

MINUTES  
**SENATE EDUCATION COMMITTEE**

**DATE:** Tuesday, February 03, 2015

**TIME:** 3:00 P.M.

**PLACE:** Room WW55

**MEMBERS PRESENT:** Chairman Mortimer, Vice Chairman Thayn, Senators Keough, Nonini, Patrick, Souza, Den Hartog, 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 Mortimer** called the meeting to order at 3:00 p.m. He welcomed the guests from the J.A. and Kathryn Albertson Foundation and commented that the speaker today is bringing forward a wealth of information.

**PRESENTATION:** **Blossom Johnston**, Program Officer, J.A. and Kathryn Albertson Foundation introduced Brandon Busted, Executive Director Gallup Education. She outlined Mr. Busted's biography especially highlighting his work in education.

The program, "**Gallup and Purdue University Partner to Measure College Outcomes**" was presented by **Brandon Busted**. The information he shared draws an important thread from K-12 into higher education and across the entire work place. He explained the studies that Gallup did with college administrators and workplace employers outlined a linkage and then reported that the linkage was broken. He explained the data from Gallup that revealed the predictor of real life success and what business leaders want most in the workers they hire. He thanked the Committee for this opportunity and said he was open for questions (see attachment 1).

**Senator Ward Engleking** thanked Mr. Busted for the fascinating report. She asked if there is a risk when promoting online classes that students will not have the personal touch which research states is so important. **Mr. Busted** replied a lot depends on how and what is meant by online. He gave an example of one university's great success with online classes and mentoring. He concluded by stating, that an institution that makes an intentional investment in advisors will have students that are doing far better with their real life careers.

**Senator Patrick** said he was very impressed with all the findings. He asked Mr. Busted if he would suggest that Idaho incorporates this into the whole school system. **Mr. Busted** said that is good question and he hoped that policy makers and Legislators would put great effort forward to implement the six points; they do not cost a lot of money. He suggested that there could be policies made that could energize the partnerships of education and business.

**Senator Buckner-Webb** said she was really touched by the remarks on what gave people satisfaction in their jobs. She related that in her business developing relationships is the key to success. The degrees once earned are for jobs no longer in the workplace. **Mr. Busted** reinforced her statement and said students have the responsibility of taking ownership of their own educational experiences. If the student knows what is necessary for real life success, they will look for those opportunities.

**Vice Chairman Thayn** asked Mr. Busted to explain his lunch presentation which built on strengths not problems. **Mr. Busted** said the consistent finding was people did not become successful by focusing on their weaknesses. They determined what they did well and turned those attributes into excellence; they put their innate natural talents to use. He specified that people don't become successful by consistently trying to improve weaknesses. They figured out what they were good at and got to a place where those talents became strengths because they applied them on a daily basis.

**Senator Souza** stated that internships and mentoring instill confidence in students and create a foundation of respect. She asked if that also contributes to student success. **Mr. Busted** said a fundamental for human development is that people must have the chance to do what they are best at each day. To build students' confidence they must have a daily opportunity to use a strength that builds confidence. Confidence is critical for student achievement.

**Chairman Mortimer** asked Mr. Busted to assume that he was a principal or a superintendent in Idaho. He asked what he would do to help both the teachers and students make those steps that are necessary for real life success. **Mr. Busted** said it was exciting to think about that possibility. He would work to make sure superintendents and principals were well equipped. Those two positions are the most important jobs in the world because they are the ones who motivate and inspire teachers. He would work to improve teacher importance rather than student performance. In the question of what is a great factor in teacher engagement the answer is it is a great leader at the building level. Getting this right is imperative for the future generation of the teaching core.

**Chairman Mortimer** thanked Blossom Johnston and the Albertson's Foundation for bringing Mr. Busted to Boise.

**MINUTES  
APPROVAL:**

**Senator Den Hartog** moved to approve the minutes of **January 13, 2015**. **Vice Chairman Thayn** seconded the motion. The motion carried by **voice vote**.

**MINUTES  
APPROVAL:**

**Senator Patrick** moved to approve the minutes of **January 19, 2015**. **Senator Souza** seconded the motion. The motion carried by **voice vote**.

**MINUTES  
APPROVAL:**

**Senator Ward-Engleking** moved to approve the minutes of **January 22, 2015**. **Senator Nonini** seconded the motion. The motion carried by **voice vote**.

**Chairman Mortimer** acknowledged Superintendent Ybarra and her staff's presence at the Committee meeting.

**S 1018:**

**Tim Corder**, Special Assistant to the Superintendent, State Department of Education (SDE) presented **S 1018**, Teacher Certification. This has been vetted with the stakeholders, and to his knowledge there are none who oppose this legislation. He explained, that the Office of Certification, which is housed in the SDE, oversees the fees. This legislation is to address three problems: deficit spending, adjusting the fee to reflect the current cost, and structural imbalance. **Mr. Corder** provided more information regarding the current accounting processes of having one dedicated fund that is not commingled.

**Chairman Mortimer** asked how many licenses are renewed each year with the two and one half employees. **Dr. Taylor Raney**, Director of Certification of Professional Standards, SDE, said they renew 4,000-5,000 annually, which represents about 20 percent of the educators in the State.

**MOTION:**

**Senator Keough** moved to send **S 1018** to the floor with a **do pass** recommendation. **Senator Ward-Engleking** seconded the motion. The motion carried by **voice vote**. Senator Keough will carry the bill on the floor.

**S 1019:** **Mr. Corder** presented **S 1019**, Background Checks. The original legislation was enacted to protect children in schools from predators. It is a user fee system. He explained how the costs were incurred by those who were getting a background check. The SDE has no control over the cost of background checks. This legislation will codify the administrative portion SDE may charge to applicants and allow the fees to be a pass-through or add on to the administrative fee charged by the SDE.

**Chairman Mortimer** said the example shows the fee change can happen more than once during a year. He asked if the districts will be apprised of those frequent changes and be able to comply. **Mr. Corder** replied that SDE has the means to communicate to the districts the necessary changes to comply with the legislation.

**MOTION:** **Vice Chairman Thayn** moved to send **S 1019** to the floor with **do pass** recommendation. **Senator Keough** seconded the motion. The motion carried by **voice vote**. Vice Chairman Thayn will carry the bill on the floor.

**S 1021:** **Tracie Bent**, Chief Policy Officer, State Board of Education, presented **S 1021**, Public Charter Schools. She said this legislation is to uncouple unintended consequences from 2014 legislation. This is to amend the authorizer fee formula to include only those funds appropriated from the Public Charter School Authorizers Fund rather than all appropriated moneys. It would also change the authorizer fee payment deadline from February 15th to March 15th.

**Vice Chairman Thayn** referred to subsection 8 on page three, line 38, and asked her to explain the Public Charter School Authorizer Fund (Fund). **Ms. Bend** explained the Fund was created for charter schools to pay fees to defer costs. The schools pay into the Fund and the Fund pays the cost of the Public Charter School Commission.

**Chairman Mortimer** commented that he was involved in the original legislation and with setting budgets. The General Fund was actually providing funding for the Public Charter School Commission. The original legislation had written in it that did not allow for a general fund appropriation. That was not the intention. The new legislation has in it the provision to allow some of general fund to be used.

**MOTION:** **Senator Souza** moved that **S 1021** goes to the floor with a **do pass** recommendation. **Vice Chairman Thayn** seconded the motion. The motion passed by **voice vote**. Senator Souza will carry the bill on the floor.

**ADJOURNED:** There being no further business, **Chairman Mortimer** adjourned the meeting at 4:34 p.m.

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Senator Mortimer  
Chair

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LeAnn South  
Secretary