

MINUTES  
**HOUSE EDUCATION COMMITTEE**

- DATE:** Thursday, January 26, 2012
- TIME:** 9:00 A.M.
- PLACE:** Room EW41
- MEMBERS:** Chairman Nonini, Vice Chairman Shirley, Representative(s) Trail, Block, Nielsen, Chadderdon, Shepherd, Wills, Marriott, Thayn, Hartgen, Bateman, Boyle, DeMordaunt, Nessel, Pence, Chew, Cronin
- ABSENT/  
EXCUSED:** Representative Nielsen
- GUESTS:** Jason Hancock, State Department of Education (SDE); Tony Fernandez, Lewis-Clark State College (LCSC); Rakesh Mohan, Office of Performance Evaluation (OPE); Tracie Bent and Richard Westerberg, State Board of Education (SBE); Sherri Pegram, Office of the Governor; Jess Harrison, Idaho School Boards Association (ISBA); Janie Ward-Engelking, citizen; Bert Marley, Idaho Education Association (IEA); Suzanne Budge, K12; Tony Smith, Benton Ellis
- Chairman Nonini** called the meeting to order at 9:00 a.m.
- MOTION:** **Rep. Chew** made a motion to approve the minutes of January 19, 2012. **Motion carried by voice vote.**
- MOTION:** **Rep. Thayn** made a motion to approve the minutes of January 24, 2012. **Motion carried by voice vote.**
- S 1224:** **Jason Hancock**, State Department of Education, presented **S 1224**. He explained that this legislation makes a simple change to clarify that the requirement to include parental input in teacher evaluations begins with the 2012-2013 school year. This ensures that the timing of this requirement for teacher evaluations corresponds with the same requirement for administrator evaluations. There is an emergency clause to ensure that evaluations are able to begin on time.
- MOTION:** **Rep. Bateman** made a motion to send **S 1224** to the floor with a **DO PASS** recommendation. **Motion carried by voice vote.** **Rep. Bateman** will sponsor the bill on the floor.
- RS 21054:** **Rep. Thayn** presented **RS 21054**. This bill sets up a program in the State Department of Education that pays for a portion of overage and summer courses for students who agree to take a full course load with the intent of earning up to two years of college credit while still in high school. Students will reach concurrent enrollment status by their junior year of high school. There is an estimated initial fiscal impact of between \$2,225,000 and \$2,925,000.
- In response to questions, **Rep. Thayn** explained that there are students who are currently participating in dual enrollment, however, many local families are not aware of this option. This bill addresses summer courses.
- MOTION:** **Rep. Marriott** made a motion to introduce **RS 21054**. **Motion carried by voice vote.**
- Tony Fernandez**, President of Lewis-Clark State College (LCSC), gave a presentation to the committee. He stated that the college's role and mission are to connect learning to life through academic programs, professional-technical education, and community programs. Their primary emphasis areas are business, justice studies, nursing, professional-technical education, social work, teacher education, and arts and sciences. A vast majority of degrees offered in Idaho are Bachelor's and Associate degrees. LCSC offers both.

**President Fernandez** said that many of LCSC's students come with some academic shortcomings or barriers to being admitted to other higher education programs. LCSC prides itself on offering access to education for those students. The college provides free tutoring, special curriculum to develop college survival skills, hands-on training in basic computer skills, and enhanced advising for all provisionally accepted students. There are also student development seminars and a student success program. LCSC's students have gone on to prestigious medical, dental, and veterinary medicine schools. President Fernandez shared the story of an immigrant student who was the first in his family to attend college. That student came with challenges, but graduated from LCSC and is now in his first year of medical school. He plans to complete medical school, specialize in family practice, and return to Idaho to serve his community.

Lewis-Clark State College students recently worked with Idaho Fish and Game to restore habitats destroyed by fire. They have also participated in local community projects. President Fernandez said that athletic programs are an important part of the college experience. LCSC's athletes maintain high academic performance.

**President Fernandez** said that LCSC collaborates with St. Joseph's Regional Medical Center, Kootenai Medical Center, North Idaho College, University of Idaho, and Boise State University. LCSC also supports a GED program that is offered through the Department of Corrections, and other community outreach.

Due to economic challenges, LCSC has recently cut operating expenses, delayed hiring, decreased staff members, trimmed programs, cut two outreach centers, and paid faculty less than they would be paid at other colleges, despite the fact that enrollment has continued to increase. **President Fernandez** said that he realizes higher education across the nation is facing economic challenges.

In response to questions, **President Fernandez** stated that LCSC has seen an increase in student interest in professional-technical education. Employers in his area would like to see students emerge from college not only with academic and workforce skills, but also with strong positive attitudes. There have been no Title 9 issues, despite the fact that there is a women's track and field program but no similar program for men. There are successful athletic programs for both men and women at LCSC. There is no current agreement with Schweitzer Engineering, however, LCSC is willing to consider partnering with them. Lewis-Clark State College has begun a modest scholarship campaign. Student debt is a concern across the nation. Nearly eighty percent (80%) of LCSC students receive some type of financial aid, including student loans. Roughly half of LCSC's students who are entering the college directly out of high school require some type of remediation in math or English. Those students are closely monitored and given every opportunity to succeed academically. Three professional-technical programs and two outreach centers have been eliminated due to budget constraints.

**Rakesh Mohan**, Office of Performance Evaluations (OPE), introduced a presentation related to equity in higher education funding. He explained that OPE's study only examined four-year institutions in Idaho. It did not compare Idaho's funding with that of other states, and also did not look at community colleges.

**Lance McCleve**, OPE, stated that on average, differences in per student funding levels are greater than they have been in the past. He explained that there is a belief that equity can and will be accomplished through enrollment workload adjustment (EWA). EWA may be an effective way to equitably fund growth, but it does not resolve the differences seen in per student funding levels. There is no policy or statute defining equity for higher education funding in Idaho.

**Mr. McCleve** stated that the EWA formula calculates a rate at which each weighted credit hour should be funded and is the same for all institutions. Part of the formula was changed in 2009. Differences in funding do exist, with University of Idaho receiving the most per student funding, and Boise State University receiving the least. He recommends that the State Board of Education (SBE) and the institutions work together to develop a policy that sets a standard of equitable funding levels. The SBE should develop the standard by determining how it will measure whether funding is equitable and what factors explain why differences in funding levels are warranted. The SBE should also develop a plan to bring funding levels into alignment with a formally established standard for equity.

**Richard Westerberg**, State Board of Education (SBE), stated that the SBE understands that there is a need to define "equity".

In response to questions, **Lance McCleve** stated that the missions of institutions have not changed over time, however, enrollment has changed. There are differences between our local colleges and universities, and those differences allow for differing expectations. It is up to the institutions, the State Board of Education, and the Idaho Legislature to determine equity in higher education funding. The current system of funding K-12 schools does appear to be an equitable system.

**Rakesh Mohan** stated that the report presented today is unable to determine whether equity exists in higher education funding, because there is not a definition of equity in Idaho's policy.

**ADJOURN:** There being no further business to come before the committee, the meeting was adjourned at 10:52 a.m.

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Representative Nonini  
Chair

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Mary Tipps  
Secretary