar numbers, and that those doing their family practice residency in various rural areas in Idaho tend to establish roots and return to one of those areas when they are finished.

**ADJOURN:** The meeting was adjourned at 10:47

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** January 18, 2007

**TIME:** 9:00 AM

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**ABSENT/  
EXCUSED:** Representatives Bradford, Block

**GUESTS:** Jack Barraclough, Tim Hill, Luci Willits, Cliff Green

**Chairman Nonini** called the meeting to order at 9:00.

**Jack Barraclough**, former Chairman of the Education Committee spoke. He said the Education Committee is the second most important committee, after JFAC. He said this was where there was a chance to improve Idaho's Education. He said 59% of the Idaho students took the ACT, but of those, only 22% were prepared for college in the four areas of English Communication, Algebra, Social Sciences, and Biology. He commented that asking for improvement in education is not being anti-education. He said that although education is everyone's business, the Committee has the opportunity to really help education. He mentioned the advances made in recent years: ISAT (Idaho Standards Achievement Tests), IRI (Idaho Reading Initiative), and now the increase in science and math classes for high school graduation in 2013. He encouraged members of the Committee to take the opportunity to work together as a team for education.

**Tim Hill**, Deputy Superintendent for Finance and Information Technology at the Department of Education, spoke on public school funding. He said he believes it is his responsibility to give the information to the decision makers so they can make the best decisions.

He said his presentation was going to be an overview—"the view from 30,000 feet." (See Attachment 1).

Mr. Hill pointed out that there are three major factors that affect funding for regular public and public charter schools: 1) Size of the school—the fewer the students, the more money is received per student, 2) The experience of the teacher--the more experience the teacher has, the more the district is reimbursed, but it also means the district has to pay more, 3) Who you teach—less money is disbursed for kindergarten programs than is for at-risk students in an alternative secondary school. (Those are the two extremes in payment.)

The estimate for this year's budget—July 1, 2007 to June 30, 2008 is \$2.7 billion dollars. Of that, public schools will receive almost 50%, and with post secondary education (colleges, universities and professional/technical), the total education budget is almost two-thirds of the state's annual budget.

Mr. Hill said the numbers and percentages were skewed a bit by the change in the mid year session that raised the sales tax and removed the M & O (Maintenance and Operation) from the local property taxes.

Although the dollar amount has risen every year in recent years, the charts on pages 4 and 5 show that the percentages of the receipt of funds and their appropriations has been about the same. The change in the law this summer will change those charts in the future.

In response to a question, he agreed that the percentages for Health and Welfare, and Public Safety would have been slightly different if the law hadn't been changed by the special session.

Page 6 gives all the rules for the ADA (Average Daily Attendance.) He said this is the building block for payment. The state only funds half-day kindergarten. Districts must pay for a full day from their discretionary funds. However, flexibility is allowed. Some rural school districts have kindergarten on Mondays, Wednesdays, and Friday mornings because of the cost and time of transportation. In grades 1 through 12, four hours is the minimum day, and 2 ½ hours can count for half a day.

He went through some scenarios to show that a district does not lose money if they don't have school, or it is a holiday. However, if the district knows half the students are going to be gone on a particular day, it is to the district's advantage not to have school, especially during the first 10 weeks of school when the salary and benefits are set for the entire year. (Usually this is the best attendance period of the year.) At the end of the year, the best 28 weeks out of the 38 week year are counted for possible revisions.

When questioned, he said that if a senior graduates early, the district is not penalized. Half days also count.

Mr. Hill then discussed the complicated funding formula set in the Idaho Code 33-1002 (6). He pointed out that the number of students required for an elementary class depends upon the size of the district. There are minimums or "stair steps" so a district doesn't lose money if one more student enters the district. (Pages 7 through 9). The divisors are smaller as the grades go up because the costs of education goes up.

He said the at-risk students are those who have attendance problems, a low GPA, drug and alcohol problems, or who are pregnant. An alternative school for at-risk students must be held at a separate time or at a separate location from the regular schools.

On Page 8, each colored bar represents one support unit, but the ADA for that support unit varies drastically from 40 for kindergarten (half-day) to 12 for a small high school or an alternative school. He said these calculations are done twice a year.

On page 9 the salary and benefit apportionment is shown. A classified employee is one who is not certificated.

This is not a salary schedule. The state does not have a "salary schedule" for teachers. It shows what the state pays the district for their employees. It is up to each district to negotiate with the organizations representing the teachers, administrators, and classified, or the members themselves to set the salary schedule. (The Idaho Association of School Boards publishes a salary schedule for each district.)

Page 10 shows what the state pays for experience and education. Mr. Hill said that the average teacher in Idaho would fall in the right hand lower quarter as Idaho teachers tend to be experienced. Administrators are even lower in the right hand corner as they tend to have more years' experience and the advanced degrees.

To pay teachers more than the state allows, districts use discretionary

funds or pass special levies.

Page 13 gives an example of the calculation for one instructional unit. The 1.1 for Instructional Staff allows for money to go to a librarian or counselor. A percentage goes towards Administration staffing. Administrators usually work 210 days a year, while instructional teachers only work 180 days, another reason their salaries are higher. Classified personnel's salaries vary widely as they cover such jobs as janitors, business managers, and secretaries. The state is required by law to pay benefits for PERSI (State Retirement fund), Social Security, and Medicare.

**Dr. Cliff Green**, Executive Director of the Idaho School Boards Association, pointed out that the question was raised earlier this week about the fiscal impact of adding LEP (Limited English Proficiency) to one of the three requirements for admission to an alternative school. He pointed out on the chart on Page 13 the difference in funding could be as much as \$3,500 per student.

**Mr. Hill** explained that when a district is hiring a teacher for a position, there is not a difference in what they keep between a new teacher or a more experienced teacher. They will pay more for the experienced teachers, but they will receive more from the state. This leaves a district free to hire the best teacher for the position.

When asked about the comment heard that a teacher can't afford to transfer to another district because they will take a cut in pay, Mr. Hill explained one district may choose to pay a teacher more, while a second may only pay what the state allows. This can result in a gap.

**Dr. Green** pointed out that the funding formula is used to push money out to a district. Each district negotiates with the union for the salary and benefits for their teachers.

In answer to a question, **Mr. Hill** explained that last year the base salary was raised for new teachers to \$30,000. Teachers who started lower, jumped to that amount, but may have stayed at \$30,000 for a number of years as the experience wasn't raised in the first six years. However, last year both the base salary and the experience level was raised.

In response to a question, **Dr. Green**, said he has heard that over half the districts use the state allocation grid as their salary schedule.

**Mr. Hill** pointed out that the only variable in the money that a district receives for a support unit is who they hire, but that money is passed through to the teacher. He said it is almost impossible to compare districts unless their variables are the same or close to it.

When questioned, he agreed that smaller districts are less cost effective. Public charter districts are generally smaller districts. If a regular public school does not hire all the staff they are entitled to, they lose the funds. However a public charter school may keep the money from any savings in personnel. He said he wasn't sure, but he felt this was to help pay for facilities costs. A public charter school cannot access extra tax money through a levy and so has less availability to funds.

When asked about a small rural district that is debt free, but doesn't have enough money to hire an agriculture teacher or repair its buildings, Mr. Hill said the state has done several things to help in recent years. The first was a bond equalization levy plan where the state will help pay some or all of the interest, depending upon the economic strength of the area. This makes it much easier to pass a bond issue. This year the state expects to pay out \$13 million for bonds passed. As to the lack of an agriculture teacher, he said that some districts have collaborated and exchange students—agriculture students go to a neighboring second district, whose chemistry students come to the first district. He said that the IDLA (Idaho Digital Learning Academy) has been a huge help to rural districts.

**ADJOURN:**

Time ran out and the Mr. Hill had to attend another meeting, so **Chairman Nonini** adjourned the meeting at 10:36 AM. Mr. Hill will return to finish the presentation on Monday.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary



## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** January 22, 2007

**TIME:** 9:00 AM

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Representatives Trail, Bradford, Block, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**ABSENT/  
EXCUSED:** Vice Chairman Shirley

**GUESTS:** Jerry Davis, Dr. Rich Bailey, Jan Sylvester, Kathryn Vincen, Tim Hill, Rob Winslow, John Eikum, Sherri Wood, Richard Ledongton

**Chairman Nonini** called the meeting to order at 9:00 AM.

**MINUTES:** **Representative Wills moved to accept the Minutes of January 17 with the deletion of "a" on the second page. By voice vote the motion passed.**

**MINUTES:** **Representative Shively moved to accept the minutes of January 18 as printed. By voice vote the motion passed.**

**Jerry Davis**, Executive Director of the Idaho State Dental Association, introduced Dr. Rich Bailey, a dentist from Potlatch, ID.

**Dr. Rich Bailey**, spoke. For fun, he introduced his "Billy Bob" false teeth, suggested appropriate accessories, and explained how to wear them.

The real reason for Dr. Bailey's presentation was his **Floss Across America** program which was born out of his frustration with kids, parents, and grandparents never learning how to prevent their oral health problems. He said that less than 10% of Americans floss, but most do brush, so that most problems start between the teeth. He tried a pilot project in four elementary schools. Students are given a mirror and supplies and students learned to floss every day in less than 5 minutes, which included the sanitizing and clean-up. He uses humor in his presentation which is very effective.

He has the vision to take his program across America teaching children to floss their teeth. He showed his tricycle, his "Flossmobile", and said he envisions various people riding it to get the publicity. He has six mile spools of floss and wants to run floss from north to south and then east to west in Idaho to publicize and start the project nationally.

In a few weeks he will be visiting with a major producer of dental floss in the US and hopes to have them help sponsor the development of curriculum and needed supplies.

Dr. Bailey pointed out that Idaho Dental Medicaid is a \$28 million item in the budget, and said that much of this expense could be prevented with proper dental hygiene.

Volunteers would be needed to keep the programs going in each school once it got started.

He said his funny "Billy Bob" teeth got him the media attention to publicize his "Floss Across America" program. He said it is not a quick solution to dental problems, but rather a long term solution.

**Chairman Nonini** thanked Dr. Bailey and said he hoped a resolution might be passed in support of this program.

**Tim Hill**, from the Department of Education, continued his presentation on the funding for Idaho public elementary and secondary schools. He said in rough averages, the Committee could use these numbers: it takes \$2000 to educate a kindergarten student, \$4000 for an elementary student, \$5000 for a secondary student, \$6000 for a student with disabilities, and \$7000 for an at-risk student. He then continued on with his presentation. (See Attachment from January 18.)

As to the Early Retirement Fund, Mr. Hill said that the thought is that encouraging teachers to retire early comes out even financially as the money saved by not having to pay for the experience is off-set by money the state has to pay into PERSI.

**Representative Trail** quoted Alan Winkle, Executive Director of PERSI, as saying that since the Early Retirement program was initiated in 1996, 2100 teachers have retired. The State has paid \$35 million towards the program.

In response to questions asked Thursday, January 18, Mr. Hill said that the "Other Education" pie in the budget does indeed cover Professional/Technical Education which is the largest part. It also covers such things as agriculture research and extension, community colleges, and the Idaho School for the Deaf and Blind.

Before the Special Session in August, the Equalization Fund was used to help small districts with low property values. A rural district might receive money from the fund, and a large district might end up paying into the fund. Now, all the M & O (Maintenance and Operation) money comes from the state. However some districts had override levies, and Boise Schools operates under different rules as they were chartered before the state was formed. Boise is still levying the 3.5 mill charge, and some people have called Mr. Hill very irate. He gets to explain the law. M & O is only half of the school property taxes.

In response to the question if a teacher's salary could go down, Mr. Hill said there is a state law that a person cannot be paid less than they were the previous year.

Mr. Hill went through the other statutory distributions. He started with Transportation and said money is paid to a district or charter school based on the previous year's transportation costs. A district or charter school is reimbursed for 85% of what they paid the previous year. Discretionary funds pay the rest of the transportation costs.

However there is now a cap that a district cannot receive funds on a base of more than 103% of the state average. In the case of special circumstances, a district can appeal to the State Board of Education.

Some districts have won their case, or been granted some extra funds. The state also works to help districts reduce their transportation costs.

The Legislature voted to give virtual schools transportation cost money on the theory they have to take education to the students. The money is used for Internet connections, and such. He said he would prefer to see this as a separate line item so that savings in transportation costs could more easily be tracked.

Mr. Hill said \$800,000 is reserved for use when local districts decide to send a student living on the border to school in a neighboring state, usually because of the cost and long commute the student would face going to an Idaho school. There is not a large number of students going out-of-state, but the state now pays the entire cost. It is up to the local district to make the decision and contract with the adjoining district. Transportation costs are not covered.

When questioned, Mr. Hill said there is a need for legislation that more clearly defines whether a student is an out-of-state student, or an Idaho student. Only a very loose guardian situation is required at present to qualify as an Idaho student and group homes are using this weak definition.

District Agency Contracts are paid for tuition equivalency when students are placed in a group home, such as the one in Meridian. Other examples are juvenile detention students, and SED (Severely Emotionally Disturbed) Students.

In response to how a student is labeled SED, Mr. Hill said the Department of Education establishes guidelines which are pretty uniformly applied.

He pointed out that the "Floor" item on the budget no longer exists because of the summer legislation.

"Program Adjustments" is used to give the Department the ability by law to fix mistakes. Sometimes a district misreports their numbers, and sometimes there is a miscalculation on the part of the Department. This gives them the ability to take money back, or give money out in the cases of mistakes. There is a three-year window to fix mistakes. The other item in this line is the Marian Pritchett School, formerly the Booth Memorial Home in Boise.

"Salary-based Apportionment" is driven by attendance which drives support units, which generate the funds.

"Teacher Incentive Award" is the money paid--\$2000 per year--for five years, after a teacher passes the test for National Board Certification. It also pays for the extra PERSI, SS and Medicare costs generated by this additional payment. As the number of teachers taking the test is dropping off, the five years time limit is running out and the costs are going down.

Unemployment is paid by the State. The Department of Labor sends the state a bill for the actual costs of unemployment insurance. The district then sends a notice to the district or charter school as to what has been paid on their behalf.

When more questions were asked, **Randy Tilley**, of the Governor's Office, said that the State pays the actual costs of former employees' unemployment, rather than paying according to their "experience rating" as businesses do. It is a dollar for dollar exchange.

Mr. Tilley also said that a teacher, or a classified staff member could

qualify. They can't collect unemployment during the summertime, but if they don't have a job in the fall, they may qualify. Unemployment is a complicated issue that goes through the Department of Labor. When asked for a case example, he couldn't think of one off-hand, and said he would get back with one.

**Mr. Hill** said that Early Retirement Payout is now only available to instructional staff, not administration. There is a formula in statute that lays out the criteria. A teacher can retire if he or she meets the "Rule of 90" (number of years taught plus age equals 90). Early retirement is for those who have not yet met the "Rule of 90." However, the teacher must be on a current contract, and have a certain number of years of continuous employment. Early Retirement is one of the first payments made from the year's budget. However the Department won't know how much is appropriated for this item until after the Legislature is through, and applications have to be received by April 1. There are provisions for medical problems.

In response to the question if we are "shooting ourselves in the foot" by offering this program to math and science teachers, Mr. Hill did not know. He said he would find out how many math and science teachers had taken early retirement and get back to the Committee. He said an average of 200 teachers take advantage of the program per year.

One representative commented that he knows of teachers who have lost interest in teaching and are counting the days until they can retire with their pension. He suggested it is good to offer these teachers a way out.

Mr. Hill said the Substance Abuse monies are used for the Safe and Drug Free Schools programs and are tied to cigarette and lottery taxes, which amounts to \$4.5 million a year. They also receive \$200,000 in income tax from lottery winnings. A recent lottery winner took a lump sum and paid \$10 million in tax. Half went to the state juvenile corrections, and half to the drug free education programs. The money is being disbursed over the course of a number of years. Also, some federal dollars are received and used in the Safe and Drug Free Schools programs.

The Bond Levy Equalization Support Program is used to help school districts pass a bond issue, even with a super majority requirement. The Legislature decided originally to pay up to 100% of the average annual interest on the bond based on a formula determined by an index with a state average of One. This measured the economic strength of the district. Fifty percent of the score is based on the market value of the district per support unit, twenty-five percent is based on the per capita unemployment in the county in which the district resides, and twenty-five percent is based on the per capita income in the county in which the district resides. (Numbers on unemployment and per capita income is not available by districts.) Last year the interest only provision of the statute was lifted, so some districts received monies towards the principal of their bonds as well. Attempts to modify the formula have not been successful to date.

In response to questions, Mr. Hill said that the item in the budget is an

estimate of what will be requested based on the law. If school districts qualify for more than has been budgeted, it will be paid.

In response to further questions, Mr. Hill said that the budget is set based on last year's numbers and information he receives from districts. After this law was passed and then again modified last year, there was a surge in bond issues passed in local districts. He expects this to level off, with the exception of the Meridian District which is growing so rapidly they have to pass a bond issue every year or two.

In response to surprise by Committee members of the possible cost of this legislation, Mr. Hill said that it would be difficult to take away these monies now.

Idaho Reading Initiative had three parts in the original funding: 1) training for teachers in more effective ways to teach reading, 2) \$2 for each test the three times each year it was administered, and 3) Remediation for those below grade level. A summer program did not work out, so remediation is now done during the school year. They are not funding training for teachers any more.

Mr. Hill pointed out that the LEP (Limited English Proficiency) no longer includes the Native American student population as a whole. However the money per student has risen to \$290 this next year. In response to questions, Mr. Hill said he would guess that those Native American students with English deficiencies, would be classified as LEP, but not the entire population.

Mr. Hill said the Idaho Digital Learning Academy is a state run program, as opposed to a charter school, or a district run program. The money comes from the State Board of Education. It originally was designed for rural schools who didn't have teachers or the numbers of students required for certain classes. Courses are available for remediation, acceleration or scheduling conflicts. It has been a very flexible and successful program.

As to the Gifted and Talented program, the state pays only for in-service training, not the actual program. The monies for the program comes from a district's discretionary monies. It also pays for substitute teachers while teachers are taking training.

The Federal Funds for Local School Districts are just pass-through amounts.

As to the School Facilities Funding from the lottery, the system is changed now. The lottery money is put in the General Fund, and then the monies are disbursed from there.

The original law required districts and charter schools to set aside 2% of the value of the square footage used by students for maintenance. Some districts were already putting this money aside, but others found it difficult to put aside the 2% for maintenance.

The issue was raised that under House Bill 743, funds are not accessible for the items a school district needs. It hurts small schools. Mr. Hill said such things as walkways, overhangs, bleachers, etc., are not covered. Over the summer, the Department of Education, Jason Hancock, and school business managers met as a subcommittee to discuss accounting issues with this law. Legislation has been drafted to

correct some problems.

Mr. Hill said that support units are counted to the hundredth, and paid to the tenth of a support unit.

As to how districts receive the money, Mr. Hill said there are five large payments to districts each year. The first three of these payments are made before data for the current year is received.

There are some exceptions, a new charter school may receive an estimated 25% of their monies for the year by July 31. If a charter school has a very large increase in enrollment, they may receive monies in advance.

By February, the Department has current information on average daily attendance and adjustments are made in the payments. A district such as Meridian with increasing enrollments will get a boost in payments, and a district with declining enrollment would get a decline in payments.

However, there is a protection factor. If a district is losing more than 1% per year, they are funded at 99% of the previous year's attendance.

A clean-up payment is made in July if needed.

**ADJOURN:**

With thanks to Mr. Hill for all his help, Chairman Nonini adjourned the meeting at 11:22.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** January 23, 2007

**TIME:** 9:00 AM

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**GUESTS:** Judith Meyer, Kent Propst, Michael Burke, Arthur Vailas, Bob Geddes, Kent Kunz

**Chairman Nonini** called the meeting to order at 9:00 AM. He introduced Dr. Michael Burke, President of North Idaho College (NIC) and Judy Meyer from their College's Board, and Kent Propst, Community Relations Director for NIC.

**Dr. Michael Burke** first announced that he was the oldest living president in any Idaho college or university. Most presidents only last 4 years, but he has been at NIC for 8 years. He said he is a native of Galveston, TX and spent his early years working in the shrimp industry (Think of the movie, *Forrest Gump*). He started his teaching career on the Texas-Mexico border and saw the value of a local community college to the students in that town. He said community colleges change lives every day. He then spent 13 year at Dallas County Community College, a very large school. He has been very happy at NIC.

He said he is dedicated to community colleges—they are his calling. He serves on the national board for community colleges. He said this group is facing the issues and challenges in skills gap and equity gap where an underserved population is not accessing community college opportunities. There are also the math, science, engineering issues.

Dr. Burke said North Idaho is the oldest community college in Idaho, founded in 1933. (See Attachment 1) People went door-to-door to raise funds as the community felt a college was needed to dig itself out of the Depression.

NIC is a comprehensive college that serves the five northern counties with a population of 200,000. They have centers in Post Falls, Sandpoint, The Silver Valley, and Bonners Ferry where the Kootenai Nation is paying the rent. They also work with the Coeur d'Alene Tribe. He said the keys are affordability, accessibility and being close to home. Education needs to be taken to the people as they cannot go "off to college" as they have family commitments.

NIC has a large GED program, and about every other year, it is their largest feeder high school. He is very proud of the work they do with their GED students and it is the first step in economic development for many of their students—the first rung in the ladder to a college education. He said NIC is the "mothership" for all kinds of cultural activities on their campus, which is located on beautiful Lake Coeur d'Alene.

They had some demographers do a study which showed that through its programs NIC contributes \$301.7 million to Kootenai County (11% of

the regional economy). The education NIC graduates have received contributes to a healthier and legal lifestyle, and saves Idaho \$2.6 million per year in reduced welfare, unemployment and crime costs.

Their unemployment rate is 3%, although that is theoretically impossible. When times are good, students will delay college. They lost \$1.5 million in tuition in 2005 as prospective students chose to work during great economic times. However they saw a huge jump in workforce training enrollments that same year. Businesses will spend the money in training good employees to keep them, or give them new needed skills. Community colleges have to live with this instant change.

Students from their area comprise 87% of the student body, and 91% are Idahoans. The student body is 62% female and rising because the men are getting good jobs in construction at present. Students receiving financial aid account for 73% of the student body. The debt load for college graduates is going up at a disturbing rate.

Their Distance Education program, which is growing rapidly, has a 89% completion rate.

They have just opened a new Radiography Technician program. CSI (College of Southern Idaho) donated equipment and loaned a faculty member to start the program.

The foundation established by Judith Meyer's family gave \$1 million for an endowment to support their new Meyer Health Sciences building. The building was built with bonded money and they raised \$3.45 million in addition.

**Judith Meyer** said that her family had a business in the area for many years and wanted to share with the community.

As far as distance learning and broadband, Dr. Burke said that students expect to be able to download lectures and hear them on their I-pods. He said there is a hunger for technology in his area. He said they can't use microwaves for wireless transmission because his area covers 8000 square miles and "none of it is flat." In Kellogg, VISTA, the phone company brought in high speed lines. Bonners Ferry needs this too, but at this point they don't have the money to make this happen.

In response to a question, Dr. Burke said there is a privately owned lumber mill adjacent to NIC they would love to purchase to make an Education Corridor with Lewis & Clark State College (LCSC) and the U of I (University of Idaho). Right now there are 700 students of the U of I and LCSC on the campus of NIC getting their four year degree without ever leaving campus. ISU (Idaho State University) is now bringing their masters' program in nursing and BSU (Boise State University) is bringing their masters' program in social services via the Internet to the campus.

In response to further questions, Dr. Burke said most of their students would qualify for student aid. He also said "dual credit" (college credit for high school courses) is a high priority with them. They have lowered the tuition for these courses to \$60 a credit. They are seeing a fairly dramatic growth in dual credit courses and have hired a retired principal to work with this program.

In answer to a question, **Dwight Johnson**, Executive Director of the State Board of Education, said that at present Idaho does not have a way of tracking a student K-20 in the state, but hopes to be able to do so in the future.



In response to a question as to where the students go, Dr. Burke said that most stay within a 90 mile radius of the school. They do “trade tuition” across to Washington and Montana to make it easier for students to cross state lines. He said as far as he knows, NIC graduates are as successful as are the students who start at a four year institution as a freshman.

In answer to questions about nursing, Dr. Burke said their nursing students are the very best because of the small number the program can accept. When they take the RN (Registered Nurse) test with only a community college degree, they score in the high 80s and 90s—as well as any other students in the nation with the RN training. He said finding nursing faculty is a real problem every semester, as faculty have to take a cut in pay to teach. They trade with medical schools and try other creative ways to fill the need.

Dr. Burke said that to teach in a community college, a faculty member must have a master’s degree. They also pay for advanced hours up to and including a PhD.

In response to a question, Dr. Burke said that the company that manufactures large prefab units for places like Iraq moved to the Coeur d’Alene Tribe’s Reservation. NIC provided the training for the workers. They did not care about credit, just needed the skills such as welding, automotive maintenance, and other mechanical skills. They send trainers to the actual job site.

Dr. Burke said most of his faculty are full time.

With great regret, **Chairman Nonini** announced that Dr. Burke has accepted a position at San Jose Community College. He gave a heartfelt thank you from Representative Chadderdon and himself.

Laird Stone, President of the State Board of Education, was welcomed.

**Representative Boe** introduced Dr. Arthur Vailas, President of Idaho State University (ISU). This was his first time before the Committee. She also introduced Bob Geddes and Kent Kunz, former Legislators who now represent ISU.

**Dr. Arthur Vailas** said he was glad to be in Idaho and he has discovered that the best attribute of Idaho is its people. He is overwhelmed with the volunteer spirit of Idahoans in solving problems. This isn’t always seen in large cities such as Houston.

He said ISU is over 100 years old and has gone through a variety of evolutions during its history. He referred to their new mission statement (See Attachment 2, selected pages of the report.)

Idaho State University and University of Idaho are the only two designated Carnegie Doctoral Research Universities in Idaho.

ISU has been given stewardship of the health care profession for Idaho. They established Idaho’s first medical residency program. To do this, they created partnerships across Idaho. Now 10 to 12 doctors do their residency in Idaho a year. Of these, 86% choose to stay in Idaho and practice medicine. Idaho has less physicians than the nation’s average, and this can be a problem when companies are looking to locate in Idaho. Idaho needs to do all it can to increase the number of doctors and nurses. One of the first questions asked by companies

considering relocating in Idaho concerns the level of health care. He thanked Washington and Utah for providing a pathway for Idaho medical students over the years. In addition, faculty from the University of Washington and University of Utah are shared with ISU.

Dr. Vailas said that ISU started out as a community college providing professional/technical (P/T) education. Some of their P/T education is in buildings, and some of it isn't—it is at the job site. The College of Technology offers many integrated programs. A student can start getting a certificate in some skill and work up to a masters degree. It is a series of steps up a ladder.

The demand for P/T waxes and wanes quickly, depending upon the economy, unlike a four-year program where the enrollment changes very slowly.

He gave an example of a Japanese company, that made solar panels, moving to Pocatello. There was an immediate need to train an entire workforce in a variety of skills. ISU provided the training.

There is a need for more trained nurses, emergency response people, and other medical positions in the State.

Facilities are shared at ISU. An electronics laboratory is shared by P/T and the Electrical Engineering College.

He said training is market driven and very competitive, and they have attracted some out-of-state people.

Dr. Vailas said they do enter into partnerships with other universities and the government, including INL (Idaho National Laboratory). He believes that Idaho is a sleeping giant ready to wake. With the INL, Idaho is an energy corridor. Everybody is interested in energy. He said they are building the most sophisticated IT (Information Technology) structure in the state. He wants to connect all Idaho universities, then the small schools. He gave an example of its use—a doctor in Houston recently did an MRI on a patient in Tokyo, Japan.

They have affiliations with hospitals and medical programs in the state and surrounding states.

Businesses are willing to help their employees get more training if the training is done so as not to interfere with the work schedule. That may mean classes at night, and on weekends.

Dr. Vailas said that there are three keys to success of a program—affordability, access, and flexibility. They are proposing EISU, Electronic Idaho State University, to streamline those programs that can be done on-line.

Questions were raised about dual enrollment. Dr. Vailas explained they are working to increase the program, but that the teachers overseeing or teaching these courses must have the accreditation required for ISU faculty—nothing less than a masters degree. They hope to encourage high school teachers to take additional classes in order to meet these standards.

Dr. Vailas said he expects all his faculty to constantly improve and expand their knowledge whether it be in scientific research, or the arts. He encourages them to “think outside the box.” He is grateful for every dollar, but knows that is not enough. They are constantly seeking grants and research contracts.

In response to a further question about dual enrollment, Dr. Vailas said he couldn't reduce tuition unless he had another source of revenue.

A representative mentioned he had been able to “challenge” and get credit for a college course. He asked if this could still be done.

The Page, **Jamie Marshall**, was asked to speak about his experiences as a senior at Kellogg High School taking dual enrollment classes in NIC. He said he could not challenge an English course on the college level because he wouldn’t get the required high school credit for graduation unless he actually did the course work.

**Representative Durst** said he did challenge courses once he got to college by taking The CLEP (College Level Equivalency Program) test, but that was after high school graduation.

When asked how he saw community colleges, **Dr. Vailas** said the services a CC provides are important and are funded differently throughout the state. He said there can be a wide difference in costs for various programs, depending upon the kind of technology they have available for students. He said his professors like teaching undergraduates and inspiring them for further study in their particular fields.

Dr. Vailas said that P/T education programs are doing well at ISU and they are getting grants for P/T programs as well as the regular areas. He said they have to work hard to keep a competitive edge.

**Representative Chadderdon** said that over 50% of those receiving their college degrees nation-wide came from a community college.

When asked about the issue of a medical school in Idaho, Dr. Vailas said that the State Board is asking for funding through the Millennium Fund to study the feasibility of establishing one in Idaho and to issue a report as to whether or not it is practical. This way the issue will not be political. He said in the meantime, ISU will continue to grow its residency program, make friends with hospitals, and try to support their employees.

**ADJOURN:**

**Chairman Nonini** thanked Dr. Vailas for his presentation and said he had done a good job. Chairman adjourned the meeting at 11:05 AM.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** January 24, 2007

**TIME:** 9:01 AM

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Thayn, Boe, Pence, Chavez, Durst, Shively

**ABSENT/  
EXCUSED:** Representative Patrick

**Chairman Nonini** called the meeting to order at 9:01 AM

**MINUTES:** **Representative Shively moved to approve the minutes of January 16 as printed. By voice vote the motion passed.**

**Representative Chavez** introduced Dr. Dene Thomas, President of Lewis & Clark State College (LCSC). She said great things have been happening since Dr. Thomas arrived on campus in 2001. She mentioned that Dr. Thomas plays the pipe organ, and one can find her anywhere in town, or all over campus. She stressed that LCSC has won the NAIA baseball (National Association of Intercollegiate Athletics) championship 14 times, and their women's basketball team is ranked #2 in the nation. She said students and alumni have the highest regard for Dr. Thomas.

**Chairman Nonini** also welcomed Dr. Thomas.

**Dr. Thomas** introduced those from her staff, Provost Tony Fernandez, Rob Lohrmeyer, Cindy Hammond, Dean Kathy Martin, and LeAnn Parker. She also recognized Karen McGee, the Governor's Education Policy Advisor.

Dr. Thomas said this is her sixth presentation before the Committee and with the departure of Dr. Burke in February, she will be the oldest president in the state. She said that Lewis & Clark State College started out as a Normal School in 1892. It then became a teaching college. She said they hire excellent, committed teachers. It is a small environment and a beautiful campus. Eighty-five percent of their students come from Idaho, and 7% come from Washington.

She said that most of her students are struggling, and are the first of their families to go to college. The average age is 27, and some students are in their 80s. One-third are part time, and one-fourth are in Professional/Technical (P/T) Education. The high school GPA of entering students is 2.99. Students go to LCSC to get the extra help they need to start their college career. Eighty percent of the students are white, the 4.1% Native American population is mostly Nez Perce, and the Hispanic population is 5.3%. It is a good place for students to start as the freshman class is small.

Dr. Thomas sees their Role/Mission is to provide 1) Academic

Programs, 2) Professional/Technical Education, and 3) Community Programs. They also do a lot of work with K-12 and have a relationship with Lewiston High School. They have a Dual Enrollment program and a faculty or adjunct faculty member who will help the high school teacher who does not have a masters degree in teaching, necessary for the student to get college credit. Calculus is one subject where this is done.

LCSC Express works with local community colleges to make the transition from CC to their school a seamless one.

LCSC Coeur d'Alene is headed by Cindy Hammond, and the program is articulated with NIC (North Idaho College.) At that campus there is a four year Business Administration program and an MBA from Gonzaga.

In the nursing program, they offer those on the NIC campus the ability to complete their BS in nursing. They also have a Bachelor of Arts in Social Work and BSU (Boise State University) has a Master's program there.

Their PACE program (accelerated teacher certification) is growing very fast. It takes people with a bachelor's degree and with On-line courses and two summer sessions, provides the courses necessary for certification. This program has been very well received by the Northwest Accreditation Commission, and another accreditation organization.

LCSC works with the Department of Corrections in an ABE/GED (Adult Basic Education) program. The recidivism rate goes way down when a prisoner earns a GED while incarcerated. Orofino, Cottonwood, and Boise are prisons they work in. They also work with family education, and teach anger management classes to the inmates.

Enrollment grew 26% in the Fall of 2000. The Freshman class has grown larger and new residence halls have been put up by private developers. One residence hall is downtown in a renovated building. Its presence has revitalized the downtown area. Their Northwest Commission Accreditation Report was glowing.

As to salaries, they do not have a high turn-over rate, but when they do lose people it is because of higher salaries being offered elsewhere. She said their people look at LCSC as family. She said it is an issue of fairness. She has a committee that advises her on the salary distribution for any monies received.

As to scholarships, she said she was pleased with the Governor's proposal of an Endowment, which is a great way to secure this money for the future. Otherwise, the money will go up and down, depending upon the economy. However she asked that the needs-based scholarships not be limited to freshmen directly out of high school. She said they see students in their 30s or 40s who have been injured, or they have lost their jobs due to mill closings and such. They are scared to death, don't have much money, and are frightened of loans and the challenges they are facing. Many do not have the high school GPA that would earn them a merit scholarship. LCSC doesn't do that well with the Promise Scholarships as they take the students that are struggling.

In response to a request to tell the Committee about her personal experience, Dr. Thomas said she was divorced at age 30 and had three daughters. The first semester back working on her BA, she gave piano lessons and played the organ for weddings and funerals. She felt humiliated when she had to seek aid for the second semester. The

Financial Aid director scolded her for not seeking help sooner and encouraged her to apply for loans and grants. She made it all the way to a PhD. With gratitude for the opportunities given her, she made her final payment on her student loans while VP at U of I.

In response to their programs at the Department of Corrections, she said they are trying to increase the P/T programs.

**Rob Lohrmeyer**, Dean for Professional/Technical Programs, said the welding program at Orofino prison is done with trusted inmates who are bussed to the welding school's location. To his knowledge, there has been no problem. He explained there are many safety issues in teaching P/T classes at the prison. However he suggested that such classes as Engineering Tech could be taken safely on a secure computer. He said a lot of the prison population has never worked with their hands and gotten dirty, so they may not be good at welding or similar jobs. He said if an inmate can get a job above minimum wage in less than 30 days after release, they don't return to prison.

In response to questions **Dr. Thomas** said they have 330 high school students who are receiving credit in academic and Tech-Prep courses. They are continuing to work with smaller schools to develop more programs. As to their Tech-Prep classes she quoted Mike Rush as saying "Five years ago we were sucking swamp water, today he considers it one of the best Tech-Prep programs in the state."

She said there is more work to be done and they want to be careful to maintain standards to assure that the high school students have the skills that go along with the credit. This will encourage them to continue on.

In response to further questions, she said many of their nursing graduates stay in the area, but they still face a shortage. Even when times were difficult financially in 2002, they added a Radiology Technician Program because the demand was to great. (Hospitals in the area were bringing in day workers at a huge expense.)

As to the aversion of some to get loans, Dr. Thomas said if one is self confident, raised in an environment where you were prepared for success and didn't question your ability to achieve what you set out to do, loans might not be so scary. It makes sense to take a loan that bets on your future. If you were not so fortunate in your upbringing, then your fear of what you are embarking on can stop you. She said she had top grades from high school, but was still very scared to accept loans.

As to questions about the need for teaching math tables, she said she had quizzed her six year old granddaughter about her math tables over the phone this week. However she said their goal is to give their teachers a "knapsack" full of techniques to help their students. They tell the teachers they need to know the student and his or her skill ability on an individual basis.

When asked about her second job as Athletic Director for LCSC, Dr. Thomas showed her "ladies version" of the men's team championship ring--on a chain. She said that she hired an Athletic Director in October, so no longer holds that position.

She said they provide tutoring everywhere on campus. Some courses, such as developmental math, require tutoring. They have tutoring labs

and many places on campus where tutoring is available.

Dr. Thomas is very proud of their Piamkinwaas (Nez Perce for "Gathering Place.") A three-bedroom house with a full useable basement has been converted for their Native American students, some of whom drive considerable distances to get to school each day. Computers and tutoring are also offered there. It is a friendly and welcoming place.

**Chairman Nonini** thanked President Thomas for sharing her work and story and said she lifts people's spirits.

**Chairman Nonini** then introduced Ryan Sargent, President of the Associated Students of Idaho State University (ISU).

**Ryan Sargent** said he had a great experience serving as a lobbyist at the Capitol last year. He said things have improved at ISU and Dr. Vailas has been a big help and a source of encouragement. He has reached out to students to get them involved in the governance of ISU.

There are 14,000 students at ISU. The Associated Students provide funding for over 160 student organizations, financial advice to students, and lobbies at the Legislature. This summer they will have their new academic building. Their debate team has national ranking as does their dance team. They also sponsor rugby and rodeo teams.

He said a state-wide needs based scholarship program is high on their want list. He said they would also like to see community colleges established to make education more affordable and accessible. He also requested more involvement with the State Board of Education and said having a student sit on the Board may, or may not be the right answer.

**Representative Trail** introduced Dr. Timothy White, President of the U of I (University of Idaho.) Dr. White was born in Argentina, raised in Canada, and came to the US for college. He served in Michigan and Oregon before he arrived at the U of I. He said U of I athletes have the highest graduation rate in the WAC (Western Athletic Conference).

**Dr. White** said that education matters and is glad there is a "family of institutions" in Idaho to give choices to students as to where they want to go, all at about the same cost. He pointed out that the U of I is a Carnegie Doctoral Research University and said they are the only "one in the state with high research activities." He said the U of I has an \$1.5 billion dollar impact on the state of Idaho. They have academic programs scattered across the state, and research or extension offices in almost every county.

The average age of undergraduates at the main campus is 22 and for graduates it is 26. A student at the U of I is immersed in the culture. They have new and older residence halls, a thriving Greek system, and private homes scattered throughout the city. Students interact with teachers who are doing research and see the power of focus and determination on a daily basis. They have a high graduation rate, and as of this year will have 100,000 alumni. The alumni of U of I interact to open doors and create opportunities for each other as well as take care of each other.

Dr. White said the U of I is committed to a growing presence in North

Idaho. They have added several new faculty members and are looking for a permanent presence. He said they are also trying to increase their activities in Bonners Ferry and other places.

The School of Engineering is celebrating 100 years and 13,000 graduates and this is a cause for celebration.

He said that the money that goes into education is an investment as it creates higher paying jobs which create more tax money to pay for taxes. He mentioned one faculty member who has come up with a novel way to filter water. His work has been recognized as one of the top 25 things that changed America last year. The EPA and other groups have recognized his work.

Dr. White said the financial condition of the U of I is solid and improving. Their assets are up and their liabilities are down. They will finish the year in the black again. Moodys and Standard and Poors gave their bonds top ratings.

He thanked the Committee for their investment in the U of I and said that with the State's help, they completed their interactive teaching and learning center.

Last year it took courage, but they moved \$5.5 million from other areas to support five new Multidisciplinary Strategic Initiatives: Water of the West, Nanomaterials for Basic and applied Cell Technology, Building Sustainable Communities, Sustainable Idaho, and Idaho Professional Ethics Initiative. Hundreds of their faculty members were involved.

Their total enrollment is down because the number of part-time students is down and they graduated 23% more students last year than the year before. Eighty percent of the U of I students are full time. They have committed \$7.7 million to internal scholarships, more than the other three institutions do, excluding athletics. The incoming GPA is 3.4.

He said great students excite and push the good students, and they even inspire faculty. He is proud that 37% of the incoming freshmen students were the first in their families to enter college. He said the U of I is a Land Grant University, designed for the common people. He is a first generation immigrant himself.

U of I enrolled 14 of the 15 new National Merit Scholars in Idaho last year.

He is proud of his "Operation Education Scholarships" to help disabled veterans, or the spouse if the veteran is too severely disabled. Their scholarship money helps with the things the government does not pay for such as child care, tutoring, transportation and adaptive equipment. They have two students enrolled, and Dr. White's wife chairs the fund raising for this project.

Dr. White said the U of I is doing "OK" in their student retention numbers and graduation rates, but they need to do better. The percentage of their athletes who complete their eligibility and stay to graduate is 92%. U of I is not as large as BSU, but they award more degrees. He gave an example of a stellar graduate.

Although they do not have a medical school or a veterinarian medicine school, their research budget is \$100 million. He said he was pleased with the Governor's Education Budget, and that compensation for faculty was their first priority. He said they need competitive salaries as their salaries are currently 20% less than peer medium. He said it is difficult to keep the best people under these circumstances.

He discussed the serious safety issue with the Kibbie Dome, which is used for all kinds of gatherings. When it was built in 1976, it was not built



to code and there are no fire suppression sprinklers. This is a very dangerous situation which was only discovered last year. Currently, he has fire fighters on the premises whenever there is a gathering. He said this has to be fixed, sooner, not later. It is tough to raise money for sprinkler systems, but he is committed to getting those sprinklers installed.

**Chairman Nonini** said he had spent time with U of I students in the building that day and congratulated Dr. White for solving the problems he has inherited.

**Dr. White** said he has the Student Body President on his cabinet and said his school is the only one in the area that does that.

**Representative Trail** said Dr. White's leadership has been inspirational and that morale on campus is "right at the top." He asked Dr. White to tell about the school's response to Hurricane Katrina in August of 2005.

**Dr. White** said the University immediately offered 10 students whose schools couldn't function due to hurricane damage, a complete scholarship. Of the 10 who came, four stayed to finish, four went back the next year, and two graduated. The program cost \$84,000. During spring breaks, students have gone down to help with the cleanup and learned much about people and showing compassion.

When asked about the drop in engineering students, and foreign students coming to our engineering schools, Dr. White replied that what happens to students in the fourth, fifth, sixth and seventh grades determines their career paths. He said students at this age must be exposed to math in the ways that will excite them. He said the long term solution in science and math education is to make it fun and exciting for the students. He said we are going in the wrong direction because we haven't held those expectations for all, just the brightest. He said other countries have wakened to the situation. He recommended the report, "The Gathering Storm," available on the web. He said China is building 150 new research science universities, each one bigger than the U of I.

When asked about the request for a study on the subject of a medical school, Dr. White said the Committee would be hearing from someone with the WWAMI program. He said the current WWAMI program is cost effective. He said under the present program, medical students spend their first year at the U of I. This engages their biology, biology/chemistry, and genetics professors in ways that would not happen if these students were not there. He said it would be harder to keep the current level of faculty if the pre-med students were not on campus. (The assumption is the program would move to Idaho State University which takes the lead in the medical field.) He wants to be sure such a study is accurately done, and he wants to be involved. He said we need to get some information on the "dark side" of such a move. He said the WWAMI program is recognized as cost effective internationally.

**Representative Chavez** said that IPTV (Idaho Public Television) is a great source of enjoyment to her family, and that the education

components are very important in the support of rural schools. However she commented that some of their cameras are so very old.....

**Dr. White** quoted Craig Barrett, INTEL Chairman, as saying if still made with vacuum tubes, our cell phones would be size of the Washington Monument, and our computers as big as the Pentagon. He said they need to convert to digital equipment so their students can have experience with the equipment that is really being used in today's world.

In response to a question concerning moving the law school to Boise, Dr. White said that is an active area of discussion. He said there are issues of accreditation and library access. He commented that the laws are made in Boise, but attorneys can be made anywhere. He said the U of I is not an insulated law school, the law faculty react with resource people on water issues and Native American laws. It is possible the Boise law school students could use the Supreme Court library. He said we need to answer the question "what kind of attorneys should we produce in Idaho," and then back track from there. We do have technology to help these days.

**ADJOURN:**                      **Chairman Nonini** adjourned the meeting at 11:20 AM.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** January 25, 2007

**TIME:** 9:01 am

**PLACE:** Gold Room

**MEMBERS:** Vice Chairman Shirley, Representatives Bradford, Block, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**ABSENT/  
EXCUSED:** Chairman Nonini, Representative Trail

**GUESTS:** Karen Echeverria, Sherri Wood

Vice Chairman Shirley called the meeting to order at 9:01 am. Vice Chairman Shirley excused Chairman Nonini who was at the JFAC meeting to listen to Superintendent Luna present his budget.

**Karen Echeverria**, Deputy Director of the State Board of Education, spoke to clarify the terms dual enrollment and concurrent enrollment. The confusion is understandable because the statute calls it all dual enrollment. They will be putting forth legislation this session to clarify the terms. Dual enrollment is when students in high school are enrolled in more than one high school. The students may take most of their classes at one high school and only one class at another high school. Concurrent enrollment is when a student is in high school and taking college level courses. The term concurrent credit can also be used for credit received in both high school and college.

**Sherri Wood**, President of the Idaho Education Association, explained that it was IEA Day at the Capitol. She said the teachers were there to tell legislators what their day was like in the classroom and how legislators might be able to help them.

**Representative Block** introduced President Gerald Beck of the College of Southern Idaho.

**President Gerald Beck** said that CSI was an open door institution. They take every student and try to provide services to them. They issue a COMPASS test to all incoming students. Instead of looking at grade point average or high school grades, they consider the students' function at the time they enter CSI. Being an open door institution they provide a lot of general education. They have many programs that have a "stop out" at the end of two years. He said many students need to go into the workforce before they can go on to a four-year university. They offer associate of arts and sciences degrees that match up with their sister institutions throughout the state so that students may continue on with their degree. They also offer short term training and certificates, as well as associates of applied science, which a lot of their students choose. He said they also offer community education because not all of the people in

Twin Falls are looking for a degree or certificate, many just want to learn. CSI is all things to all people in the Magic Valley.

Dr. Beck said the history of CSI began in 1945. The State Legislature issued a survey of Idaho programs and it was mentioned that Twin Falls was a possible site for a community college. After two failed elections CSI was approved by the voters in 1965, when it was established as a vocational school. He said that 1967 was the first year the State Legislature provided state funding for the three junior and community colleges. Dr. Beck said they had humble beginnings, they didn't have much equipment, but they had teachers with enthusiasm. They worked to build partnerships with local, national and state companies. Last year General Motors provided 51 vehicles to CSI. Because of the partnerships, students are better prepared when they go out in the industry. Of their 7,500 students, CSI has 4,600 full time students.

Dr. Beck said that CSI continues to grow, but at a slower rate. He said what keeps students in school is to be successful from the beginning. If a student passes remedial math they should celebrate because that student will be back the next year. Rather than putting students in the wrong classes to begin with, where they may fail and leave college for good, he said that students must connect with with an advisor, teacher or other student. These students may not be 4.0 students, but they have the same dreams as the other students in the state.

CSI has 25% of the State's Professional-Technical students, Dr. Beck said. He said that he supports the upcoming presentation by Mike Rush to expand Professional-Technical programs because they are the major economic engine in Idaho. He is concerned that CSI only receives 15.8% of the Professional-Technical funding and hopes that will change. Over the past five years 6,976 students have been in concurrent enrollment at CSI. He said they are very proud to be the first step in the students' college careers. CSI operates 22 sites in eight counties.

Dr. Beck said that tuition and fees are \$2,000 regardless of academic or Professional-Technical program. They are very proud they have been able to keep tuition at that level. They provide \$800,000 in scholarships. CSI matches all Promise scholarships. Promise scholars receive \$500 from the state and \$500 from CSI. Ten years ago students paid 14% of educational costs but now pay 28%. They have an agreement with North Idaho College on how to share the community college appropriations. 91.7% of CSI students surveyed rate their CSI experience as either "excellent" or "good".

Dr. Beck said CSI had four enhancement requests for fiscal year 2008. The first is an additional \$247,300 to increase the number of enrolled nurses from 100 to 240 by the fall of 2007. The second is \$250,000 for workforce development to provide increased training opportunities. The third is to expand the testing center at a cost of \$115,300. And finally, \$218,500 for faculty salary equity. CSI currently ranks 30 of 39 of colleges in the Mountain States Association.

In response to a question, Dr. Beck said that out-of-state tuition is almost double the amount of in-state tuition.

Following President Beck's presentation the IEA completed the tabulation of years taught among the members present. **Ms. Wood** said that the 78 teachers present had 1,327.5 years of collective teaching for an average of 17 years per person.

**Representative Durst** introduced President Bob Kustra of Boise State University.

**President Bob Kustra** said that he really appreciated the growing Bronco Nation. He expects the Legislature to hold them accountable for the money they receive and the education they provide. In his previous job as the President of Eastern Kentucky University he didn't feel he could make the difference he wanted to. He said taking the job at BSU was the greatest gamble in his life, but he has never been happier in his career. He believes his job is to find a way to help BSU increase its enrollment and to give more Idahoans opportunity and to make sure Idaho students are not being lost to Oregon State University or the University of Washington. 90% of BSU students are from Idaho. He said they previously had a 60% retention rate in students' first to second year. They studied the freshman year and have made changes to identify potential drop out students. Their goal by next year is to increase the retention rate by 10%.

Dr. Kustra said they had new graduate programs approved last year. They are bringing in more faculty who are researchers. He explained that research benefits undergraduate students and the state of Idaho. He said that Idaho ranked 44 in the nation for need-based aid and that need-based scholarships could not be more important. In reference to the BSU budget, he said the general fund comprised 40% in 1997. In 2007 it was only 28%. His only request to JFAC was to please not allow the 28% to get any smaller. A decline would result in hefty tuition increases and that would not be good news for BSU and certainly not good news for students.

In response to a question about the loss of credit hours when a student transfers, Dr. Kustra said that articulation is the process which describes how a student can transfer from one institution to another. It was his understanding that this had been a serious problem earlier in the decade, but that it has been addressed. The situation for out-of-state transfers is different. He said that he would welcome comments from students who are having that problem.

In response to a question regarding concurrent enrollment credit, Dr. Kustra said it was something they had been working on. BSU has a requirement that professors must have at least a masters degree. In the high schools there are great teachers with bachelors that cannot teach concurrent enrollment courses. The goal of concurrent enrollment is to stretch the student's ability to perform beyond high school and engage the student in a college level course so they realize they can study at a university.

Asked to clarify the differences between concurrent enrollment at colleges compared to universities, Dr. Kustra said the universities were interested in offering concurrent enrollment in chemistry and high level

math. While the community colleges had a different mission and course offerings. He said he would not want to take credit for some of those concurrent enrollment courses because that was the job of a community college.

**Representative Durst** asked what Dr. Kustra saw a community college in the Treasure Valley offering.

**Dr. Kustra** said BSU's number one goal was to provide as much access as possible. It is difficult to offer graduate degrees alongside Professional-Technical courses. To create a community college would afford students opportunity for those who cannot attend BSU. BSU turns away 800 students per year and those students would benefit from a community college. He said he wanted to see the old Professional-Technical College morph into a new community college. Down the road those community college students can leave and go to a four-year university.

**Representative Shively** asked if juniors and seniors could receive concurrent enrollment with graduate schools for the research they are already doing.

**Dr. Kustra** said if the students stay at BSU they can. If they move to other schools outside the state he could not assure it.

**ADJOURN:**                    **Vice Chairman Shirley** adjourned the meeting at 11:22 am.

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Representative Mack Shirley  
Vice Chairman

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Amber Bonte  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

- DATE:** January 29, 2007
- TIME:** 9:00 AM
- PLACE:** Room 406
- MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively
- ABSENT/  
EXCUSED:** Representative Block
- GUESTS:** Bob Golling, Jan Sylvester, Rob Winslow, John Eikum, Luci Willits, Sherri Wood, Robin Nettinga, Gayle O'Donahue, Emily Davis, Val Schorzman, Susanne Allen
- MINUTES:** **Representative Shively moved to approve the minutes of January 22. By voice vote the motion passed.**
- MINUTES:** **Representative Wills moved to approve the minutes of January 23. By voice vote the motion passed.**

**Dr. Val Schorzman**, Coordinator of the Gifted and Talented Program for the Department of Education, spoke. She said State Law mandates that a district will develop and write a plan for its gifted and talented program. The plans needs to include Philosophy statement, Definition of giftedness, Program goals, Program options, Identification procedures, and Program evaluation. Currently 14,000 students across Idaho are being served. The State gives money to districts for in-service training and such, not the actual program. (See Attachments 1 & 2.)

The five areas of Gifted and Talented are Intellectual, Creativity, Leadership, Visual and Performing Arts, and Specific Academic. Any student demonstrating evidence of high performance capabilities in any of these areas can qualify. Each district sets up the program and the criteria for admission.

She said that Superintendent Luna is asking for a budget increase in the amount for the Gifted and Talented Program.

In response to questions, Dr. Schorzman agreed that gifted and talented students do have needs that are different from other children. They often feel left out and they do feel things differently. She said that the concurrent enrollment program where juniors and seniors are able to get up to six college credit hours paid for by the State is a big boost to keeping these students in school. She said that some of the "drop outs" from their program end up getting a GED, and then go on to college. They just have no way of tracking them.

Gifted children can have Autism or Aspergers and so be in Special Education as well as the Gifted and Talented Program. These are called "Twice Exceptional Children". There are 200 children who qualify for both of these programs in Idaho.

Dr. Schorzman said the concurrent enrollment program helps students

from families where parents are not college graduated to think about college.

**Chairman Nonini** thanked Dr. Schorzman for her testimony.

**RS 16565:**

**Representative Trail** presented RS 16565 which would increase the minimum number of instructional hours for grades 4-12. He said this will be a tough sell because of the financial implications, but feels that the subject needs to be discussed. The number of school days would be increased from 180 to 200 days a year. Many European and Asian countries have 200 school days a year, or more. Our US students do not do well in international competitions. Students forget what they have learned during the long summer vacation.

Representative Trail said that teachers are always asking for more time to actually teach as they have so many other things to do with their class time, such as testing.

When asked about the financial impact of \$38 million, Rep. Trail said that he talked to Tim Hill of the Department of Education and that covers all expenses.

**MOTION:**

**Representative Boe moved to introduce RS 16565.**

**Representative Trail** asked that the RS be printed and that we have a full discussion, even though he said he knew it wouldn't go much further in this session. He said increasing the number of school days is one way to increase academic performance.

**ACTION:**

**By voice vote the motion passed with Representative Patrick voting Nay.**

**RS 16567**

**Representative Trail** presented and said when HB 712 was passed last year in an effort to stop the "Diploma Mills" from granting worthless diplomas, there were some unintended consequences. Two small private faith-based colleges in Idaho, Boise Bible College, and New St. Andrews in Moscow fear they will be harmed when the rules are written. Both of these institutions are currently accredited under organizations to which they belong. He asked that this RS be printed and then allow an open discussion. He said these two schools are only asking for the accreditation they had before the passage of HB 712. He agreed that everybody is against "Diploma Mills."

Representatives raised the issues of the difficulty in the past for our Idaho colleges and universities to accept credits from each other—articulation. The concern was expressed that this legislation may put students at risk, thinking they were going to get credit, when the Idaho college or university may refuse the request.

**Representative Trail** said that New St. Andrews is six years old and has accreditation from a nationally recognized organization. President White of the University of Idaho (U of I) told him that U of I accepts the credits from New St. Andrews for an AA degree. He said was not sure about the "broader implications."

The issue was raised concerning Northwest Nazarene University (NNU). Rep. Trail said NNU is a very large institution with a wide range of



disciplines. The presidents of the two smaller colleges told him NNU won't be affected by this new bill.

A representative asked why these two colleges should not have to make the effort to gain accreditation from the Northwest Association of Accreditation that the other colleges and universities in the state have.

**MOTION:**

Saying that he felt it would be good to hear from the State Board of Education on this matter, **Representative Shirley moved to hold RS 16567 Time Certain for one week.**

It was agreed that the Committee will ask Karen Echeverria of the Board of Education to come and speak as to their negotiated rule making process for HB 712.

**Representative Trail** asked if one of the presidents of these two colleges could speak to the RS at that time and **Chairman Nonini** said no.

**ACTION:**

**By voice vote the motion to hold RS 16567 for Time Certain for one week passed.**

**Chairman Nonini** introduced **Blake Hall**, a member of the State Board of Education from Idaho Falls. Mr. Hall thanked the Committee for their vote on the increase in high school graduation requirements.

**Dr. Suzanne M. Allen, MD, MPH** spoke on the WWAMI (Washington-Wyoming-Alaska-Montana-Idaho) Medical Education Program in Idaho. (See Attachment 3.) She runs the Family Medicine Residency in Idaho and is an Assistant Dean for WWAMI. She has been a Family physician in the state for 8 years. Currently she teaches most of the time, but does one day of clinic a week "seeing patients and delivering babies." Idaho currently has 18 students in the program that has a total enrollment of 178. The program has been in existence for 30 years.

She gave a brief overview of some of the specifics in the program. In the K-12, they mostly work in high school at present, although they hope to reach down into junior high. U-DOC is a program for students who are economically disadvantaged, or those from rural or underserved areas to give them the opportunity to learn about the medical field. It is held on the campus of the U of I. Students are nominated by a counselor.

Pre Med Summit is a two day event every other year for juniors and seniors. Speakers from the University of Washington (U of W) and the University of Utah (U of U) talk about the application process and what is expected during an interview.

Through the Idaho Academy of Family Physicians, prospective students are offered the opportunity to shadow a physician for a week—usually in their home town. Several medical schools now require a shadowing experience before admission to medical school, although the U of W does not.

Three of the four WWAMI medical school years can now be completed in Idaho, although not all Idaho students end up in Idaho for all of Years Three and Four.

The first year for all Idaho students is spent at the U of I.

The one year that has to be spent in Seattle at the U of W is Year Two

where abnormal issues, or pathology is taught. It requires a large city that draws critical cases from all over to expose the students to these types of cases. We also do not have the expertise in Idaho to meet the licensing requirements to teach these types of courses.

For Year Three, Idaho has six cities that have Clinical Training Programs. Most students can take Year Four in Idaho, too, but if they have some unusual elective or surgery selection, they may have to go to Seattle for that part of the training.

In response to questions, Dr. Allen said that before receiving a license to practice medicine, there is a three part test. The first two parts are taken during the four years of medical school, and the last part is taken after the first year of residency. At that point, the student is licensed to practice medicine.

Dr. Allen said that Boise is just starting a psychiatry residency program and Pocatello now has a pediatric residency program.

In response to questions about the Community Outreach Mini Medical School program, Dr. Allen said this is for laymen, not physicians. She said the Ada County Medical Consortium has tapes of lectures rural doctors can borrow that will qualify towards continuing education credit.

Nationally, 41% of the medical students come back and practice in their home state. Since 1972, 147 (43%) of Idaho WWAMI students have returned as doctors to Idaho, and 244 WWAMI graduates have set up practice in Idaho.

Dr. Allen explained that the Idaho Physician Workforce Challenges are a result of an expanding Idaho population, and the aging of Idaho's physicians. In 1972, 20 seats were paid for, now it is only 18. She said she hopes that JFAC will fund the two additional WWAMI seats that have been requested.

In response to questions, she said in 1970 there was a total of 28 seats between WWAMI and WICHE (Western Interstate Commission for Higher Education). Now there are only 26 seats available between the U of W and U of U. She said the U of W will provide the number of seats we pay for, as will the U of U.

She said the cost to the state per student is \$45,000 per year. (This pays for the extra out-of-state tuition.) The student must pay the in-state tuition of \$15,900 plus he or she pays the Idaho a 4% surcharge. The 4% surcharge is used to pay physicians who chose to practice in rural Idaho up to \$15,000 over five years to help with their medical school loans.

Dr. Allen noted that of the contract dollars paid for the medical education of these students, 40% come back into the state as salaries for the faculty, etc.

The question was raised as to whether Idaho should ask these new physicians to spend a year practicing in Idaho for every year the state pays their out-of-state tuition. Dr. Allen said that the plans that require a year pay back for every year in the program provide for all the expenses and a stipend. Wyoming and the military work that way. (She received her medical degree through the military.)

In response to further questions, she said students come back with a debt load of \$90,000 to \$200,000 if they have been in a speciality. They can't make it financially in rural Idaho.

Dr. Allen said that in 2000, Florida established a medical school with 50 students per class. It cost \$150 million to start up and it is costing \$38 million a year to maintain.

**Representative Boe** pointed out that the lectures on the clinical rotation in Pocatello also benefit the local physicians who are able to attend the lectures.

In response to questions, **Dr. Allen**, said there is a request for \$300,000 from the Millennium Fund to pay for a study on the costs and feasibility of Idaho having a complete medical school program in state.

**Representative Marriott**, a medical clinic administrator, said ten years ago, he recruited physicians with \$250,000 in debt. He said we should offer more to our students who return. He also said that when recruiting a physician for rural Idaho, he would first interview the wife to determine whether or not she would be happy in a rural setting.

**Representative Chavez** referred to three generations of WWAMI physicians who practice medicine in Lewiston.

**Representative Trail** said there are WWAMI physicians in Spokane who also treat Idahoans.

**Dr. Allen** said that in a research university such as the U of W, research doctors who teach first and second year students, may bring in their own salary along with their research money. A student's application for residency looks much better if he or she has participated in research with well-known researchers. She gave an example of a large research grant at the U of I where the research doctor has brought in millions of dollars. These dollars are spread among other Idaho institutions who are collaborating in the research.

**ADJOURN:** The meeting was adjourned at 10:41 AM.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** January 30, 2007

**TIME:** 9:00 AM

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**ABSENT/  
EXCUSED:** Representative Block

**GUESTS:** See attached sheets.

**Chairman Nonini** called the meeting to order at 9:01 AM.

**MINUTES:** **Representative Shively moved to approve the Minutes of January 24. By voice vote the motion passed.**

**MINUTES:** **Representative Wills moved to approve the Minutes of January 25. By voice vote the motion passed.**

**Darin Hayes**, a Financial Consultant with D. A. Davidson Company, spoke about the need for financial literacy among today's students. He reminded the Committee that this week is Financial Literacy Week at the Capitol. He gave statistics and said the misuse of money has a tremendous cost to individuals, the state, and our government. Bankruptcies in Idaho numbered 7,000 in 2000, and 12,000 in 2005. He said that 45% of college students have over \$3,000 in credit card debt. Debt repayment delays people from buying a home, having children, or getting married. The Treasury Department estimates that a poor credit score can cost a person \$250,000 in extra interest charges over their life time.

In response to a question, **Leon Maynard**, President of the Idaho Council on Economic Education spoke. Their Council's goal is to increase economic and financial education. He said a lot is being done, and there are great materials available. The need is to get the materials out to teachers and have them used in their classrooms. There is a requirement for a financial literacy course for high school graduation in Idaho, and he hopes there will be additional courses offered under the new math requirements.

In response to further questions, **Mr. Hayes** said they are currently holding workshops for teachers around the state, and the financial companies are willing to help pay the costs of the workshops and materials.

**Chairman Nonini** told the Committee that Thursday, February 1 will be Financial Literacy Day with displays on the Fourth Floor Rotunda.

**Dr. Robin Dodson**, Past President and a founder of the Meridian Medical Arts Charter High School Board, introduced the presentation. He said that the school partners with WWAMI (Washington, Wyoming, Alaska, Montana & Idaho) Medical Education Program in Idaho. There is also concurrent enrollment available to the students. He said the school is a pipeline to get high school students ready to enter the health sciences, and that the school is a pilot program. (See Attachment 1).

**Craig Miller**, Principal of Meridian Medical Arts Charter High School, spoke. He said the student body is composed of a mix of students from the district. As well as the gifted students, there are special education students with an IEP (Individualized Education Program) and those who are learning English. They have great parents, and great teachers with advanced degrees, necessary for concurrent credit. They contract with the Meridian School District for services, and partner with every major hospital in the Boise area—St. Alphonsus, St. Luke, and Mercy Medical.

**Luci Miller**, a freshman at the school, spoke. She said with the smaller classes and great teachers it is much easier to learn. The teachers are willing to help the students, and she wants to learn. She said there are also great field trips to places such as hospitals.

**Alexa Jesse**, a junior at the school, spoke. She said hands-on experience is necessary, as well as learning from books in the medical field for a complete education. The school has an emergency medical program. They help with patient care at a local hospital and even participate in wilderness rescues. At age 18, all 8 students in the program will be able to take the EMT (Emergency Medical Technician) examination.

**Ashley Woodbury**, a senior at the school spoke. When she graduates, she will have 32 concurrent credits from four different Idaho Universities. She has received reduced tuition costs from these universities. Last fall she did an internship at Planned Parenthood of Idaho. She now has a part-time job with them in patient care. She will take her EMT exam in June.

In response to questions, she said 64 credits are required to graduate, and she will have 66 or 68.

One former graduate was able to enter college as a sophomore, a savings of \$20,000.

In response to questions, Ms. Woodbury said that most of the graduates took a part-time job in health sciences while attending college. (Last year was the first graduating class.) She has applied to Albertson's College of Idaho, U of C at Berkley and Davis. She is interested in reconstructive plastic surgery for trauma victims. She said she plans to return to Idaho.

**Barbara Hendricks**, a parent of a graduate and current student, spoke. She said her daughter was feeling lost in a regular high school and "won the lottery" the first year the Meridian Medical Charter School opened. She said her daughter was not an "AP" (Advanced Placement) student and she lacked focus. She did well at MMACHS and is now working part-time and started college with 19 college credits from her high school concurrent classes.

**Pete Kennaman**, a teacher at the school spoke. He has been at the school since it opened in 2003. He teaches social studies, US History, psychology and personal training. With enthusiasm, he said he loves his job and telling others about the school. He said most students in the school are average, based on their test scores. It is a desire to learn that sets them apart from most students. He said average students are given the opportunity to become great students. It is a dream job for him. He is able to use the new material he learned in his Master's Program. Student-teacher-community collaboration is expected. (He gave examples.)

He volunteered to let the students practice drawing blood from him and insert the needles for an IV, and to start a saline drip.

In response to questions, he said that at a regular high school he was the roving teacher with a big cart to push. He didn't know the students as he would only have them in class for one subject.. At MMACHS he has students two or three times. The class ratio is 1 to 12, and he said the smaller class size and the smaller school does matter. Teachers get to know the students better and how best to help them.

**Principal Miller** said of their first graduating class of 29 last spring, 23, or 80% are currently in post secondary schools. Two are waiting for their church mission calls, three are working and not attending school at this point, and one is in the US Air Force as a fire fighter medic.

He said February 15 is Charter Day at the Legislature and there will be a bus to take members to their school for a tour in the afternoon.

When asked if a charter school should reflect the economic/social make-up of the area in which they reside, he pointed out that the Meridian Medical Charter School does indeed do that. He said if a district supports a charter school, it is much easier to start a charter school and run it.

In response to questions, he said that they encourage students to take the certification tests after their internships, but they can't require them to spend the \$50 to \$150 in state license examination fees.

In response to the demographics of the school, he said of the 195 students, 9 are Special Education and have a 504 or an IEP, and 7 or 8 are English Language Learners. He said the population is 70% female and 30% male, but that the Meridian Technical High School next door has the reverse ratio of 70% male and 30% female. They do plan group activities.

He pointed out that MMACHS pays all their own bills. They do contract with the district for accounting, food, transportation, and janitorial services and lease their building from the Meridian School District.

He was not sure of the exact cost per student and said he would get back to the Committee with that number.

They only accept freshmen or sophomores, and for every two that apply, one gets accepted. Some students leave, and they believe in choice for the students. They have 195 students at present, and will be back to 199 next fall. Their enrollment is restricted to 199 by their charter and the size of the building.

When asked about fine arts and sports, Mr. Miller said that they pay for the buses that take students to their home high school and that many participate in both sports and fine arts there.

He said he thought it would be much more difficult to start a charter high school without the help they received. He said from early on in the planning stages, Idaho State University cooperated in the development of the program. He said they have electronic mannequins that can die,

bleed, vomit, and even have a baby. WWAMI students use these same manikins for some of their classes.

**Larry Callicutt**, Director of the Idaho Department of Juvenile Corrections, spoke. The department was created in 1995 based on the Balanced and Restorative Justice Model, and provides services to youth committed to its custody. He said while they focus on those who commit the crimes, we cannot forget the victims.

They deal with juveniles usually between ages 10 to 17, but can have them until their 21<sup>st</sup> birthday. He pointed out that 6,200 juveniles are serving probation at the county level, and only a small number, 429, are actually in the state system and under the Department of Juvenile Corrections. Since 2002, there has been a 25% reduction in the recidivism rate.

As to the trends, between 2005 and 2006, they saw an increase in the percent of juveniles with mental health, and drug and alcohol problems. There was a 2% increase in female offenders and an increase from 4% to 5% of the very young offenders—ages 10 to 12. This is most disturbing as the younger a juvenile is the first time he comes into the system, the more likely he will return to the juvenile system again and again, and then be in the adult system too.

They have three facilities. One is Lewiston, which has 36 beds for those juveniles with higher needs and higher risk. They also have facilities in Nampa, and St. Anthony's which has 148 beds. Also they have two out-of-state contractor homes, one of which deals with developmentally delayed sex offenders.

Upon arrival at one of their facilities there is an initial screening of the juvenile to look for mental health issues as well as drug and alcohol issues. A more thorough study is done in the first two weeks that includes a determination of the academic level and a study into the family dynamics and background, as well as the possibility of fetal alcohol syndrome.

Upon a juvenile's release, the Department has no authority, nor money to provide services. They do provide psychotropic drugs for a month. The rest of the services are provided for by the local county in their juvenile probation program. He said it costs \$60,000 to \$70,000 to keep a juvenile in state custody.

In collaboration with the Department of Health & Welfare, parents, and the courts, a new facility in Nampa will soon be constructed that will house 24 males and females who need to be assessed and stabilized to get them back on the program in one of the other facilities. He said he was excited about the possibilities.

In response to questions, Director Callicutt said many of these juveniles with mental health problems will continue to have these same problems the rest of their lives.

He listed those agencies or organizations with whom they have an active partnership. (See Attachment 2, page 7.)

He said the juvenile who enters the system is usually 2 ½ years behind in school, so they work very hard at providing school opportunities for the students.

**Dr. Glenda Rohrback** gave an update on the Education Program at the Department of Juvenile Corrections. She has 20 years of service with Juvenile Corrections. She said that over half the juveniles in the system

qualify as special education students. (See slide on Page 8.) She said that these students have not participated in school and that school has been a place of failure for them. Five days a week, year round the students have 4 hours of academic studies, and 2 hours of vocational studies. While the average gain is 15 points a year for the ISAT, they start so low that they can still be "below basic" when they leave. Math scores are the lowest. Reading and English scores are usually at the proficient level. This last year 41 completed either the GED or the High School Equivalency, and 19 graduated from high school.

Dr. Rohrbach expressed her serious concern about the teacher situation. She said the teachers' yearly salaries compare with public school teachers, but they teach 260 days, rather than 190 days a year. Twenty-one percent of their instructors are eligible to retire in the next 3 years, and all but one is at St. Anthony's. Forty-five percent are eligible for early retirement or the Rule of 90 in the next ten years, and all but one are at St. Anthony's. They are having severe difficulties hiring teachers in St. Anthony's and hiring teachers with specific endorsements such as Special Education. The last year has been especially difficult.

Since their teachers teach 260 days a year, it is difficult for them to get a Master's Degree, although many have advanced credits.

In answer to questions, she said that teachers never think of teaching in the juvenile correction system and there is a good deal of apprehension about doing so.

She said on Saturdays and Sundays at St. Anthony's the students do community service projects such as delivering food parcels to senior citizens. They have hired a coordinator of religious activities and bring in church people from the community and try to establish mentorships. Each weekend the students thoroughly clean all the buildings and work in the laundry room or kitchen. They have a large intermural sports program, and also have an outdoor work/recreation program. In winter, students will ski to the bungalows in the state park, shovel snow off the roofs, and then ski back. In summer they may work on trails in local parks in the morning and ride bikes in the afternoon—work before play.

In answer to questions she said the family is allowed to visit on weekends and one night a week. No one under 18 can visit without permission and visitors are limited to immediate family and there is a limit on the total number at one time.

She said the teacher/student ratio is 1 to 12, and there is usually a direct care staff member in the room in addition.

## **RS 16695**

**Representative Trail** presented RS 16695 and said there are currently two programs in Idaho to assist those individuals with bachelors' degrees in obtaining teaching credentials. The Western Governors University is an Internet University and both Governors Batt and Kempthorne were leading advocates for it. It has been in operation for 8 years and has just received its Accreditation by NCATE (National Council for Accreditation of Teacher Education). They have 5,000 students in over 50 states and 3 foreign countries. Eighty-five percent of their students are from economically disadvantaged or rural areas. Seventy-nine percent are women and a high percentage are Native Americans. All class work is done on line. A pre-clinical experience and a student teaching experience are required in actual schools. Several universities in this state feel that this is a good program.

Questions arose as to why the State Board of Education has not done



anything about this program and if this RS was really needed.

**Mark Browning**, from the State Board of Education said that the Board is very much aware of the fact that the Western Governors University is now accredited. He said it is the Board's belief that the mechanism is already in place for state certification of their program.

**ACTION:** **Representative Trail agreed to have RS 16695 returned to the sponsor.**

**Representative Chavez** brought to the attention of the Committee a report done by BSU (Boise State University) which says that in 2005, 13,954 children in the state were unaccounted for as far as schooling. She said not all of them are home schooled and wondered where truancy fits in and why it is so low as age 7. She said some adults keep school aged children home to babysit. She said she wants the Committee to deal with this problem. (See Attachment 3.)

**Representative Thayn** said he saw the report presented last year, but Dr. Kelley, the author, did not list any problems caused by this supposed 13,954 "unaccounted-for" children, so he was not as alarmed as is Representative Chavez.

**ADJOURN:** **Chairman Nonini** adjourned the meeting at 11:14 AM.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** January 31, 2007

**TIME:** 9:03 am

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**ABSENT/  
EXCUSED:** Representatives Block, Nielsen, Wills

**GUESTS:** Rich Garber, Bob Naerebout, Mark Browning, Elizabeth Schwedtle

Chairman Nonini called the meeting to order at 9:03 am.

**Rich Garber**, of the College of Agriculture and Life Sciences at the University of Idaho, spoke. He shared their vision for an animal research center in Idaho. Driving factors for the facility are that Idaho is nationally recognized in the animal industry and that there are a number of environmental and social challenges to create an atmosphere for rural and urban Idaho neighbors to live in harmony. There is also a lack of reliable data. The USDA Agriculture Research Service is still using data from the 1960s. Another reason is that animal growth is not happening in Moscow or northern Idaho. The Idaho dairy industry is located heavily in the southern part of the state with 72%, 20% in the Treasure Valley and 8% in eastern Idaho. Idaho milk production has increased 115% from 1996-2005 and grew 12% between 2004-2005. The number of cows has grown to half a million, while the number of dairies has dropped significantly to about 680 dairies. Within the next five years there is expected to be another 25% growth in the industry.

He said that milk production in 2005 earned \$1.4 billion in cash receipts, the largest single sector in Idaho's agriculture economy, with 22,000 jobs. The concentration of beef cattle and calves is similar to dairies. Idaho is nationally ranked in the beef cattle industry. Historically the crop industry had dominated until 2003, but now the animal industry produces the most revenue. Beef and dairy cows are now number one and number two in agriculture revenue generators in the state. The total of farm cash receipts are \$2.58 billion. The primary focus of the facility is environmental research, mostly air, land, water and energy with some emphasis on production and herd health. There is a need for research at the state and federal level. They will be partnering with the College of Southern Idaho (CSI).

Mr. Garber said the facility will have 1,500 head milking dairy with a significant beef capability. Two reasons for the size of the dairy are they want the facility to generate enough money to be sustainable and they need 1,500 animals to make that work. Second is the need to do field scale research. The design of the lab includes state of the art classrooms

that can connect to CSI. The shop has been designed by CSI and they will do repairs and maintenance for the center there. He said their initial budget with everything they wanted was \$35 million, but they knew they would not have that much, so they pared back to \$25 million. Their hope is to add the components that were cut in the future. Possible funding would be \$5 million committed from the Idaho dairymen industry, \$10 million from the University of Idaho College of Agriculture and Life Sciences, and they are asking for \$10 million from the state of Idaho.

Mr. Garber said they need 1 acre per cow and have a site committee looking for potential properties, one that is 1,700 acres. The goal of the research facility is to be self-sustaining, including growing their own feed. Governor Otter put in \$10 million for the center in his budget recommendation. The USDA Agriculture Research Service is very excited about this and they would like to provide five or six scientists to work at the research center. They are also talking with the Idaho National Laboratory to focus on the energy component.

In response to a question, Mr. Garber said there is a veterinary teaching center in Caldwell, but it is being encroached upon. They are working on diseases that would not please their neighbors. They have talked about relocating it to the research center. There are advantages of having those professionals in one location.

In response to a question about K-12 learning opportunities at the research center, Mr. Garber said they are excited about the educational capability and want the facility to be an educational friendly environment. They want to have an observation deck where classes can go in and observe the milking process. The long range plan is to have a visitor center on site.

In response to a question about Idaho's ranking in dairy production, **Bob Naerebout** said Idaho ranks fourth, just passing Pennsylvania, and only behind Wisconsin, California and New York. Idaho ranks third in cheese production.

**Mark Browning**, of the State Board of Education, spoke on the negotiated rule making on HB 712. He said the Board wants the committee to understand they support religious based education. They want to create a temporary rule to accommodate the schools that have been affected. The Board will look at temporary rules at their February meeting.

## **RS 16709**

**Representative Leon Smith** presented RS 16709 regarding the formation of community colleges. He said it was a result of an interim committee that met all summer on community colleges and post-secondary Professional-Technical education. They concluded last November and recommended two drafts that have been combined. The first part is to reduce the two-thirds majority to 60% under certain circumstances and second that any election be on one of four dates relative to Idaho code. He said another motion passed that all trustee elections be held on one of the four dates in Idaho code. He believed that all the organizations involved would endorse the bill. The legislation also changes the term "junior college" to "community college". It will provide a

tool to help in the creation of a community college district.

**MOTION:**

**Representative Shepherd made a motion to recommend RS 16709 to print. By voice vote the motion passed.**

**Elizabeth Schwedtle**, PTA President in Hailey and the mother of two public school children, spoke about the Skills Commission report. She said the report contained prescriptions for improving education as a system. Idaho is in a rare position in that all funding for public education comes from the state and it would make implementation of the report much easier. America is no longer the leader in educational attainment. 30 years ago the US had 30% of the world's college students and now it is only 14%. Good middle class jobs are going overseas and Americans need higher education to compete for jobs. A high school diploma does not ensure a decent standard of living anymore. More and more, what you learn has a direct impact on what you earn. The future of America lies in becoming the world's innovators.

Ms. Schwedtle said our system is leaking badly. Only 18 out of 100 9<sup>th</sup> graders receive an associates degree within three years of high school graduation or a bachelors degree within six years. The nature of the challenge is in order to attract high paying, high skilled jobs we must become more highly educated. One recommendation is to assume we will do the job right the first time. Some countries assume their students are ready for college at age 16. We should further assume that we want to send everyone or virtually everyone to college and do it. We should set up a board exam to find out whether the student has learned from the courses what the student was supposed to learn. Most of the exams would be at the end of 10<sup>th</sup> grade. At that time some students could move on to a local community college and others would stay in high school until they were ready to take and pass the exam. Students could stay in high school to take Advanced Placement classes to prepare them for highly selective colleges. She said Idaho has large rural areas that must offer the same opportunities for education as the rest of Idaho. Technology makes learning easier and cheaper everyday.

Ms. Schwedtle explained that the report says communities can continue to organize programs and sports participation for young people around high schools even when they have gone on to the local community college for academics. Implementing this idea would be a huge savings, reduce the number of years of schooling and make a smoother continuum from high school to college. Another recommendation is to restructure teacher compensation to make teaching more appealing to more college graduates. Teacher salaries reduce the pool of people considering teaching and lowers the quality of teachers available. She said one recommendation was to fund public education by a pupil related formula where the students hardest to educate and with the most needs would be funded at higher levels to enable the extra tutoring and services needed. She also mentioned that International Baccalaureate is considered the gold standard in college preparatory programs. She asked the committee to thoughtfully consider the report.

Ms. Schwedtle said implementing the report's recommendations would save \$67 billion nationally through sending students to community

colleges following their 10<sup>th</sup> grade year. Those savings would be divided into three parts, changing the structure of teachers' salaries, increasing early childhood education and increasing support services. She said it wasn't an even wash, but it was a better prioritization of available resources without breaking the bank. This would also save money in remediation classes.

**ADJOURN:** Chairman Nonini adjourned the meeting at 10:37 am.

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Representative Bob Nonini  
Chairman

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Amber Bonte  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** February 1, 2007

**TIME:** 9:01 AM

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Nielsen, Wills, Chadderdon, Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**ABSENT/  
EXCUSED:** Representatives Block, Shepherd

**GUESTS:** Jan Sylvester, Gayle O'Donahue, Cliff Green, Melissa McGrath, Dean Ferguson, Bob Golling, Rob Winslow, Mark Browning, Sherri Wood, Sylvia Chariton, Charles E. Seldon, Karen McGee

Chairman Nonini called the meeting to order at 9:01 AM.

**MINUTES:** **Representative Shively moved to approve the minutes of January 29 as written. By voice vote the motion passed.**

**MINUTES:** **Representative Wills moved to approve the minutes of January with the correction of the spelling for the word "mannequin" at the top of page 4. By voice vote the motion passed.**

**Chairman Nonini** introduced Superintendent of Schools, Tom Luna.

**Superintendent Tom Luna**, said he had made the presentation of his budget to JFAC and the Senate. He thanked the members for their attendance at the press conference announcing his budget a couple of weeks ago.

Supt. Luna said the vision or driving force of his budget is what is best for the children. He made reference to one granddaughter who will graduate from high school in 2023, and said no one knows what she will have to know and be able to do when she graduates from high school, in light of the many things that are changing every day.

He said today's education system is far too rigid. He said we need to make decisions, not on what is best for the bureaucracy, but what is best for the customer.

He said his first goal was to get more money into the classroom, and secondly to create a customer driven education. (See Attachments 1a and 1b.)

His \$1.3 billion General Fund Budget Request includes a 3% pay increase for teachers and a minimum salary increase from \$30,000 to \$31,000. He said lines B8-11 represent his Classroom Enhancement Package (Attachment 1a). He said teachers and people tell him that more money is needed in the classroom, never in such things as transportation or administration.

Line B8, Classroom Supplies would give each teacher in Idaho discretion as to how to spend \$350 for his or her classroom a year.

Committee members did express concern that a couple of years ago, money was allocated for this purpose, but did not get to the teachers. Supt. Luna said he was aware that this had happened, and said intent language would be written so that this did not happen. He said they would copy the language from districts that already have a similar program in operation

He said he sees the \$350 as a yearly, on-going enhancement. He said this should free up discretionary monies the local districts have.

In response to questions, **Tim Hill**, Deputy Superintendent for Finance and Information Technology for the Department, said the money would be based on the number of teachers and he expected that it would be disbursed early in the school year.

Line B9, Textbook Allowances, **Supt. Luna** said that current and accurate textbooks are essential to success in education. He is asking for \$10 million. As an incentive this money is set up so that for every \$1 a local district spends on textbooks, the State will pay \$3 towards textbooks.

**Representative Chavez** said mentoring is important and she believes in it. She suggested giving a mentoring teacher credit, rather than money for mentoring.

**Supt. Luna** said that was a new idea and thanked her for her innovative idea. He said his department would work on developing that idea.

**Dr. Cliff Green**, who works with the mentoring program in Idaho, said that they are still awaiting data from the University of Connecticut on mentoring. He said they would be presenting a voucher system for mentoring later in the session.

B10 ISAT Remediation. **Supt. Luna** is asking for \$6 million for remediation for students who struggle and have failed to pass grade level at ISAT two times. Last year remediation and technology were combined into one item. This led to "competition for those precious dollars." Only a little over \$800,000 actually went to remediation out of the \$6 million appropriated. This line item will give \$300 to the schools for each student, whether it is a Title I or a non-Title I school. (Title I schools already get extra money for remediation from the federal government.)

He said with this money comes the expectation and responsibility for improving the scores. He said after three years, the Department will step back and assess if the number of students needing remediation is declining. If not, they will not continue to fund programs if the data doesn't show students are improving.

B11 Dual Credit Class Allowance. (The State Board of Education just renamed this Concurrent enrollment so that is the term that will be used.) For those excelling in their ISAT tests and scoring above a certain level, the opportunity will be offered to take classes offering concurrent enrollment with a college or university. The State will pay for 6 credit

hours a year, for a total of 12 credits during the last two years of high school. (Students are able to take more classes, but they will have to pay the tuition cost.)

In response to questions, Supt. Luna said he normally would expect that it would be two three-credit courses a year. He expects 9000 junior and seniors to take advantage of these credits.

He gave an example of SkyView High School in Preston, Utah, just across the border from Idaho. They have an arrangement with Utah State University. Seventy percent of their students graduate with 20 to 30 college credits. If a high school student graduates with an AA degree, Utah will pay around 70% of the student's tuition for their junior and senior years of college.

**Representative Nielsen** said in Southern Idaho, Westside High School tried to work out concurrent enrollment with College of Southern Idaho, and when that didn't work out, they struck a deal with Utah State. He said in Utah the student pays \$25 and the district pays \$25 for a total cost of \$50 per credit.

**Supt. Luna** said the State Board of Education has begun talks with the presidents of the various colleges and universities so there is a uniform price per credit and to get the price per credit down so as to be able to provide more credits for students.

He said that Idaho students are denied opportunities that other students around the country are enjoying. He said it is critical to provide the opportunities for those students who are ready for college at an earlier age.

In response to the question if the payment for tuition should be on a needs basis, Supt. Luna said he struggled with that, but ultimately it was decided that the payment of tuition was a reward for a student scoring high on the ISAT. He said parents will push their children to do better on these tests.

In response to a question, he said only the ISAT will be used in an effort to engage those students who might currently be bored or underachievers. Grades will not be used.

He commented that students tend to attend those colleges from which they have received credit while in high school, so this can be an incentive for a college or university to work on this program.

The issue was raised concerning the rural school districts that do not even have dial up Internet capabilities. Supt. Luna agreed that there is an issue of connectivity in the rural areas. He said a very real technology gap does exist. He said Line 14 Rural Schools Initiative sets aside \$100,000 to identify solutions to solve issues specific to rural schools. Examples are crumbling buildings, poor handicap facilities and technology deficiencies. This money will be used to work on solutions and next year he plans to come to the Legislature with solutions. He pointed out that the whole community can benefit from, and share the costs of connectivity—hospitals, police, and firefighters are examples.

In response to questions, he said Dark Fiber is one option for broadband. He said that wireless is becoming more of an option, and a less expensive one. He said it will be up to the Legislature to fund these ideas.



As to concurrent enrollment, Supt. Luna said the money should stay here in Idaho. He said in Utah, which has a \$50 charge per credit, the college receives \$37.50, and the district keeps \$12.50.

**Representative Trail** commented that he was at a meeting in Washington, D. C. last week and the Secretary of Agriculture said he felt in the Rural Development Authorization bill in September would be asking for acceleration in terms of the amount of money for broadband for rural areas. He suggested Supt. Luna might be able to find some additional funding in that bill.

**Supt. Luna** said they want to be aware and participate in any resources that may be coming.

He said Items B8-11 are a package and asked that they be passed together.

B4 is a request for \$1 million for the Gifted and Talented Program, an increase of \$500,000. These monies are only for professional development costs of the teachers teaching these programs. This goes hand-in-hand with current efforts to raise the bar for high school graduation. This will help the teaching of classes at a higher level.

B12 Math Initiative is a response to the increased need for better math education. He said math is at the "critical mass" faced 10 years ago in reading. He said the Idaho Reading Initiative is known across the nation for its effectiveness. Now we need to do this in math, starting at the elementary school level.

As it was with the Reading Initiative, the costs for the first three years of a math initiative will be higher, then the costs will come down. (It was \$5 million for the first few years, now it is down to \$2.8 million.)

Supt. Luna said that \$350,000 is requested for the design of a program. Next year they will come to the Legislature with the costs.

In response to questions, Supt. Luna said that the money to implement the increased high school graduation requirements requested by the State Board of Education is in his budget.

He said the Rural School Initiative will address issues such as a high school with no science laboratory.

He said when he was in Washington, D.C., as Director of the US Rural Task Force, he saw some of these same types of issues, and also saw some impressive solutions.

B13 Safe School Study is necessary due to the frequent acts of violence in schools across the nation. He said parents, teachers and students are concerned, and he wants a security review done on all of the schools in the state to determine needed improvements. He suggested some minimums would be the ability to lock every door in the school with the push of a button, a panic alarm in each room, a direct outside phone line from each classroom, and closed circuit cameras. He said the costs to bring every school up to minimum standards need to be identified.

Supt. Luna said he wants to increase funds for the IDLA (Idaho Digital Learning Academy) which experienced 61% growth last year, and expect another 64% growth this year.

In response to questions, **Tim Hill** explained the differences between Supt. Luna's budget and the Governor's. The Governor's budget was based on numbers as of September. Since then, the Lottery monies amounted to \$3 million more than expected. Also, the Governor wants to fund the Bond Levy Equalization Fund with money from tobacco fund, so this is a set-off.

He said if the Lottery Commission is accurate in their estimates, that is the money they will receive for the 2008 budget.

More bond levies have been passed, so the State is going to have to pay more than first estimated to help districts as promised.

In response to a further question, Mr. Hill said that it was estimated that using 2% of the lottery funds for maintenance would help most school districts. There were a few that were not spending the 2% on maintenance now required.

When asked to prioritize his requests, **Superintendent Luna** said that the whole budget was a package. He said the good news was that the Governor's Budget and his were only \$20 million apart. Other years, the difference has been far greater. He said he didn't start high and plan to work down, and that every one of these items are important and are needed in a customer driven system.

He is requesting a 3% in base salary increase, in addition to raising the minimum salary to \$31,000 and payment of the employees part of the increase benefits. The Governor is asking for a 5% increase in merit based pay, and no funding of the additional employee cost of benefits. He said teachers do not want this.

As to the budget to run his department, he noted that he is not asking for additional people, programs. He wants to make the best use of the money they receive, and wants to be an example of a lean and efficient department. He hopes that other school districts will do the same thing. He said any money he saves on his department can be used in the classroom where "education happens."

He said that the Governor, Superintendent of Schools, and the State Board of Education are all working together and this provides opportunities to do great things for education with the dedicated teachers and great students and parents we have in Idaho.

In response to a request, Supt. Luna said he would bring the heads of his department over to meet the Committee.

Chairman Nonini announced that the Committee will be meeting next week to discuss Superintendent Luna's budget and make recommendations to JFAC.

**ADJOURN:** The meeting was adjourned at 10:26 AM.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** February 5, 2007

**TIME:** 9:00 AM

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**GUESTS:** John Eikum, Rob Winslow, Jennifer Quintero, Alfonso Santos, Ronnela Kay, Janna Vega, Donna Vakili, Jim Norton, Valerie Doherty, Randy Tilley, Mike Friend, Chuck Seldon, Jan Sylvester, Sherri Wood, Mark Browing, Cliff Green, Bob Gollin, Garry Lough

**Chairman Nonini** called the meeting to order at 9:00

**MINUTES:** **Representative Wills moved to accept the minutes of January 31 with the correction on page 2, line 5 spelling. By voice vote the motion passed.**

**Donna Vakili**, Director of the IDLA (Idaho Digital Learning Academy), presented. (See Attachment 1.) She introduced her staff and students who spoke later. She said that total enrollment in online courses in the nation was 500,000 in 2005, and last year it was 1 million. She said 38 states have E-learning initiatives, and 25 states have state-led virtual schools. There are also 147 virtual charter schools with 65,354 students in 18 states. In Idaho, virtual charter schools serve 4000 students. Michigan is the first state to require on-line learning for high school graduation.

She said that Idaho has been on the cutting edge of developing this type of program and have received national recognition for their work.

IDLA serves students part time and works through the local school district. The three main reasons (in order of frequency) for taking courses through IDLA in the Fall of 2005 were Scheduling Conflicts, Credit Recovery, and Course Not Offered. In the Fall of 2006, Course Not Offered moved to number 2 as graduation requirements rose.

She listed other reasons (See page 1, Slide 6) and explained one teacher injured in an auto accident used the school's facilities to continue working with her students. Also the US Ski Team, located in Blaine, uses their facilities.

A number of Representatives expressed concern that "Bullied students" was one of the "Other Reasons" students take the classes, in view of the legislation passed last year. **Ms. Vakili** said the victims would be listed under "Bullied students", and those doing the bullying would probably be under the "Pre-expulsion students" category. She said that students will talk and help students online, but they would never speak to in a regular high school. She said students have more interaction with their teachers online than in a regular classroom.

Ms. Vakili said that they have experienced some problems with students not being prepared for the rigor of their classes which is determined by university standards.

They prepare teachers 6 months in advance of the course being offered.

As to pay, she said that teachers contract independently for a class. They are similar to adjunct faculty at a university. It takes more time to teach a class in IDLA. They receive \$125 per student per semester and a bonus if they get a good evaluation after the course is completed. Eighty-five percent of their teachers are public school teachers and teach on-line to supplement their income. Also stay-at-home mothers and retirees teach these classes. There are 25 students in a class and the maximum is two classes per teacher per semester, but most teachers teach one class. They may enroll 30 students, because of drop-outs.

In response to a question she said they receive a flat appropriation from the Superintendent of Schools. As the demand for their services increases, they will have to either cap enrollment or raise fees, something the Legislature doesn't want them to do. She said they have to request money a year and a half in advance. They need a funding model that is more centered on, and responsive to, student growth.

In response to questions she said that the cost per course runs about \$500 per student. The Governor's Budget does not allow for any increase in their budget. The Superintendent's budget does increase their appropriation, but they still feel they will need to cap enrollment.

She said they are prohibited from participating in any of the other funds a district receives, such as gifted and talented monies.

Although they were created within the Department of Education, and their funding comes in the Department's appropriation, IDLA has an independent Board of Directors. The State Superintendent serves as an ex-officio member.

A request was made as to the geographical spread of the students, and **Ms. Vakili** referred to the chart. (See Attachment 2). It was pointed out that Boise City schools have the highest enrollment. Ms. Vakili said Boise uses it as a solution to scheduling conflicts, with the students often taking Economics or Health, both one semester classes that interfere with year long classes or AP classes.

She said the district also needs to have a policy or program to insure that the students will complete the courses.

**Jim Norton**, Chairman of the Board of IDLA and Superintendent of Parma Schools, spoke. He gave an example of a company laying off workers, but keeping those who were comfortable with technology. He said his daughter's experience with online education through IDLA prepared her for online experiences at BSU (Boise State University).

He said smaller districts such as Parma struggle to get highly qualified math and science teachers. The IDLA program has helped. The new Parma High School has a computer learning lab with a full time para-professional learning instructor to oversee the program. They hold students accountable. A student has to give a check for the \$50 the

district pays IDLA. Upon successful completion of the course, the check is returned to the student.

He pointed out that a district has to make a significant investment in the program. Computers, high speed connections, and the required software for the courses are some of the expenses.

In response to questions, he said that his district pays \$2,100 a month for high speed connection. He said he would be delighted to be part of a state-wide system such as in Utah where a state-wide E-rate allocation is made. (Some districts in eastern Idaho are able to take advantage of Utah's system.)

In response to questions, **Ms. Vakili** said the curriculum is for grades 7-12. A district could allow a younger advanced student to take a course as the district defines "grade."

**Janna Vega**, who has been teaching at IDLA for five years spoke. She said the courses have been developed for consistency and no lesson planning is required. Therefore, a teacher can focus her time and energy on the students. She uses Instant Messaging, phone, and E-mail to contact her students. Students feel more free to ask questions as it is one-on-one. There is no set time for the classes, students work in their own time frame.

In answer to questions she said those who score high on their evaluations receive the bonus pay. She keeps her cell phone on for her students, except when she is asleep.

**Alfonso Santos**, a student at IDLA, spoke. He said that he had been kicked out of Caldwell High School, and then got into the Renaissance Program with IDLA classes. He took English and Math and passed. He said he had never passed an exam before in his life. He got all the help he wanted, when he wanted it. Also the teacher at the Renaissance Program helped him. January 21, he returned to Caldwell High.

In response to questions he said he had to learn how to use the computer. He has encouraged his friends to try this program. He said the one-on-one part of the program kept him from being distracted.

**Ronnella Kay**, a graduate of Emmett High School and now at BSU, spoke. She said her IDLA English class prepared her better for college than any other class. It was more like a college course with a syllabus and it used "Blackboard" an online site for getting assignments, holding discussions, and turning in assignments. She said students are helped, but not "babied" and this is a good experience for college or the work world. She also learned PowerPoint, a program she might not have learned otherwise.

**RS 16567:** **Representative Trail** asked that RS 16567 be held in Committee as the State Board of Education is still working out the details

**ACTION:** **Chairman Nonini stated that RS 16567 will be held at the Call of the Chair.**

**RS 16798:** **Representative Thayne** presented and said there is a real concern about the decline in math skills. It seems to be that those who do not do well in math don't know the math tables. He said the principal said his

daughter's class shouldn't spend time learning math tables as they have calculators. This bill would encourage parents to become involved in the way math is taught to their students. He talked to three Deans of Education at three universities and they said they had no objections to this legislation.

**Representative Trail** spoke in support of this legislation. In visiting schools in his district, he has discovered that elementary teachers are not adequately prepared to teach math and science. He has heard from three university presidents that they are working to improve the curriculum in these areas.

In response to questions **Representative Thayne** said this is an effort to encourage parental responsibility. He said parental involvement is discouraged in many ways.

In response to further comments he gave an example in Idaho where a teacher said she would flunk the students if they learned the math tables rather than use calculators.

**Representative Nielsen** said he talked to a retired teacher in his district over the weekend who wanted hand held calculators banned from elementary schools. He said the students must know what is going on inside the computer.

**MOTION:** **Representative Nielsen moved to introduce RS 16798.**

In the discussion that followed, several Representatives said they thought the same message could be carried with a resolution.

**Dr. Cliff Green**, of the Idaho School Boards Association, said his organization would oppose this legislation.

**SUBSTITUTE MOTION:** **Representative Wills made a substitute motion to hold RS 16798 in Committee.**

Several Representatives said they were in favor of learning math facts and spoke from personal experience. Others wanted a resolution, and some said they were uncomfortable trying to legislate things such as this.

**ACTION:** **In a Roll Call vote, the substitute motion to hold RS 16798 in Committee was passed with Vice Chairman Shirley, Representatives Trail, Bradford, Wills, Chadderdon, Boe, Pence, Chavez, Durst and Shively voting Aye, and Chairman Nonini, Representatives Nielsen, Shepherd, Marriott, Mortimer, Patrick and Thayne voting Nay.**

**ADJOURN:** **Chairman Nonini adjourned the meeting at 10:46 AM.**

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** February 6, 2007

**TIME:** 9:00 AM

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**GUESTS:** See Attached Sheets

**Chairman Nonini** called the meeting to order at 9:01 AM

**SCR 101:** **Senator Goedde** introduced SCR 101 and said currently Professional-Technical Education (P/T ED) is a bifurcated system across Idaho. At the three four-year institutions, delivering P/T Ed costs students \$195 per credit hour. At North Idaho College and College of Southern Idaho, the cost is around \$100. At Eastern Idaho Technical College it is \$76 per credit hour.

This Resolution suggests that the university presidents and the State Board of Education come up with a solution to correct this problem. He said using a rate of \$120 as a standard credit hour, the four-year institutions would lose about \$3 million a year. The suggestion is that a change in tuition might be phased in over possibly 3 years.

In response to questions, Senator Goedde said that there would never be a single standardized cost and fee for all institutions. The idea of this resolution is to bring down the \$200 a credit costs that students now pay for P/T Ed at a four-year school. He referred to the present situation as a "cash cow" for the four-year schools.

In response to further questions, he said this SCR only deals with Professional-Technical Education. He also said he did not believe there should be remedial courses at four-year colleges and universities.

**MOTION:** **Representative Nielsen moved to send SCR 101 to the floor with a Do Pass recommendation.**

It was pointed out that there is no date for the report to be submitted, and **Senator Goedde** said this was an oversight.

**SUBSTITUTE MOTION:** After expressing concern that SCR 101 might be a financial hardship on the four-year institutions, **Representative Durst moved to hold SCR 101 in Committee.**

**Representative Boe**, who served on the Interim Committee on Community Colleges said the work was very difficult. She said that ISU is willing to take this cut in revenue if they had several years to absorb it. She also said institutions might need some "carry-over" money to do this.

**ACTION:** **By a voice vote, the substitute motion to hold SCR 101 in Committee failed.**

**ACTION:** By a voice vote, the motion passed to send SCR 101 to the floor with a Do Pass recommendation. Representatives Durst and Chavez voted Nay.

**EPSCoR** Dr. Doyle Jaklin, Chairman of the Idaho State's EPSCoR (Experimental Program to Stimulate Competitive Research), spoke. He said this organization includes 26 states and two territories who felt they were not getting their fair share of the National Science Foundation's research grants. Idaho joined in 1989. He said he and his colleagues were there to bring a report to the Committee.

The goal of the organization is to help research universities in the state work together and apply for these research funds or grants. He said they have been very successful in obtaining \$124 million in direct funding, and \$100 million in awards associated with grants or contracts. Idaho contributes \$600,000 per year from the General Fund. They are not requesting any more money.

Proposed projects are submitted to them and carefully evaluated by an outside, impartial committee. The EPSCoR Committee then votes on which ones will be submitted to the various federal organizations.

Former **Senator Laird Noh**, who serves on the Committee, spoke. He said Representative Maxine Bell and Senator John Goedde are also members of EPSCoR. He said the world is becoming "flatter" as the lead of the US in science diminishes. He said Ireland has gone from being the poorest nation in the European Community to the Wealthiest by their investment in education. They are raiding our institutions to staff their new colleges and universities. China is building 100 new universities in the next 10 years. The flow of students from other countries to our institutions is diminishing. Those who do come here, return home to work. In Ireland, if students are doing well in math and science, they pay no tuition. Arizona State University offers free tuition for those studying to become high school math teachers. He said much needs to be done and EPSCoR is a good way to bring our state universities together.

**Dr. Jeann`ne Shreeve** spoke. She said their mission is "To enhance the science and engineering research, education, and technology capabilities of the states that traditionally have received smaller amounts of federal R & D funds." She commented that most of these states are in the heartland of America.

She said Research is the base. (See Attachment 1) Good faculty are essential. Current faculty needs to be developed, new faculty needs to be recruited, and faculty needs to be retained—the Human Resources. Education needs quality students to work in research, and then move on to their own fields. Also high school students and elementary students need to be involved in research. Ideas from research result in Technology Transfer.

She said their members are spread across Idaho. For every \$1 invested, they have seen an \$11 return. Including other grants outside EPSCoR, Idaho has received \$18 in research contracts or grants for every \$1 spent.

In the pie chart on page 2, NSF is National Science Foundation, NIH is the National Institute of Health. These comprise the largest source of funds and they have the most money to disburse for these purposes.

She said in Idaho, EPSCoR has impacted 350 faculty, 344 graduate



students, 578 undergraduate students, 100 high school students, 40 high school teachers, and 12,600 elementary students and their teachers.

She also said 61 students joined the workforce, there were 47 papers and publications, 10 external grants, 3 patents, a memory chip was invented, regional and national recognition was received, and Idaho is now a prestigious REU (Research for undergraduates) site.

Although the percentage of the federal monies they receive is small, it is increasing and they are encouraged.

She said when a patent is sold, depending upon the agreement, the university, researcher's department, and the researcher all share the funds. EPSCoR receives no part of this money.

**Dr. Ronald W. Hardy**, Professor at the University of Idaho who works at the Hagerman Research Center, said their facility rivals the capabilities of some of the best molecular biology labs at universities. They work on practical problems facing Idaho in water culture and utilization. He said the needs of fish often dictate water usage, by such agencies as the EPA (Environmental Protection Agency). Decisions need to be made on science and research, not just observation. For example, common wisdom says that Bull Trout need 4 degree centigrade water. Their research has proven Bull Trout also like 14 degree centigrade water temperature, and do just fine.

He said 92% of their money comes from sources outside of Idaho. They also work with the Tribal Fisheries funds which a number of tribes pool for research. Some of Tribal researchers work in the Hagerman lab along with the other researchers.

**Dr. Ken Rodnick**, a professor at Idaho State University, also works with fish. He said that Idaho does present a challenge for researchers because the universities are spread some distance apart, although driving 2 ½ hours to Hagerman does give him time to think about his research. With the National Science Foundation research programs, the universities have to work together, and this is good. He said he has a grant outside of EPSCoR. He said fish can have heart disease and a diabetes-type of disease, so can be used for research that may benefit humans. He said male and female fish are different and this affords opportunity for studies that may benefit humans too. There have been great opportunities through this program to work with students.

### **Professional- Technical Education**

**Dr. Mike Rush**, State Administrator for Professional-Technical Education (P/T Ed) in Idaho, presented his annual report. (See Attachment 2). He said these are interesting times for P/T Ed. He said his Department is unusual in that it deals with both youth and adults, deals with skills and knowledge, and the workplace

He reported to the Committee that during a time of economic crunch in 2001, the state was out of conformity with federal regulations and there was a fear that \$7.4 million might have to be returned. Thankfully, through the help of a lot of officials in Idaho, they were able to get the first waiver ever given and the money will not have to be returned.

Dr. Rush said that high schools receive monies to help with the added costs of funding a quality P/T Ed program. They had a net increase of 15 secondary programs last year. Enrollment increased by 8%, ten year enrollment increased by 39%, and general 9-12 enrollment increased by 7.5% last year.

Academic rigor continues to improve in P/T Ed. Last year 4,569 students took their required science through a P/T Ed class. They also have courses in Economics, Communications, and Health and Wellness. They do not have any math programs at the present time, but are working on pilot programs in five areas around the state and hope to have models by next year.

He said research has shown that if P/T Ed teachers are taught how to reinforce math in the classroom, they can significantly raise the students' math scores on standardized tests. They are working to improve academic achievement through P/T Ed.

Dr. Rush said there is a serious problem in that P/T Ed programs have experienced a decline in purchasing power of the money allocated them. This is making it difficult for them to keep their P/T Ed programs. However, 91% of Idahoans believe high school students should be offered chances to take career classes. There are 12 schools across the state with 116 programs that offer courses not available in regular secondary schools.

P/T Ed students go to college at a higher rate than the general high school graduating populace in Idaho. Idaho students received \$1,838,109 worth of college credits through P/T Ed.

Currently 79,000 Idahoans are being reached with P/T Ed. In times of full employment, such as now, the number of full time students declines, but the number of part time students rises. Students take jobs that are available, but continue in school part time.

A significant portion of Idaho's firefighters are volunteer. Training is the only benefit they receive for their service. Safe training and testing is a problem as real fire has to be used and it is difficult to do it safely. They are asking for money for a training and testing facility.

Correctional Industries Curriculum is a very important area as the single most effective way to keep prisoners from returning to jail is to train them for a specific job. It is difficult to train at the prisons and Corrections doesn't have much money for this. Dr. Rush said he wants to increase the use of Correctional Industries as training opportunities. He is asking for a grant to review the processes, identify job competencies, identify and offer certification, and review all Correctional Industries training. The goal is to be able to issue a certificate of competency to the prisoners. He said industry has been very responsive to this program, and that the certificate would come through BSU or a similar institution. He said there is yet some public relations work that needs to be done in this area.

Currently P/T Ed is serving 54,780 adults through workplace training and technical college programs in the six regions of the state. The demand for programs in every area of the state in every field is increasing. Replacing instructional equipment is a real problem. Business and industry is essential for providing the equipment needed for P/T Ed programs. He said adequate pay for faculty is also a problem. Sometimes, graduating students start at a higher salary than their teachers are currently receiving.

The Centers for New Directions are for those who would not be

successful otherwise. They served over 1,018 individuals, of whom 71% had educational or employment gains this last year.

In response to questions, Dr. Rush said that new federal Perkins language encourages the transfer of credits from high school to community college or high school to four-year institutions.

He commented that it takes a higher level of reading--14<sup>th</sup> grade--to read an auto technical manual, than it does in sociology work--10<sup>th</sup> grade.

**ADJOURN:** Chairman adjourned the meeting at 10:55 AM.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** February 7, 2007

**TIME:** 9:00 AM

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**ABSENT/  
EXCUSED:** Representatives Nielsen, Wills

**GUESTS:** Maggie Fortner, John Eikum, Rob Winslow, Janice Lawes, Sam Stuart, Anne Abrams, Ann Joslin, Bob Golling, Jim Shackelford, Benjamin Davenport, Begie Hatmaker, Amanda Eller, Sandra Calkins, mark Browning, Matt Lovell, Chuck Seldon, Susan Haffner

**Chairman Nonini** called the meeting to order at 9:00 AM.

**MINUTES:** **Representative Shively moved to adopt the minutes of February 1. By voice vote the motion passed.**

**MINUTES:** **Vice Chairman Shirley moved to adopt the minutes of February 5. By voice vote the motion passed.**

**Delta Kappa Gamma Presentation** **Representative Pence**, a member of the organization, introduced the presentation. She said Delta Kappa Gamma is an international society of teachers with 44 chapters in Idaho. Their goal is to advance educational opportunities in any way possible.

**Susan Haffner**, Chapter President, made the presentation. She said she lives in Shoshone, but teaches in Gooding. She pointed out that Representatives Block and Pence are members of the organization, as well as Representative Shively's wife. She introduced several members who came with her.

"Born to Read" is a program designed by several Idaho teachers. Parents of the 250 babies born annually at their local hospital are given a kit containing a T-shirt with the "Born to Read" logo, booties, a flyer in English and Spanish and a book. They are still working on funds for the kits for the rest of the year. She said parents sometimes do not know how to parent or what is necessary to be a successful parent.

**Chairman Nonini** applauded their efforts.

In response to questions, **Ms. Haffner**, said it is a new program and they haven't had parents asking for help in reading yet. She said as a teacher when parents said they didn't read well, she encouraged them to start with the simple books the children love and said parents' reading ability would improve as the child's level of reading went up.

**Ann Joslin  
Idaho  
Commission for  
Libraries**

**Ann Joslin**, of the Idaho Commission for Libraries (LiLI—Libraries Linking Idaho), presented. She said in July the name of her organization was changed from the Idaho State Library to the Idaho Commission for Libraries. Their job now is to assist libraries to build the capacity to better serve their clientele and mission. They no longer have books.

Vision 2020 is their plan of change. Libraries are now the center for global information, innovative services, and creating community. They are working on building capacity. She used the term “digital natives” and defined it as those who are raised with computers. Digital natives look at the world differently and expect services delivered differently. The use of LiLI services is expanding. In 2006, 1,680,000 items were downloaded through their services. If each library had contracted to pay individually for this service, it would have cost more than \$10 million. Under the LiLI umbrella, the cost is \$530,000 per year.

Currently there are 5.1 million items in the LiLI catalogue. Idahoans can locate and borrow books from other libraries in the state. One hundred thousand items were borrowed this way last year.

Colleges, schools, and libraries are joining together to pool resources and information.

Read to Me is the umbrella program to encourage children to read. They are asking for \$209,000 to expand this program. She said that students who are not reading at grade level by the end of the first grade have a 1 in 8 chance of catching up unless an extraordinary effort is made.

They also provide the talking book service for those with vision problems.

Web 2.0 is the perceived or proposed second generation of Internet services. It will emphasize online collaboration and sharing among users. Library 2.0 is a proposed merger of library service goals and ideas with Web 2.0. Libraries will find this a challenge.

Although more people are getting information online at their homes, library usage has not dropped. At present, 40% of the population does not have home access to the Internet. The library is the first choice for Internet access for many more because their home connection is too slow.

Ms. Joslin said that libraries work to improve early literacy and school readiness, support small businesses, are also a catalyst for community renewal, among other things.

She said that the Goggle Book Project is working to digitize books no longer under copyright protection as quickly as they can. This is a huge project. However, she said this will take a long time and a number of people still won't want to read a book online.

In response to questions, she said that LiLI does expand the number of books an individual can get, but each library is responsible to build its own collection as much as possible.

In response to questions, Ms. Joslin said that Idaho law does not require elementary schools to be staffed by a certified librarian-teacher. Library aids are used who do not have the training in teaching such things as literacy skills and data base use. It would be very expensive to put a certified teacher-librarian in each school.

**Representative Trail** commented that a rural library in Latah County has 1,300 to 1,500 patrons using their services, although their population area only has 600 people. Other libraries in the area report similar experiences—people come from all over to use their libraries.

In response to questions about the need for broadband connection in rural areas, **Ann Joslin** said that the Gates Library Foundation is focusing on this. She said that through a USDA (US Department of Agriculture) grant, the Elk River Library installed wireless access and has become the Internet provider for the community. People now drive up in their pick-up trucks with their laptops and access the Internet while sitting in the parking lot. (Representative Chavez agreed she had seen this, too.)

In response to questions about outfitting bookmobiles with wireless connectivity, Ms. Joslin said that Kootenai runs a bookmobile to the Tribe, and they do check books out electronically, but she didn't know if wireless connection was possible for patrons. She said Boise also has a bookmobile, but they are not that popular in Idaho.

**RS 16882**

**Representative Trail** presented this Concurrent Resolution which congratulates the University of Idaho (U of I) Engineering School for 100 years. At a recent celebration several weeks ago, 13,000 names were listed. He said that Jack Lyman who was in charge of the Chunnel is a U of I graduate. U of I engineers score number one on a national engineering exam, and are sought by companies for their practical knowledge.

**MOTION**

**Vice-Chairman Shirley moved to introduce RS 16882 and send it directly to the floor to the Second Reading Calendar. By voice vote the motion passed.**

**RS 16906**

**Representative Chadderdon** presented this Concurrent Resolution. She said people from the financial business world have been working on this for over a year. This legislation asks that a report be submitted to the legislature as to the curriculum for financial literacy education in the state. The State Board sets the curriculum, so a resolution expressing the Legislature's support of financial education is the proper way to do this. Many organizations are supporting this resolution

**MOTION:**

**Representative Bradford moved to introduce RS 16906. By voice vote the motion passed.**

**ADJOURN:**

**Chairman Nonini** adjourned the meeting at 9:53 AM.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** February 8, 2007

**TIME:** 9:00 AM

**PLACE:** Gold Room

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**ABSENT/  
EXCUSED:** Representative Mortimer

**GUESTS:** See attached sheets

**Chairman Nonini** called the meeting to order at 9:00 AM and welcomed the Idaho PTA organization.

#### IDAHO PTA PRESENTATION

**Barbara Bode**, President of the Idaho PTA (Parent-Teachers Association) with 10,000 members in Idaho. She thanked the Committee for the time they spend on Education issues. She said the PTA started in Washington, D. C. in 1897 as the National Congress of Mothers. Their goal is to improve the lives of all children.

**Sherrie Feist**, VP of Legislation, said she lives in South Meridian and raises pumpkins and four children. (Her husband also works at Micron.) She said she has two gifted and talented children, one with special needs, and one in kindergarten. She said she chooses public school for her children. She volunteers in her son's 5<sup>th</sup> grade class and on several committees. She stressed that all PTA members are volunteers.

She referred to the Idaho PTA Legislative Priorities. (See Attachment 1) The four categories are: 1) Parent Involvement and Responsibility, 2) Education Funding, 3) Graduation Requirements, and 4) Idaho Endowment Lands.

**Chairman Nonini** asked her if they still support an increase in sales tax as the rate was raise this summer.

**Ms. Feist** said yes and referred to the written statement.

**Chairman Nonini** introduced Superintendent Tom Luna. He asked if the PTA has a definition of "adequate funding" as they used the term.

**Ms. Feist** said no.

**Chairman Nonini**, said neither does the Legislature and said we all struggle with that definition.

In response to questions, **Ms. Feist** said they approve the graduation

requirements being raised, but now more money will be needed.

In response to the “site based decision making” wording, she said often parents are overlooked in decisions that affect their children made at the local school level. She said a big part of NCLB (No Child Left Behind) is parental support.

(At the Committee’s request, she had PTA members in the audience stand by their geographical area to be welcomed.)

She said that there is also a PTSA (Parent-Teacher-Student Association) at middle schools and high schools. Students get a chance to learn leadership skills. A group was there from South Junior High in Boise in their uniforms new this year.

In response to the question about the success of the anti-bullying legislation passed last year, Ms. Feist said it was a great step forward and there is a national move to consider adopting Idaho’s legislation.

Several representatives applauded the PTA in that Parental Involvement and Responsibility was first on their list of Legislative Priorities.

In response to questions, **Ms. Feist** said the Idaho PTA goes out to schools and helps them organize when requested.

She agreed that the teachers are concerned that they can’t get the parent involved. She said that life has become complicated and busy. Sometimes in the hectic race things get pushed aside that parents assume are going OK. She said a PTA can get ideas nationally to use on a local level to increase parental involvement. (PTA is a non-profit organization with over 6 million members.)

In response to questions, she said that a PTO (Parent-Teacher Organization) is just in a school, or maybe a district.

She said the local PTA can decide what programs they want to use and the extent of their involvement. They have an Arts Reflection Program. An Idaho boy, Isaiah Thomas wrote a poem “I Wonder Why?” took first place nationally. He died of cancer before the ceremony, so his mother and brother accepted the award on his behalf.

**Ms. Bode** said that when a person joins a local PTA, they also join the state and national organizations.

In response to questions, she said that at the state level, Idaho PTA requires \$4.50 for each member, a portion of which goes to the national PTA. The local organization charges anywhere from \$4.50 up. Typically it is \$5 or \$6. They discourage charging more than that and encourage separate fund raisers.

She said it is the same cost for students.

In response to questions she said the fee applies to each school, so a parent might have to join 3 PTA organizations.

In response to a question, **Robin Culp**, a student at South Junior High reported on their first year of uniforms. She said she believes that half of the students like the uniforms, and half do not. She said she thinks uniforms “have been for the better of the school.”

In response to further questions, **Ms. Feist** said that it is up to the school which PTA programs they wish to use and it is up to the parents as



to which activities they wish to be involved in. Trailwoods Elementary has an art show, and a Kuna school had a book exchange night to promote reading. Some groups sell items at school events.

**Chairman Nonini** said he was a big believer in parent involvement in education, and that education begins at home. He said he was glad to see parental involvement was number one on their list. He also thanked those who have come from great distances. He asked how the PTA contacts parents.

**Ms. Feist** said the PTA contacts a superintendent to open a dialog to show what they offer. They often use E-mail.

**Ms. Bode** said at the elementary level, they send home letters. In middle and high schools, they try to get information in the school's newsletter.

**Chairman Nonini** thanked the PTA for coming. He said that at 8:00 AM next Thursday, he is to speak at JFAC as to the Committee's recommendation on the Public School Budget.

**Superintendent Luna** replied to questions and comments from the Representatives as follows.

**Representative Trail** said he had contacted all 6 school districts in his district. All of them were very complimentary to Supt. Luna's budget. They want the entire enhancement package funded as a unit. (See Attachment 2a.) He said they are still concerned with the 3% salary increase, as there has been a 3.8% rise in inflation. He would like to see some small upward adjustment.

**Representative Chavez** said her districts wanted the enhancement package funded in total. She also wanted more than a 3% raise. She asked where the Indian Education Coordinator was in the budget.

**Superintendent Luna** said that he presented two budgets. One for education—the Public School Budget, and one for his office—The Department of Education. He said the new position for an Indian Education Coordinator will be at a high level and will be in his Department's budget. However he pointed out that he is not asking for any increase in funds over last year. He is proposing a flat budget for his department. He hopes to set an example for school districts to limit their administration budget as every dollar saved can go to the classroom.

In response to questions he said he has also been asked about the definition of a textbook. He said they need to give the district the option of virtual textbooks. However, he said it is important to limit it to textbooks, not software. He said he hopes the day never comes when there isn't a "real book" to read by the fire on a cold day.

**Representative Marriott** said he had seen a Forestry brochure that said the State Endowment Funds contributed \$55 million to the schools.

**Supt. Luna** said that Line IA2 Dedicated Funds would include that item. (See Attachments 2b.)

**Tim Hill**, Deputy Superintendent for Finance and Information Technology at the Department of Education, explained this line. He said of the \$60 million received, \$7 million is for the safe and drug free school program, \$20 million comes from the lottery, and \$27 million comes from the endowment funds. The remaining is from miscellaneous sources. He was unable to reconcile the differences without seeing the information from the Forestry brochure.

In response to a question about mentoring, **Supt. Luna** said that the money for mentoring is in the State Board of Education's Budget included in a Pay-for-Performance pilot program in three districts. He again commended Representative Chavez for her idea of giving college credit for mentoring. He said he will pursue these and other ideas.

**Vice Chairman Shirley** said that teachers complain to him that they do not receive an increase in their pay checks even when the Legislature votes them an increase. He said surrounding states are after our students when they graduate from college. He asked how to ensure that the money ends up in the teacher's pay check.

**Supt. Luna** said he had served on a local school board and does understand the frustration. He said the money goes to the district in a lump sum and is subject to a negotiated agreement. Sometimes teachers receive more than the state provided, and sometimes it ends up in other parts of the teachers compensation package. He said passing the funds through is especially difficult in districts with declining enrollment. Growing districts find it easier to pass on the raises.

He said that teacher pay has been a problem for too long. He said we need to look at it and work at it from a number of different levels. He said they have to look at opportunities other teachers enjoy across the nation that Idaho teachers do not enjoy. He said teachers need to be able to climb a career ladder without going out of the classroom. Again he stressed the need for districts to keep administration costs down.

In response to questions as to how to best safeguard the enhancements so they go where intended, Supt. Luna said that "intent language is critical." He said they would be modeling it on districts that already have a successful program. He said the Reading Initiative was very specific as to where funds could be spent and the rules were followed.

When asked about encouraging parental involvement, Supt. Luna said he intends to make good use of his "bully pulpit" to inform parents that if they are not involved in their children's education, the Department cannot guarantee their child's success. He said giving more choice to parents tends to create more involvement.

As to the Rural Initiative, he said that he will involve the people "on the front lines." He said they know the problems—crumbling schools, lack of technology, severely disabled children not getting needed services, and such. The money will be spent on identifying solutions, they already know the problems.

When asked about discussions with the Governor on the \$20 million difference in the two Public School Budgets, Supt. Luna replied that the Governor mentioned most of Supt. Luna's enhancement ideas in his State

of the State address, and that in other years the differences between the two budgets have been far greater.

He pointed out that his budget tells the Legislature exactly where the extra funds are going. There are no “black holes.”

**Representative Durst** ask that it be recorded in the minutes that he was unhappy that the Revenue and Taxation Committee killed the Community College bill yesterday. He said he was also concerned about the problems this could cause for concurrent credit. He is also concerned about pre-kindergarten education.

When asked where cuts could be made in his budget, **Supt. Luna** replied that he knows the hand he has been dealt, he just doesn't know how many cards to show. He said there was talk earlier about adequate funding. He said he believes his budget is as close to adequate funding as possible under current circumstances. He said he hopes that money will be set aside for each of the items in his enhancement package. He said we have to have a Math Initiative, and he wants to be able to launch it next year. We don't have another year to lose.

**Representative Patrick** expressed concern as to what instructional time for other things has been lost because of the Reading Initiative. He said it was “teaching teachers to educate to a test.” He said he didn't think the Reading Initiative had been as successful as some claim, because of what has been “taken away.”

**Superintendent Luna** said 8 to 10 years ago people realized that basic skills in reading were necessary for a child to succeed in school. Out of every eight who are not reading by grade level by the end of third grade, only one will ever catch up. The first few years, the Reading Initiative cost \$5 to \$6 million. A lot was spent to train teachers, an assessment was developed, and a lot was spent on remediation. Now fewer teachers need to be trained to teach reading, and fewer students are needing remediation. As the first batch of students to have the Reading Initiative reaches middle school and high school, reading scores are going up and students are also doing well in other subjects. This same thing should happen in math. He said others around the country have copied Idaho's Reading Initiative.

He said that the Reading Initiative works up through grade four. The Math Initiative will work with grades four through six. At the end of sixth grade, students need to be ready for pre-algebra in order to be ready for the higher levels of math by high school. He said this will also open up a door early on for those who excel in math.

Supt. Luna said that the Idaho Digital Learning Academy (IDLA) fills many needs in public schooling. He said its success is demonstrated by its success—60% growth last year, and another 60% increase this year. He said his budget increase is driven by the increase in enrollment.

He agreed with the comment that it is critical to have parents involved, and agreed with the suggestion of drilling math facts during driving time. He said the Math Initiative will have ideas on how to engage parents in the process.

In response to a question, he said the increase in budget for Idaho Safe and Drug Free Schools' Program more than offsets the loss of federal funds.

**Representative Boe** expressed the concern from her school district as to the decrease in the discretionary funds per support unit. Even with the state picking up the M and O (Maintenance and Operation) funds, still unknown are the costs for utilities, insurance, etc. She said that 1% might not be enough for the support unit.

**Supt. Luna** said he had discussed this issue with her superintendent. He again stressed that the classroom enhancement funds should free up discretionary funds, so that districts would have more discretionary funds available to use.

**Representative Wills** said his one drawback on Supt. Luna's budget was the 3% raise with the cost of living index being up 3.8%. He said teachers are not seeing any of this kind of an increase, not even in negotiations. He said giving the cost of living index would be critical. However, he said he was going to make a motion.

**MOTION:**

**Representative Wills moved to tell JFAC that the Education Committee supports the Public School Budget proposal as written by the Superintendent and asks that there be no reductions if at all possible.**

At Chairman's request, **Dr. Cliff Green**, Executive Director of the Idaho School Boards Association, spoke. He said by code the district receives a lump sum that they distribute according to their negotiated agreement. Two-thirds of the districts use the state index. He said it is a very complicated mix of factors that all work together to set the salaries. He said the only way to ensure the raise was given would be to come up with a very different system.

At Chairman's request, **Jim Shakelford**, Executive Director of the Idaho Education Association, spoke. He said Dr. Green has described the system well. He said a teacher's salary could be different for every school district depending upon the needs, experience level, etc. He said the State provided no increase in base salary for five years before last year. He said with the additional costs in health insurance, teachers at the top of scale may actually find themselves taking less home.

**ACTION:**

**In a roll call vote, Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively all voted Yes.**

However, **Representative Boe**, again expressed her concerns about the salary based apportionment with the 3% not being enough money with the cost of living going up 3.8% and concerns about the 1% discretionary funds per support unit possibly being inadequate.

Presentations were made to the page, Jamie Marshall who will be leaving on Friday to return to Kellogg High School.

**ADJOURN:**

Chairman Nonini adjourned the meeting at 10:50 AM.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** February 12, 2007

**TIME:** 9:01 AM

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Nielsen, Chadderdon, Shepherd (8), Marriott, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**ABSENT/  
EXCUSED:** Representatives Block, Wills, Mortimer

**GUESTS:** Eric Earling, Jan Sylvester, Allison McClintick, Karen, McGee, Roy Atwood, Mary Ellen Hitt, Connie Cole, Jan Huizinga, Cliff Green, Soren Meade, Karen McAlister, Virginia Anderson, Janice Ramsthaler, mark Browning, Sherri Wood, Emily Dani, Chuck Seldon

**Chairman Nonini** called the meeting to order at 9:01 AM.  
The new page, Jason Richter was introduced and welcomed.

**MINUTES:** **Representative Shively moved to accept the minutes of February 6. By the vote the motion passed.**

**MINUTES:** **Representative Shively moved to accept the minutes of February 7. By the vote the motion passed.**

**Representative Boe** commented that 150 well qualified applicants applied for the WWAMI program. It is now crunch time. They are down to 100. There are 8 chosen, and 10 on the "maybe" list. Only 18 can enter the program. She commented if we had more "seats" we could have more doctors in Idaho.

**Eric Earling  
No Child Left  
Behind Act  
(NCLB)**

**Eric Earling**, Deputy Secretary's Regional Representative, Region X of the Department of Education, spoke. He said he is the liaison between the people and the United States Government on Education matters. He said he was there to speak about the reauthorization of NCLB. He said NCLB started with a reformed version of existing school law in 2001. It had been discovered that although all 50 states were taking the money, only 11 were complying with the law.

Participation in NCLB is voluntary, but all 50 states have chosen to participate.

Mr. Earling said there are four core pillars of NCLB that will not be changed. 1) Bring all students up to grade level in reading and math by 2014, 2) Continually test and report skill levels in grades 3-8, and once more in high school. 3) Obtain highly qualified teachers for all core subjects. 4) Provide timely information for parents.

He said there are other core areas that need to be improved. One will be to enhance the focus on closing the achievement gap. They are working in partnership with reforms implemented before NCLB, and students' achievement scores continue to rise, while the gaps are

shrinking. He commented that there has been more improvement in reading skills across the country in the last five years than in the previous 28.

For those who have completed rigorous course work in high school an increase is being requested for Pell Grants.

There is a requested \$1.2 billion increase for Title I, specifically targeted to high schools. Most schools now put their Title I money in elementary, believing that is where the best return is found. This will be additional money earmarked for high schools. Idaho should get \$4 million.

There is a need for flexibility for schools and parents. They are asking for an expansion of the growth model in which schools are recognized for growth, even if they don't make AYP (Adequate Yearly Progress). Ten states currently are involved in a pilot program.

There needs to be a prioritization of school improvement resources. Current law does not allow schools to specifically target areas of weakness for those not reaching proficiency. Educators see this change as common sense.

SES (Supplemental Education Services) is after-school tutoring. If a school doesn't meet AYP for two years, students are offered the opportunity of moving to another school. After three years, tutoring at the school is funded. Changes would fund tutoring after two years of failing to meet AYP.

They are also asking for an expansion of the teacher incentive fund. This is a "pot of money" for competitive grants in high needs schools, or high need fields. Idaho put together a good grant application, but it wasn't funded. If the Idaho State Legislature starts a program, they will have a much better chance of winning a grant. The Federal Government likes to support good programs, they don't want to provide the seed money. At the national level, they are asking for an increase from \$100 million to \$200 million for this.

He referred to a Spread Sheet. (See Attachment 1) Idaho is scheduled to receive \$91 million in 2008, an increase of 61% since 2001 (#2 in circle). Title I grants will be raised to \$49 million, an increase of 65% since 2001 (#1 in circle). The special education grants in grades K-12 will be \$49.6 million, an increase of 73% since 2001 (#3 in circle).

**Representative Boe** commented that Congress promised to pay 40% of the cost of special education. She said last she heard it was about 20% in Idaho.

**Mr. Earling** said that some say it was a goal, some say it was a promise. He said it isn't at 40% a year yet, but the rate has increased dramatically.

As far as K-12 money, he said that there is a continual debate about the adequacy of funding. However, Idaho has been "ahead of the curve" as far as national funding level increases.

In response to a comment, Mr. Earling said that some numbers have gone down. Title I funding is based on census estimates as to where the highest concentration of low income students are living. Some states have seen significant decreases as they are losing population, and also

losing their percentage of students from low income families. He said the higher census figures have benefited Idaho.

In response to questions about some programs that no longer have funding, Mr. Earling said that the Office of Management and Budget oversees the various programs and has a matrix to determine if a program is successful. Money is then directed to those programs which have been successful, as Title I. Funds for Safe and Drug Free Schools are being reduced as it is not as successful in some schools.

In response to a reduction of the pre-school grants, Mr. Earling said more and more states are taking the lead on early childhood funding.

When asked about the fact that not one of the four high schools in Boise qualifies as a Title I school, Mr. Earling said that does happen around the country. He said the purpose of the Federal Government's programs are designed to target a few key areas of need. He said that the state and local school districts have the primary responsibility.

In response to a comment about a problem in another state with a high school graduation exam, Mr. Earling said that a high school graduation examination is a part of NCLB. Idaho uses the ISAT in the 10<sup>th</sup> grade as their exam. Every year they review any changes made in tests to make sure there is alignment between tests and reality.

The issue was raised that some school districts with limited resources are devoting all their resources to bring lagging students up to grade level. As a result, the Gifted and Talented students are being denied the ability to move ahead.

**Mr. Earling** said there is not a lot the Federal Government can do directly about this. He said the really good schools face the challenges and believe that all kids can learn. They take each child where he/she is and try to move him/her forward as much as possible. We are human beings and tend to over react. He said this has happened with NCLB, but there seems to be a swing back towards also helping the Gifted and Talented students.

In response to other issues, he said more flexibility is needed. He agreed that if a school has made substantial progress, they should get credit. Idaho could not qualify for the pilot program because its data program needs to be improved.

He said that a substantial amount will be going to "Improving State Quality Grants." Substantial aid is going to support the "highly qualified teachers" requirement. Flexibility is being offered to give time for rural districts to get their teachers to the "highly qualified" level.

When asked why some states are more successful than others, Mr. Earling said it is a question of leadership. The really good leaders say the education level can be raised for every child and decide to find a way to make it happen. He said Idaho has been very good at this. He mentioned Taft Elementary in Boise, and an elementary school in Blackfoot. He said it is the willingness to say "we can do better" that makes the difference. (He mentioned that New Jersey spends a lot of money and doesn't have very good results and Washington D. C. spends an "obscene" amount money and has "awful" results.



In response to a question, he said the "Classroom Size Program" has not been dropped, but has been folded together with the Eisenhower Program which gives the state a "pot of money" to increase teacher quality grants. This money comes with more flexibility, but the overwhelming amount of it is still used for classroom size reduction.

**Chairman Nonini** commented that he is glad the trend is towards more flexibility because here in Idaho we have that "Can Do" attitude. He commented that only four states are on track to meet the NCLB goal.

**Mr. Earling** said more flexibility is coming in the LEP (Limited English Proficiency) Program.

He said he could make no prediction as to what Congress will do. His best guess is that a real bill may be ready by August. If not this year, he says it will be difficult to reauthorize NCLB in a presidential election year.

**Dr. Roy Atwood  
New Saint  
Andrews  
College**

**Dr. Roy Atwood**, President of New Saint Andrews College, presented. He said his institution is one of the newest in Idaho. He said they are a bit "quirky." They have a limited enrollment of 200. They are a classical liberal arts college with a Christian emphasis, like the Harvard curriculum in 1643. The goal is to educate broadly and deeply. They prepare students intellectually and morally to be excellent citizens and to be adaptable and flexible as they enter the work force. They do not teach a vocation nor do they have majors. They teach literature, history, Latin, Greek and Anglo Saxon–Old English. Students learn logic and how to be problem solvers. While in school, students are involved in an apprenticeship program with local businesses to parallel their college experience. (See Attachment 2a and 2b.) They have a very high caliber of students, and all exams are oral. A senior thesis, which is defended publically, is required of each graduate. They had a senior get a perfect score across all three sections of the GRE (Graduate Record Exam), but this student could not go to any public school in Idaho because Idaho schools do not recognize the credits from their school. These students have to go out of state to pursue a graduate degree, something one-third of their students do.

New Saint Andrews is accredited by the Transnational Association of Christian Colleges, recognized by the U. S. Department of Education and the Council for Higher Education Accreditation. Other schools in the same situation as New Saint Andrews are Baylor, Notre Dame and BYU.

**RS 16739C1**

**Representative Bedke** presented and said this is a trailer bill to House Bill 743 last year. Rather than have a separate fund for maintenance, districts now may allocate the funds. Some districts will pass a bond issue and re-roof all the buildings in "one fell swoop." This bill will allow credit for these large projects to be carried forward up to 15 years—about the useful life of the repair. The bill is retroactive to 2005 for the districts who were doing large repairs at that time.

In addition safety and eminent hazzards will now include property around the school, although not in the building. Such things as sidewalks, landings, stairs, and fences can now be paid for with maintenance funds.

Also exempt is a new school that is still under warranty. Typically the warranty is a year, but longer on some components. This is a refinement of HB 743, not a repeal. The emergency clause puts the bill into effect upon the signature of the Governor.

**MOTION:**                    **Representative Shepherd moved to introduce RS 16739C1. By voice vote the motion passed.**

**RS 16896**                    **Dr. Cliff Green** presented this bill. He said this is a clean-up bill to put back into law language that was left out requiring a district to publish notice in a newspaper of “general circulation” when selling property.

**MOTION:**                    **Representative Nielsen moved to introduce RS 16896. By voice vote the motion passed.**

**ADJOURN:**                    After announcements, **Chairman Nonini** adjourned the meeting at 10:23 AM.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** February 13, 2007

**TIME:** 8:35 AM

**PLACE:** Borah Building Second Floor Conference Room

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**ABSENT/  
EXCUSED:** Representative Mortimer

**GUESTS:** Wendy Horman, Donagene Turnbow, Brian Duncan, Ernest Jensen, Dr. Cliff Green.

**Chairman Nonini** called the meeting to order at 8:35 and welcomed those members of the Idaho School Boards attending for their "Day on the Hill."

#### **Idaho School Boards Association**

**Wendy Horman**, ISBA President introduced the other members who would be presenting.

**Dr. Cliff Green** presented each Committee member with a packet of information, including a calendar with Idaho school children's art. Dr. Green said that the ISBA is asking for legislation that would "front load" the monies districts receive during the year. Currently they get 20% five times throughout the year with a make-up payment in June, if necessary. The first two payments are made based on the previous year's attendance numbers. This hurts school districts with growing populations. They are asking that the first two payments be 30% of the last year's attendance numbers. The third payment would be 20% and the last two 10% would be based on the current years' numbers. There is no cost to the general fund, and there even might be a slight savings. JFAC Co-chairs, Senator Cameron, and Representative Bell have said they "don't see why we can't do this." Districts losing population and new charter schools will have to watch their expenditures carefully, and the Department of Education will warn districts in these few circumstances. This legislation will help those districts with growing populations, and other districts can simply put the money in the bank and receive interest.

**Donagene Turnbow**, ISBA President Elect, presented. She explained that the Board members come from eight regions and meet quarterly. In between meetings they teleconference. The ISBA is a non-profit Corporation. They work to provide leadership training and services for local school boards. Among the services they provide are a toll free access phone line, a website membership database, and publications.

They provide a model district policy manual to assist districts in writing their own manuals and update members on changes in laws.

**Brian Duncan**, ISBA Vice President continued the presentation. He first reviewed 2006 legislation and said that Idaho's anti-bullying law has gained national recognition and that the language was adopted by the National School Boards Association.

He said their issues for this year are 1) Front loading payments to ease growth in school districts, 2) Allowing bonding at full market value, 3) Rehiring the retired teachers to teach subjects with a shortage of qualified teachers, and 4) Good Samaritan release for medical personnel who may offer to assist at school events.

**Dr. Green** explained that they are asking for bonding at full market value, not the adjusted market value which deducts the homeowners' exemption for the market value. As this exemption goes up and the market value stays the same, the amount for which districts can bond is reduced. Some districts cannot bond for the money they need.

**Mr. Duncan** said smaller rural districts have difficulty hiring qualified math and science teachers.

In response to a question, **Dr. Green** explained that teachers who take early retirement are not eligible for retiree/rehire. School districts must make the district contribution to PERSI under their plan for rehiring teachers. The rehired teacher will receive no additional benefits and make no additional payments. The retired teacher must be 62 to qualify.

He explained that they are asking that the Good Samaritan Law be extended to include medical professionals that may assist during a sporting event. It can be very costly to have paramedics at games and many medical professionals don't want to render assistance because their liability insurance won't cover the situation as they are not in their clinics or offices. A bill dealing with this subject is currently being held in the Senate Education Committee.

**Mr. Duncan** pointed out that Senator Crapo received an award from the National Association of School Boards.

He quickly reviewed the various publications sent to school board members, and said that legal services are also available.

Mr. Duncan said that ISBA offers insurance and 99 out of the 114 school districts, plus 13 charter districts use this service. The loss rates have been so low that almost \$4 million has been returned in dividends. He said Middleton got a check for \$1 million a few days after the fire to start the rebuilding.

When asked how things were going, a Middleton School Board member stood up and said things were going very well since the fire and he thanked the other districts and the citizens of Idaho for their help.

Continuing, **Mr. Duncan** said that they also train trustees in negotiations for yearly contracts. Their legal counsel will review the master contract for a district upon request.

In response to a question, **Dr. Green** agreed that the retiree/rehired teachers are at "at will" employees and not part of the master negotiated contract.

**Mr. Duncan** said that there are seven different training modules that Rene Sessler from their office takes across the state when requested by the local school board. The ISBA promotes the training and would like to see every school district adopt their training. Their training for school board members was recognized at the national level last month.

In response to a question, Mr. Duncan said it is state law, not the bonding company that requires the use of adjusted value rather than full market value of homes.

**Wendy Horman**, continued the presentation, saying there are many things a school board is required to do by law. She showed a slide which she said was only a small part of the entire list.

She said trustees do not manage the schools, they govern. With the education landscape and the world changing so rapidly, everybody needs to be flexible. She said literacy classes must also teach students to accurately judge the information they find on the internet for truthfulness or bias. She said we are preparing students for jobs that do not exist right now. Students have to learn how to learn.

She said some states require training for trustees, Idaho does not.

She referred to a careful study done by Iowa of Georgia school districts in an effort to discover the difference between high achieving and low achieving districts. (Georgia had the kind of data needed for this study.) The differences were the successful school districts had 1) Elevating vs. accepting belief system that every child could succeed, 2) All understood the focus on school improvement, and 3) What happened in the classrooms and buildings was connected with the board's and district's vision. The school board was part of a successful school district in that they believed all children could learn and achieve, regardless of background. It was a "no excuses" environment.

In response to questions, she said divorce was not a variable in this study and that the school districts were primarily rural districts.

**Representative Trail** commented that our students may not do as well in science and math competitions internationally, but our students have an edge in communication skills, teamwork, problem solving and creativity.

**Ms. Horman** said she agreed and said to the original "Three Rs" now are added three more "Rs." They are Rigor, Relevance, and Relationships. However, for a Digital Native (those raised with computers), E-mail is an acceptable way of forming and keeping a relationship.

**Dr. Cliff Green** said that the ISBA is focusing on the data and research needed to make good decisions. They have set up a research foundation and are looking for grants.

They have also joined the "Just For The Kids" program which has an impressive list of Idaho Stakeholders—companies, universities and colleges. They have an powerful Idaho web site which will give anyone a good idea as to how one local school compares to a similar one across the state. The newest ISAT scores will soon be on this site.

**Ernest Jensen**, ISBA Past President, moderated the question and

answer time. He said the ISBA Executive Board met with Superintendent Tom Luna yesterday and voted to support his budget with their concern listed over the discretionary fund monies.

**Representative Wills** mentioned that volunteers and part-time workers contribute much, but they are required to pay for their own background checks which makes them feel unappreciated.

The issue was raised about the “missing children” in communities who are not being served by a public school, a home school, a charter school, or any other kind of school. **Mr. Jensen** said he has heard this discussion. He doesn’t know where the “missing” children are or if they even exist. The children are hard to find. He said he feels their administration does a good job, but he doesn’t know whether they find all the “missing kids.”

In response to a challenge about the numbers, he said that the majority of students in Idaho public schools are in rural districts. The average size across the state is 900 children per district. Since Meridian has 30,000 students, obviously some districts have far less than 900. He said the Executive Board works hard to provide representation to all areas.

**Representative Durst**, from Boise City, asked why there isn’t more talk about school consolidation. He gave the example of five school districts in Bonneville County that are only 10 miles apart. He said consolidation would save on costs.

**Mr. Jensen** said they do promote voluntary consolidation and there is a bill on this subject that updates language. He said Madison and Sugar City met to discuss the issue of consolidation and decided not to. He said there are many issues—some geographic, and some are emotional. Consolidation may save by better utilizing space. Nevada consolidated all their school districts by their 15 counties. They ended up with a monster in Clark County which has now been broken into five sub districts. It did not save administration costs.

In response to a question, **Dr. Green** said that Idaho does not have the state data collection needed to be part of the 10 states with a Pilot Growth Program for the NCLB (No Child Left Behind.)

In response to a question about half-day school once a week to facilitate teacher collaboration, **Mr. Jensen** said some elementary schools in his district do it and some do not. There is a problem with child care if both parents work. Some schools have volunteers that come in and run a play time. He would not want to see it mandatory. He said it is no “magic bullet.”

In response to a question, **Dr. Green** said the “Slate”—their magazine that deals with legal issues—prints articles they do not necessarily agree with, but wants to inform members on current issues.

As to the comment by local superintendents or districts, “If you just leave us alone and let us run our schools....”, **Mr. Jensen** said accountability is part of the American way. Regulations are used to define

accountability. However, he said it is unfortunate when money defines accountability.

**Vice Chairman Shirley** commented that local control lies at the heart of resistance to consolidation.

**Mr. Jensen** agreed that could very well be.

**Vice Chairman Shirley** commented that Madison and Sugar City districts are only 3 miles apart. If any district in the state should be able to consolidate, those two should. However, the people felt they would lose representation when half the trustees were eliminated in the new consolidated school board.

**Representative Chadderdon** said when the district tried to close a school in her area, community participation kept it open and turned it into a magnet school

**Chairman Nonini** thanked the ISBA for renting and setting up the room. He thanked the local school board trustees for coming.

**ADJOURN:** **Chairman Nonini** adjourned the meeting at 10:21 AM.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** February 14, 2007

**TIME:** 9:02 AM.

**PLACE:** Gold Room

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**ABSENT/  
EXCUSED:** Representative Block

**GUESTS:** See Attached Sheets (3)

**Chairman Nonini** called the meeting to order at 9:02 AM.

**MINUTES:** **Representative Wills moved to accept the minutes of February 8. By voice vote the motion passed.**

#### SCR 102

**Wes Maynard**, Executive Director for the Council of the Deaf and Hard of Hearing (CDHH), spoke. He said his state agency is responsible for creating improvement in the lives of those who are deaf and hard of hearing. He thanked the Committee for setting the minimum standards for classroom interpreters last year. He said things are going very well and skill levels are being increased.

Mr. Maynard said SCR 102 is pro-active. There is not a crisis as there was last year with the interpreters. He said sign language is the deaf community's most prized possession. It is indeed a separate language and 40 states have recognized ASL (American Sign Language) as a separate foreign language.

He said this resolution tells the deaf community their language is valid and unique. It encourages secondary and post secondary schools to grant ASL foreign language credit. He said this resolution is not binding and doesn't even encourage more ASL classes. The resolution just says if you offer it, would you please consider giving foreign language credit. Some institutions and schools already give credit, but others don't realize it is an option. Once the class is offered, and students take ASL, many become fascinated with it and go on to use it even in a career.

Since Idaho suffers from a severe lack of qualified interpreters, this might give a high school student the opportunity to find a career.

Mr. Maynard said Idaho believes in local control. They don't want to tell schools or universities what to do. Therefore, words such as "encourage" are used. This has been looked at by the Department of Education and the State Board of Education. Twenty-eight agencies support this resolution.

In response to questions, he said BSU (Boise State University) and College of Southern Idaho (CSI) offer the class and give credit. East Idaho Technical College (EIT), North Idaho College (NIC), and Idaho State University (ISU) offer the class, but do not give credit. He said Mountainview High School in Meridian and Burley High School offer the



class. He said he doesn't know if more schools would offer ASL, but it would be great if it happened, and credit were to be given.

In response to further questions, he said there are 3,500 deaf people in Idaho and for many ASL is their primary language. Recognizing their language is the real purpose of this resolution.

**Representative Bradford** shared that Preston High School in his area offers a class and has a club with 15 or 18 students. They put on programs in churches and clubs and said "down home, it is really important."

In response to questions, Mr. Maynard said that both ISU and CSI have majors in ASL and deaf education under Special Education.

**MOTION:**

**Representative Shirley moved to send SCR 102 to the floor with a Do Pass.**

**Steven Stubbs**, signed that he is deaf and lives in Boise. He said passage of this legislation shows acceptance of his ASL language and the deaf community. He said ASL is his primary means of communication.

**Ray Lockary** said he is a member of several deaf agencies and clubs. He hopes other students and parents of deaf children will be able to take ASL for credit.

**Sandra Russell** is on the CDHH and said her daughter has done in depth research and is going to the University of California at Davis for a PhD in linguistics. Her daughter informed her that there are 200 dialects of ASL in the US and said it is a fascinating language.

**Veronica Dunningham** signed that she just moved here from Maryland five months ago. Her oldest child was able to take ASL 1, 2, and 3 for credit in Washington. Her younger child is frustrated that she could not take ASL and had to take Spanish for her foreign language.

**Rod Howells** from Gooding and a Board Member of CDHH spoke in support of this resolution. He said it was a win/win situation for the State of Idaho and asked for the Committee's support.

**Walter Jastremsky** said he has five grown daughters. The married ones with children are teaching his grandchildren to use ASL, and they sign with each other. He said someday they will be able to use ASL to their benefit.

**Tracy Warren** with the Idaho Council on Developmental Disabilities spoke in favor of the resolution. She said if more people are exposed to, and encouraged to learn ASL, the deaf and hard of hearing population will be able to participate more fully in society as a whole.

**Karen Echeverria** of the State Board of Education said the Board remains neutral on this issue. They do have some concerns as by code the Board develops course work and curriculum for K-12 and at the college level. She said they do not want a duplication of offerings and the

Board is afraid of its authority being usurped.

**Elaine Custer**, signed that she was part of six generations of deaf individuals in her family. She said every child is so different. She said she would appreciate the Committee's support of this bill.

**Sandra Koster**, a public school teacher, said in college she took ASL as it counted towards a foreign language. She became fascinated with ASL and ended up as a teacher of the deaf, and a deaf interpreter. Without the class receiving credit, she would never have signed up. She said hearing students who take the class at her school are able to sign with their fellow deaf students.

**Holly Thomas Mowery** said she was introduced to ASL at the age of 12. Years later she had a deaf child, who is now five. She is a certified sign language interpreter. She said the deaf community would appreciate the recognition. She travels the country as a nationally certified interpreter and said it is a "gorgeous, beautiful" language. This is not forcing, just encouraging an option for children.

**Dr. Cliff Green**, Executive Director for the Idaho Association of School Boards, said his association supports the bill.

**Fred Riggers**, said it might be unusual for a blind man to testify at a hearing on a deaf issue, but he uses all of the advantages available to him as he gets around the Capitol. He said he has trouble hearing, too, and any help the Committee could give to the deaf or blind community would be graciously appreciated.

**LaVona Andrew**, a teacher of ASL at BSU spoke. She said she is teaching 50 students this year. A few years ago, only one class was offered. This fall there will be 5 classes, and that won't meet the demand. She said giving credit for ASL is not controversial among linguists, and without foreign language or diversity credit, many students couldn't take this course.

**ACTION:**

**By voice vote the motion passed to send SCR 102 to the floor with a Do Pass.** Representative Shirley will carry the bill.

**SCR 103**

**Wes Maynard** presented SCR 103 and said deaf and hard of hearing children are remarkably variable in their abilities and needs. He said if their needs are recognized, the sky is the limit. Federal laws already exist to protect their rights, but these regulations are scattered over a number of laws. This is a one page resolution or document to remind everyone of some of the essential things that benefit deaf and hard of hearing children in the classroom. These are the things needed for education and life. He said it will send a message of confidence to the deaf and hard of hearing community from the Legislature. This will not be signed by the Governor, nor will it go into code.

He said early intervention is critical to education for deaf children and stated that this resolution has nothing to do with the school at Gooding, nor does it elevate the deaf and hard of hearing above those with other disabilities.

In Idaho, a general special education teacher is not allowed to teach

full time to deaf and hard of hearing students. Their communication needs are so different that a special endorsement is required for them, as is also for the visually impaired. He pointed out that for over 100 years, the Idaho Legislature has funded a specialized agency to look out for the needs of the deaf and hard of hearing.

The same 28 agencies support this resolution as supported SCR 102.

**Representative Nielsen** said in his district, there is concern if the school in Gooding is closed, the school district will have to take on the difficult task of educating the deaf and hard of hearing .

**Mr. Maynard** said federal law requires a continuum of education. Some children are served in their local district, some in a combined district setting, and some at the School for the Deaf. He said one solution does not fit all.

**Steven Stubbs** spoke in support of SCR 103. He said this is like “Cliff Notes” or a “cheat sheet.” There is nothing new, it just summarizes and lists the various ways each child’s specific needs can be met. Parents and teachers need to work together to evaluate and assess the best way to meet the child’s needs.

**Ray Lockary** said in October his third daughter had to have a hearing aid as her ability to hear has decreased. He said SCR 103 is a place to look for the services that are available.

**Sandra Russell** said she supports this bill as a fourth generation deaf person. She was raised going to a deaf school with a strong ASL program. She said it is important for children to have the right to choose between English, oral, ASL, English signing, etc. She said ASL is different from English, but it is still a beautiful language.

**Veronica Dunningham** said she was raised with her deaf brothers, but she wanted to speak. Her parents didn’t know what to do until a school was found that met her needs in Massachusetts. After 8<sup>th</sup> grade she went to a mainstream public school and was successful.

**Rod Howells** spoke in support of this bill. He said he was a late deaf adult. Professionally he has had an Idaho Education Certificate and he is a nationally certified audiologist.

**Walter Jastremsky** said when he was young his parents struggled trying to figure out what to do with him. He ended up at the Idaho Deaf School. He remembers being impressed that signing was done for the western movies they saw. (Members of his family were there.)

**Tracy Warren** said all children have the right to an appropriate education, and this resolution provided excellent guidelines for educators. She encouraged the support of this resolution

**Mark Browning** said the Executive Committee of the State Board of Education said they are standing neutral on this resolution. They are concerned primarily that singling out one segment of the population with disabilities may send the wrong message to the other disabled population.

In response to a question concerning the Board's stand on the school at Gooding, Mr. Browning said they have no position.

**Elaine Custer** said she had seen all the aspects of the different modes of learning through the years. Many of her grandchildren have gone to the school for the deaf. She said as they enter mainstream schools, they do well, but there is a lack of interpreters.

**Sandra Koster**, said as a public school junior high and high school teacher, she sees examples of where the letter of the law was fulfilled, but the results weren't optimal. She gave two examples. In one case the increase in hearing loss wasn't recognized in a general special education class. In another more ASL help would most likely have had the student reading closer to grade level.

She said, "The definition of a disability is not knowing what you have access to."

**Holly Thomas Mowery** gave a brief description of her 5 year old son. He was screened at birth and found to be hard of hearing. The loss has become greater, but her son speaks well because of his earlier hearing. He also wears hearing aids. He was recognized at the Governor's Round Table as an outstanding student. She has viewed him as unique and never tried to put him in a one-size-fits-all box. She said every deaf child is unique.

**Dr. Cliff Green** said ISBA supports this resolution.

**Representative Wills** said this is an awareness issue. He commented that anyone can present their issue and ask for a resolution like this. He thanked those who came.

**MOTION:** **Representative Wills moved to send SCR 103 to the floor with a Do Pass.**

**Representative Chavez** said she taught middle school for 30 years and seventh and eighth graders are much alike, with or without disabilities. She said there is a huge disconnect between a physical disability and intelligence.

**ACTION:** **By voice vote the motion passed to send SCR 103 to the floor with a Do Pass.** Representative Wills will carry the bill.

**HCR 10** **Representative Chadderdon** presented HCR 10, and talked briefly about the need for financial literacy with the younger generation. With unrealistic ideas of finance they fall into debt and this can result in bankruptcy and failed marriages. Families and communities suffer as a result.

She stressed that the State Board of Education will set the curriculum. Many outside resources are available such as Jump\$tart, a 501 Corporation formed in 1995. She said the average student graduating from high school lacks basic financial survival information. She said this resolution tries to assure basic financial education in K-12. She said learning about money is as important as learning how to earn it.

In response to questions, she said the attorneys at the State Board

eliminated the language they objected to and that some financial literacy is already being taught in consumer economics. She is hoping for a well rounded program that starts earlier in school.

In response to a question, **Mr. Browning**, of the State Board, said Districts have wide latitude in this. The State Board will look at this and there may be courses that would fit in with the new math requirements.

**Representative Chadderdon** said that the Board felt cost of the program was not an issue as it would be incorporated into other classes such as in the third and fourth grade when students learn about money. In high school it would be at the discretion of the State Board, too

**Representative Durst** pointed out that the National Endowment for Financial Education often provides curriculum materials and training for teachers at no cost to the district.

**MOTION:** **Representative Shepherd moved to send HCR 10 to the floor with a Do Pass.**

**Leon Maynard**, a professor at BSU spoke in favor of the resolution. He said he is President of the Idaho Council on Economic Education that was formed in 1972. It is a private 502-C3 nonprofit organization. It has members from various colleges, universities, banks, investment companies, businesses, and the Farm Bureau. They are in favor of anything that can be done to encourage financial literacy. He said there are excellent teachers and programs in some schools, but more needs to be done. He said last year 3000 Idaho students played the Stock Market Game. (A team is given \$100,000 in virtual money to invest.) Students in Pocatello turned the original investment into \$160,000 in three months.

The International Economic Summit is for high school students who want to learn about competition in a global society. Five thousand students played the International Economic Summit Game in Idaho. He said their work is similar to JumpStart and they do work with them.

**ACTION:** **By voice vote the motion passed to send HCR 10 to the floor with a Do Pass.** Representative Chadderdon will carry the bill.

**RS 16839** **Representative Roberts** presented RS 16839 and said this bill would raise the registration fee in Idaho from \$13 to \$20 for boats. Fees were last raised in 1994, and the costs for the Parks and Recreation Department have gone up considerably.

**MOTION:** **Representative Trail moved to introduce RS 16839. By voice vote the motion passed.**

**Andrew Campenella**, with the ABCTE (American Board for Certification of Teacher Excellence) gave a report. This organization recruits and trains professional people who wish to make a career change to education. He said of the 600 they have recruited in Idaho, 130 have been certified to teach in the state. He said 2500 teachers are needed every year in Idaho. The program is flexible, of high quality and it works. A bachelor's degree is required, then an exam on the content area is given. Finally the "would-be" teacher is paired with an experienced

advisor and prepared for the classroom. Once hired, they are mentored by an experienced teacher for their first year.

He said research has not proved the effectiveness of student teaching so they do not use it. However, good mentoring has proven to be very successful and they use that. They do spend money recruiting prospective teachers. They will have their first state wide recruiting conference in April in Boise and they have offered free booth space to every school district in the state.

He said without ABCTE professionals would not be able to become teachers. Principals across Idaho and the nation give ABCTE teachers high marks. They have the facts to prove that a non-traditional route to teacher certification does work.

In response to questions, he said six states have adopted ABCTE and Missouri had passed a bill that day. He said a lot has changed since ABCTE came to Idaho in 2003.

In response to a comment he said those that drop out discover they weren't called to teach. He also said that 60% of the people that come to them have had some experience in education as a volunteer, teacher, or assistant.

**ADJOURN:**                      **Chairman Nonini** adjourned the meeting at 11:06 AM.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** February 15, 2007

**TIME:** 9:01 AM

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Pence, Chavez, Durst, Shively

**ABSENT/  
EXCUSED:** Representatives Nielsen, Wills, Boe

**GUESTS:** John Eikum, Dick Ledington, Stacey Ellmore, Jennifer Kelly, Emily Dans, Alan Winkle, Jane McClaran, Cliff Green, Jan Sylvester, Mark Browning, Garry Lough, Karen Echeverria, Jim Shackelford

**Chairman Nonini** called the meeting to order at 9:01 AM.

**MINUTES:** **Representative Shively moved to approve the minutes of February 12. By voice vote the motion passed.**

**ACT  
Presentation**

**Stacey Ellmore**, Senior Consultant Elementary/Secondary Services, West Region of ACT, presented. (ACT-American College Test) (See Attachment 1) She introduced Jennifer Kelly.

She said ACT works to improve college and workforce readiness. She said if students have to take remedial courses when they go to college, the chances are much greater they will not stay in college.

In 2009, ACT will have existed 50 years. She said the skills employers want are similar to those needed for college preparation. She stressed that math and reading skills are necessary for a "family living wage," and said college readiness should be an expectation of all students.

This preparation needs to start early with courses that are rigorous. They offer a longitudinal system of college readiness indicators. In the 8<sup>th</sup> and 9<sup>th</sup> grades a test is offered and guidance given through the EXPLORE program. In 10<sup>th</sup> grade the program is PLAN. It includes test and review midpoint in the high school years and preparation for the ACT. In the 11<sup>th</sup> and 12<sup>th</sup> grades, the ACT is taken.

She said ACT is entirely a curriculum based achievement test. ACT is the only test to include higher math skills and science. There is also an optional writing test which some colleges request.

Every three years ACT does a national curriculum study to see what is being taught around the country. This study is used to set the tests after a review of all state standards, text books, and nationally set curriculum. College professors and teachers write the tests.

They offer a career interest inventory for high school students, and information at the collegiate level for proper placement in courses.

Ms. Ellmore said 57% of Idaho students take the ACT. She said that those who took more rigorous or advanced classes scored better and referred to the chart on Page 2 of Attachment 1.

WorkKeys is a work readiness indicator system for assessment and

improvement of work-related skills that are equally meaningful for employers and for education and training.

**Jennifer Kelly** presented the COMPASS section of the presentation. COMPASS is a college course placement indicator system. It is taken on a computer which advances to more difficult questions if the answers are correct. She said it is licensed to postsecondary institutions who use it for course placement, concurrent enrollment, and to diagnose and identify remediation needs. It is also used as an outreach tool for students interested in Idaho's Technical-Preparation college programs.

**Ms. Ellmore** said that Colorado and Illinois now require the ACT for all high school students. More states are considering this option this year. Since adopting the ACT, Colorado has experienced increased educational achievement and college readiness; better selection of courses taken; more effective educational and career planning; more college ready students from under-represented groups; and greater college enrollment, success, and retention.

Within a year, the number of students going to college in Colorado rose 25%, and those staying for a second year increased to 86% rather than the average of 68%.

In response to questions, she said based on the disability, they give braille tests, audio tests, large print booklets, and students can even get readers if they need them. She said at this point ACT is a timed test. They provide many resources for test preparation which helps those with disabilities. They work with the individual schools, districts and states on the adaptive process.

She referred to the ACT Class of 2006 College Readiness Summary. (See Attachment 2.)

She said the ISAT is given through the 10<sup>th</sup> grade. The ACT costs \$29 per student, plus \$14 for the writing test. The Explore test only costs \$7 and this fee includes help before the test, and analysis of the results.

Ms. Ellmore offered a practice test to each Committee member.

## RS 16682C1

**Karen Echeverria**, of the State Board of Education, presented. She said this bill is a plan to increase the number of qualified teachers in high need fields. The increase in graduation requirements, which necessitates teachers who can teach more advanced classes, is causing concern among school districts. This is a pilot program. The State Department of Education will list the 10 fields with the greatest need. To fill these vacancies a loan-forgiveness program will be started for 100 teachers. For each year taught, \$5000 or 20% of the loans will be forgiven. Examples of fields with high needs are special needs, math, and science teachers; and language and speech pathologists. This program will add 100 more teachers and additional \$500,000 of expense monies each year until the total of \$2.5 million is reached. It will sunset in five years and they will evaluate the success of the program then.

In response to questions, she said that the program covers teachers anywhere in Idaho, not just in the rural areas. Also, current teachers in a high need field could apply. Not everyone would get the \$5,000 as some loans might be lower, so they would only get 20% of their outstanding debt. They expect more than 100 applications for the 100 slots.

In response to further questions she said the Department of Education lists the 10 most needed fields each year. She suggested that the



Department might break down the needs for rural areas.

**MOTION: Representative Shepherd moved to introduce RS 16682C1.**

In response to further questions, **Ms. Echeverria** said the State Board would adopt rules that govern how the applicants will be chosen and said the needs of rural areas will be taken into consideration.

She also said the money will come out of the State Board of Education's budget.

Chairman Nonini asked her about the funding, and **Ms. Echeverria** said that they have talked to the JFAC co-chairmen about this need for funds and they are hopeful. She said the needs based scholarship will come from the Governor's office.

**ACTION: By voice vote the motion passed.**

Vice Chairman Shirley assumed the Chair.

**RS 16934**

**Representative Nonini** presented this RS and said this bill would allow the rehiring of retired school teachers in high need fields. These employees will be "at will", must have reached the Rule of 90 (age plus the number of years taught adds up to 90), and must be 62 years of age or older. He said he has not seen or heard of any strong opposition to this bill.

In response to a complaint about the "at will" phrase, Rep. Nonini said that this phrase is needed to keep this employment from affecting their PERSI benefits. They will not be part of the blanket negotiation with the school district.

**Chairman Shirley** said that the "at will" phrase is used because they are already retired. It means the district has the right to discontinue their employment if things aren't going right.

**Dr. Cliff Green**, Executive Director of the Idaho School Boards Association, said that the "at will" phrase gives a district flexibility. They may need the retired teacher for a year, or more, depending upon the situation. The district can fill vacancies as the need arises.

In response to a question about negotiating sick leave, he said that state law requires sick leave accumulation of one day per month worked. If a school district wanted to give more than that, the money would come from the district's discretionary funds.

**MOTION: Representative Chadderdon moved to introduce RS 16934.**

The question was asked why the Rule of 90 was used. **Alan Winkle**, Executive Director of PERSI, explained that if a teacher retired with a reduced formula, they couldn't qualify.

He said they looked at other states' experiences and have required the PERSI retirement contribution to still be paid by the district, even though nothing will change on the rehired teacher's benefits, nor will he/she contribute any more money to PERSI. Their actuary said PERSI will need these district monies as the retirement demands shift.

In response to further questions, Mr. Winkle said the Pension

Protection Act stated age 62 as a benchmark for retirement. They worked with the Idaho School Boards Association who wanted the Rule of 90 met first. The IRS requirements added the age of 62.

**ACTION:**                    **By voice vote the motion passed to introduce RS 16934.**

**ADJOURN:**                **Chairman Nonini** assumed the chair adjourned the meeting at 10:20 AM.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** February 19, 2007

**TIME:** 9:02 AM

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**GUESTS:** Eldon Wallace, Shane Reeder, Chuck Ericson, Jennifer Kandler, Mark Browning, Luci Willits, Fairy Hitchcock, Sherri Wood, Taylor Patrick, Dustin Patrick, Afton Patrick

**Chairman Nonini** called the meeting to order at 9:02 AM.

**Federation of  
Private Career  
Schools and  
Colleges**

**Gena Wixtrom**, representing the Federation, started the presentation. She said there are at least 20 private career colleges in Idaho. However the association, which covers Oregon and Washington, is fairly new to Idaho. All their member schools offer technical education. The majority of these programs lead to certification upon completion of the courses. Four colleges offer degrees. The earning capacity of their graduates greatly increases.

Ms. Wixtrom said that these schools are able to respond rapidly to employer changing demands. She said hundreds of Idahoans are educated at no cost to the state. They offer the state better trained workers who will earn more money and pay more taxes. Also, these schools hire hundreds of faculty and staff members who also contribute to the economy, in addition to the taxes the schools pay as businesses.

She pointed out that these colleges must retain their students and successfully train them or they will go out of business. She said curriculum relevance is a must to sustain employer loyalty to their graduates. Most of their schools are accredited by a national organization recognized by the US Department of Education.

**Shane Reeder**, Director of Stevens-Henager College, spoke. He said they have been in Boise since 2004 in the old K-Mart building on Americana and Shoreline Drive. They will be moving to a new campus near the intersection of Cole and I-84 where construction is currently underway. He said they are the oldest career college in the US with many campuses. They have 262 students at the Boise campus. They offer AA degrees and BA degrees and are in the middle of accreditation for a Master's degree program. He said they are working to establish more medical based programs as there is a need in that area.

He said they keep statistics on graduation and employment rates. Their programs are accelerated and run between 14 to 30 months in length. One can earn a BA degree in 26 to 30 months. Graduates may update their skills by repeating courses for free the rest of their life. He said their student retention rate is 94%.

They pride themselves on placing their students quickly and said the average increase in earnings for a graduate earning an AA degree is

\$591 per month.

They also design programs to meet specific employer's needs.

Their medical technicians intern at the local medical hospitals and labs.

He said a 14 month course costs \$32,000, and transfer to other public institutions depends upon the institution.

**Jennifer Kandler**, Director for ITT Technical Institute, presented. She has been in Boise at the school for 34 years, and has been the director the last 7. She said they offer BA and AA degrees in Information Technology. They offer drafting, design, and electronics programs, too. Their newest programs are in the medical field and construction management. Their student body is 75% male, and 25% female. Upon graduation from their program, graduates' incomes go up an average of 70%.

As a degree granting college, she said they are highly regulated. Students are given full disclosure of costs, employment rates and salaries before signing up. She said 87% of all graduates are working in their chosen field of study.

**Chuck Ericson**, Director of Apollo College, presented. He said their emphasis is on various medical programs. Their goal is success for their graduates. Most of their certificate programs take 9 months of day classes or 11 months of night classes. They have a 2 year dental hygiene program and now have approval from the state for their licensed practical nursing program. They hope to add a Registered Nurse program. Sixty percent of their students are hired by the company where they did their internship.

He said they have 750 students. Idaho does not require certification for a medical assistant, dental hygienist, or massage therapists, but most businesses want employees with training and certification.

**RS 16939:**

**Representative Pence** presented and said this resolution asks the Department of Education and the Department of Health and Welfare to work together to establish early childhood learning standards. The Department of Health and Welfare can then use these standards and other criteria in developing a quality rating system for the evaluation of child care facilities. This quality rating system would enable all Idaho parents to compare child care providers before enrolling their children, thus providing parental choice.

She said she had served on a interim committee this summer and heard hours of testimony. She felt this was the best way to address the problem.

She said participation in the rating scale will be optional and said she saw this as a public/private partnership, which is Idaho's way of meeting needs. She said there is no financial impact.

**Representative Thayne** said he thought this was good information to get out for everybody to see.

**MOTION:**

**Representative Chavez moved to introduce RS 16939.**

**Representative Patrick** inquired further as to the fiscal impact since it is obviously going to take work to set up the standards.

**Representative Pence** said she had talked to the Directors at Health and Welfare, and the Department of Education and said they both felt quite a bit of work had already been done in this area, and the rest could be done within their current budgets.

**ACTION:**                    **By voice vote the motion passed to introduce RS 16939 with Representatives Nielsen and Marriott asking to be recorded as voting nay.**

**ADJOURN:**                **Chairman Nonini** adjourned the meeting at 9:51 AM.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** February 20, 2007

**TIME:** 9:00 AM.

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**GUESTS:** See Attached Sheets

**Chairman Nonini** called the meeting to order at 9:00 AM.

**RS 17006** **Representative Henbest** said this legislation clarifies and strengthens requirements for obtaining residency in Idaho for the purpose of qualifying for resident fees at the state's institutions for higher education. This is a result of an Office of Performance Evaluation (OPE) study on higher education residency that has been accepted by JLOC (Joint Legislative Oversight Committee.)

The first OPE report came out in 2004. It stated that there was no uniformity in the way residency was defined by the various institutions of higher learning in Idaho. They suggested three actions. 1) A Legislative amendment to code to clarify how full time non-resident students should be dealt with. 2) The State Board of Education should tighten up the rules. 3) The universities and colleges needed to do a better job of checking on a student's status.

A follow-up report was issued in August of 2006 that stated the State Board of Education's process towards implementation had been slow, as has the progress made by the state institutions.

Representative Henbest said that this bill compares to legislation in surrounding states.

**MOTION:** **Representative Bradford** moved to introduce **RS 17006**. **By voice vote the motion passed.**

Vice Chairman Shirley assumed the Chair.

**RS 17032** **Representative Nonini** presented and explained this legislation is the method of implementing the Committee's rejection of the Division of Vocational Rehabilitation's rule.

**MOTION:** **Representative Durst** moved to introduce **RS 17032**. **By voice vote the motion passed.**

Chairman Nonini assumed the Chair.

**RS 17028**  
**RS 17029**  
**RS 17045** **Representative Block** presented. She said one bill was to reject a nursing rule, one to reject a child care program rule, and one to establish October as Idaho Disability History Month. When they are printed, all three of these bills will be referred to the Health and Welfare Committee.

**MOTION:** **Representative Bradford moved to introduce RS 17028, RS 17029, and RS 17045.**

**ACTION:** **By voice vote the motion to introduce RS 17028 passed.**

**ACTION:** **By voice vote the motion to introduce RS 17029 passed.**

**ACTION:** **By voice vote the motion to introduce RS 17045 passed.**

**RS 16986** **Representative Pence** presented and showed a large pile of copies of the same document in support of this legislation, but signed by different people, or rubber stamped, and sent to the Capitol fax number and committee members. She said this bill makes an exception from existing regulations for undocumented students who graduate from Idaho high schools. She said Utah, Texas, Oklahoma, Kansas and Nebraska have passed similar legislation. The language in this bill comes from the Texas law.

She said undocumented students who graduate from high school, or who get a GED in Idaho, and have attended schools in Idaho for three years should be granted in state tuition. To get this break in tuition, this legislation requires the student to apply for immigrant status, or to apply when they are eligible. She said these students are hard working and goal orientated. She said some students don't realize until they apply to college that they don't qualify for in state tuition.

Representative Pence said the college presidents in Idaho are in favor of this legislation as it would give them more students.

Representative Pence said Superintendent Luna said he liked the idea as this bill may decrease the drop out rate for undocumented students. However, he expressed a concern about the lack of strict guidelines requiring a student be working towards citizenship.

She said Senators Craig and Crapo have sponsored federal legislation that would encourage legal status for illegal immigrants. A bill has passed the US Senate, but not the House and has been stalled for several years.

She said that 100 to 400 students might qualify, but that doesn't mean all will take part in the program. Utah had 200 students take advantage of a similar law.

Several representatives raised the concern that applying for legal status while in the country illegally might result in the student being deported. These questions were not answered to the satisfaction of some of the representatives.

**Representative Pence** said students need to be 18 before they can apply for legal status.

**Representative Chadderdon** asked if there would be reciprocity between other states on the in state tuition.

**Representative Pence** said she didn't know.

**Fernando Mejia**, from the Idaho Community Action Network, said these undocumented kids call Idaho home.

**Leo Morales**, of the Idaho Community Action Network, said it was a

complicated question as to when students have an opportunity to adjust their status. He said currently students who might fall under this bill cannot automatically apply. This bill assumes that the US Congress will pass immigration reform and students will then be able to apply.

**Representative Shirley** said his experience with an international students' office showed him the immigration laws are so specific that the colleges and universities have no "wobble room." He questioned whether this bill would allow these colleges and universities to give in state tuition and still meet immigration laws. He said he was in favor of the concept, but had questions about the implementation.

**Representative Pence** said she would talk to the universities. She said her group had communicated with the university presidents who were in favor of students coming to their universities. However, the issue of immigration was not raised.

**Chairman Nonini** asked how this RS compares to RS 17006 which we heard at the first of the meeting. He said this bill would not change the student's immigration status. He said some changes might be more helpful, but the students are still undocumented.

**Representative Pence** said she did not have time to study RS 17006 as it was just introduced this morning.

**Representative Boe** said this was an interesting and worthwhile concept for the Committee to consider. She commented that none of the Committee members were experts on immigration law. She said we need to bring in an expert and she would welcome further discussion.

**MOTION:**

**Representative Boe moved to introduce RS 16986.**

**Representative Marriott** asked if this was an attempt to give legal status to illegal immigrants.

**Representative Pence** said that was not the aim. The aim was to allow students to better themselves through higher education. She said the "Dream Act" does make a pathway for legal status.

The comment was made that it appeared that people who have been here for some time have not made the effort to become citizens, so why have this bill. Again it was asked if this was an attempt to subvert the illegal immigration issue.

**Representative Pence** told of a student who entered the country at the age of 2. When she was 4, the family started the process of getting legal status, but it took 14 years. Her first two years of college, she had to pay out of state tuition. She said families are defeated by the amount of time it takes to gain legal status. She promised to try to get a legal expert on immigration for the bill hearing.

More comments were made as to the helpfulness of having an expert on immigration in Committee. The comment was also made that it is difficult to come to this country legally, but nothing is done about those



who come illegally.

**ACTION:** **Representative Durst called for a roll call vote on the introduction of RS 16986. It was unanimous with Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, and Shively voting Aye.**

**RS 17067** **Karen McGee** presented the Opportunity Scholarship Program. She said we have a high rate of high school graduates in Idaho, but a low rate of those who go on to higher education. Students currently attending an Idaho institution will qualify for this loan program. It is a "Last Dollar" program of financial assistance for students with limited resources. The Governor has recommended that this fund be endowed by a one-time grant of \$38 million. If yearly funding were to be used, an economic downturn could reduce the funds made available.

The scholarship may be used at all Idaho institutions, private as well as public, and applies to technical schools as well.

The State Board of Education will set the rules for this legislation. They are instructed to set the minimum criteria for students. This bill is to provide an opportunity for all to attend higher education institutions.

She said under current rates, they believe \$2 million a year in interest will be available for higher education scholarships.

**MOTION:** **Representative Bradford moved to introduce RS 17067.**

Representative Nielsen asked about drug usage. **Ms. McGee** said that a student would become ineligible if convicted of illegal drug use. However, those who drop out for a mission or other good reason will not lose eligibility.

**ACTION:** **By voice vote the motion passed to introduce RS 17067.**

**Senator Goedde** introduced Mike Clabby, Idaho's Teacher of the Year.

**Mike Clabby  
Idaho's Teacher  
of the Year**

**Mike Clabby** began his presentation by thanking the Committee for their support. He said his job is a blessing and he thanked God for it. He teaches arts, crafts, and computer related technology. He has been teaching for 32 years. He became a teacher because he believed he could make a difference.

In the third grade he moved from the inner city to Idaho. He got further and further behind until his fifth grade teacher, Mrs. Wright, showed him she cared about him. She laughed with him and believed in him. A couple of high school teachers also reached out to him. He was the first in his family to go to college.

He again said with fervor that he loves what he does.

He said his great concern is about the drop out rate. He gave several examples. He said "round table" discussions with the teacher, parent, and student can be terribly demoralizing to the student who just "crumbles."

Mr. Clabby stressed that we must reach kids where they are and then get them interested in education. He said we won't get them all, but we should be getting more than we are.

He teaches film making. He said his best video editor flunked his math ISAT and dropped out of school saying he wasn't interested in the math test.

Another student who is flunking three core classes was seen helping his brother with college math. This student has a film in the Coeur d' Alene Film Festival. He says his art class keeps him in school.

The principal of his school told Mr. Clabby that when he retires, the art program he has worked 17 years to build will be gone due to the cost of required additional math and science classes. He said this is "taking away from the poor and giving to the rich." The lower kids need help.

He said we need to start in elementary school to interest kids. He said not to think of it as "saving a child," but as "harvesting the resources."

He had just returned from a meeting with all of the states' Teachers of the Year. He said two things are required—Passion and Compassion.

Several Committee Members shared stories of great teachers in their personal school careers.

**ADJOURN:**                      **Chairman Nonini** adjourned the meeting at 10:27 AM.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** February 21, 2007

**TIME:** 8:32 AM.

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**GUESTS:** John Eikum, Bob Golling, Julie Lynde, Rob Winslow, Emily Davis, Brent Reinke, Shane Evans, Cliff Green, Mark Browning, Kim Ennis, Sherri Wood, Karen Echeverria, Dana Kelly, Luci Willits

**Chairman Nonini** called the meeting to order at 8:32 AM.

**MINUTES:** **Representative Shively moved to accept the minutes of February 13. By voice vote the motion passed.**

**MINUTES:** **Representative Wills moved to accept the minutes of February 14. By voice vote the motion passed.**

**RS 16997** **Representative Roberts** presented RS 16997 and said this bill introduced a new concept for education funding in Idaho. This is supplemental aid. Currently there are several different funding sources for schools. The Maintenance and Operation (M & O) money is now paid by the state. Other sources of funding are emergency levies for a sudden influx of new students, tort levies to cover insurance and law suit costs, building levies, and bond levies. He said over half of the districts currently use supplemental levies which provide for funding levels above and beyond what the school gets from the state's funding formula.

This bill sets up a "bucket" of funds to use in sending additional new dollars as appropriated by JFAC. There is no fiscal impact until JFAC decides to fund this process. This bill establishes an index which uses the same three criteria as does the bond equalization formula. However the percentages are different. One-third each will be based on market value, per capita income, and unemployment.

He gave an example of Orofino, a district with a declining enrollment. A supplemental levy there could cost each family \$200. This would have a large affect in a struggling district with a weak economy.

This bill would distribute money through the appropriations process to struggling districts. He doesn't have a specific amount, but suggested \$2 million. They did a supplemental funds bill for some rural districts last year and saw good results. He said he would bring a spread sheet when the bill is debated in Committee.

If this bill is passed, districts could receive money in August of this year.

**MOTION:** **Representative Wills moved to introduce RS 16997.**

**Representative Roberts** said available funds will be controlled by how

many dollars are appropriated. Qualifying districts will all receive their share based on the number of support units.

**ACTION:** By voice vote the motion to introduce RS 16997 was passed.

**Idaho  
Department of  
Correction**

**Brent Reinke**, Director of the Idaho Department of Correction, started the presentation. He referred to a Memorandum which he sent to the Governor (Attachment 1). Three issues they are working on are 1) Development of alternatives to incarceration, 2) Implementation of the Adam Walsh Act and a full review of Idaho's sex offender registry, 3) Development of evidence-based programs in the management of those incarcerated.

He said one out of every 36 adult men in Idaho is under the supervision of the Department of Correction. (See Attachment 2)

**Shane Evans**, Deputy Chief, Division of Education and Treatment, continued the presentation. He stressed that education is critical to success for an individual after leaving prison. He said for every \$1 spent in education, they see \$10.66 saved in future societal costs. Vocational education pays back \$13.74 for every \$1 spent. The ability to earn a living wage is critical in keeping inmates from returning to prison.

He said they rely heavily on federal dollars to pay for their education programs. They work hard to do the best they can with the money they receive as education is the best way to reduce recidivism.

The National Governors' Academy recommends that to reduce recidivism offenders must complete their education, learn a work skill, end chemical use, and have a stable living environment.

Education is conducted through the Robert Janss School. They have nearly 1000 offenders who read below a 6<sup>th</sup> grade level, and 42% need to complete their high school education. Fifty-two percent of those that leave the public schools before graduation end up in prison.

He said Fetal Alcohol Syndrome is difficult to diagnose in an adult. They give a test to determine reading ability when the prisoner enters, and a more in-depth test if needed. If they notice symptoms, they do a full mental health review.

At any one time 1,000 inmates are in vocational education. However, teacher retention for these programs is a real problem as they pay \$4 to \$6 an hour less than similar jobs in surrounding states, and these teachers have to deal with a difficult population.

**Representative Shirley** commented that if we could keep students in the public schools, it would reduce the prison population.

**Representative Block**, Chairman of Health & Welfare Committee, said it would reduce those on the Health & Welfare rolls, too.

**Mr. Evans** said national research has shown that obtaining a GED reduces the recidivism rate. They are finishing up the first year of a study with the U of I (University of Idaho) and it is showing good results for those in Idaho earning their GED.

**Director Reinke** added that California can hold juvenile offenders to age 25, and won't release them until they earn their GED.

**Mr. Evans** said they have two female facilities. They are looking to use multipurpose sites so that both sexes can take advantage of training for jobs that meet the living wage requirement. Currently they are looking for a site for a welding school. They are working with the welding association and employers. They plan to work with Habitat for Humanity to develop construction skills. He said there is a demand for soft skills—showing up, being on time, and being respectful. They spend 180 hours addressing that “Workforce Readiness” issue.

He said they are looking hard at education sets for computers and related hardware.

**Director Reinke** said that private industry never forgets these are convicted criminals with victims. He commented that the modern day lepers are the sex offenders.

**Mr. Evans** said that a variety of religious training is offered at all facilities. Of the 130 providers that help with re-entry, the majority are faith based.

He said before release, inmates go through a 9 to 12 month program to teach social skills and to accept accountability for their actions. Once transferred into the community, they enter an intensive advocate program.

He said one-third of the inmates have mental health issues, but they are meeting the challenge and addressing the issue. He said the prison population needs intense education and programming in dealing with substance abuse. Inmates need to connect with sources in the community upon re-entry.

**Director Reinke** said he is worried about his exposure from risk management. A federal judge is watching. They have 240 that qualify for sub acute mental health care. He has 8 that are “non adjudicated,” the term for this used to be “criminally insane.” Health and Welfare cannot handle these individuals. He said eventually there will be litigation concerning the mixing of adjudicated and non adjudicated prisoners in the same facility.

He said at present the population is at 101% of capacity, so they are a bed driven community, not a program driven community. They need more money so inmates are not moved around and miss getting into programs they need for parole.

**Vice Chairman Shirley** assumed the Chair and thanked presenters.

**Jason Hancock**

**Jason Hancock**, from Budget and Policy Analysis, spoke on the Bond Levy Equalization Index Calculation. (See Attachment 3) He said the fund was created by Legislation passed in 2003 to address the school facilities lawsuit issues. The judge said Idaho was not meeting its constitutional mandate to provide safe schools. The original bill helped qualifying districts with the interest on their bonds. Last year H 743 changed the law so now part of the principle can be paid too. The Value Index is critical and is recalculated every year. The legislation only applies to school bonds passed on and after September 15, 2002.

Fifty percent of the index is based on the market value of real estate in the district. In addition, for the county where the district is located, 25% is based on the unemployment rate, and 25% is based on the per capita income. All the districts' numbers are averaged for each category and 1

is the state average.

Mr. Hancock pointed out that Boise School District has a market value of 1.69, and Kuna has a value of .57. Kuna has low to medium priced homes and no high value industrial property.

**Representative Trail** raised the issue that some small, poorer districts are actually located in counties that also contain a city, such as Moscow, which has a high income.

**Mr. Hancock** explained that when the bill was written, the legislators decided that county unemployment and per capita income rates were thorough and reliable and couldn't be manipulated. He said the reasoning was that if the pay was higher in the next town, some could commute.

Representatives were criticizing Mr. Hancock because the free and reduced school lunch numbers were not used in the calculations. **Chairman Shirley** pointed out that last year a bill to include the numbers of free and reduced lunches in the calculations came from the Governor's Office. It was introduced and passed out of Committee to the floor of the House where it was defeated by a close vote due to some Committee members changing their vote.

**Mr. Hancock** continued to explain that once the three numbers for each district are obtained, they are multiplied by .5 for the market value of the land, and .25 for per capita income, and .25 for the unemployment rate. The three numbers are added up to give a final number.

If the number is between 1 and 1.5, the district will get 10% help with interest. If it is under 1, the district will get help in proportion to the percentage under 1. For instance, Mullan School district has a rating below .5, so the state will pay over 50% of the repayment for principle and interest for any bond passed by that school district.

The number is recalculated every year. If a district becomes wealthier, their value index will rise and the state money will decline. A district with a major plant closing might see their value index go down, and they would receive more money from the state.

In closing Mr. Hancock pointed out that last year 21 bonds worth \$528 million were passed—twice the amount of debt issued the first three years combined.

**Chairman Nonini** assumed the Chair.

**RS 17079**

**Representative Thayne** introduced this resolution which concerns early childhood education. He said the issue of pre-K (pre kindergarten) education is an ongoing national debate with 40 states offering some form of pre-K. Everyone agrees that early childhood education is essential for proper development, but there is disagreement as to which is the best way to deliver that education to a child of age four—by the state or in a family. In 1965, 15% of four year old children were in pre school, by 2001 it was 66%, but we haven't seen the decline in crime and unwed pregnancy predicted and the drop out rate hasn't changed.

Those advocating for pre-K refer to two studies which were done on a small scale. The first one required a stay-at-home parent and there was a parent component in the training. The second took children from age 4 months to 5 years for five days a week. Both studies were done with

highly disadvantaged children who were never able to catch up to grade level. He said "at risk" is defined by the parent's quality of life for this age of children. He said the most positive benefits come from loving and caring parents, and the state should not cut into this time.

An additional problem is the cost of a quality pre-K system. He asked where would the teachers come from. Head Start costs \$7,000 per child, and even in this program, children from disadvantaged families never do catch up with children from middle class families.

He said instruction at too early an age can have an adverse affect on children.

Representative Thayne suggested a better use of taxpayer funds would be to help parents.

He said this resolution contrasts the two points of view and offers a mechanism for discussion.

**Representative Durst** said he would love to be able to have one parent at home with his two children and a third on the way, but can't afford to. He asked how do we get one parent at home. He said a family can't live in Boise on one income of \$20,000 a year.

**Representative Thayne** said that is one of the issues that would be discussed when this bill is heard. He said we don't really focus on the need of families and what the Legislature can do help them. He quoted Senator Santorum from Pennsylvania as saying the second income of a two-parent family goes to pay the taxes. This makes it harder for mothers to stay at home.

**MOTION:**

**Representative Patrick moved to introduce RS 17079. By voice vote the motion passed with Representative Boe voting nay.**

**H 203**

**Karen Echeverria**, Deputy Director of the Board of Education, presented H 203. She said the purpose of this legislation was to increase the number of qualified teachers who work in high need fields in Idaho's public schools. She said this proposal creates an on-the-job loan forgiveness program.

She said the State Board of Education (SBOE) would administer this program and would be responsible for drafting rules to implement this program.

She said every year the State Department of Education conducts a survey of school districts to determine the ten most difficult teacher fields to fill. The SBOE will use this report to determine eligibility for the program.

She said based on questions from the Committee, the SBOE is willing to "disaggregate" the data between rural and urban districts. However, the field would have to appear in one of the top ten high need fields—whether rural or urban. This program is not for a one time need situation.

She said the SBOE had listened to the concerns of districts and believed this bill was a step in the right direction.

Ms. Echeverria said although the same positions are usually on the list every year, their ranking may change.

When asked by the Chairman about JFAC funding this legislation, **Ms. Echeverria** said they have discussed this bill with JFAC, but there has

been no commitment for funding.

**Representative Trail** commented he served on the Task Force this summer and there are similar successful programs in other states.

**Representative Durst** asked if deference would be given to smaller school districts. **Ms. Echeverria** pointed out that Page 1, Line 42 and 43 states that applications will be considered in the order they are received. Up to 100 teachers can take advantage of this program each year.

**MOTION:**

**Representative Chavez** moved to send H 203 to the floor with a do pass.

**John Eikum**, Executive Director of the Idaho Rural School Association, spoke in support of the bill. He said a prospective math teacher from Las Vegas said she wanted to teach in a rural area and applied to Kamiah. She flew to Boise, drove to Kamiah, took one look, and drove back without staying for the interview. To her way of thinking, Boise was rural. He said it is difficult to attract teachers to rural districts, and this might be the incentive they need.

**Rob Winslow**, Executive Director of the Idaho Association of School Administrators, spoke in support of the bill. He said this bill give districts another tool to use in hiring teachers.

**Dr. Cliff Green**, Executive Director of the Idaho School Boards Association, said we need to place highly qualified teacher in fields of high need. He said one very difficult field to fill is Speech Language Pathologist which is required under NCLB (No Child Left Behind.) A Master's Degree is required. There just aren't enough qualified people. Those graduating can make \$55,000 in private practice, or \$30,000 as a district employee. He expressed appreciation to the State Board of Education.

**Kim Ennis**, a Speech Language Pathologist who works in the Boise School District spoke in support of the bill. She said there has been a need in this field ever since she moved to Idaho in 1983. She said it boils down to money so students can pay off school loans.

**Sherri Wood**, President of Idaho Education Association, spoke in support of H 203. She said this bill would help educators go back to school and get additional training for high need fields.

She said she would like to give an incentive to every teacher in the classroom, regardless of whether they got a loan or paid as they went to school. She said she would like to see the amount higher, not lower.

Ms. Wood agreed with **Representative Trail's** assessment that three different groups of teachers would qualify. Those students in colleges of education now who are planning a career, those teachers currently in the profession with loans, and potential teachers who could go the alternative certification route.

**Representative Marriott** said he would not support the bill as it did not address the high need locations. He also said it doesn't help those who



pay for their schooling on their own.

**Ms. Echeverria** said the bill does include teachers who are getting a Master's Degree, not just those with a Bachelors' Degree.

**Representative Trail** pointed out that currently a similar program exists for nursing students.

**Representatives Mortimer and Nielsen** both suggested that if the maximum amount was reduced to \$2,500, twice as many teachers could be helped.

**Representative Thayne** expressed the concern that if the Committee voted for every good idea that came along, JFAC would not take the Committee seriously.

**Chairman Nonini** said a number of scholarship bills were defeated on the floor of the House last year. This year the JFAC Co-chairs told the Committee to only send out one or two scholarship bills.

**Representative Mortimer** said he shared the concern of Representative Marriott. He said some people sacrifice living style to pay for their education as they go to school. He said this results in discrimination against those who did not get a loan. He said he would like to see an incentive program to give back whether or not they have a loan, if a teacher meets the criteria of a high need area.

**SUBSTITUTE  
MOTION:**

**Representative Marriott moved to hold H 203 in Committee.**

**Vice Chairman Shirley** said circumstances vary from individual to individual. He said he got his PhD without a loan, but it can't be done today with the soaring cost of education. He said some are more capable of financing their education than others. He said he was more concerned with helping those who can't make it on their own. He said he likes this bill because it entices those who get the training to stay in Idaho. It is not a perfect system, but the State Board can write rules and see how this goes after implementation.

**Representative Nielsen** said he has mixed feelings about the bill. He felt it encouraged debt. He said we need teachers who are qualified, but this bill penalizes those who get the training on their own. He suggested amending the bill so there is a stipend for anyone who fills a high need area.

**Ms. Echeverria** said she could take the suggestion back to the Board, but couldn't make any decision herself.

**Representative Chadderdon** said we are forgetting this is about 100 applicants who have already paid for their education. This is to attract teachers into areas where they will stay and teach in Idaho. Fifty-seven districts in Idaho have less than 500 students.

**Representative Trail** commented we lose many of the brightest and

best teachers because other states have higher pay and better benefits.

**AMENDED  
SUBSTITUTE  
MOTION**

**Representative Nielsen moved to send H 203 to the floor without recommendation.** He said this would leave Committee Members free to vote as they wish on the floor.

**Representative Patrick** expressed concern as to where the money is going to come from.

**Representative Mortimer** said the Committee was confusing the need which they were trying to meet versus the application of the idea. He said his opposition was based on the application. He said the teacher should be given a voucher or a credit. He said he would like to see these two areas clarified before the bill went to the floor.

**ACTION:** The roll call vote of the motion to send H 203 to the floor without recommendation was defeated with Representatives Nielsen, Shepherd, Marriott, and Patrick voting Yea, and Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Chadderdon, Mortimer, Thayn, Boe, Pence, Chavez, Durst, and Shively voting Nay.

**ACTION:** In a voice vote the motion to hold H 203 in Committee was defeated.

**ACTION:** In a voice vote the motion passed to send H 203 to the floor with a do pass. Representatives Mortimer, Marriott, Patrick, and Thayn voted no. Representatives Shirley and Trail will carry the bill.

**ADJOURN:** Chairman Nonini adjourned the motion at 10:40 AM.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** February 22, 2007

**TIME:** 9:00 am

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**ABSENT/  
EXCUSED:** Representative Block

**GUESTS:** Mike Chatterton, Representative Rusche, Representative Bedke, Ron Crane, Chuck Seldon, Rob Winslow, John Eikum, Nancy Landon, Phil Homer

**Chairman Nonini** called the meeting to order at 9:00 am.

**MINUTES:** **Representative Shively made a motion to approve the minutes of February 15, 2007 as written. By voice vote the motion passed.**

**MINUTES:** **Representative Wills made a motion to approve the minutes of February 19, 2007. By voice vote the motion passed.**

**H 183** **Representative Bedke** introduced H 183 and said it was a trailer bill to H 743 from last year, which dealt with school facility issues. This legislation will “tuck in some loose ends”, correct some oversights and some things that did not come up last year. The number one change was it now allows school districts to allocate money for maintenance, rather than deposit the money into a separate account, as long as they keep track of the money in their book keeping. When he talked to school districts in the interim that was an issue. The second change is it allows certain monies be spent outside the building to count toward the requirement, including sidewalks, stairways, landings, fences, safety hazards, etc.

**Representative Bedke** said thirdly some school districts choose to do maintenance in chunks, at one time. An example of this is in Twin Falls. They passed a school bond for \$47 million and set aside a portion to redo all the roofs of all their buildings. In last year’s legislation there is no provision to carry forward a credit. In this legislation a credit has a life of 15 years. They “ran the numbers” from Twin Falls and the 15 year credit span seemed to work. The rationale for not extending a credit longer than 15 years is that it would extend past the usefulness of the repair. New buildings or buildings under warranty would be exempt from the formula.

**Representative Patrick** asked why 4% was chosen.

**Representative Bedke** said there were two reasons. Number one, their action was in direct response to a school facilities lawsuit. They

wanted districts to set aside money for maintenance purposes. Industry standard is 2 to 4%. With the current formula school districts average 3.4%.

**MOTION:**                    **Representative Shepherd made a motion to send H 183 to the floor with a do pass recommendation.**

**Mike Chatterton**, Business Manager of the Blaine County School District and President of the School Business Officers of Idaho, spoke in favor of the bill. He said the change would allow people to better understand the school district's budget. The School Business Officers of Idaho supported the legislation.

**Chairman Nonini** said that Rob Winslow and Phil Homer of the Idaho Association of School Administrators, John Eikum of the Idaho Rural Schools Association and Nancy Landon of Boise Schools all supported the bill. There was no one to speak against the bill.

**ACTION:**                    **The motion to send H 183 to the floor with a do pass recommendation passed by a voice vote.** Representative Bedke will carry the bill on the floor.

**RS 17017**                    **Representative Rusche** introduced RS 17017 that concerned retrofitting older schools with sprinklers. School fires are rare but as Middleton showed, a school fire can have a devastating affect on the building and its residents. Under the provisions of this bill an application would be made to the Public School Operating Fund. The bill does not require a failed levy or the assumption of control of the school district by the State Board of Education. This would be grants that do not need to be repaid. If they receive many applications they may choose to replenish the fund. The Idaho Division of Building Safety did not know how many schools were without sprinklers. He estimated there are at least 128 schools based on responses from superintendents.

**Representative Rusche** said the Division of Building Safety estimated costs of \$1-2 per square foot to retrofit. There are some school districts that already got estimates, which were about \$3 per square foot. He did not know the total square footage of the 128 schools, but said they ranged in size. He also did not know how many students attended the 128 schools.

**Representative Wills** asked if \$25 million was an arbitrary figure and if it would be enough.

**Representative Rusche** said the \$25 million fund was established in H 743 last year. Additional funding was at the will of the Legislature.

**Representative Shepherd** asked if it was known what would be saved in insurance.

**Representative Rusche** said he did not know.

**Representative Nielsen** asked if those schools were without smoke alarms. Last year in the Health & Welfare Committee he heard that smoke

alarms are more important than sprinklers. People will be almost dead by the time sprinklers go off. Sprinklers are not a bad idea but smoke alarms are needed first. Smoke alarms protect lives, sprinklers protect property.

**Representative Rusche** said there were some schools without smoke alarms and they were of primary importance.

**MOTION:** **Representative Chavez made a motion to print RS 17017.**

**Vice Chairman Shirley** said they should do everything to make school buildings safe. But he was concerned that the bill would change the whole intent of H 743. If districts qualified they could use the fund up very quickly. The purpose of H 743 was for overall building repair, not for sprinklers.

**SUBSTITUTE MOTION:** **Vice Chairman Shirley made a substitute motion to return RS 17017 to the sponsor.**

**Representative Rusche** said the bill had not been reviewed by the Attorney General.

**Representative Boe** said she was against the substitute motion and in favor of the original motion. She would have liked to see the bill return to the committee and have the sponsor answer some of their questions.

**ACTION:** **The substitute motion to return RS 17017 to the sponsor passed by voice vote. Representatives Trail, Boe, Pence, Chavez, Shively and Durst voted nay.**

**RS 17021** **State Treasurer Ron Crane** introduced RS 17021 that dealt with school district investments. He said many school districts invest in the Local Government Investment Pool. The Bond Council has said there needs to be clarification that school districts can invest in the Treasurer's Code. Districts follow that code now.

**MOTION:** **Representative Wills made a motion to send RS 17021 to print.**

**Representative Nielsen** asked what sections 67-1210 and 67-1210A of Idaho Code referred to.

**Mr. Crane** said they enumerate the type of investments they can invest in. They cannot play the stock market. The principle is not at risk. The section states the different instruments available for their use.

**Representative Mortimer** asked if schools were investing funds outside of the department.

**Mr. Crane** said it varied by school district. Some do their own investing, such as larger school districts, but many participate in Local Government Investment Pools. The size of the pool is \$1.5 billion and that is available to all school districts. Fiscal Year 2006 earned a return of \$96 million in interest income. This year it has averaged a 5.13% return.

**ACTION:** **The motion to introduce RS 17021 to print passed by voice vote.**

**RS 16911**

**State Treasurer Ron Crane** said in 2001 the Legislature passed the Idaho College Savings Plan, known as IDEAL. The program has had \$112 million deposited. The average account is about \$6,000. In the original legislation the length of the contract with the vendor was five years. That contract has come up for renewal and they are having a hard time finding vendors willing to place a bid. The College Savings Plan Board wanted to extend the contract length from five to ten years. They believe that would draw in more vendors to bid. He believed the actual contract would end up being seven to eight years.

**Representative Boe** asked who served on the College Savings Plan Board and if it rotated.

**Mr. Crane** said all seven state Constitutional officers or their designees serve on the Board. It changes every four years if there is turnover in those positions. Representative Boe was a co-sponsor of the original legislation. The College Savings Plan was set up so that for every \$1 invested, \$1 is deductible off Idaho income tax, up to \$4,000 for people who file as single and double for married filers. Federally, the money is tax free when it is withdrawn for educational purposes.

**MOTION;  
ACTION:**

**Representative Boe made a motion to send RS 16911 to print. By voice vote the motion passed.**

**Chuck Seldon** gave a presentation on the importance of children learning the US Constitution. He spoke in favor of a bill for elective courses that give credit for teaching the Bible as literature, history and art. He showed a video by David Barton on the US Constitution.

**ADJOURN:**

**Chairman Nonini** adjourned the meeting at 9:49 am.

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Representative Bob Nonini  
Chairman

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Amber Bonte  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** February 26, 2007

**TIME:** 8:32 AM.

**PLACE:** Gold Room

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**GUESTS:** Shane Reeder, Deborah Critchfield, Jim Warren, Michael Chesley, Jim Reed, Alan Winkle, Emily Davis, Steve Meade, Jim Shackelford, Mark Browning, Cliff Green, Dwight Johnson

**Chairman Nonini** called the meeting to order at 8:32 AM.

**H 217**

**Karen McGee**, of the Governor's Office, presented H 217. She said this bill provides for a scholarship fund which will be administered by the State Board of Education for post secondary students. This scholarship will provide "last dollars" needed for tuition and books.

**Representative Trail**, who worked on the Scholarship Interim Committee, reported that there is a ten year track record with a similar program in Oklahoma where they assisted students in the lower quartile financially. It was a partnership approach and after taking a college prep program, students were first expected to apply for Pell Grants and family and work were supposed to meet another percentage. The ten year record indicated that the students who went through this program had a higher than average GPA, and had a much higher retention rate in following through and graduating. Also, a higher percentage than average went on to graduate school, and about 80% remained in the state in the workforce.

**Ms. McGee** agreed and said tracking students is important and said they have asked the State Board of Education to track those in Idaho receiving these scholarships.

**Chairman Nonini** commented that JFAC had made the comment Friday that the germane committees have not voted on this bill so they do not want to set aside funds for it.

In response to **Representative Thayn's** question as to the dollar amount to each student and the number of students served, **Dwight Johnson**, Executive Director of the State Board of Education, said they estimate that about 660 students would be served state wide with an average of \$3000 a year per student. It would depend upon the school as to the cost and amount of scholarship.

**Ms. McGee** said the Governor's proposal will work much like the Millennium Fund. The money will be put in a fund, and only the interest will be used. She said she is sure all the monies available will be spent.

The money will go directly to the student.

In the future, they may request more money for the fund.

She said a student has to remain eligible to get the money each year. If a student becomes ineligible during the semester or quarter, balances will have to be returned to the State Board of Education.

In response to **Representative Mortimer's** question about additional contributions from industry and private enterprise, **Ms. McGee** said there would be an RS before Revenue and Taxation later that morning on that very subject.

**Representative Shepherd** inquired as to the advantages of a scholarship program over a loan which would not need additional funds.

**Ms. McGee** said that this will be a one time appropriation. This bill is based on what they had heard from high schools and universities. When loans won't cover what students need to go to school, students don't go. She quoted Dr. Tim White of the University of Idaho who said that the Opportunity Scholarship is the best reward to give kids who are trying.

**David Hensley**, of the Governor's Office, again pointed out it will be funded with a one-time appropriation. He commented we don't want to cripple students "right out of the gate." The students will already have signed up for the federal programs which include loans. The goal is to invest in those they believe will be successful, and this bill will help send them on their way.

**Representative Trail** said the average College of Education student finishes with \$20,000 in loans, plus who knows how much credit card debt. Loans can act as a disincentive. He said this will help serve those students needing help to access all Idaho schools. He quoted Ronald Regan saying we should concentrate on the concept and work out the details later.

In response to **Representative Nielsen's** question about a tax liability on income tax, **Ms. McGee** said there wouldn't be one.

Ms. McGee said that they will be working with ITT and the University of Phoenix to make sure students have the opportunity to attend these schools too. These institutions are "for profit" and the bill only covers "not for profit" schools. She said they want to be inclusive.

As an Idaho resident, qualifying students will also be US citizens.

**Representative Thayne** expressed concern about the lack of long-range planning that he sees in the public education system. He also expressed concern about the pattern of isolating problems and spending more money on them. He said he would prefer an incentive based scholarship to meet the demand for math and science teachers.

**Ms. McGee** said this scholarship is completely need based and it would be inappropriate to tie it to a merit base. She said we want to help those already in community college and college.

**Representative Chavez** said that the Committee needed to look at the "grand scheme of the universe." She said if one sibling is able to get



a degree, younger ones will be inspired to follow. She said this is investing in Idaho's future.

**MOTION:**

After being assured that religious schools will be included, **Representative Nielsen moved to send H 217 to the floor with a do pass recommendation.** He said that this is a starting point. The Legislature can take this legislation and change it as ideas come along. He commented that if the Committee didn't pass this bill, the job wouldn't get done before the end of the session.

**Representative Boe** said for a society in Idaho, we can't just focus on more math and science teachers. We also need artists, architects, historians, as part of a well rounded educated population. She said she applauded making the scholarship needs based.

**Representative Block** said better educated people are less likely to be in prison, use drugs, or be on the Health & Welfare rolls. She said the more we can educate, the better our society will be.

**Shane Reeder**, Director of Stevens-Henager College, spoke. He said they are disappointed they are not included right now as they are a private "for profit" school. He said they are confident the Governor will work with them. He said even with the Title 4 money, he has seen the gap in funding of \$1,000 to \$3,000 keep a student from post secondary education.

**Emily Davis**, representing the Associated Students of the University of Idaho, said Idaho meets the national average of graduating students with \$20,000 in debt. She said students often have to "stop out" to earn money for the next semester. It can take six to eight years to get a four year degree.

**Marty Peterson**, Special Assistant to the President for Government Relations at the University of Idaho, spoke in support of the bill. He said student financial aid is a partnership with the federal government for loans. Universities raise funds for merit based scholarships. He said only two states provide less for needs based scholarships than Idaho does—Wyoming and Hawaii.

He said this bill is a small step to help.

**ACTION:**

**By a voice vote the motion passed to send H 217 to the floor with a do pass recommendation. Representatives Thayne and Shepherd voted nay.** Representatives Trail and Nonini will carry the bill.

**H 226**

**Representative Roberts** presented H 226 and said this is supplemental aid for school districts. He reminded the Committee that the Index of need is based one-third on three numbers—the district's market evaluation, and the county's per capita income and unemployment. He showed a spreadsheet which demonstrated with a \$2 million allotment, which districts would receive money and how much. (See Attachment 1) He said the purpose of this legislation is to help districts that have a difficult time passing levies based on their poor economic situations. He said these are new dollars.

**Representative Durst** commented that no schools in Ada County or the Treasure Valley will get any aid. He said the cost of living is higher here and wages are less compared to the housing costs. He said he has to pay twice as much for a house in Boise as he might elsewhere in the state.

**Representative Roberts** said some districts have a high cost of living even though their income may be lower. He said they want to help the neediest districts.

**MOTION:**

After pointing out that there are “quite a few schools” from the Treasure Valley who would receive money from this plan, although maybe not Boise, **Representative Patrick moved to send H 226 to the floor with a do pass recommendation.**

**Representative Roberts** pointed out that Middleton School District would get \$48,000 under this plan. He said since Grangeville and Riggins have split into two separate districts, they will have to redo the numbers for these new districts. The county assessor will have to give the evaluation of each district once the final district lines are drawn.

He said this bill “skirts around” the original bill that set up state funding of education in the 1960s. He said he doesn’t want to enter into changing the law at this time, but said he feels it will happen eventually. He said the economic shift of the state has been away from the natural resources (land based funds from agriculture, timber and mining.)

Smaller districts will be helped by this bill. It is very difficult for some of these districts to offer any elective classes.

**Chairman Nonini** said he grew up in Wallace. Along with Wallace, Kellogg and Mullan were the three richest districts in the state at that time. (Now Mullan is top on the list of poor districts with the lowest score, Kellogg is eighth, and Wallace fourteenth in the state.)

**Representative Roberts** said the money is for discretionary use. The amount received by a district will be a percentage of what was appropriated, based on their index. It will be up to JFAC to appropriate for this fund in a separate line item, but it won’t happen until the bill has passed.

Chairman Nonini pointed out that Wallace would get \$12,000 under this proposed plan. Grangeville would receive \$28,000, and they passed a supplemental levy for \$900,000 last year.

**ACTION:**

**By voice vote the motion passed to send H 226 to the floor with a do pass recommendation.** Representative Roberts will carry the bill.

**H 202**

**Representative Bedke** presented and said this legislation was created to allow retired teachers or administrators to be rehired if they have reached the Rule of 90, are 62 years of age, and have not availed themselves of any provisions of the early retirement. The school district would still pay the employer’s side of PERSI as if it were a regular employee contract. (Rule of 90 is number of years worked, plus age, equals 90.)

With NCLB (No Child Left Behind) and the requirement for highly

qualified teachers, it becomes increasingly difficult for districts to fill some slots. Sometimes a teacher fills multiple positions, and when he/she retires, it is difficult to find a teacher to fill that exact match of courses.

The age of 62 is set because of problems with the IRS. A letter is required if the age is lower and this could take a long time. This bill will get the program off and running, and should the letter from the IRS be received, they can look at changes then.

He said the terms of this bill were worked out in negotiations with the parties concerned, and as a result, the district will pay the PERSI portion the district would pay for any teacher. However, the rehired teacher will pay no PERSI fees and receive no additional PERSI benefits.

This bill sunsets in five years and the issue will be revisited. They do not want to tip PERSI upside down even in a small way, nor do they want to create a run on PERSI. Other segments of PERSI members would like this same provision. He admitted it is a slippery slope.

**Representative Marriott** asked why we need this bill when there is a rehire provision in the current law.

**Alan Winkle**, Executive Director of PERSI, said a retired teacher can come back and accrue additional benefits. However benefits stop during this rehire time and benefits for the last 90 days must be repaid.

**Representative Bedke** said this expands the options.

He said at this point it will be difficult to lower the Rule of 90. He said most "Baby Boomers" hit the rule of 90 at age 58 or 59. He said it is a step in the right direction that affords some flexibility, but doesn't violate any PERSI issues, or IRS rules.

**Representative Chavez** inquired if rehired teachers could have the benefit of an IEA (Idaho Education Association) representative during negotiations.

**Representative Bedke** said they are an "at will" employee but they can participate in union activities. He said this bill is designed to give districts an opportunity to bridge a gap on a short term basis.

**Dr. Cliff Green**, Executive Director of the Idaho Association of School Boards, said a rehire's agreement would be outside the master agreement, but there could be a union representative present at the time benefits and salary are negotiated.

**Representative Nielsen** asked if a person who had taken early retirement could come back.

**Alan Winkle** said that anything over half-time employment would fall under the present code and is available to anybody. If they chose to work more, they will get higher benefits.

**MOTION:**

**Representative Wills moved to send H 202 to the floor with a do pass recommendation.** He said he believed this is a good start and there has been a lot of work on this issue. He said it could really help certain school districts, especially small ones. He said this is a trade off.

It is treading into deep waters, but he said he felt it will pay off.

**Deborah Critchfield**, representing the Cassia School District and City of Oakley, spoke in support of the bill. She said this year her district had trouble filling some positions, and they were not filled until just before school started. She said they would like to be able to rehire the retired teachers.

The following people stood up and simply said they supported the bill:  
**Jim Warren**, Superintendent of Midvale School District,  
**Jim Reed**, Superintendent of Weiser School District,  
**Jim Shackelford**, Executive Director of the Idaho Education Association,  
**Dr. Cliff Green**, Executive Director of the Idaho Association of School Boards,  
**Dwight Johnson**, Executive Director of the State Board of Education,  
and  
**Gary Lough**, of the Department of Education.

**ACTION:** By voice vote the motion passed to send H 202 to the floor with a do pass recommendation. Representative Bedke will carry the bill.

**ADJOURN:** Chairman Nonini adjourned the meeting at 10:03 AM.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** February 27, 2007

**TIME:** 8:30 AM.

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**GUESTS:** Don M Lynn, Byron Johnson, Jan Sylvester, Fairy Hitchcock, Cliff Green, Steve Meade, Sherri Wood, Kerrie Raines, Kerri Hoffman, Ron Crane, Liza Carberry, Tim Hill, Mark Browning, Bob Golling, Amy White, Sean Borzea, Paul Venable

**Chairman Nonini** called the meeting to order at 8:30 AM.

**MINUTES:** **Representative Shively moved to approve the minutes of February 20. By voice vote the motion passed.**

**MINUTES:** **Representative Shively moved to approve the minutes of February 21. By voice vote the motion passed.**

**H 231** **Ron Crane**, State Treasurer, presented H231. The Treasurer's Office has a Local Government Investment Pool used by various branches of local governments throughout the state. School districts have also been using this pool, but a school district was advised by bond counsel there was some ambiguity in the code. This clarifies that school districts can invest in the financial instruments of the pool. These are all fixed income investments and are such things as certificates of deposits, and US Treasury Notes. Currently 650 individual groups participate in the fund with a total of \$1.5 billion.

Treasurer Crane said they have close to \$100 million in local certificates of deposits at local banks.

**MOTION:** **Representative Mortimer moved to send H 231 to the floor with a do pass. By voice vote the motion passed.** Chairman Nonini will carry the bill.

**H 232** **Ron Crane**, State Treasurer, presented this bill which deals with the Idaho College Savings Plan. Their Board is made up of the constitutional officers of the state or their representatives. They have almost \$112 million in funds. TIAA CREF has had the contract for the plan. The contract expires this year and they are discovering that companies do not want to bid unless the time is extended. The company paid \$500,000 to promote this savings plan when it was started. Although he feels contracts will be for 7 or 8 years, this bill allows a contract to be up to 10 years in length. Most states with these types of plans have contracts that run longer.

**MOTION:** **Representative Boe moved to send H 232 to the floor with a do**

**pass. By voice vote the motion passed.** Representatives Nonini and Boe will carry the bill

**IDAHO VIRTUAL  
ACADEMY  
(IDLA)**

**Don M. Lynn**, Vice Chairman of the IDLA Board, presented. He said their board members come from around the state. He said they are a virtual charter school. However for 8% of special education students, they contract through local teachers. They have 65 regular education teachers K-10, 8 special education K-10, 3 paraprofessional and numerous contracted support staff throughout the state for additional services such as speech, physical therapy, behavioral therapy.

They have 6 teachers that are also part of their Advanced Learner Cohort and are participating in the design and implementation of their new Advanced Learner/Gifted and Talented Program.

He said all their staff meet the "highly qualified teacher" status requirements under NCLB (No Child Left Behind.)

They are a public charter school, so all students take the ISAT and the IRI (Idaho Reading Initiative) tests.

Fifty-three percent of their students qualify for free or reduced lunch. They conference with parents at least twice a month and there are frequent E-mails and phone conversations.

He said their learning objectives are based in rich content and big ideas. More instruction time is spent on important, difficult objectives to ensure mastery.

Science labs are conducted in cooperation with parents and teachers in a co-operative situation.

Their main office is on Eagle Road in Meridian. For this area, ISAT tests and such are administered there. A lot of their teachers who are scattered around the state come to Boise for professional development and meet as a group then. Teachers also use the Internet to collaborate. They are looking at more regional facilities. Currently they rent space in Idaho Falls for labs and testing. He said truly they are a virtual school, but they are exploring an additional small facility in Coeur d' Alene.

**Representative Chavez** asked about locations for tests. **Mr. Lynn** said that when parents sign up for the school it is made very clear that they will have to transport their students to a testing facility. For those in rural areas, it may be a long drive. They also have testing facilities in Lewiston and Moscow. They also have a mobile testing lab which goes into rural areas, but teachers always proctor.

Mr. Lynn said that parents are in favor of the tests as they want to know if their students are doing well.

They use microphones and a virtual "white board" for live classroom sessions, but no video cameras are used at this time.

**Kerri Hoffman**, the Assistant Superintendent, said that currently they do not have any English Language Learners (ELL). They are in the process of testing two students for admission to the ELL program which is already in place.

**Mr. Lynn** showed sample screens from lessons. He said students use books, and field trips, so all their time is not spent in front of a computer. He said some students finish their course work and go on to higher level work, others, such as special education students, take more time.

He said all students are required to take the six core courses of

Language Arts/English, Math, Science, History, Art, Music, as well as an IRI Test preparation Course and Strategies for Success. These classes are fully aligned to Idaho State standards.

He said they met AYP (Adequate Yearly Progress) in all areas, but they want their math scores higher.

**Kerri Hoffman** said she is working on the Two Tier Intervention program to be pro-active on their math scores. They are doing weekly reviews in math to keep the struggling students better prepared for the tests.

She said they have excellent ways of evaluating student improvement during intervention to determine what is working for that student.

**Mr. Lynn** said that the longer the students stay in their school, the better they do. This is true for most school situations.

He said they do not collect information on parental education, but do on ethnicity. They are not able to track students who leave their schools. They are adding a high school grade each year, and are now at the 10<sup>th</sup> grade. When they do have a graduating class, they will have a celebration. They currently recognize graduates from each grade in high school.

**Representative Boe** requested a presentation on the difference between Idaho Digital Academy, Idaho Virtual Academy, and other charter schools. Rob Winslow of the Idaho Association of School Administrators volunteered to head up the presentation.

#### **H 182**

**Representative Mortimer** presented and said this is a housekeeping measure. Prior to 2004, the Idaho Code provided specific details for notices of the sale of real or personal property by school districts. When the code was amended, the requirement for public notice in a newspaper of general circulation was left out. In effect, this puts it back in.

#### **MOTION:**

**Representative Wills moved to send H 182 to the floor with a do pass. By voice vote the motion passed.** The SOP needs a typographical error corrected. Representative Mortimer will carry the bill.

#### **HCR 24**

**Representative Thayne** presented HCR 24. He said this bill did two things. 1) It asked the Department of Education to provide parents the information they need as to the skills and knowledge students need to master before they come to school on the first day of kindergarten. 2) It asked the Board of Education and the Department of Education to work directly with parents, rather than work with children under the age of 5.

He said "Head Start, the Perry Preschool, and the Abecedarian Project have shown...no matter how hard a state run program tries to supplement the efforts of parents; the state cannot overcome the effects of poor parenting."

"Edward Zigler, the co-founder of Head Start, said 'We simply cannot inculcate children in one year against the ravages of a life of deprivation.'"

"Caroline M Hoxby stated, 'A key family factor that affects children is parent's own education, so that it is hard to improve one generation's achievement without having first improved the achievement of the previous generation.' She goes on to point out that parental influences

and school influences are not alternative influences, but work best when they work together.”

He said Ms. Hoxby discussed the 1966 Educational Opportunity Commission report that found the “role of the family accounted” for “most of the differences in student achievement.”

He said the state has more control over teachers and the education system, but the state misses the great opportunity of working with parental involvement.

He said this resolution said parents need to do most of the work in teaching pre-K students, and the state should work with the parents.

Representative Thayne said we stand at an important crossroad as to whether we encourage or discourage parental involvement.

**Representative Wills** suggested removing the phrase “rather than to provide programs directly to the children.” He said he was also uncomfortable with the absolute wording on lines 41 and 42. He said with some change to those lines he could support the resolution.

**Representative Thayn** said he was “OK with those two changes.”

**Representative Shirley** said one can’t argue with the value of parenthood to children, however his stay-at-home wife and he put their children in preschool and felt good about it. He said his son and wife chose to put their four year old child in preschool and he profited from it. He said he wants parents to have a choice of preschool, but didn’t mind the opportunity for parents to chose.

**Representative Thayn** said that Line 26 did include preschools as an option for the parents.

**Representative Shively** said he believed in the role of the family. However, he said in our society families are deteriorating. Many children are not blessed with a traditional two parent family. He said it is difficult for working parents.

**Representative Boe** said she had concerns along the same lines as did Representatives Wills and Shirley. She said the resolution brought out the very important issue of charging parents with involvement in their children’s life. She said she has talked to Senate Education members and some changes would have to be made for them to accept this legislation.

**MOTION:**

**Representative Boe moved to send HCR 24 to General Orders with Committee Amendments attached.** She said this would make it clear the goal was to encourage parental involvement and encourage preschool education.

**Representative Shepherd** spoke in favor of the resolution and said this sends a positive message and is good for students. He said he would not support starting a new program for early childhood because of the cost and already stressed education budget.

**SUBSTITUTE**

**Representative Wills moved to hold HCR 24 for time certain**



**MOTION:****Monday, March 5, so the Committee can work on amendments.**

**Representative Block** thanked Representative Thayn for bringing up this issue on family involvement. She said there are programs for children with developmental delays up to the age of four under the Department of Health and Welfare and over the age of four, the schools assume the responsibility for these children.

**Representative Nielsen** thanked Representative Thayn for the resolution. He said he didn't want the state to expend money and resources for pre-K education. He said if parents want to spend their own money on preschool, that is fine. He said he was reluctant to have the state put money there as the dollar amount available to the state is finite. He said the state would do better to try and educate Mom and Dad.

**Representative Durst** said a dichotomous relationship has developed, be it artificial or real. He said he is in favor of the substitute motion. He said parents can be involved and the state can offer programs. He said he didn't feel these are mutually exclusive. He said he applauds the increase in parental involvement. He said as it stands now, the dichotomous relationship undermines what he sees society trying to develop. He said he sees that the primary purpose of this resolution is to get parents involved.

**Representative Chavez** commended Representative Thayn and said this goes to the heart of what we are trying to do. In a perfect world children would have both parents living with them. She said she had seventh grade students who had not received the basic love and care they needed. She said it is presumptuous and a little near sighted to think that these children who come to our public schools or virtual schools have two parent families. She said sometimes putting one foot in front of another, figuring out what is there to eat, or even if there is a home that night might be the focus of the parent. It might not be the birth parent, but a grandparent or a foster parent. She said these are the children we have and that she believed in her "heart of hearts" that the state is the "keeper of the children." She said given the fact that some don't have parents, or have irresponsible parents, we need to give children a good start.

**Representative Thayn** thanked her for her comments and said there is truth in the comment that not all children have good parents. He said this is the starting point of a larger discussion. He asked what has changed to cause the increase in the numbers of poor parents. Has the Legislature done anything to cause or speed up those change. He said if we have, we need to identify these things. This resolution recognizes the problem, but he wants to make it clear that any long term solution will be to build up the family structure. He said he didn't want to see opportunities provided for parents to step back as it would only increase the problems.

He said we are making decisions that will affect 2050 and the world in which our grandchildren will live. The federal government had already identified the children with disabilities who should receive separate help.

**Fairy Hitchcock**, from District 15, spoke. She said she has children who are gifted, and some not so gifted. She was at home with her

children. She said she was offended and insulted by the wording in the bill. She said this resolution is a denial of the families who are not the traditional families with two parents. She said divorce has striped them of their money, even if their children were not born out of wedlock. She works around BSU and is 56 years old. She said she knows children from very disadvantaged families who are stunning students. She said she can't hold her standard to every other family. She said families are trying to do the best they can. She said some parents are too tired to read to their children. Some cannot afford preschool resources so the children are left in front of a TV at a neighbor's, or they are left alone. She said if amended there may be some benefit to the bill.

**Sherri Wood**, President of the Idaho Education Association, spoke. She said she would like to see all children "live up to these standards." She said in Caldwell children would cry when they were put on the bus to go home. School was their only safe haven. She said only one or two students from her special education classes had an ideal family. She said this may be a "feel good" thing, but it won't change anything. She said as to preschool, it is a pay now, or pay later when the students are in prison. She said educators prefer educating children at the ages of 3, 4, and 5, rather than have them in prison by age 17. She was a single parent and said her daughter listened to her teacher, not to her.

**Paul Venable**, a parent from Parma, spoke in favor of the resolution. Two of their oldest children live in Ohio, and another is in Salt Lake preparing for law school. They moved to Idaho with their two youngest children because they wanted to home school them.

He said he is concerned about the clamor for preschool in the nation. He said an Alabama study showed there was no lasting benefit by the end of the first grade between those with preschool and those without. He said pre-K costs \$8,000 per child per year, and too often voluntary programs end up being compulsory. He provided a DVD and book of research to the Committee.

He also referred to a book. *How to Teach Your Baby to Read*, that teaches young children to read, and said two of his three older children were taught to read before they left home for public school kindergarten.

He closed with the statement that parents shouldn't leave their children to "hirelings—and if you can find no other reason, but that they may remember us when we are old."

**Kerrie Raines**, an Early Child Special Education Teacher for the Mountain Home School District, spoke. She said she was a mother and didn't have any early childhood knowledge when her first child was born. She worked for Head Start for four years as an administrator. She said often children didn't get meals, except at Head Start. She said parents are a child's first teacher.

**MOTION  
WITHDRAWN:**

**Representative Boe** said she wanted the Committee to work on the concept rather than the Committee of the Whole, so **she would withdraw her nomination.**

**Representative Trail** commended Representative Thayne for his research on the importance of parents on the academic performance of their children.

**Representative Thayne** closed with the comment that this resolution didn't take any program away. He said he didn't mean to offend anyone, but felt we should have standards.

**ACTION:**                    **In a voice vote, the substitute motion to hold HCR 24 for Time Certain for Monday, March 5 passed.**

Chairman Nonini said that anyone can contribute ideas for amendments and that it was Representative Thayne's resolution.

**ADJOURN:**                    **Chairman Nonini** adjourned the meeting at 10:34 AM.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** February 28, 2007

**TIME:** 8:31 AM.

**PLACE:** Gold Room

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**GUESTS:** See Attached Sheets

**Chairman Nonini** called the meeting to order at 8:31AM.

#### HCR 18

**Representative Pence** presented HCR 18 and said this resolution asks the Department of Education and the Department of Health and Welfare to establish health and safety standards for day care facilities for children under the age of 5. She said studies have shown that the benefits of high quality child care last the rest of the child's life. She said she hoped the numbers from these ratings will be posted on the web for parents to see. Day care facilities can differentiate themselves by offering more highly rated services.

She said child care in Idaho is evolving. Sixty percent of the mothers with children under the age of 6 are employed outside the home. Child care is a voluntary choice for parents.

**Representative Durst** said this resolution is a compromise and won't cost the state any additional dollars. It will provide a voluntary quality rating system to give parents information in making choices. It will not require any child care provider to use these standards or make any parent take their child to day care.

He said it is a difficult process to apply for ICCP (Idaho Child Care Program) from the federal government, so this will not encourage parents to put their children in child care. He said this resolution "gives us a better bang for our buck."

**Representative Block** said she believes parents should be better informed. She asked for an explanation as to how the Federal Child Care Development Fund will be used.

**Representative Pence** said Health and Welfare will use the federal plan to set up the standards for health and safety which already exist. Most of these standards are already in place and pretty well standardized.

For day care centers that offer educational programs, there will be a tiered system with higher reimbursement rates for those who teach more content.

**Representative Durst** said an Associate's Degree or a BA degree in pre-school education won't be required, but it would be preferred. Currently, it would simply matter if the curriculum were taught, not if the teacher had a degree.

**Representative Thayne** commented that the resolution talks mostly about educational standards, not health and safety issues.

**Representative Pence** said the assumption is that health and safety issues have already been taken care of.

**Representative Thayne** pointed out that this is really about early childhood academic learning standards. He agreed that it is a good idea for parents to know what the child needs to learn.

**Representative Wills** asked what would happen if Health and Welfare chose not to fund this resolution under their budget.

**Representative Durst** said if the funding mechanism changed, the implementation would have to change, and the issue would have to come back to the Legislature.

He said the larger day care programs have already done the work to have the ICCP accreditation. He said the federal government wouldn't allow discrimination on size, so smaller programs can also qualify.

**Representative Nielsen**, who serves on the Health and Welfare Committee, said that there is a cap on the amount of money they have for this program. The Health and Welfare Committee is discussing asking college students with children to work 10 hours a week so they can be covered for four years, rather than two years. The H & W Committee is afraid they will run out of money and he said the program is tapped out financially right now.

**Representative Durst** said the average paid out would be the same, but those schools on the top tier who taught more would receive more per student than average, and those who taught less would be on a lower tier and would receive less per student than average.

He said in his experience with his two young children, the ICCP doesn't include educational standards in their qualifications.

**Representative Pence** said the money follows the child if he/she moves to a different child care situation.

**Representative Durst** said that the change would be limited to those institutions who have qualified for ICCP. Home providers would have to go through the ICCP to qualify for the top tiers of payment.

**Vice Chairman Shirley** assumed the Chair.

**Geoffrey Black**, Chairman of the Economics Department at BSU (Boise State University), spoke. He specializes in Economic Development. At the request of the Education Department, he looked at over 100 reports and said the better the quality pre-school education and the earlier it starts, the more the gains for the child and the longer they last.

**Fairy Hitchcock** spoke in full support of HCR 18. She said she is a parent and grandparent. She has done research on this subject. She said from her own experience this information will help in selecting child

care for her grandchildren, one of whom has some developmental delays.

**Mary Jones**, Program Manager for the Department of Health and Welfare (H & W) spoke. She said this bill encourages collaboration between her department and the Department of Education. It is welcomed by her department and some collaboration has already begun. They are currently looking at the standards of other states. Curriculum needs to be aligned with the K-12 standards. She said federal grant funds can fund this project to develop a quality rating system with tiered reimbursement. She said they have a contract with Idaho Stars for a pilot program. Other states have developed and implemented a tiered system

**Sue Reents**, a volunteer for Idaho Voices of Children presented a sheet. (See Attachment 1.) She said her first five points had already been covered. She said this resolution would result in a public/private partnership built on incentives rather than regulation.

Since the Department of Health and Welfare and the Department of Education now receive millions of dollars every year, it make sense for these two agencies to work together to create a support system accountable to the Legislature.

**David Duro**, Chief Operating Officer of the Treasure Valley YMCA, spoke in support of the program. He said the Y offers 23 centers with child development activities and have qualified to receive ICCP funds. He said the need for early childhood education is growing, and when done right, centers can do a lot for children. He said he believes HCR 18 increases the quality of child care across the board.

**MOTION:** **Representative Wills moved to send HCR 18 to the floor with a do pass.**

**Representative Shepherd** asked how it will be verified that the certificates are valid.

**Representative Durst** said the Department of Health and Welfare says they can do it in their current system. If not, the issue would have to be addressed with additional legislation to pay for it.

**SUBSTITUTE MOTION:** **Representative Nielsen moved to hold HCR 18 for Time Certain Friday, March 2.** He expressed concern about a conflict with HCR 24.

**Representative Thayne** said he did not feel that this resolution interfered with his. He said he didn't see a conflict. He had some concerns, but saw this as a step in the right direction.

**ACTION:** **Representative Nielsen withdrew his substitute motion to hold HCR 18 for Time Certain Friday, March 2.**

**ACTION:** **By voice vote the motion passed to send HCR 18 to the floor with a do pass. Representatives Marriott, Nielsen, and Mortimer voted nay.**

**HCR 22** **Representative Block** presented HCR 22 and said her kindergarten classes had the opportunity through the years to have children with

disabilities in their classroom. This helped all the children understand and have friendships with those who were disabled. This resolution will establish October as Disability History Month.

**MOTION:**

**Representative Chavez moved to send HCR 22 to the floor with a do pass.**

**Robbie Barrutia** who works for the Idaho State Independent Living Council (SILC), spoke in favor of the resolution.

**Matthew Wapin**, an Assistant Professor of Disability Studies at the University of Idaho, asked for support on this measure. He said HCR 22 would facilitate more understanding of the people with disabilities.

**Jim Liddell** told of his experiences. In 1961 he lost his legs due to an infection. The school system of North Carolina felt he was paying for his sins and would not admit him to the first grade. He started first grade in Homedale and went through school there. However, he was asked to leave school in the middle of his senior year and get a GED as the government class he needed for graduation was upstairs. He said there is a lack of education and positive role models for those with disabilities. He pointed out that President Franklin Roosevelt ran our country from a wheelchair most of the time.

**Tracy Warren**, a Program Specialist with the Idaho Council on Developmental Disabilities, spoke in support of HCR 22. She said students need to know and understand about disabilities. Curriculum support is needed to complete educating people. Her group will provide materials and speakers to the schools. She said this resolution is the next level for a state that embraces diversity.

**Kelly Buckland**, Director of the Idaho State Independent Living Council, spoke in favor of HCR 22. He said recently West Virginia passed a bill requiring that disability awareness be taught in schools. They chose to use a resolution in Idaho. He said there is possible federal legislation to make something like this mandatory. He stressed that it is important for kids with disabilities to have role models, and said there is material available. He passed around a DVD as an example of this.

**Robert A. White**, an artist, spoke in favor of HCR 22. He said his IQ is in the top 7% of the nation. His wife speaks to people about disabilities. He had a son in special ed who graduated on the honor roll from high school. He is a parent and grandparent.

**Cynthia A. White** spoke. She works with LINC (Living Independent Network Corporation) and said she had been presenting disability awareness around the state for a number of years. She was a special education teacher for several years. She said the purpose of Disability History Month is to teach students the life skill of tolerance and inclusion.

**Shaun Stamper** spoke in support of HCR 22. He said that he became a community advocate on his own as a result of his concern about the condition of sidewalks in Ada County for people like him in wheelchairs. As he worked on this, it became disturbingly obvious to him that people

are unaware of the Americans with Disabilities Act passed 17 years ago this July. They do not understand it was similar to the Civil Rights Act of the 1960s.

**Todd Wilder**, a Disability Advocate with LINC, spoke. He said he supported disability awareness being taught in schools. He said it would give children an opportunity to learn respect for those who are different. He said disability can happen to anyone.

**Kathy Garrett**, a former Representative, stressed the need to increase awareness of the contributions of those with disabilities to society. Her husband got polio in the 1950s. Newspapers covered the stories and people came together to help the victims. Schools supported the March of Dimes. When a vaccine was found for polio, the issue vanished from the national dialog. She said there is a need to keep the information out there.

**Jim Baugh**, Executive Director of Comprehensive Advocacy, spoke. He said in the 1920s the US Supreme Court approved the sterilization of the disabled. In the 1930s the first group of people the Nazis killed were the disabled. In 1982 in Idaho, a child was taken from his mother because she had epilepsy, even though she only had two 5 minute episodes a year.

**Meredith M. Mattson**, a high school intern for SILC submitted a letter in support of HCR 22.

**ACTION:** **By voice vote the motion passed to send HCR 22 to the floor with a do pass.**

**Chairman Nonini** assumed the Chair.

**Dr. Dennis Cartwright**, Dean of Education at Albertson College, spoke. He said they have the smallest teacher education program in the state with 30 graduates this year. All of their graduates do a year of internship or student teaching and have completed the fifth year or a MAT (Master in the Art of Teaching.) Those in the Masters program also take classes in Educational Technology and Leadership. They do a thesis the summer after their internship and an individualized professional development program. (See Attachment 2)

Students in their program earn a degree in one content area and also take classes to develop a broad area of knowledge.

Starting this summer all students will be required to take an ELL (English Language Learner) course, as well as a course in assessment for learning. This will cover how to use a standardized test to guide instruction.

He said all candidates complete a research program or a thesis so they know how to research and interpret data.

Students start an assessment portfolio in their sophomore year in order to be admitted to the program. They add to it during the rest of their schooling. It models accountability. He said in addition, all candidates complete significant clinical experience in their sophomore, junior, and senior years.



**Dr. Paul Rowland**, Dean of the School of Education at the University of Idaho, presented. He said currently they enroll 2000 students at Moscow, Coeur d' Alene, and Idaho Falls. Some are getting their Master's Degree, some a Master of Arts in Teaching (MAT). They also offer an MEd for principals, counselors, psychologists, and such, and provide teacher certification for students with majors in agriculture, music, physics, industrial technology, rehabilitation, sports science and dance majors.

He said the College of Education is very different from what it was when he graduated in 1970. Today, more than half of the students entering the College of Education graduated in the top quarter of their high school graduating class. He said the course work is much more closely connected to what a teacher actually teaches, and is based on much better research. Students graduate with much more experience in schools with K-12 students. They are in the classroom for a full year as a student teacher. This makes their first year of teaching much easier.

They have continuing development for teachers, and currently have 120 in their Masters programs. They have a program where doctoral students in physics and engineering work with an elementary teacher and class. This helps the teacher and class and also improves the communication skills of the scientists and engineers.

He mentioned the Wright Fellowship program which provides the opportunity for a Master's Degree in one year plus a summer. It emphasizes the diversity among learners as teachers are facing more diversity in their classrooms. It also emphasizes research.

He said the last reform of their teacher education program was at the "turn of the century"—2000. They are currently looking at national reports, and other information and next year plan to do a thorough redesign of their program.

**Dr. Jim Bader**, Dean of the College of Education at Northwest Nazarene University (NNU), spoke. He has been at the College of Education only seven months. He said NNU's roots go back to 1913. They now have cooperative studies in a number of foreign countries, and students come to them from all over the US and the world.

In the senior year, students spend part of the first semester in the classroom, and are in the classroom full time the second semester. (See Attachment 3)

They have developed an ACE (Adult Certification for Educators) program to train new elementary and secondary teachers who have worked in other fields. Classes meet twice a week or on weekends. Students can finish the program in 16 months—12 months of classes and 4 months of full time student teaching. They have 15 to 20 new students start the program every three months. (See Attachment 4)

**Representative Trail** asked how the various Colleges of Education are responding to the increase in the math and science courses that will soon be required for high school graduation. He commented that many elementary teachers lack the needed science and math skills.

**Dr. Rowland** said they are looking closely as to how the curriculum is articulated. They are working with their Math Department to see that their courses in math support that process. He said they are not looking at adding more credits, but looking at changing the current classes to make

sure the teachers are prepared. They are trying to do the same thing with science, but science classes are more fragmented, and they will probably have to develop new courses to meet the new requirements.

**Dr. Cartwright** said he was a former biology teacher. The College has submitted a grant proposal for a three year project to develop a “hands on” inquiry-based science program for current teachers. He said science and social science as subjects have “dropped off the spectrum” with the ISAT (Idaho State Achievement Test.) He is hoping that as a science test comes on line they can ratchet up the demand for science.

He said the challenge of creating additional math and science teachers is huge. He said they have to make the profession of teaching science and math more attractive. He said there are not enough trained individuals to meet the demands in the math and science fields as a whole, let alone getting the teachers for these field.

**Dr. Bader** said he was in favor of loan forgiveness. He said some schools have hired one teacher or specialist to teach math or science to various grades. He said almost half of the teachers in their alternative program are math and science people.

**ADJOURN:**                    **Chairman Nonini** adjourned the meeting at 10:26 AM.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** March 1, 2007

**TIME:** 8:33 am

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Pence, Chavez, Durst, Shively

**ABSENT/  
EXCUSED:** Representative Boe

**GUESTS:** Larry Thurgood, Sam Byrd, Stephen Christensen, Lyn Darrington, Mark Browning, Sherri Wood, Bob Golling, Jann Hill, Diane Boothe, Deb Hedeem, Stephen Christensen, Peralta Nash, Jonathan Brendefur

**Chairman Nonini** called the meeting to order at 8:33 am.

**MOTION:** **Representative Wills made a motion to move HCR 24 to time certain March 2 rather than Monday to give it a chance to have a hearing on the House floor.** By voice vote the motion passed.

**Representative Smith** (30) introduced Tim Forhan from AMI in Pocatello.

**SEMI HIGH  
TECH  
UNIVERSITY:** **Tim Forhan**, Senior Vice President of Corporate Quality at AMI, gave a presentation on the SEMI High Tech University. He said AMI is AMI Semiconductor, a major employer in Pocatello that produces semiconductor chips for pacemakers and airplanes. "SEMI High Tech U is a fun, interactive experience for students and teachers that expose them to potential careers in the semiconductor and high tech industries." This three day program teaches students how semiconductors work and how they are made. AMI engineers teach this program to expose kids and teachers to the ways math and science skills are used in industry. The key messages of the program are to stay in school, to complete math and science courses and to learn social and business skills. The reasons for why students should participate are to connect math and science to real world applications and to explore career opportunities with industry professionals.

**Mr. Forhan** said there have been 52 institutes given across ten states with three in Pocatello, two at the high school level and one at the teacher level. There have been over 1,700 participants nationwide. The model of partnership includes industry, parents, teachers and school districts, colleges and universities, local government and students. The target group of students are B and C students, "disadvantaged" students, half men and half women, and first generation college students. Students earn a \$50 paycheck at graduation, their first from the high tech industry.

**Mr. Forhan** said they had received very positive feedback from

students. 76% said High Tech U impacted their career plans and 85% said it impacted their knowledge of educational course choices. SEMI and AMIS believe this program is important to help address the real and urgent need for an adequately educated work force. Also, they want to get more students knowledgeable and excited about engineering, high tech and semiconductor industries. Some challenges they face are how to touch more than 30 children per year and how to cover more Idaho high schools. The next program is targeted for October 2007.

**Representative Trail** said he would like the SEMI High Tech University to come to Moscow.

## **BYU-IDAHO**

**Larry Thurgood**, Dean of the College of Education and Human Development at Brigham Young University-Idaho, presented. He said BYU-Idaho used to be Ricks College, but in 2000 it was changed to a four year university. Their mission is a little different in that they are a non-graduate school and only provide baccalaureate and associate degrees. They have a teacher preparatory program with about 3,000 students. About 237 of those students major in a science field and 151 major in math education. One of their challenges is to improve the teachers in math and science so that the instruction of those subjects are helpful and beneficial to students. He asked how students could be enthused about those subjects if the teachers are not enthusiastic.

**Mr. Thurgood** explained the three track system of BYU-Idaho. Students are admitted for one of three tracks, fall/winter, winter/summer or summer/fall. Some students can go for all three tracks if they have a plan, but most students are only enrolled for two semesters. They try to keep the students moving through because they have an enrollment cap. Teacher education is a challenge in the summer because there are not many schools for student teaching at that time. They have more student teachers than they have room for. Some students are sent to teach in areas such as Las Vegas and Mesa, Arizona.

## **LEWIS-CLARK STATE COLLEGE**

**Jann Hill**, Dean of Education at Lewis-Clark State College, spoke. She said the educational leadership in Idaho met once a month to listen to other people and to make plans. The children of Idaho are in good hands. The heart and soul of LCSC Education is "to prepare caring professionals who teach for understanding in communities of learning." That is what makes them so unique, it is so important to who they are and what they do. They have 250 elementary majors and 150 secondary majors. They have added a math methods class for three credits in preparation for improving teachers' ability to teach math. Students at LCSC spend their whole last year working in the classroom. Another strength is technology, each student in the teacher preparatory program receives a laptop for use during teacher preparation.

**Ms. Hill** said they are trying to meet the needs of rural districts. They use distance learning technology with web cams and pod casting to provide programs to people who cannot be on campus. They are also moving into alternative certification to meet the needs of people changing careers. In the last five years they have received \$4 million in grants to finance changes and they are not a typical research institution.

**BOISE STATE  
UNIVERSITY**

**Diane Boothe**, Dean of the College of Education at Boise State University, said their mission is to “prepare professionals using models that incorporate integrated teaching and learning practices to ensure high levels of knowledge and skill, commitment to democratic values, and the ability to work with a diverse population.” BSU students must meet rigorous entrance and program requirements before being recommended for Idaho Teacher Certification. Field experiences provide students with in-depth experiences that include exposure to appropriate grade levels, student shadowing, the school culture, traditional classroom teaching, as well as the opportunity to work with diverse student populations. Their areas of interest include English as a Second Language, special education, educational technology and educational leadership.

**Stephen Christensen**, Director of Teacher Education at BSU, spoke. He said they require students to spend 960-1,300 hours working with schools, students and teachers prior to finishing the program. They require at least a full semester of student teaching.

**IDAHO STATE  
UNIVERSITY**

**Deb Hedeem**, Dean of the College of Education at Idaho State University, spoke. She said the College of Education’s motto is “by teaching we learn.” They have 45 full time faculty members and over 30 programs. They have 1,200 undergraduates and 400 graduates. They have grants that allow them to do innovative work. The Sheltered Instruction Observation Protocol Grant prepares teachers to work with English Language Learners. The Choice Making Grant helps school districts work with students with disabilities. Those students are at a risk of being removed from classrooms so this grant helps to improve the quality of instruction and options. The Mathematics/Engineering Grant uses engineering problems to increase middle school students’ interest and ability in math.

**Representative Thayne** said he was a graduate of BSU and one of his favorite teachers was in attendance, Dr. Peralta Nash. He requested that Dr. Jonathan Brendefur, Professor of Mathematics in the College of Education at BSU, speak to the committee at a later date.

**Representative Marriott** asked if re-certification requirements taught teachers how to be more effective in their teaching.

**Mr. Christensen** said that was not included in re-certification.

**ADJOURN:**

**Chairman Nonini** adjourned the meeting at 10:23 am.

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Representative Bob Nonini  
Chairman

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Amber Bonte  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** March 2, 2007

**TIME:** 8:06 AM

**PLACE:** Gold Room

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Pence, Chavez, Durst, Shively

**ABSENT/  
EXCUSED:** Representative Boe

**GUESTS:** See Attached Sheet

**Chairman Nonini** called the meeting to order at 8:06 AM.

**H 219** **Representative Henbest** presented H 219. She said in January, 2004, the Office of Performance Evaluation (OPE) released a report on instate tuition for college students saying that residency requirements were not being applied adequately, and potentially Idaho was subsidizing non resident students. JLOC (Joint Legislative Oversight Committee) received recommendations in August, 2006 that substantial progress had not been made and the Legislature should amend the code. This Legislation is sponsored by co-chairs of JLOC.

Some requirements for instate tuition would be 1) Idaho parents support the child with 50% of needed funds, or 2) Student has resided in Idaho primarily for non educational purposes for one year, or 3) Student graduated from Idaho high school and went straight to college or university, or 4) Student or guardians are a member of the armed forces stationed in Idaho, or 5) Idaho Native American of any tribe.

**MOTION:** **Representative Nielsen moved to send H 219 to the floor with a do pass. By voice vote the motion passed.** Representative Henbest will carry the bill.

**H 203  
Amendment** **Mark Browning**, representing the Idaho State Board of Education, spoke. He said the intent of this bill was to increase the number of highly qualified teachers in high need fields. This is an on-the-job loan forgiveness/reimburse educational expenses bill. The list of the top ten needed fields is prepared by the Department of Education each year. This bill came as a result of the committee on scholarships that met this summer.

He said the proposed amendment would add those who paid for their education on their own.

**Chairman Nonini** asked if there were any guarantee for funding from JFAC.

**Mr. Browning** said that the JFAC Co-chairs have said they will go along with this, and House leadership is favorable towards this bill. He

said this would cover teachers in any district certified by the state, charter or otherwise.

**MOTION:**                    **Representative Trail moved to send H 203 to general orders with committee amendments attached. By voice vote the motion passed.** Representatives Trail and Shirley will carry the bill.

**RS 17136**                    **Chuck Ericson**, Director of Apollo College, presented RS 17136. He said private career colleges in Idaho prepare citizens for specific careers in business. His college recently started a licensed practical nursing program, and are currently working with the Idaho Board of Nursing to establish an RN program since the shortage in Idaho is so great.

He pointed out that curriculum relevance is a must for career schools and they have to constantly change in order to survive. They work to place their students in jobs upon graduation

**Representative Chavez** questioned the numbers of schools listed on Lines 12, 15, & 18. She inquired what would happen if more schools were to enter the state.

**MOTION:**                    **Representative Chadderdon moved to introduce RS 17136 and send it to the second reading calendar.**

**Representative Wills** said he read the numbers as recognizing there are at least that many business colleges, and since this is a resolution, he is not concerned about the numbers listed.

**ACTION:**                    **By voice vote the motion passed to introduce RS 17136 and send it to the second reading.** Chairman Nonini will carry the bill.

**RS 16878**                    **Lisa Carberry**, from the State Treasurer's Office asked to have this RS printed. She said in the college savings program, there is provision in code to get fees and keep the fees for administrative purpose. They need to hire a consultant to help with the new contract as the old one is expiring. If there are excess fees, they may use them for scholarships. The Board has asked that a fund be created so there is a place to put these monies until they are needed. She said they haven't collected these fees in the past. Funds for marketing the program have been supplied by the Treasurer's Office.

**Chairman Nonini** inquired if the company that gets the new contract will spend money on marketing.

**Ms. Carberry** said the new vender will also be spending money on marketing. She said they need to hire a consultant to assist in analyzing the proposed contracts. The Treasurer has been paying these fees, but the cost of a consultant will put a burden on the budget.

**Representative Nielsen moved to introduce RS 16878.**

**Representative Patrick** commented that the "up to 10%" could eat up the returns on the investments.

**Ms. Carberry** said that it won't substantially affect the income from

investments. She said it would not be anywhere near the 10% of the Fund's annual revenues. She said the Board would decide the charge allowed. She said the administrator of the fund charges a fee at the time of investment as any load fund would. She said the current fees range from 1.1% to 1.18% all inclusive of investment as well as the administrative fee which was .3%. This is an additional fee to pay for expenses. She said the Legislature decided the cost of the program should be paid by the program rather than from the General Fund.

**ACTION:**                    **By voice vote the motion to introduce RS 16178 passed.**

**HCR 24  
Amendment**

**Representative Thayn** presented the amendments. He said some were suggested by Representative Boe in the previous hearing and others also made suggestions. The changes were to make the terms of the resolution more inclusive. For example, the term "done in the home" is changed to "encouraged in every environment. "The greatest" is changed to "an important". Some lines have been deleted.

**MOTION:**                    **Representative Nielsen moved to send HCR 24 with committee amendments attached, to the amending order.**

**Representative Durst** complemented Representative Thayn on his willingness to work with the Committee

**Representative Block** said as a former kindergarten teacher, she thanked Representative Thayn for bringing forward the idea of how much influence parents have over their children. She said parental influence is the most important factor for success in children.

**ACTION:**                    **By voice vote the motion passed to send HCR 24 to the amending order with committee amendments attached.**

**H 220**

**Representative Pence** presented. She said the intent of this legislation is to help children who were brought to this country by their undocumented parents. This bill would give these children instate college tuition if they earn a GED or a high school diploma from Idaho schools and have lived in Idaho for 3 years. To be eligible, they must say their family has begun the application for a green card or citizenship, or they will when they reach the age of 18 and can register on their own.

She said this bill gives no advantage to these undocumented students over Idaho students, or students from other states who are citizens. These student would not qualify for Pell grants, loans, or scholarships.

She requested the AG's opinion and quoted him as saying that because the test for residency is uniformly applied, and could be met by an out-of-state citizen, it could be OK. He went on to say "Please keep in mind the federal statutes are complicated." Some states have adopted this type of legislation, others have adopted legislation to do just the opposite. He said there is little case law in this area and he was "uncertain if the law would be upheld in an Idaho court."

She said she had a great deal of support for this bill. She said the colleges and universities are in favor of admitting these students as it would give them more students.

She said Superintendent of Schools Luna sees this as a way to help with the drop-out rate.



She said both US Senators Crapo and Craig have been sponsors of the "Dream Act" legislation which has passed both the Senate and House, but that the two different versions are awaiting a Conference Committee meeting.

She said ten states have passed this kind of law saying their students' future are more important. There is the hope that these students will give back to their state.

**Representative Chavez** commented that instate tuition is a benefit for those who live in the state. She asked if undocumented immigrants pay tax to the state.

**Representative Pence** said they pay sales tax on the items they purchase and property tax through the property they rent. She said "they buy from our businesses and support them that way."

**Representative Trail** said he had talked to Senator Crapo. He said he was still a bit worried, even though there is limited case law on this subject. He asked if there was any chance we would be putting some of the applicants for this program at risk for deportation.

**Representative Pence** said on Line 53 student information is confidential. Schools don't have to ask if the student is or isn't undocumented. She said it hasn't been a problem in the past. She said her assumption was that the confidential clause would protect the information from being used for deportation.

**Representative Marriott** expressed concern that H 220 is telling universities and colleges to break the law. He said student immigrants in the past have had documents. He asked why give rights of citizenship to undocumented immigrants.

**Representative Pence** said if the statute passed, it wouldn't put the universities in jeopardy as it would put the confidentiality clause in code. She said she wasn't trying to give these undocumented students citizenship or the rights of citizenship. She said it just gives them the right to attend the university as a resident.

She said the number given to her by ICAN (Idaho Community Action Network) was not stable and ranged from 1 to 500 over a period of time. She said in four years, Utah has had less than 200 students in the program. She said there is not going to be a large number, and they will have to pay the instate tuition.

**Representative Thayn** said in the 1940s one of the rights of citizenship was education. Those who came in the early 1900s to this country received no welfare or social security benefits.

**Representative Chavez** inquired about the affidavit the student files with the university. She asked how long they had to wait for citizenship.

**Representative Pence** said the wait was a big problem. She said in the "Dream Act" there would be a pathway for students to get citizenship. She said citizenship is a difficult process and can take up to 15 years requiring a number of steps. She said the first problem is that one has to

be sponsored by a family member who is a citizen. A child under a certain age has to be sponsored by the parents. She said getting sponsors is incredibly difficult.

**Representative Nielsen** said he loved these folks. They worked on his farm 35 years ago. He asked if there was anything in this bill that said the parents should be here legally. He asked why parents haven't gotten a green card so their kids would be here legally.

**Vice Chairman Shirley** assumed the Chair.

**Representative Pence** said the wait for a green card can be 10 years. In her family landscape industry they hired a number of these individuals. They also had a farm and these individuals came to do the work. The whole problem is that they came here because "we needed the work done." Some of these children have been here since they were two years old. Their parents help with soccer leagues, but they don't get social security or get any of the benefits of citizenship. Their children do not qualify for any scholarships because they have to be a bonafide resident. She said it is a "shadow culture." She said things need to start from the federal level, but she couldn't do anything about it.

She said this changes the law so it is legal for illegal immigrants to get in-state tuition and this isn't hurting anyone else. She said no college is turning away legal resident students.

**Representative Block** asked if these students were already going to college, and this would just change the amount of money they would pay.

**Representative Pence** said currently these students probably are not going to school as they can't pay out of state tuition. She said the student would have to pay around \$20,000, rather than \$10,000 for in-state tuition.

**Luci Willits**, from the State Department of Education, spoke. She said Superintendent Luna had met with Representative Pence, but he had not taken an official position.

**Adriane Wright**, the Legislative Advocate Intern for Catholic Charities of Idaho, said she was speaking for their Executive Director, Ms. Rosio Gonzalez. She spoke in support of H 220. She told of a girl who said she couldn't go to college because she and her siblings could not get in-state tuition. She said if this bill were passed we would have more teachers and nurses.

**Amy Herzfeld**, Executive Director of the Idaho Human Rights Education Center, spoke in support of H 220. She called it the Idaho Student Investment Act. She said it was a fundamental human rights bill that guarantees all Idaho graduates have the same rights, including equal access to college with residents. She said the families of these students pay taxes and are an important part of the state's economy. She said it would pay off for all of Idaho if these 300 to 500 immigrant students could graduate from college every year.

**Mark Browning**, representing the State Board of Education spoke. He said the Board's Executive Committee has not had a chance to vote

on this issue, so they were standing neutral on the issue.

**Beverly Nichol**, a Registered Nurse with ICAN said she faced many work related problems in language along with a shortage of care givers. She said staff shortages could be helped by this act, and it would pay off for all of Idaho. She said this would be an investment for better health care and the economy of the state.

**Bret Noble**, a student and volunteer for ICAN, said this was very important legislation. He said it was a human rights' issue and concerned our values as a country. He said students were not responsible for their immigration status in many cases. He told of a niece that had to go back to Argentina as she overstayed her visa. He said immigration was broken at the federal level.

**Dang Su**, a fourth year economics student at BSU, spoke in support of H 220. He said "immigration is our experience, and acceptance is our value." He said immigrants are a vital part of our community, and this would improve the value of the immigrant labor force.

**Sherri Wood**, President of the Idaho Education Association, said they supported H 220. They believe that all children should be treated equally no matter their life status, race, or religion. She said she believed this bill was about justice for all children. These students have attended and graduated from Idaho high schools. They have taken all the tests. In some cases, they have to pay three times the instate tuition to attend college. She said many work to support their families. She taught many undocumented worker's children. She quoted President Lyndon Johnson as saying that education was the only way out of poverty. She asked, "Do we really want all of our Idaho students to be able to attend college?" She asked that the undocumented immigrants be given a "hand up, not a hand out."

**Juan E. Morales**, a volunteer with ICAN. He said he was a third year student at BSU in communications. He said most of the friends he grew up with haven't been able to go to college. They see no hope for the future nor reason for staying in high school. He said 80% of his friends have not had the opportunity to go to college. He said some even give up in grade school

**Paul Littlepage**, military veteran spoke in support of H 220. He said some undocumented workers went into the military service to get their citizenship.

**Gracela Fonseca**, President of the first Hispanic women's organization in Idaho, spoke in support of H 220. She said families come here for a better opportunity. She said this bill would repay them for the back breaking work they do at minimum wages. She said many families are on long waiting lists for green cards or citizenship. She said first generation immigrants are usually law abiding, hard working people and are willing to sacrifice for their families. She said she was speaking for those mothers who couldn't speak the language.

**Alicia Clements** spoke in support of H 220. She said she feels that

we need illegal students to be able to get this education. She said we need nurses and skilled workers. These students are already bi-lingual so can move into the workforce. They need an opportunity to go to school and become nurses or whatever they wish.

**Kevin Bushman**, the Principal at White Pine School in Burley, submitted written testimony in favor of H 220.

**Representative Durst** said he had done a lot of hard thinking and praying about the bill. He said the people of Idaho don't just include those who are documented, but those who work every day to try and make this a better place. He said when the Children of Israel left Egypt, their children didn't have a choice. He said the children of illegal immigrants didn't have a choice either. He said as a practical matter we cannot punish them for the law breaking of their parents and quoted the Bible, as saying the sins of the father shouldn't be visited on their children. He said on a social and spiritual level this shows compassion.

**Representative Thayne** asked if these undocumented students graduate from college, can they legally get a social security card?

**Representative Pence** said that is a dilemma. She said she thinks as we get into this more she thinks "salvation is coming from the federal level." She said pathways have to be made. If we get enough of these laws passed in these states, then "maybe we can get the movement going nationally" so they can get documentation and green cards.

**MOTION:**

**Representative Chavez** moved to send H 220 to the floor with a do pass.

**Representative Patrick** said it was a difficult issue. He received many E-mails in opposition, but there was no testimony. He was disappointed not to hear from both sides at the meeting.

**Representative Nielsen** said from the unemployment percentages he knows we can't do without this society. He said there has to be an orderly method. He said this bill defies those who want to correct the immigration problem legally. He says it is a problem that those who are here illegally enjoy the benefits. He asked if these parents have applied to become legal residents

He reported that in new Health and Welfare rules, the federal government has told the states to eliminate those from Medicaid who cannot provide proof of citizenship.

He said this bill appeals to the heart, but flies in the face of the federal rules.

He asked if this bill would deny some citizens the opportunity of attending college.

He commented that if these folks have been here for a long period of time and have had children born in the US who are legally citizens, but still haven't made an effort to be here legally, we are doing the wrong thing.

**Representative Thayne** said he had received an E-mail asking if those on the Committee went to Mexico, would they be able to work without

papers, or get a free education K-12 or health services. He asked if there would be a hearing like this on instate tuition for college in Mexico. He said this bill is tied with illegal immigration.

**SUBSTITUTE  
MOTION:**

**Representative Thayne moved to hold H 220 in Committee.** He urged the supporters to come back with a resolution to urge the federal government to solve this problem.

**Representative Thayne** suggested setting up a private fund for tuition for these children in another bill.

**Representative Durst** pointed out that the number of folks we are talking about is pretty small, 100 to 500 maximum. He said based on discussions with university presidents, our schools are not at capacity. He said this bill would not be doing any "detriment to our state."

**AMENDED  
SUBSTITUTE  
MOTION:**

**Representative Durst moved to send H 220 to the floor without recommendation.**

**Representative Wills** said there was not an individual here who didn't have empathy for this situation and an emotional desire to see something done. However, he said as Legislators, it was their responsibility to fiscally manage the public money. He said this could be the opening of an expensive door that would have to be taken care of by the Judicial Branch. He said the Attorney General said 10 states currently have litigation in the works. He said we would be the 11<sup>th</sup> state with some form of litigation down the road. He said a lot of issues need to be addressed before we can do something on this issue. He said we would be doing the public an injustice to send H 220 through at this time.

**Representative Pence** agreed that there is some litigation in the pipeline at present. She again said that the AG said there is no case law in his position paper. They don't know how these cases will come out. It might be OK. She added the results wouldn't necessarily be negative.

**ACTION:**

**By voice vote the Amended Substitute motion to send H 220 to the floor without recommendation failed.**

**ACTION:**

**In a roll call vote the motion to hold H 220 in Committee passed with Vice Chairman Shirley, Representatives Bradford, Block, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, and Thayne, voting aye; and Representatives Trail, Pence, Chavez, Durst, and Shively voting nay.**

**Acting Chairman Shirley** pointed out that to those supporting H 220 that this bill was an important first step. He said the feelings of those who testified have been heard. He said sometimes it takes several attempts before legislation is passed. He encouraged those supporting this issue to keep working on the issue.

**ADJOURN:**

**Acting Chairman Shirley** adjourned the meeting at 9:55 AM.

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Representative Bob Nonini  
Chairman

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Representative Mack Shirley  
Vice Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** March 5, 2007

**TIME:** 8:03 AM

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**ABSENT/  
EXCUSED:** Representative Block

**GUESTS:** Jan Sylvester, Cliff Green, John Eikum, Phil Homer, Mark Browning, Becky Young

**Chairman Nonini** called the meeting to order at 8:03 AM.

**RS 17137**

**Representative McGeachin** presented. She said this bill would establish a scholarship to give any Idaho student at any public school who achieves perfect attendance for one year a \$50 scholarship in the IDEAL state college scholarship fund. (The parent will have to open the account in the child's name before the money can be deposited.)

She said there is a correlation between regular attendance and test scores. She said this bill has the potential to increase attendance and the number of college bound students. She said it also would encourage parents and others to think about, and hopefully add to, a college education savings account for the student. She said school districts would receive more money because they are paid on the average daily attendance. She said a student could have \$850 in their account by the time they graduate from high school.

**Representative Durst** asked if a student was gone from class for extracurricular activities, would it count as an absence.

**Representative McGeachin** said some concern had been expressed by administrators that sick kids would go to school and infect others. She said she calculated the fiscal impact based on the 5% of her school district who had perfect attendance last year.

**Representative Durst** asked if there was a correlation between income and demographics and the ability of a student to have perfect attendance. He suggest that some students might lack health care, so might miss more school.

**Representative Chavez** asked if there is a set of standards across the state as to what is perfect attendance.

**Representative McGeachin** said it is determined by whether or not a student is in class that day.

**Mark Browning**, of the State Board of Education, said he assumed perfect attendance was just that, but he would find out.

**Vice Chairman Shirley** stated that most school districts have attendance policies which would count attendance if the student was engaged in a school activity.

**Dr. Cliff Green**, Executive Director of the Idaho Association of School Boards, agreed and said it depends upon the policy of the school district, but non academic activities during school time would count as attendance.

**Representative Boe** inquired as to what would happen if the parent or guardian did not set up the account.

**Representative McGeachin** said the money would just sit there until the account was established on behalf of the student.

**Representative Chadderdon** said she applauded the thought, but felt these rewards would be better done on a local level. She asked what would happen if a child had accumulated four years of perfect attendance, received the \$200 in an account, and then moved out of state.

**Representative McGeachin** said that the money can go to any post secondary school in any state across the nation. She said if the child does not go to school, the funds would become taxable income when pulled out.

**Representative Pence** asked what would happen if the percentages went way up and the state had to appropriate \$4 to \$6 million more a year. She asked if it were too successful, could it "break the bank."

**Representative McGeachin** said as a member of JFAC she would rather appropriate money for attendance rewards than appropriate money for prisons.

**MOTION:** **Representative Patrick moved to introduce RS 17137.**

**Representative Mortimer** asked what would happen to the money if the parents never set up the account for the child.

**Representative McGeachin** said there might be a need for modifications to the bill later on.

**Representative Shively** said this was a unique idea, but noted it came out of the wealthiest school in Idaho Falls. He questioned whether the \$850 would be that much help in view of inflation. He said he was bothered by paying students for doing what they should do in the first place.

**Chairman Nonini** asked what was the minimum required to open a 529 Plan. **Representative McGeachin** said she would find out.

**ACTION:** **By voice vote the motion passed with Representatives Pence,**



**PARENT  
COMMUNITY  
ADVISORY  
COUNCIL  
(PCAC)**

**Chavez, and Shively voting nay.**

**Becky Young**, presented. She thanked the Committee for their support for HCR 66 last year which put a hold on sanctions for Non Title I schools until funding was received for remediation. She said the Superintendent's Budget for the coming school year did include a line item for remediation for all schools.

Ms. Young said PCAC is a state wide organization with chapters around the state. She is from the Boise Chapter. The make-up of their organization comes from a broad cross-section of parents and community members. They educate themselves and get involved in education issues. She said parents are a child's first educators, and they should be the decision makers about their child's health issues and success. She said when parents or guardians are involved, children achieve more, regardless of the socio-economic status or any other factor.

They support community self-determination. Ten-thousand parents of PCAC logged over 300,000 hours volunteering in classrooms, tutoring, and mentoring last year. They raised over \$1 million for school programs that enrich children's education. They do such things as art projects, reading incentives, and before school tutoring.

She said she believed parents want to be involved with their children's education, but often do not know how. Their PAL (Parent Assisted Learning) program assists parents with their children's learning.

They are working on a drug and alcohol program with Debbie Field, especially on the new meth project.

They were involved with the State Board this summer and fall and had input into the increase in high school graduation requirements in math and science. They also provided forums for the race for Superintendent of Schools, in addition to local races.

Some parents have not finished high school, or had a lot of math and science. With the new high school graduation requirements, she said it will be a challenge to help some parents find the resources and tools necessary to help their students.

She said they want all children in all schools to have the right to an equal education. She said they favored bi-lingual education in elementary schools.

At the request of Vice Chairman Shirley, **Ms. Young** explained that Idaho was one of two states that chose to put all schools, under the requirement for AYP (Adequate Yearly Progress), even non Title I schools. (Title I schools have 40% or more students receiving free and reduced lunch. These schools receive an extra \$1000 per student.)

Non Title I school teachers were spending most or all of their time on the students who were lagging behind, and the better students were being ignored.

**Representative Durst** asked why they were in favor of bi-lingual education.

**Ms. Young** said foreign language is needed for college, so their parents want it. She also said they want to be involved in any discussion of merit pay.

**S 1067**

**Senator Geddes** presented and said two districts in his area are

facing declining enrollments and started discussing consolidation. (Grace District has since withdrawn from the discussion.) Earlier this year he went to a meeting with the two boards and they asked questions he couldn't answer. He took Jason Hancock from the Budget Office down and he was able to answer the questions.

At Senator Geddes' request, Mr. Hancock drafted legislation that holds out a "carrot" to districts in a position to consolidate.

Senator Geddes said the last consolidation in Idaho was in 1991–16 years ago.

**Jason Hancock**, from the Budget Office, presented and said he is not taking sides, but did what was asked. He presented a report showing what might have happened under this bill if Soda Springs and Grace had consolidated in 2000. (See Attachment 1)

Under current Idaho Code, the two districts are protected for seven years. They cannot receive less than the two districts combined received the year before consolidation. After the seven years, the combined district is treated like any other district in the state. When smaller districts consolidate, there tends to be a reduction in state support as the district is now larger, and larger districts have higher attendance divisors.

There are savings on consolidation as only one superintendent is needed as well as one business manager, transportation director, information technology coordinator, or food service administrator. The need for other support staff is also reduced.

Under this bill, the state will pay 55% of the buy-out costs of administrators, teachers, and classified personnel. He said primarily this will be used for administrators and classified personnel as the same number of teachers would probably be needed. Under this bill, a person who received a severance package could not be re-employed by the district for a year.

To provide more of a "carrot" to encourage consolidation, this bill would knock .25 off the value index for the combined school district to help pay for a bond passed within three years of consolidation. (The state would end up paying a larger share of the bond than they would otherwise as the index will be lower.)

Mr. Hancock said while consolidation is rare, it is often couched around facilities issues. Two districts joined in north Idaho and they built a new school in each town and all students went to junior high in one town and high school in another.

After the seven years, the state and district will split the costs of the savings evenly. Even with all pay-outs, the state would net a \$2 million savings.

He stressed that this is not forced consolidation. A consolidation could result in a savings to the property owners of the combined district.

If a bond were passed before the consolidation, a subdistrict would be created until the bond is paid off. Only the old district who passed the bond issue would pay it off.

Several representatives raised the issue of school identity and said in some small communities, sports is the thing that unifies the community and gives it identity. Even those with no children in school attend games.

**Representative Jaquet** thanked Senator Geddes for sponsoring this bill. She and Representative Pence are from Lincoln County which would

qualify as the "Poster Child" for this legislation. Three small districts have a total of 1008 students, and consolidating administrative functions would save money. She said previously, districts have been afraid of the "cliff" after seven years. She said these districts felt they could go from three superintendents and six support staff to one superintendent and two support staff. Since a couple of superintendents are talking about retiring, the issue has come up again.

With the NCLB (No Child Left Behind) and the increase in math and science classes, this offers a way for small schools to meet the challenge.

She said the savings are modest, but the savings can be redirected to the classroom. She said smaller districts sometimes spend 6% of their budget on administration, and a large district might only spend 3% on administration.

**Chairman Nonini** expressed concern that an example was given where districts consolidated, but kept each high school with its own football and basketball teams.

**Representative Jaquet** said some communities raise funds for their teams, it doesn't come out of the districts budget. She said athletic teams are a huge part of community identity, and are a unifying factor in smaller communities. She said it is very difficult to get away from the established teams.

**Chairman Nonini** asked again where the money for uniforms comes from.

**Mr. Hancock** said it came from community-raised funds, or the discretionary district funds.

**Representative Jaquet** said code allows up to 9 members on a school board. Other changes are coming that are not part of this bill.

**Representative Durst** expressed the concern that these small districts do not realize what they cost the state and said he thought a "hammer" not a "carrot" was needed. He said there was not much willingness to consolidate, and one district even split this year. He said the Boise and Meridian districts pay a disproportional amount of the sales tax and other taxes that fund these smaller school districts.

**Senator Geddes** said the Legislature has been "villianized" for not using the "hammer." He said this issue is constantly discussed in his home. He does not care if the school districts in his area are consolidated, but some do. He said one district can't field a basketball team for lack of numbers of students. These districts have no hope for an increase in enrollment. This bill also offers \$10,000 per district to work on consolidation issues, rather than a total of \$10,000 under previous legislation.

He also said that Superintendents of the two districts in his area both act as middle school principals and are very busy. A plan did not have time to develop and a decision was made on emotion to drop talks of consolidation. He said at some point in time the state may have to use a "hammer." He said there is another school district in his area with 130 students. He said this is a start to solving the problems of these small

districts.

**Dr. Green** said this is a carrot and agreed it was a great start for school districts. He encouraged the Committee to vote for a do pass.

**John Eikum**, Executive Director of the Idaho Rural School Association, said that consolidation sometimes works if the communities get together and decide it is best for the kids. He said they support the bill and like the idea of a “carrot.”

**Chairman Nonini** said three school districts in his area—Wallace, Kellogg, Mullan have as much distance across their combined districts as does the Lakeland School District, also in his area. He said this was an example of the fact that distance does not determine the functional area

**MOTION:**

**Representative Wills moved to send Senate 1067 to the floor with a do pass.**

**Representative Boe** said she agreed with this legislation. She said it was financially feasible for the state to encourage consolidation. She said it offers many more opportunities for the schools to offer professional-technical courses, and higher level math and science classes. She pointed out that every time the state creates a charter school, they are creating a small district with these problems. She said a superintendent in her area said the two charter schools in his area have costs his district \$5 million. She said she wasn't saying there aren't good results with the two charter schools, because they are doing a good job. She said she would support the motion.

**Representative Thayn** said he would vote no because he wants to do more studying on the subject. He said in many ways it seems a good idea.

**Representative Nielsen** said he would support the bill because it is voluntary.

**ACTION:**

**By voice vote the motion passed to send S 1067 to the floor with a do pass with Representative Thayn voting nay.**

**ADJOURN:**

**Chairman Nonini** adjourned the meeting at 9:40 AM.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** March 6, 2007

**TIME:** 8:34 AM:

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**GUESTS:** Ron Crane, Liza Carberry, Tim Hill, Jane McClaran, Whitney Tackett, Amanda Brown, Jim Shackelford, Sherry Wood, Rob Winslow, John Eikum, Mark Browning, Luci Willits

**Chairman Nonini** called the meeting to order at 8:34 AM.

**MINUTES:** **Representative Shively moved to accept the minutes of February 27. By voice vote the motion passed.**

**MINUTES:** **Representative Wills moved to accept the minutes of February 28. By voice vote the motion passed.**

**H 270** **Ron Crane**, State Treasurer, introduced Liza Carberry, Investment Manager for the College Savings Plan. He introduced two members of the College Savings Board—Jane McClaren from the Governor’s Office and Tim Hill from the Department of Education.

**Liza Carberry** said as a result of previous discussion with the Committee on this bill, the Board voted to change the “ten percent (10%)” and insert “one-half of one percent (0.5%) on page 1, line 26.

**MOTION:** **Representative Nielsen moved to send H 270 to General Orders with Committee Amendments attached.**

**Ms. Carberry** explained that the College Savings Plan is the program itself. The College Savings Fund will be the account where the fees charged will be put until needed.

She said they can legally charge the fee under the original agreement, but they needed an account in which to put the money, and they needed the authority to spend it.

**Representative Mortimer** asked what the fees have amounted to in the past year percentage wise. He asked if they planned to use the full amount allowed by this bill. He was trying to compare the fees to other mutual funds. He said the top is usually one-half of one percent.

**Ms. Carberry** said they owe \$75,000 in fees to the consultant that has been helping them find a new vendor since the first contract is expiring. However, the yearly expenses will be much lower once the contract is signed and the actual fees charged will be “significantly less than” the

one-half of one percent.

**ACTION:** By voice vote the motion passed to send H 270 to General Orders with Committee Amendments attached. Representatives Boe and Mortimer will sponsor the Amendment and carry it on the floor.

**S 1053**

**Ron Crane** presented. He explained that the state guarantees school bonds to allow the districts to receive the Triple A rating from Moody's and therefore the best interest rates.

He emphasized that no school district has ever defaulted on a bond. However should that happen, the state would have three courses of action.

1. The Treasurer will first intercept any funds from the state to the school district to pay the bond holders.
2. Future sales tax revenue can be used to guarantee payment
3. The cash pledged from the Public School Endowment Fund will be used to pay the bond holders. Then property owners in the district that failed to pay the bonds will be assessed a yearly surcharge on their taxes until the Public School Endowment Fund is paid back.

When the fund to guarantee payment was set up, \$200 million cash from the Public School Endowment Fund was pledged to cover any possibility bond payment failures. The Treasurer was able to cover \$600 million in actual loans with this money. The \$600 million has now all been pledged with a large school district bond issue last year. Other districts can no longer be covered under this plan.

Treasurer Crane said he has been working with Moody's and premier underwriters, and has received permission to cover up to \$800 million in bonds with the \$200 million cash currently pledged by the Endowment Fund.

This law sets the new cap at \$800 million, but to help more districts, there is a \$20 million cap for each school district. That will cover between 75% and 80% of school district needs for the future. Large districts can access the \$20 million guarantee as part of their bonds and look elsewhere for the rest.

As an incentive to consolidate, if two districts join, they can bring the aggregate amount to the table and access \$40 million one time.

**Chairman Nonini** asked how long before the \$800 million cap is reached, and when was it raised to the present \$600 million cap.

**Treasurer Crane** said he thought it would be two to three years before the \$800 million cap is reached. At that time he plans to ask the Endowment Fund Board if they will raise the cash pledge. He thought it would be best to give the endowment fund a couple more years to grow.

He said the cap was raised two to three years ago to \$600 million.

**Representative Patrick** asked if there was a limit to the amount the Endowment Fund could pledge in cash.

**Treasurer Crane** said no, but the Board would be reticent to pledge too much of their cash.

Several representatives asked about specific school districts in their

area that have no debt currently guaranteed.

Treasurer Crane responded that districts don't have to use the state's services to bond, but that most do. He agreed that there are districts with no bonds, and this is good for the taxpayers, even though the schools may be in need of repair and additional services. Also, the bonding capacity of a district depends upon the value of the taxable real estate.

**Representative Shively** asked what happens when a district needs more than the \$20 million.

**Treasurer Crane** said the district can buy insurance to bring the rating up to Triple A for the remaining part of their bonds. He said the savings in interest could be up to one percent between triple A and double A bond ratings.

**Representative Marriott** asked if the money is set aside or could it be a future drain on the General Fund.

**Treasurer Crane** said the General Fund is not involved in this. He reviewed the ways money would be collected in the case of a bond default, and pointed out at last resort the money would come from the Endowment Fund who has this cash at hand.

Again he said there has never been a default of a school bond.

He pointed out that the Public Schools Endowment Fund exists to support schools. There is a cash portion that is invested, as well as land and timber holdings. The interest earned by this fund goes directly to the school districts. The principle stays in the fund and grows. The total portfolio is over \$1 billion at present.

**MOTION:** **Representative Wills moved to send S 1053 to the floor with a do pass. By voice vote the motion passed.** Representatives Nielsen and Wills will carry the bill.

**ADJOURN:** **Chairman Nonini** adjourned the meeting at 9:08 AM.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** March 7, 2007

**TIME:** 8:30

**PLACE:** Room 406 AM

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**ABSENT/  
EXCUSED:** Representative Block

**GUESTS:** Jan Sylvester, Rob Winslow, John Eikum, Peggy Hess, Senator Burkett, Sherri Wood, Glenn Stanton, Senator Goedde

**Chairman Nonini** called the meeting to order at 8:30 AM.

**MINUTES:** **Representative Shively moved to approve the minutes of March 1. By voice vote the motion passed.**

**MINUTES:** **Representative Shively moved to approve the minutes of March 2. By voice vote the motion passed.**

**H 281** **Chairman Nonini** said that Representative McGeachin has asked that H 218 be held in Committee for the present time.

**S 1095** **Senator Burkett** presented. This program is called the Freedom Scholarship. It started with the Korean War, then Vietnam was added to the coverage. The spouse is included as a dependent. Two years ago the conflicts in Iraq and Afghanistan were added. Originally it provided college scholarships for dependents of Idaho residents killed or who became prisoners of war as a result of a military deployment.

Some active duty members stationed in Idaho retain legal residency in another state because of financial considerations, although their children attend Idaho schools.

The change in this bill would provide a scholarship of up to \$12,000 for the child who graduates from an Idaho high school, but whose parent might not have had Idaho residency. (Previous legislation focused on those who maintained their Idaho residency.)

Senator Burkett said this scholarship has very limited application, and very few have availed themselves of the offer. The student must graduate from an Idaho high school and attend an Idaho public university or college.

Because of the long term financial impact when a parent is killed on duty, the spouse might need college or technical education to support the family.

Senator Burkett said they cannot predict the future, so do not know the exact amount of financial impact, but felt it would not be large.

In response to Representative Trail's question, **Senator Burkett** said



that private for-profit schools would not qualify. It must be a public institution as the program is administered through the Board of Education and the State universities and colleges.

**Representative Boe** asked how many have received the scholarships.

**Senator Burkett** said he thought 9 or 10 from Vietnam, and no applications have been made so far from the Afghanistan and Iraq conflicts.

**MOTION:**

**Representative Shively** moved to send S 1095 to the floor with a do pass recommendation.

**Representative Nielsen** said he liked the idea, and stated he was from the Mountain Home AFB area. He said many airmen live on base and claim other states as their residency due to more favorable tax breaks from those states. He asked for further clarification on coverage.

**Senator Burkett** said for the students, the focus is on their establishing residency and graduating from an Idaho high school. The students would have to file Idaho tax returns as well.

**Vice Chairman Shirley** asked about the spouse. **Senator Burkett** said the military person must have been an Idaho residence for the spouse to receive benefits under current law and this is not being changed.

**Vice Chairman Shirley** asked if a student might qualify for scholarships from other states as well and commented that the State Board of Education needed to make rules to prevent this.

**Senator Burkett** said he had not been asked that question before and it should be looked at. He said that the federal government gives \$5400 over 5 years for college education, and the scholarship would kick in to provide up to the \$12,000 a year. The State of Idaho would bring the qualifying student up to a "full ride." He said any other scholarship money received would be deducted from the \$12,000. As to other states granting scholarships, he said he didn't know.

**Mark Browning**, representing the State Board of Education, said that the rules would state that the Freedom Scholarship would be "last dollars."

**Representative Nielsen** said the federal money is only given for the months actually in post secondary education and is over \$400 a month, for a total of 45 months. He said he assumed the student would have to meet the qualifications for entrance and asked about keeping grades up.

**Mr. Browning** said they would have to meet academic standards for admission. The requirement for maintaining a GPA could be done in rule making.

**Representative Boe** pointed out that an addition to this bill gives the

student 10 years to “get their act together” and start their education.

**Senator Burkett** agreed and said the scholarship then runs for 36 months, or 9 months in 4 different years. The scholarship only covers those months the student is attending class. He said it would cover everything the University provides such as student housing, books, tuition, etc.

If the student were highly motivated and finished undergraduate work in three years, the fourth year could be used for graduate school.

**Representative Marriott** expressed concern that \$500 per quarter might not be enough for “equipment, books, and supplies” per quarter.

**Senator Burkett** said this bill provides a “free ride.” At the U of I (University of Idaho) it would be \$12,000, and is a little less at Boise State University.

**SUBSTITUTE  
MOTION:**

**Representative Marriott moved to hold S 1095 in Committee until we have all the answers.**

**Representative Chavez** commented that for these young people “we are picking at their open wounds.” She said no amount of money can replace the loss of the parent. She said we need to support them so they can go to school.

Because he lives in the Mountain Home AFB District, **Representative Nielsen** explained about the federal benefits. He said they are allowed 45 months of actual school time, so it could cover 5 years of schooling. He said when a military member dies, the dependent spouse and children receive Social Security (SS) benefits in addition to the Veterans’ Administration (VA) benefits. He said this doubles what the family gets while the service member is still alive. He said children drop off the VA benefits at age 18. The stipend for 45 months helps to take care of the drop in benefits. He said they do have an opportunity to save up a considerable amount of money for college. He said if a spouse has two kids, they get the maximum SS benefits. He also pointed out that all the service members he knows of carry SGLI insurance which also pays \$250,000. He said these people are not destitute. He said he was not suggesting that we don’t have an obligation. He said these “fellas and gals gave their lives to protect us. They gave it all.”

**Representative Patrick** said it seemed to him on the surface that this could be an administrative nightmare. He said he was afraid it would take a lot of rules to implement this legislation.

**Representative Boe** said the Committee has heard a lot this session about supporting families and the troops. She said she felt concerns raised in the meeting had been answered. She said this bill encourages those who have suffered such a huge loss to get their education. She said losing a parent is a traumatic event and it takes a while to figure out where one is going. She said this encourages the spouse to continue or go back to school. She said “these people have given everything; surely, we owe it to their families.”

**Representative Trail** said he was against the substitute motion. He said we have a “double filter system” to work out and answer the questions of double qualifications for scholarships. He said Mr. Browning said the Board of Education could handle these situations through rule making. He said there has been no scandal with this scholarship. He said this would honor those who have sacrificed for our county.

**Representative Chadderdon** inquired how long after the injury the death would have to occur to be eligible.

**Senator Burkett** said the longer the time frame, the more difficult it would be to prove it was related to the service.

Two representatives inquired about private colleges, even those accredited by the state. **Mr. Browning** said the public institution advances the cost of a year’s expenses at a time, and receives the money a year later from a JFAC appropriation.

**Chairman Nonini** asked how many took advantage of this.

**Mr. Browning** said he thought 7 or 9 took advantage of this from the Vietnam conflict era.

**Representative Pence** commented that this scholarship has been in existence since the Korean War. She said this just adds another category of eligibility.

**ACTION:** In a roll call vote, the motion to hold S 1095 in committee failed with Chairman Nonini, Representatives Chadderdon, Shepherd, Marriott, and Patrick voting Aye, and Vice Chairman Shirley, Representatives Trail, Bradford, Nielsen, Mortimer, Thayn, Boe, Pence, Chavez, and Shively voting Nay. Representatives Block, Wills, and Durst were absent/excused.

**ACTION:** In a roll call vote, the motion passed to send S 1095 to the floor with a do pass. Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Nielsen, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Shively voted Aye. Representatives Block, Wills, and Durst were absent/excused. Representatives Nielsen and Shively will carry the bill.

**S 1089 AA** **Senator Goedde** presented and said this was an omnibus bill from the Community College Task Force, with two sections removed. One section on taxing was sent to the Revenue and Taxation Committee. The section on the dissolutions of a community college district was also taken out as there are foundations that support two community colleges in the state, and it needs to be decided how to best handle these situations.

This bill changes the terms of office for a community college board of trustee members from 6 years to 4 years. Elections are to be held on major elections days. He said there would be no conflict with another bill that limits all elections to two times a year.

Senator Goedde said that this legislation comes from a problem with NIC (North Idaho College.) Not too long ago, the board gave \$1 million in raises to the staff. This caused consternation among the voters. Only

one member of the NIC Board of Trustees was elected in this century. One has been there 30 years.

He said changing the trustee term would align better with K-12 school district trustees.

**MOTION:**                    **Representative Trail moved to send S 1089 AA to the floor with a do pass. By voice vote the motion passed.** Representatives Bolz and Nonini will carry the bill.

**ADJOURN:**                    **Chairman Nonini** adjourned the meeting at 9:26 AM.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** March 8, 2007

**TIME:** 8:34 am

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Block, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Boe, Pence, Chavez, Durst, Shively

**ABSENT/  
EXCUSED:** Representatives Bradford and Thayn

**GUESTS:** Karen McGee, Jan Sylvester, Cliff Green, Rob Winslow, Richard Ledington, Luci Willits, Mike Reynoldson, Marilyn Whitney, Dwight Johnson, Mark Browning, Alecia Baker, Morgan Harding, Representative Bedke

**Chairman Nonini** called the meeting to order at 8:34 am.

**MINUTES:** **Representative Wills made a motion to accept the minutes of March 5. By voice vote the motion passed.**

**MICRON K-12 PROGRAMS:** **Mike Reynoldson** of Micron said they are the largest private employer in Idaho with 11,000 employees. They were a small company that started in a basement office on Cole Road by a pair of brothers from Blackfoot. As the business grew they realized education was key to the success of their business.

**Dr. Alecia Baker**, of the Micron K-12 Programs, presented. She introduced Morgan Harding, a senior at Mountain View High School and a participant of Micron's K-12 Programs. Science and math are at the core of our nation's cutting-edge innovations. Micron backs up that statement with a real hands-on commitment. All employees are allowed paid time off to work with K-12 Programs, either to go into classrooms or to host students on site. The Micron Foundation gives grants to innovative programs in education. Their goals are to promote improved communication, math, science and technology skills of K-12 students, by demonstrating how challenging and stimulating those content areas can be, to show that what they learn in the classroom is relevant to the workforce. Additionally, they try to show students what high-tech jobs of the future will be. They feel they can enrich students' education by partnering with schools

Dr. Baker said they had 611 events, 716 Micron team members, 146 schools and 15,984 students participate in 2005-2006. Not all of the programs were in the Treasure Valley, some students came from as far as Cottonwood. The first program is targeted at elementary students. There are 25 grade level lessons including states of matter, electricity and simple machines. These are aligned with curriculum developed by the State Department of Education. The Chip Camp is a program for middle

school students. This program for grades 7 and 8 is a three day summer camp with all hands-on math and science. Four kids work with one engineer on such things as voice recognition teaching a computer to listen and record to their voice.

In response to a question from **Representative Chavez** regarding the application process, **Dr. Baker** said there is an application online. April 14 the registration will go live. They will contact all middle school teachers in the Treasure Valley to let them know about the program.

**Dr. Baker** said the program for high schools students is called Careers@Micron. It is a job shadow experience for juniors and seniors. The students pre-select the career they want to shadow and then spend a day with a professional in that career. They have hired 18 people who participated in the program. Shadowing is available for two and four year degree programs, including technicians, all engineering and information technology careers.

Dr. Baker said they have programs for young women because there are many fewer women in high tech careers than males. The first is an email mentoring program for girls in grade 8. The students go to Micron, then exchange emails with their mentor for six weeks and then go back for a job shadow. The girls can ask questions about college and careers. Another program is Women in Technical Careers (WITC). They work with Hewlett Packard and the Society of Women Engineers to send a panel of three or four women professionals to middle schools and highs schools to speak with girls during lunch. It is an open conversation about careers and they provide lunch for the students. The final program is E-Girls, an overnight camp at Boise State University for girls in grades 9 and 10. It is targeted at engineering but keeps the girls interested by looking at things such as the construction of high heels.

**Morgan Harding** said she participated in all three programs for women. She said she had never thought of being an engineer but grew interested while emailing with her mentor. She enjoyed the E-Girls program. They made a virtual city with new transportation methods. She also liked working with a group of girls because in her engineering classes she is the only girl.

**Representative Block** congratulated Ms. Harding for her participation and commended Micron for having programs for girls. She said engineering has always been something for boys but girls can do it too.

In response to **Representative Boe's** question about the availability of the women's programs throughout the state, **Dr. Baker** said E-Girls is available statewide, but the other two are centered in the Treasure Valley. If someone is willing to come from a long distance they can participate.

**Dr. Baker** said the internship program is a capstone for a high school student. If a student participated in any programs with an electronics background they can apply for a paid internship.

**Ms. Harding** said she will attend BSU and major in Mechanical Engineering. Because of her Advanced Placement and concurrent

courses she will begin as a sophomore.

**Chairman Nonini** and the Committee congratulated her for her hard work.

**Dr. Baker** said Engineering the Future is a teacher workshop they provide. They have three day sessions for high school teachers, where they can earn credit at BSU. The second day is content specific for math, chemistry, etc. Teachers can make connections with professionals they can contact if they have questions after the training. This spring they will offer the first workshop for elementary teachers. Since 1995 they have offered 4,380 events and affected the lives of 182,639 students and educators.

**RS 17159C1**

**Representative Bedke** said this legislation was for discussion only. This was meant to kick off a discussion that has been a long time coming. We need the best minds in the state to tackle this. He said as we talk about alternative models to fund teachers at a higher quality, it is always a way of raising the standards of our schools. The current system will not serve us well or long into the future. A merit pay approach was going to be piloted this year in three school districts, representing 10% of teachers statewide with a cost of \$6 million. As a budgeter he felt the pressure on this project. When they were asked to roll out the program statewide it would have taken the costs to \$60 million. They started thinking if they had \$60 million to do something with, what might that look like. So they have this concept of a career ladder, that other professions use and that this is a career ladder approach rather than a merit pay based approach.

Representative Bedke said this would be voluntary. There are no deadlines and they are not doing it this year because they do not have the money right now. The changes in section 1 contemplates alternate tracks. Track A is the old system and Track B is the new system. The choice to go to Track B would be voluntary, existing teachers or new hires could choose it. However, once you choose a track you must stick with it. This creates a series of career benchmarks starting with a beginning salary of \$34,000. Attaining each benchmark will result in an additional \$3,000 in salary. Such additional things include teacher mentoring, peer teaching coach, curriculum development, grant writing and other duties. These are things we require of our teachers now.

Representative Bedke said Track B puts teachers \$3,000 ahead of Track A. We do not pay teachers commensurate to their professional level. He felt a career teacher doing a good job ought to be earning closer to \$60,000 rather than \$40,000. But we have a system not set up to "get there from here." This would be a positive step from the state to reimburse school districts for the stuff they expect teachers and administrators to do. Teachers on Track B would have the same job security as administrators and superintendents.

Representative Bedke said if 25% of faculty are on one track then 25% of the budget has to go to those faculty. They want to phase this in and allow teachers on a first come first serve basis to choose their track. This is not meant to be restrictive. They have to come up with a plan and set budgets a few years out. This is meant to be a way to transition into this

new program. He said he was aware of what this would cost and was aware of what things they may be asked to do down the road. They changed the way public schools are funded in a fundamental way in last summer's special session. If people are happy with the old system they can stay. But teachers are not compensated with their status as professionals and this is a positive approach.

In response to a question from **Representative Trail** regarding the approaches taken by other states, **Representative Bedke** said they found innovative ways of funding faculty. One intriguing example is Douglas County, Colorado. They have multiple tracks teachers can choose from, including student performance and peer review. Other states do a hybrid of this.

**Representative Nielsen** asked if it would take \$19 million to finance Track B.

**Representative Bedke** said if 25% of faculty chose track B it would cost \$19 million more than the 2007 base budget.

**Representative Boe** said several more things could be added to the list of additional teacher duties. She asked if the list was exclusive or if more things could be added. She also asked if teachers would be involved in the discussions.

**Representative Bedke** said everyone would be at the table for discussions and the list should say "including but not limited to" the things listed.

**Representative Durst** asked if the teachers on Track B would be at-will employees.

**Representative Bedke** said the teachers would have the same job security as a principal or superintendent. If that is by your definition an at-will employee, then yes.

**Senator Geddes** said he would love the opportunity to discuss this more. Under the current pay structure some teachers are less than satisfactory. In essence, we have a bit of a crisis developing with respect to professional ranks that provide education to our children. This is an idea that may help resolve some of those concerns and put us on a more progressive track. The biggest challenge as we proposed this legislation is we cannot predict how many teachers would opt-in to a new pay structure. Some predict 20-30% and others say 70-80%. It would be difficult to fund if many of our teachers chose the alternative.

**MOTION;  
ACTION**

**Representative Shirley made a motion to introduce RS 17159C1 to print. By voice vote the motion passed with Representative Durst voting nay.**

**RS 17164**

**Karen McGee**, of the Governor's office, said the purpose of this legislation was to strike some criteria of the Promise Scholarship. This allows all students, including home schooled students, to have access to this scholarship. They struck class ranking from the criteria.



**MOTION;  
ACTION**

**Representative Wills made a motion to send RS 17164 to print. By voice vote the motion passed.**

**ADJOURN:**

**Chairman Nonini** adjourned the meeting at 9:45 am.

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Representative Bob Nonini  
Chairman

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Amber Bonte  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** March 12, 2007

**TIME:** 8:31 AM

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**ABSENT/  
EXCUSED:** Representative Block

**GUESTS:** Phil Homer, John Eikum, Rob Winslow, Karen McGee, Cliff Green, Mark Browning, Jonathan Brendefur, Cindy Johnstone, Dwight Johnson, Jane McClaran, Tom Luna, Garry Lough, Sherri Wood, Fairy Hitchcock.

**Chairman Nonini** called the meeting to order at 8:31 AM.

#### H 295

**Karen McGee**, of the Governor's Office, presented this change in the Promise Scholarship program. She said this change strikes out a sentence that refers to class ranking as a requirement for qualifying for this scholarship to Idaho colleges and universities. The SAT and ACT test scores, and the GPA are still used. This change allows access to the program for all Idaho high school students, including those who are home schooled.

**Rep. Trail** asked about the fiscal statement reference to a possible expense of \$250,000. She said the Governor did not ask for this, but the State Board did. With this change in qualification, the numbers of those who apply will increase. It would be good if there were more money for these scholarships.

**Vice Chairman Shirley** complimented the Governor's Office for bringing this legislation forward. He said this legislation resulted from a letter written by a lady in Representative Mortimer's district whose home schooled child was not allowed to apply for the Promise Scholarship.

**Ms. McGee** said the ACT cut off score for last year was 31 to even be considered for the scholarship.

#### MOTION:

**Representative Mortimer moved to send H 295 to the floor with a do pass. By voice vote the motion passed.** Chairman Nonini and Vice Chairman Shirley will carry the bill.

**Superintendent of Schools Tom Luna**, and **Dwight Johnson**, Executive Director of the State Board of Education, stood and said they supported this bill.

**Representative Thayn** introduced Dr. John Brendefur, who he said

was a great inspiration as a math teacher.

**Dr. John Brendefur**, a math professor from Boise State University, spoke. He said he was raised in Montana and Wyoming and first got a computer science degree. He came into teaching “through the back door.” He taught high school in Tacoma, Washington. He got interested in those students taking Algebra, those top kids, and those who did not perform well in math. He looked at how the lower students approached math.

He earned his PhD in Math in Wisconsin. His focus was on Algebraic reasoning. As time progressed, he then became interested in middle schools, then elementary schools as he saw the need for proper math teaching started very early. He volunteered in every grade level K-12 in math classes over the last 16 years. He has been focusing on how kids develop mathematical thinking.

Dr. Brendefur has worked with all the teachers in three elementary schools, one in Boise, one in Caldwell, and one in Emmett. He would demonstrate ideas to teachers, and get their responses. He then created projects. He was able to get some federal math and science partnership money. Students’ math scores on the ISAT (Idaho State Achievement Tests) were raised from around 60% to a range of between 88% and 93% in a few years in all three schools. He said the kids are excited about mathematics. His passion is to get more students excited about math. He said if students are interested in math by the 7<sup>th</sup> grade, they will be successful in Algebra.

**Representative Chavez** said when her school put the boys and girls in separate science and math classes, the girls’ scores went up. She asked for Dr. Brendefur’s opinion.

**Dr. Brendefur** said the research on this subject has shown various results. He said girls need to be able to problem solve in math early on—by 1<sup>st</sup> and 2<sup>nd</sup> grade. He said in middle school, girls do worse in problem solving and boys do better as boys are encouraged to do more problem solving.

He said making connections to real life is “huge” to the understanding of math. He teaches so math is connected to science and literature. He said in the Netherlands they do “realistic math from day one.” They teach the students to solve the problem, and then introduce the math concepts used in solving that problem. The students in the Netherlands place in the top three places every year on math tests.

He said US text books do it just the opposite—math problems first, story problems second, but they are in the exact format as the math problems, so students don’t need to really think.

He said kids need to work on story problems from birth, and parents need to help them see the math in recipes, garage woodworking projects, and playing with blocks.

**Representative Thayne** asked if the skills needed to be learned first.

**Dr. Brendefur** said that students need to learn addition, subtraction, multiplication and division, but they also need to learn rational thinking using rational numbers, and proportion. He said algebraic thinking should start very early in a child’s life. He said children should be encouraged to

look for patterns early on in life.

As an example he said show four fish bowls. If there are 3 fish in each, how many fish are there in total. After that, show the student the abstract connotation for that problem.

He said that American math students are usually weakest in place value (the 1, 10, and 100 place in a number.) He said sometimes students are put into algorithms too early. He said students first need to understand number and place value.

**Dr. Brendefur** said he has great success in his DMT (Developing Mathematical Thinking) for teachers program. He said it is better to spend the money on getting the teachers excited about math and then help them teach their students. He said many elementary teachers don't even like math, so they need to be helped to refocus their thinking about math.

He gave an example of a group of high school math teachers who were unable to suggest seven ways to multiply  $17 \times 23$ . (He later demonstrated several ways of solving with various grids as well as a combinations of numbers.)

**Representative Chavez** asked about teaching math in terms of left brain and right brain.

**Dr. Brendefur** said teaching math in context and making connections are very important. He said the arts provide wonderful ways of making these connections as there is a lot of math in art and music.

He mentioned Cindy Johnstone, now with the Department of Education as Math Coordinator, and said she will be helping with the new math initiative.

He said high expectations are important, and students are able to do more than they think they can.

It is important that a teacher use a child's thinking processes to start putting abstract symbols in place. He asks every teacher and child to share their thinking and then justify it. Students and teachers are not used to doing this. He said the teacher is not the authority, but the question is are the mathematics correct. He said the mathematics dictate whether or not the answer is correct. It is important that students share how they work and justify their thinking.

Dr. Brendefur shared an example that in the Netherlands at a seminar he was asked to give a concrete example of a tangent. He couldn't at the time, although he knew how to solve the advanced applications of tangent problems. He then pointed out that airplanes, gliders, road inclines all use this math. He suggested building a paper airplane. Throw it at a height of five feet. How far it travels in the air versus the distance it travels as measured on the ground is a ratio. (He said figuring out the degree is the proper use of a calculator.) The tangent is the ratio of the two distances.

Given his choice, he would like to teach the student the idea or concept and help solve the problem. Then he would give the student the vocabulary. However if the students need it for a test, Dr. Brendefur said he would give the vocabulary first.

**Representative Thayne** asked what parents can do to help their children with math.

**Dr. Bendefur** said “ask tons of questions and have kids explain how they are thinking.” He suggested introducing different mathematical ideas. He said for older elementary and middle school children there is curriculum, but not for the younger ones. He said parents need to ask questions and not to suggest a way to solve the problem or give the answer. After the child has solved the problem ask, “How do you know? Are you sure?” Suggest changing one variable in the problem and see what happens.

**Representative Durst** asked about giving the answer and working backwards to figure out the way to solve the problem.

**Dr. Brendefur** said he heard a similar suggestion from the “car guys” on NPR (National Public Radio.) A man did three things and the noise in his car stopped. The “car guy” suggested reversing the three things one by one and if the noise appeared, the owner would know what stopped the noise. He said it is good to go forward and backwards.

He worked with a fourth grader who loved math but wanted to follow the rules. He said this would make her less successful in Algebra later on. He worked and taught her to “think outside the box” and learn other ways to solve problems. As a 4<sup>th</sup> grader, she scored at the 8<sup>th</sup> grade math level on the ISAT test.

He gave an example of trying to distract his own 4<sup>th</sup> grade daughter while in the emergency ward with a broken clavicle. He asked her what 12 divided by  $\frac{1}{2}$  was. She said 24. He asked her for a story problem to demonstrate this concept. She thought and said if a grasshopper could only eat half a blade of grass, how many grasshoppers would you need to eat 12 blades of grass.

He said spending more time in math is “huge.” Most countries spend more time in math than do the US schools. In other countries, people also pay for math tutors from outside the school system.

He said we need to spend more time working with teachers and parents to get them to think and teach math. He said districts tend to spend money on textbooks and assessment, rather than the development of the teachers. Workshops need to improve, and all teachers need to take them, not just the ones who want to take them.

He stressed several times that an hour of math is needed every school day. He said the emphasis on reading has resulted in math time being cut to 3 hours a week in some schools, rather than 5 hours, and this is not good for math.

**Representative Boe** asked if the education colleges are prepared to teach math in newer ways. She said that when the reading initiative came in, elementary teachers were required to go back to school and learn more about teaching reading and the diagnosis of reading problems. Since then, the colleges of education have geared up to offer these new methods and information to their graduates.

**Dr. Brendefur** said at this time, education colleges are not geared up for math as he would like to see it done. He said there are not enough people in Idaho who can work with the elementary teachers. He said not enough has changed. Several math experts have recently retired in Idaho and this only adds to the shortage.

He said we can do a lot more with the amount of time we have. He

again said that one hour a day can result in a huge improvement in math skills if it is properly used.

Dr. Brendefur referred to Cindy Johnstone again. He said she worked with special needs students. Some were autistic, and others had various degrees of mental handicaps. She had high expectations for these students. She reached them by getting them to share how they were thinking as they solved problems, and then she used their thinking to share more math principles. Some students went from below basic to above grade level.

**Dr. Brendefur** said that math majors pick up math differently from the other 80% of the population. He said he had to rethink his way of teaching to reach the rest of the population. He said math people quickly grasp these ideas and process them differently.

He closed his presentation by showing ways to solve  $17 \times 23$  using various grids. He commented that almost every graph in the newspapers has a proportional error.

**Dr. Brendefur** said he uses art and literature in his teaching of math, but not music as he is not gifted in music.

**ADJOURN:**                    **Chairman Nonini** adjourned the meeting at 9:35 AM.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** March 13, 2007

**TIME:** 8:03 am

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Wills, Chadderdon, Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**ABSENT/  
EXCUSED:** Representatives Nielsen and Shepherd (8)

**GUESTS:** Rob Winslow, Nick Hallett, Eric Raine, Kristian McDougal, Bethany Bauman, Scott Rogers, John Miller, Brian Duncan, Armand Eckert, Cliff Green, Randy Tilley, Robin Nettinga, Fairy Hitchcock, Lennette Meyer, Geri Gillespy, Susie Schneider, Phil Homer, Sean Borzea, Senator Cameron, Richard Ledington

Chairman Nonini called the meeting to order at 8:03 am.

**MINUTES:** **Representative Shively made a motion to approve the minutes of March 6. By voice vote the motion passed.**

**MINUTES:** **Representative Wills made a motion to approve the minutes of March 7. By voice vote the motion passed.**

**S 1088AA** **Senator Cameron** said this was a unique concept. This legislation allows school districts to join together to form a charter school. Current law allows a single school district to form a charter school but prohibits school districts joining together to form a charter school. This collaboration would allow the school districts to offer Professional-Technical courses. Those courses can be very expensive and it can be almost impossible for smaller school districts to offer Professional-Technical courses. This legislation was introduced last year and passed the Senate but did not receive a hearing in the House. They have made some improvements to it. Last year's bill required three school districts to form a charter school. But if two school districts want to collaborate they felt they should allow them the opportunity to do so. Last year they thought the focus would be on smaller school districts and while that is still the main focus of the bill, they did not want to restrict a large and small district collaboration or two medium sized districts.

**Senator Cameron** said there are some complications to school districts forming together, which are teacher contracts, benefits and salaries. Last year they visited the Center of Advanced Learning in Gresham, Oregon. He wished they could take every legislator to see the center, to see the enthusiasm those young people have to learn and grow and to set their careers. CAL is a charter school operated by four school districts. They have partnered with the private sector to train the students in the areas where employees are needed. It motivates the kids and puts

them on a path where school is exciting for them and they can see a purpose to being in school.

**Representative Chadderdon** asked if there was a restriction on the number of schools that can be chartered.

**Senator Cameron** said current law has a limit of six charter schools and this legislation would not exempt these new schools from that limitation. They would take one of those slots.

**Representative Marriott** asked if students would attend the charter school part time and the traditional public school part time.

**Senator Cameron** said that is correct. Students may go to a central location and then to one school for diesel mechanics or another for nursing. This all works within the current funding formula. There may be home schooled or non-traditional students that will come and participate.

**Representative Mortimer** asked if there was a duplication of efforts for charter schools versus technical schools.

**Senator Cameron** said there was not a duplication. There is currently a higher demand than the schools can meet due to financial constraints.

**Dr. Nick Hallett**, Director of ARTEC Charter School, spoke. He said a lot of their students come from families where no one has gone to college. When they take concurrent credit courses and see they already have college credits they are much more likely to go on to college and become members of the middle class. With their courses it is as if the students are right at the College of Southern Idaho in their home high school. They have had students graduate from CSI before they earned their high school diploma. Many students go to CSI after high school with a year's worth of credits. CAL has four large school districts that combine resources to provide a better school system than they could on their own.

**Dr. Hallett** said they worked with the State Board of Education, State Department of Education, Professional-Technical Education, charter school and school district organizations. They operate online classes, microwave classes, direct instruction and now have instruction in various high schools and hope to have a central facility one day. This year they have 60 students.

**Representative Boe** asked why it takes a charter school to do this and why a school district could not do this on their own.

**Dr. Hallett** said it was not necessary to create a charter school, but it was helpful. Their board's mission is solely Professional-Technical, while a school district board must focus on academics and following No Child Left Behind. It can be easy for Professional-Technical to get lost in other priorities. There are also start up grants available for charter schools that are not available to school districts.

**Kristian McDougal**, a junior at Gooding High School, spoke in favor of the legislation. She has been in the health occupations program for three



years. Without it she would not know what career she wanted to go in. She wants to go to Boise State University to major in dentistry. She wants other students to have the same opportunity she has had.

**Bethany Bauman**, a senior at Gooding High School, also spoke in favor of the bill. She has been involved with health occupations for four years and can see how it has helped her. She is currently taking an EMT class and could have a job when she graduates.

**Representative Chavez** asked if home schooled kids can drop in and out for the classes they want or if they register with a home district.

**Dr. Rogers** said they require those students to be dual enrolled. They allow students to earn credit by examination if they can pass the content standards. This allows those students to come into the school and earn a diploma. Home school parents really appreciate Professional-Technical training.

There was some confusion about the funding of charter schools in regards to divisors. **Randy Tilley** said the divisors are the same for charter schools and traditional public schools. What affects the divisors is the enrollment. Charter schools are generally smaller and therefore have lower divisors.

**MOTION:** **Representative Block made a motion to send S 1088AA to the floor with a do pass recommendation.**

John Miller of CSI, Brian Duncan of the Minidoka School District and Eric Raine of ARTEC said they stood in support of the legislation. Dr. Cliff Green of ISBA and Rob Winslow of IASA also said their organizations were in support of the bill.

**ACTION:** **By voice vote the motion passed to send S 1088AA to the floor with a do pass recommendation. Representative Block will carry the bill.**

**S 1174** **Dr. Cliff Green**, of the Idaho School Boards Association, presented. He said the last couple of years ISBA has tried to help growing school districts cover the costs of growing enrollment. They were told the Legislature wanted something that was revenue neutral. They realized that front loading the first two payments of the year would give the school districts a little more cash on hand. Right now there are five payments of about 20% each. They ran some models and saw that it would cost the state nothing to increase the first two payments. The general order of business is that the state gets money throughout the year. The state can buy tax anticipation notes at a rate less than they can reinvest them at. So if they increase the first two payments, the state does not lose any money in interest and school districts receive the money and gain interest on the money. Increasing the first two payments to 30% each helps growing school districts by giving them more money earlier in the year. There is no loss for small rural or large growing school districts. School districts will need to be careful how much and when they spend because their could be a potential pay back.

**MOTION:**                    **Representative Boe made a motion to send S 1174 to the floor with a do pass recommendation.**

**Representative Marriott** said there wouldn't actually be a pay back but rather the school district would not receive the full clean up payment at the end of the year.

In response to questions from **Representative Patrick** regarding the revenue neutral aspect, **Mr. Tilley** said the state could sell TAN, retain the proceeds and reinvest. But they must push out 90% of what they had sold in TAN within the first six months of the year. They would build a cushion to cover interest costs. For example if they buy \$200 million in TAN they must push out \$180 million within the first six months of the year.

**ACTION:**                    **The motion passed to send S 1174 to the floor with a do pass recommendation by voice vote. Representatives Wills and Pence will carry the bill.**

**CHARTER SCHOOL COMMISSION**                    **Tamara Baysinger** presented on the Public Charter School Commission. She said the first step in the charter approval process is for petitioners to submit their charter petition to the Department of Education for a Sufficiency Review. The Department evaluates the petition with a focus on administrative completeness. After receiving their review, petitioners submit the petition and a copy of the review to a chartering entity. For a traditional school this is usually the school district. For a virtual school, the authorizer must be the Public Charter School Commission. The Commission reviews it to ensure administrative completeness and then includes staff comments and explanations for improving the petition. The Commission usually considers a petition multiple times before giving a final decision.

**Ms. Baysinger** said once a charter school is authorized, the Commission provides oversight through annual site visits to the charter school. After the visit, the school reports to its authorizer at a public meeting. Oversight also occurs by review of proposed charter amendments and review of annual fiscal and programmatic audits.

**Representative Boe** said the Joint Legislative Oversight Committee had two recommendations following their report on virtual charter schools. To have a better definition of what a virtual charter school is and to have specific standards that a virtual charter school should meet.

**ADJOURN:**                    **Chairman Nonini** adjourned the meeting at 9:40 am.

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Representative Bob Nonini  
Chairman

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Amber Bonte  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** March 14, 2007

**TIME:** 8:03 AM

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Nielsen, Chadderdon, Marriott, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**ABSENT/  
EXCUSED:** Representatives Wills, Shepherd (8), Mortimer

**GUESTS:** See attached sheets

**Chairman Nonini** called the meeting to order at 8:03 AM. He thanked all the teachers and superintendents who had come to the meeting and said he had asked the “green badges” (lobbyists) to get “real people” to speak to today’s issue.

**MINUTES:** **Representative Shively moved to approve the minutes of March 8. By voice vote the motion passed.**

**H 294** **Representative Bedke** started out his presentation by saying that this bill is not about merit pay. This is a different approach. He said possibly creative people could insert merit pay into this program later on if they chose to do so.

He said the current funding formula would not be changed under this legislation. Some have charged that districts will let go more experienced and expensive teachers and hire younger, less expensive teachers. He pointed out that the current funding formula is set up so that when a district hires a less expensive teacher, less money is passed through from the state.

As to tenure, he commented, “The more you think you need tenure, the less maybe you deserve it.” He said that teachers must realize that when raising the level of teacher pay is discussed, the issue of tenure is a problem for the Legislature.

As to the subject of a “capricious” firing, he said existing code could be beefed up if there is a concern. He said he anticipated a fair handling at the district level in case of a dismissal. He said it is his intention that there will be a warning and discussion with an employee before firing as there is the standard in the private sector.

He again stressed that this is a voluntary program and anticipates there will be teachers who chose Track A, and those who chose Track B.

**Representative Durst** said he took “umbrage” and said Representative Bedke was wrong about the experienced teachers not being threatened by this. He said in certain districts the district pays more than the state allows for the higher, qualified teacher.

**Representative Bedke** said he objected to that statement. He said the state compensates the school districts according to an average of where all the teachers in the district place on the grid. He pointed out that Representative Durst lives in the Boise School District which was chartered before Idaho became a state. Because of their pre-existing rules, Boise School District can collect more tax than is allowed in any other school district. They use this to pay teachers extra. The fact that they do that doesn't change the way the other school districts operate. Any district can use its discretionary funds to pay the teachers more.

**Representative Durst** said that in pay for performance, there are many factors as to how well the student performs. He asked how a teacher's performance would be assessed in the new track.

**Representative Bedke** said again, this is not a merit pay based program. It is a career ladder. There is nothing about student performance anywhere in the bill.

**Representative Chavez** asked about Page 2, Line 6-12. She said she was especially concerned about lines 10 and 11. She asked if it was constitutional to say that those on Track B are not entitled to a review if they are not re-employed.

**Jason Hancock** said the language she is referring to applies to those on Track A on a Category 2 contract. These are the teachers early in their career. Starting Line 13, the bill sets up the new procedures for Track B.

**Representative Bedke** said reading code is an "acquired ability." He said if it is unclear, some "wordsmithing" can be done.

**Representative Ringo**, a former teacher, presented her ideas. (See Appendix I at the end of the minutes.) She said in order to be useful, discussion would need a "buy in" by all the stakeholders.

**Representative Boe** asked if she was dismissing the idea of a traditional legislative interim committee.

**Representative Ringo** said she wouldn't dismiss any good idea. She said it was in the hands of the Committee to choose the facilitator, although she had someone in mind. She said she wanted to draw from people who have been successful relative to public schools.

She suggested that the interim committee should start with "pretty much a blank slate."

**Rob Winslow**, Executive Director for the Idaho Association of School Administrators, spoke. He said he could only speak for part of his group, the superintendents, as only the Superintendents Association had voted on this issue. He said his organization would support anything that would increase student achievement and professionalism among teachers. He said they support voluntary career motivation models.

However, he said they would suggest a 10% increase for each rung of the career ladder.

**Chuck Kinsey**, Superintendent of the Lakeland School District, spoke. He is also the President of the Superintendent's Association. He said he appreciated the early introduction of this bill to allow for healthy debate over the next 10 months. He said no job is more important than the one of educating our students. He said Lakeland was working to develop a pay for performance pilot and people were willing to pursue this, but there were difficulties. He said this is a new concept.

They have concerns about the complexity of the career ladder and the rules that have yet to be written regarding implementation. However, he said he believed that further development and discussion could resolve these issues. He said by any measurement, his Lakeland teachers do a great job. He said he saw many positive things from this. Under the new Track B, he said the pressure on third year teachers would be taken off. Lakeland seldom has seen the need to release a continuing contract teacher, but they have done it. He said it is time consuming, and expensive. The last one cost \$30,000.

Under current rules, to make more money, teachers must move into administration, and they can lose excellent classroom teachers this way.

He said he believes Lakeland District will have teachers standing in line to sign up for this program.

**Jim Lewis**, Superintendent of Blaine County School District, said this problem has been brewing for several years, starting in 2000. There were three "flat years" for teacher salaries when the economy took a down turn. He said it was difficult when times got better to get more money into the salary schedule. In recent years, everybody has been pushing pay for performance, but nobody liked it. Superintendents were uneasy as they didn't see any models that were thriving.

Although he didn't like this bill at first, he said he is glad to work on it now that changes have been made as there is a real need for an alternative schedule. Administrators have to work with both legislators and teachers. He stressed that we need to keep the good teachers in Idaho. To do this, we need stability for district teams and a longevity plan. It is important that we stop great teachers from moving to administration because they need the money.

He said we need quality methods of assessment to constantly show teachers what kids know, the ISAT doesn't do that.

He asked for the 10% incremental raises on the career ladder. He said teachers lost 12% during the "dry years," and currently Idaho can only "out recruit" Montana. Every other state pays their teachers more.

**Sheri Wood**, President of the Idaho Education Association (IEA), spoke. (See Appendix 2) She said the IEA is strongly opposed to H 294. She presented the first part of her talk, and then turned the podium over to Jim Shackelford.

**Jim Shackelford**, Executive Director of the IEA, presented a Chart. (See Attachment 1). He said the bill is confusing. He said under this new Track B, Category 1 teachers in their first year are only rehired at the district's option. Category 2 are teachers in their first and second years of teaching. They get two evaluations, and reasons are given if they are not offered a contract the next year.

According to him, for those teaching year four on, no evaluations are required. He suggested this was simply an oversight. He complained

that only an informal review is allowed if a teacher is not rehired. He said there is not a “due process hearing” or a real investigation. The teacher does not get to call witnesses or question those who criticize him/her at an “informal” hearing.

He said Track B teachers would be guaranteed \$3000 more a year than a teacher on Track A in any similar situation.

He said he did not like the fact that the district could choose who was eligible to receive the extra assignments. He turned the podium over to John Rumel.

**John Rumel**, General Counsel for the IEA, spoke. (See Appendix 2.) He has represented the IEA for 11 years. He said the proper term is continuing contract. Tenure is a higher education term that refers to academic freedom. He said continuing contract status is not for life, and it is not a system designed to protect bad teachers. He said it was designed to protect veteran teachers from losing their job for things that don't relate to their teaching ability— *i.e.* politics. He said bad teachers are eventually let go. Most good employers utilize this process.

With an annual membership of 8,000 or more with renewal contracts, Appendix 4 shows that he was involved in 62 cases in the last eleven years. Of these, 35 cases were settled prior to a School Board Hearing, 27 school board hearings were held, and of these, 18 went to litigation.

He said generally costs of these lawsuits are picked up by the insurance carrier for the district, although he didn't know if these lawsuits affected the premiums. He said certain parts of the district's expenses wouldn't be reimbursed by an insurance policy, among these being the cost of the actual hearing.

He referred to three cases. In one case a parent who was also a teacher, led a drive to get rid of the Vo-Ag teacher as this parent wanted that job, according to Mr. Rumel. Charges were made that the teacher had embezzled money. During the process the superintendent was at first supportive of the Vo-Ag teacher, but then suggested resignation to make it easier for the superintendent. In the end the teacher was exonerated and stayed on.

He gave another example of a first year teacher who complained when the principal conducted teachers' meetings beyond contract times. That teacher's contract was not renewed.

He said if a student complains about a teacher's discipline, under continuing contract law, there has to be a hearing before a teacher is not re-hired.

**Sheri Wood** continued her presentation. She said the IEA proposed a career ladder in the 1990s. They want everyone in the school building to be able to collaborate to create student learning plans and then reward all staff and teachers if the students are successful. They want building-wide learning communities.

**Dr. Cliff Green**, Executive Director of the Idaho Association of School Boards, spoke. He said his organization has taken an active role in trying to reward teachers.

He said they like choice. Salaries are inadequate at present. This bill does not take away teacher rights. A teacher can choose to remain on Track A or move to Track B.

However, officially his organization has not taken a stand on H 294.

He wrote a letter to Representative Bedke outlining their concerns. (See Appendix 4.) He asked if the teacher can opt out of the statutory mandate if they desire to switch to another pay track.

He said items 1, 2, & 4 might be taken care of by negotiating to the indexes.

**Mike Vuittonet**, Meridian School Board member, said over the past 6 years there has been a lot of conversations and concerns about pay for performance. There is nothing about performance in this bill. It incentivizes teachers who chose to make themselves better. As a board member, he said he appreciated this. He said there will be winners, and perhaps losers, but it will help the students at their desks which is the important thing. He said a young teacher will be incentivized to move forward and do better. Good teachers will become great teachers, and great teachers will mentor other teachers.

He said he realizes the process will take time. He said there is no perfect legislation, but he appreciated the process and wanted whatever would improve the education system.

**Dr. Linda Clark**, Superintendent of District #2 in Meridian, said she is enthusiastic about the concepts the bill presents. She said as a district, they were reluctant to use merit pay and pay for performance as it works against collaboration. They asked the local IEA to research different compensation models. She has worked with the superintendent of Douglas County School District this last year. She said Meridian looks for the best parts of a plan and adopts what meets their local needs. She said she feels this bill embraces that concept. She commended Representative Bedke and the Committee. She said we now have a year to look at this issue before voting will take place.

She said the Douglas County Plan has four tracks, but they didn't start there. It has been in place for 20 years. It began with a piece of the current plan, and over the years has matured into a robust plan.

She said a bright young teacher shouldn't have to spend a dozen years getting to a place where they have an appropriate and reasonable salary. She said school boards are stressed trying to provide teachers money for their extra work. She said she was sensitive about teacher compensation. She said her district can be competitive for the first few years, and then their trained teachers get "plucked off" by a nearby district who can afford to pay more.

She said she wants to see the debate move forward to provide better compensation for teachers.

**Representative Bedke** said his intentions are good in regards to this bill, but felt he did not communicate as he would have liked. He said he realized it will not be easy to get this in its final form, but said he thinks he knows what can get through the Legislature and signed into law.

He commented from what he has heard, every teacher can think of three under performing teachers in his/her building or district that the current law protects.

He lamented that it wasn't by choice, but he has become a "clearing house" for ideas and models concerning funding. He said this bill is not more complex than 1560 passed in the 1990s.

He said the cap of 25% was put in this bill to get it passed, and to give time to "gear up."

He said in closing that if the current system is serving us well, then we shouldn't bother trying a new one. However, that is not what he is hearing.

Representative Bedke closed by saying we are not attracting the best and brightest to teach in Idaho. It said it is better to plan ahead rather than crises manage later on.

**Chairman Nonini** commented that the "Stakeholders" in this process are the taxpayers who pay \$1.4 billion yearly for the schools. He said the stakeholders are those elected by the taxpayers--the Committee and the School Boards.

He pointed out that the Idaho Education Association, and the Idaho Association of School Administrators are the recipients of the Education Budget.

He pointed out that 8000 IEA yearly memberships, multiplied by the 11 years Mr. Rumel had been General Counsel, totaled 88,000 contracts. Sixty-two problems out of all those contracts is an "awfully small" percentage. He asked Mr. Rumel to respond.

**Mr. Rumel** agreed that he hears that the IEA is the sticking point in, or they block getting rid of unsatisfactory teachers. He said of the 65 problems, over half were "negotiated out" by settlements. He said empirical evidence doesn't bare that out.

**Representative Bedke** closed by saying he was trying to get this information "out there" and he had no intention to move this bill forward at this time. He said any legislator can bring forth an idea and the discussion goes from there. He said starting from "ground zero" as Representative Ringo suggested doesn't work. He said one has to start from somewhere. He said everybody will have the opportunity to reach him with their ideas.

He said a lot of the power to proceed was there in the Committee room. He said Chairman and the Committee, as well as the organizations represented could make great progress. He promised to come and talk with any group in a formal, informal, or round table format.

He said a concurrent resolution would be needed for an interim committee, and inferred time is short. However, he said the Committee could ask for a task force to be appointed by the Pro Tem and the Speaker. The cost of a task force is less, and compensation is provided for travel, but not the support staff.

In closing, he said everybody claims the status quo isn't doing what everybody wants it to do. This was not just his idea.

**ADJOURN:**

Chairman Nonini adjourned the meeting at 10:00 AM.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary



## Appendix 1

### Alternative Educator compensation Interim Process

#### Objectives

1. To use the interim between the 2007 and 2008 legislative sessions to develop a proposed alternative compensation system for Idaho's public school educators that will be supported by all stakeholders.
2. To present that plan to the 2008 Idaho Legislature for consideration

#### Process

- ! Select one respected Idaho citizen to act as convener and facilitator for the interim process
- ! That individual will create a working group, consisting of representatives of the following stakeholders:
  - " House and Senate Education Committees
  - " Idaho School Boards Association
  - " Idaho Association of School Administrations
  - " Idaho Education Association
  - " Parents and other stakeholders
- ! The working group will create and carry out a process to meet the objectives as detailed above
- ! To assist the working group in developing its final recommendations, it will, among other activities it deems important:
  - " Solicit ideas from legislators
  - " Solicit ideas from other stakeholders
  - " Study alternative compensation systems adopted in other states and in various local school districts
  - " Review the literature on alternative compensation systems for public school educators
- ! The group may use the assistance of one or more facilitators, it chooses
- ! The group will use a consensus-based process to conduct its business and to develop its final recommendations.

## Appendix 2

Good morning, Chairman Nonini and members of the House Education Committee. I am Sherri Wood, President of the Idaho Education Association. Thank you for this opportunity to speak with you about House Bill 294 and to provide you with some additional information about the issue of teacher compensation. Joining me today are teachers representing communities from across Idaho. I hope each of you will have an opportunity to speak with one or more of them following today's committee meeting.

I am asking you to provide me a bit of latitude with my presentation this morning. I plan to discuss our organizational position regarding HB 294, and then I will be deferring some of my time to IEA Executive Director Jim Shackelford and to IEA General Counsel John Rumel. Then, I will conclude the presentation with some closing remarks. At that time, any one of us, including the IEA members who have traveled here for today's meeting, will be happy to respond to any questions you may have.

On behalf of the more than 12,000 members of the IEA, I stand before you today to report the IEA is strongly opposed to HB 294. However, before I detail our concerns, I want to be clear: We are **not** opposed to exploring and creating alternative pay plans that will complement the current teacher compensation system. As I will explain later, the IEA has been conducting research into such plans for more than 20 years. Should you or others be interested, we have an array of recommendations we believe could advance these discussions quickly and constructively and that would be supported by teachers and other educators throughout the state.

With that in mind, our organization and our members have a number of concerns about HB 294. Although we will likely not be able to discuss all of our concerns at length today, we would like to focus on three of them: complexity, continuing contract status, and collaboration.

First, if you've had the time to read this bill closely, you know that HB 294 is complex. Implementing the measure, as it is currently written, would be extremely difficult -- for teachers, school administrators, and school trustees. It will be even more difficult for the public to make sense of it. The legislation provides a set of requirements for both individual teachers and local school districts. It limits the number of teachers who can choose to move to the new compensation system each year, and it also allows the district to choose which employees will be selected for that additional compensation. In a moment I will ask Jim Shackelford to provide additional details about the complex nature of this legislation.

Second, HB 294 outlines a process by which a teacher would be required to forfeit her or his rights to continuing contract status in order to receive additional compensation. I would like to make two points about continuing contract status. First, since 1963—for the past 44 years—Idaho law has provided certified public school educators the assurance of basic, fair employment practices—referred to in law as a “continuing contract”—once an educator reaches the fourth year of continuous employment in a school district. There has been much said about the so-called “dreaded continuing contract” process, but in reality those practices simply require school administrators and school trustees to follow a handful of common-sense employment practices:

- Administrators must provide every teacher at least two evaluations per year.
- Teachers must be allowed an opportunity to overcome their deficiencies during a probationary period if they are struggling.
- And teachers must be afforded a due process hearing if the administration recommends they not be rehired.

Why are these practices important? Because every public school employee deserves to be fairly evaluated, given an opportunity to improve, and then offered the opportunity to tell her or his side of the story to one's employer. That's all that continuing contract status entails. And in a few minutes I'll ask John Rumel to provide more information about this very important concept.

Second, if you believe that continuing contract status is a problem, then you have the ability to address that issue. If you agree with the sponsors of this legislation that something must be done to improve teacher salaries, again, there are ways to do so. However, it is neither fair nor ethical to put educators in a position of choosing one over the other. The issue of professional salaries and the issue of due process provisions through continuing contracts are two completely separate, distinctly different matters, and they should be dealt with as such.

The third area of concern the IEA has with HB 294 is collaboration, or, to be more honest, the lack of it. As the sponsors of this measure told you when they introduced it last week, our organization was never invited to participate in a single conversation about the ideas in this bill. To our knowledge, the same can also be said about the involvement of any individual teacher in Idaho. In other words, none of the professionals who would be directly affected by this legislation were consulted during its drafting. Does that concern us? Yes. Why? The research on changing teacher pay systems is clear and compelling, and it is borne out in the handful of states that either have developed or are in the process of developing alternative compensation systems. Involvement of those who will be directly affected by the new compensation system is critical to its success. Let me briefly review several examples.

In Douglas County, Colorado, the trustees and the teachers worked collaboratively for more than a decade to develop the Douglas County Performance pay system. Their work began in 1993. A task force of 30 individuals—including teachers, community members, and business people—put in more than 6,000 hours designing an alternative compensation system. They reported that the use of neutral facilitators was crucial in their intensive effort to reach consensus on the details of the plan.

In Denver, Colorado the ProComp system was designed by a joint task force that included teachers, administrators and citizens. The compensation plan grew out of a four year project in 16 Denver schools from 1999 to 2003 that measured teacher objective-setting and

student growth. The ProComp Agreement was approved by the Denver Board of Education on Feb. 19, 2004 and by teachers on March 19, 2004. The next step was to submit the plan to Denver voters to raise \$25 million to help finance the system for this local plan. That election was successful in January, 2006, and the plan is currently being implemented in this local school district.

My point in providing you with the information from Douglas County and Denver is this: both of these plans, like virtually every other effort that has culminated in a successful change in how teachers and other educators are paid, were crafted with teachers and their associations as integral partners in the process. The IEA has long been willing to engage in such a discussion. We hope that before the 2008 legislative session arrives a process will have been created and implemented that will assure the voices of the IEA's 12,000 plus educators are constructively involved.

Now I would like to ask Jim Shackelford to provide you with additional details about the complexity of HB 294. Jim will be followed by IEA General Counsel John Rumel, who will provide you with helpful information about Idaho's continuing contract law.

(Jim and John)

**House Education Committee Presentation on HB 294**

by John Rumel, General Counsel, Idaho Education Association

March 14, 2007

Renewable Contract Teachers–IEA Case Data over Eleven (11) Years

IEA estimates our annual membership consists of 8,000 or more renewable contract teachers.

11 Year Total 1995-2006 School Board Hearings

Number of Cases brought to General Counsel	School Board Hearings	Cases Settled Prior to Board Hearing	Cases going to Litigation
62	27	35	18


Thank you, John.

I would like to provide the committee with two additional pieces of information.

First, in recent days many legislators and others have asked what, if any, changes to the current teacher pay plan would the IEA support. Again I will emphasize that we offer to engage in a constructive process to find common ground on this issue. Let me tell you that in the mid-1980s the IEA was an ardent supporter of the concept commonly referred to as "career ladders." Without going into too much detail, let me say that career ladder programs seek to identify teachers who are performing at or above standards and offer them opportunities to move, step-by-step, into teaching leadership positions. The "rungs" of the career ladder represent a hierarchy of ranks that teachers climb as they grow in expertise and take on greater responsibilities. Unlike "job ladders" that promote a few teachers to administrative positions, career ladder programs offer opportunities for professional growth and enhanced financial rewards to accomplished teachers while keeping them in the classroom. As I mentioned, the IEA supported the career ladder concept 20 years ago, and we remain supportive of such plans

today.

In addition, the IEA supports creating a system where entire school buildings—administrators, teachers, nurses, librarians, and classified staff—are given both the charge and the authority to create student learning goals. Such a system would reward all employees in that building if those goals were achieved. We believe such an approach takes advantage of the inherent tenet of all excellent schools—that every student's success is the responsibility of all of us—and would result in an even greater emphasis on the creation of building-wide learning communities.

Secondly, Mr. Chairman, you and others on this committee asked for specific information about the pay plan currently being used in Douglas County, Colorado. In your packets are several documents we believe will be useful in helping you understand more about that system.

In conclusion, Chairman Nonini and committee members, I want to emphasize that the IEA believes designing a compensation system is more than simply determining how to pay individuals. It involves building new approaches to managing employees, raises issues of how managers view workers, and is woven into organizational cultures and norms. That's what makes an undertaking such as this so complex. It's really about a great deal more than simply pay. As I said earlier, the IEA has been studying alternative compensation systems for well over two decades. In fact, in the mid-1980s the IEA was integral in the creation of a career ladder program that was enacted in Idaho Code. Unfortunately, the legislature subsequently failed to provide any funding for this program, and several years later legislators repealed the concept from law. Then, as recently as three years ago, we brought together a task force to help our organization identify the components of a quality alternative compensation program. The components identified then are the same we believe are critical to success today:

- The collaborative involvement of all key parties from design to implementation
- Broad agreement on goals for student achievement
- Fair, impartial, comprehensive evaluation systems
- Appropriate, adequate, and on-going funding
- The opportunity for all teachers to participate in the program
- Investment in and commitment to professional development
- The provision of quality teaching and learning environments, and
- The long-term commitment to full implementation of the plan by all parties.

In closing, we would like to offer our recommendations for moving forward during the interim. If the intention is to create an outcome that will be both successful and supported, we believe a process must be developed that is sincerely committed to inviting, including, and listening to all stakeholders affected by this conversation, including the IEA. That process might take several forms, but the most important ingredient is that everyone agrees to come to that conversation with a willingness to work together and a commitment to try to succeed. In the end, of course, such success may not be possible; but, as I stated earlier, in Idaho it has never been tried. We believe this type of collaborative approach is the surest way to develop a successful plan, and we recommend it to all who have the power to determine how best to move that conversation forward.

Sherri Wood, President, Idaho Education Association

#### **Appendix 4**

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Goals of the Performance Pay Plan

The Douglas County School District

Teacher compensation plan will:

- support the district's mission, core values and strategic plan
- attract, retain and motivate the highest qualified teachers while competing in the employment market

- reward growth, development and skill and knowledge acquisition
- provide predictability and stability
- ensure teacher involvement and participation in the development, evaluation and reward process

### **Professional Base Pay**

Professional base pay is the starting point for all teachers' salaries. Base pay is a negotiated amount that represents a starting professional salary for inexperienced teachers. All further salary adjustments are determined by adding to this base pay amount or receiving a one time bonus in addition to this amount. (Also, please see DCFT Contract Article XIV for exact amounts and details.)

### **Knowledge Level**

As lifelong learning is a core value of the Douglas County School District, this pay variable is an important recognition and financial commitment to the pursuit of continued education by Douglas County's teachers. After undergraduate study has been completed and a teacher's license has been acquired, the district recognizes and rewards further study within guidelines and limitations as negotiated. This study includes recognized and approved in-service programs, as well as degrees and credits from regionally accredited colleges or universities. (Also, please see DCFT Contract Article XIV.)

### **Evaluation Credit**

The evaluation credit comprises a key measure of each teacher's individual performance. The evaluation process is designed to meaningfully encourage and assist certificated employees to perform up to, and above, an agreed upon set of standards. The evaluation process will be conducted to observe the legal, contractual, and constitutional rights of the teacher. (Also, please see DCFT Contract Article XIV, available on the DCFT web site - [www.dcf.net](http://www.dcf.net), and the teacher evaluation guide available on the DCSD website - [www.dcsd.k12.co.us](http://www.dcsd.k12.co.us))

### **A teacher's evaluation may fall into two categories: proficient or unsatisfactory.**

**Proficient:** A teacher on the formal summative evaluation cycle must be evaluated as *satisfactory* on every criterion with the teacher evaluation system in order to receive *proficient* for that school year. A teacher who is on the professional growth cycle must complete the professional growth plan at a satisfactory level in order to be deemed *proficient* for that school year. All eligible *proficient* teachers will receive an evaluation credit salary increase of an amount negotiated each year between the district and the Douglas County Federation of Teachers (DCFT). *Proficient* teachers who are eligible may also apply for the *Outstanding* designation in the following year. (Please see the current Teacher Evaluation Guide for further detail.)

**Unsatisfactory:** *Unsatisfactory* performance occurs when a teacher fails to perform duties with the same degree of quality and skill displayed by others in similar situations. It may also occur when a teacher commits a specific act clearly demonstrating a failure to meet the minimum standard of acceptable performance. *Unsatisfactory* performance may be due to lack of ability, lack of experience, or the result of inattention or carelessness.

A teacher whose performance is *unsatisfactory* on any single criterion of the teacher evaluation system, or who fails to complete the professional growth plan in a satisfactory manner, will receive no salary increase for that year.

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## **Appendix 4**

February 9, 2007

( On Letterhead of: Idaho School Boards Association, Inc)

Hon. Scott Bedke  
Representative  
Idaho State Legislature

PO Box 83720  
Boise, ID 83720-0038

Dear Representative Bedke:

Pursuant to your request ISBA/IASA are responding to provide you with questions relating to the Federal and State Constitutions and Idaho Code as they relate to the Pay for Performance model introduced to both associations on Wednesday, February 7, 2007. Our areas of concern are as follows:

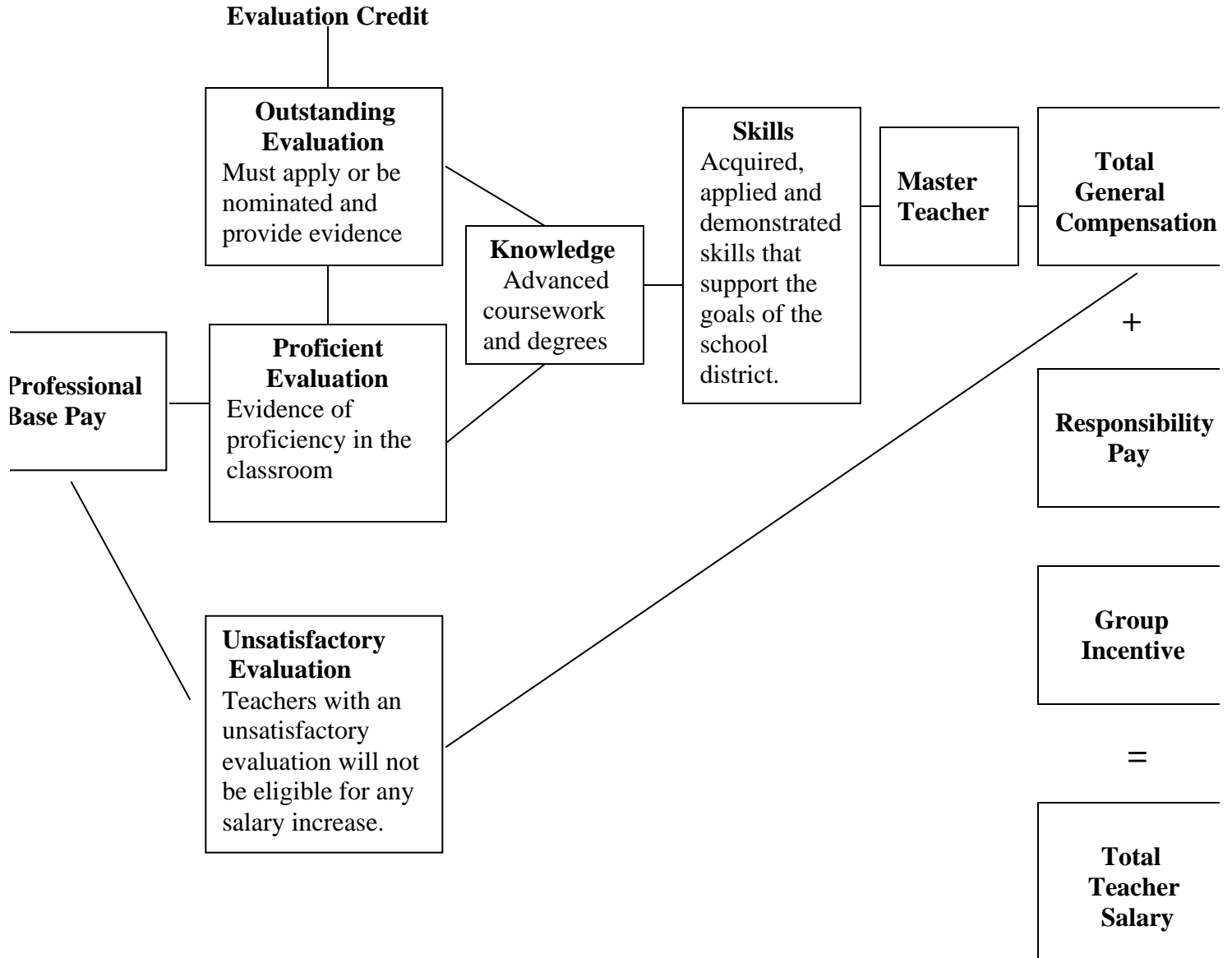
- (1.) The current status of the law is if the majority of teachers elect the teacher's labor union to represent them in negotiations, then the teacher's labor union becomes the exclusive representative for all employees in that district whether they belong to the teacher's labor union or not. See *I.C. 33-1273*. How can a teacher opt out of this statutory mandate if they desire to switch to the Pay for Performance model and the majority of teachers within the district continue to elect union representation?
- (2.) According to the Federal and State Constitutions a property right cannot be taken away from a person without due process of law. See *U.S. Const. amend V and XIV and Idaho Constitution Art. I, Sections 1 and 13*. Can legislature enact a statute that supersedes a master contract agreement between the school district and the teacher's labor union? In addition, how can a teacher's vested property be taken away?
- (3.) The Equal Protection Clause of the 14th amendment of the U.S. Constitution prohibits states from denying any person within its jurisdiction the equal protection of the laws. See *U.S. Const. amend. XIV*. In other words, the laws of a state must treat an individual in the same manner as others in similar conditions and circumstances. Do two different pay scales for teachers violate the equal protection clause?
- (4.) Finally, Idaho Code guarantees teachers freedom of choice and makes it unlawful to require a person to resign or refrain from voluntary membership in a labor organization as a condition of employment. See *I.C. 44-2003*. How will the Pay for Performance model address this issue?

I would like to thank you in advance for your consideration of these issues.

Sincerely,

Dr. Clifford L. Green

# Teacher Compensation Plan



## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** March 15, 2007

**TIME:** 8:35 am

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**ABSENT/  
EXCUSED:** Representative Block

**GUESTS:** Fairy Hitchcock, Jared Tatro, Senator Goedde, Cliff Green, Dwight Johnson, Karen McGee, Jane McClaran, Matt Freeman, Rob Winslow, Mark Browning, Sherri Wood, Matt Lovell, Luci Willits

**Chairman Nonini** called the meeting to order at 8:35 am.

**H 217** **Karen McGee**, of the Governor's Office, presented. She said the Opportunity Scholarship would serve students who otherwise could not pursue a higher education

**MOTION:** **Representative Durst made a motion to send H 217 to the floor with a do pass recommendation.**

**Chairman Nonini** said H 217 had not changed since it was heard in Committee. The Statement of Purpose was a little different with reference to the fiscal note. There were negotiations ongoing to form a bucket of funds and they did not know how much could go into the bucket. JFAC was working with the Governor to see how much money was left in the budget.

**Representative Trail** said when they set up the Promise Scholarship it did not have any funding attached and the next year they established the funding.

**ACTION:** **By voice vote the motion passed to send H 217 to the floor with a do pass recommendation. Representatives Shepherd (8) and Thayn voted nay.**

**RS 17146** **Representative Jaquet** presented RS 17146. She said in current code each zoning district of the school board should be equal in size.. When she brought the incentives for consolidation legislation she talked about stumbling blocks in self governance. They need to build trust and that is how things move forward. That was a stumbling block in the consolidation of Shoshone, Deitrich and Richfield. This legislation creates a transition period so the trust can be created. The Idaho School Boards Association endorsed the bill. The bill changes the number of members on the Board of Trustees following consolidation to nine members. The new board will be chosen from within the trustees of the consolidated



districts in a manner that equally represents each of the former districts (Attachment 1). In the situation of two school districts consolidating four members of each district would be chosen for the Board and a ninth member would be agreed upon by both parties.

**Dr. Cliff Green**, of the ISBA, said he called it a “can’t we all just get along bill.” It would bring people together and he thought it was a good bill.

**Representative Nielsen** asked how the staggered elections would be set up.

**Representative Jaquet** said there would be a consensus about who took which terms but maybe it should be written into the legislation.

**Dr. Green** said he did not think that would be an issue because members already have staggered terms.

**MOTION;  
ACTION**

**Representative Shirley made a motion to send RS 17146 to print.  
By voice vote the motion passed.**

**ADJOURN:**

**Chairman Nonini** adjourned the meeting at 9:04 am.

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Representative Bob Nonini  
Chairman

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Amber Bonte  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** March 19, 2007

**TIME:** 8:32 AM.

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Nielsen, Wills, Chadderdon, Shepherd (8), Marriott, Mortimer, Patrick, Thayn, Boe, Pence, Chavez, Durst, Shively

**GUESTS:** Jan Sylvester, Sherri Wood, Karen McGee, Mark Browning, Garry Lough, Diane Demarest, Harriet Shaklee, Terry DeSpain, Connie Davis

**Chairman Nonini** called the meeting to order at 8:32 AM.

**MINUTES:** **Representative Shively moved to accept the minutes of March 12. By voice vote the motion passed.**

**MINUTES:** **Representative Shively moved to accept the minutes of March 13. By voice vote the motion passed.**

**MINUTES:** **Representative Shively moved to accept the minutes of March 15. By voice vote the motion passed.**

**Northwest Professional Educators** **Cindy Omlin**, Executive Director of Northwest Professional Educators, presented. She first showed a video clip that introduced her organization.

Northwest Professional Educators is a non-profit educators' organization serving teachers in Washington, Idaho, and Oregon. It was founded by teachers wanting a choice in professional associations, one which focused on students as their highest priority and advancing the professionalism of educators.

They provide teacher scholarships and mini-grant programs. Three Idaho educators are on their Board of Directors, Dr. Bill Proser, Sandi Long, and Angie Dorman.

She said that the current education climate is dominated by monopoly unionism rather than teacher choice. Northwest Professional Educators offers an independent voice to help craft solid education proposals.

She said currently there are 250 members in Idaho, and 250,000 to 300,000 nationally. Their main source of funds comes from member dues, although they get a few grants from their national affiliate.

Members of their organization have \$2 million liability insurance and legal services from an independent local attorney when needed. They have supplemental insurance benefit plans, and practical professional development conferences. The dues of \$12 a month are a fraction of the National Education Association's dues.

Members do not have to go up the chain to get help. They can call their office directly.

In response to **Representative Chavez's** question concerning their involvement in politics, **Ms. Omlin** said that they poll their members to

determine their stand on political issues. They do not pay a lobbyist. They are not affiliated with the Association of School Boards or any similar organization, but they do have working relationships with the various stakeholders in education.

**Representative Boe** asked where their affiliate, the Association of American Educators, gets their money.

**Ms. Omlin** said most came from member dues. Some comes from grants. She said the Olin Foundation was one source. Their web site would list the rest of the donors.

In response to **Representative Trail's** question about collective bargaining, **Ms. Omlin** said they do not do collective bargaining. They do support the right of a teacher to belong only to a local organization which would bargain with the local school district.

In response to another question from **Representative Trail** concerning legal representation, **Ms. Omlin** said they do not have their own attorneys. She said with the union a member is limited to their attorneys and the organization decides the extent of the services. Since they do not have attorneys, they hire a local independent attorney when necessary.

**Representative Boe** asked if they had a position on such issues as the voucher system, merit pay, charter schools, or NCLB (No Child Left Behind).

**Ms. Omlin** said that in Washington State they surveyed their members on charter schools. The results were 50/50. Two years later they again did the survey and 82% of the members were in favor of charter schools, so they took a position of being in favor of charter schools to the Washington State Legislature.

**Representative Marriott** asked how they helped teachers become better and how they helped struggling teachers.

**Ms. Omlin**, said they have newsletters, academic scholarships for teachers, updates on free resources for improving academic programs, and conferences. They do not want an unsatisfactory teacher in the classroom. They hope to establish a mentoring program and they support members helping each other.

**Chairman Nonini** raised the issue of pay for the Director of the National Education Association. A newspaper article had stated it was \$429,000 a year.

**Sherri Wood**, President of the Idaho Education Association, said the man's salary is \$225,000. The \$429,000 amount takes into account his travel expenses which are considerable.

**Chairman Nonini** recalled an incident from the town of Kellogg, Idaho. In 1982, in spite of the warnings from then Governor Andrus, the federal government stayed tough and the Bunker Hill Mine closed down. The company who had owned the mine moved their facilities to Australia.

Four men bought the mine and told the union a new contract had to be negotiated. The union agreed and the 2200 members agreed to a new contract. However the National Steel Workers Union rejected the contract and the mine stayed closed, never to reopen. The economy has suffered greatly as a result of the mine closing. He expressed concern for organizations controlled back east by those with "Potomac Fever."

**Ms. Omlin** said the Northwest Professional Educators is only affiliated with the national organization and has taken stands that differ from the national organization.

**Chairman Nonini** commented that competition and choice are good. He said in his business he can belong to several organizations, it is his choice.

**Representative Boe** asked if those in Washington state are required to join the union.

**Ms. Omlin** said in Washington state, teachers can opt out of the money the union spends for politics. But the union decides how much is spent on political issues, and union members cannot get this information, only non-union members can get that information. Northwest Professional Educators took the issue to court in Washington and was able to get the "rebate for politics" doubled.

**Representative Chavez** asked if non certified personnel were members in Idaho.

**Ms. Omlin** said the bulk of their membership is certified. There is a very small percentage of administrative and non-certified personnel on the membership roll.

Two representatives asked how they put kids first. **Ms. Omlin** said that they work with teachers. Other than the parents, they have the most influence over the kids. She said they do not want to see bad teachers stay in the schools.

She asked that as the Committee grappled with important education issues, that Northwest Professional Educators be invited to the discussion.

## **Parents As Teachers (PAT)**

**Diane Demarest**, an educator, started the first presentation. She said this is the seventh year of PAT in Idaho. They are spread throughout the state. Her office in Boise is responsible for 38 programs in Idaho.

Parents as Teachers is an early childhood home visiting program offering parents research-based tools and training to help them be their children's best, first teacher. PAT programs in Idaho complement services in many organizations, including public schools, Head Start, family support agencies, and University of Idaho Extension offices, reaching families in over 100 Idaho communities.

They also screen for development, vision, health, and hearing problems. Early detection of problems is critical to giving a child a good start in kindergarten.

They provide resources and referral information for such things as

further screening, vaccinations, etc.

**Harriet Shaklee**, a professor at the University of Idaho, spoke. She said in the first five years, they served 3500 families and 5000 children. Most of the programs are open access and all are entirely voluntarily. Seventy-six percent of those in the programs have at least one risk factor, such as low income, lack of English in the home, single parent, or a child with disabilities.

She said that there is a high level of parent commitment in the program. Very few leave because they are dissatisfied.

Dr. Shaklee pointed out that parents report increased knowledge of what their children's abilities should be after being involved in the PAT program. They also report that time spent reading to children is increased, as are activities with children—all positive things for children growing up.

Testing showed these children scored 86% on a "readiness to read" test at age 5, the national average is 35%.

**Terry DeSpain** presented the "Block Fest" program. A demonstration was set up in the Capitol Rotunda in February of this year. They had five stations with different types of blocks for parents and children to use together in a fun environment for learning. Each station taught the child a different skill. She said parents get excited when they see what can be learned.

Areas around the state are asking for the program to come to their area. A recent program in Mountain Home had to be held over one more day as so many people came.

She pointed out that playing with blocks teaches math, science, socialization, and motor skills among other things.

**Representative Shirley** inquired about the 900 people on the waiting list.

**Ms. Demarest** said the funding is limited and home visits are expensive. Some areas limit availability to the program to a year. She said they do not advertise, but rely on word of mouth.

The question was raised about follow up scores by **Representative Trail**.

**Ms. Demarest** said that the difficulty is getting information from the schools in Idaho. However national longitudinal studies have shown advantages well into the third grade for the children of parents involved in this program.

**Representative Chavez** asked if parents are surprised by the information they receive from PAT.

**Dr. Shaklee** said that children absorb so much from hearing the parents talk to them before they are able to speak. She said picking up Cheerios helps learn the fine motor skills necessary to write later on. She said with some of the new toys sold, parents did not realize how important playing with blocks is to a child's development.

She said they will go to places such as OB-GYN doctor's offices or

people waiting in the WIC (Women, Infants, Children) offices to find families that need their services. They also take referrals from Health and Welfare, but emphasize that participation is voluntary.

She said they also target families who qualify for TANF (Temporary Assistance for Needy Families). However, the University of Idaho program is open to everybody.

**Representative Bradford** recalled a visit he made with a PAT teacher to a home. The mother had no idea how to teach her three year old son when she entered the program, but progress was being made.

**ADJOURN:** **Representative Nonini** adjourned the meeting at 9:47 AM.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary

## MINUTES

### HOUSE EDUCATION COMMITTEE

**DATE:** March 20, 2007

**TIME:** 8:40 AM

**PLACE:** Room 406

**MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representatives Trail, Bradford, Block, Nielsen, Wills, Chadderdon, Marriott, Mortimer, Patrick, Boe, Pence, Chavez, Durst, Shively

**ABSENT/  
EXCUSED:** Representatives Thayn, Chavez, Durst

**GUESTS:** No guests signed in

**Chairman Nonini** called the meeting to order at 8:40 AM.

**MINUTES:** **Representative Shively moved to approve the minutes of March 14 and March 19**

**ACTION:** **By voice vote the motion to approve the minutes of March 14 passed.**  
**By voice vote the motion to approve the minutes of March 19 passed.**

**Representative Boe** thanked Representatives Wills and Shively for reading the minutes this session

**Chairman Nonini** said H 203 will be worked on during the summer and will come back next session.

As to the issue of alternate teacher pay, there was a meeting at Superintendent Luna's office yesterday. There will be a task force this summer composed of interested parties such as the Idaho Education Association, Idaho School Boards Association, Idaho Association of School Administrators, PTA, Parent groups, other interested parties and 6 to 8 legislators. The Speaker will decide the format. Chairman said he thought there would be 13 to 16 people on the task force.

They will consider H 294, and an RS from Representative Henbest that is still being developed.

Chairman commented that there is a lot of material out there. Some states have programs that have worked well, and some have programs that haven't worked well. He said the Committee can use that information.

**Representative Block**, speaking for the Committee, thanked the Chairman and Vice Chairman for their work.

**Representative Boe** said she was grateful for the evenhanded way the Chairman handled the committee. She said everybody was given time to express their opinion.

Gifts were presented to the secretaries, Janet and Amber, and the page, Jason.

**ADJOURN:** Chairman Nonini adjourned the meeting at 9:28 AM.

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Representative Bob Nonini  
Chairman

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Janet Bryant  
Secretary