

MINUTES
SENATE EDUCATION COMMITTEE

- DATE:** Monday, February 27, 2012
- TIME:** Chairman Goedde called the meeting to order at 3:02 P.M.
- 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.
- CONVENED:** **Chairman Goedde** reordered the agenda and announced to the committee, in order to have more clarification, they will hear H 426 on Thursday March 1st.
- S 1331** **Chairman Goedde** welcomed **Senator Cameron** to the committee to present **S 1331**. **Senator Cameron** explained to the committee the history of the salary based apportionment decisions and how it affected education budget reductions which occurred in 2011 moving through 2017. Many people approached **Senator Cameron** stating that this can be fixed in 2013. This year many colleagues approached him saying they would really like to backfill and were wondering where would S 1184 continue on the path on dollar based apportionments? No words were more compelling than the testimony from **Superintendent Luna**, at which time **Senator Cameron** read to the committee **Superintendent Luna's** letter to JFAC.
- Senator Cameron** realized that **Superintendent Luna's** suggestion was to backfill this year in the amount of \$18.8 million dollars. As he thought through this process he realized that this would be the process for every year going forward. The legislature would need to be backfilling, and if he was to remain as budget chairman and the legislature was intact, every year they would be looking for money to backfill from the reductions of salary based apportionment and fund the remainder of pay for performance and technology. He also realized that they were talking about the same amount of money no matter which way it was done. He then thought about ways to manage this from a better budgeting approach. The result after working with his staff, budget staff, and others was to draft the bill that is in front of the committee today.
- The bill that is in front of the committee today does away with future reductions and in salary based apportionment that were put in place by S 1184. Page 2, line 7 would change the funding for 2012 to be "2012 and each fiscal year thereafter at the 1.67 percent." That stays in place until the time the state can afford to backfill that as well. In the years 2013-2017 all the additional factors are removed from the bill.
- This bill has a \$34 million dollar fiscal impact. That fiscal impact is spread out over the next five years. The first year, 2013-2014 is \$18.2 million, 2015 is \$21 million, 2016 is \$1.1 million and the following year is a reduction for a total of \$34.7 million. If this bill does not pass, that is the amount of money the legislature will be looking for in the years stated.
- He said he would like the committee to send this bill to the floor with a "do pass recommendation." He is open to questions.

QUESTIONS: **Senator Winder** acknowledged **Senator Cameron's** presence at the committee and said it was good to have him there. He thanked him for hearing some of the concerns that were voiced last year when the legislature was trying to figure out a way to look to the future and save on monies available to sweep back in to salary based apportionment. He stated that **Senator Cameron** is the guru of the budgeting process and all the various things from the Governor's state of the state budget address to all the things JFAC deals with every day. **Senator Winder** asked him to run through this and outline how it fits into the big picture of the budget and available funding.

Senator Cameron replied in this fiscal year, JFAC takes the opinions of the Governor and Legislature and weighs them with the priorities. Public schools have remained and he hopes will always remain the highest priority of the Legislature. It is the first and fundamental priority to fund. The Governor purposed funding to public schools in a couple of different ways. His proposal had funding for pay for performance, technology, and a three percent one time bonus for teachers and classified staff. The Superintendents proposal was a little more ambitious in that it had funding for pay for performance, technology, pay increase, and improving discretionary funds by two percent. As the committee began to work through the budgeting process, one of the first decisions was how to handle salary increases, how to fit Superintendent Luna's and many legislators backfilling the reductions in salary based apportionment by \$18 million, and finally how to comply with what the Governor was asking for in his overall education budget. The decision was that JFAC would adopt a two percent across the board salary increase for everybody but the school teachers.

The money that would have been used for teachers' salaries would be included to fill or take care of the backfill for this fiscal year. It did not make any sense to **Senator Cameron** to give school teachers a two percent raise and then turn around and take 4.05 percent out in salary reductions. That seemed counter intuitive. Thus therein lies part of the problem, pointing out that if salary based apportionment was level or the same as it was last year, then pay for performance and if funded is equivalent to about a 4.7 percent increase. Not every district or teacher will get that increase, but hopefully, it would be shared as broadly as possible. While JFAC would have loved to give an across the board increase as well, the discussions with teachers and administrators proved that it was much more important to remove the uncertainty of S 1184 than it was to address salary increases at this time.

Senator Winder asked does **Senator Cameron** feel that, based upon what he understands of the revenue that is available and the budgeting process, JFAC is going through, is there the ability to do this: backfill this year and going forward for the next 5 years and thereafter. **Senator Cameron** replied that is a large question about the future. He is very comfortable with this year's numbers. He is somewhat comfortable for next year's numbers; he is hoping that the funding requirements will be okay. Of course there is always uncertainty with the future. In this new proposed process, if passed, when it comes to public school funding, JFAC will look to the Superintendent's recommendation, pay for performance, technology, growth and support units, and discretionary dollars; just like it has always done in the past. If there is a budget shortfall, JFAC will look everywhere to minimize the shortfall for public schools.

Chairman Goedde stated it is this year and the year out that are going to make big fiscal impact; beyond that it is a little over \$1million. **Senator Cameron** replied yes, that is the request.

Senator Andreason asked what effect would this have on the classified employees. **Senator Cameron** disclosed to the committee a possible conflict of interest. Pursuant to **Senate Rule 39**, **Senator Cameron** has a possible conflict on the applicable law. His wife is a classified employee with the Minidoka County School District. To the extent that any classes are affected by the passage of this bill, she will be impacted. One of the problems with S 1184 as passed was that it reduced certified personnel and reduced classified personnel. Yet, classified personnel are not privileged to participate in the pay for performance program. One of the issues **S 1331** addresses is it takes away the additional reduction for classified personnel as well as certified personnel and holds classified personnel harmless.

Chairman Goedde asked for more questions. Having none, he asked for testimony from the audience.

TESTIMONY: **Rob Winslow** Executive Director of Idaho Association of School Administrators (IASA), thanked **Senator Cameron** and the co-sponsors of **S 1331**. IASA highly supports this bill. It has been identified as one of the priority bills for the association.

TESTIMONY: **Jason Hancock** of the Department of Education said he has a letter in support of **S 1331** from Superintendent Luna which he read to the committee. Supporting documents related to this testimony have been archived and can be accessed in the office of the Committee Secretary (see Attachment #1). In addition to the letter, **Mr. Hancock** said the dollar side of this budget request that was put forward by the Superintendent and the Governor had sufficient dollars within it to offset this reduction in salary based apportionment. **S 1331** accomplishes through statute that funding is getting done.

TESTIMONY: **Jessica Harrison** of the Idaho School Board Association (ISBA) strongly supports **S 1331**.

TESTIMONY: **Penny Cyr**, President of Idaho Education Association (IEA) supports **S 1331**. Although IEA believes these three education bills that were passed last year were flawed from the start because the state didn't go out to the educators to get their input as to how to put students first. Come this November, citizens will have a chance to vote. Should these laws remain in effect, **S 1331** would provide a small correction to the faulty funding mechanism that is now taking place for education personnel. The funding mechanism is far from the only problem with the law as IEA views it. The bills take away local control, take away teachers wages, and are not based on research of how children learn. IEA does very much acknowledge **Senator Cameron's** work in remedying teachers wages.

Senate Fulcher said he gets the IEA Newsletter mailed to him. He read aloud the following statement "*should we agree to backfill salary based apportionment as necessary however, we wonder as several of you wonder, as the questions to Superintendent Luna last week indicated; what will happen in the next four years when the money will continue to be taken for the base salary approval to fund new reforms approved last year? This ongoing disturbance is why the IEA alliances encourage Idaho voters to overturn the reforms on the ballot this November, as those schools do not face this money each year.*" He asked **Ms. Cyr** if the Legislature passes **S 1331** does that change the position of IEA in regards to the overturning the ballot? Will that issue be put to rest?"

Ms. Cyr replied it fixes only one item. The IEA feels that all the issues should be revisited. She hopes that will happen when the voters overturn the reform.

Senator Fulcher asked **Ms. Cyr** does your position stay the same. **Ms. Cyr** said yes.

MOTION: **Vice Chairman Mortimer** moved, seconded by **Senator Andreason**, to send **S 1331** to the floor with a do pass recommendation. The motion carried by **voice vote**. **Senator Cameron** will carry the bill on the floor.

PRESENTATION: **Chairman Goedde** introduced **Dr. Cheryl Charlton**, Director of Idaho Digital Learning Academy (IDLA), to make their presentation. They are celebrating their 10th anniversary this year.

Dr. Charlton thanked the committee for the opportunity and for equity in education. She said her staff, a parent, and a student will be making the presentation today and then introduced them to the committee: **Mike Caldwell** and **Ryan Curvet** from IDLA; **Heather and Trevor Rice**, parent and student.

Mike Caldwell said IDLA started as a statewide legislative initiative in 2002. When he speaks to the pride in IDLA this is really the IDLA's pride in Idaho and the students they have taught. The committee received a brochure from IDLA which **Mr. Caldwell** said covers all the services that IDLA provides. In a Power Point presentation, he showed the committee based on specific words, the work of IDLA. Supporting documents related to this testimony have been archived and can be accessed in the office of the Committee Secretary (see Attachment #1).

Sharing their personal stories from IDLA are **Heather Rice** a parent, and **Trevor Rice** a student. **Chairman Goedde** welcomed **Ms. Rice** to the committee. **Ms. Rice** said her son is a 17 year old Boise High School student. He transferred from Bishop Kelly High School and needed to get caught up with some required courses. Her son is taking two classes from IDLA and from a parent's perspective, IDLA's programs are excellent. Her son can work at his own pace and time, and gets the support/help he needs. She thanked the committee for the opportunity to speak.

Chairman Goedde welcomed **Trevor Rice** to the committee. **Mr. Rice** spoke about his positive experience at IDLA. He said he transferred from Bishop Kelly High School to Boise High School his sophomore year and found he needed more credits for graduation. He has been able to get the courses he needs through IDLA. He said the experience has been positive and he recommends the program to other students.

Senator Fulcher thanked **Mr. Rice** for being here today and asked what he does when he needs an instructor to talk to when the concept is difficult to grasp. **Mr. Rice** said he either asks his mom for help or goes online to the discussion boards on IDLA which allows you to talk to the teachers. They are available to personally help the student. **Senator Fulcher** asked **Mr. Rice** what are his plans after high school graduation. **Mr. Rice** replied he would like to take college classes at IDLA so when going to college he can take fewer classes, to cut the expenses.

Mr. Caldwell returned to the podium and described blended learning and what districts are doing to build classes to accommodate the state's requirements. This is not technology in the classroom but changing the delivery model from face-to-face to online learning. " Effective online teachers are better teachers than face-to-face teachers." From his experience of teaching both styles, he knows that statement to be true. **Mr. Caldwell** highlighted teachers from around the state who have won teaching awards and all are online teachers. During the ten years that IDLA has been a part of education in Idaho, they are part of being a change agent for the state. IDLA innovations have helped the state navigate through technology. IDLA are partners with school districts.

Chairman Goedde welcomed **Ryan Curvet** to the committee to give his portion of the presentation. **Mr. Curvet** is the technology guru for IDLA. He spoke about the changing climate of technology in schools. IDLA has been around for ten years and reflecting back he stated that IDLA was in place before Gmail, Wikipedia, Google Maps, and Skype. The program was rolled out at the same time as Windows XP-98 Operating System was introduced.

Mr. Curvet spoke to the committee regarding the innovation of IDLA and schools. The first one is personalized learning. Online learning takes away the restrictions of time, path, and place. The time and place that classes are offered; the path is individualized and customized for each student's learning progress. Each student has a different course load than another, because the path is being customized for each student. This changes the way a teacher interacts with a student, rather than the traditional way "Sage on the stage" they are now the "Guide on the Side." The teacher comes along side the student and teaches in an individualized method. Learning online through this personalized learning means the model with the instructor is personalized and there are individualized interactions with that teacher/student. Online learning changes the way teachers and students interact.

Mr. Curvet showed pictures of the latest technology 10 years ago and compared it to what is being used today. The changes are big. He asked the committee to imagine what 10 years from now will bring.

John Watson of Evergreen Education Group was welcomed to the committee by **Senator Goedde**. He compared Idaho's technology education implementation to the rest of the country. Idaho is doing great; other states would like to replicate the program. Supporting documents related to this testimony have been archived and can be accessed in the office of the Committee Secretary (see Attachment #1 & #2).

Chairman Goedde thanked **Dr. Charlton** and the presenters and announced that IDLA is hosting a reception at the Hampton Inn at 4:30 today. If there are any questions they can be asked at the reception.

Chairman Goedde introduced **Dr. Stacie Curry** from Boise Public Schools, director of Advancement Via Individual Determination (AVID) and welcomed her to committee. She had a handout for the committee to follow along as she reviewed the work of AVID. This program works with the forgotten middle students: neither gifted nor remedial students. The teachers in the hosted schools look for the middle students who have the potential to go on to college. The students are enrolled in the program and their required elective teaches them study skills and other techniques to enable them to succeed in furthering their education. The results are excellent for those students. Supporting documents related to this testimony have been archived and can be accessed in the office of the Committee Secretary (see Attachment #3 & #4).

Senator Winder said he had the opportunity to visit an AVID class at Capital High School and it is great example of students that were excited to be in that program and excited about their future potential. It is a great program and will help the segment of the population that once was not college bound.

Senator Malepeai asked **Ms. Curry** what role do the parents of the children in the program play. Do you interview the parents for a commitment? **Ms. Curry** stated that only the student is interviewed and a letter goes to the parent. Then at the AVID contract signing night both students and parents sign. Throughout the year at the individual sites, there are parent nights to learn more about the program and how to better support the student. **Senator Malepeai** asked what the follow up program is once the student leaves the system. **Ms. Curry** said the student reports their college and post college information to AVID directly. Many AVID graduates are now coming back to their schools as tutors.

Senator Toryanski said he had been hearing about AVID since last year when school reform was rolled out; some people commenting that it was Boise School District's answer to school reform. What is the percentage of Boise students actually enrolled in the AVID program? Will all students get the benefits of the AVID program? **Ms. Curry** said that AVID is not the answer for school reform but part of the strategic plan for college readiness. All students will benefit from the program and all students can access the AVID information. **Senator Toryanski** said he was glad to hear that information. He knows that all kids need those skills no matter what economic level they are from. He asked how schools determine which students are least served and how do the schools know if a parent is not a good advocate. **Ms. Curry** said the counselors of the schools know the students' stories. They open the program to all that apply and qualify. Boise School District is still in the beginning stages of the program.

Chairman Goedde said professional development is the major part to get teachers in the program. How many hours of training are needed and what are some of the costs? **Ms. Curry** said before a program is implemented in a district and a school, there is a commitment of a minimum of eight people from representing every content area, counseling and administration. This group attends a summer institute. There they are trained in their content area and/or elective. This training averages about 25 hours. The financial commitment is as follows: initial training \$2,000 per team member; \$4,600 a year for high schools; and \$4,200 a year for junior high schools. This gives the schools access to all the professional and curriculum development. There is a program director from AVID that visits and observes the schools to give suggestions to better the programs. BSD has access to all the data collection from AVID. BSD's current 2012 budget with 11 schools, with tutors and training, is \$157,000. The 2013 budget request is \$201,000. She said she feels that this is a very small amount of money for the huge benefit in the district.

Chairman Goedde thanked **Ms. Curry** for the presentation. He said it is neat to see these programs work in a local district.

ADJOURNED: Having no more business, **Chairman Goedde** adjourned the meeting at 4:45 P.M.

Senator Goedde
Chairman

LeAnn South
Secretary