

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Tuesday, February 18, 2014
TIME: 3:00 P.M.
PLACE: Room WW55
MEMBERS PRESENT: Chairman Goedde, Vice Chairman Mortimer, Senators Pearce, Johnson(Fulcher), Nonini, Thayn, Patrick, Buckner-Webb and Ward-Engelking
ABSENT/ EXCUSED: None

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** called the Senate Education Committee (Committee) to order at 3:00 p.m., and a silent roll was taken.
Chairman Goedde stated that **S 1325** would not be heard today.

PRESENTATION: **Rakesh Mohan**, Director, Office of Performance Evaluations ("OPE"), stated that OPE had prepared an evaluation report in January 2012 entitled "Reducing Barriers to Postsecondary Education" which was updated in June 2013. That report included three types of information: (1) Barriers to postsecondary education; (2) the State Department of Education's 60 percent goal and how to determine when that goal is reached; and (3) linking efforts to the Department of Labor.

Byron Welch, Principal Evaluator, OPE, stated that the three major barriers to postsecondary education are (1) academic readiness (2) access, and (3) affordability. Two findings of the report which caused surprise were (1) confusion over the baseline of current education levels, and (2) lack of linkage between education efforts and workforce needs.

Mr. Welch explained that lack of academic readiness included fear or uncertainty concerning postsecondary expectations and poor academics in high school. Access barriers included the lack of family support, lack of interest, or insufficient awareness of the importance of postsecondary education. Affordability issues included the inability to pay, access to financial aid, access to scholarships, and insufficient number of available scholarships.

Current State efforts to address academic readiness include the requirement of college entrance exams, implementation of Idaho Core Standards, availability of more advanced placement options, and availability of high school professional-technical education courses (PTE). Studies have shown that two-thirds of high school PTE students go on to postsecondary education.

Efforts to address access center upon the student to counselor ratio. In Idaho, the counselor ratio is two times higher than the national average. Additional efforts target low income families with the College Access Challenge Grant, GEAR UP, and TRIO programs. The State Department of Education has recommended a position to serve as statewide K-12 counselor coordinator.

From 1999-2009, median family income has increased only 10 percent, while college tuition has increased 50 percent, and Idaho ranks low among neighboring states in the amount students receive in financial aid. In response, the State Department of Education has reviewed and consolidated many of its scholarship programs, as well as created additional needs-based scholarships. **Senator Pearce** questioned the 50 percent rise in tuition, however Mr. Welch did not have a breakdown of those increases.

PRESENTATION: Tom Luna, Superintendent of Public Instruction, State Department of Education (Department), said "prepare to be wow-ed!" In 2013, the Legislature appropriated \$3 million to be used for technology pilot projects. In choosing among those schools who applied for the grant, the Department looked for projects that were full integration models, scalable and sustainable, and that could be replicated and would increase student achievement. Mr. Luna introduced three of the 11 schools who received grants and are transforming education.

Brooke Thomas, a senior at McCall-Donnelly High School (MDHS), stated that her principal, Mr. Thomas, offered to give her an iPad in her junior year on the condition that she answer the question, "How could this technology change the way students at MDHS 'do school'?" She worked on the project throughout her junior and senior year, and the 2013 technology pilot grant funded her vision in which student-centered learning occurs and is student-driven. Members of the Committee were provided with iPads for a demonstration, and Ms. Thomas directed the Committee to "type your name and enter submit."

Alix Stanley, a junior at MDHS, described iClub which was formed to promote the productive educational use of iPads through teacher collaboration, student/teacher training sessions, and positive role modeling. IClub provides teacher tutoring and technical assistance.

Keenan Walgren, a senior at MDHS, said that distributing iPads to all students has helped to create a sense of equality wherein different social groups are now able to interact better and with less judgement. The iPads have helped create "an equal opportunity learning environment for all students."

Taylor Howell, a senior at MDHS, described the various applications and programs that have helped MDHS succeed with the pilot program. Through Google Drive, students can prepare assignments in the cloud to share assignments with teachers and other students. Nearpod allows every student an equal opportunity to answer teacher questions. Kahn Academy and Math XL allow teachers to send out assignments for students to finish online. NoodleTools assist students with organizing their notes and writing essays. Lili and Pro-Quest are both useful online libraries.

Noah Walgren, a freshman at MDHS, said that e-textbooks have been useful for accessing information used in assignments. All the information is in one place which makes homework easier. Students keep their iPads after high school which provides an incentive to keep them in good condition.

Christian Beckham, a freshman at MDHS stressed the need for adequate bandwidth when an entire school is using iPads. Students also learn time management.

Britani Phelps, a junior at MDHS, said that the iClub created iTutors who are assigned to teachers to help them integrate iPads into the classroom. The iClub also supports other students.

Kylie Hoogendyk, a junior at MDHS, said that teachers no longer have to make so many copies. They can send information via email or share them through Google Drive. Because all information is stored on the iPad, classroom time is enhanced. Everyone has abundant resources at their fingertips, such as apps, books, dictionaries, and calculators. Many classic books are available free through the public domain.

Taylor Garber, a junior at MDHS, said that some maturity is needed for students to use iPads effectively. Some students fail to bring their iPads to class. Another teacher frustration occurs with inadequate bandwidth. The Committee was asked to draw a picture illustrating the consequences of inadequate bandwidth.

Savannah Summers, a junior, said the administrators also have concern with bandwidth and infrastructure. Full integration across all grade levels and classrooms has not occurred. Teachers sometimes lag behind their students in technology usage. MDHS has experienced approximately 10 percent breakage, consistent with national 1:1 projects, and have been easy to fix locally. In conclusion, the MDHS iPad Pilot Project is a work in progress, and a lot of progress is being made.

Vice Chairman Mortimer, and **Senators Nonini, Johnson** and **Ward-Engelking** asked the students about their iPad usage and the importance to teachers. The students replied that all students and their parents are required to sign an agreement ensuring appropriate usage. When breakage occurs, a local business has contracted for the repairs at a discounted rate. Repair needs have been minor, and the school pays the bill. The iPad project has allowed teachers to grow in their technology usage. Every student has an email account and can email fellow students or teachers to collaborate and share documents. The students prefer an iPad over traditional textbooks. The iClub has researched, tested and recommended some of the apps currently in use.

Devan DeLashmutt, Assistant Superintendent and Administrator of Information Technology, Kuna Middle School (KMS), said that Kuna is a growing community. In the last few years, Kuna has built three new elementary schools and added 16 classrooms to their high school. Their goal is to prepare all students to be competitive which takes alignment with the students, parents, the community and the district. **Mr. DeLashmutt** said that KMS's technology goals were to (1) pilot cost effective devices, (2) implement wireless capable of supporting a minimum of one device for every student and staff, and (3) develop an alternative support structure and train students to help. KMS chose the Lenovo Chromebook. Many services exist in the cloud, making the Chromebook cost efficient and easy to support. Currently KMS can support 30-40 devices per classroom. KMS created a help desk and Chrome Squad and students have now taken over all Level One tech support. Six graders are also learning the help desk. Bandwidth has been a problem and KMS has needed to upgrade.

Deb McGrath, Principal at KMS, speaking via video conferencing, said that KMS's goals were to use real world tools to better tailor instruction to student needs. KMS also found that teachers needed more training, both formal and informal. Everyone is now participating. The Chromebook has become the tool for learning, just like the pencil was for past generations. They have engaged an implementation model to make everyone feel comfortable at their own level.

Emily Leckie, Math Teacher and 1:1 Implementation Coach, KMS, said that teachers came in for two days in August to learn teaching techniques on their Chromebooks. Next year, training may be conducted in June in order to allow teachers to work on their Chromebooks over the summer months. KMS's presentation is attached.

Terry Harding, Middleton High School (MHS), said that students need to take responsibility for their education through academic ownership and digital citizenship. His role as a teacher is to collaborate in real time and share documents. **Ms. Wilson**, a teacher, said that the laptop usage in speech class was amazing, and students work in real time on the laptop.

Hunter Kuntz, a senior at MHS said that he uses his laptop every day to complete assignments and access the cloud. Having everything on one device has made school more gratifying; he can stay on track with the learning plan. Without it, he is certain he would have fallen behind. "It is the key to our futures."

Joe Hardy, a freshman at MHS, started high school with the laptop and it has enhanced his education. He can work on assignments anywhere with a variety of media sources. **Mr. Hardy** said that in order to be successful, students need to develop with changing times. "I cannot thank you enough...it has changed our lives."

Lisa Pennington reported that breakage at MHS was less than one percent, and 95 percent of students and stakeholders have bought into the new program. **Mike Zacus** reported that bandwidth was not an issue at MHS and that a 40,000 pipe is sufficient.

Page Goodson, in charge of technical integration, said that MHS provides both formal and information training for teachers. Age is not a factor – some more experienced teachers have embraced the technology and collaborate to bring the younger teachers along. MHS's presentation is attached.

**Docket No.
08-0203-1306**

Chairman Goedde said that he had spoken with the House Education Committee (House). Their issues with the minutes portion of the physical education (PE) requirements were that (1) it eliminated local control, and (2) additional minutes required in PE would take from other programs and they thought that decision should be made at the local level. **Chairman Goedde** advised that the minutes portion of the rule was the only item which the Committee could affect because the House passed the remainder of the rule.

Senator Ward-Engelking said that she had looked at the standards for PE credits and found them to be very strict, with many components, and that she did not feel those standards would be present in a club sport. She stated that she understood that this portion of the rule would stand since the House had approved it, but hoped that the Department would re-look at it next year.

MOTION:

Senator Ward-Engelking made a motion to adopt **Docket No. 08-0203-1306**, with the exception of Section 105.01(i) concerning PE credits for sports. **Senator Buckner-Webb** seconded the motion. **Vice Chairman Mortimer** asked Luci Willits to clarify that no requirement for high school PE exists, and that this section would provide an option for students to earn a credit.

Luci B. Willits, Chief of Staff, State Department of Education, confirmed that rejection of this section would remove the option for students to gain a credit for sports. PE is not a high school graduation requirement.

**SUBSTITUTE
MOTION:**

Vice Chairman Mortimer made a substitute motion to adopt **Docket No. 08-0203-1306** in its entirety. **Senator Patrick** seconded the motion. **Senators Patrick, Nonini, Johnson(Fulcher)** and **Vice Chairman Mortimer** voted **aye**. **Senators Ward-Engelking, Buckner-Webb, Thayn, Pearce** and **Chairman Goedde** voted **nay**. The motion failed.

Chairman Goedde called for discussion on the original motion. **Senator Thayn** said that he was concerned that no additional funding had been appropriated for additional minutes which could cause problems for districts.

**AMENDED
SUBSTITUTE
MOTION:**

Senator Thayn made an amended substitute motion to adopt **Docket No. 08-0203-1306**, but with the exception of Sections 104.01.a. and 104.02.c. concerning PE required minutes in elementary and middle school, and 105.01(i). concerning PE credit for sports. **Senator Pearce** seconded the motion. **Senators Thayn, Nonini, Pearce** and **Chairman Goedde** voted **aye**. **Senators Senator Ward-Engelking, Senator Buckner-Webb, Patrick, Johnson(Fulcher)** and **Vice Chairman Mortimer** voted **nay**. The motion failed.

Senator Ward-Engelking said that not only does Section 105.01(i) not meet the standards set by the Department for PE, but also in a large school wherein a PE teacher supervises 125 to 150 students, adding the PE requirement from club sports would greatly increase the workload.

**VOTE ON
ORIGINAL
MOTION:**

Senators Ward-Engelking, Buckner-Webb, Pearce and **Vice Chairman Mortimer** voted **aye**. **Senators Patrick, Thayn, Nonini, Johnson(Fulcher)** and **Chairman Goedde** voted **nay**. The motion failed.

Senator Pearce suggested that the Committee send an emissary to the House to voice the Committee's concern with Section 105.01(i). **Chairman Goedde** reminded the Committee that today is the 18th of February, and the Legislature is scheduled to sine die on March 21, 2014. **Senator Nonini** stated that he had held conversations with House members, the Chairman of the subcommittee that addressed this rule, and with Superintendent Luna. **Senator Nonini** recommended yielding to the Department, and readdressing the rule with changes next year.

Ms. Willits commented that a change has been recommended to this rule, which the Superintendent supports, allowing extracurricular sports to count as a credit, but adding language to require evidence that standards have been met. **Ms. Willits** acknowledged that such language does not address all of the concerns, but new language would address the mastery issue. **Ms. Willits** also reminded the Committee that this rule had been fully vetted in public hearings. **Ms. Willits** urged the Committee to allow the Department to try the sports credit section, and assured them that the Department would address any problems that occur.

**PASSED THE
GAVEL:**

Chairman Goedde advised the Committee that Vice Chairman Mortimer is charged with chairing rules review. Chairman Goedde passed the gavel to Vice Chairman Mortimer. **Vice Chairman Mortimer** stated that he would consider any additional motions.

Chairman Goedde stated that, with the assurance from the Department that they would work on Section 105.01(i), he was comfortable with that section, but he still had concerns with the minutes requirement in elementary and middle schools.

MOTION:

Chairman Goedde made a motion to adopt **Docket No. 08-0203-1306**, with the exception of Section 104.01.a. (elementary school minutes) and Section 104.02.c (middle school minutes). **Senator Thayn** seconded the motion. The motion carried by **voice vote**.

PASSED THE GAVEL: Vice Chairman Mortimer passed the gavel back to Chairman Goedde.

ADJOURNED: Having no further business before the Committee, **Chairman Goedde** adjourned the meeting at 4:53 p.m.

Senator Goedde
Chair

Elaine Leedy
Secretary