

MINUTES  
**SENATE EDUCATION COMMITTEE**

- DATE:** Tuesday, February 21, 2012
- TIME:** **Chairman Goedde** called the committee to order at 3:04 and asked the secretary to take a silent roll.
- PLACE:** Room WW55
- MEMBERS PRESENT:** Chairman Goedde, Vice Chairman Mortimer, Senators Andreason, Pearce, Fulcher, Winder, Toryanski, Malepeai, and LeFavour
- ABSENT/ EXCUSED:**
- NOTE:** The sign-in sheet, testimonies, and other related materials will be retained with the minutes in the committee's office until the end of the session and will then be located on file with the minutes in the Legislative Services Library.
- H 393:** The Chairman welcomed **Tracie Bent** of the State Board of Education to present changes to **H 393**.
- Ms. Bent** discussed **H 393**, held for an engrossed amendment, which strikes out language from subsection 1, reverting it back to original language, adding subsection 2, which specifies clearly that funds that were a fee to education programs can only be used for rural physician incentive program. This language was previously in the education section.
- Senator LeFavour** stated she had expected to hear from medical programs, and asked if they were okay with the change. **Ms. Bent** indicated the medical educational programs are in agreement with the changes. Part of the reason for this is that the rural incentive program is for practicing physicians rather than those still in school.
- TESTIMONY:** **Steve Millard**, Idaho Hospital Association spoke to the committee saying he has been Chairman of the Rural Community Assistance Partnership (RCAP) program. He also sits on the other program board and was involved in the merging of the two programs. This bill should be supported as it is an efficiency measure.
- Senator Mortimer** asked about the amendment indicating the expenses of administering the program up to 10 percent. He asked if those costs are currently assessed in the program. **Mr. Millard** indicated he did not deal with the finances, but that the state Office of Rural Health does and the program is in their budgets. He also stated that he is not the person to answer that question. **Ms. Bent** responded the current language allows the Board to use up to 10% of the costs and explained where those dollars are used. **Senator Mortimer** followed up asking if the 10 percent was being used. **Ms. Bent** explained that a portion of the dollars were being spent, but would need to double check to see if it was all being spent each year.
- Senator Mortimer** asked if putting this in the hands of Health and Welfare was the best place. **Mr. Millard** stated that it was, and the Department had done a great job with the RCAP program.
- MOTION:** **Senator LeFavour** moved, seconded by **Senator Andreason**, to send H 393 as amended to the floor with a do pass recommendation. Having no discussion, the motion carried by **voice vote**. **Senator LeFavour** will carry on the floor.

**PRESENTATION:** **Chairman Goedde** welcomed **Roger Quarles** from Idaho Leads Project at Boise State University to the committee. **Mr. Quarles** introduced the Idaho Leads Project team that were in attendance. The project is funded through the J.A. and Kathryn Albertson Foundation and they are four months into the two year project. Every district and charter was invited to be part of this initiative and help build leadership capacity for kids. Good geographical representation came from the 43 school districts and six charter schools. The Leads team has met with districts and teams. A team consisting of ten people which include a superintendent, a trustee, a principal, a teacher, and a student; the other five people were selected by their group because they are actively engaged in their school.

In an effort to improve K-12 public education throughout Idaho, Leads is using social media, a website, print resources, training and other methods to engage individuals. They are anticipating regional pace setting academies and demonstration districts by using technology and human resources to improve leadership capacity. The Leads projects is looking for drivers to move educational opportunities for kids in Idaho. There are specific outcomes to be reached in school improvement by the use of regional collaboration and understanding what kids need.

The purpose of Leads is to build leadership capacity, with a focus on student learning and the culture of the community being the norm. The right drivers are building relationships, implementing effective practices, managing change and committing to continuous improvement. After reflection individuals focused on success of all students, enriching and extending for gifted kids and remediating the bottom 20% so kids don't leave before they get to high school. The 21st Century classroom framework is to build relationships, have effective practices, enable change management, and promote continuous improvements. Pre-assessment and post-assessments were conducted and aggregated. **Mr. Quarles** then explained the numbers generated from their research. Supporting documents related to this testimony have been archived and can be accessed in the office of the Committee Secretary ( see Attachment #1).

**QUESTIONS:** **Chairman Goedde** asked how the Idaho Building Capacity (IBC) program fits with what Idaho Leads Project is trying to accomplish. **Mr. Quarles** indicated that the IBC program was an effort to help districts struggling under current federal and state regulations which is done through capacity builders, 3 of 49 districts are part of the IBC program. The participating districts are working with Leads to improve those schools.

**Chairman Goedde** followed up, noting that the Coeur d'Alene district was working independently with structure towards leadership, and asked how the Leads project participation melded with what they were previously trying. **Mr. Quarles** stated that team was put together with help of the District's Superintendent. It is using shared information and resources and are working well together to help the system grow.

**Chairman Goedde** also asked if the teachers went through a blended learning process, and was the Leads team participating in that training. **Mr. Quarles** indicated that they assisted in working on adaptive solutions for teachers and teams.

**Senator Toryanski** asked if technology was being used to increase the quality of education, if economic benefits, such as this investment, allow for offsets in another area. Is that apparent as well?. **Mr. Quarles** stated that technology for students is like water to a fish. He explained that students spend five to eight hours a week on homework, while 60-80 hours a week is spent in social media sectors: this is how they communicate. Technology is an investment in student engagement, but does not replace the classroom teacher. He explained that teachers using technology will replace those who don't, and if we don't invest in technology, we are doing a disservice to our students.

**Senator Toryanski** asked if investing in more technological approaches would result in a need for more teachers, with a smaller teacher to student ratio, or if it could be done with a larger student to teacher ratio. **Mr. Quarles** indicated that this was not a measurable outcome of the project, but that it might eventually gather that information to be informed of those things. He went further to point out the relationship between student and teacher has a greater impact than almost anything else that can be done. Technology can carry those relationships and conversations beyond the school day. Additionally, more options are available to educators when they embrace technology.

**JLOC  
DISCUSSION:**

**Chairman Goedde** noted that **Rakesh Mohan**, Director of the Office of Performance Evaluations gave the committee one more day to review the research before it is presented the **JLOC** request. Last year the higher education equity piece was granted, but K-12 education teachers study did not get funded. **Chairman Goedde** drafted a request from the committee to look at that aspect again and he asked for comments from the committee.

**Senator LeFavour** asked what are the issues that have been heard from teachers about retention, related to time and money. Would those be encompassed in the study? **Chairman Goedde** indicated that he believed it would.

**Vice Chairman Mortimer** asked if questions should be added regarding major challenges that teachers may be facing over the next five years if they stay in the classroom. In the next five to ten years there will likely be significant turnover because of changes, age, etc., looking at how to attract teachers to the environment, be it through pay, environment, challenges, change, and also how to retain and motivate those in the middle of their career. **Vice Chairman Mortimer** referenced a conversation he had with a teacher who was frustrated. After a long discussion about possible changes in the near future, frustration might lessen.

**Chairman Goedde** indicated he would pose the question to JLOC about challenges and opportunities to attract new teachers and retain current staff.

**Senator Malepeai** asked when the presentation would be made. **Chairman Goedde** indicated that JLOC needed the letter by the next day.

**Senator Fulcher** indicated he liked question number five, which focused on teachers' skills to be successful in the classroom. He wondered what skill-set needs are changing? He would like to review that issue a bit more. He then asked what categories they may be seeing deficiencies in; whether it be technology, or something more traditional. What are the deficiencies.

**Senator Toryanski** said he liked question two about learning why teachers are leaving the profession, and wants to add a supply versus demand inquiry to that question. He also wanted to examine the population of teachers versus students in the state. How are teachers being utilized and how has that changed over the years.

**Chairman Goedde** said that might be a study of its own. When the ratios are given of certified personnel per child it does not necessarily mean that is classroom teachers. A lot of those personnel are doing jobs that aren't servicing the classroom, but will try to put something together on the point to extend the study that far. **Chairman Goedde** indicated he would accept suggestions until noon the following day.

**ADJOURN:** **Chairman Goedde** adjourned the committee at 3:56 P.M.

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Senator Goedde  
Chairman

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LeAnn South  
Secretary