

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Tuesday, January 13, 2015

SUBJECT	DESCRIPTION	PRESENTER
Welcome	Introductions of Education Committee	Chairman Mortimer
	Stakeholders:	
	Idaho School Boards Association	Karen Echeverria, Executive Director
	Idaho Association of School Administrators	Rob Winslow, Executive Director
	Idaho Education Association	Robin Nettinga, Executive Director
	State Department of Education	Ms. Sherri Ybarra Superintendent of Public Instruction Tim Corder Special Assistant to the Superintendent
	State Board of Education	Michael Rush, Executive Director
	Professional-Technical Education System	Dwight Johnson
	Idaho Charter School Network	Terry Ryan, Pres/CEO
	Office of the Governor	Marilyn Whitney
	Other Business	

If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer
Vice Chairman Thayn
Sen Keough
Sen Nonini
Sen Patrick

Sen Souza
Sen Den Hartog
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

- DATE:** Tuesday, January 13, 2015
- TIME:** 3:00 P.M.
- PLACE:** Room WW55
- MEMBERS PRESENT:** Chairman Mortimer, Vice Chairman Thayn, Senators Nonini, Patrick, Souza, Den Hartog, Buckner-Webb, and Ward-Engelking
- ABSENT/ EXCUSED:** Senator Keough (arrived after roll call).
- 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 Education Committee (Committee) to order at 3:02 pm. He welcomed the audience and introduced new staff. He asked each member of the Committee to give a brief thought on the work of the Committee for 2015.
- INTRODUCTION:** Each member of the Committee introduced themselves and gave their thought on the coming session. A common theme was serving Idaho's children. Chairman Mortimer concluded with his belief that the Committee will do great work.
- PRESENTATION:** **Marilyn Whitney**, Senior Special Assistant for Education and Government Services to Governor Otter's office, stated that she is an Idaho native from Twin Falls Idaho and is a product of the public schools system. She is a former teacher and had been working at the State Board of Education for three years before she moved to the Governor's office. She reiterated that the Governor is committed to education and the implementation of the task force's recommendation for education. The Governor's vision for education is a balanced and strategic approach for long term improvements. She concluded her presentation by saying that the Governor's office sees this Session as a real opportunity for the State to carry out what's best for students and what's best for the education system.
- PRESENTATION:** **Karen Echeverria**, Executive Director for Idaho School Boards Association (ISBA), introduced her colleagues: Jess Harrison, Governmental Affairs Director; Misty Swenson and Cristy Lamont. ISBA will introduce several small pieces of legislation and will focus on six major areas this year. They will also be working to make permanent the three pieces of labor legislation that contain sunset clauses. She highlighted some of the specifics of the three labor bills that will be before them. ISBA also offered its assistance in finding a permanent resolution for funding the Idaho Education Network (IEN). They also will be available for any resolution for the Career Ladder. Finally, they will advocate for and support any increase in operational funding (see the attachment 1) (Senator Keough entered the meeting and was acknowledged by the Chairman as present).
- PRESENTATION:** **Rob Winslow**, Executive Director Idaho Association of School Administrators (IASA), handed out their legislative priorities list that stated the three main areas of interests: 1) The recommendations of the Governor's Task Force for Improving Education; 2) Improvements to Idaho's K - 12 education system; 3) Stable funding base for Idaho public education. He then introduced his colleagues, Phil Homer and Harold Ott. Each individual has extensive education and administrative experience (see attachment 2).

PRESENTATION: Robin Nettinga, Executive Director, Idaho Education Association (IEA) introduced her colleague Matt Compton, Director of Public Policy. The IEA has worked with all agencies to find common ground on education issues. They understand there are times when the organizations will have to agree to disagree on an issue and look to find a good middle ground. The IEA welcomes improvements to the public education system and their Executive Director and/or their President will be in attendance at each of the Committee meetings (see attachment 3).

PRESENTATION: Sherri Ybarra, State Superintendent of Public Instruction, introduced Tim Corder, Special Assistant to the Superintendent. She then highlighted her background as an educator and school administrator. **Superintendent Ybarra** declared that it is an exciting time in education and shared a new vision for the State Department of Education (Department): supporting and promoting students to achieve. That vision is the foundation of everything that the Department will do to help students. She then listed areas the Department will be working on: 1) Retaining and recruiting quality educators; 2) Moving ahead with common sense and transparent leadership; 3) Working on increasing operational funding; 4) Investing in innovation; 5) Being committed to higher standards; 6) Evaluating the current assessments; 7) Measuring growth to reflect the unique needs of students in Idaho; and 8) Developing strong defensive advocates for the schools and students of Idaho. **Superintendent Ybarra** said that she appreciated the opportunity to speak before the Committee and that it is an honor and privilege to serve as Superintendent. In conclusion, she said she will work to make sure the Department operates as a team with all stakeholders to improve education in Idaho.

PRESENTATION: Dr. Mike Rush, Executive Director, State Board of Education (Board), introduced his team members: Matt Freeman, Financial Specialist; Traci Bent, Chief Policy Officer; and Blake Youde, Communication Director. Mr. Youde came to the Board via St. Louis, Missouri. He brings to Idaho a great deal of experience and expertise. **Dr. Rush** emphasized the work the board is doing with the state institutions of higher education.

PRESENTATION: Dwight Johnson, Administrator, Professional-Technical Education outlined his experience; he has five months experience with his current position, over 20 years experience with the Department of Commerce and two years with the Department of Labor. He stated that his agency is focused on creating career pathways for youth and adults that will lead to high wage careers. To be successful they must continue to increase outreach and connection with employers. Engineering talent pipelines are critical in order for those participants to advance in their careers. He introduced the "1, 2, 7" critical work force ratio. **Mr. Johnson** emphasized the ratio, stating that for every one graduate degree, there are two bachelor degrees, and seven skilled technicians needed to make an industry succeed. While the advanced degrees are valued, it is the technical skills that are necessary to ensure continued success of an industry.

Mr. Johnson announced the legislative goals for this year are: 1) Using the 60 million State and Federal dollars towards PTE certifications and degrees; 2) Spending the 5 million additional dollars for workforce development training; 3) Exploring opportunities to create additional access to PTE in rural schools; and 4) Skill Stack, which provides a way for students to receive documented competencies and industry recognized credentials. It is a system that transfers PTE credits from secondary to post secondary systems.

PRESENTATION: **Terry Ryan**, CEO, Idaho Charter School Network, spoke about his background, which has a strong emphasis in education. He came to Idaho because of the work of the J.A. and Kathryn Albertson Foundation and the charter school community. He commented that Idaho has some very exciting opportunities for charter schools. He continued to describe the different school choice possibilities in Idaho. He then introduced his team: Mark Carrigan, CFO; Brett Lee, Building Hope; Blossom Johnston, J.A. and Kathryn Albertson Foundation; and Emily McClure, McClure Policy (see the attachment 4).

Vice Chairman Thayn remarked that the first order of business for the Committee next week will be rules review.

Chairman Mortimer thanked those who presented and then asked the Committee if there was anything else that needed to be recognized before adjournment?

Senator Souza asked to speak. She observed that the word stakeholder means so much more than just those agencies in the room; it includes parents and citizens of the community. She addressed those agencies in the audience saying that she was surprised not to hear about the big issues that she hears about in her district; for example, data testing privacy and the changes in curriculum standards. **Senator Souza** said she believed all the points addressed by the agencies were relevant, but there is a need to address the concerns of parents.

Chairman Mortimer thanked Senator Souza for her thoughts and concluded that this was the last meeting of the week.

ADJOURN: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:02 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

INTRODUCTION AND PRIORITIES FOR SENATE EDUCATION

Mr. Chairman and members of the Committee. I'm Karen Echeverria, Executive Director of the Idaho School Boards Association. I would like to introduce my colleagues Misty Swanson and Jessica. The three of us will be staffing this meeting so you will see at least one of us at each of your meetings.

Thank you for inviting us to present today about the legislative priorities that we see for this coming year.

While ISBA will have several small pieces of legislation that we will either support or carry, we will focus on six major issues.

1. We will work to make permanent three pieces of labor legislation that have had sunset clauses on them for the last two years. We have actually come to agreement with the IEA on two of those so we will combine those into one bill. Those two issues are reduction in force and the ability to reduce a teacher's salary from one year to the next.
2. The last piece of legislation with a sunset clause is the evergreen clause. That legislation removes the ability to allow master agreements to be perpetual but instead requires them to be effective from July 1 to June 30. We will work to make that legislation permanent.
3. Our last labor bill will be a new one and will address the need for school districts to have the ability to end negotiations on June 30. Currently, negotiations can go on forever. Because salaries and benefits make up around 85% of the school district budget and because school district budgets need to be set in July, it is important that negotiations be completed by July 1. This will be

permissive legislation but will allow school districts to end negotiations by July 1 under certain circumstances.

4. ISBA would like to offer our assistance in finding a permanent resolution for funding for the IEN. ISBA realizes the importance of continuing this valuable asset and service to local school districts. We are available should this committee or JFAC need input from Board members related to this issue. We would strongly encourage a quick and permanent resolution to this issue.
5. ISBA will also be involved in any resolution to the Career Ladder. We don't know if the current proposal is the right answer or not. What we do know is that this legislature is not likely to provide any substantial increases to teacher's salaries under the current system. We also know that it is imperative that we provide some significant increases in salaries for our teachers. ISBA wants to be a part of the solution and to hopefully find a way that will provide increases for teachers while at the same time providing the accountability that this body needs.
6. Finally, we will advocate for, and support, any increase in operational funding.

Thank you again for this opportunity to present the Idaho School Boards Association priorities for this upcoming year.

With that Mr. Chair, I would be glad to stand for any questions.

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With that Mr. Chair, I would be glad to stand for any questions.

Good afternoon, Chairman Mortimer, Vice-Chairman Thayn and members of the Committee. I am Robin Nettinga, Executive Director of the Idaho Education Association. With me today is the IEA's Director of Public Policy, Matt Compton. Unfortunately, our president Penni Cyr is traveling out of state today and is unable to join us. I know that she is disappointed that she is unable to be here today and looks forward to joining you in the very near future.

Let me first offer our organization's welcome to those returning committee members and to the new members of the committee. On behalf of the members of the Idaho Education Association who live in every local community in Idaho, we look forward to working with you this session to further improve our public education system.

As in past years, Matt, Penni, or I—or several of us—will be with you at each meeting representing our members and offering their perspectives on a variety of issues with which you will be dealing. Please also know that we are happy to provide information and research on just about any K-12 education topic. Please feel free to reach out to one of us. We will be happy to assist you.

The IEA believes that public education is the cornerstone of our social, economic, and political structure. That requires that public education opportunities for every person must be preserved and strengthened and that positive attention be focused on the contributions of public education and education employees.

This session, you will once again be asked to make decisions about very important issues such as accountability, career ladders, tiered certification, student testing, and teacher contract and negotiations law. The members of the IEA have strong opinions on each of these weighty topics, and we'll be here on their behalf representing those views.

As we've watched the number of individuals seeking Idaho teacher certification dip significantly over the past few years, we have become increasingly concerned about our state's ability to recruit and retain a quality teaching staff. We know that the issues of recruitment and retention go much deeper than what an individual is paid.

We know how critically important the teacher is to the achievement levels of his or her students. Consequently, as we consider our positions on legislative and other policy matters, our concern for the impact any such decision will have on the recruitment and retention of teachers weighs heavily on our final decision.

To that end, the IEA is committed to supporting policy decisions and professional practices that retain high quality educators, increase public support for education, lead to improved student success, and ensure authentic representation and buy-in of all stakeholders, including the classroom teacher.

Throughout the interim, the IEA has worked closely with the administrators and school boards association to find common ground on many of the issues. It is our hope that once again this

year, you will find that more often than not, we are in agreement. However, there will also be times when our organizations have agreed to disagree on an issue. In those instances, we will strive to find middle ground, when possible and when that is not possible, we will advocate on behalf of our members.

In closing, thank you for the opportunity to work with you again this session. At the IEA, we pride ourselves on advocating for those issues that our members tell us are important to them. We work diligently to be their voices with you while they are doing the incredibly important work of educating children. While we know that many of you who have been doing this work for some time have educators you go to for information or questions, please know that if you would like for us to help connect you to our members, we would be delighted to help do that.

Thank you.

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Monday, January 19, 2015

SUBJECT	DESCRIPTION	PRESENTER
08-0202-1404	Rules Governing Thoroughness Educator Evaluation	Lisa Colon Coordinator, Education Effectiveness
08-0203-1402	Rules Governing Thoroughness Accountability	Dr. Christina Nava Coordinator - LEP Title III
08-0203-1404	Rules Governing Thoroughness Physical Education and Professional Technical Education	Rhonda Heggen Coordinator, Physical Education
Presentation	"Idaho First Robotics Presentation"	Richard Anderson, FIRST Regional Director

If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

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Vice Chairman Thayn
Sen Keough
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Sen Patrick

Sen Souza
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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 Education Committee (Committee) meeting to order at 3:00 p.m. He explained that this week and next week the Committee will be reviewing rules. The Vice Chairman of the Committee will conduct that process.

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

DOCKET NO. 08-0202-1404 **Lisa Colon**, Coordinator, Education Effectiveness for the State Department of Education, presented **Docket No. 08-0202-1404** Rules Governing Thoroughness, Educator Evaluation. **Ms. Colon** stated the change waives the No Child Left Behind requirement of having three evaluations to two documented classroom observations, due to specific situations detailed in the rule. The revision was written as a clarification for those who measure teacher performance. **Senator Nonini** asked who the ISAT vendor is. **Ms. Colon** responded it is Smarter Balance.

Ms. Colon explained the reasoning for special circumstances for teacher evaluations: long-term illness or late-year hiring. She then directed the Committee to page 62, explaining the wording changes are the same and then there is additional clarification as to whom will be responsible to complete teachers' evaluations.

Chairman Mortimer asked if there were other administrators who can help with evaluations. **Ms. Colon** stated the phrasing allows for all types of principals; vice or assistant, but no other administrators.

Senator Den Hartog asked if the same person does both observations. **Ms. Colon** responded this rule doesn't address that issue.

MOTION: **Chairman Mortimer** moved to approve **Docket No. 08-0202-1404**. **Senator Ward-Engelking** seconded the motion. The motion carried by **voice vote**.

DOCKET NO. 08-0203-1402 **Dr. Christina Nava**, Coordinator – LEP Title III, State Department of Education presented **Docket No. 08-0203-1402**, Rules Governing Thoroughness-Accountability. She described the changes proposed beginning on page 76. She stated that Section 112.d.iv clarifies the definition for those with limited English proficiency. **Vice Chairman Thayn** said that Section 112.1404.d.1 speaks to proficiency, yet he wondered about the waiver and would like the specific language so he could see how it addressed the rule.

MOTION: **Senator Nonini** moved to hold **Docket No. 08-0203-1402**, pending information from the State Department of Education. **Senator Souza** seconded the motion. The motion carried by **voice vote**.

DOCKET NO: **Rhonda Heggen**, Coordinator, Physical Education, State Department of Education to presented **Docket No. 08-0203-1404**, Rules Governing Thoroughness-Physical Education and Professional Technical Education. She referred the Committee to page 86, and stated that this change was to correct a mistake. Section 03 was inadvertently left out during high school redesign of required instruction. **Traci Bent**, Policy Officer, State Board of Education, stated that Subsection B addresses the requirements for high school and parent approved learning plans. Physical Education is required in high school, so this needs to be added to the Subsection.

Chairman Mortimer asked Ms. Bent if she had any idea how many high schools were reviewing these requirements with parents. **Ms. Bent** stated the Department doesn't know but believes it is very low. **Vice Chairman Thayn** suggested that counseling could be done during parent teacher conferences or when creating the plan at the 8th grade level.

MOTION: **Senator Patrick** moved to approve **Docket No. 08-0203-1404**. **Senator Buckner Webb** seconded the motion. The motion carried by **voice vote**.

PASSED THE GAVEL: Vice Chairmen Thayn returned the gavel to Chairman Mortimer.

PRESENTATION: **Richard Anderson**, FIRST Robotics, Regional Director stated that FIRST Robotics is the STEM program in America. He explained the origin of FIRST Robotics and its 25 years of proven results. Competitions begin in elementary schools with Lego teams and complete in high school with robotic teams. He believes this is the varsity sport for the mind (see attachment 1). Robotics should be added as part of schools' activity clubs. He hopes that Boise will be a host of a regional competition. Because time and funding are issues, there is a desire to have help to defer the costs with grants from state government and local businesses.

Dr. Holly Maclean, Principal, Treasure Valley Math and Science Center, Boise School District, stated that her school has directed students to this program. She spoke on the merits of STEM education and to why FIRST Robotics works well for her school.

Dean Kline, VP Advanced Memory Systems, Micron Technology said the Micron Foundation is a big sponsor of FIRST Robotics and hopes that others, including the State, would contribute to this program. He introduced robotic team members: Lauren Beets, Grace Rosenvall, John Skogsberg, Wesley Wong, and Justin Rueb.

The students explained their involvement with FIRST Robotics and what they learned while participating.

Senator Nonini asked if they had friends who didn't excel in science or technology participate. **Ms. Beets** replied that she was that person. She explained she had no real interest in those areas but was looking for some more activities. She became involved because of her brother and now enjoys and looks forward to the six week competition period. **Mr. Wong** replied that the process taught him more about team work and problem solving and less about science and/or technology.

Senator Souza commented on the professionalism of each team member. She stated it was so nice to see young people be able to present FIRST Robotics to the Committee.

Mr. Kline concluded the presentation expressing his joy working with FIRST Robotics and being a mentor to students. He stated that Micron Technology is concerned about the next generation of employees. Teamwork capabilities are a quality, industries look for when hiring.

Senator Patrick asked for an explanation regarding safety issues when working with different machinery. **Mr. Wong** specified there are strict rules regarding the use of equipment. All must be taught how to use the equipment before they can begin. Everyone is also required to wear safety glasses and ear protection. Safety is a high priority.

Senator Nonini agreed with the presentation's video narrator, saying every kid that participates in this program can get a job. He then stated his frustration with the State not doing very much with STEM, yet the Micron Foundation in one year with their STEM bus does so much and touches so many students. He has collected many articles about Idaho's economy and starting a STEM caucus. A caucus which is not a party issue would be a great start to getting more STEM activity in Idaho. The discussion must continue to make it happen in the State. He concluded that Utah has a STEM Action Center, and that maybe a team in the Governor's office, Department of Education and/or the State Board of Education, could develop something similar for Idaho.

Mr. Anderson concluded the presentation and thanked the Committee for the opportunity to showcase some smart kids. He also asked the Committee to please consider what Senator Nonini suggested; It would be nice to see the state of Idaho move forward with this program.

ADJOURNED: **Chairman Mortimer** thanked all the presenters and adjourned the meeting at 4:21 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary



FOR INSPIRATION AND RECOGNITION OF SCIENCE AND TECHNOLOGY

Idaho FIRST Robotics Program

Introduction to FIRST Robotics: The *FIRST* mission is to inspire young people to be science and technology leaders, by engaging them in exciting mentor-based programs that build science, engineering and technology skills, that inspire innovation, and that foster well-rounded life capabilities including self-confidence, communication, and leadership.

Richard Anderson – Regional Director, FIRST

Roseann Stevens – VP Field Operations, FIRST

FIRST Video

The voice of the Students – Lauren Beets, FIRST Bullbots

Wesley Wong, FIRST Team Tator

John Skogsberg = FIRST Bullbots

Grace Rosenvall – FIRST Team Tator

Justin Rueb – FIRST Alum

Priority Goal: Idaho Division of Professional-Technical Education recognition of *FIRST Robotics* as a Student Organization. Idaho PTE currently recognizes 7 Student Organizations (FFA, BPA, DECA, TSA, FCCLA, HOSA, SkillsUSA). FIRST should be included.

Secondary Goals: State of Idaho financial support of the FIRST program.

- Establish an Idaho Regional Competition - 3 years @ \$80K/per year = \$240K thereafter reduced amounts.
- Provide funding to establish new teams - 10 Rookie Grants/year @ \$10K/per team focused on rural and deeply impacted schools

Regional examples

Oregon State <http://oregonfirst.org/>

Recognizes FIRST as CTE (Career and Technical Education) Student Organization. Statewide budget of \$300K/year to eligible FIRST® teams through the DoE. Any public school is eligible to apply for this grant. Both the principal and superintendent need to be supportive of the program and there also needs to be a teacher who is willing to coach or support the coach. Among other things, this grant can be used for purchasing





FOR INSPIRATION AND RECOGNITION OF SCIENCE AND TECHNOLOGY

kits, team registration, **as well as coach stipends for your teams.** The money can be used to start or maintain an *FIRST*® LEGO League (FLL), *FIRST*® Tech Challenge (FTC), or *FIRST*® Robotics Competition (FRC) program.

Washington State <http://www.firstwa.org/>

Recognizes FIRST as CTE (Career and Technical Education) Student Organization. \$300K Statewide grant for FIRST programs, administered through OSPI (DoE). In addition there are Boeing, NASA, Murdock and Bezos grants available.

Utah <http://www.utfrc.utah.edu/>

Has a grant program through their STEM Action Center funded over two years at \$30 million. <http://stem.utah.gov/for-students/grants/>

Nevada <http://firstnevada.org>

Examples of local industry support:





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Tuesday, January 20, 2015

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	Overview: Governor's Taks Force Recommendation & Summary of the Next Steps	Richard Westerberg, State Board of Education Board Member & Governor's Task Force Chair
Presentation:	"High Expectations" and "Innovation & Collaboration" Two Subcommittees that are part of Next Steps.	Don Soltman, State Board of Education, Secretary Tom Taggart, Lakeland School District, Director of Business & Support Services
08-0111-1401	Registration of Post-Secondary Educational Institutions and Proprietary Schools	Traci Bent Chief Planning & Policy Officer State Board of Education
08-0201-1401	Rules Governing Administration Strategic Planning and Training	Traci Bent Chief Planning & Policy Officer State Board of Education
55-0104-1401	Rules Governing Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-Up Grants	Traci Bent Chief Planning & Policy Officer State Board of Education
08-0501-1401	Rules Governing Seed and Plant Certification	Traci Bent Chief Planning & Policy Officer State Board of Education

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**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** convened the meeting at 3 p.m. and welcomed the State Board of Education Board (Board) members in attendance.

PRESENTATION: **Richard Westerberg**, State Board of Education Board Member and Governor's Task Force Chairman, gave an overview of the process and history of how the Governor Task Force (Task Force) developed the recommendations. He stated the presentation was prepared to help people understand the process as legislators consider implementing the recommendations. The Governor announced the formation of the Task Force on Education in December 2012. Mr. Westerberg illustrated the details of the Task Force and their work (see attachment 1).

Senator Nonini mentioned he liked the mark of 60 percent of the workforce getting certificates or credentials, but he noticed those numbers being closer to the 50 percent mark.

Mr. Westerberg replied the institutions are handing out more diplomas and certificates thereby the graduation rates are up. Enrollment rates have been reduced due to the economy. The Board believes that will improve as the economy improves.

PRESENTATION: **Don Soltman**, State Board of Education, Secretary of the Board and Co-Chair of the Governance Committee, described the work of that committee. He stated they were charged with 10 of the 20 items from the Task Force. Timelines were provided for each of the deliverables. The committee was then divided into three subcommittees: High Expectation, Innovation & Collaboration, and Autonomy & Accountability. He detailed the work of each subcommittee (see attachment 2).

Tom Taggart, Lakeland School District, Director of Business and Support Services and Chairman of the High Expectations Subcommittee, completed the presentation. He reported on the three tasks they undertook. He stated that this is a complex process and to begin the process they have looked at other states for good examples of mastery based education. He encouraged patience to give the process time because each district will need to work at their own pace to make the recommendations work. He stated there are a few different programs that are working and with time the best program will surface (see attachment 2).

Chairman Mortimer asked Mr. Taggart if there was specific legislation being brought forward because of the Task Force recommendations. **Mr. Taggart** referred that question to Traci Bent, Chief Planning and Policy Officer, State Board of Education (Board).

Ms. Bent answered there is legislation rolling out to addresses the recommendations. The Board will also streamline the language where the processes are similar.

Chairman Mortimer asked if pilot programs and funding will be provided for the assessments. **Ms. Bent** explained the budgeting process is a bit different and that would come from the Superintendent's budget for public schools. The Governor did make a number of budget recommendations. The Board supports the recommendations.

Mr. Soltman explained the Innovation and Collaboration Subcommittee. They were charged to refine Task Force recommendations numbers 8, 10, 17 and 18 (see attachment 2). He continued his presentation defining and explaining each recommendation's purpose.

Mr. Soltman introduced Carson Howell, Director of Research, State Board of Education, to explain further the details of the recommendations. **Mr. Howell** highlighted the proposed spending in the Governor's education budget to implement these recommendations (see attachment 2).

Senator Souza asked if the data the Task Force is talking about the data that is collected from testing students.

Mr. Soltman said there is data from several different areas. **Senator Souza** asked if the data is aggregate or is it individual data. **Mr. Soltman** referred the question to Mr. Howell.

Mr. Howell explained the data collection process and security of each student's information. A computer breach of data is highly unlikely. Individual names and data are secure.

Chairman Mortimer thanked the Board and emphasized his appreciation for all their work. He hoped that they would make up a bullet-point list of what they have accomplished and when they hope to implement the recommendations.

Chairman Mortimer turned gavel over to Vice Chairman Thayn for rules review.

**PASSED THE
GAVEL:**

**DOCKET NO.
08-0111-1401:**

Tracie Bent, Chief Policy and Planning Officer, State Board of Education (Board), presented **Docket No. 08-0111-1401**. **Ms. Bent** explained this rule regards registration of postsecondary educational institutions and registration proprietary schools. The Board has the authority by statute to register both a proprietary school and private post secondary institutions. If the schools have a physical presence in the state, they must be registered with the Board in order to grant students a degree. The changes allow consistency with other states and with the reciprocity agreements. There will be significant financial savings to the State.

Ms. Bent addressed the other rule change in the docket which is in reference to the Annual Financial Statement. This rule change adds language that would allow for the Executive Director of the Board to use other financial instruments to prove financial security to guarantee payment. The reason for the change is the annual audited financial statement from the private institutions is not in alignment with the registration deadline.

Chairman Mortimer asked for a point of clarification regarding how the online schools that provide courses are treated in the State. **Ms. Bent** replied if a school only provides online courses to Idaho residences and has no other physical presence, then there is no need to register.

MOTION:

Senator Ward-Engleking moved to adopt **Docket No. 08-0111-1401**. **Chairman Mortimer** seconded the motion. The motion carried by **voice vote**.

DOCKET NO. 08-0201-1401: **Ms. Bent** presented **Docket No. 08-0201-1401**, Strategic Planning. This docket is for a piece of legislation that passed from last year to allow for school districts to receive \$2,000 for training in specific areas. This is a new chapter regarding strategic planning and training. This sets out the process and what information the district must provide for receiving the funds for the training and finally what constitutes an eligible trainer. The remainder of the section restates the amount they are to receive and the Board's ability for a trainer to be audited to show that they have the proof to be a trainer. At the request of Senator Nonini, **Ms Bent** explained the necessary proof.

MOTION: **Senator Souza** moved to adopt **Docket No. 08-0201-1401**. **Senator Buckner Webb** seconded the motion. The motion was carried by **voice vote**. (Senator Ward-Engleking left the Committee meeting at 4:13 p.m.)

DOCKET NO. 55-0104-1401: **Ms. Bent** presented **Docket No. 55-0104-1401**. She said it is a new chapter in the rules. In 2015, a bill passed which created two grant programs: an incentive grant and a start-up grant for high quality agricultural programs. This rule sets out what the eligibility and application requirements are for the individuals applying for either grant.

Senator Thayn asked when the source of funding for this rule will be put in place. **Ms. Bent** stated there is no current funding. The division of Professional-Technical Education (PTE) has requested funding for fiscal year (FY) 2016.

MOTION: **Senator Patrick** move to adopt **Docket No. 55-0104-1401**. **Senator Nonini** seconded the motion. The motion carried by **voice vote**.

Docket NO. 08-0501-1401: **Ms. Bent** presented **Docket No. 08-0501-1401**, Rules Governing Seed and Plant Certification. This rule was passed in 1959 and it was amended in 1990 to authorize for the adoption of rules and regulations for the purposes of implementing an act. The act sets out to the Board of Regents of the University of Idaho (UI) the authority to oversee this rule. This rule has not been promulgated and is a new chapter.

Chairman Mortimer inquired as to why this rule is before the Committee. **Ms. Bent** responded that the section has to do with the UI. The UI works very closely with the State's Department of Agriculture which promulgated rules specific to this in a different section. That section however does not address the standards.

MOTION: **Chairman Mortimer** moved to adopt **Docket No. 08-0501-1401**. **Senator Patrick** seconded the motion. The motion carried by **voice vote**.

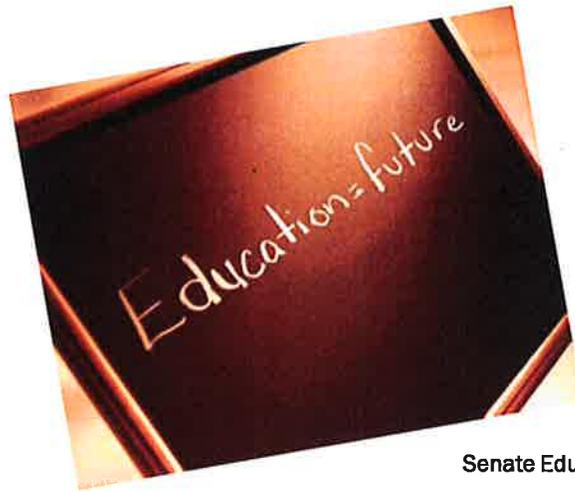
PASSED THE GAVEL: Vice Chairman Thayn returned the gavel to Chairman Mortimer.

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

Senator Mortimer
Chair

LeAnn South
Secretary

Governor's Task Force for Improving Education



Senate Education Committee
January 20, 2015

Governor's Task Force

- Established January 2013
- 31 stakeholders from across the state
- Overarching Goal: 60% by 2020
- Three focus areas:
 - Fiscal Stability
 - Structural Change
 - Effective Teachers and Leaders

Recommendations

1. Mastery Based System
2. Idaho Core Standards
3. Literacy Proficiency
4. Advanced Opportunities
5. Revamp the State's Accountability Structure Involving Schools
6. Empower Autonomy by Removing Constraints
7. Annual Strategic Planning, Assessment, and Continuous Focus on Improvement
8. Statewide Electronic Collaboration System
9. High Speed Bandwidth and Wireless Infrastructure
10. Educator and Student Technology Devices

5

Recommendations

11. Restoration of Operational Funding
12. Career Ladder Compensation Model
13. Enrollment Model of Funding Schools
14. Tiered Licensure
15. Mentoring
16. Ongoing Job-embedded Professional Learning
17. Site-based Collaboration Among Teachers and Instructional Leaders
18. Training and Development of School Administrators, Superintendents and School Boards
19. Provide Enhanced Pre-service Teaching Opportunities Through the State's Colleges of Education
20. Participate in the CCSSO's "Our Responsibility, Our Promise" Recommendations to Improve Teacher Preparation

6

2015 Legislative Proposals

- Proposed Legislation
 - Advanced Opportunities Consolidation
 - Strategic Planning and Continuous Improvement Plans
 - Career Ladder

- Rule Changes
 - Student Learning Plans
 - Tiered Certification

9

FY 16 Budget Recommendations

- Mastery-Based Education
- College and Career Advising
- Training for Boards and Administrators
- Teacher Professional Development
- Technology in the Classroom
- School District Discretionary Funds
- Career Ladder

10

Task Force on Improving Education Implementation Committees



Senate Education Committee
January 20, 2015

Education Improvement Committees 2014

- Three committees to develop and refine the Task Force recommendations
 - **Structure and Governance**
 - Career Ladder/Tiered Licensure
 - Literacy

Structure and Governance

Organized into 3 subcommittees grouping recommendations with overlapping issues and concerns.

High Expectations

Innovation and Collaboration

Autonomy and Accountability

5

High Expectations

Subcommittee Charge: To further refine the following recommendations of the Governor's Task Force:

- Shift to a **Mastery Based System** where students advance based upon content mastery, rather than seat time requirements.
- Ensure all students have access to **Advanced Opportunities** by expanding offerings.
- Shift from Average Daily Attendance (ADA) **Funding Model to Enrollment/Membership** to enhance fiscal stability and remove current barriers to personalized and/or mastery learning.

6

Advanced Opportunities

- The Subcommittee recommends:
 - The relevant sections of Idaho Code pertaining to advanced opportunities be consolidated into a single chapter to provide better clarity to districts, institutions and school boards.
 - The following changes be made to current advanced opportunities programs:
 - Eliminate the 10% participation cap in the 8 in 6 program.
 - Remove restriction to online courses in the 8 in 6 program to allow for courses taken in traditional schools.
 - Remove the requirement that students pay 25% of fees in the Fast Forward (\$200/\$400) program in order to eliminate barriers to those who need it most and to simplify reimbursement to districts.
 - Follow-on work in 2-3 years to simplify and consolidate the Advanced Opportunities programs after review of Fast Forward data.

9

Supporting Recommendations

- The Subcommittee recommends:
 - A rule change clarifying that the 8th Grade Learning Plan is required to be reviewed in grades 9-12.
 - The State Department of Education create a position to prioritize career counseling in all districts.
 - The legislature appropriate funds specifically for districts to implement college and career counseling using a model that best fits their needs.

10

Statewide Electronic Collaboration System

- The Subcommittee recommends:
 - The State Board of Education's Data Management Council (DMC) oversee the entire longitudinal data system in Idaho.
 - The Director of Research in the Office of the State Board of Education Chair the DMC, and report annually to the State Board and the Legislature on the state of the project, accuracy of data and future needs/plans.

13

Statewide Electronic Collaboration System

- The Subcommittee recognized that given the geography of Idaho, teachers should be able to collaborate using technology to share best practices and timely data.
 - The Legislature's Office of Performance Evaluations (OPE) is finalizing an extensive study of the statewide longitudinal data system, the Idaho System for Educational Excellence (ISEE) and SchoolNet, the state sponsored Instructional Improvement System (IIS).
 - The Innovation and Collaboration Group recommends that it wait for the OPE report, due January 2015, before making further recommendations.

14

Training and Development of Superintendents and School Boards

- The Subcommittee supports the Governor's Task Force recommendation calling for further development and implementation of the Idaho Standards for Effective Principals, which includes ongoing implementation and support for administrator training in the Danielson Framework for Teaching model through TeachScape proficiency exams.
- The 2014 Legislature passed HB521 which allows school boards to apply for reimbursement of training programs. Each school board will be responsible for developing an annual strategic plan. We support the recommendations of the Autonomy and Accountability Group which is refining the current legislation to reinforce the focus on continuous improvement.

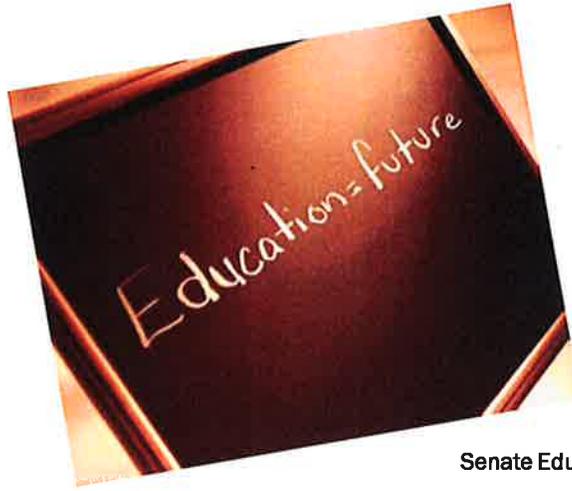
17



STATE of IDAHO
BOARD of EDUCATION

18

Governor's Task Force for Improving Education



Senate Education Committee
January 20, 2015

Governor's Task Force

- Established January 2013
- 31 stakeholders from across the state
- Overarching Goal: 60% by 2020
- Three focus areas:
 - Fiscal Stability
 - Structural Change
 - Effective Teachers and Leaders

Governor's Task Force Membership

Richard Westerberg, Task Force Chair	Idaho State Board of Education
Laurie Boeckel, Vice President, Legislation	Idaho Parent Teacher Association
Roger Brown, Deputy Chief of Staff and Senior Special Assistant	Office of the Governor
Corinne Mantle-Bromley, Dean, College of Education	University of Idaho
Cheryl Charlton, Chief Executive Officer	Idaho Digital Learning Academy (IDLA)
Linda Clark, Superintendent, Joint Dist. No. 2 (Meridian)	Idaho Assoc. of School Administrators (IASA)
Penni Cyr, President	Idaho Education Association (IEA)
Reed DeMordaunt (R), Chairman House Education Committee	Idaho House of Representatives
Karen Echeverria, Executive Director	Idaho School Boards Association (ISBA)
Ken Edmunds	Idaho State Board of Education
Wayne Freedman, School Board Trustee (Council, Idaho)	Idaho School Boards Association, Past President
John Goedde (R), Chairman Senate Education Committee	Idaho State Senate
Steve Higgins, Principal	Idaho Assoc. of School Administrators, Grangeville High School
Mary Huff, School Board Trustee (Melba, Idaho)	Idaho School Boards Association (ISBA)
Teresa Jackman, The Academy Charter School	Idaho Education Association, Pocatello School District
Lisa Kinnaman and Roger Quarles	Idaho Leads Project
Alex LaBeau, President	Idaho Association of Commerce & Industry
Mike Lanza, Co-founder	Idaho Parents and Teachers Together (IPATT)
Rod Lewis	Idaho State Board of Education
Bob Lokken, CEO, WhiteCloud Analytics	Idaho Business for Education
Tom Luna, Superintendent of Public Instruction	Idaho State Department of Education
Alan Millar, Principal, Forrest M. Bird Charter Academy (Sandpoint)	Idaho Charter School Network
Phyllis Nichols, Counselor	New Plymouth School District
Katie Pemberton, Teacher, Canby Middle School	Coeur d'Alene School District
Mary Ann Ranells, Superintendent, Lakeland School District	Idaho Assoc. of School Administrators (IASA)
Anne Ritter, Meridian School Board	Idaho School Boards Association, President
Brian Smith, Teacher, Sandpoint High School	Idaho Education Association (IEA)
Geoffrey Thomas, Superintendent, Madison School District	Idaho Assoc. of School Administrators (IASA)
Janie Ward-Engelking (D), House Education Committee	Idaho House of Representatives
Cindy Wilson, Teacher, Capital High School (Boise)	Idaho Education Association (IEA)
Rob Winslow, Executive Director	Idaho Assoc. of School Administrators (IASA)

3

Governor's Task Force

- Meetings held January – August 2013
 - 17 public committee meetings
 - 7 community forums
 - Meeting notes posted online for public review
 - Public input also available via email and website
- 20 recommendations sent to Governor Otter in September 2013

4

Recommendations

1. Mastery Based System
2. Idaho Core Standards
3. Literacy Proficiency
4. Advanced Opportunities
5. Revamp the State's Accountability Structure Involving Schools
6. Empower Autonomy by Removing Constraints
7. Annual Strategic Planning, Assessment, and Continuous Focus on Improvement
8. Statewide Electronic Collaboration System
9. High Speed Bandwidth and Wireless Infrastructure
10. Educator and Student Technology Devices

5

Recommendations

11. Restoration of Operational Funding
12. Career Ladder Compensation Model
13. Enrollment Model of Funding Schools
14. Tiered Licensure
15. Mentoring
16. Ongoing Job-embedded Professional Learning
17. Site-based Collaboration Among Teachers and Instructional Leaders
18. Training and Development of School Administrators, Superintendents and School Boards
19. Provide Enhanced Pre-service Teaching Opportunities Through the State's Colleges of Education
20. Participate in the CCSSO's "Our Responsibility, Our Promise" Recommendations to Improve Teacher Preparation

6

Executive and Legislative Action 2014

- Partial restoration of operational funding
- Funding for Professional Development
- Advanced Opportunities legislation to provide funding for high school juniors and seniors to take dual credit (academic and professional technical), advanced placement exams, and professional-technical certificate exams
- Legislation providing funding for local boards of trustees to receive training and strategic planning requirements
- Funding for leadership premiums to compensate teachers for leadership duties including mentoring
- Funding for technology

7

Education Improvement Committees 2014

- Three committees to develop and refine the Task Force recommendations
 - Structure and Governance
 - Career Ladder/Tiered Licensure
 - Literacy
- Committee membership broadened the diversity of stakeholders
- 34 public meetings held in 2014

8

2015 Legislative Proposals

- Proposed Legislation
 - Advanced Opportunities Consolidation
 - Strategic Planning and Continuous Improvement Plans
 - Career Ladder

- Rule Changes
 - Student Learning Plans
 - Tiered Certification

9

FY 16 Budget Recommendations

- Mastery-Based Education
- College and Career Advising
- Training for Boards and Administrators
- Teacher Professional Development
- Technology in the Classroom
- School District Discretionary Funds
- Career Ladder

10



STATE of IDAHO
BOARD of EDUCATION

Task Force on Improving Education Implementation Committees



Senate Education Committee
January 20, 2015

Education Improvement Committees 2014

- Three committees to develop and refine the Task Force recommendations
 - **Structure and Governance**
 - Career Ladder/Tiered Licensure
 - Literacy

Education Improvement Committees 2014 Structure and Governance

Recommendations for further study and implementation:

- #1: Mastery Based System
- #4: Advanced Opportunities
- #5: Revamp the State's Accountability Structure Involving Schools
- #6: Empower Autonomy by Removing Constraints
- #7: Annual Strategic Planning, Assessment, and Continuous Focus on Improvement
- #8: Statewide Electronic Collaboration System
- #10: Educator and Student Technology Devices
- #13: Enrollment Model of Funding Schools
- #17: Site-based Collaboration Among Teachers and Instructional Leaders
- #18: Training and Development of School Administrators, Superintendents and School Boards

3

Education Improvement Committees 2014 Structure and Governance

Membership

Don Soltman, State Board of Education, Chair
 Bob Lokken, CEO, White Cloud Analytics and Idaho Business for Education, Co-Chair
 Reed DeMordaunt, Representative, Dist. 14, House Education Chair
 Donna Pence, Representative, Dist. 26
 Roy Lacey, Senator, Dist. 29
 Gaylen Smyer, Superintendent, Cassia School District
 Anne Ritter, Idaho School Boards Association, Meridian
 Alan Millar, Idaho Charter School Network
 Cheryl Charlton, CEO, Idaho Digital Learning Academy
 Valerie Aker, *South Middle School, Nampa*
 Tom Luna, Superintendent of Public Instruction
 Corinne Mantle-Bromley, Dean, University of Idaho College of Education
 Katie Graupmen, Teacher (Milken Award), Lakeland School District
 Tom Taggart, Director of Business and Operations, Lakeland Joint School District
 Cindy Wilson, Teacher, Capital High School, Boise School Dist.
 Bill Brulotte, Principal, Perrine Elementary School, Twin Falls School Dist.
 George Harad, Idaho Parents and Teachers Together

Richard Westerberg, State Board of Education, ex-officio
 Roger Brown, Office of the Governor, ex-officio

4

Structure and Governance

Organized into 3 subcommittees grouping recommendations with overlapping issues and concerns.

High Expectations

Innovation and Collaboration

Autonomy and Accountability

5

High Expectations

Subcommittee Charge: To further refine the following recommendations of the Governor's Task Force:

- Shift to a **Mastery Based System** where students advance based upon content mastery, rather than seat time requirements.
- Ensure all students have access to **Advanced Opportunities** by expanding offerings.
- Shift from Average Daily Attendance (ADA) **Funding Model to Enrollment/Membership** to enhance fiscal stability and remove current barriers to personalized and/or mastery learning.

6

Mastery-based Education

- The Subcommittee recommends:
 - Idaho implement a pilot program that provides funding to encourage districts and schools to create their own mastery-based models, tailored to local conditions and opportunities.
 - Idaho provide funding for professional development programs to assist districts/schools in implementing mastery-based models.
 - The State Board of Education adopt the competency based education model developed by the Reinventing Schools Coalition.

7

Mastery-based Education

- The Subcommittee also recommends:
 - Idaho educate districts regarding competency based education. Idaho law does not prevent districts from advancing students based on mastery or competency.
 - The State Department of Education prioritize federal or other grants to support districts who are implementing mastery programs with preference where appropriate given to rural districts.

8

Advanced Opportunities

- The Subcommittee recommends:
 - The relevant sections of Idaho Code pertaining to advanced opportunities be consolidated into a single chapter to provide better clarity to districts, institutions and school boards.
 - The following changes be made to current advanced opportunities programs:
 - Eliminate the 10% participation cap in the 8 in 6 program.
 - Remove restriction to online courses in the 8 in 6 program to allow for courses taken in traditional schools.
 - Remove the requirement that students pay 25% of fees in the Fast Forward (\$200/\$400) program in order to eliminate barriers to those who need it most and to simplify reimbursement to districts.
 - Follow-on work in 2-3 years to simplify and consolidate the Advanced Opportunities programs after review of Fast Forward data.

9

Supporting Recommendations

- The Subcommittee recommends:
 - A rule change clarifying that the 8th Grade Learning Plan is required to be reviewed in grades 9-12.
 - The State Department of Education create a position to prioritize career counseling in all districts.
 - The legislature appropriate funds specifically for districts to implement college and career counseling using a model that best fits their needs.

10

Public Schools Funding Model

- The Subcommittee recommends:
 - Idaho continue with Average Daily Attendance funding; however, we recognize that the current formula needs to be updated in a number of areas.
 - The current attendance minimum requirements of 2.5 hours for a half day, and 4.0 hours for a full day of attendance be removed and a per credit model developed in its place.
 - The current restriction on funding more than one FTE be removed and state funding provided in certain situations.
 - Idaho remove “the best 28 weeks” as a factor in determining funding.
 - A subcommittee be formed comprised of large and small districts, charter and traditional schools, online schools, SDE staff, and the IDLA to explore these areas further and report back.

11

Innovation and Collaboration

Subcommittee Charge: To further refine the following recommendations of the Governor’s Task Force:

- Statewide electronic collaboration system
- Educator and student technology devices with appropriate content
- Site-based collaboration among teachers and leaders
- Training and development of superintendents and school boards

12

Statewide Electronic Collaboration System

- The Subcommittee recommends:
 - The State Board of Education's Data Management Council (DMC) oversee the entire longitudinal data system in Idaho.
 - The Director of Research in the Office of the State Board of Education Chair the DMC, and report annually to the State Board and the Legislature on the state of the project, accuracy of data and future needs/plans.

13

Statewide Electronic Collaboration System

- The Subcommittee recognized that given the geography of Idaho, teachers should be able to collaborate using technology to share best practices and timely data.
 - The Legislature's Office of Performance Evaluations (OPE) is finalizing an extensive study of the statewide longitudinal data system, the Idaho System for Educational Excellence (ISEE) and SchoolNet, the state sponsored Instructional Improvement System (IIS).
 - The Innovation and Collaboration Group recommends that it wait for the OPE report, due January 2015, before making further recommendations.

14

Educator and Student Technology Devices with Appropriate Content

- The Subcommittee recommends:
 - Idaho expedite its plans to provide broadband access and wireless infrastructure to all Idaho schools.
 - We recommend that the technology grant pilot program to schools be discontinued and that funding be made available to all districts for technology needs.
- The Subcommittee recognizes that students must have access to appropriate devices to support learning.

15

Site-based Collaboration Among Teachers and Leaders

- The Subcommittee recommends:
 - The school year be increased by 3 days (24 hours) to allow for additional paid time for job-embedded professional development and collaboration. This time should be construed separately from professional development training relating to Idaho Core Standards.
 - Job-embedded professional development and collaboration be scheduled weekly based on school schedules and student needs.
 - Collaboration skills training be provided to all participating staff.

16

Training and Development of Superintendents and School Boards

- The Subcommittee supports the Governor's Task Force recommendation calling for further development and implementation of the Idaho Standards for Effective Principals, which includes ongoing implementation and support for administrator training in the Danielson Framework for Teaching model through TeachScope proficiency exams.
- The 2014 Legislature passed HB521 which allows school boards to apply for reimbursement of training programs. Each school board will be responsible for developing an annual strategic plan. We support the recommendations of the Autonomy and Accountability Group which is refining the current legislation to reinforce the focus on continuous improvement.

17



STATE of IDAHO
BOARD of EDUCATION

18

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Wednesday, January 21, 2015

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	Idaho Federation of Independent Schools	Briana LeClaire Executive Director, Idaho Federation of Independent Schools
Docket No: 08-0201-1402	Rules Governing Administration Special Education Funding	Tim Hill, Associate Deputy Superintendent, Public School Finance
Docket No: 08-0202-1403	Rules Governing Uniformity	Dr. Taylor Raney, Director Teacher Certification & Professional Standards
Presentation	State of Idaho - Education Budget	Paul Headlee Deputy Division Manager Public Schools & Higher Education

If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Souza
Vice Chairman Thayn	Sen Den Hartog
Sen Keough	Sen Buckner-Webb
Sen Nonini	Sen Ward-Engelking
Sen Patrick	

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Wednesday, January 21, 2015

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Keough, Nonini, Patrick, Souza, and Den Hartog

ABSENT/ EXCUSED: Senators Buckner-Webb, and Ward-Engelking

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 Education Committee (Committee) to order at 3:00 p.m. The first order of business was a presentation from Briana LeClaire of the Idaho Federation of Independent Schools.

PRESENTATION: **Briana LeClaire, Executive Director, Idaho Federation of Independent Schools**, introduced her organization and distributed a handout. (Attachment 1)

The Idaho Federation of Independent Schools Federation came into being to promote and protect independent schools' freedom to educate children. Members range across the ideological spectrum and bring together the shared belief that freedom of educational opportunity leads to personal and community growth.

Ms. LeClaire said the median tuition for an Idaho private elementary school is \$3,550, while the median high school tuition is only slightly more than \$5,000. These numbers reflect that half of Idaho's independent schools charge less while still providing tuition assistance. She said there are at least 2,250 private school seats available right now. The seats are not empty for lack of demand; while 3 percent of Idaho's school children are enrolled in independent schools, 27 percent of Idaho parents would choose a private school as their first option.

Ms. LeClaire said the Idaho Federation of Independent Schools is not asking for more tax money, nor does the Federation want anyone attending a school their parents don't want them to attend. She said they are only asking for a level playing field so that all who would choose an independent school are able to do so (see attachment 1).

Senator Souza asked Ms. LeClaire to elaborate on the definition of education savings accounts. **Ms. LeClaire** explained the system is based on Arizona's funding formula, and the process is similar to a health savings account.

Senator Nonini asked for an explanation on the tuition scholarship tax credit. **Ms. LeClaire** explained donations to the scholarship fund are repackaged into dollars that are made available based on means tested scholarships.

Chairman Mortimer asked why private schools are not fully attended. **Ms. LeClaire** replied there is a disparity between the 27 percent of families who would like to have their children attend and the 3 percent that actually do attend, in part due to an income gap.

Chairman Mortimer thanked Ms. LeClaire for her presentation.

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

DOCKET NO. 08-0201-1402: **Tim Hill**, Associate Deputy Superintendent of Public School Finance, gave an overview of the proposed rule changes outlined in **Docket No. 08-0201-1402**, Rules Governing Administration Special Education Funding.

Mr. Hill explained the intent of the change is to provide additional funding for the exceptional children population by shifting a portion of the k-6 attendance funds down into the exceptional category.

MOTION: **Senator Patrick** moved to adopt **Docket No. 08-0201-1402**. **Senator Nonini** seconded the motion. The motion carried by **voice vote**.

DOCKET NO. 08-0202-1403: **Dr. Taylor Raney**, Director, Teacher Certification and Professional Standards, explained the changes outlined in **Docket No. 08-0202-1403**, Rules Governing Uniformity. The modifications included: removal of an endorsement of a counselor; an industry standard change for educators adept in hard-of-hearing students; an increase in counselors' credit requirements from 30 to 33; easing certification requirements of licensed nurses and speech/language pathologists, who can now be certified through the Bureau of Occupational Licenses; and, under the Idaho Code of Ethics for professional educators, removal of the word "inappropriate," and addition of the words "confidential" and "sexual nature". **Dr. Raney** explained the rationale for each of these changes.

Senator Souza expressed concern with the requirement of increased credits and asked for further explanation. **Dr. Raney** said that Idaho has a reciprocity agreement with other states through the National Association of State Directors of Education Certification, and that agreement stipulates the requirement.

Chairman Mortimer and **Senators Patrick** and **Nonini** also questioned the credit requirement increase.

MOTION: **Chairman Mortimer** moved to adopt **Docket No. 08-0202-1403** with the exception of Section 028, Subsections 04 and 04 (d). **Senator Patrick** seconded the motion.

Senator Keough asked for an official opinion as to whether only a portion of the recommended changes can be removed.

Vice Chairman Thayn called for an opinion by the rules administrator. **Mr. Jason Shaw**, Department of Administration, Office of Administrative Rules, stated the Committee can approve rules in part. It is the Committee's discretion as to how to adopt the rule.

Vice Chairman Thayn asked Mr. Shaw if the motion on the floor is acceptable. **Mr. Shaw** responded that the motion is correct.

Vice Chairman Thayn called for the vote. The motion carried by **voice vote**.

PASSED THE GAVEL: Vice Chairman Thayn returned the gavel to Chairman Mortimer.

PRESENTATION: **Paul Headlee**, Deputy Division Manager, Public Schools and Higher Education, distributed handouts to the Committee and gave an overview of the Education Budget for fiscal year (FY) 2016 (see attachment 2).

Mr. Headlee commented that the public schools budget of \$1,384.7 billion is by far the largest budget of all state agencies and answered questions posed by Committee members as he went through the budget details.

Chairman Mortimer thanked Mr. Headlee for his informative presentation and drew Committee members' attention to their folders, which contained items for review.

ADJOURNED: There being no further business to come before the Committee, **Chairman Mortimer** adjourned the meeting at 4:30 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

Jeanne' Clayton
Assistant

Mr. Chairman, my name is Briana LeClaire, and I am executive director of The Idaho Federation of Independent Schools, representing private schools. Thank you for allowing me a few minutes today to introduce our organization.

There are 124 private independent schools in Idaho serving more than 11,000 students. The Idaho Federation of Independent Schools came into being to promote and protect independent schools' freedom to educate children well. Our members range across the ideological spectrum, but bringing them together is the shared belief that freedom of educational opportunity leads to personal and community growth.

As this committee and the larger legislative body act to improve k-12 education in Idaho, please keep a few things in mind.

The median tuition for an Idaho private elementary school is \$3,550, and the median high school tuition is only slightly more than \$5,000. That of course means that half of Idaho's independent schools charge less. Even so, 94 percent of Idaho's independent schools offer tuition assistance.

Idaho's private independent schools serve some of the neediest students. For example, right now there are eight students in the Cole Valley Christian Schools who are current or former residents of the Boise Rescue Mission's City Light Home for Women and Children. Cole Valley sponsors their tuitions 100 percent, and they may stay for free until graduation.

All of Idaho's independent schools work to keep costs low and serve as many students as possible. Nevertheless, there are at least 2,250 private school seats available right now. They aren't empty for lack of demand: although only 3 percent of Idaho schoolchildren are enrolled in independent schools, 27 percent of Idaho parents would choose a private school as their first option.

There are many things the Idaho Legislature could do to help Idahoans close the independent school choice gap. The current Museums, Schools and Libraries tax credit is due to sunset at the end of this year, and the Legislature should renew it. There are examples in many states of ways policymakers have encouraged private school choice at no net cost to the state such as tax credit tuition scholarships, and educational savings accounts. I'd be happy to discuss those with you.

A well-educated populace is in everyone's best interests. In a state with acknowledged educational difficulties, it is a scandal that there are more than 2000 seats available today in proven, excellent schools that just happen to be private. The Idaho Federation of Independent Schools doesn't want more tax money, and we don't want anyone attending a school their parents don't want them in. What we want is a level playing field for independent schools so that all who would choose them are able to do so. True school choice is the rising tide that will raise all Idahoans.

Thank you for your time Mr. Chairman, and I welcome your questions.

Paul Headlee, Deputy Division Manager, Budget & Policy Analysis, Legislative Services Office

FY 2016 Education Budget Discussion

Senate Education Committee

January 21, 2015

1. FY 2016 Legislative Budget Book, <http://legislature.idaho.gov/budget/publications.htm>
2. 22-year General Fund Appropriation History, Page 28, FY 2016 Legislative Budget Book
3. Comparison of the FY 2016 Public Schools Budget Request and Governor's Recommendation, Page 1-7, FY 2016 Legislative Budget Book
4. Comparative Summary of FY 2016 Public Schools Budget Request and Governor's Recommendation, Page 1-5, FY 2016 Legislative Budget Book
5. Comparison of Career Ladder Compensation Requests
6. Public Schools Discretionary Funds History
7. All Other Education Budgets, Page 1-44 of the FY 2016 Legislative Budget Book

Twenty-Two Year History of General Fund

Original Appropriations: FY 1994 to FY 2015

Millions of Dollars

Fiscal Year	Public Schools	College & Universities	All Other Education	Total Education	Health & Welfare	Adult & Juv Corrections	All Other Agencies	Total Gen Fund
2015	\$1,374.6	\$251.2	\$153.7	\$1,779.5	\$637.3	\$243.3	\$276.0	\$2,936.1
2014	\$1,308.4	\$236.5	\$143.0	\$1,687.9	\$616.8	\$218.3	\$258.0	\$2,781.0
2013	\$1,279.8	\$228.0	\$138.0	\$1,645.7	\$610.2	\$205.5	\$240.7	\$2,702.1
2012	\$1,223.6	\$209.8	\$128.3	\$1,561.7	\$564.8	\$193.1	\$209.3	\$2,529.0
2011	\$1,214.3	\$217.5	\$129.9	\$1,561.7	\$436.3	\$180.7	\$205.1	\$2,383.8
2010*	\$1,231.4	\$253.3	\$141.2	\$1,625.8	\$462.3	\$186.8	\$231.7	\$2,506.6
2009	\$1,418.5	\$285.2	\$175.1	\$1,878.8	\$587.3	\$215.9	\$277.3	\$2,959.3
2008	\$1,367.4	\$264.2	\$166.2	\$1,797.7	\$544.8	\$201.2	\$276.9	\$2,820.7
2007*	\$1,291.6	\$243.7	\$148.4	\$1,683.7	\$502.4	\$178.0	\$229.7	\$2,593.7
2006	\$987.1	\$228.9	\$141.8	\$1,357.9	\$457.7	\$152.2	\$213.2	\$2,180.9
2005	\$964.7	\$223.4	\$138.3	\$1,326.3	\$407.6	\$142.8	\$205.5	\$2,082.1
2004	\$943.0	\$218.0	\$131.3	\$1,292.3	\$375.8	\$140.6	\$195.3	\$2,004.1
2003	\$920.0	\$213.6	\$130.4	\$1,264.0	\$359.6	\$145.0	\$199.3	\$1,967.9
2002	\$933.0	\$236.4	\$142.1	\$1,311.5	\$358.0	\$147.3	\$227.5	\$2,044.3
2001*	\$873.5	\$215.0	\$121.1	\$1,209.5	\$282.1	\$123.2	\$189.2	\$1,804.0
2000	\$821.1	\$202.0	\$110.4	\$1,133.4	\$270.7	\$108.5	\$162.1	\$1,674.7
1999	\$796.4	\$192.9	\$103.5	\$1,092.8	\$252.7	\$106.4	\$159.0	\$1,610.8
1998	\$705.0	\$178.6	\$94.4	\$978.0	\$236.6	\$90.3	\$134.0	\$1,438.9
1997	\$689.5	\$178.0	\$94.4	\$961.9	\$238.5	\$78.6	\$133.7	\$1,412.7
1996*	\$664.0	\$171.0	\$88.8	\$923.8	\$224.3	\$73.5	\$127.3	\$1,348.8
1995	\$620.5	\$164.5	\$87.8	\$872.8	\$226.9	\$50.3	\$114.2	\$1,264.2
1994	\$528.0	\$146.0	\$75.7	\$749.7	\$192.5	\$44.2	\$98.1	\$1,084.6

Percentage of Total

Fiscal Year	Public Schools	College & Universities	All Other Education	Total Education	Health & Welfare	Adult & Juv Corrections	All Other Agencies	Total
2015	46.8%	8.6%	5.2%	60.6%	21.7%	8.3%	9.4%	100%
2014	47.0%	8.5%	5.1%	60.7%	22.2%	7.8%	9.3%	100%
2013	47.4%	8.4%	5.1%	60.9%	22.6%	7.6%	8.9%	100%
2012	48.4%	8.3%	5.1%	61.8%	22.3%	7.6%	8.3%	100%
2011	50.9%	9.1%	5.5%	65.5%	18.3%	7.6%	8.6%	100%
2010*	49.1%	10.1%	5.6%	64.9%	18.4%	7.5%	9.2%	100%
2009	47.9%	9.6%	5.9%	63.5%	19.8%	7.3%	9.4%	100%
2008	48.5%	9.4%	5.9%	63.7%	19.3%	7.1%	9.8%	100%
2007*	49.8%	9.4%	5.7%	64.9%	19.4%	6.9%	8.9%	100%
2006	45.3%	10.5%	6.5%	62.3%	21.0%	7.0%	9.8%	100%
2005	46.3%	10.7%	6.6%	63.7%	19.6%	6.9%	9.9%	100%
2004	47.1%	10.9%	6.6%	64.5%	18.8%	7.0%	9.7%	100%
2003	46.8%	10.9%	6.6%	64.2%	18.3%	7.4%	10.1%	100%
2002	45.6%	11.6%	7.0%	64.2%	17.5%	7.2%	11.1%	100%
2001*	48.4%	11.9%	6.7%	67.0%	15.6%	6.8%	10.5%	100%
2000	49.0%	12.1%	6.6%	67.7%	16.2%	6.5%	9.7%	100%
1999	49.4%	12.0%	6.4%	67.8%	15.7%	6.6%	9.9%	100%
1998	49.0%	12.4%	6.6%	68.0%	16.4%	6.3%	9.3%	100%
1997	48.8%	12.6%	6.7%	68.1%	16.9%	5.6%	9.5%	100%
1996*	49.2%	12.7%	6.6%	68.5%	16.6%	5.4%	9.4%	100%
1995	49.1%	13.0%	6.9%	69.0%	17.9%	4.0%	9.0%	100%
1994	48.7%	13.5%	7.0%	69.1%	17.8%	4.1%	9.0%	100%

2010* Moved Deaf/Blind School from "Other Education" to "Public Schools"; Historical Society and Libraries to "All Other Agencies".

2007* Adjusted for H1 of 2006 Special Session which increased Public Schools General Fund by \$250,645,700.

2001* Moved Department of Environmental Quality and Veterans Services from H&W to "All Other Agencies".

1996* Moved Juvenile Corrections from Health and Welfare to "Adult & Juv Corrections".

Public School Support Agency Profile

Analyst: Headlee

FY 2015 Appropriation, FY 2016 Request, and the FY 2016 Governor's Recommendation

		FY 2015 Original Appropriation	FY 2016 Supt. Ybarra Request	FY 2016 Governor's Recommendation
Sources of Funds				
1	General Fund	\$1,374,598,400	\$1,461,944,500	\$1,475,784,000
2	Dedicated Funds	86,812,400	76,314,400	76,314,400
3	Federal Funds	215,223,500	280,223,500	265,223,500
4	TOTAL	\$1,676,634,300	\$1,818,482,400	\$1,817,321,900
<i>General Fund Percent Change from Previous Year:</i>			6.4%	7.4%
<i>Total Funds Percent Change from Previous Year:</i>			8.5%	8.4%
PROGRAM DISTRIBUTIONS				
Statutory Requirements				
	Idaho Code			
5	Transportation	§33-1006	69,281,800	71,521,900
6	Border Contracts	§33-1002(2)(d), §33-1403	1,100,000	1,100,000
7	Exceptional Contracts/Tuition Equivalents	§33-1002(2)(e), §33-2004	5,065,600	5,065,600
8	Salary-based Apportionment	§33-1002(2)(g), §33-1004E	781,570,700	798,973,500
9	State Paid Employee Benefits	§33-1004F	148,363,900	151,665,200
10	Career Ladder (plus \$7,242,500 1% CEC in row 8)	Requires legislation	0	16,278,300
11	Leadership Awards/Premiums	§33-1002(2)(q)	15,800,000	15,800,000
12	Bond Levy Equalization	§33-906, -906A, -906B	19,600,000	19,400,000
13	Idaho Digital Learning Academy	§33-1020	6,664,400	7,075,000
14	Idaho Safe & Drug-Free Schools	§63-2506, -2552A(3), -3067	2,534,300	4,421,400
15	Additional Math and Science Requirements	§33-1021	4,850,000	5,018,000
16	Advanced Opportunities	§33-1626, -1623, -1628	640,600	640,600
17	National Board Teacher Certification	§33-1004E(1)	90,000	90,000
18	Facilities (Lottery) & Interest Earned	§33-906, §67-7434	12,570,000	19,125,000
19	Facilities State Match (GF)	§33-1019	1,716,000	3,610,000
20	Charter School Facilities Funding	§33-5208	2,100,000	4,200,000
21	School District Strategic Planning	§33-320(4)	326,000	326,000
22	Subtotal -- Statutory Requirements	\$1,072,273,300	\$1,124,310,500	1,127,575,800
Other Program Distributions				
23	Math Initiative, Reading Initiative, Remediation		10,500,000	10,500,000
24	Limited English Proficiency (LEP)		4,000,000	4,000,000
25	College Entrance Exams		963,500	963,500
26	District IT Staffing		2,500,000	2,500,000
27	Classroom Technology and Wireless Infrastructure		10,400,000	19,400,000
28	Technology Pilot Programs		3,000,000	0
29	Administrative Evaluations of Teachers		300,000	0
30	Assessments (Science EOC, PSAT)		740,000	835,000
31	Instructional Management System (IMS) Maintenance		4,500,000	3,596,000
32	Idaho Core Standards Prof. Development		2,700,000	0
33	Pro. Develop. (Idaho Core, District Funding, PD 360)		9,455,000	8,000,000
34	One-time funding to purchase content		5,000,000	0
35	Bureau of Services for the Deaf & Blind (Campus)		5,498,600	6,014,000
36	Bureau of Services for the Deaf & Blind (Outreach)		3,262,400	3,062,900
37	Federal Funds for Local School Districts		215,000,000	280,000,000
38	College and Career Counseling		0	0
39	Mastery-Based System Pilot		0	2,500,000
40	Subtotal -- Other Program Distributions	277,819,500	338,871,400	\$343,204,700
41	TOTAL CATEGORICAL EXPENDITURES (row 22 + row 40)	1,350,092,800	1,463,181,900	1,470,780,500
42	STATE DISCRETIONARY FUNDS (row 4 - row 41)	\$326,541,500	\$355,300,500	\$346,541,400
43	ESTIMATED SUPPORT UNITS	14,577	14,706	14,647
44	STATE DISCRETIONARY \$ PER SUPPORT UNIT (row 42 / row 43)	\$22,401	\$24,160	\$23,660
<i>Discretionary Funding per Support Unit, Change from Previous Year:</i>			7.9%	5.6%

Public School Support

Comparative Summary

Decision Unit	Request			Governor's Rec		
	FTP	General	Total	FTP	General	Total
FY 2015 Original Appropriation	0.00	1,374,598,400	1,676,634,300	0.00	1,374,598,400	1,676,634,300
Supplementals						
Children's Programs						
1. Increase Federal Appropriation	0.00	0	50,000,000	0.00	0	50,000,000
FY 2015 Total Appropriation	0.00	1,374,598,400	1,726,634,300	0.00	1,374,598,400	1,726,634,300
Noncognizable Funds and Transfers	0.00	0	0	0.00	0	0
FY 2015 Estimated Expenditures	0.00	1,374,598,400	1,726,634,300	0.00	1,374,598,400	1,726,634,300
Removal of One-Time Expenditures	0.00	(10,844,700)	(18,844,700)	0.00	(10,844,700)	(18,844,700)
Base Adjustments	0.00	0	0	0.00	0	0
FY 2016 Base	0.00	1,363,753,700	1,707,789,600	0.00	1,363,753,700	1,707,789,600
Benefit Costs	0.00	126,400	126,400	0.00	86,500	86,500
Replacement Items	0.00	25,000	25,000	0.00	25,000	25,000
Public School Salary Change	0.00	9,301,500	9,301,500	0.00	6,180,400	6,180,400
Change in Employee Compensation	0.00	62,600	62,600	0.00	186,800	186,800
Nondiscretionary Adjustments	0.00	24,417,500	20,931,500	0.00	19,033,800	15,547,800
Endowment Adjustments	0.00	(966,400)	21,600	0.00	(966,400)	21,600
FY 2016 Program Maintenance	0.00	1,396,720,300	1,738,258,200	0.00	1,388,299,800	1,729,837,700
Line Items						
Administrators						
1. Task Force - Training and Development	0.00	0	0	0.00	752,000	752,000
Teachers						
1. Career Ladder Compensation, Year 1	0.00	16,278,300	16,278,300	0.00	25,974,600	25,974,600
2. Ongoing Prof Development Funding	0.00	6,795,000	6,795,000	0.00	17,650,000	17,650,000
3. Increase Federal Spending Authority	0.00	0	5,000,000	0.00	0	0
Operations						
1. Increase for Classroom Technology	0.00	9,000,000	9,000,000	0.00	11,000,000	11,000,000
2. Increase Discretionary Funding	0.00	25,869,200	25,869,200	0.00	18,431,900	18,431,900
3. Replace Lottery / Cigarette Tax Funds	0.00	8,415,700	8,415,700	0.00	8,415,700	8,415,700
Children's Programs						
1. Increase Federal Appropriation	0.00	0	10,000,000	0.00	0	0
2. College and Career Counseling	0.00	0	0	0.00	2,500,000	2,500,000
Central Services						
1. Ongoing Funding for Wi-Fi	0.00	2,250,000	2,250,000	0.00	2,250,000	2,250,000
2. Increase for PSAT Testing	0.00	95,000	95,000	0.00	0	0
3. Evaluations - Transfer to Discretionary	0.00	(300,000)	(300,000)	0.00	0	0
4. Prof Development to Discretionary	0.00	(2,700,000)	(2,700,000)	0.00	0	0
5. IMS - Transfer to Discretionary	0.00	(904,000)	(904,000)	0.00	0	0
6. Mastery-Based System	0.00	0	0	0.00	400,000	400,000
Educational Services for the Deaf & Blind						
1. Replenish Contingency Fund	0.00	300,000	300,000	0.00	0	0
2. Transportation Costs	0.00	30,000	30,000	0.00	30,000	30,000
3. Lease Technology Equipment	0.00	15,000	15,000	0.00	0	0
4. Increasing Food Costs	0.00	30,000	30,000	0.00	30,000	30,000
5. Outreach Transportation Costs	0.00	50,000	50,000	0.00	50,000	50,000
Budget Law Exceptions	0.00	0	0	0.00	0	0
FY 2016 Total	0.00	1,461,944,500	1,818,482,400	0.00	1,475,784,000	1,817,321,900
Chg from FY 2015 Orig Approp.	0.00	87,346,100	141,848,100	0.00	101,185,600	140,687,600
% Chg from FY 2015 Orig Approp.		6.4%	8.5%		7.4%	8.4%

The \$31,929,000 in compensation for the Career Ladder at 87 unit growth in FY 2016 (GOV. Rec.)

Teachers Maintenance Area of Budget

87 units growth	\$4,166,300
Statewide Index Increase	\$1,788,100

Teachers Line Item

3% CEC	\$21,854,700
Remainder requested	\$4,119,900

Total	\$31,929,000
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The \$35,121,439 in compensation for the Career Ladder at 154 unit growth in FY 2016 (SUPT. Request)

Teachers Maintenance Area of Budget

154 units growth	\$7,373,900
Statewide Index Increase	\$1,788,100
1% CEC	\$7,242,500

Teachers Line Item

Career Ladder requested	<u>\$16,278,300</u>
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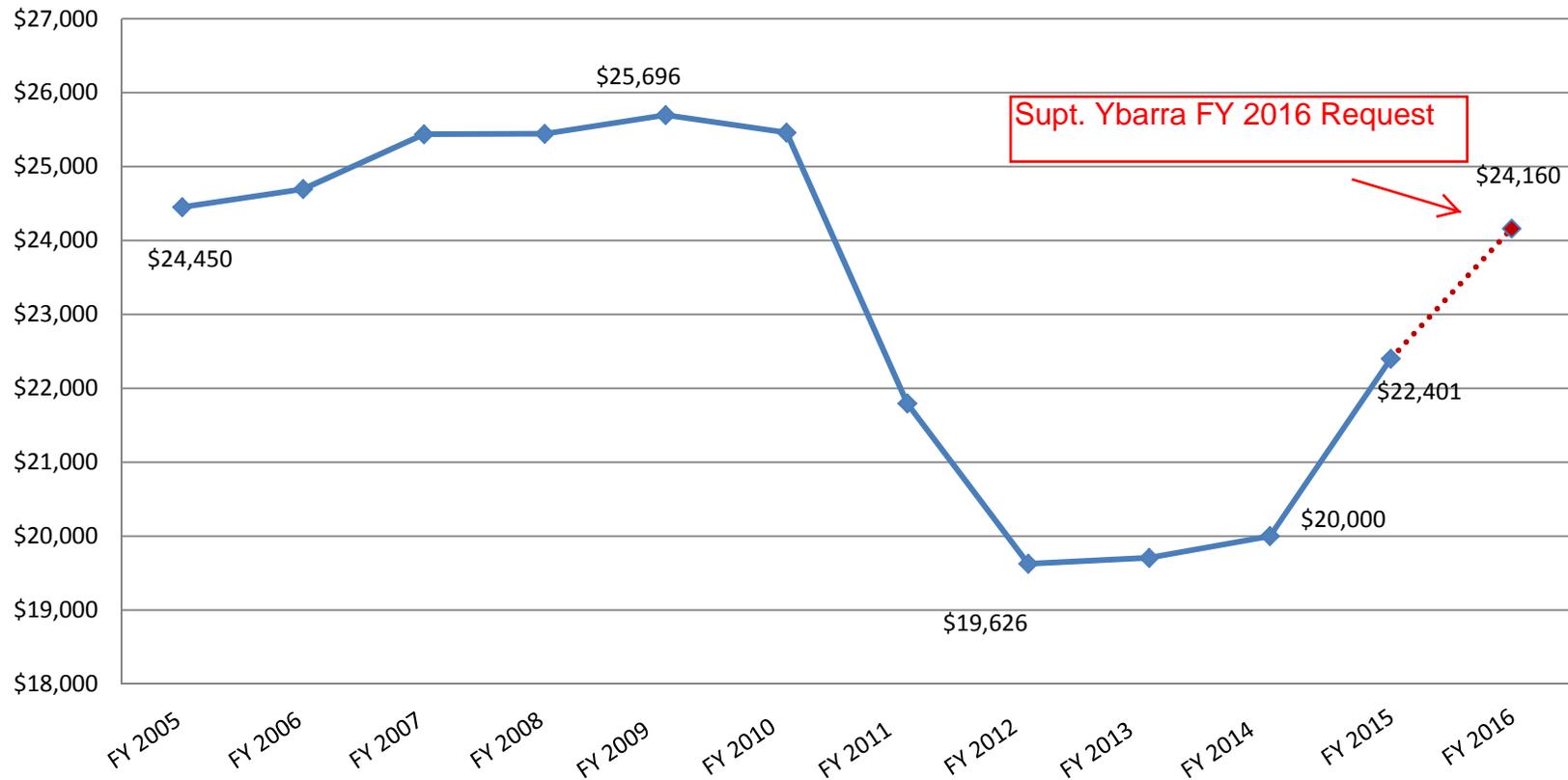
Subtotal	\$32,682,800
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+ Shortfall not requested	(\$2,438,639)
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Total	\$35,121,439
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11-Year History of Discretionary Funding

Public Schools, \$ Per Support Unit of Discretionary Funding



State Board of Education

Historical Summary

OPERATING BUDGET	FY 2014 Total App	FY 2014 Actual	FY 2015 Approp	FY 2016 Request	FY 2016 Gov Rec
BY DIVISION					
Ag Research & Ext Service	24,510,100	24,422,700	26,479,400	28,502,400	28,561,800
College and Universities	564,123,500	457,102,200	498,641,700	559,647,500	520,520,700
Community Colleges	30,837,600	30,237,600	33,578,500	37,905,000	34,086,000
Education, State Board of	5,862,800	5,401,100	5,672,200	5,833,700	5,857,500
Health Education Programs	12,354,800	12,005,900	11,655,600	13,186,700	13,098,800
Prof-Tech Education	59,425,700	57,897,200	62,954,000	67,301,200	66,878,800
Public Television, Idaho	7,935,200	6,991,400	8,068,000	9,506,800	8,568,700
Special Programs	10,688,300	9,196,200	11,069,500	16,927,300	12,412,400
Supt of Public Instruction	35,671,900	28,941,600	34,305,200	32,237,600	32,275,700
Vocational Rehabilitation	23,122,700	21,961,200	23,966,200	25,698,200	25,432,700
Total:	774,532,600	654,157,100	716,390,300	796,746,400	747,693,100
BY FUND CATEGORY					
General	379,526,900	378,541,500	404,945,000	471,927,900	420,740,000
Dedicated	350,151,500	237,602,800	266,513,600	277,158,800	279,360,800
Federal	44,854,200	38,012,800	44,931,700	47,659,700	47,592,300
Total:	774,532,600	654,157,100	716,390,300	796,746,400	747,693,100
Percent Change:		(15.5%)	9.5%	11.2%	4.4%
BY OBJECT OF EXPENDITURE					
Personnel Costs	509,668,200	394,795,400	492,914,500	536,885,100	517,039,700
Operating Expenditures	174,304,000	119,946,900	142,295,100	148,721,800	144,186,700
Capital Outlay	36,771,100	17,598,300	24,857,200	33,384,400	23,034,300
Trustee/Benefit	53,789,300	121,816,500	56,258,500	77,755,100	63,432,400
Lump Sum	0	0	65,000	0	0
Total:	774,532,600	654,157,100	716,390,300	796,746,400	747,693,100
Full-Time Positions (FTP)	5,251.20	5,251.20	5,358.33	5,605.94	5,432.10

Department Description

Pursuant to Article IV, Section 20, Idaho Constitution, all executive and administrative offices, agencies, and instrumentalities of the executive department of the state, except for those assigned to the elected constitutional officers, are allocated within not more than twenty departments. In compliance with the Idaho Constitution and pursuant to Section 67-2402, Idaho Code, the State Board of Education has been established as one of the twenty departments. The agencies and institutions in this section have been assigned to the State Board of Education.

State Board of Education

Comparative Summary

Decision Unit	Request			Governor's Rec		
	FTP	General	Total	FTP	General	Total
FY 2015 Original Appropriation	5,358.33	404,945,000	716,390,300	5,358.33	404,945,000	716,390,300
Reappropriation	0.00	0	126,683,100	0.00	0	126,683,100
Supplementals						
College and Universities						
1. Campus Security	16.59	1,173,400	1,173,400	0.00	0	0
Community Colleges						
1. Supplementals	0.00	377,900	377,900	0.00	0	0
Idaho Public Television						
1. Infrastructure Replacement	0.00	0	183,500	0.00	0	183,500
Superintendent of Public Instruction						
1. Add'l Approp for Dedicated Funds	0.00	0	0	0.00	0	0
Vocational Rehabilitation						
1. Job Supports for Customers and Funding f	0.00	0	555,000	0.00	0	555,000
Cash Transfers	0.00	0	0	0.00	0	0
FY 2015 Total Appropriation	5,374.92	406,496,300	845,363,200	5,358.33	404,945,000	843,811,900
Noncognizable Funds and Transfers	58.77	0	19,762,400	58.77	0	19,762,400
Expenditure Adjustments	0.00	0	(353,600)	0.00	0	(353,600)
FY 2015 Estimated Expenditures	5,433.69	406,496,300	864,772,000	5,417.10	404,945,000	863,220,700
Removal of One-Time Expenditures	(5.00)	(9,722,400)	(154,112,500)	(5.00)	(9,072,800)	(153,462,900)
Base Adjustments	(6.37)	1,200	(500)	(6.37)	1,200	(500)
FY 2016 Base	5,422.32	396,775,100	710,659,000	5,405.73	395,873,400	709,757,300
Benefit Costs	0.00	3,439,400	5,301,000	0.00	2,392,200	3,638,500
Inflationary Adjustments	0.00	1,312,800	3,608,900	0.00	84,300	2,320,100
Replacement Items	0.00	10,650,400	11,848,500	0.00	4,010,400	5,208,500
Statewide Cost Allocation	0.00	(350,600)	(355,800)	0.00	(350,600)	(355,800)
Annualizations	6.41	2,171,700	2,171,700	0.00	400	400
Change in Employee Compensation	0.00	2,781,200	4,357,200	0.00	7,996,100	12,458,500
Nondiscretionary Adjustments	0.00	(1,296,100)	(1,296,100)	0.00	(1,201,000)	(1,201,000)
Endowment Adjustments	0.00	0	1,136,100	0.00	0	1,178,600
FY 2016 Program Maintenance	5,428.73	415,483,900	737,430,500	5,405.73	408,805,200	733,005,100
Line Items						
Agricultural Research & Extension Service						
1. Personnel Expenditures	5.50	1,530,600	1,530,600	5.50	1,528,900	1,528,900
College and Universities						
1. Complete College Idaho	111.00	9,267,600	9,267,600	0.00	2,600,300	2,600,300
2. One-Time Deferred Maintenance	0.00	10,000,000	10,000,000	0.00	0	0
3. One-Time Philanthropic Matching Funds	0.00	1,000,000	1,000,000	0.00	0	0
4. Research Infrastructure Funds	0.00	325,000	325,000	0.00	325,000	325,000
5. Salary Competitiveness	0.00	14,187,100	14,187,100	0.00	0	0
6. Computer Science Workforce Initiative	8.00	1,261,100	1,261,100	0.00	694,600	694,600
7. Occupancy Costs (ISU)	0.55	73,700	73,700	0.00	73,700	73,700
8. Career Path Internship Match	0.00	1,700,000	1,700,000	0.00	500,000	500,000
9. eISU Online Access	8.00	1,188,100	1,188,100	0.00	0	0
10. Employment Readiness Program	15.50	1,336,700	1,336,700	0.00	518,400	518,400
11. Occupancy Costs (UI)	0.29	25,500	25,500	0.00	25,500	25,500
12. Rental Costs for Law Center	0.00	247,800	247,800	0.00	247,800	247,800
13. Endowment Funds Ongoing	0.00	0	47,400	0.00	0	0
14. College Work Trial	1.00	210,000	210,000	0.00	209,700	209,700
15. Mill Fund/Substance Abuse Materials	0.00	0	0	0.00	0	0
Community Colleges						
1. Complete College Idaho	0.00	3,004,200	3,004,200	0.00	752,400	752,400
2. Achievement-Based Software	0.00	100,000	100,000	0.00	0	0
3. Institutional Researcher	0.00	109,300	109,300	0.00	0	0

State Board of Education

Comparative Summary

Decision Unit	Request			Governor's Rec		
	FTP	General	Total	FTP	General	Total
4. Math Learning Labs	0.00	534,900	534,900	0.00	0	0
5. Data System Analyst/Developer	0.00	113,300	113,300	0.00	0	0
6. Electronic/Info. Tech. Coordinator	0.00	198,500	198,500	0.00	0	0
Office of the State Board of Education						
1. Charter Commission Personnel	1.50	129,900	129,900	1.50	129,400	129,400
2. State Authorizers Spending Authority	0.00	0	20,800	0.00	0	20,800
3. Lease Space for Addl Employees	0.00	8,300	8,300	0.00	0	0
Health Education Programs						
1. Five Additional Students (Year 3 of 4)	0.00	186,300	186,300	0.00	186,300	186,300
2. Five Additional Students (Year 2 of 4)	0.00	186,300	186,300	0.00	186,300	186,300
3. Five New Students & One-Time Costs	1.50	287,500	287,500	1.50	287,000	287,000
4. Add Six Residents - Kootenai Health	0.00	180,000	180,000	0.00	180,000	180,000
5. Residency Support: FMRI & ISU	1.50	502,700	502,700	1.50	502,200	502,200
6. Personnel Costs for Telepsychiatry	0.00	36,400	36,400	0.00	36,400	36,400
Division of Professional-Technical Educatio						
1. EITC Data Management System	0.00	256,100	256,100	0.00	0	0
2. Secondary Added Cost Funding	0.00	1,009,400	1,009,400	0.00	1,009,400	1,009,400
3. Advanced Manufacturing Initiative	3.00	1,003,600	1,003,600	3.00	1,002,700	1,002,700
4. Ag and Natural Resources Education	0.00	325,000	600,000	0.00	325,000	600,000
5. Workforce Investment Act Grant	0.00	0	505,700	0.00	0	505,700
6. Adding Personnel	6.37	0	0	6.37	0	0
Idaho Public Television						
1. Positions for New Documentary	3.00	358,400	358,400	0.00	0	0
Special Programs						
1. Forest Research Economist	1.00	112,600	112,600	1.00	112,300	112,300
2. Rangeland Resource Mgmt Analyst	1.00	108,900	108,900	1.00	108,600	108,600
3. Forest Resource Analyst	0.50	49,500	49,500	0.00	0	0
4. Landslide/Hazard Research Position	1.00	121,100	121,100	0.00	0	0
5. GEAR UP Spending Authority	0.00	0	852,300	0.00	0	852,300
6. Opportunity Scholarship Increase	0.00	4,322,700	4,322,700	0.00	0	0
7. Access and Curation	0.00	33,500	33,500	0.00	0	0
8. Add Four Business Consultants	4.00	299,800	299,800	4.00	298,600	298,600
Superintendent of Public Instruction						
1. Ethics, Background, Fingerprint Prog.	0.00	109,400	0	0.00	0	0
2. Office of Certification	0.00	49,700	0	0.00	0	0
3. Science and Aerospace Program	0.00	0	449,400	0.00	0	449,400
4. Tiered Certification Coordinator	1.00	94,600	94,600	1.00	94,300	94,300
5. Digital Learning Coordinator	1.00	109,000	109,000	0.00	0	0
Vocational Rehabilitation						
1. Salary Increases for Counselors	0.00	57,400	287,800	0.00	0	0
2. Job Supports for Customers	0.00	0	650,000	0.00	0	650,000
3. New Communication/Outreach Position	1.00	92,500	92,500	0.00	0	0
FY 2016 Total	5,605.94	471,927,900	796,746,400	5,432.10	420,740,000	747,693,100
Chg from FY 2015 Orig Approp.	247.61	66,982,900	80,356,100	73.77	15,795,000	31,302,800
% Chg from FY 2015 Orig Approp.	4.6%	16.5%	11.2%	1.4%	3.9%	4.4%

Introduction

In recent years, Idaho's public officials have considered legislation to create a tax-credit scholarship program, which would give more parents the ability to choose private schools for their children. Because policymakers likely will review that legislation again, this memo provides essential information about the state's private schools and the opportunities and challenges within that K-12 education sector.

Because far fewer students attend private schools, compared to district schools, we know the least about private schools as a "sector" within Idaho's education system. Understandably, there is greater incentive for policymakers, analysts, and opinion leaders to focus on the public sector, because, by comparison, it is vastly larger. But as Idaho follows the lead of more states and considers giving families the ability to access private schools, more information on that sector is needed. Fortunately, the U.S. Department of Education and the Friedman Foundation for Educational Choice have surveyed Idaho's private schools, allowing for better-informed policies and decision-making.

In this memo, we synthesize information collected recently in two private school surveys, one conducted by the U.S. Department of Education (USDOE) and another by the Friedman Foundation and the Idaho Federation of Independent Schools (IDFIS). After a brief description of the data sources, we present the key survey findings in two sections. Each survey offers key profile and demographic characteristics of Idaho's private K-12 school sector and should provide a healthy foundation and starting point for policy decisions and program design.

Survey Data Sources and Brief Background

U.S. Department of Education. The federal government has conducted annual surveys of private schools in each state for more than a decade, according to the USDOE website. The most recent survey was conducted in the 2011-12 school year.¹ Each year the USDOE has asked for information about certain school qualities, such as address and primary contact information, school district and county of residence, grade span, number of teachers, number of students, website, and any school association

membership. According to the USDOE's most recent survey report, there are 124 nonpublic private schools in Idaho serving 11,262 students overall.² Of those, the USDOE received survey responses from 115 schools serving 10,313 students.³

Friedman Foundation/IDFIS. From December 2 to April 30, 2014, the Friedman Foundation and IDFIS administered a first-of-its-kind survey of Idaho's private K-12 schools. The purpose of that assessment was six-fold: (1) establish currently available seats and capacities to enroll additional students; (2) measure the potential interest in a proposed tax-credit scholarship program; (3) determine the tax-credit scholarship program rules and regulations that would concern schools the most; (4) calculate the average and median private school tuition; (5) document how many schools provide tuition assistance; and (6) determine the current testing programs, if any, in effect for these schools.

The Friedman Foundation, in its role of overseeing the data collection and analysis, received responses from 52 private schools operating in Idaho serving at least 8,251 students.⁴ Based on the USDOE's total number of Idaho private school students, we estimate this represents nearly three-quarters (73 percent) of the state's private school population. There were 102 private schools on the survey contact list that met at least two conditions: (1) the school had an email address or phone number; and (2) the school had at least one grade level other than pre-kindergarten or kindergarten. Therefore, the Friedman Foundation/IDFIS survey had a 51 percent school-level response rate. Assuming the survey's administration minimized any non-response bias, the survey's sample should provide a meaningful representation of the state's private school sector.

Key Findings

Part I: Friedman Foundation/IDFIS (2013-14)

Do Idaho's private schools have available seats for new students?

Of the schools taking part in the Friedman Foundation/IDFIS survey, we cautiously estimate close to 2,179 open seats—across all grades—are available in the state's

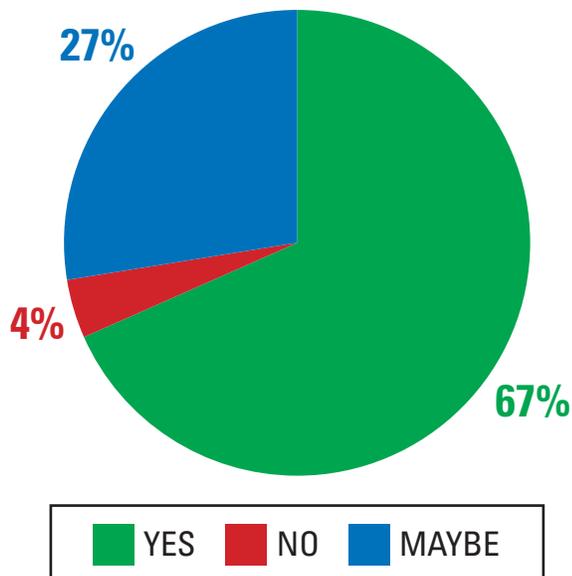
private school sector. Note that this is a low estimate provided directly by the private schools in this survey. The high-end estimate, based on responses, is closer to 2,250 seats for the 52 private schools in the survey.

Private School Type	Number of Seats (Low)	Number of Seats (High)
TOTAL	2,179	2,233
Elementary School	1,148	1,181
Middle School	525	528
High School	506	524

If we assume our survey’s school sample is representative of the state’s private school sector, we can extrapolate this total range. When doing this computation, we project a range of 5,200 to 5,325 available private schools seats in the state.

If enacted, would schools participate in a tax-credit scholarship program?

Approximately two-thirds of responding private schools (67 percent; 35 of 52 schools) said they would participate in a tax-credit scholarship program.⁵ Another 27 percent of schools said “maybe”; in other words, they would consider participation. Only two schools (4 percent) said outright they would not participate. In the comments section, some of the schools that said “maybe” indicated their participation would depend on what “strings” are attached and what regulations are required.



If we assume the survey’s school sample is representative of the state’s private school sector, we can extrapolate numbers that would project the following school participation counts:

Response	Number of Private Schools (Projection)
Yes	83
No	5
Maybe	33

What tax-credit scholarship program rules and regulations would concern schools the most?

Nearly nine out of 10 schools (88 percent; 46 of 52 schools) responding to our survey shared their concerns about potential rules and regulations from state government for all categories listed. On average, responding schools were most concerned with rules pertaining to accommodations for students with special needs; setting curriculum and instruction; and school admissions and enrollment guidelines.

Average Concern Level with Issues Affected by Rules and Regulations (1 = Very Low, 5 = Very High)	
Accommodations for Students with Special Needs	3.8
Curriculum and Instruction	3.7
School Admissions and Enrollment Guidelines	3.6
Teacher/Staff Certification and Licensure	3.2
Paperwork and Reporting	3.2
Tuition and Fees	3.2
School Eligibility for Program (e.g., register with state)	2.9
Testing and Accountability	2.9
Financial Reporting and Disclosure	2.7
Student Eligibility for Program (e.g., income limit)	2.6
Building Safety and Security	2.3

Half of the schools responding to all parts of this question would have “very high” concerns with regulations concerning curriculum and instruction. In the comments section, most schools expressed apprehension with accreditation rules and how a school choice program might affect their teaching of religion.

Number of Private Schools with Very High Concern Over Issues Affected by Rules and Regulations	
Curriculum and Instruction	23
School Admissions and Enrollment Guidelines	20
Tuition and Fees	14
Accommodations for Students with Special Needs	13
Teacher/Staff Certification and Licensure	13
School Eligibility for Program (e.g., register with state)	11
Paperwork and Reporting	9
Financial Reporting and Disclosure	8
Testing and Accountability	7
Student Eligibility for Program (e.g., income limit)	5
Building Safety and Security	3

How much tuition do they charge students?

It appears there are some especially expensive schools at all three levels that create gaps between “average” and “median” private school tuition rates. Half of surveyed private schools charge \$3,600 or less for elementary and middle school grades. More than half of schools charge less than \$5,100 for high school.

Private School Type	Average Tuition	Median Tuition
Elementary School	\$4,219	\$3,550
Middle School	\$4,885	\$3,600
High School	\$6,023	\$5,081

What proportion of the school’s student population receives some form of financial assistance?

Of those private schools that responded to this question, 94 percent of the schools (47 schools) offer their students tuition assistance.⁶

Nearly one-third of the responding schools (32 percent; 16 schools) said they have more than 25 percent of their students receiving some form of financial assistance.

Percentage of Students with Tuition Help	Number of Private Schools	Percentage of State’s Private Schools
76% to 100%	1	2%
51% to 75%	2	4%
26% to 50%	13	26%
1% to 25 %	31	62%
None	3	6%

In the comments section, multiple schools expressed they have various tuition discounts, such as staff discount, teacher discount, multi-child discount, and giving non-parish students the parish rate. Many schools also said they require volunteer hours from all families receiving aid.

Do responding schools give an annual standardized test to their students?

Nearly nine of 10 private schools (88 percent) require their students to take a nationally norm-referenced standardized test.⁷ More than 20 percent of these schools require the state’s criterion-referenced assessment, called the ISAT.

Standardized Test	Number of Testing Schools	Percentage of State’s Testing Schools
ISAT	9	21%
Other Test	9	21%
ITBS	8	19%
MAP	7	16%
Stanford	6	14%
Terra Nova	3	7%

Part II: U.S. Department of Education (2011-12)

What geographic areas have the most private schools?

Ada County and Kootenai County collectively have approximately 38 percent of the state's private schools (45 of 120 schools).⁸ Bonner County and Canyon County collectively have 18 private schools. Generally speaking, these four areas represent the cradles of private schools spread out across the state.

Top 10 Counties	Number of Private Schools
Ada	26
Kootenai	19
Bonner	9
Canyon	9
Bonneville	6
Twin Falls	6
Blaine	4
Boundary	4
Elmore	4
Nez Perce	4

Although the state's private schools seem to be concentrated in two counties, their locations are more varied when it comes to school districts. Nearly one-third (33 percent) of the state's private schools are located in either Boise City Independent School District, Coeur d'Alene School District, or Meridian Joint School District (39 of 120 schools). The districts of Lake Pend Oreille, Mountain Home, and Twin Falls collectively have 19 private schools.

Top 11 School Districts	Number of Private Schools
Boise City	15
Coeur d'Alene	13
Meridian	11
Lake Pend Oreille	9
Mountain Home	5
Twin Falls	5
Blaine County	4
Boundary County	4
Lewiston	4
Nampa	4
Post Falls	4

What types of communities have the most private schools?

Approximately one-third (33 percent) of the state's private schools are located in a city (41 of 124 schools).

Community Type	Number of Private Schools
City	41
Rural	36
Town	23
Suburb	15

What cities have the most private schools?

More than one-quarter (28 percent) of the state's private schools are located in Boise, Coeur d'Alene, and Sandpoint (35 of 124 schools).

Top 10 Cities	Number of Private Schools
Boise	19
Coeur d'Alene	10
Sandpoint	6
Idaho Falls	5
Nampa	5
Twin Falls	5
Eagle	4
Lewiston	4
Mountain Home	4
Post Falls	4

What is the state's average private school size (enrollment)?

The average private school size in Idaho is 109 students.

What is the state's median private school size (enrollment)?

The median private school size in Idaho is 64 students (half of all private schools are above/below this enrollment number).

What are the most common grade spans for Idaho's private schools?

By far the most common school-wide grade span is pre-kindergarten through kindergarten (PK-K). In Idaho, 15 percent of private schools span PK-K. This is slightly higher than the number of private schools in the state that span PK-12 (14 percent). The 124 private schools in Idaho have at least 35 different grade spans.

Most Common Grade Spans	Number of Private Schools	Percentage of State's Private Schools
PK-K	18	15%
PK-12	17	14%
PK-8	12	10%
PK-5	8	7%
PK-6	7	6%
K-12	5	4%
6-12	4	3%
K-8	4	3%

What proportion of the state's private schools also offer pre-kindergarten? How many schools?

We estimate 74 private schools in Idaho already offer pre-kindergarten, representing about three-fifths (60 percent) of the state's total private school sector.

What is the racial makeup of the state's private schools?

Nearly nine of 10 private school students (87 percent) are white.

Students' Race	Number of Students	Percentage of State's Private School Students
White	8,893	87.4%
Hispanic or Latino	550	5.4%
Asian	324	3.2%
Black	161	1.6%
Two or More	136	1.3%
American Indian/Alaska Native	94	0.9%
Native Hawaiian/Pacific Islander	21	0.2%

How long is each year and day for students attending the state’s private schools?

Students attend Idaho’s private schools for approximately 6.4 hours per day for 175 days of the year, on average.

School Days, Hours	Average	Median
Number of School Days/Year	175 days	173 days
Number of School Hours/Day	6.4 hours	6.8 hours

What is the average class size?

On average, there are nearly 10 students per teacher (9.5:1) in Idaho’s private schools. However, when considering only full-time equivalent teachers, this increases to more than 15 students per teacher (15.4:1).

Student-Teacher Ratios	Average	Median
Number of Students/Teacher	9.5	9.1
Number of Students/FTE Teacher	15.4	12.0

How many schools are religious and what denominations are represented?

More than two-thirds of Idaho’s private schools are religious in origin (69 percent; 79 of 115 schools).

Private School Type	Number of Private Schools	Percentage of State’s Private Schools
Religious	79	69%
Nonsectarian	36	31%

Of those schools that are religious, most are Christian with no specific denomination (41 percent; 32 of 79 schools).

Top Five Denominations	Number of Private Schools	Percentage of State’s Private Schools
Christian (no specific denomination)	32	28%
Roman Catholic	17	15%
Seventh-Day Adventist	12	10%
Lutheran Church - Missouri Synod	7	6%
Assembly of God	3	3%

How many schools belong to an association and to what associations do they belong?

More than two-thirds of Idaho’s private schools belong to at least one association (68 percent; 78 of 115 schools).

Association Relationship	Number of Private Schools	Percentage of State’s Private Schools
Belong to ≥ 1 Association	78	68%
Belong to 0 Associations	37	32%

Of those schools that belong to at least one association, most belong to the Association of Christian Schools International (19 percent; 15 of 78 schools).

Top Six Associations	Number of Private Schools	Percentage of State’s Private Schools
Association of Christian Schools International (ACSI)	15	13%
National Catholic Education Association (NCEA)	14	12%
General Conference of the Seventh-Day Adventist Church (GCSDAC)	10	9%
American Montessori Society (AMS)	6	5%
Accelerated Christian Education (ACE) or (School of Tomorrow)	4	3%
National Association for the Education of Young Children (NAEYC)	4	3%

Conclusion

Assuming our survey's school sample is representative of the state's private school sector, Idaho has enough empty seats to grow its number of private school students by 46 percent to 47 percent, totaling approximately 16,500 students. Making the same assumption, our survey's findings show more than two-thirds of schools (67 percent; 83 of 124 schools) would participate in a tax-credit scholarship program and more than one-quarter

of schools (27 percent; 33 of 124 schools) would maybe participate, resulting in more than nine out of 10 private schools potentially participating in such a program.

If Idaho policymakers are curious as to potential eligibility of a tax-credit scholarship program, they can base low estimates on programs that already exist and recent enrollment numbers.⁹

Income Limit	Annual Income for Family of Four in 2014-15	States with Tax-Credit Scholarship Programs	Number of Eligible Idaho Students
100% x FRL	\$44,123	FL	100,078
250% x Poverty	\$59,625	LA, RI	129,975
300% x Poverty	\$71,550	NH, VA	156,931
185% x FRL	\$81,628	AZ	194,146
300% x FRL	\$132,369	IA, OK	256,489
None	-	AZ, GA	285,450

Notes

1. Stephen P. Broughman and Nancy L. Swaim, *Characteristics of Private Schools in the United States: Results From the 2011-12 Private School Universe Survey*, NCES 2013-316 (Washington, DC: US Dept. of Education, National Center for Educational Statistics, 2013), <http://nces.ed.gov/pubs2013/2013316.pdf>.

2. *Ibid.*, table 15, p. 20.

3. US Dept. of Education, PSS Private School Universe Survey data for the 2011-12 school year, <http://nces.ed.gov/surveys/pss/privateschoolsearch>.

4. Five of the schools that responded to our survey did not respond to the USDOE survey so we do not have enrollment numbers for them.

5. One school did not respond to this question.

6. Two schools did not respond to this question.

7. Nine schools did not respond as to whether or not they administer a nationally norm-referenced standardized test.

8. The USDOE survey had location information for 115 schools and our survey had location information for an additional five schools.

9. Author's calculations based on data from 2012 American Community Survey (ACS), tables B19101 and DP02 via American FactFinder; Federal Register 78, no 61 (Spring 2013), p. 19179; Broughman and Swaim, *Results From the 2011-12 Private School Universe Survey*; Patrick Keaton, *Selected Statistics From the Common Core of Data: School Year 2011-12*, NCES 2013-441 (Washington, DC: US Dept. of Education, National Center for Educational Statistics, 2013), <http://nces.ed.gov/pubs2013/2013441.pdf>; The Friedman Foundation for Educational Choice, *The ABCs of School Choice: The Comprehensive Guide to Every Private School Choice Program in America*, 2014 ed. (Indianapolis: Friedman Foundation for Educational Choice, 2014), p. 107, <http://www.edchoice.org/ABCs>. Assumes one school-aged child per family and no prior year public school requirement.

Mr. Chairman, my name is Briana LeClaire, and I am executive director of The Idaho Federation of Independent Schools, representing private schools. Thank you for allowing me a few minutes today to introduce our organization.

There are 124 private independent schools in Idaho serving more than 11,000 students. The Idaho Federation of Independent Schools came into being to promote and protect independent schools' freedom to educate children well. Our members range across the ideological spectrum, but bringing them together is the shared belief that freedom of educational opportunity leads to personal and community growth.

As this committee and the larger legislative body act to improve k-12 education in Idaho, please keep a few things in mind.

The median tuition for an Idaho private elementary school is \$3,550, and the median high school tuition is only slightly more than \$5,000. That of course means that half of Idaho's independent schools charge less. Even so, 94 percent of Idaho's independent schools offer tuition assistance.

Idaho's private independent schools serve some of the neediest students. For example, right now there are eight students in the Cole Valley Christian Schools who are current or former residents of the Boise Rescue Mission's City Light Home for Women and Children. Cole Valley sponsors their tuitions 100 percent, and they may stay for free until graduation.

All of Idaho's independent schools work to keep costs low and serve as many students as possible. Nevertheless, there are at least 2,250 private school seats available right now. They aren't empty for lack of demand: although only 3 percent of Idaho schoolchildren are enrolled in independent schools, 27 percent of Idaho parents would choose a private school as their first option.

There are many things the Idaho Legislature could do to help Idahoans close the independent school choice gap. The current Museums, Schools and Libraries tax credit is due to sunset at the end of this year, and the Legislature should renew it. There are examples in many states of ways policymakers have encouraged private school choice at no net cost to the state such as tax credit tuition scholarships, and educational savings accounts. I'd be happy to discuss those with you.

A well-educated populace is in everyone's best interests. In a state with acknowledged educational difficulties, it is a scandal that there are more than 2000 seats available today in proven, excellent schools that just happen to be private. The Idaho Federation of Independent Schools doesn't want more tax money, and we don't want anyone attending a school their parents don't want them in. What we want is a level playing field for independent schools so that all who would choose them are able to do so. True school choice is the rising tide that will raise all Idahoans.

Thank you for your time Mr. Chairman, and I welcome your questions.

AGENDA-Amended #1
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Thursday, January 22, 2015

SUBJECT	DESCRIPTION	PRESENTER
Presentation	Coalition of Idaho Charter School Families	Jane Wittmeyer, Wittmeyer and Associates
Presentation	Recommendations from "Accountability and Autonomy" Subcommittee	Bob Lokken, CEO, White Cloud Analytics & Member of Idaho Business for Education
Presentation	Recommendations from "Career Ladder/Tier Licensure"	Dr. Linda Clark, Superintendent, West Ada Joint School District Rod Lewis, Vice President, State Board of Education,
Docket No. 08-0202-1402	Rules Governing Uniformity Inc. By Reference, PSC and Driver Ed.	Dr. Taylor Raney Director-Teacher Certification & Professional Stds Audra Urie Coordinator, Driver Ed.
Docket No. 08-0203-1402	Rules Governing Thoroughness	Dr. Christina Nava Coordinator-LEP, Title III, State Department of Education

If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Souza
Vice Chairman Thayn	Sen Den Hartog
Sen Keough	Sen Buckner-Webb
Sen Nonini	Sen Ward-Engelking
Sen Patrick	

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
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MINUTES
SENATE EDUCATION COMMITTEE

DATE: Thursday, January 22, 2015

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Keough, Nonini, Patrick, Souza, Den Hartog, and Ward-Engelking

ABSENT/ EXCUSED: Senator Buckner-Webb

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** convened the meeting at 3:00 p.m.

PRESENTATION: **Chairman Mortimer** welcomed Ms. Jane Wittmeyer of Wittmeyer and Associates, who presented an update on the Coalition of Idaho Charter School Families (Coalition).

Ms. Wittmeyer thanked the Committee for providing the time for the presentation (see attachment 1). **Ms. Wittmeyer** explained the Coalition was formed in 2006 to expand on public school choice and described the make-up of the organization. She invited the Committee to the Coalition's signature event to support the school choice rally, which will be held this year on January 27 at noon on the Capitol steps.

Senator Thayn asked about the front-loading of funding, and what would be the implications when a student registers with one school and then moves to another during the school year.

Ms. Suzie Budge, representing Friedman Foundation for Educational Choice, took the podium to explain the funding formula. She said the receiving school is presently at a disadvantage because it receives only 25 percent of the new student's funding while the initial school gets 75 percent. She said that a revised funding formula will be required to address this problem.

Senator Patrick asked if legislation was in process to fix the problem. **Ms. Wittmeyer** replied in the affirmative.

Senator Nonini asked if there were upcoming laws and/or grants, which are favorable to charter schools. **Ms. Wittmeyer** did not have the details but promised to provide an answer as soon as possible.

Chairman Mortimer thanked Ms. Wittmeyer for her informative presentation.

PRESENTATION: **Chairman Mortimer** welcomed Mr. Bob Lokken, CEO of White Cloud Analytics. **Mr. Lokken** presented the recommendations of the Governor's Task Force Accountability and Autonomy Subcommittee (Subcommittee) for improving education (see attachment 2).

Mr. Lokken said two years of thorough research resulted in the Subcommittee's findings. He specified the determining factor for successful student achievement was not a magic formula or "secret sauce," but was simply focus. The Subcommittee patterned its findings on the Massachusetts model because of that state's success in student achievement. Massachusetts initially ranked in the middle of the pack and now ranks high in the category of students going on to postsecondary schools. The Subcommittee recommended the goal of 60 percent. He reviewed Idaho's current percentages in that area, which were predominantly well below that number. The three areas of focus in attaining the 60 percent goal are (1) autonomy and accountability, (2) high expectations, and (3) innovation and collaboration.

Senator Patrick asked how college readiness is determined. **Mr. Lokken** said the best current proxy was the State Board's standard of students scoring over 500 on each of the three SAT areas. **Mr. Lokken** commented that Idaho is at the bottom five in remediation and dropout rates. He concluded that Idaho's current average rate is 17 percent, yet the required set annual goal for schools is to achieve 60 percent of their students to be ready for college.

In response to question's from the Committee, **Mr. Lokken** responded that: (1) Common Core was used as the basis for the Subcommittee's scoring; (2) the current funding model was used but does require change; and (3) the Subcommittee's recommendations were approved unanimously.

Senator Ward-Engleking thanked him for his work and for having three active teachers on the subcommittee.

Chairman Mortimer thanked Mr. Lokken for the Subcommittee's hard work involving these complex issues and for the informative presentation.

PRESENTATION: **Chairman Mortimer** welcomed Dr. Linda Clark, Superintendent of the West Ada Joint School District.

Dr. Clark presented the Governor's Task Force (Task Force) Recommendations on Career Ladder/Tier Licensure (see attachment 3). She began by explaining how the Task Force was set up and refined.

Dr. Clark said the secret to attaining high achievement in Idaho's schools falls squarely on recruiting and retaining strong teachers. She said the Task Force uses the Charlotte Danielson model to arrive at a common definition of a good beginning teacher. **Dr. Clark** reviewed the career ladder, which is a three-tiered approach patterned after the New Mexico model.

Senator Hartog asked how the Task Force recommendations relate to special needs students. **Dr. Clark** replied the formula includes special needs students, which she identified later in her presentation.

Senator Patrick asked how the new formula affects current teachers. **Dr. Clark** explained the requirements established for (1) residency, (2) professional and (3) master certificates which are contingent on: performance evaluation, student achievement/growth, and individual professional learning.

Senator Nonini asked if all state agencies agree with this recommendation. **Dr. Clark** affirmed that all agencies were in agreement.

Senator Ward-Engelking asked if the recommendations were approved unanimously, and if the Task Force was made up of a diverse group. **Dr. Clark** answered that the Task Force was indeed diverse, and the recommendations were not unanimous but were approved by a majority. She emphasized the importance of moving forward on these recommendations.

Dr. Clark thanked Chairman Mortimer and Senator Ward-Engleking for their valuable contributions to the Task Force.

Chairman Mortimer invited Dr. Rod Lewis to recap the presentation. **Dr. Lewis** affirmed Dr. Clark's message that now is the right time to move forward with the recommendations to achieve meaningful improvements in student achievement. He suggested that a delay would be a mistake.

Chairman Mortimer thanked Dr. Clark and Dr. Lewis for their hard work and informative presentation.

Chairman Mortimer recognized and welcomed Superintendent Sherri Ybarra, who was in the audience. He also acknowledged Esther Henry from Rigby, Idaho, who had been in the audience earlier.

Senator Nonini asked Chairman Mortimer if he would be willing to reschedule the two remaining agenda items **Docket Nos. 08-0202-1402** and **08-0203-1402**. He expressed concern that these rules would require more time than was available. After a brief discussion, **Chairman Mortimer** agreed to reschedule **Docket Nos. 08-0202-1402** and **08-0203-1402**.

There being no further business, **Chairman Mortimer** adjourned the meeting at 4:45 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

Jeanne' Clayton
Assistant Secretary

ATTACHMENT 1

Testimony before the Senate Education Committee

January 22, 2015

Mr. Chairman, my name is Jane Wittmeyer, and I am the Manager of the Coalition of Idaho Charter School Families. Thank you for providing time today to allow me to speak to the Committee regarding the Coalition and the issues of importance to the members of the Coalition.

The Coalition is made up of parents, students, families, teachers and supporters of Idaho Charter Schools. It was formed in 2006 in support of the effort to expand public school choice, provide public school alternatives and improve education in Idaho. You may remember us as the group that holds the large Rally on the Statehouse steps. It has always been the Coalition's Signature event to celebrate school Choice in Idaho and to urge Idaho's Legislature to support and expand school Choice in the state. We invite you to the 2015 Capitol Steps Rally on Tuesday, January 27. We would love to see you all there!

The mission of the Coalition is to promote and advocate for public policy that furthers the advancement of charter schools and the innovations in education they represent. The Coalition works to ensure that every Idaho student has equal access to the option of enrolling in a public charter school whether it offers instruction in a traditional classroom or a virtual setting.

Charter Schools are pioneers and innovators, they are open to all students, they appeal to teachers because of the opportunity to innovate, and they meet parents' needs by providing public education choice. They are publicly funded--Charter schools are public schools. And importantly, Charter school legislation honors the right of parents to make informed choices about their child's education by tying state education money to the child, not to the neighborhood school.

As this committee and the larger legislative body act to improve k-12 education in Idaho, please keep a few things in mind.

There are many things the Idaho Legislature could do to help support school choice options in Idaho. We support the following:

- Legislation that provides for funding that follows the child so each Idaho Student has equal funding. An example: enrollment timing needs to be refined. Currently funding is "front loaded" into the first 10 weeks of school. When a student leaves the school after the first 10 weeks, the next receiving school gets no funding but is responsible for teaching the student. The school that receives the student is severely underfunded. This punishes both the school and the child. Alternate schools, virtual schools, credit recovery schools and rural schools are hardest hit by this current policy.
- Increased facilities funding for charter schools;
- Creation of a revolving loan fund to assist with facilities costs;
- The right to participate in school bond elections alongside other public schools;
- Renewal of the current Museums, Schools and Libraries tax credit is due to sunset at the end of this year.

Mr. Chairman I want to personally thank you and the other members of the Committee for providing time in the Committee schedule for the voices of school choice representatives. I am a poor substitute for the parents and students but I will be bringing them to meet Committee member soon. These are busy parents as they are very involved in the education of their children. The Coalition President and Vice President are members of a Cooperative School which meets every Thursday morning, thus they were unable to attend and speak at this hearing. While legislators are very used to seeing representatives of establishment education groups in the Committee room on a regular basis, some of the most important components of the education system, parents and students, are too often forgotten, over looked or marginalized.

On behalf of the Coalition Board and its members, I thank you for your time and attention.

Structure and Governance Committee Recommendations

Implementation Plans for Recommendations of
Governor's Task Force for Improving Education

Idaho Legislature 2015

Structure and Governance Committee

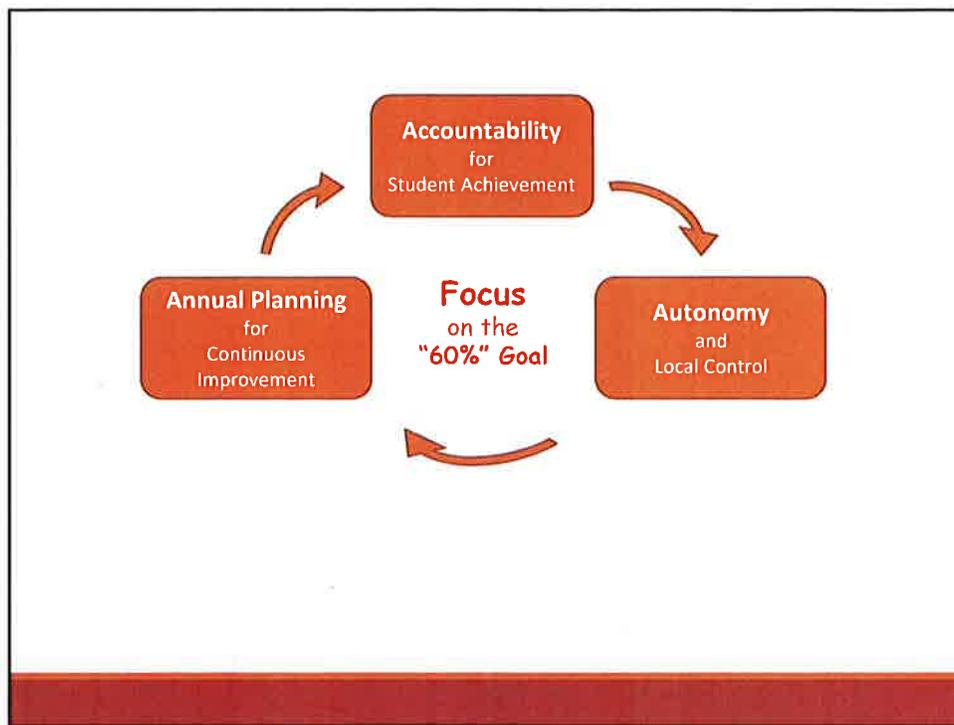
Don Soltman, State Board of Education, Chair
Bob Lokken, CEO, White Cloud Analytics & Idaho Business for Education, Co-Chair
Reed DeMordaunt, Representative, Dist. 14, House Education Chair
Donna Pence, Representative, Dist. 26
Roy Lacey, Senator, Dist. 29
Gaylen Smyer, Superintendent, Cassia School District
Anne Ritter, Idaho School Boards Association, Meridian
Alan Millar, Idaho Charter School Network
Cheryl Charlton, CEO, Idaho Digital Learning Academy
Valerie Aker, South Middle School, Nampa
Tom Luna, Superintendent of Public Instruction
Corinne Mantle-Bromley, Dean, University of Idaho College of Education
Katie Graupman, Teacher (Milken Award), Lakeland School District
Tom Taggart, Director of Business and Operations, Lakeland Joint School District
Cindy Wilson, Teacher, Capital High School, Boise School Dist.
Bill Brulotte, Principal, Perrine Elementary School, Twin Falls School Dist.
George Harad, Idaho Parents and Teachers Together

Richard Westerberg, State Board of Education, ex-officio
Roger Brown, Office of the Governor, ex-officio

The "Secret Sauce" ...

The "~~Secret~~ Sauce" ...

Focus



REVIEW OF DETAILED RECOMMENDATIONS

How we get there...

Three Areas of Recommendations

- **Autonomy and Accountability**
 - Accountability Structure Involving Schools
 - Autonomy by Removing Constraints
 - Annual Strategic Planning, Assessment and Continuous Focus on Improvement
- **High Expectations**
 - Mastery-based education
 - Advanced Opportunities
 - Funding Model
- **Innovation and Collaboration**
 - State-wide electronic collaboration system
 - Educator and student technology devices with appropriate content
 - Site-based collaboration among teachers and leaders
 - Training and development of superintendents and school boards

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Accountability

1. Revise and refine the 5-Star Rating System to facilitate accurate and fair measurement and ranking of schools and districts that require intervention and assistance.
2. Score each school on two metrics
 - a) Readiness: the percentage of graduating students that are prepared to continue to the next level.
 - b) Improvement: the year over year improvement in the level of readiness produce by that school.

Examples	Readiness Score	Improvement Score
High School	Career and College Readiness Score (CCR) (e.g. % students >= 500 on all SAT Sections)	CCR Improvement (e.g. 2014 CCR / 2013 CCR)
K-8 School	High School Readiness Score (HSR) (e.g. % students proficient or above on 8 th grade statewide assessment)	HSR Improvement
K-6 School	7 th Grade Readiness Score (7GR) (e.g. % students proficient or above on 6 th grade statewide assessment)	7GR Improvement

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COEUR D'ALENE CHARTER ACADEMY DISTRICT	COEUR D'ALENE CHARTER ACADEMY	87%
COMPASS CHARTER SCHOOL	COMPASS HONORS HIGH SCHOOL	57%
KOOTENAI DISTRICT	KOOTENAI JR/SR HIGH SCHOOL	53%
JOINT SCHOOL DISTRICT NO. 2	RENAISSANCE HIGH SCHOOL	51%
XAVIER CHARTER SCHOOL	XAVIER CHARTER SCHOOL	50%
VICTORY CHARTER SCHOOL	VICTORY CHARTER SCHOOL	45%
BOISE INDEPENDENT DISTRICT	BOISE SENIOR HIGH SCHOOL	43%
MOSCOW DISTRICT	MOSCOW SENIOR HIGH SCHOOL	39%
MCCALL-DONNELLY JT. SCHOOL DISTRICT	MCCALL-DONNELLY HIGH SCHOOL	37%
WHITEPINE JT SCHOOL DISTRICT	DEARY SCHOOL	33%
ROCKLAND DISTRICT	ROCKLAND PUBLIC SCHOOL	33%
MERIDIAN TECHNICAL CHARTER DISTRICT	MERIDIAN TECHNICAL CHARTER HIGH SCHOOL	33%
IDAHO DISTANCE EDUCATION ACADEMY DISTRICT	IDAHO DISTANCE EDUCATION ACAD-SE CENTER	32%
THOMAS JEFFERSON CHARTER	THOMAS JEFFERSON CHARTER SCHOOL	31%
BOISE INDEPENDENT DISTRICT	TIMBERLINE HIGH SCHOOL	31%
NORTH STAR CHARTER DISTRICT	NORTH STAR CHARTER SCHOOL	30%
VISION CHARTER SCHOOL	VISION CHARTER SCHOOL	30%
MERIDIAN MEDICAL ARTS CHARTER	MERIDIAN MEDICAL ARTS CHARTER	29%
COEUR D'ALENE DISTRICT	COEUR D'ALENE HIGH SCHOOL	28%
GRACE JOINT DISTRICT	GRACE HIGH SCHOOL	28%
BLAINE COUNTY DISTRICT	WOOD RIVER HIGH SCHOOL	28%
INSPIRE VIRTUAL CHARTER	INSPIRE CONNECTIONS ACADEMY	27%
JOINT SCHOOL DISTRICT NO. 2	EAGLE HIGH SCHOOL	27%
LIBERTY CHARTER	LIBERTY CHARTER SCHOOL	27%
LAKE PEND OREILLE SCHOOL DISTRICT	SANDPOINT HIGH SCHOOL	27%
GARDEN VALLEY DISTRICT	GARDEN VALLEY SCHOOL	27%
LAKELAND DISTRICT	LAKELAND SENIOR HIGH SCHOOL	27%
KIMBERLY DISTRICT	KIMBERLY HIGH SCHOOL	26%
NOTUS DISTRICT	NOTUS HIGH SCHOOL	26%
SUGAR-SALEM JOINT DISTRICT	SUGAR-SALEM HIGH SCHOOL	26%
CASCADE DISTRICT	CASCADE JR-SR HIGH SCHOOL	25%
HORSESHOE BEND SCHOOL DISTRICT	HORSESHOE BEND HIGH SCHOOL	25%
MADISON DISTRICT	MADISON HIGH SCHOOL	25%
NEW PLYMOUTH DISTRICT	NEW PLYMOUTH HIGH SCHOOL	24%
POCATELLO DISTRICT	Century High School	23%

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IDAHO FALLS DISTRICT	IDAHO FALLS HIGH SCHOOL	23%
IDAHO FALLS DISTRICT	Compass Academy	23%
TWIN FALLS DISTRICT	TWIN FALLS HIGH SCHOOL	22%
POCATELLO DISTRICT	Highland High School	21%
BONNEVILLE JOINT DISTRICT	HILLCREST HIGH SCHOOL	21%
JOINT SCHOOL DISTRICT NO. 2	ROCKY MOUNTAIN HIGH SCHOOL	21%
HIGHLAND JOINT DISTRICT	HIGHLAND SCHOOL DISTRICT #305	21%
FREMONT COUNTY JOINT DISTRICT	NORTH FREMONT HIGH SCHOOL	21%
BOUNDARY COUNTY DISTRICT	BONNERS FERRY HIGH SCHOOL	21%
JOINT SCHOOL DISTRICT NO. 2	CENTENNIAL HIGH SCHOOL	21%
IDAHO FALLS DISTRICT	SKYLINE HIGH SCHOOL	20%
LAKE PEND OREILLE SCHOOL DISTRICT	Clark Fork Jr./Sr. High School	20%
KUNA JOINT DISTRICT	KUNA HIGH SCHOOL	20%
LEWISTON INDEPENDENT DISTRICT	LEWISTON SENIOR HIGH SCHOOL	20%
CHALLIS JOINT DISTRICT	CHALLIS HIGH SCHOOL	19%
FIRTH DISTRICT	FIRTH HIGH SCHOOL	19%
CASSIA COUNTY JOINT DISTRICT	RAFT RIVER JR-SR HIGH SCHOOL	19%
FRUITLAND DISTRICT	FRUITLAND HIGH SCHOOL	19%
HANSEN DISTRICT	HANSEN JR. SR. HIGH SCHOOL	18%
POTLATCH DISTRICT	POTLATCH JR-SR HIGH SCHOOL	18%
COTTONWOOD JOINT DISTRICT	PRAIRIE JR./SR. HIGH SCHOOL	18%
WEST JEFFERSON DISTRICT	WEST JEFFERSON HIGH SCHOOL	18%
VALLIVUE SCHOOL DISTRICT	VALLIVUE HIGH SCHOOL	18%
WEISER DISTRICT	WEISER HIGH SCHOOL	18%
COUNCIL DISTRICT	COUNCIL JR-SR HIGH SCHOOL	18%
WEST SIDE JOINT DISTRICT	WEST SIDE HIGH SCHOOL	18%
COEUR D'ALENE DISTRICT	LAKE CITY HIGH SCHOOL	17%
JOINT SCHOOL DISTRICT NO. 2	MOUNTAIN VIEW HIGH SCHOOL	17%
CASSIA COUNTY JOINT DISTRICT	DECLO SENIOR HIGH SCHOOL	17%
EMMETT INDEPENDENT DIST	EMMETT HIGH SCHOOL	17%
BOISE INDEPENDENT DISTRICT	CAPITAL SENIOR HIGH SCHOOL	17%
NAMPA SCHOOL DISTRICT	SKYVIEW HIGH SCHOOL	17%
SODA SPRINGS JOINT DISTRICT	SODA SPRINGS HIGH SCHOOL	16%
IDAHO VIRTUAL ACADEMY	IDAHO VIRTUAL ACADEMY	16%
ABERDEEN DISTRICT	ABERDEEN HIGH SCHOOL	16%
TROY SCHOOL DISTRICT	TROY JUNIOR SENIOR HIGH SCHOOL	15%

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JEROME JOINT DISTRICT	JEROME HIGH SCHOOL	15%
BOISE INDEPENDENT DISTRICT	BORAH SENIOR HIGH SCHOOL	15%
BONNEVILLE JOINT DISTRICT	BONNEVILLE HIGH SCHOOL	15%
BLACKFOOT DISTRICT	BLACKFOOT HIGH SCHOOL	15%
BUTTE COUNTY JOINT DISTRICT	BUTTE HIGH SCHOOL	15%
POCATELLO DISTRICT	Pocatello High School	14%
POST FALLS DISTRICT	POST FALLS HIGH SCHOOL	14%
LAKELAND DISTRICT	TIMBERLAKE SENIOR HIGH SCHOOL	14%
SALMON DISTRICT	SALMON HIGH SCHOOL	14%
JEFFERSON COUNTY JT DISTRICT	RIGBY HIGH SCHOOL	14%
KENDRICK JOINT DISTRICT	KENDRICK HIGH SCHOOL	13%
MOUNTAIN VIEW SCHOOL DISTRICT	GRANGEVILLE HIGH SCHOOL	13%
ANOTHER CHOICE VIRTUAL CHARTER DISTRICT	ANOTHER CHOICE VIRTUAL CHARTER SCHOOL	13%
SHELLEY JOINT DISTRICT	SHELLEY HIGH SCHOOL	13%
SNAKE RIVER DISTRICT	SNAKE RIVER HIGH SCHOOL	12%
MARSH VALLEY JOINT DISTRICT	MARSH VALLEY HIGH SCHOOL	12%
ONEIDA COUNTY DISTRICT	MALAD HIGH SCHOOL	12%
CASSIA COUNTY JOINT DISTRICT	BURLEY SENIOR HIGH SCHOOL	12%
TAYLORS CROSSING CHARTER SCHOOL	TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL	12%
MIDDLETON DISTRICT	MIDDLETON HIGH SCHOOL	11%

**10%
or
Less**

AMERICAN FALLS JOINT DISTRICT	AMERICAN FALLS HIGH SCHOOL	<= 10%
BEAR LAKE COUNTY DISTRICT	BEAR LAKE HIGH SCHOOL	<= 10%
EMMETT INDEPENDENT DIST	BLACK CANYON HIGH SCHOOL	<= 10%
BUHL JOINT DISTRICT	BUHL HIGH SCHOOL	<= 10%
CALDWELL DISTRICT	CALDWELL SENIOR HIGH SCHOOL	<= 10%
CAMBRIDGE JOINT DISTRICT	CAMBRIDGE HIGH SCHOOL	<= 10%
TWIN FALLS DISTRICT	CANYON RIDGE HIGH SCHOOL	<= 10%
CALDWELL DISTRICT	CANYON SPRINGS HIGH SCHOOL	<= 10%
BLAINE COUNTY DISTRICT	CAREY PUBLIC SCHOOL	<= 10%
MOUNTAIN VIEW SCHOOL DISTRICT	CLEARWATER VALLEY JR-SR	<= 10%
NAMPA SCHOOL DISTRICT	COLUMBIA HIGH SCHOOL	<= 10%
DIETRICH DISTRICT	DIETRICH HIGH SCHOOL	<= 10%
JOINT SCHOOL DISTRICT NO. 2	EAGLE ACADEMY	<= 10%
FILER DISTRICT	FILER HIGH SCHOOL	<= 10%
FORREST M. BIRD CHARTER DISTRICT	Forrest Bird Charter High School	<= 10%
BOISE INDEPENDENT DISTRICT	FRANK CHURCH HIGH	<= 10%
PRESTON JOINT DISTRICT	FRANKLIN COUNTY HIGH SCHOOL	<= 10%
GENESEE JOINT DISTRICT	GENESEE SCHOOL	<= 10%
GLENNS FERRY JOINT DISTRICT	GLENNS FERRY HIGH SCHOOL	<= 10%
GOODING JOINT DISTRICT	GOODING HIGH SCHOOL	<= 10%
HAGERMAN JOINT DISTRICT	HAGERMAN JR/SR HIGH SCHOOL	<= 10%
HOMEDALE JOINT DISTRICT	HOMEDALE HIGH SCHOOL	<= 10%
IDAHO ARTS CHARTER SCHOOL	IDAHO ARTS CHARTER SCHOOL	<= 10%
BASIN SCHOOL DISTRICT	IDAHO CITY HIGH SCHOOL/MIDDLE SCHOOL	<= 10%
IDAHO CONNECTS ONLINE CHARTER DISTRICT	IDAHO CONNECTS ONLINE ICON SCHOOL	<= 10%
ISUCCEED VIRTUAL HIGH SCHOOL	ISUCCEED VIRTUAL HIGH SCHOOL	<= 10%
KAMIAH JOINT DISTRICT	KAMIAH HIGH SCHOOL	<= 10%
KELLOGG JOINT DISTRICT	KELLOGG HIGH SCHOOL	<= 10%
LAKE PEND OREILLE SCHOOL DISTRICT	LAKE PEND OREILLE HIGH SCHOOL	<= 10%
PLUMMER-WORLEY JOINT DISTRICT	LAKESIDE HIGH SCHOOL	<= 10%
LAPWAI DISTRICT	LAPWAI HIGH SCHOOL	<= 10%
MACKAY JOINT DISTRICT	MACKAY HIGH SCHOOL	<= 10%
TWIN FALLS DISTRICT	MAGIC VALLEY HIGH SCHOOL	<= 10%
MARSING JOINT DISTRICT	MARSING HIGH SCHOOL	<= 10%
MEADOWS VALLEY DISTRICT	MEADOWS VALLEY SCHOOL	<= 10%
MELBA JOINT DISTRICT	MELBA HIGH SCHOOL	<= 10%

10% or Less	MELBA JOINT DISTRICT	MELBA HIGH SCHOOL	<= 10%
	JOINT SCHOOL DISTRICT NO. 2	MERIDIAN ACADEMY	<= 10%
	JOINT SCHOOL DISTRICT NO. 2	MERIDIAN HIGH SCHOOL	<= 10%
	MIDDLETON DISTRICT	MIDDLETON ATLAS	<= 10%
	MINIDOKA COUNTY JOINT DISTRICT	MINICO HIGH SCHOOL	<= 10%
	MOUNTAIN HOME DISTRICT	MOUNTAIN HOME HIGH SCHOOL	<= 10%
	MULLAN DISTRICT	Mullan Jr-Sr. High School	<= 10%
	MURTAUGH JOINT DISTRICT	MURTAUGH HIGH SCHOOL	<= 10%
	NAMPA SCHOOL DISTRICT	NAMPA HIGH SCHOOL	<= 10%
	POCATELLO DISTRICT	New Horizon High School	<= 10%
	NORTH GEM DISTRICT	NORTH GEM HIGH SCHOOL	<= 10%
	NORTH VALLEY ACADEMY	NORTH VALLEY ACADEMY	<= 10%
	CASSIA COUNTY JOINT DISTRICT	OAKLEY JR-SR HIGH SCHOOL	<= 10%
	OROFINO JOINT DISTRICT	OROFINO HIGH SCHOOL	<= 10%
	PARMA DISTRICT	PARMA HIGH SCHOOL	<= 10%
	PAYETTE JOINT DISTRICT	PAYETTE HIGH SCHOOL	<= 10%
	PRESTON JOINT DISTRICT	PRESTON HIGH SCHOOL	<= 10%
	WEST BONNER COUNTY DISTRICT	PRIEST RIVER LAMANNA HIGH SCHOOL	<= 10%
	NAMPA SCHOOL DISTRICT	RIDGELINE HIGH SCHOOL	<= 10%
	BRUNEAU-GRAND VIEW JOINT SCHOOL DISTRICT	RIMROCK JR. SR HIGH SCHOOL	<= 10%
	RIRIE JOINT DISTRICT	RIRIE HIGH SCHOOL	<= 10%
	ST MARIES JOINT DISTRICT	SAINT MARIES HIGH SCHOOL	<= 10%
	SHOSHONE JOINT DISTRICT	SHOSHONE HIGH SCHOOL	<= 10%
	FREMONT COUNTY JOINT DISTRICT	SOUTH FREMONT HIGH SCHOOL	<= 10%
	TETON COUNTY DISTRICT	TETON HIGH SCHOOL	<= 10%
	OROFINO JOINT DISTRICT	TIMBERLINE HIGH SCHOOL	<= 10%
	VALLEY DISTRICT	VALLEY SCHOOL	<= 10%
	COEUR D'ALENE DISTRICT	VENTURE HIGH SCHOOL	<= 10%
	WALLACE DISTRICT	WALLACE JR SR HIGH SCHOOL	<= 10%
	WENDELL DISTRICT	WENDELL HIGH SCHOOL	<= 10%
	WILDER DISTRICT	WILDER MIDDLE/HIGH SCHOOL	<= 10%

Small Schools ... less than 10 took the SAT No scores reported

AMERICAN FALLS JOINT DISTRICT	AMERICAN FALLS (ALT.) ACADEMY	*
TETON COUNTY DISTRICT	BASIN HIGH SCHOOL	*
BLISS JOINT DISTRICT	BLISS SCHOOL DISTRICT	*
BONNEVILLE JOINT DISTRICT	Bonneville Online High School	*
CAMAS COUNTY DISTRICT	CAMAS COUNTY	*
JOINT SCHOOL DISTRICT NO. 2	CENTRAL ACADEMY	*
CLARK COUNTY DISTRICT	CLARK COUNTY JUNIOR-SENIOR	*
IDAHO FALLS DISTRICT	Emerson Alternative High School	*
FRUITLAND DISTRICT	FRUITLAND PREPARATORY ACADEMY	*
IDAHO SCHOOL FOR THE DEAF AND BLIND	IDAHO SCHOOL FOR THE DEAF AND THE BLIND	*
SOUTH LEMHI DISTRICT	LEADORE SCHOOL	*
BONNEVILLE JOINT DISTRICT	LINCOLN HIGH SCHOOL	*
BOISE INDEPENDENT DISTRICT	Marian Pritchett	*
MIDVALE DISTRICT	MIDVALE HIGH SCHOOL	*
NEZPERCE JOINT DISTRICT	NEZPERCE SCHOOL	*
MOSCOW DISTRICT	PARADISE CREEK REGIONAL HIGH SCHOOL	*
NAMPA SCHOOL DISTRICT	PARKVIEW HIGH SCHOOL	*
EMMETT INDEPENDENT DIST	Patriot Center (at MATR)	*
WEST BONNER COUNTY DISTRICT	PRIEST RIVER EDUCATION PROGRAM	*
JOINT SCHOOL DISTRICT NO. 2	REBOUND SCHOOL OF OPPORTUNITY	*
RICHARD MCKENNA CHARTER HIGH SCHOOL	RICHARD MCKENNA CHARTER HIGH SCHOOL	*
RICHFIELD DISTRICT	RICHFIELD HIGH SCHOOL	*
SALMON RIVER JOINT SCHOOL DIST	SALMON RIVER HIGH SCHOOL	*
FREMONT COUNTY JOINT DISTRICT	South Fremont High School at 5C	*

Autonomy

3. Review and pruning of bureaucratic elements of Idaho's K-12 system that require overhead and add little value to student achievement, and that restrict freedom to innovate, drive change, and improvement.
4. Simplify/streamline reporting requirements, review of statutes and rules.

Annual Planning

5. Planning Cycle and Continuous Process Improvement Plans.
6. Update the State's strategic planning law to clarify the focus on continuous annual improvement.
7. Offer professional development, training and support for local boards/leadership to develop awareness of and competencies in continuous improvement practices.

Three Areas of Recommendations

- **Autonomy and Accountability**
 - Accountability Structure Involving Schools
 - Autonomy by Removing Constraints
 - Annual Strategic Planning, Assessment and Continuous Focus on Improvement
- **High Expectations**
 - **Mastery-based education**
 - **Advanced Opportunities**
 - **Funding Model**
- **Innovation and Collaboration**
 - State-wide electronic collaboration system
 - Educator and student technology devices with appropriate content
 - Site-based collaboration among teachers and leaders
 - Training and development of superintendents and school boards

Mastery-based education

8. Implement a pilot program that provides funding to encourage districts and schools to create their own mastery-based models, tailored to local conditions and opportunities. Provide funding for professional development programs to assist districts/schools in implementing mastery-based models.
9. Educate districts regarding Idaho law/rule. Idaho law does not prevent districts from advancing students based on mastery or competency.
10. The State Department of Education prioritize federal or other grants to support districts who are implementing mastery programs with preference where appropriate given to rural districts

Advanced Opportunities

11. Consolidate Idaho Code pertaining to advanced opportunities into a single chapter and that the following changes be made to current advanced opportunities programs:
 - a) Eliminate the 10% participation cap on the 8 in 6 program.
 - b) Remove restriction to online courses in the 8 in 6 program
 - c) Remove the requirement that students pay 25% of fees in the Fast Forward (\$200/\$400) program.
 - d) Conduct follow-on work in 2-3 years to simplify and consolidate programs after review of Fast Forward data.
 - e) Work with legislators to create scholarships to provide assistance to students who earn college credit in high school.
12. Student and parent review of a student's 8th Grade Plan in grades 9-12.
13. Support for college and career advising including funding for districts to implement college and career counseling using a model that best fits their needs.

Funding Model

14. Continue with Average Daily Attendance funding with modifications and updates
 - a) recommend that the current attendance minimum requirements of 2.5 hours for a half day, and 4.0 hours for a full day of attendance be removed and a per credit model developed in its place.
 - b) recommend that the current restriction on funding more than one FTE be removed and state funding provided in certain situations.
15. Recommend that a subcommittee be formed comprised of large and small districts, charter and traditional schools, online schools, SDE staff, and the IDLA to explore these areas further and report back.

Three Areas of Recommendations

- **Autonomy and Accountability**
 - Accountability Structure Involving Schools
 - Autonomy by Removing Constraints
 - Annual Strategic Planning, Assessment and Continuous Focus on Improvement
- **High Expectations**
 - Mastery-based education
 - Advanced Opportunities
 - Funding Model
- **Innovation and Collaboration**
 - **State-wide electronic collaboration system**
 - **Educator and student technology devices with appropriate content**
 - **Site-based collaboration among teachers and leaders**
 - **Training and development of superintendents and school boards**

Collaboration Infrastructure

16. Require State Board of Education's Data Management Council (DMC) to oversee the longitudinal data system in Idaho and report annually to the State Board and the Legislature on the project, accuracy of data and future needs/plans.
17. Revisit the data and collaboration systems after the Legislature's Office of Performance Evaluations (OPE) conducts its study of ISEE and SchoolNet – due January 2015.

Technology

18. Expedite providing broadband access and wireless infrastructure to all Idaho schools.
19. Discontinue the technology grant pilot program and make funding available to all districts for technology needs.
20. Change how information technology personnel are funded in order to allow districts the ability to pay those professionals commensurate with market rates.
21. Keyboarding skills are becoming increasingly important in early elementary school years. We recommend that keyboards for tablets be made available for student use.

Collaboration and Innovation

22. Increase the school year by 3 days (24 hours) to allow for additional paid time for job-embedded professional development and collaboration. This time should be construed separately from professional development training relating to Idaho Core Standards.
23. Recommend that job-embedded professional development and collaboration be scheduled weekly based on school schedules and student needs.
24. Provide skills training on collaboration to all teachers and staff.

Collaboration and Innovation

25. Further develop and implement the Idaho Standards for Effective Principals (which includes ongoing implementation and support for administrator training in the Danielson Framework for Teaching model through TeachScape proficiency exams).
26. The 2014 Legislature passed HB521 which allows school boards to apply for reimbursement of training programs. Each school board will be responsible for developing an annual strategic plan.
27. Support the recommendations of the Autonomy and Accountability Group which is refining the current legislation to reinforce the focus on continuous improvement.

Follow on Work

1. Legislation has been drafted as recommended regarding Advanced Opportunities and the Strategic Planning statute
2. Committee to study funding formula issues has been formed.
3. Innovation and Collaboration committee will review the Office of Performance Evaluations report in early 2015.
4. Ongoing assignment for State Department and State Board of Education to develop action plans for implementation.



Questions...

THANK YOU.

Task Force on Improving Education Career Ladder & Tiered Licensure Committee



Senate Education Committee
January 22, 2015

Governor's Task Force Membership

Richard Westerberg, Task Force Chair
Laurie Boeckel, Vice President, Legislation
Roger Brown, Deputy Chief of Staff and Senior Special Assistant
Corinne Mantle-Bromley, Dean, College of Education
Cheryl Charlton, Chief Executive Officer
Linda Clark, Superintendent, Joint Dist. No. 2 (Meridian)
Pennl Cyr, President
Reed DeMordaunt (R), Chairman House Education Committee
Karen Echeverria, Executive Director
Ken Edmunds
Wayne Freedman, School Board Trustee (Council, Idaho)
John Goedde (R), Chairman Senate Education Committee
Steve Higgins, Principal
Mary Huff, School Board Trustee (Melba, Idaho)
Teresa Jackman, The Academy Charter School
Lisa Kinnaman and Roger Quarles
Alex LaBeau, President
Mike Lanza, Co-founder
Rod Lewis
Bob Lokken, CEO, WhiteCloud Analytics
Tom Luna, Superintendent of Public Instruction
Alan Millar, Principal, Forrest M. Bird Charter Academy (Sandpoint)
Phyllis Nichols, Counselor
Katie Pemberton, Teacher, Canby Middle School
Mary Ann Raneills, Superintendent, Lakeland School District
Anne Ritter, Meridian School Board
Briana Smith, Teacher, Sandpoint High School
Geoffrey Thomas, Superintendent, Madson School District
Janie Ward-Engelking (D), House Education Committee
Cindy Wilson, Teacher, Capital High School (Boise)
Rob Winslow, Executive Director

Idaho State Board of Education
Idaho Parent Teacher Association
Office of the Governor
University of Idaho
Idaho Digital Learning Academy (IDLA)
Idaho Assoc. of School Administrators (IASA)
Idaho Education Association (IEA)
Idaho House of Representatives
Idaho School Boards Association (ISBA)
Idaho State Board of Education
Idaho School Boards Association, Past President
Idaho State Senate
Idaho Assoc. of School Administrators, Grangeville High School
Idaho School Boards Association (ISBA)
Idaho Education Association, Pocatello School District
Idaho Leads Project
Idaho Association of Commerce & Industry
Idaho Parents and Teachers Together (IPATT)
Idaho State Board of Education
Idaho Business for Education
Idaho State Department of Education
Idaho Charter School Network
New Plymouth School District
Coeur d'Alene School District
Idaho Assoc. of School Administrators (IASA)
Idaho School Boards Association, President
Idaho Education Association (IEA)
Idaho Assoc. of School Administrators (IASA)
Idaho House of Representatives
Idaho Education Association (IEA)
Idaho Assoc. of School Administrators (IASA)

Governor's Task Force Membership

Effective Teachers & Leaders/Fiscal Stability Committee

Linda Clark, Superintendent, Joint Dist. No. 2 (Meridian)
 Penni Cyr, President
 Karen Echeverria, Executive Director
 Wayne Freedman, School Board Trustee (Council, Idaho)
 John Goedde (R), Chairman Senate Education Committee
 Steve Higgins, Principal
 Mary Huff, School Board Trustee (Melba, Idaho)
 Teresa Jackman, The Academy Charter School
 Alex LaBeau, President
 Rod Lewis
 Phyllis Nichols, Counselor
 Katie Pemberton, Teacher, Canby Middle School
 Mary Ann Ranells, Superintendent, Lakeland School District
 Brian Smith, Teacher, Sandpoint High School
 Geoffrey Thomas, Superintendent, Madison School District
 Janie Ward-Engelking (D), House Education Committee
 Cindy Wilson, Teacher, Capital High School (Boise)
 Rob Winslow, Executive Director

Idaho Assoc. of School Administrators (IASA)
 Idaho Education Association (IEA)
 Idaho School Boards Association (ISBA)
 Idaho School Boards Association, Past President
 Idaho State Senate
 Idaho Assoc. of School Administrators, Grangeville High School
 Idaho School Boards Association (ISBA)
 Idaho Education Association, Pocatello School District
 Idaho Association of Commerce & Industry
 Idaho State Board of Education
 New Plymouth School District
 Coeur d'Alene School District
 Idaho Assoc. of School Administrators (IASA)
 Idaho Education Association (IEA)
 Idaho Assoc. of School Administrators (IASA)
 Idaho House of Representatives
 Idaho Education Association (IEA)
 Idaho Assoc. of School Administrators (IASA)

3

Education Improvement Committees 2014

- Three committees to develop and refine the Task Force recommendations
 - Structure and Governance
 - **Career Ladder/Tiered Licensure**
 - Literacy

4

Education Improvement Committees 2014 Career Ladder & Tiered Licensure

Recommendations for further study and implementation:

- #12: Career Ladder Compensation Model
- #14: Tiered Licensure
- #15: Mentoring
- #16: Ongoing Job-embedded Professional Learning
- #19: Provide enhanced pre-service teaching opportunities through the state's colleges of education
- #20: Participation in the CCSSO's "Our Responsibility, Our Promise" recommendations to improve teacher preparation

5

Education Improvement Committees 2014 Career Ladder & Tiered Licensure

Membership

Rod Lewis, State Board of Education, Chair
 Dr. Linda Clark, Superintendent, West Ada County District No. 2, Co-Chair
 John Goedde, Senator, District 4
 Dean Mortimer, Senator, District 30
 Janie Ward-Engelking, Senator, District 18
 Marc Gibbs, Representative, District 32
 Wendy Horman, Representative, District 30
 Lance Clow, Representative, District 24
 Tom Luna, Superintendent of Public Instructions
 Geoffrey Thomas, Superintendent, Madison School District
 Penni Cyr, President Idaho Education Association
 Rob Winslow, Executive Director, Idaho Association of School Administrators
 Karen Echeverria, Executive Director, Idaho School Boards Association
 Wayne Freedman, Idaho School Boards Association
 Rod Gramer, President, Idaho Business for Education
 Christina Linder, Associate Dean, Idaho State University College of Education
 Brian Smith, Teacher, Sandpoint High School, Lake Pend Oreille School District

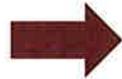
Richard Westerberg, State Board of Education, ex-officio
 Roger Brown, Office of the Governor, ex-officio

6

Committee & Subcommittee Structure

Tiered Licensure Technical
Advisory Committee

Network for Transforming
Educator Preparation
Steering Committee



Career Ladder /
Tiered Certification
Committee

Evaluation Performance
Indicator Subcommittee

7

Committee Process & Outcomes

Process:

- 9 public committee meetings April – July 2014
- Reviewed 27 state certification plans

Outcomes:

- Proposed Three-Tiered Certification Model
- Proposed Career Ladder Model

8

Tiered Certification

- Committee recommendation: three-tiered certificate model
 - Residency Certificate
 - 3-year non-renewable certificate for beginning teachers
 - Professional Certificate
 - 5-year renewable certificate
 - Master Professional Certificate
 - 5-year renewable certificate
- Promotion contingent on:
 - Performance evaluation
 - Student Achievement/Growth
 - Individual Professional Learning plan

9

Career Ladder

Rationale

- Current compensation method creates instability for districts
 - Potential movement on a complex pay grid is difficult to anticipate and budget
 - Most districts are unable to match the teacher salaries paid by a handful of wealthier districts
 - For districts that pay based on state salary apportionment, the lack of competitive, professional level salaries causes schools to lose teachers to other states and professions
 - For districts that pay above apportionment to be competitive, the differential from operating funds is a de-stabilizer
- Current salary grid lacks incentives and accountability

10

Career Ladder

Benefits

- Teachers could earn significantly higher salaries than are possible for most districts under the current funding formula
- Significantly enhanced accountability through teacher evaluation and student growth measures tied to licensure
- Statewide Career Ladder apportionment would reduce staffing and fiscal instability
- Idaho public school salaries would be more competitive with other states and the private sector
- Districts could fund robust, effective and meaningful teacher mentoring programs through the use of leadership award funds

11

Career Ladder

- Committee recommendation: Create a 3 rung Career Ladder compensation model
 - 3 rungs – Residency, Professional and Master – tied to 3 levels of certification
 - Each rung, once fully implemented would have 5 cells
 - 5-6 year phase-in (approximately \$40 million per year including leadership pool)

Note: \$15.8 million leadership premium awards enacted by 2014 legislature.

12

Board of Education Action

- The Board took the recommendations and developed them into a proposed Administrative Rule and possible legislation
- Once published, the Board held 3 public forums across the State after receiving the Committee's recommendation
 - Lewiston, Pocatello and Meridian
 - Done as part of the Administrative Rule process for the Tiered Licensure proposal
 - 642 public comments
- The Board adopted changes to the Tiered Licensure and Career Ladder proposals based on the public comments received
- The revised proposals are the pending Administrative Rule and Career Ladder legislation submitted to the legislature this session

13

Tiered Certification

- The final recommendations create a certification model consisting of a three-year non-renewable residency certificate for teachers new to the profession and a five-year renewable professional certificate
- Movement from the Residency to Professional level certificate is based on meeting proficiency and student achievement criteria

14

Tiered Certification

Residency Certificate

- 3 year non-renewable certificate
- 1-year extension if the teacher is employed and receives a recommendation from the employing district.
- Completion of an approved teacher preparation program (Current Requirement)
- Institutional Recommendation (Current Requirement)
- Individualized Professional Learning Plan (Currently Completed by Teacher Preparation Programs)
- Professional Development/Mentoring tied to Individualized Professional Learning Plan in Years 1-3

15

Tiered Certification

Movement from Residency to Professional Certificate

- Current credit requirements (six credits and the following application information provided to the State Department of Education's certification division)
- For 2 of 3 years, including the final year prior to applying:
 - Demonstrated teaching proficiency on the Idaho state performance evaluation framework by:
 - Having 16 or more components marked as Proficient or higher
 - No more than 6 components marked as Basic
 - No components marked as Unsatisfactory
- At least 1 measure of student achievement/growth for each year to be decided at the local level
- Additional artifacts of effective teaching
- Individualized Professional Learning Plan

16

Tiered Certification

Professional Certificate (Renewal)

- 5-year renewal
- Meet current credit requirements
- Maintain a professional learning plan

17

Career Ladder

- With changes to the certification framework and based on public input regarding the Career Ladder during this process, the State Board of Education moved the original proficiency requirements for the Professional and Master level to the Career Ladder and no longer tied movement on the Career Ladder, after Residency, to certification requirements

18

Career Ladder

- The career ladder provides increased funding for teacher compensation to districts:
 - \$40,000 for beginning teachers (up from the current \$31,750)
 - \$47,000 to \$51,000 for teachers who hold a professional certificate
 - \$54,000 to \$58,000 for teachers who qualify for the master level of the ladder (up from the current maximum of \$47,000)
- The Career Ladder legislation moving forward to the legislature includes additional compensation for teachers who achieve higher levels of education
 - \$2,000 for a bachelor's degree + 24 credits
 - \$3,500 for a master's degree
 - \$6,000 for a doctorate degree

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Career Ladder

Professional Compensation Rung Performance Criteria

- For 3 of 5 years, one of which must be the 4th or 5th year:
 - Demonstrated teaching proficiency on the Idaho state performance evaluation framework by:
 - Having 18 or more components marked as Proficient or higher
 - No more than 4 components marked as Basic
 - No components marked as Unsatisfactory
 - Increased student achievement/growth

Note: Outcomes of the performance evaluation and student achievement or growth **do not** impact certification status at the Professional level or its renewal

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Career Ladder

Master Compensation Rung Performance Criteria

- Minimum of 8 years experience as a certified employee, the last 5 of which must be with a standard Professional Certificate
- For 3 of 5 years, one of which must be the 4th or 5th year:
 - Demonstrated teaching proficiency on the Idaho state performance evaluation framework by:
 - Having 18 or more components marked as Proficient or higher
 - No components marked as Basic or Unsatisfactory
 - No less than 6 distinguished ratings
 - 60% of students meet or exceed growth target
- *Instructional staff who no longer meet the Master rung performance criteria or have been placed on a district improvement plan or probation in the previous year shall be placed in the terminal cell on the professional compensation rung*

21

Career Ladder

- Student achievement or growth criteria will be defined by each individual school district. Only 1 criteria must be used:
 - Idaho Standards Achievement Test
 - Student learning objectives
 - Formative assessments
 - Teacher-constructed assessments of student growth
 - Pre- and post-tests
 - Performance-based assessments
 - Idaho Reading Indicator
 - College entrance exams (PSAT, SAT, ACT)
 - District adopted assessment
 - End of course exams
 - Advance Placement Exams
 - Professional-technical exams

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Career Ladder How Will It Work?

Current Full-Time Teacher Appropriation

Current appropriation	Number of Teachers at current appropriation
\$31,750	4,827
\$32,528	610
\$33,748	436
\$35,013	694
\$36,326	901
\$37,688	1,346
\$39,102	211
\$40,568	1,225
\$42,089	170
\$43,668	3,768
\$45,305	57
\$47,004	1,468

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Career Ladder Implementation Example

- Teacher A currently among the 4,827 teachers at salary apportionment of \$31,750
 - Year 1 \$33,600
 - Year 2 \$36,317
 - Year 3 \$41,699 Education bonus would be additional
 - Year 4 \$45,403
 - Year 5 \$48,000
- Teacher B currently among the 1,346 teachers at salary apportionment of \$37,688
 - Year 1 \$39,950
 - Year 2 \$43,061
 - Year 3 \$46,277 Education bonus would be additional
 - Year 4 \$48,418
 - Year 5 \$51,000
- Teacher C currently among the 1,468 teachers at salary apportionment of \$47,004
 - Year 1 \$47,803
 - Year 2 \$48,602 Education bonus would be additional
 - Year 3 \$49,402 Move to Master level
 - Year 4 \$50,201 \$52,800
 - Year 5 \$51,000 \$55,000

24



STATE of IDAHO
BOARD of EDUCATION

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Monday, January 26, 2015

SUBJECT	DESCRIPTION	PRESENTER
Presentation	University of Idaho	Chuck Staben, President
Presentation	North Idaho College	Joe Dunlap, ED. D President
Presentation	College of Southern Idaho	Dr. Jeff Fox President
Presentation	College of Western Idaho	Dr. Bert Glandon, President
Docket No. 08-0203-1402	Rules Governing Thoroughness	Dr. Christina Nava Coordinator -LEP, Title III, State Department of Education

If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer
Vice Chairman Thayn
Sen Keough
Sen Nonini
Sen Patrick

Sen Souza
Sen Den Hartog
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

- DATE:** Monday, January 26, 2015
- TIME:** 3:00 P.M.
- PLACE:** Room WW55
- MEMBERS PRESENT:** Chairman Mortimer, Vice Chairman Thayn, Senators Keough, Nonini, Souza, Den Hartog, Buckner-Webb and Ward-Engelking
- ABSENT/ EXCUSED:** Senator Patrick
- 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 Committee meeting to order at 3:00 p.m. He welcomed everyone and announced that it is Education Week at the Capitol.
- PRESENTATION:** **Chuck Staben**, President, University of Idaho (UI) presented to the Committee the activities of the University on campus, in the community, and around the state. He introduced Katherine G. Aiken, Interim Provost and Executive Vice President, UI . **President Staben** spoke about the excellence of the University and how it is meeting the needs of the State both in education and in research. He highlighted many of the UI's accomplishments locally and nationally. He noted the work they are doing with the State's community colleges in helping students move seamlessly into the institution. **President Staben** pointed out the "Inspiring Futures Campaign" raised more than its goal, which speaks to the confidence that alumni have in the UI. He concluded by thanking the Legislature for the funding especially for the proposed salary increases (see the attachment 1).
- Senator Thayn** asked about the Governor recommendation for funding of the dual credit programs. **President Staben** replied this request was in the Complete College Idaho section of the budget as a line item. The UI will continue to work on enhancing dual credit opportunities for students.
- Vice Chairman Thayn** asked if there were new programs to be developed, or was the UI just in the conception stages. **President Staben** called on the UI Provost to answer that question. **Katherine G. Aiken**, explained that the request was for an expansion of dual credit programs the UI already offers. They were also hoping to expand the number of partnering high schools.
- Vice Chairman Thayn** wanted to know why UI funding for counseling was much higher. **President Staben** explained the higher institutions have a greater counselor to student ratio.
- PRESENTATION:** **Chairman Mortimer** welcomed Idaho's three community college presidents to the committee to present together the endeavors of each community college.
- Dr. Joe Dunlap**, President, North Idaho College (NI), presented Idaho Community Colleges Working Together. He spoke to the shared focus of the colleges and detailed mission statement of each. He addressed the funding issues and concluded highlighting the variety of challenges the colleges encounter (see attachment 2).

Dr. Jeff Fox, President, College of Southern Idaho (CSI), stated they are celebrating 50 years of operation. He noted education is always changing and CSI is responsive to those changes. He detailed the counseling programs to get more at risk students enrolled. **Dr. Fox** described the higher enrollment of the professional-technical process for the college.

Dr. Bert Glandon, President, College of Western Idaho (CWI), presented the work of CWI. He echoed the course and goals of the community colleges and CWI is in line with the community college plan. He stated remediation is the number one issue that keeps students from continuing college so all the community colleges are working to find solutions. Each school is working aggressively to help students be successful and is doing it as quickly as possible.

Dr. Joe Dunlap, presented the work of NIC. He again echoed that all the community colleges in Idaho are working on the same model. He highlighted one of NIC's pilot projects called the Village Project.

Chairman Mortimer thanked all three of the college presidents and then opened for questions.

Senator Souza thanked all for the very interesting presentations. She asked what percentage of students who enter their institutions will finish with either a degree or certificate. Each President told the success rates. They emphasized that the community college student comes to them with different needs and concerns than the traditional university student.

Vice Chairman Thayn asked someone to address the stackable programs. He wondered how they interface with the secondary schools. **Dr. Dunlap** said there are a number of different interfaces with the secondary schools. He explained the partnership with the Albertson's Foundation for the P-Tech program. He also outlined K-Tech, a career and technical high school. **Dr. Dunlap** stated the NIC board is committed to the program and will be building a site next to NIC for the program to be open in the fall of 2016

Vice Chairman Thayn asked two questions (1) how is the fast forward program making the payments work; and (2) are the dual credit classes helping high school students as they get to college. Each President outlined their schools programs highlighting that the colleges are working hard to make all types of credits transferable.

Senator Nonini asked if there is a specific student demographics of the remedial courses. **Dr. Fox** stated remediation is not broken out by age. Remediation is 61 percent of the incoming students. The colleges have redesigned the courses and have found these new courses keep remedial students engaged.

Chairman Mortimer asked the Presidents to give a quick summary of their enrollment, what has been done, and what will be done in the future.

Dr. Dunlap stated in regard to enrollment, during the recession NIC's increased by 47 percent. For 2014 the enrollment declined. NIC planned for that and it is reflected in the budget. In spite of the decline, NIC is seeing growth through dual credit and distance learning; that segment will continue to grow. **Dr. Fox** said CSI's enrollment figure is 6,100 and full time enrollment is 4,830. This is a decline from the previous year. The increase of dual credit is 20 percent of the makeup of the student population. **Dr. Glandon** was pleased to announce that after five years CWI has started to normalize after five years of incredible growth.

Chairman Mortimer stated the reduced enrollment has an impact on the schools. He asked them to share what each was doing to get more people into their programs. Each President said personal relationship building is what works the best to ensure enrollment. They all use social media and school career counseling.

Chairman Mortimer thanked them each for the presentation.

**PASSED THE
GAVEL:**

Chairman Mortimer passed the gavel to Vice Chairman Thayn.

**DOCKET NO.
08-0203-1402:**

Vice Chairman Thayn stated the State Department of Education is here to present **Docket No 08-0203-1402** with regards to the Section 03.b.i. He said there may be possible legislation coming up that may allow parents to have their students opt out of the Smarter Balance Assessment Consortium (SBAC). Information has been collected about the star ratings.

Senator Nonini asked if someone from State Department of Education could address the situation of Madison School District opting out of SBAC. How would that play into the rule adoption.

Dr. Christina Nava, State Department of Education (SDE), stated as far as the 95 percent rule of opting out of SBAC, she is not at liberty to discuss. It is not under her preview. She is the State LEP Director and will only answer questions regarding that program.

Senator Nonini replied he would like to hear how that question can be answered. He requested someone from the department come to the meeting to answer the questions.

Senator Ward-Engleking asked if there was any consideration to the possibility of using raw scores instead of percentages. She stated that raw scores are not always an indicator of actual growth. **Dr Nava** responded absolutely correct. She is attempting to work on this rule for next year.

Senator Ward-Engleking stated the rule seems to not take into account the student that is only in the district for part of the year. She wanted to know if this data could be put into cohorts. Currently, the data looks skewed. **Dr. Nava** said another excellent point. She appreciated the Senator's being aware of this population's unstableness

MOTION:

Senator Souza moved to remove Section 112.01.b.i from **Docket No. 08-0203-1402**. **Senator Nonini** seconded the motion. Discussion ensued regarding administrative rulemaking.

Vice Chairman Thayn reiterated Mr. Hunt's comment that the Committee can revisit the docket, but today should act on the rule as it is now. The Committee can come back and address the other concern. He believed that both corrections could be done at the same time.

**SUBSTITUTE
MOTION:**

Senator Keough moved that **Docket No. 08-0203-1402** be adopted. **Senator Buckner-Webb** seconded the motion.

Chairman Mortimer stated there is too much confusion and would like to hold the rule until some questions can be answered.

**MOTION
WITHDRAWAL:**

The motion makers all agreed to withdraw the motions.

MOTION:

Chairman Mortimer moved to hold **Docket No. 08-0203-1402** for time certain. **Senator Nonini** seconded the motion. The motion carried by **voice vote**.

**PASSED THE
GAVEL:**

Vice Chairman Thayn returned the gavel to Chairman Mortimer.

ADJOURNED:

There being no further business **Chairman Mortimer** adjourned the meeting at 4:36 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

SENATE EDUCATION COMMITTEE

PRESIDENT CHUCK STABEN

UNIVERSITY OF IDAHO

JAN. 25, 2017

I

University of Idaho

MISSION

- Idaho's land-grant research university
- Excellence in teaching, research, outreach and engagement
- Committed to developing solutions for complex problems facing Idaho
- Outreach serves Idaho AND strengthens teaching, scholarship, creativity
- Statewide impact: Idaho is our campus

I

University of Idaho

STATEWIDE IMPACT

The University of Idaho has an economic impact of nearly **one billion** dollars statewide.



Region I
 \$139,364,000
 Current Students: 1,306
 Alumni: 7,099

Region III & VI
 Current Students: 93
 Alumni: 1,238

Region I & II
 Current Students: 852
 Alumni: 6,938

Region IV
 \$53,603,000
 Current Students: 368
 Alumni: 3,165

Region II
 \$412,173,000
 Current Students: 445
 Alumni: 3,916

Region V
 \$21,220,000
 Current Students: 182
 Alumni: 1,577

Region III
 \$261,748,000
 Current Students: 2,308
 Alumni: 15,427

Region VI
 \$46,319,000
 Current Students: 425
 Alumni: 2,696



University of Idaho

STATEWIDE IMPACT

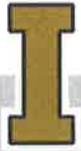
**IDAHO
 IS OUR
 CAMPUS**



University of Idaho

UI AT A GLANCE

- Enrollment: 11,534; 93% full-time
- 36% first-generation college students
- 40% Pell Grant recipients
- 2,400 faculty and staff
- ~\$100 million in research funding
- ~\$1 billion in economic impact
- 58% 6-yr graduation rate



University of Idaho

RESEARCH

INSTITUTION HIGHLIGHTS

- ~\$100 million in research funding
- Partnering with key industries
- Western Initiative for Dairy Environments (WIDE)



University of Idaho

STATEWIDE CAMPUS STEWARDSHIP

INSTITUTION HIGHLIGHTS

- NIC/LCSC/UI building in CDA
 - (\$4 million - PBF)
- Integrated Research & Innovation Center
- College of Education building
- Idaho Law & Justice Learning Center
- Classroom maintenance/upgrade fund

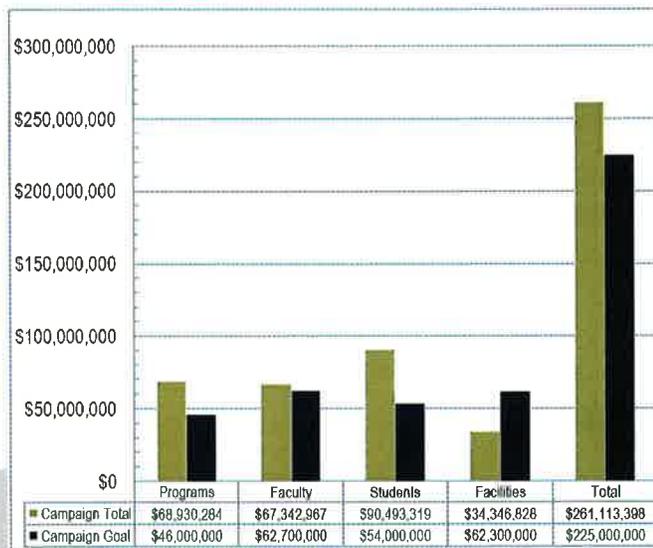


University of Idaho

INSPIRING FUTURES CAMPAIGN

INSTITUTION HIGHLIGHTS

- >\$260 million
- Cash & pledges
- RESTRICTED funds
- Complements state, tuition funding
- Private investment in UI excellence



SUPPORTING IDAHO'S GOALS

- Grow Idaho's Economy
 - Research/technology
 - Workforce development
- 60% Postsecondary Goal
 - K to Career
 - Capitalize on Idaho's K12 investment



University of Idaho

VALUE OF A COLLEGE DEGREE

- High annual and lifetime earnings and low unemployment for 4-year grads
- Higher median wages among young 4-year grads vs. non-grads
- Higher mid-career earnings among 4-year grads vs. non-grads
- Increased well-being, more engaged citizens



University of Idaho

THE STUDENT DEBT CHALLENGE

- Myths and challenges
- 32% of all Idaho students debt-free
- National average: \$28,400
- UI average debt: \$25,637
- Working to improve processes around financial aid and loan repayment



University of Idaho

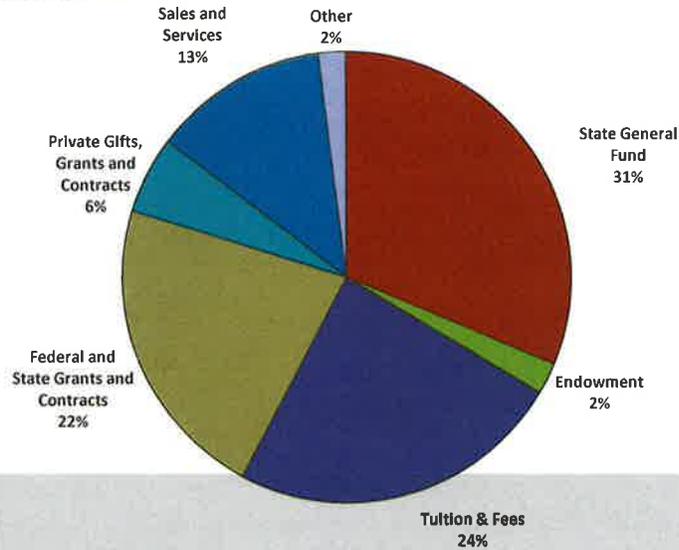
FY 2016 GOVERNOR'S PRIORITIES

- 3% CEC
- Agricultural Research & Extension Service (ARES) (\$1.5 M)
- Student Employment Readiness Program (\$0.52 M)
- Complete College Idaho (\$0.56 M)
- WWAMI medical education (\$0.67 M)
- Idaho Law & Justice Learning Center (\$0.25 M)
- Forest Utilization Research (\$0.22 M)



University of Idaho

FINANCIAL STEWARDSHIP
REVENUE



University of Idaho

FUND SHIFT ISSUE

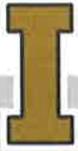
3% CEC = \$1.609 million underfunded

Fund shift → No FY 2016 resident tuition increase



University of Idaho

THANK YOU



University of Idaho

Idaho Community Colleges Working Together

Education Committee

1/26/15



Focus

- The shared focus of the Community Colleges of Idaho is to cooperate in promoting, representing, supporting, and serving our region to ensure the highest quality education and training for students and the communities we serve.



Idaho Community Colleges Best Bang for the Buck

- **Industry Partners**
- **Lowest Cost**
- **Positive Economic Impact**
- **Accessible**



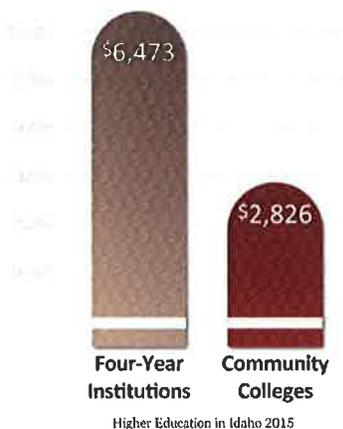
Comprehensive Missions

- Transfer
- Professional Technical
- Workforce Development
- Adult Basic Education
- Continuing Education

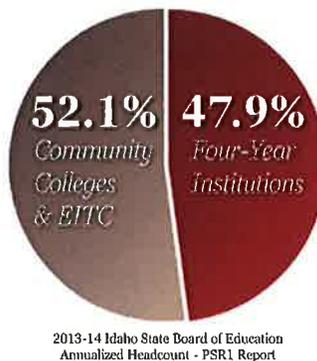


Enrollment

Average Tuition Comparison



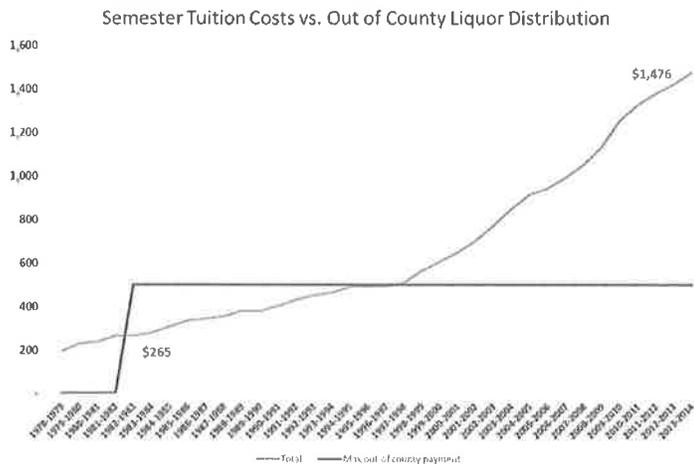
Lower Division Headcount



State Support and Requests

- 3.12 Billion in tax revenues anticipated (5.5% above FY15 levels)
 - CSI- \$13,352,400; 6.65% increase from 2015
 - CWI-\$12,548,000; 15.95% increase from 2015
 - NIC-\$12,004,600; 12.2% increase from 2015
- Governor Recommended Budget
 - CSI-\$12,543,200; .63% increase from 2015
 - CWI-\$10,867,000; 2.94% increase from 2015
 - NIC-\$10,675,800; 1.27% increase from 2015

Tuition vs. Liquor Distribution



Moving the Needle

- Complete College Idaho
- Access
 - 52% go on rate does not translate into 60% attainment
 - Remediation
- Retention
 - Advising, coaching and mentoring
- Completion
 - Stackable programs

Challenges

- Career and technical funding formula
- Support levels are not consistent with state articulated outcome
- Personnel to implement student success strategies
- Promote career pathways
- Out of district tuition – stagnant since 1982
- Retaining quality personnel-CEC offset

Thank You for Your Support



AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Tuesday, January 27, 2015

SUBJECT	DESCRIPTION	PRESENTER
Presentation	Northwest Professional Educators	Brenda Miller, Regional Director
Presentation	Idaho Digital Learning Academy	Cheryl Charlton, CEO/Superintendent, IDLA
Presentation	Think Through Math (Apangea)	Glen Zollman, Vice President of State Services Lou Piconi, Executive Vice President & Co Founder of Think Through Math
Docket No. 08-0202-1402	Rules Governing Uniformity Inc. by Reference, PSC and Driver Ed.	Dr. Taylor Raney Director-Teacher Certification & Professional Stds State Department of Education Audra Urie Coordinator State Department of Education
RS23332	Teacher certificates, alternate certificates, and change in or replacement of existing certificates.	Tim Corder, State Department of Education
RS23334	Criminal history checks for all school district employees having contact with children.	Tim Corder, State Department of Education

If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Souza
Vice Chairman Thayn	Sen Den Hartog
Sen Keough	Sen Buckner-Webb
Sen Nonini	Sen Ward-Engelking
Sen Patrick	

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Tuesday, January 27, 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 Education Committee (Committee) to order at 3:00 p.m. and welcomed Brenda Miller to the podium for her presentation.

PRESENTATION: **Ms. Miller**, Regional Director, Northwest Professional Educators (NWPE), referred to the handouts distributed the Committee (see attachment 1). She said NWPE is a nonprofit, nonunion, professional educators' organization that has served Idaho's educators for the past ten years. Membership is open to all educators of any educational entity, including teachers, administrators, and support staff.

Ms. Miller said NWPE supports teacher choice and choices that benefit both students and teachers. The organization supports the state's right-to-work statute, which helps make teacher choice possible.

Vice Chairman Thayn asked if the results of NWPE's surveys were communicated to the legislature. **Ms. Miller** answered affirmatively. **Senator Souza** asked how NWPE conveys its services to educators. **Ms. Miller** said they use a variety of communication techniques but are still struggling to get the word out.

Chairman Mortimer welcomed Glen Zollman, Vice President of State Services, Think Through Math (TTM).

PRESENTATION: **Mr. Zollman** introduced himself and his colleague, Lou Piconi, Founder and Executive Vice President of Think Through Math.

Mr. Zollman reviewed TTM's methods, including the program metrics, training metrics, student and parent engagement, motivation, and feedback (see attachment 2). **Mr. Zollman** said he estimates that by the end of 2015, TTM will have over 300 training programs which are adapted to students' specific needs. He said technology analysts report there are more than 200,000 students using the program and they are on track to solve 20 million to 22 million problems. He added that TTM is tablet compatible, which increases access to programs.

Questions were asked and answered about TTM's (1) regional centers, (2) the correlation between math and test scores, and (3) TTM's association with the Kahn Academy.

Chairman Mortimer asked Mr. Piconi to explain his reasons for establishing TTM. **Mr. Piconi** said he wanted to do something socially relevant and saw tutoring as a great resource for students. **Mr. Zollman** played a brief audio video for the new Senators to give them better insights on how the program works.

Chairman Mortimer welcomed **Dr. Cheryl Charlton**, CEO and Superintendent of Idaho Digital Learning Academy (IDLA) to the podium and asked her to introduce members from her organization who were present.

PRESENTATION: **Dr. Charlton**, introduced Jacob Smith, Dr. Sherawn Reberry, and Ryan Gravette, and called on Jacob Smith for his part of the presentation.

Jacob Smith gave an overview of IDLA's mission, which is to educate, innovate, and elevate (see attachment 3). He said IDLA was established in 2002 as an educational organization to bring choice, accessibility, flexibility, quality, and equity in curricular offerings to the students. Since that time, IDLA has evolved as a more statewide partner capable of adapting to the needs of its stakeholders with new initiatives and programs. He said IDLA would not be where it is today without the support of the legislators, district leaders and charter school members.

Dr. Sherawn Reberry presented the innovation arm of IDLA's mission, its university partners, and on-demand tutoring. She said IDLA is considered a leader in online learning.

Mr. Ryan Gravette reviewed the elevating portion of IDLA's mission, which includes technology initiatives, such as coding instruction. He said more than 50 teachers will be teaching coding to students K through 12 by next year. He said IDLA is elevating the State with its data security standards, which are the same standards used in banking and e-mobile commerce.

Vice Chairman Thayne asked for and received elaboration on the K- 5 pilot program which is in partnership with the University of Idaho. **Senator Keough** asked how much difference the build-out of IEN makes. **Mr. Gravette** said it makes an impact on schools and their ability to access IDLA resources. **Senator Nonini** asked for a comparison between the use of IEN bandwidth versus video conferencing. **Mr. Gravette** was not able to provide a ratio at this time. **Chairman Mortimer** asked about year-to-year growth. **Mr. Smith** answered that growth was about ten percent over the last three years.

Chairman Mortimer called on Dr. Charlton to offer closing remarks. **Dr. Charlton** said IDLA works hard to remain nimble and flexible to meet the needs of the State. She said it tries to work with all stakeholders and serve all students.

**PASSED THE
GAVEL:**

Chairman Mortimer passed the gavel to Vice Chairman Thayne.

Vice Chairman Thayne recognized Dr. Taylor Raney for presentation of **Docket No. 08-0202-1402**.

**DOCKET NO.
08-0202-1402:**

Dr. Taylor Raney Director, Teacher Certification and Professional Standards, State Department of Education presented **Docket No. 08-0202-1402**, referred the Committee to page 45 of the rule book. He outlined the portion of the rule that relates to standards for certification in school counseling, psychology and special education.

Audra Urie, Coordinator, State Department of Education, took the podium to give an overview of **Docket No. 08-0202-1402** specific to public school districts' approval of a contract with private driving companies. She referred to Idaho Code, Section 7.1, where the last line item was changed to read, "if the value of the contract is in excess of \$25,000 in a fiscal year, you must procure such services in accordance with Idaho Code 67-2801 through 67-2809."

Ms. Urie also referred to Idaho Code, Section 7.3, which reads, "to be eligible for reimbursement, the public school must show a direct expense equal to or greater than the reimbursable amount of \$125 per student, and/or show the contractor has a reduced fee for instruction more than or equal to \$125 per student. The instructor fees must be paid directly to the public school that is requesting reimbursement." **Ms. Urie** said the reason for the change was to offset the funding for the schools so the schools can provide the program.

TESTIMONY: **Mike Ryals**, representing Idaho Association of Professional Driving Businesses (IAPDB) testified in opposition to **Docket No. 08-0202-1402**, which he said was not in the best interest of the students, school districts, or contractors.

Mike Arnell, representing IAPDB, also testified in opposition to **Docket No. 08-0202-1402**, emphasizing the rule is discriminatory and unnecessary.

MOTION: **Senator Patrick** moved to reject **Docket No. 08-0202-1402**. **Senator Den Hartog** seconded the motion.

SUBSTITUTE MOTION: **Chairman Mortimer** moved to hold **Docket No. 08-0202-1402** in Committee until time certain for the call of the Chair. **Senator Keough** seconded the motion.

Vice Chairman Thayn called for a roll call vote. **Senators Mortimer, Thayn, Keough, Buckner-Webb, and Ward-Engelking** voted aye. **Senators Den Hartog, Souza, Patrick, and Nonini** voted nay. The motion carried.

PASSED THE GAVEL: Vice Chairman Thayn returned the gavel to Chairman Mortimer.

RS 23332: **Chairman Mortimer** recognized Mr. Tim Corder, Special Assistant to the Superintendent, State Department of Education, to present **RS 23332**.

Mr. Corder gave a brief overview of **RS 23332**, which describes changes the Professional Standards Commission would like to see going forward.

MOTION: **Senator Patrick** moved to print **RS 23332**. **Senator Keough** seconded the motion. The motion carried by **voice vote**.

RS 23334: **Mr. Corder** briefly reviewed **RS 23334**, pertaining to fingerprinting and criminal history checks for all school district employees having contact with children.

MOTION: **Senator Ward-Engelking** moved to print **RS 23334**. **Senator Thayn** seconded the motion. The motion carried by **voice vote**.

ADJOURNED: There being no further business, **Chairman Mortimer** adjourned the Committee at 5:00 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

Jeanne' Clayton
Assistant



The Math Initiative and Think Through Math: Annual Program Update

January 24, 2015

Presented to:

Idaho Senate Education Committee

Presented by:

Glen Zollman, VP State Services
Louis Piconi, EVP & Founder



AGENDA

- Discussion of The Math Initiative and TTM
- The TTM System
 - B5 Key Components
 - In-State Professional Development Team
- Program Metrics and Implementation
 - Training Metrics
 - Program Metrics
 - Student Engagement
 - Technology Metrics
- Always Improving: New for SY2015-2016



THE TTM SYSTEM FOR SUCCESS

TTM'S **SYSTEM** for **SUCCESS**



**Student
Motivation**

**Actionable Real-
Time Reports**



**"Just in Time" Access to
Live Teachers**



**Adaptive
Math Content**

**Parental
Engagement**





PROGRAM METRICS & IMPLEMENTATION

TRAINING METRICS

TTM & IDAHO TEACHERS WORKING TOGETHER

Data Through Jan. 20	
	SY2014-2015
Regional Trainings	9
Site Training Visits	101
Site Coaching Visits	95
Administrative Visits	92

PROGRAM METRICS

IS THE IDAHO TTM PROGRAM STILL GROWING?

Full School Year				
	SY2012-2013	SY2013-2014	SY2014-2015*	3 Yr Change
Districts	92	82	88	
Schools	320	312	324	
Teachers & Admins	n/a	3,632	4,243	
Students Enrolled	39,560	37,688	225,393	
Problems Completed	12,900,000	16,116,324	22,135,332	+37%
Problems Per Student	403	503	573	

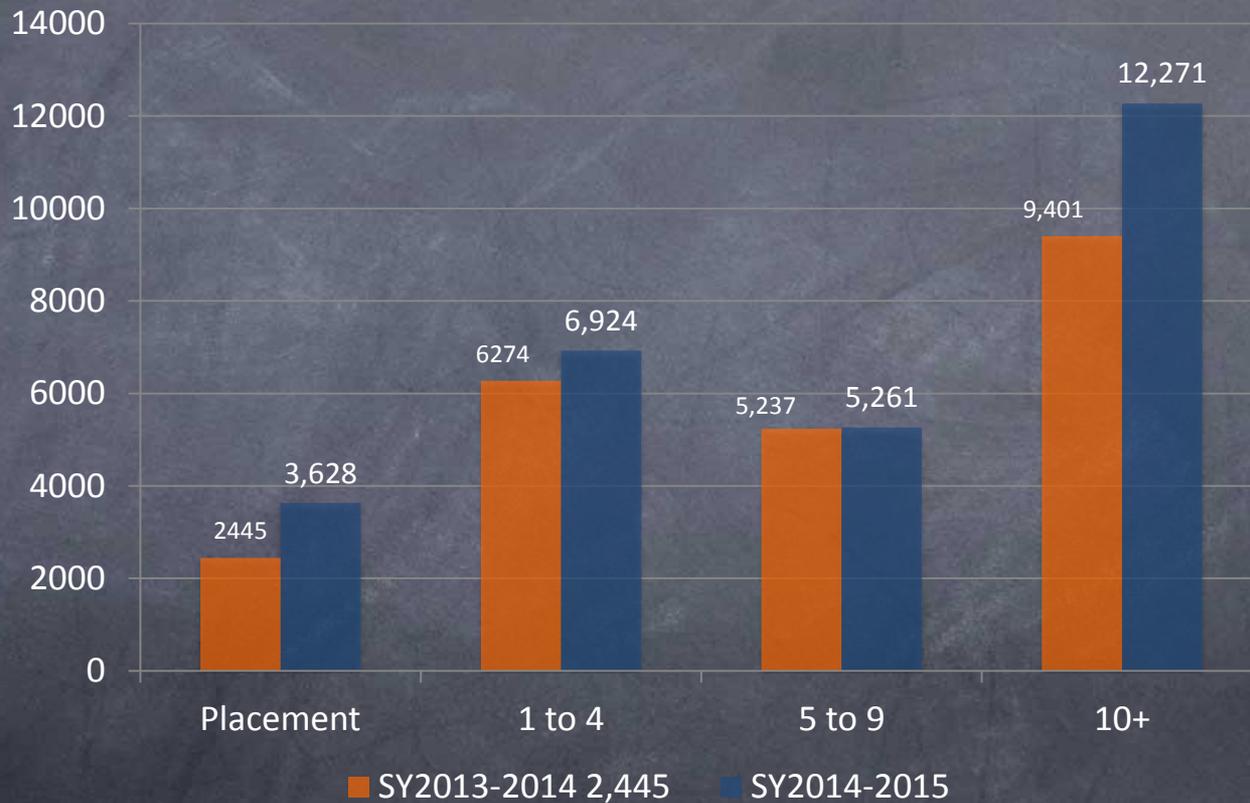
* Projected Totals for SY2014-2015

** ID Contract is for 32,000 student enrollments

STUDENT ENGAGEMENT

LESSONS COMPLETED STUDENT DISTRIBUTION

(as of Jan. 20)



TECHNOLOGY ANALYSIS

DOES TTM SCALE WITH IDAHO'S NEEDS?

Month	Uptime %	Average Page Load Time (seconds)	Requests (in millions)
Jan-14	100%	2.4	364
Feb-14	99.97%	2.3	415
Mar-14	99.95%	2.34	338
Apr-14	99.99%	2.31	362
May-14	99.99%	2.5	275
Jun-14	100%	2.4	97.8
Jul-14	100%	2.16	40.1
Aug-14	100%	1.98	18.1
Sep-14	99.99%	1.87	160
Oct-14	100%	1.89	283
Nov-14	100%	1.91	296
Dec-14	100%	1.96	245

Data extracted from [New Relic](#) third-party monitoring



STUDENT ENGAGEMENT

SHORT-TERM MOTIVATION TEAM OR INDIVIDUAL MODELS



October



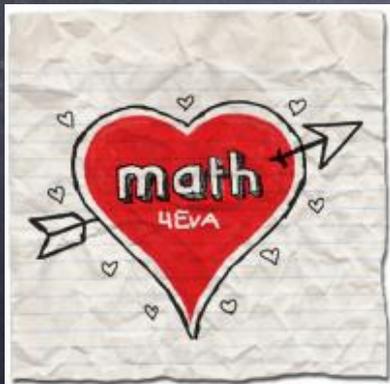
November



December



January



February



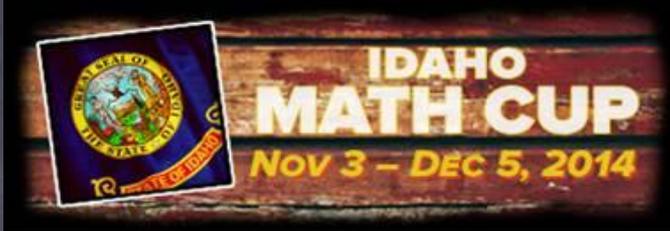
March



June-July

MOTIVATION

SHORT-TERM – IDAHO CUSTOMIZED



- 1st Semester Motivation Program
- Class v. Class Structure
- 20 Regional Champions
- Recognition for Gurus of Giving, Weekend Warriors, Holiday Work, and State Champion



- 2nd Semester Motivation Program
- State v. State Structure
- Weekly Recognition for Top 20 Classes
- 20 Regional Recognition Programs
- Recognition for Top Classes Overall and Winning State

STUDENT ENGAGEMENT

IDAHO MATH CUP

State Champion

Twin Lake Elementary School, Lakeland District
Ms. Deanna Watkins' Enrichment class

State Runners Up

Boise School District White Pine Elementary, Mr. Keiser's 2014-2015 A
Boise School District, Collister Elementary, Mr. Robinson's HG class

Idaho Gurus of Giving Champion

Comstock Math Class of Cecil D. Andrus Elementary School. Ms. Comstock's class donated a total of \$54 to The Wounded Warrior Project.

Idaho Evening and Weekend Warriors Champion

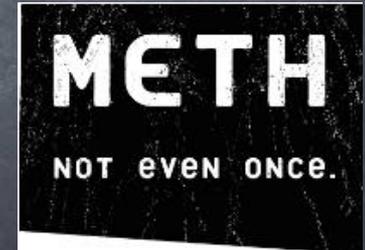
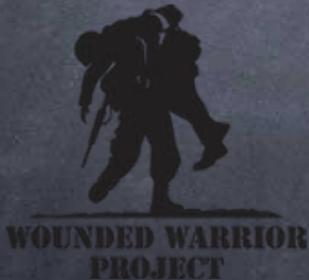
Mrs. Troy's class of Highlands Elementary School, Boise School District.

Idaho Holiday Heroes Champion

Holton Algebra 1 p4 class of Homedale Middle School, Homedale Joint District.

LONG-TERM MOTIVATION

SOCIAL MOTIVATION



A SYSTEM FOR MOTIVATION

Long-Term Motivators



To help recognize Veteran's Day this year, TTM offered to match student donations to the Wounded Warrior Project on November 11. Students donated \$4935 and TTM matched it to reach \$9870. That's about 2M problems completed to support our troops!

Program Feedback

I am liking having TTM in my classroom.. I like the fact that students have something to work towards, they can use the points however they want. I feel it is a big incentive for them. I also like the feedback it gives me because I am able to take that feedback and within my intervention group break them into smaller groups to better help them learn a concept. I am really glad we have had the opportunity to work with this program!”

Jessica Nukaya, Teacher
Farnsworth Elementary, Jefferson County Joint District

“I would say TTM has definitely impacted our ISAT scores. All kids were proficient or advanced, with most being advanced and those proficient were several points from advanced.”

Sherry Martin, Teacher
Webster Elementary, Lewiston Independent School District

Program Feedback

“2011 and now finally ‘IDAHO STATE MATH CUP CHAMPS!’ These kids have worked really hard especially at nights and on weekends. I am really proud of their efforts and persistence. This is a great bunch of kids and I am really happy for them. Being called a "STATE CHAMP" in any area is quite an accomplishment and happens very rarely for most people. These kids are only 10 and 11 and have reached a goal some never attain in a lifetime. I am very proud to be their teacher.”

Deanna Watkins, Teacher
Twin Lakes Elementary, Lakeland School District

Think Through Math is a good reinforcement of what we’re learning, and also a preview and foundation to what we’ll be doing later in the year. Students LOVE it! They like the challenge and feel rewarded by passing lessons that were difficult for them”

Deirdre Dingaman, Teacher
Donnelly Elementary, McCall/Donnelly School District

Program Feedback

“Think Through Math has allowed me to differentiate for my students, provide a different avenue for student’s to work with the common core standards, and engage the students using technology. I especially like the way the program has built-in motivation such as working with their avatars, classroom incentives, and additional contests and prizes. Plus, the fact that they are able to get help from a tutor or the help tabs when I am not around adds another layer of “teaching”. Further, I feel like the Think Through Math program mirrors the types of tasks and questions that students are asked on the SBACC. In my opinion, no other program does quite the same job that Think Through Math does for my students.

Kristina Davenport, Teacher
River City Middle School, Post Falls School District

“We absolutely love Think Through Math and so do my students. They love being able to use their points to decorate their avatars. They can’t wait to go to the lab each week.”

Christy Swafford, Teacher
Oregon Trail Elementary, Twin Falls School District

Program Feedback

“I heard of a student, from a parent perspective, that was a bit "bored" with school. Now that he gets to do TTM after showing his understanding of the math in the classroom, he doesn't complain about being bored! In fact, his older brother had a question about one of his homework questions and the brother ...two years younger ...showed him a visual model he learned from TTM that assisted the older brother in understanding his mathematics' homework!”

Jill Schmidt, Curriculum Director
Lewiston Independent School District

“I align TTM lessons with my lesson plans and then we sometimes use TTM as a class or students can individually work on lessons after a test or when they complete their regular math work. I used TTM this last summer to prepare students to take Algebra. We had a group of 7th graders that wanted to take Algebra as 8th graders but didn't have the advantage of taking a formal pre-algebra course. I set them up on TTM over the summer to help them prepare. The program strengthened their skills enough to be successful in Algebra this year. ”

Michelle Hoye, Teacher
Mountain Home Jr. High, Mountain Home District

Program Feedback

“I was so, so proud to hear that my wonderful class won the Gurus of Giving part of the Idaho Math Cup! It just brought tears to my eyes as I shared the great news with them earlier today. Their most generous spirit was especially meaningful to me because my son is in the Army and has seen some of his friends wounded in combat. I was so happy when the kiddos voted to dedicate their first goal of the year to the Wounded Warrior project. Thanks to TTM for making the charitable donation opportunity part of your program.

Kathy Comstock, Teacher
Andrus Elementary, West Ada School District



ALWAYS IMPROVING

CONTENT

New Lessons Targeting New Standards

Released

- Odd or Even
- Input-Output Tables
- Classifying 3-Dimensional Figures
- Area of Basic Composite Figures
- Adding and Subtracting Time
- Capacity or Weight
- Introduction to Data Displays
- Symmetry
- Angles 0 to 180
- Units of Measure - Customary
- Units of Measure - Metric
- Classifying 2-Dimensional Figures
- Introduction to Scatter Plots
- Classifying Rational Numbers
- Using Ratios to Solve Problems
- Concept of Ratios and Rates
- Independent and Dependent Quantities
- Summarizing Data
- Data Analysis
- Similarity
- Simulations of Simple and Compound Events
- Sampling
- Comparing Data
- Classifying and Ordering Real Numbers
- Dilations

- Comparing Linear and Nonlinear Functions
- Congruence
- Deviation from the Mean
- Graphing Inequalities and Systems of Inequalities in Real-World Situations
- Equations of Parallel and Perpendicular Lines
- Correlation
- Solving Quadratics – Completing the Square
- Graphing Polynomial Functions
- Using Rational Exponents to Rewrite Expressions
- Solving Rational and Radical Equations I
- Solving Rational and Radical Equations II
- Sequences – A Type of Function I
- Sequences – A Type of Function II

Financial Literacy

- Money Sense
- Supply and Cost
- Credit Sense
- Saving Money
- Money Decisions
- Expenses and Profit
- Methods of Payment
- Balancing a Budget
- Credit Reports
- Paying for College
- Creating a Budget
- Cost of Loans

NEW PROBLEM TYPES

SY2014-2015

NEW PROBLEM TYPES:

The screenshot shows a digital problem-solving interface. At the top, there is a progress bar with five steps: ANALYZE, PLAN, SOLVE (highlighted in yellow), JUSTIFY, and EVALUATE. Below the progress bar, the problem text reads: "Your school wants to have 5 computers for every 12 students. Now there are 125 computers and 924 students. How many more computers does the school need to get so that the ratio is 5 to 12?" The number "12?" is highlighted in yellow. Below the text is a text input field with the instruction: "Use the buttons below to build an equation with words and symbols." To the right of the text is a bar model diagram. The diagram shows a horizontal bar divided into two sections: a green section on the left labeled "computers now in school" and an orange section on the right labeled "additional computers". Below the bar is a horizontal axis with tick marks, and the label "students" is positioned below the axis.

- **Problem Solving Process: Designed for Rigor**

Rigorous standards describe ways in which students are expected to engage with mathematics, develop habits of minds, practices and processes. The learning goals of the PSP items include:

- Learn positive habits of mind articulated
 - Learn a process for making sense of and solving complex problems
 - Represent relationships between multiple quantities using word equations
 - Interpret numeric solutions in context
 - Analyze and reflect on the problem solving process
- **Multiple Drag and Drop**
 - **Matching**
 - **Fill in the Blank (Multiple)**

CONTINUAL IMPROVEMENT

SY2014-2015

- Tablet Delivery
- Educational Games
- Groupings Reports Aligned to Standards or Content Area
- Dual Pathways
- Batch Uploads for Entire State

Honorable Chairman Mortimer and members of the committee:

Thank you for your service and for the opportunity to introduce you to Northwest Professional Educators, a nonprofit, nonunion, professional educators' organization that has been serving Idaho's educators for the past ten years. NWPE is a union alternative organization. We focus solely on serving educators who place students as their highest priority and improving the professionalism of education. Membership is open to all educators of any education entity including teachers, administrators, and support staff.

NWPE is a state chapter of the Association of American Educators (AAE). AAE is the largest national nonunion educators' organization with members in all fifty states. Three National Teachers of the Year serve on AAE's board. AAE serves as the leader of the Coalition of Independent Education Associations which is over 350,000 members strong nationwide.

Beliefs. Together with the AAE, Northwest Professional Educators holds that public education will be improved if: **1)** We always remember that our first duty is to the student; **2)** We aim to develop a young person's character as well as his or her intellect; **3)** Our schools are free from strikes or any other work stoppage tactics or coercive threats; **4)** Educators are free from all forms of compulsory membership and are not forced to join or otherwise pay dues to a labor union in order to teach or hold membership in a local or state association; and, **5)** Public schools are accountable to their local communities.

Professional Services. NWPE provides liability insurance and legal services for employment rights issues. We do not negotiate contracts. We provide teacher scholarships and classroom grants, professional development resources, newsletters on education trends and issues, and social media networking, among other benefits that advance our members as academic professionals.

A Voice for Educators. NWPE does not contribute member dues to political organizations or to advance issues unrelated to education. This keeps our dues very reasonable, under \$200 per year. Our association is unique in that we are truly member driven. We ask ALL members for their views on education issues prior to taking a position on an education issue and communicating those views to policy makers. Our member survey results are being compiled so that you can be informed of their' views on career ladder, tiered licensure, pre-K education, class size, school choice, and other important issues.

We do not negotiate contracts but are supportive of a teacher's choice to collectively bargain. Teachers in a modern workforce do not necessarily need one-size-fits-all salary and benefits packages that do little to recognize teachers who go above and beyond in their schools. However, NWPE supports educators' collective bargaining privileges if they choose that route. Many of our members are members of both NWPE and a union. Additionally, many members have been, and some currently are, leaders and officers in their local teacher associations.

NWPE Supports Teacher Choice. As Mr. Terry Ryan shared with you recently, choice is revolutionizing education. NWPE supports choices that benefit both students and teachers. Teachers deserve a choice of associations that are tailored to meet their personal beliefs and budgets. When teachers freely exercise choice, the democratic ideals freedom of speech, freedom of association, diversity, pluralism and freedom of inquiry are advanced. As a choice for the education employees of Idaho, Northwest Professional Educators seeks to advance mutual respect, cooperation, and the exchange of ideas for the sake of our students and for advancing educators as academic professionals. We support the state's right to work statute which helps make teacher choice possible.

Thank you for this time. I'd be happy to take any questions you might have.

Idaho Digital Learning

Senate Education Presentation

January 27, 2015



Idaho
Digital Learning

PARTNERS



EDUCATE



Idaho Digital Learning

EDUCATE. INNOVATE. ELEVATE.

EDUCATE

Since 2002 IDLA has served over 70,000 students who have taken over 100,000 classes

164 courses with 1,056 sections offered in 2013-2014

Advanced Opportunities
Advanced Placement & Dual Credit offer over 70 different semester courses with a pass rate of over 91%

275
Highly-Qualified
Teachers

EDUCATE

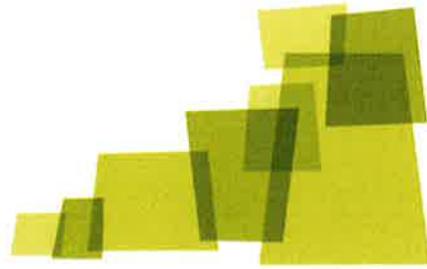


Camille Eddy

- Advanced Math through IDLA
- Participated in Idaho Science and Aerospace Scholars
- Sophomore at Boise State University majoring in Mechanical Engineering

“I cannot begin to express how critical a role IDLA played in my success in college...”

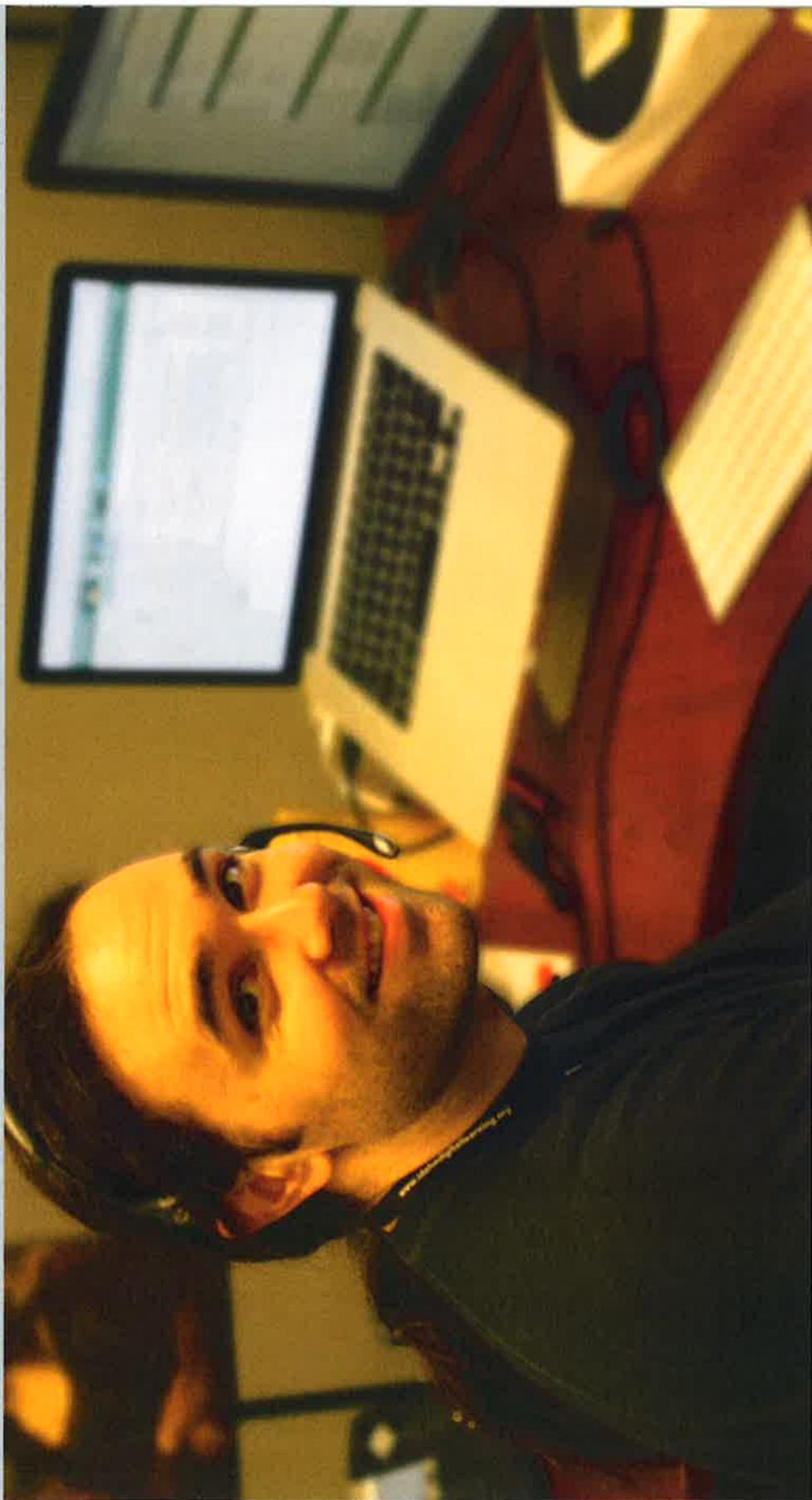
INNOVATE



Idaho Digital Learning

EDUCATE. INNOVATE. ELEVATE.

INNOVATE



INNOVATE



BOISE STATE UNIVERSITY

**University
of Idaho**



**NORTHWEST
NAZARENE
UNIVERSITY**

PURDUE
UNIVERSITY



International Association for K-12 Online Learning

SRI International



INNOVATE



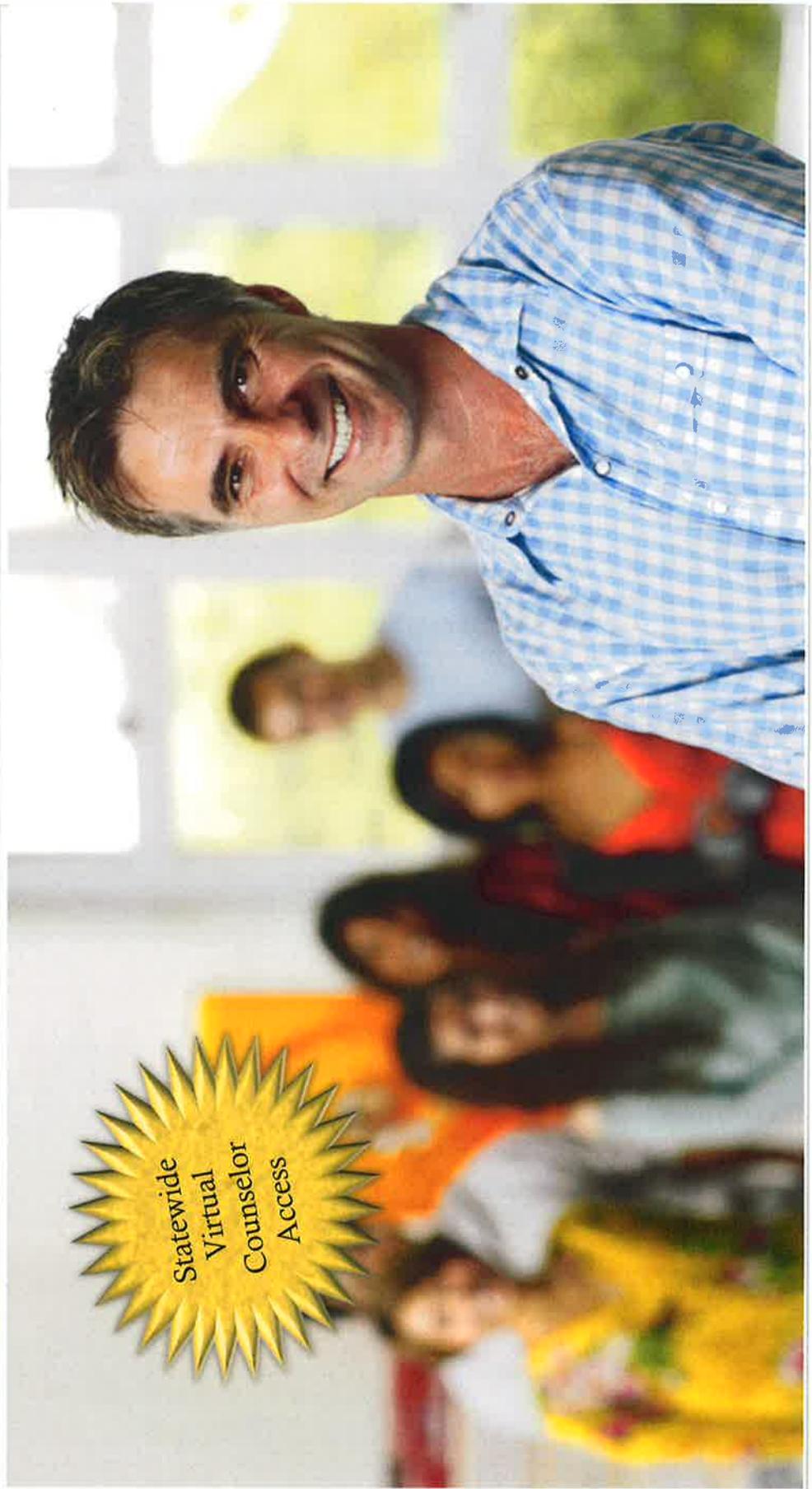
educational
face-to-face
percentage
interactions
hybrid
later
schools
closer world
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real
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online

Pathways

to SUCCESS

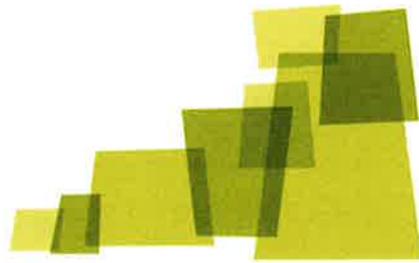
BIOLOGY

INNOVATE



Statewide
Virtual
Counselor
Access

ELEVATE



Idaho Digital Learning

EDUCATE. INNOVATE. ELEVATE.

ELEVATE



pd.idla.us



Designing Blended Learning



Inquiry in the Science Classroom



Thinking Critically with Data



Moving into Mobile Learning



ELEVATE

BHS Digital Learning Portal

Blackfoot High School



LOGIN



?
Help
Find contact information.

Sign In
Sign-in to access classes, and other resources.

∞
Blackfoot
School District Website

✳
Lili
Libraries linking Idaho

🏠
IDLA
Idaho Digital Learning Website

📖
IDLA Course Catalog
View currently offered online courses.

IDLA HELP CONTACT US ABOUT

 Powered by Idaho Digital Learning

ELEVATE



LEARN

TEACH

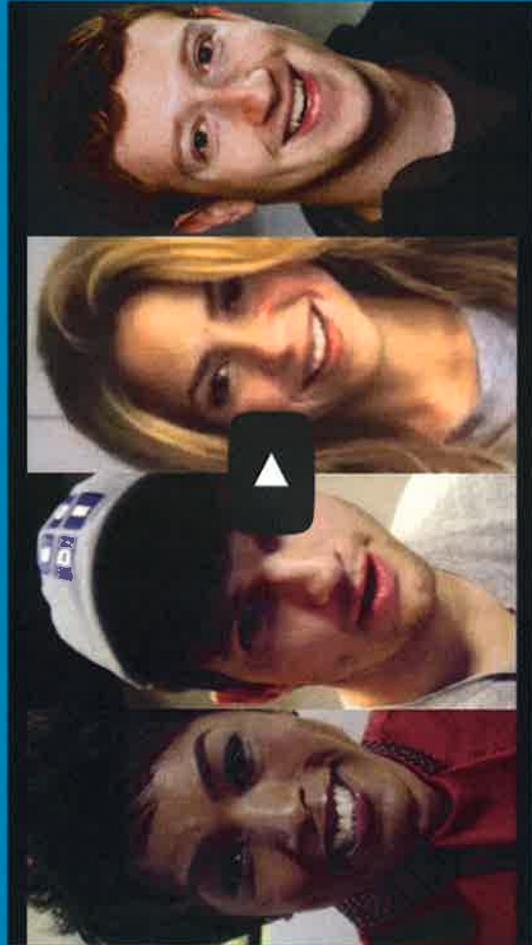
STATS

HOW TO HELP

ABOUT

Sign in

4,854,251,010 LINES OF CODE WRITTEN BY STUDENTS



96,782,819
have tried an
Hour of Code
Anybody can learn.

Start

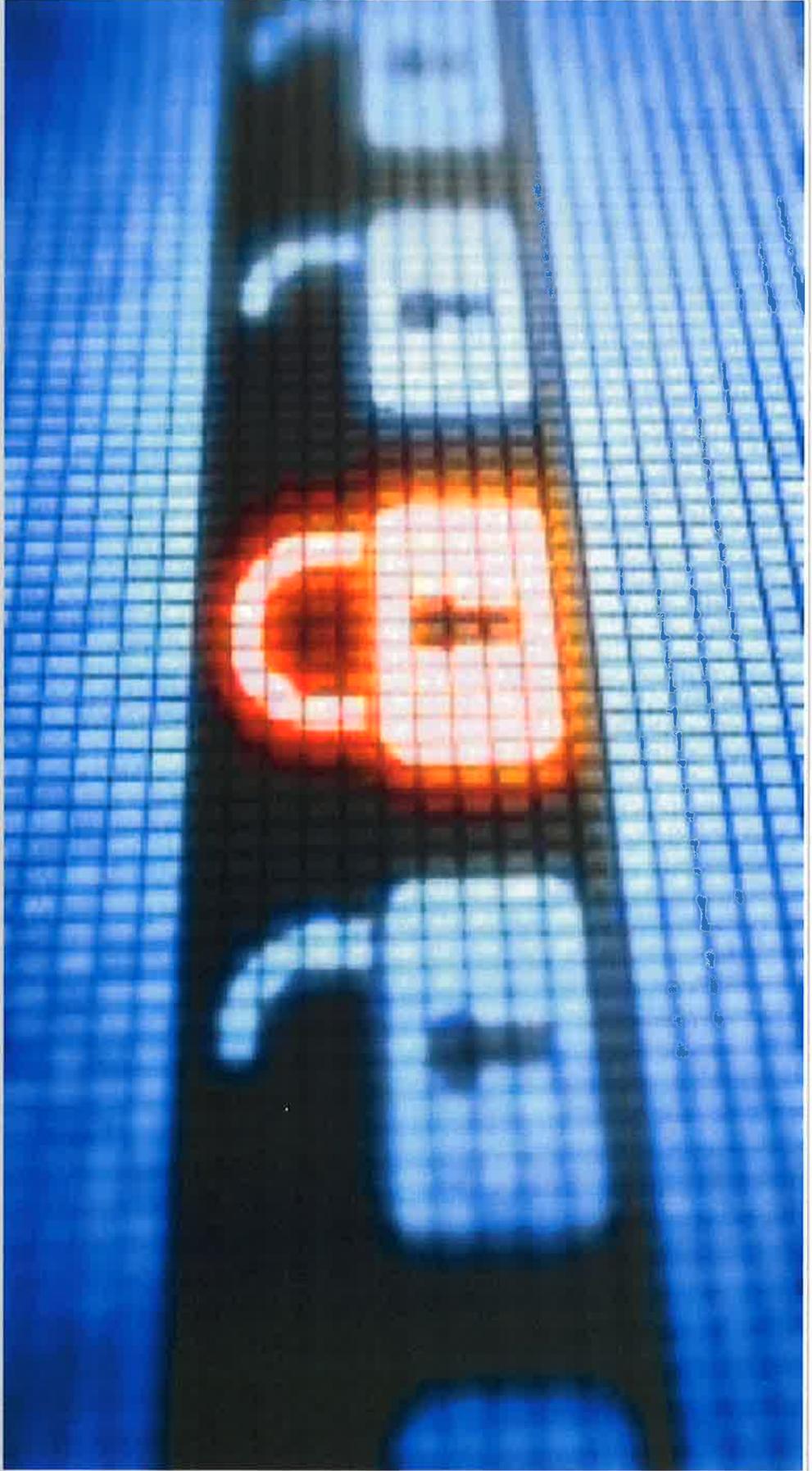
Beyond an Hour of Code

Share on Facebook

Share on Twitter



ELEVATE



Q & A

thank you!

January 27, 2015

Senate Education

SDE Proposed Rules

Docket 08-0202-1402

Mike Ryals

Idaho Association of Professional Driving Businesses

Chairman Mortimer and members of the Committee thank you for the opportunity to speak. I am Mike Ryals, a volunteer speaking on behalf of the Idaho Association of Professional Driving Businesses. My remarks will be in opposition to Docket 08-0202-1402 as they relate to Driving Businesses.

Mr. Chairman, after 41 yrs. of teaching Drivers Education in Public schools and as a private business owner, I retired 2 yrs. ago. In 2004 I became involved in developing Rules that would be beneficial for driving businesses. At that time, SDE was the oversight agency for businesses. In my past 10 yrs. of working on Rules, the SDE has had 4 Supervisors for the Drivers Education Programs, some of which were not licensed to teach Drivers Education & were never driving business owners. That within itself has created many challenges. **In 2009 the Legislature voted to approve the move of driving businesses to the Bureau of Occupational Licensing. We are no longer a part of the Department of Education.** That brings me to my remarks regarding these proposed rules.

The Association was unaware that any new rules were being proposed that would affect contracting with Public Schools until it became an Agenda item in a House Education Sub-Committee. The Administrative Bulletin is not a daily read for driving businesses. However, 67-5220 of the Administrative Procedure Act reads "the notice of intent to promulgate a rule is intended to facilitate negotiated rulemaking, a process in which all interested parties and the agency seek consensus

on the content of a rule. Agencies are encouraged to proceed through informal rulemaking whenever it is feasible to do so.” There was no communication from the Department of Education to the Association for Driving Businesses, the Driving Businesses Licensure Board or driving businesses that contract with 13 school districts, those most affected. Imagine my surprise when I checked the SDE web site and found no changes crossed out or new language highlighted in red. Instead what I found was the black and white which made the rules appear as if they had been approved by the legislature and were now Rules. Not only that, I called some of the contractors and found 1 that had been told by SDE in the summer, that these were Rules and they had to follow them. **Document #1** are the Rules last adopted by the Legislature regarding Contracting; and **Document #2** is what the SDE has posted on the website. I’d like to make comment on these 2 documents.

Referring to Document #2 Insertion 7.1 This is new language regarding Code 67-2801 through 67-2809. If you check **Doc. #3, Code 67-2803 EXCLUSIONS #(4)** it would appear that Driving Businesses as an independent contractor would be excluded...and since the rest of **7.1 Doc.#2** is already included in **Doc #1 current rule 7.1 and 7.1.1...** The objection to **7.1 in Doc.2** is that it is unnecessary and repetitive.

Referring to Document # 2 Insertion 7.3. I was appalled to read the language that SDE wants inserted regarding the fees that are charged by a contractor. This contract after all, is suppose to be between the school district and the contractor. **Code 33-1707 Reimbursement** says nothing about “reduced fees” or “direct expense equal to” but rather speaks to how the reimbursement is computed when the course is completed and all required forms are completed. This is a blatant overreach of authority by the SDE to control fees charged by driving businesses and takes away the right of local school districts to negotiate their respective contracts. The Operating Procedures posted on the SDE Web Site **4.3.8** states and I quote “Public schools are eligible for full

reimbursement at the current rate for each student that completes the required 30 hrs. of classroom, six hr. of driving, and 6 hr. of observation.

I also have a concern regarding the smaller rural districts that contract with driving businesses and have been doing so for many years. These Districts have decided they no longer can do a program due to the expense of vehicles, instructor wages & Persi contributions, insurances and fuel or lack of a certified Driver Education teacher. The contractors are often from outside of their district. Contracts often include benefits such as a free classroom or providing overnight cost. I know of a contractor who computes his fee by the number of unemployed parents in that particular district and another who requires a certain number of students. My point is...these contracts work and should be at the discretion of the school districts and the contractors and not a fee formula or designated contract used by SDE to control fees charges. X

As I rummaged through my files of proposed, pending & temporary rules since 2004, I came across an interesting quote in the Administrative Bulletin 2010 which spoke to the Rules finally passed in 2011, "the Idaho Legislature did not approve the revisions resulting in the State Department of Education resubmitting these rules...the primary purpose cited by the Legislature for not approving the Operating Procedures for Idaho Public Driver Education Programs was due to **unclear guidelines** relating to the relationship between commercial driving schools and the Department of Education." The Association feels the proposed Rules are not in the best interest of students, school districts and contractors. End of quote

In conclusion, I would ask your consideration of the objections that I have stated and vote against passing these Proposed Rules.

Mr. Chairman and members of this Committee, I appreciate the opportunity to speak. Thank You.



The Math Initiative and Think Through Math: Annual Program Update

January 24, 2015

Presented to:

Idaho Senate Education Committee

Presented by:

Glen Zollman, VP State Services
Louis Piconi, EVP & Founder



AGENDA

- Discussion of The Math Initiative and TTM
- The TTM System
 - B5 Key Components
 - In-State Professional Development Team
- Program Metrics and Implementation
 - Training Metrics
 - Program Metrics
 - Student Engagement
 - Technology Metrics
- Always Improving: New for SY2015-2016



Think Through **Math**

THE TTM SYSTEM FOR SUCCESS

TTM'S SYSTEM for SUCCESS



Student
Motivation

Actionable Real-
Time Reports



“Just in Time” Access to
Live Teachers



Adaptive
Math Content

Parental
Engagement





PROGRAM METRICS & IMPLEMENTATION

TRAINING METRICS

TTM & IDAHO TEACHERS WORKING TOGETHER

Data Through Jan. 20	
	SY2014-2015
Regional Trainings	9
Site Training Visits	101
Site Coaching Visits	95
Administrative Visits	92

PROGRAM METRICS

IS THE IDAHO TTM PROGRAM STILL GROWING?

Full School Year				
	SY2012-2013	SY2013-2014	SY2014-2015*	3 Yr Change
Districts	92	82	88	
Schools	320	312	324	
Teachers & Admins	n/a	3,632	4,243	
Students Enrolled	39,560	37,688	225,393	
Problems Completed	12,900,000	16,116,324	22,135,332	+37%
Problems Per Student	403	503	573	

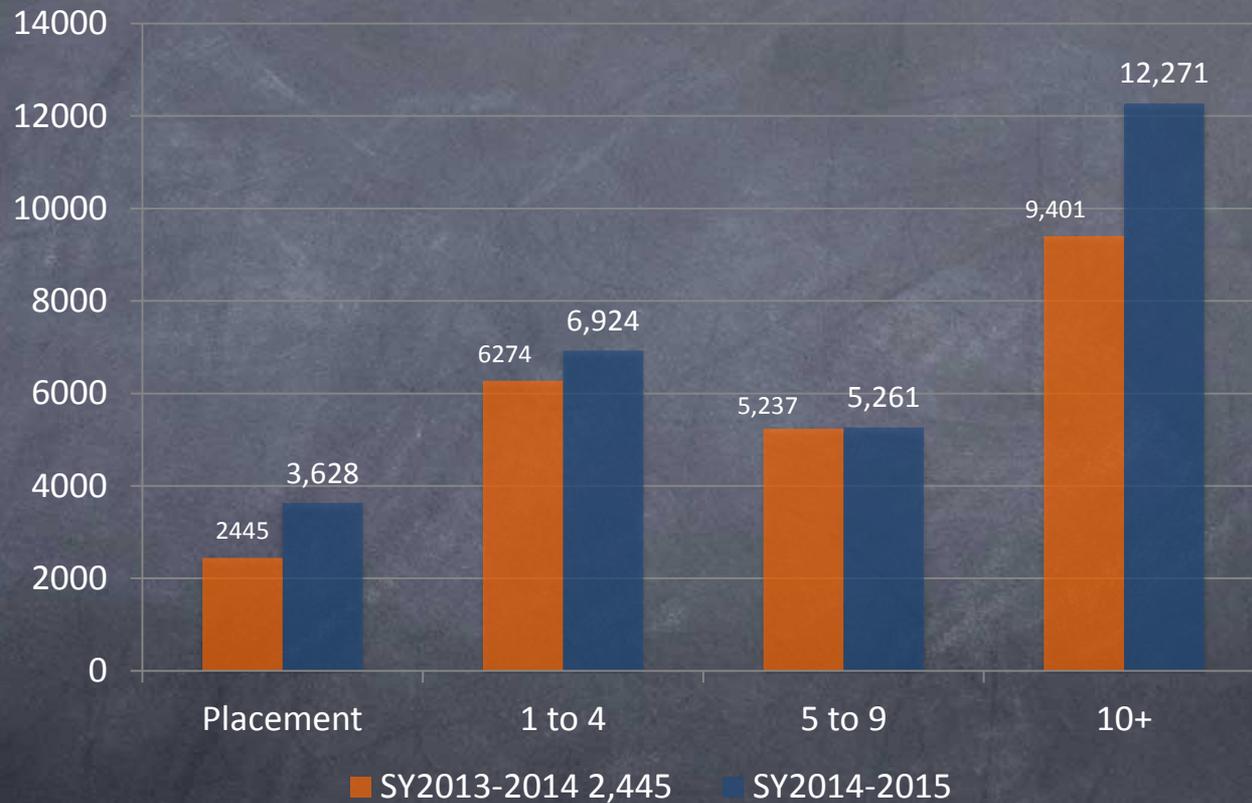
* Projected Totals for SY2014-2015

** ID Contract is for 32,000 student enrollments

STUDENT ENGAGEMENT

LESSONS COMPLETED STUDENT DISTRIBUTION

(as of Jan. 20)



TECHNOLOGY ANALYSIS

DOES TTM SCALE WITH IDAHO'S NEEDS?

Month	Uptime %	Average Page Load Time (seconds)	Requests (in millions)
Jan-14	100%	2.4	364
Feb-14	99.97%	2.3	415
Mar-14	99.95%	2.34	338
Apr-14	99.99%	2.31	362
May-14	99.99%	2.5	275
Jun-14	100%	2.4	97.8
Jul-14	100%	2.16	40.1
Aug-14	100%	1.98	18.1
Sep-14	99.99%	1.87	160
Oct-14	100%	1.89	283
Nov-14	100%	1.91	296
Dec-14	100%	1.96	245

Data extracted from [New Relic](#) third-party monitoring



STUDENT ENGAGEMENT

SHORT-TERM MOTIVATION TEAM OR INDIVIDUAL MODELS



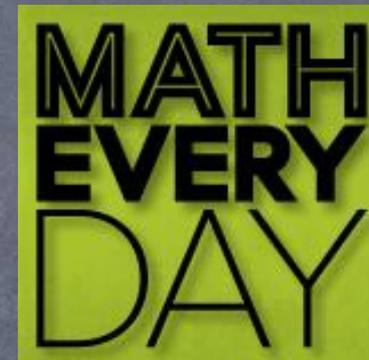
October



November



December



January



February



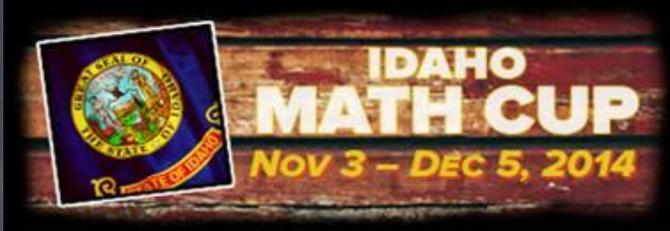
March



June-July

MOTIVATION

SHORT-TERM – IDAHO CUSTOMIZED



- 1st Semester Motivation Program
- Class v. Class Structure
- 20 Regional Champions
- Recognition for Gurus of Giving, Weekend Warriors, Holiday Work, and State Champion



- 2nd Semester Motivation Program
- State v. State Structure
- Weekly Recognition for Top 20 Classes
- 20 Regional Recognition Programs
- Recognition for Top Classes Overall and Winning State

STUDENT ENGAGEMENT

IDAHO MATH CUP

State Champion

Twin Lake Elementary School, Lakeland District
Ms. Deanna Watkins' Enrichment class

State Runners Up

Boise School District White Pine Elementary, Mr. Keiser's 2014-2015 A
Boise School District, Collister Elementary, Mr. Robinson's HG class

Idaho Gurus of Giving Champion

Comstock Math Class of Cecil D. Andrus Elementary School. Ms. Comstock's class donated a total of \$54 to The Wounded Warrior Project.

Idaho Evening and Weekend Warriors Champion

Mrs. Troy's class of Highlands Elementary School, Boise School District.

Idaho Holiday Heroes Champion

Holton Algebra 1 p4 class of Homedale Middle School, Homedale Joint District.

LONG-TERM MOTIVATION

SOCIAL MOTIVATION



A SYSTEM FOR MOTIVATION

Long-Term Motivators



To help recognize Veteran's Day this year, TTM offered to match student donations to the Wounded Warrior Project on November 11. Students donated \$4935 and TTM matched it to reach \$9870. That's about 2M problems completed to support our troops!

Program Feedback

I am liking having TTM in my classroom.. I like the fact that students have something to work towards, they can use the points however they want. I feel it is a big incentive for them. I also like the feedback it gives me because I am able to take that feedback and within my intervention group break them into smaller groups to better help them learn a concept. I am really glad we have had the opportunity to work with this program!”

Jessica Nukaya, Teacher
Farnsworth Elementary, Jefferson County Joint District

“I would say TTM has definitely impacted our ISAT scores. All kids were proficient or advanced, with most being advanced and those proficient were several points from advanced.”

Sherry Martin, Teacher
Webster Elementary, Lewiston Independent School District

Program Feedback

“2011 and now finally ‘IDAHO STATE MATH CUP CHAMPS!’ These kids have worked really hard especially at nights and on weekends. I am really proud of their efforts and persistence. This is a great bunch of kids and I am really happy for them. Being called a "STATE CHAMP" in any area is quite an accomplishment and happens very rarely for most people. These kids are only 10 and 11 and have reached a goal some never attain in a lifetime. I am very proud to be their teacher.”

Deanna Watkins, Teacher
Twin Lakes Elementary, Lakeland School District

Think Through Math is a good reinforcement of what we’re learning, and also a preview and foundation to what we’ll be doing later in the year. Students LOVE it! They like the challenge and feel rewarded by passing lessons that were difficult for them”

Deirdre Dingaman, Teacher
Donnelly Elementary, McCall/Donnelly School District

Program Feedback

“Think Through Math has allowed me to differentiate for my students, provide a different avenue for student’s to work with the common core standards, and engage the students using technology. I especially like the way the program has built-in motivation such as working with their avatars, classroom incentives, and additional contests and prizes. Plus, the fact that they are able to get help from a tutor or the help tabs when I am not around adds another layer of “teaching”. Further, I feel like the Think Through Math program mirrors the types of tasks and questions that students are asked on the SBACC. In my opinion, no other program does quite the same job that Think Through Math does for my students.

Kristina Davenport, Teacher
River City Middle School, Post Falls School District

“We absolutely love Think Through Math and so do my students. They love being able to use their points to decorate their avatars. They can’t wait to go to the lab each week.”

Christy Swafford, Teacher
Oregon Trail Elementary, Twin Falls School District

Program Feedback

“I heard of a student, from a parent perspective, that was a bit "bored" with school. Now that he gets to do TTM after showing his understanding of the math in the classroom, he doesn't complain about being bored! In fact, his older brother had a question about one of his homework questions and the brother ...two years younger ...showed him a visual model he learned from TTM that assisted the older brother in understanding his mathematics' homework!”

Jill Schmidt, Curriculum Director
Lewiston Independent School District

“I align TTM lessons with my lesson plans and then we sometimes use TTM as a class or students can individually work on lessons after a test or when they complete their regular math work. I used TTM this last summer to prepare students to take Algebra. We had a group of 7th graders that wanted to take Algebra as 8th graders but didn't have the advantage of taking a formal pre-algebra course. I set them up on TTM over the summer to help them prepare. The program strengthened their skills enough to be successful in Algebra this year. ”

Michelle Hoye, Teacher
Mountain Home Jr. High, Mountain Home District

Program Feedback

“I was so, so proud to hear that my wonderful class won the Gurus of Giving part of the Idaho Math Cup! It just brought tears to my eyes as I shared the great news with them earlier today. Their most generous spirit was especially meaningful to me because my son is in the Army and has seen some of his friends wounded in combat. I was so happy when the kiddos voted to dedicate their first goal of the year to the Wounded Warrior project. Thanks to TTM for making the charitable donation opportunity part of your program.

Kathy Comstock, Teacher
Andrus Elementary, West Ada School District



ALWAYS IMPROVING

CONTENT

New Lessons Targeting New Standards

Released

- Odd or Even
- Input-Output Tables
- Classifying 3-Dimensional Figures
- Area of Basic Composite Figures
- Adding and Subtracting Time
- Capacity or Weight
- Introduction to Data Displays
- Symmetry
- Angles 0 to 180
- Units of Measure - Customary
- Units of Measure - Metric
- Classifying 2-Dimensional Figures
- Introduction to Scatter Plots
- Classifying Rational Numbers
- Using Ratios to Solve Problems
- Concept of Ratios and Rates
- Independent and Dependent Quantities
- Summarizing Data
- Data Analysis
- Similarity
- Simulations of Simple and Compound Events
- Sampling
- Comparing Data
- Classifying and Ordering Real Numbers
- Dilations

- Comparing Linear and Nonlinear Functions
- Congruence
- Deviation from the Mean
- Graphing Inequalities and Systems of Inequalities in Real-World Situations
- Equations of Parallel and Perpendicular Lines
- Correlation
- Solving Quadratics – Completing the Square
- Graphing Polynomial Functions
- Using Rational Exponents to Rewrite Expressions
- Solving Rational and Radical Equations I
- Solving Rational and Radical Equations II
- Sequences – A Type of Function I
- Sequences – A Type of Function II

Financial Literacy

- Money Sense
- Supply and Cost
- Credit Sense
- Saving Money
- Money Decisions
- Expenses and Profit
- Methods of Payment
- Balancing a Budget
- Credit Reports
- Paying for College
- Creating a Budget
- Cost of Loans

NEW PROBLEM TYPES

SY2014-2015

NEW PROBLEM TYPES:

The screenshot shows a digital problem-solving interface. At the top, there are five tabs: 'PROBLEM SOLVING STEPS', 'ANALYZE', 'PLAN', 'SOLVE', 'JUSTIFY', and 'EVALUATE'. The 'SOLVE' tab is currently selected and highlighted in yellow. Below the tabs, the problem text reads: 'Your school wants to have 5 computers for every 12 students. Now there are 125 computers and 924 students. How many more computers does the school need to get so that the ratio is 5 to 12?'. To the right of the text is a bar model diagram. The bar is divided into two sections: a green section on the left labeled 'computers now in school' and an orange section on the right labeled 'additional computers'. Below the bar is a horizontal axis with tick marks. Below the problem text, there is a text box that says 'Use the buttons below to build an equation with words and symbols.'

- **Problem Solving Process: Designed for Rigor**

Rigorous standards describe ways in which students are expected to engage with mathematics, develop habits of minds, practices and processes. The learning goals of the PSP items include:

- Learn positive habits of mind articulated
 - Learn a process for making sense of and solving complex problems
 - Represent relationships between multiple quantities using word equations
 - Interpret numeric solutions in context
 - Analyze and reflect on the problem solving process
- **Multiple Drag and Drop**
 - **Matching**
 - **Fill in the Blank (Multiple)**

CONTINUAL IMPROVEMENT

SY2014-2015

- Tablet Delivery
- Educational Games
- Groupings Reports Aligned to Standards or Content Area
- Dual Pathways
- Batch Uploads for Entire State

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Wednesday, January 28, 2015

SUBJECT	DESCRIPTION	PRESENTER
Presentation	Boise State University	Dr Bob Kustra, President
Presentation	Idaho State University	Dr. Arthur Vailas, President
Presentation	Lewis-Clark College	Anthony Fernandez, President
Presentation	Parent Teacher Assoc	Zach Wesley,
RS23255	Charter School Financial Support	Tracie Bent Chief Policy Officer State Board of Education

If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Souza
Vice Chairman Thayn	Sen Den Hartog
Sen Keough	Sen Buckner-Webb
Sen Nonini	Sen Ward-Engelking
Sen Patrick	

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

- DATE:** Wednesday, January 28, 2015
- TIME:** 3:00 P.M.
- PLACE:** Room WW55
- MEMBERS PRESENT:** Chairman Mortimer, Vice Chairman Thayn, Senators Keough, Patrick, Souza, Den Hartog, Buckner-Webb and Ward-Engelking
- ABSENT/ EXCUSED:** Senator Nonini (arrived late to meeting).
- 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** convened the meeting at 3:12 p.m. and welcomed the audience.
- PRESENTATION:** **Dr. Bob Kustra**, President, Boise State University (BSU), introduced his colleagues. He told the Committee that there are many disruptive issues in regard to higher education. In his research he is finding that college graduates are underemployed. BSU is working to change that statistic, but that means changing the way traditional colleges operate. He spoke about the new program at BSU, Bridge to Career, which will offer short courses in skills and competencies, that more companies are looking for in employees. BSU is opening a new college, Innovation and Design, a concept from Stanford University. He is excited about the work BSU is doing to move students forward into the next century.
- Senator Patrick** commented that Dr. Kustra's talk today got him very excited about the Innovation Program. He said he had a chance to walk through the displays and stated he was very impressed with the potential. He said he would like to head down to the Bonneville Salt Flats to see just how fast that car will go. **Dr. Kustra** laughed, and said he would go with him.
- Vice Chairman Thayn** asked how a student could challenge a class at BSU. **Dr. Kustra** replied BSU has a competency-based education program. BSU is spending most of its time completing online programs for students to use.
- Vice Chairman Thayn** asked him to tell the committee more about the Innovation and Design College's lead person. **Dr Kustra** said Gordon Jones has a MBA from Stanford University and spent most of his career working with companies to find new directions. He was with the Harvard Innovation Lab for five years. His experience there is cross-disciplinary and that should carry over nicely to the new college at BSU.
- PRESENTATION:** **Dr Arthur Vailas**, President, Idaho State University (ISU) introduced his colleagues in attendance. He stated ISU is one of the most transformative universities in the U.S. ISU reviewed its alignment and mission to develop a strategic plan so its colleges would not work in silos. He detailed the specifics of his presentation and highlighted ISU being the leader in the State for health care majors. He said that engineering and science is growing and making contributions across the State. **Dr. Vailas** emphasized the work that ISU does to bridge education with K-12 the result is costs to students is minimized. He concluded by showing ISU's accomplished statistics (see attachment 1).

Senator Patrick inquired about the battery program. **Dr. Vailas** stated some of what the school is doing cannot be disclosed. He remarked the semiconductor the students are working on comes from uranium waste. The battery has a way to change the structure to create energy storage in its purity of about 200 to 300 times a regular battery. The battery being one-third the size and one-tenth the weight.

Chairman Mortimer said ISU's continued growth is impressive. How has the growth at ISU come about? **Dr. Vailas** said it started by the school demonstrating some efficiency with program prioritization. There is a set of matrices that show programs transparencies, costs, viabilities and infrastructure needs. He described some of the different funding options for many of the programs.

Senator Souza stated she has a nursing background and was a small business owner. She asked if ISU was blending business classes with the healthcare degrees. **Dr. Vailas** replied in the affirmative. He continued saying everyone wants to know how to run a business, and every profession needs business information. **Dr. Vailas** believes one of the core competencies should be finance for all majors.

PRESENTATION: **Anthony Fernandez**, President, Lewis-Clark State College (LCSC) introduced his colleagues in attendance. He stated that LCSC is a teaching institution where some research is conducted but that is student cooperating research and is done in concordance with the other universities in the State. The primary focus of LCSC for over 100 years, has been its undergraduate education. It is the most affordable four year school in the State. It is a small public college with a private college feel. He outlined the five year strategic plan goals (see attachment 2).

Chairman Mortimer asked how LCSC has managed to get its student retention rate to 60 percent. **President Fernandez** said a bit of their student population is challenged. They have developed programs that will work with those at-risk students

Chairman Mortimer introduced a distinguished guest in the audience, Dr. Peggy Luksik, Chairman, Founded on Truth. He stated she was here for an event regarding Common Core and SBAC. He thanked her for being at the Committee meeting.

PRESENTATION: **Zack Wesley**, President, Parent Teacher Association (PTA), stated the Committee meeting was the last activity for the 2015 PTA Legislative Day. He reported on the day's activities. **Mr. Wesley** explained the PTA's 2015 priorities, funding being the most important (see attachment 3).

Chairman Mortimer asked him to tell the Committee more about the PTA. **Mr. Wesley** explained the Idaho PTA is part of the National PTA and works to advocate for students. They are in 125 schools with 5000 to 6000 active members.

RS 23255: **Tracie Bent**, Chief Policy Officer, State Board of Education presented **RS 23255** Charter School Financial Support. **Ms. Bent** stated this RS amends the section of code that was put into place in 2013 that created the Public Charter School Authorizer Fund. For the schools that are commissioned by the Public Charter Commission (Commission) there is a fee and the fee money goes into that fund. It is tied directly to the appropriation for the Commission. The proposed amendment uncouples the fee from the overall appropriation. If the General Fund revenue is increased it would not be an automatic increase. There is an opportunity for the Legislature to increase the appropriation to the Charter School Fund but it is not automatic.

MOTION: **Senator Nonini** moved to send **RS 23255** to print. **Senator Keough** seconded the motion. Motion carried by **voice vote**.

ADJOURN: There being no further business, **Chairman Mortimer** adjourned the meeting at 4:28 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

Lewis-Clark State College

Presentation to the

Senate Education Committee

January 28, 2015

J. Anthony Fernández, President

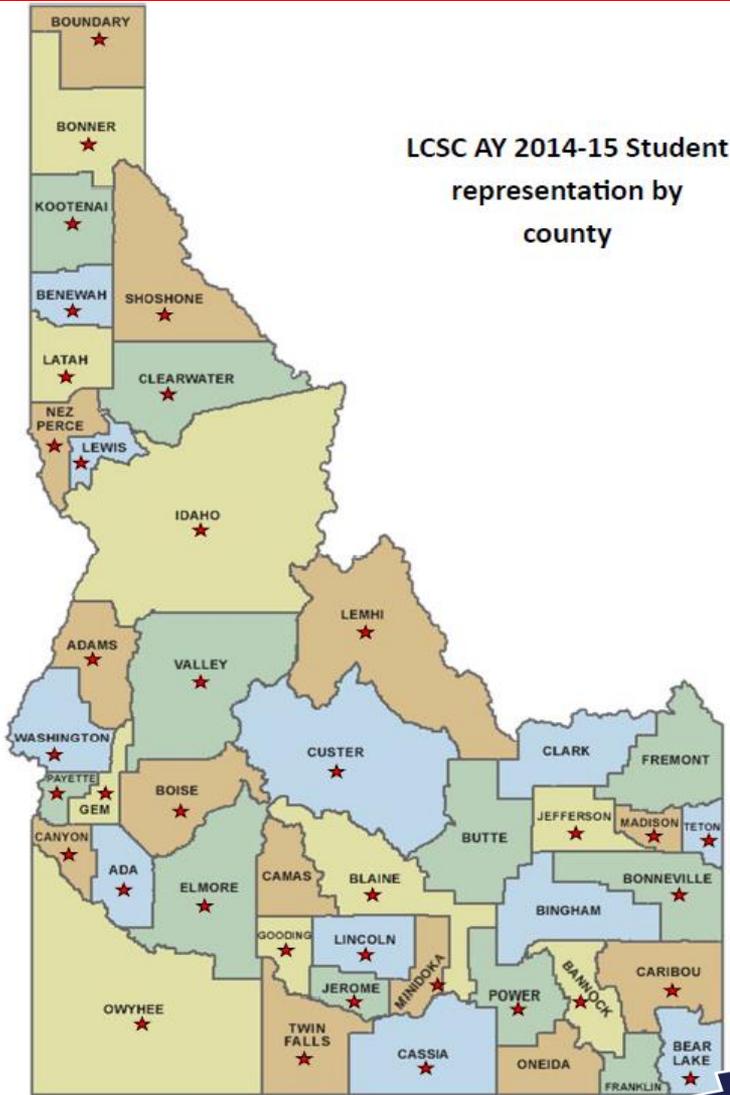


Mission

Lewis-Clark State College is a regional state college offering instruction in the liberal arts and sciences, professional areas tailored to the educational needs of Idaho, applied technical programs which support the local and state economy and other educational programs designed to meet the needs of Idahoans.



LCSC State-wide Impact



Lewis-Clark *State* College truly lives up to its name - with current student population from 37 of the 44 counties in Idaho.



LCSC's Approach & Strengths

- **Most affordable**
- **Focus on teaching, learning, and career preparation**
- **Student-centered research**
- **Intensive faculty to student interaction**
- **Efficient operations**
- **Strong commitment to collaboration: "K-Career" perspectives**



Comprehensive 5-year Strategic Plan

Goal 1: Sustain and enhance excellence in teaching and learning.

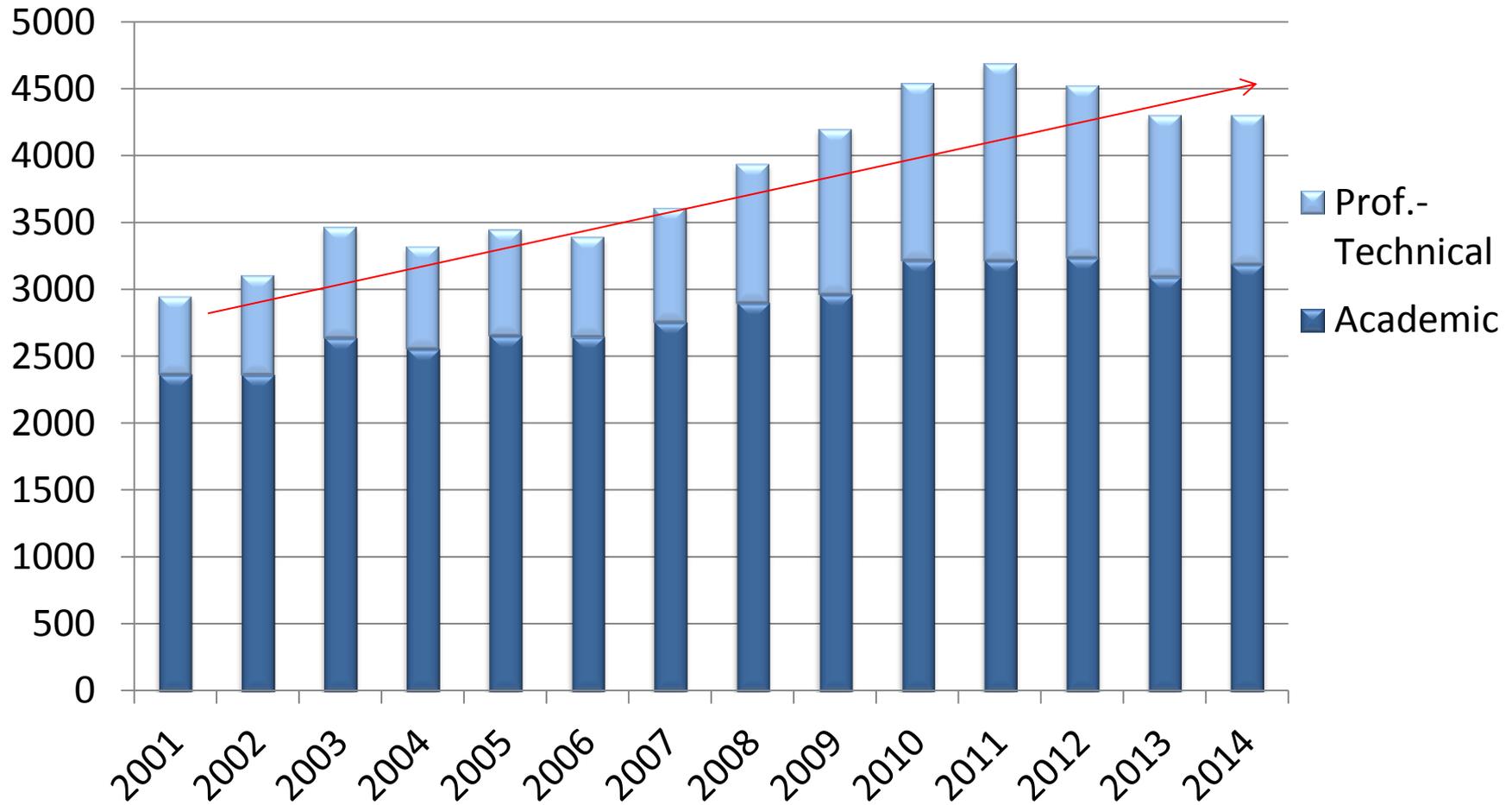
Goal 2: Optimize student enrollment and promote student success.

Goal 3: Strengthen and expand collaborative relationships and partnerships.

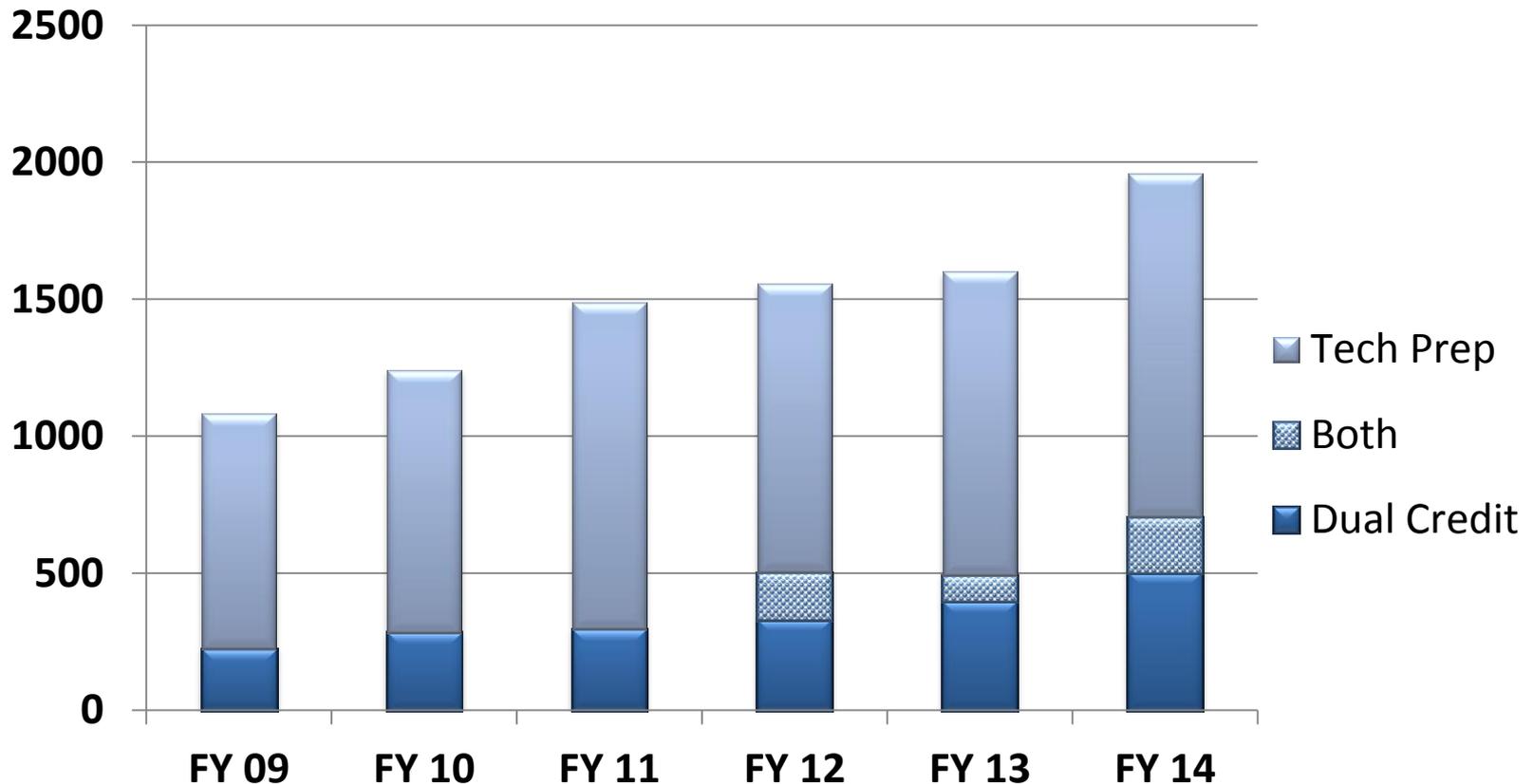
Goal 4: Leverage resources to maximize institutional strength and efficiency.



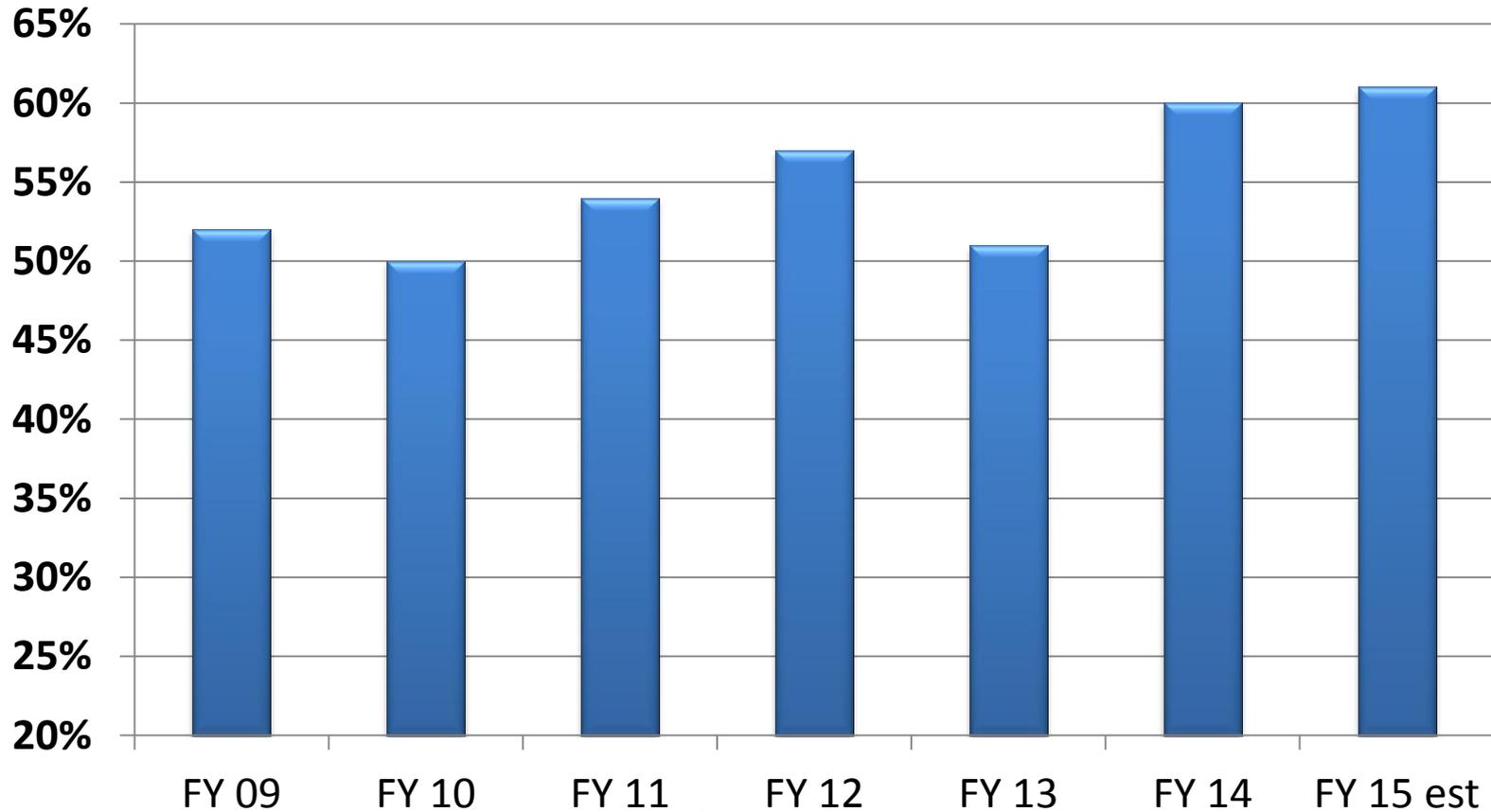
Access: Fall Enrollment Trends



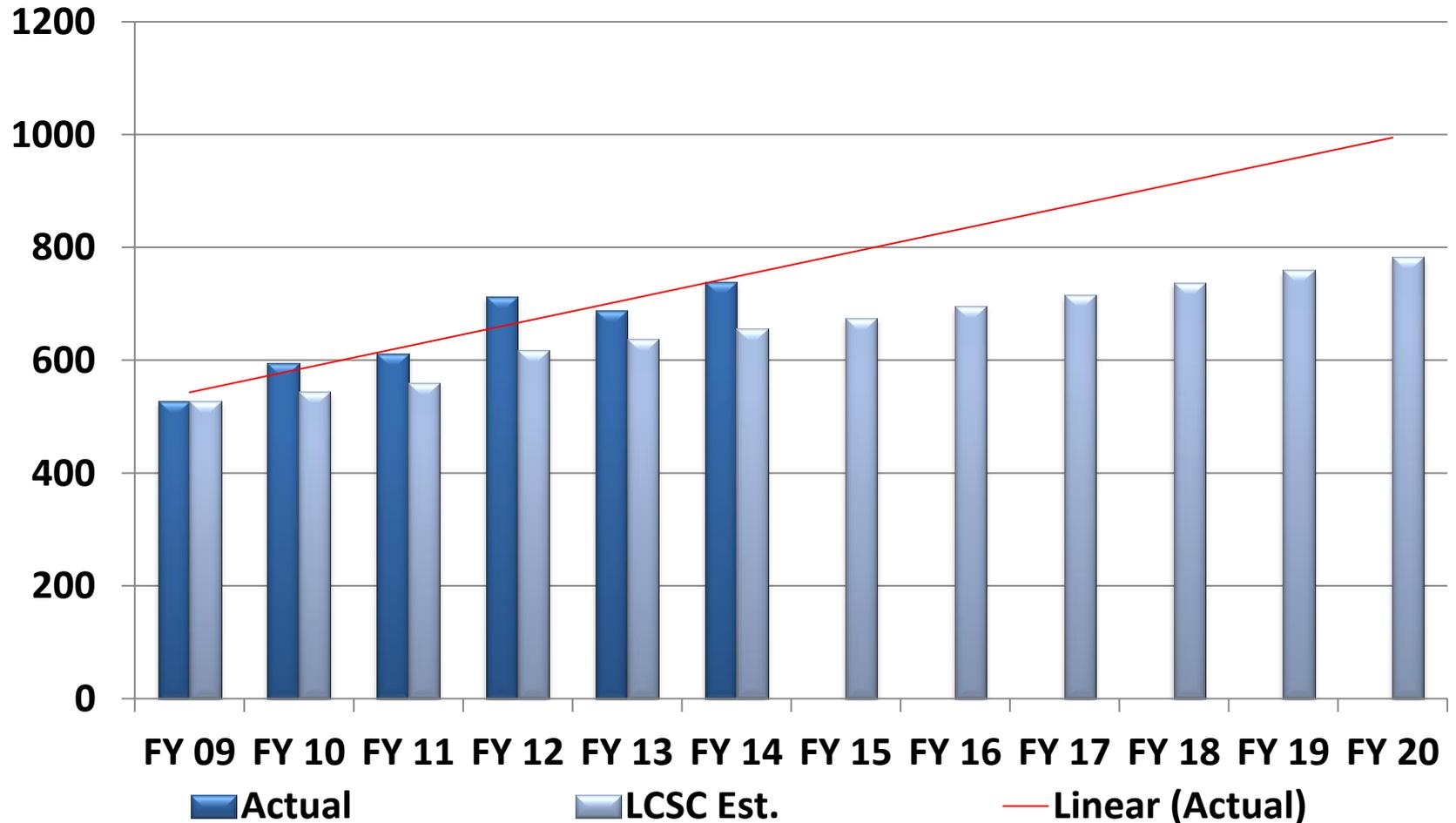
Pre-College Headcount



Retention Rate



LCSC Certificates and Degrees Awarded

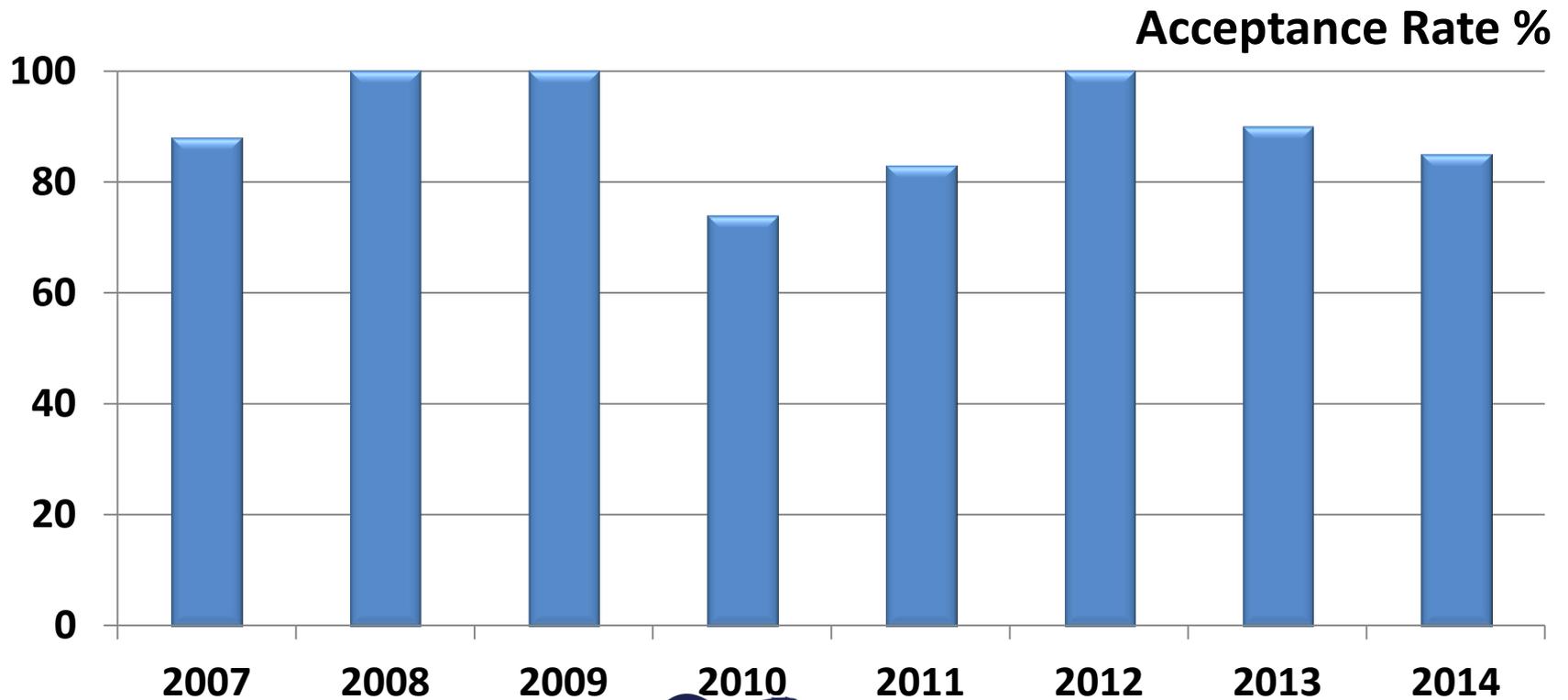


Prof. License/Certification Exam Pass Rates

- **Nursing NCLEX-RN first-time pass rate 95%**
- **Radiologic Technology ARRT pass rate 100%**
- **Teacher Praxis exams 83% first-time pass rate**
- **Social Work Licensure first-time pass rate 87%**
- **PT programs placement rate 95%**



Post-Graduate Placements for Division of Natural Sciences

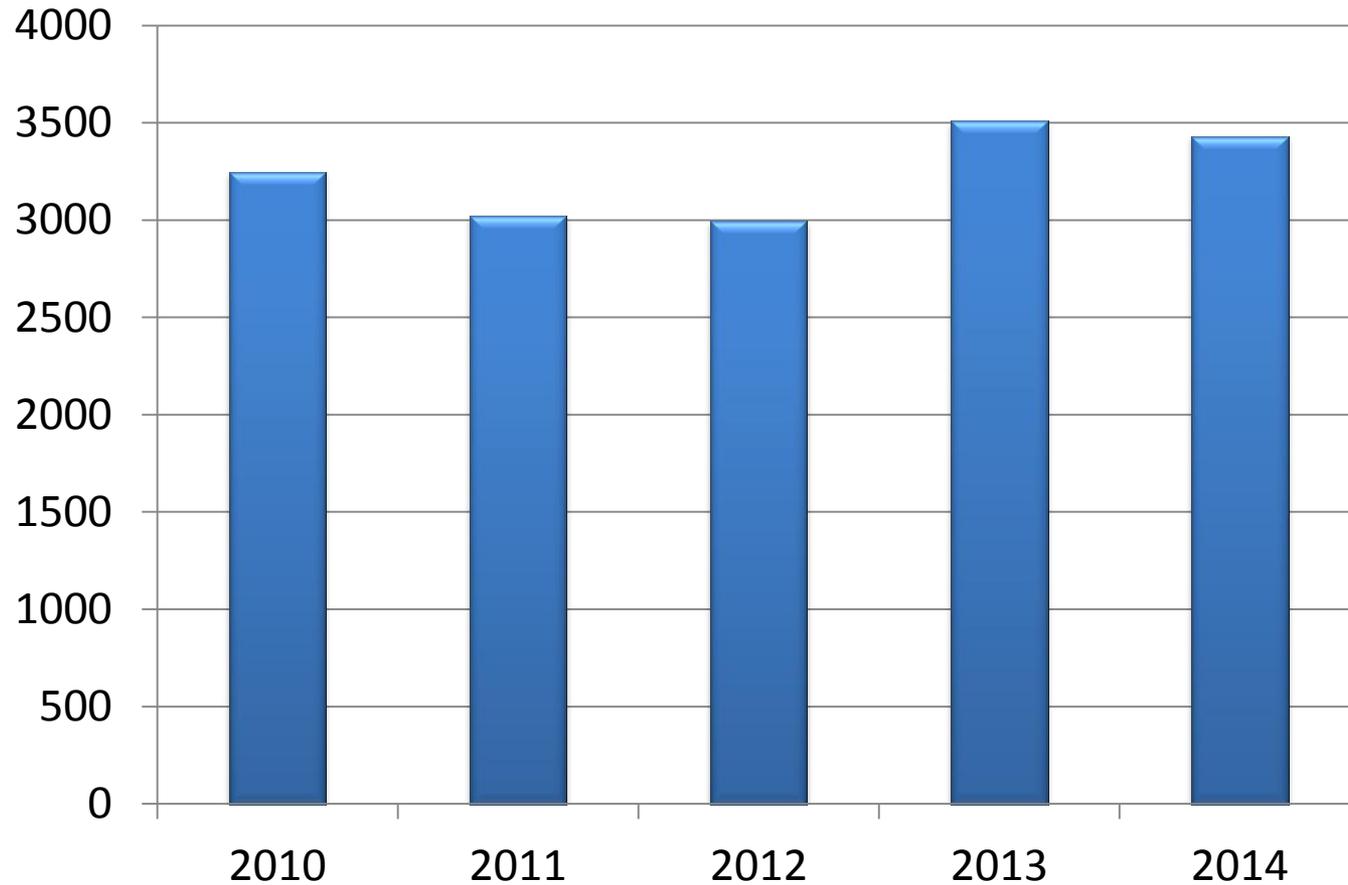


Outreach

- **Community Programs provides credit and non-credit courses reaching thousands of citizens**
- **Small Business Development Center served 278 clients, provided 1,685 consulting hours, and offered 37 customized training workshops in Region II**
- **ABE/GED programs**
- **Continued collaboration with Department of Correction GED with Cottonwood and Orofino**



Workforce Training Students



Millwright Training

LCSC Workforce Training and Idaho Forest Group



- **Two year training program delivered in Grangeville that combines classroom instruction with on-the-job training.**
- **Local H.S. and industry vendors provided advanced instruction in Hydraulics and Vibration Analysis.**
- **Developing a continuing training program for graduates.**



LCSC FY2016 Budget Overview

Governor's recommendations (p. 1-53) = \$32,025,300

- **Gen. Fund (ongoing) 14,573,400**
- **Gen. Fund (one-time) 813,700**
- **Dedicated (endowment) 1,804,200**
- **Other (student fees) 14,834,000**



Key Requests for FY2016

- **Employee Compensation/Benefits**
- **Complete College Idaho (CCI)**
- **“Work College” Trial**
- **Professional-Technical needs**
- **Infrastructure needs (facilities)**



Compensation/Benefits

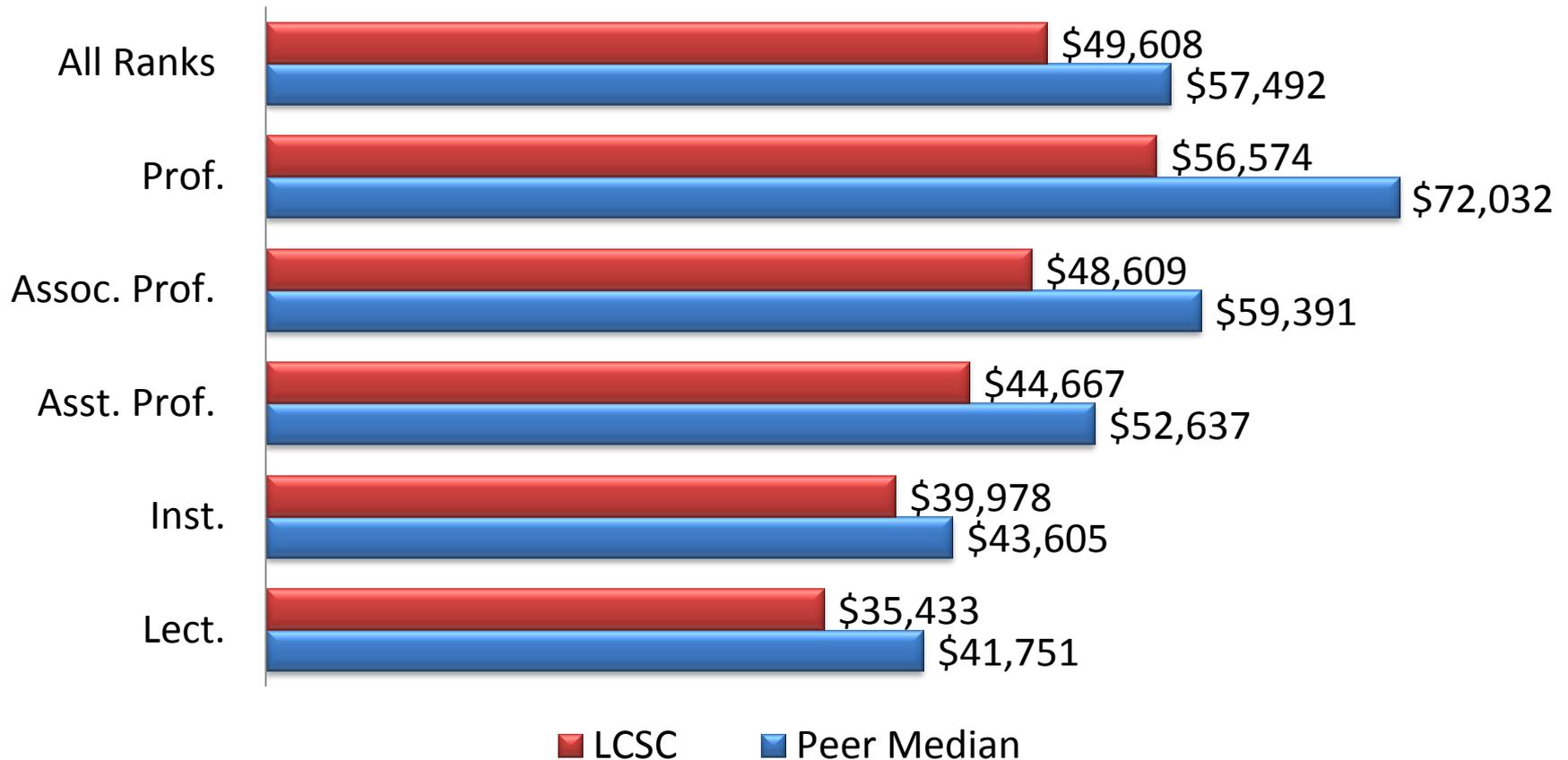
Governor recommendation 3% CEC and benefit cost increase (p. 1-59)

- **Approximately half (49%) of the cost is allocated against student fees**
- **Student burden increase of \$400K**



Compensation (continued)

Faculty Salaries p. 1-65



Compensation (continued)

Agency	Compa-Ratio	Turnover FY2013	Turnover FY2014
Lewis-Clark State College	81.2%	16.4%	26.3%
State Average	85.0%	13.5%	14.4%

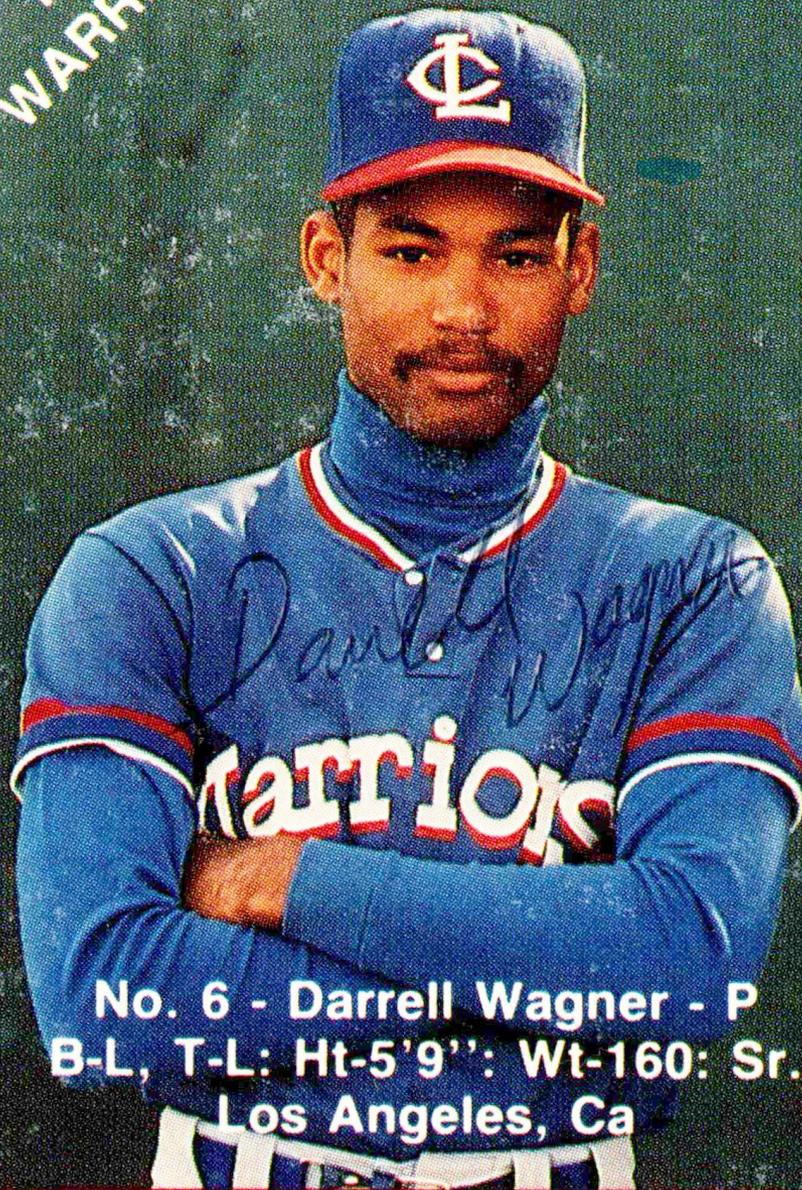


Summary of LCSC's Key Requests

- **Employee Compensation/Benefits (fund shift)**
- **Complete College Idaho (CCI)**
- **“Work College” Trial**
- **Professional-Technical needs**
- **Infrastructure needs (facilities)**



1990
WARRIORS



No. 6 - Darrell Wagner - P
B-L, T-L: Ht-5'9": Wt-160: Sr.
Los Angeles, Ca



How are we doing?

You make the call.

Questions
Questions
Questions



discover OPPORTUNITY



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A Comprehensive University With A Health Care Mission



Offering **more than 250 academic programs** ranging from associate to doctoral degrees

More than 1/3 of ISU's degrees awarded are in the health professions

ISU offers **8 of the top 11** of the Most Needed Health Professions (*Forbes, 2014*)

Serving more than
18,600 students
at educational centers
across Idaho

Idaho Falls

Pocatello

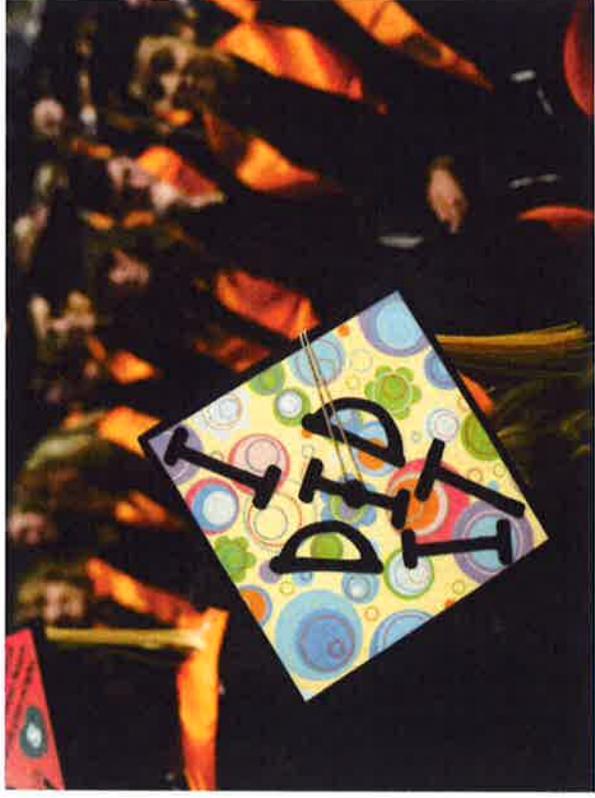
Twin Falls

Meridian



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Mission

The Mission of Idaho State University is to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these achievements to enhance technical, undergraduate, graduate, and professional education, health care services, and other services provided to the people of Idaho and the nation; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

Driven By Our Core Themes



Learning
and
Discovery



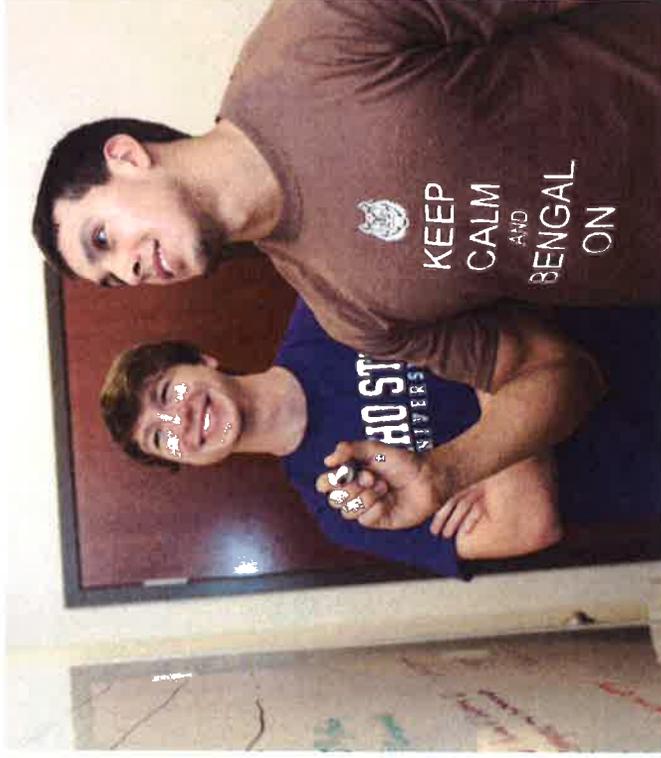
Access
and
Opportunity



Leadership
in
Health Sciences



Economic
and
Social Impact





**Learning
and
Discovery**



Degrees Awarded

2,361 degrees awarded

34% in health professions

17% in STEM disciplines

(Based on degrees awarded in FY 2014)

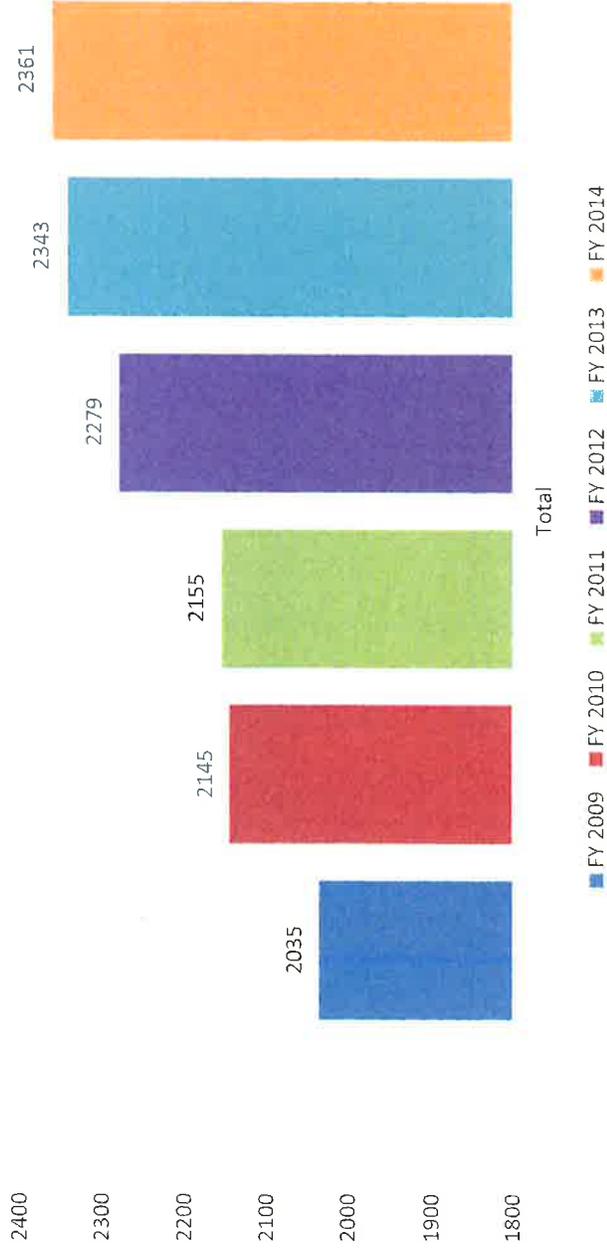
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Learning
and
Discovery

Degrees Awarded FY 2009 to FY 2014





Learning
and
Discovery



Top Academic Majors

Undergraduate

Nursing
Mechanical Engineering
Biology
Psychology
Physical Education
Civil Engineering
Communication Sciences and Disorders
Accounting
Electrical Engineering

Graduate

Pharmacy
Business Administration
Physician Assistant Studies
Speech - Language Pathology
Physical Therapy

(As of Census Day Fall 2014)

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Learning
and
Discovery

Program Quality

All academic programs (specialized and non-specialized) are on an external program review cycle to ensure quality and relevance.

11 non-specialized academic programs had external program reviews and 6 specialized accreditation programs were externally reviewed in 2013-2014.

All academic and non-academic programs went through the Program Prioritization process in FY 2014 to assess program viability and quality.





Learning
and
Discovery



Research

\$25.02 million in external funding
(grants and contracts)

Supported **more than 1,100 jobs** for
faculty, staff and students

433 publications ranging from books,
book chapters, journal articles, and
other types of publications were
published by faculty in 2013.

*(Funding based on FY 2014;
Publications based on calendar year 2013.)*

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Early College Program

2,111 students participated in the Early College Program in AY 2013-2014

47% increase from 1,434 students in AY 2010-2011 to 2,111 in AY 2013-2014

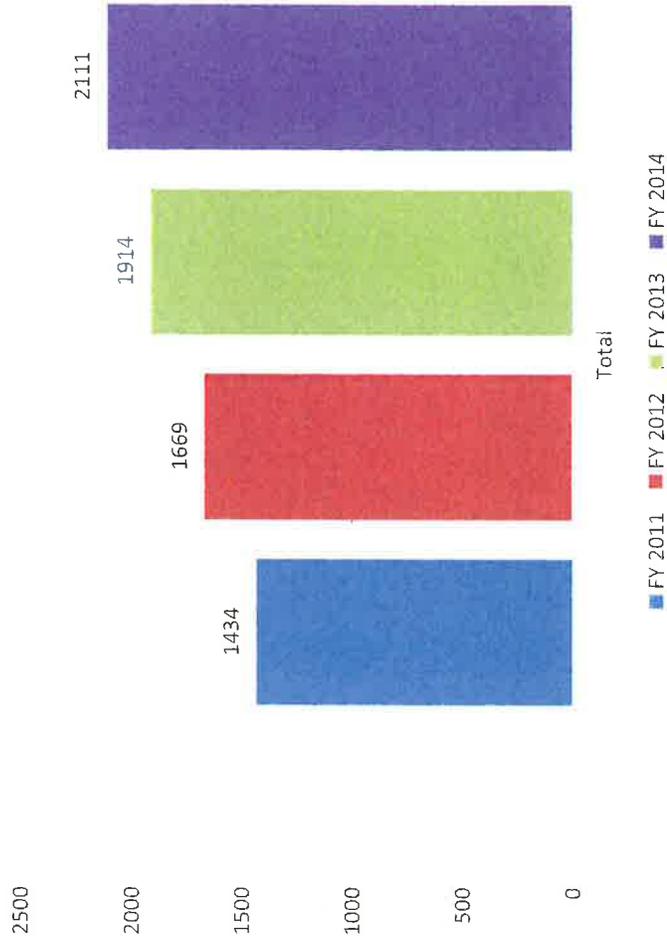
90% of Early College students in 2010-2011 enrolled in college by Fall 2014

(Based on FY 2014)



Access
and
Opportunity

Enrollment in the Early College Program





Access
and
Opportunity

Freshmen Retention and New Students

69% retained Fall 2013 to Fall 2014,
an increase of 7% from Fall 2011

19% increase in new first-time undergraduate
students to 1,751, an increase of 278 students
from Fall 2013

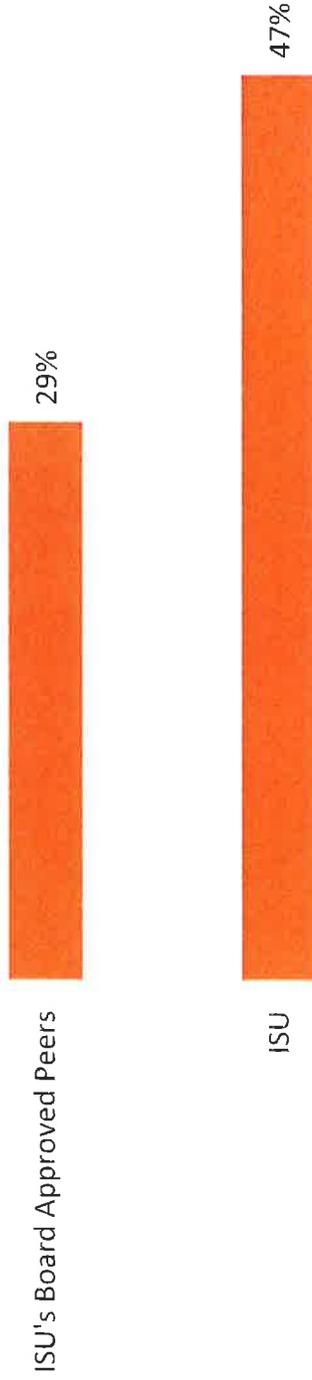
(Based on all degree-seeking full-time freshmen that enroll the next fall or graduate by the next fall. New first-time undergraduate students are from Fall 2014 Census Day.)





Financial Aid - Pell Grants

Percent of all undergraduates receiving Pell grants : 2012-2013





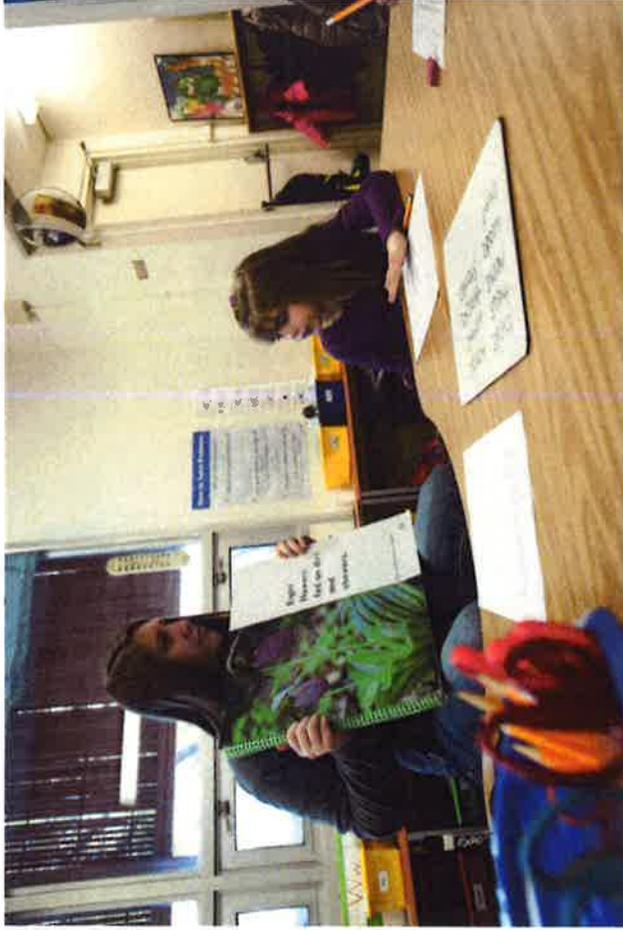
College Preparation

Bengal Bridge Summer Program for At-Risk Students

- Started in Summer 2013 and **80%** enrolled in Fall 2013
- Started in Summer 2014 and **96%** enrolled in Fall 2014

College of Technology's START Program for At-Risk Students

- The Successful Transitions and Retention Track (START) program is a rigorous series of interventions focused on supporting underprepared students as they transition and persist in the college environment.
- Since the beginning of the program in Summer 2011, **85%** of students are still enrolled or have graduated.



Career Path Internship Program (CPI)

761 students participated in the CPI program in 2013-14

91% of the CPI students were retained or graduated

Average GPA is 3.12

\$1.4M CPI budget

(Based on FY 2014)

Health Programs

50 degree programs in health professions. The largest number of health programs in Idaho.

The only Idaho institution to sponsor an accredited graduate medical and dental education program

Passage rates on national exams meet or exceed national averages

\$7.3M in total grants and contracts awarded in FY 2014 for the Division of Health Sciences



**Leadership
Health Sciences**





Clinics

47,357 patient visits to ISU clinics and clinical services in FY 2014

15 health-teaching clinics serving Idaho communities





Innovative Solutions

Bengal Pharmacy, LLC, opened the state's first-ever full-service telepharmacy in Arco

Facility utilizes innovative technology to provide health care access in a rural community

Provides hands-on experience for ISU's pharmacy students



Advancing Health Care

The Treasure Valley A&P Lab will provide critical, hands-on learning experiences

The \$4M facility was funded through a public-private partnership

Construction started June 2014

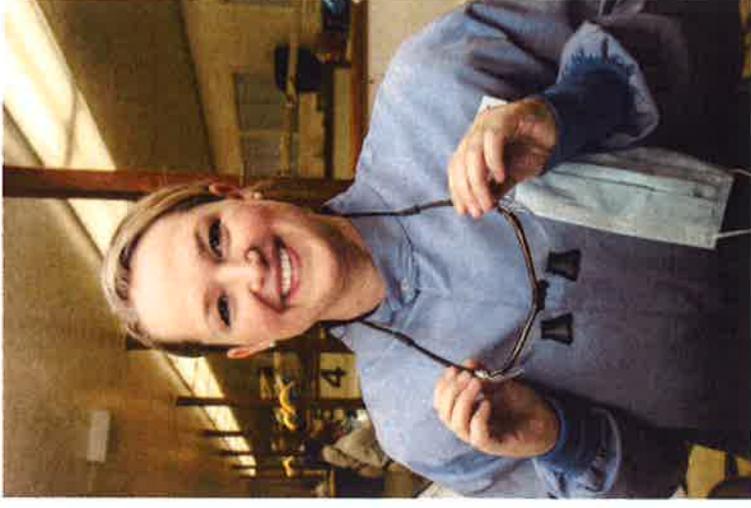


Employment

3,937 total employees, which included 1,320 student employees, in Fall 2014

Largest employer in Bannock County

Earnings from ISU alumni living and working in Idaho contribute **\$873M annually** to the state economy. Additionally, ISU students contribute more than **\$141M annually** in living expenses



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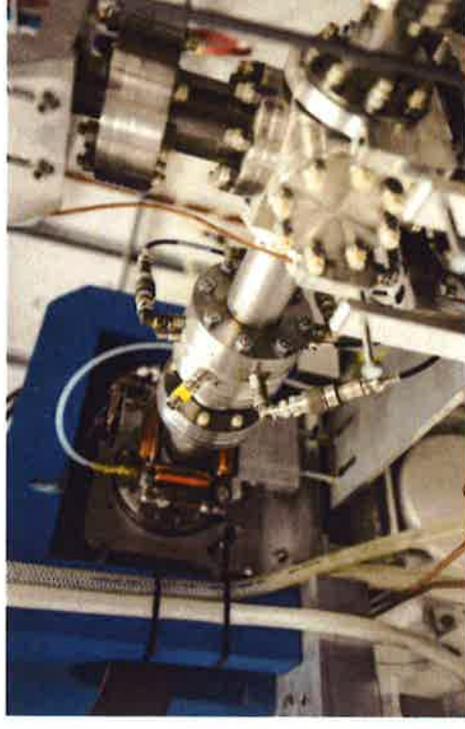


Research

Idaho Accelerator Center shipped its first samples of ^{67}Cu to City of Hope Cancer Research Center for testing

Patent was filed covering aspects of the ISU developed technology

ISU is partnering with Idaho-based International Isotopes and the Department of Energy to become the national supplier of ^{67}Cu for drug development and research





Center for Entrepreneurship and Economic Development (CEED)

CEED will provide support for ISU's Intellectual Property Foundation

An opportunity for both graduate and undergraduate students to gain valuable real-world experience in assessing new business ventures

Ultimately, CEED will become a driver of economic development in southeast Idaho



Budget Requests

Compensation Competitiveness

Current Comparisons	% Behind Peers	Source
Faculty	21.5%	CUPA-HR Faculty Salary Survey
Non-Classified Staff	17.4%	CUPA-HR Salary Survey
Classified Staff	17%	FY 2015 State Employee Compensation & Benefits Report

Request: \$5,107,400 for a 6% increase in salary funding to improve the competitiveness of compensation packages for faculty and staff.

Purpose: To recruit and retain high quality faculty and staff in order to achieve academic excellence.

Recent History:	2010-11	2011-12	2012-13	2013-14	2014-15
State Funded Salary Increase	0.00%	0.00%	2.00%	0.00%	2.00%
University Funded Salary Increase	0.00%	1.00% temp	2.50%	2.00%	2.00%
TOTAL	0.00%	1.00%	4.50%	2.00%	4.00%

Budget Requests

Occupancy Costs

Request: \$73,700 for Meridian Facility Anatomy & Physiology Laboratory/Office space

Purpose: Coverage of custodial, utility, maintenance, and other costs

Calculation: Per standard SBOE formula

Career Path Internship (CPI) Match

Request: \$1,700,000 matching contribution to University funding of this program

Purpose: Provide opportunities for students to work in their field of study while attending school and receiving mentoring from respected and experienced practitioners. This provides students with real-world work experience that gives them an advantage as they seek employment.

Demonstrated Need: The program is fully subscribed with some students depending on the CPI program and other campus employment to stay in school.

Budget Requests

eISU Online Access

Request: \$1,188,100 to grow eISU and online classes

Purpose: eISU and online classes are increasingly important for reaching students in geographically disparate regions and critical to achieving the SBOE's 60% goal.

Demonstrated Need: Technology upgrades are essential for online instructional faculty to increase and retain the number of students in online classes.



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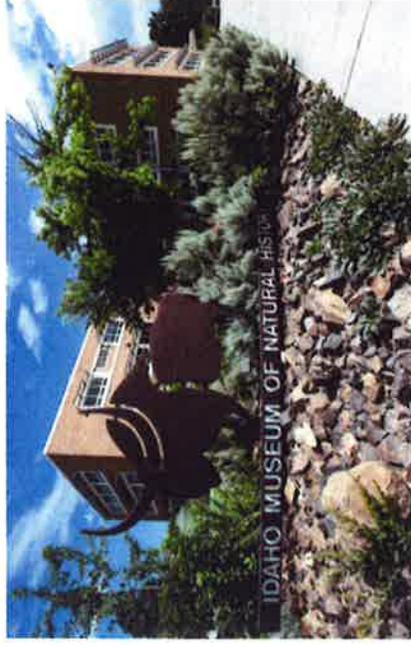
Budget Requests

Idaho Museum of Natural History

Request: \$33,500 one-time funding for access and curation equipment

Purpose: Strive to have the entire Museum collection online and accessible from anywhere in the world, in the next five years. Upgrade collection functions. Develop and support programs for K-12, higher education, and the general public.

Demonstrated Need: The Museum houses more than 500,000 natural history and cultural objects. These irreplaceable items are central to our research, exhibitions, and educational work. They must be properly prepared, inventoried, preserved, and stored following current best practices.



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Budget Requests

Family Medicine Residency

Request: \$91,400 to maintain current level of family medicine residents

Purpose: This money will enable ISU FMR to continue to train seven family medicine residents per class without cutting back on workforce production for rural and underserved Idaho.

Recent History: In the past 5 years, with the support of both the Office of Rural Health and Governor's Office, the ISU Family Medicine Residency was able to access one-time federal start-up funds to increase the number of residents accepted into the program from 18 to 21 without receiving additional State dollars.



2016 Funding Requests

Request	Amount	LBB Page
Complete College Idaho	\$3,263,400	1-64
*One-time Deferred Maintenance	\$10,000,000	1-64
*One-time Philanthropic Matching	\$1,000,000	1-64
*Research Infrastructure Funds	\$325,000	1-64
Salary Competitiveness	\$5,107,400	1-65
Occupancy Costs (Meridian Lab/Office Space)	\$73,700	1-65
Career Path Internship Match	\$1,700,000	1-65
eISU Online Access	\$1,188,100	1-66
Replacement Items	\$2,921,300	1-62

*Systemwide

Governor's Funding Recommendations

Recommended	
Complete College Idaho	\$630,600
Occupancy Costs (Meridian Lab/Office Space)	\$73,700
Career Path Internship Match	\$500,000
Replacement Items	\$927,700
Health Insurance	\$488,100
Change in Employee Compensation (3%)	\$1,605,300

Go Bengals!



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AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Thursday, January 29, 2015

SUBJECT	DESCRIPTION	PRESENTER
Gubernatorial Appointment	Deborah Critchfield of Oakley Idaho, was appointed to the State Board of Education to serve a term commencing July 16, 2014, and expiring July 1, 2018	
Presentation	"Professional Technical Education "	Dwight Johnson, Administrator of Professional-Technical Education (PTE) State of Idaho
Presentation	Technical Careers High School Idaho Falls, Idaho	Craig Miller, Principal
Presentation	Eastern Idaho Technical College	Dr. Steven Albiston, President
Presentation	Imagine Learning–Language Literacy	Emily Bybee, Area Partnership Manager Imagine Learning

If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Souza
Vice Chairman Thayn	Sen Den Hartog
Sen Keough	Sen Buckner-Webb
Sen Nonini	Sen Ward-Engelking
Sen Patrick	

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Thursday, January 29, 2015

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Keough, Nonini, Patrick, Souza, Den Hartog, and Ward-Engelking

ABSENT/ EXCUSED: Senator Buckner-Webb

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 Education Committee (Committee) to order at 3:00 p.m. and welcomed Deborah Critchfield of Oakley, Idaho, who was appointed by the Governor to the State Board of Education to serve a term commencing July 16, 2014, and expiring July 1, 2016.

GUBERNATORIAL APPOINTMENT HEARING: **Ms. Critchfield** introduced herself and described her professional background. She expressed an ongoing interest in education and said she is currently public information officer for the Cassia School District. She was elected School Trustee, Cassia County School District from 2001 to 2011, four years of which was as chairman. She also served on the Executive Board of the Idaho School Boards Association, the State Dual Credit Task Force, and the State Technology Task Force, among others.

Ms. Critchfield answered questions posed by Committee members. **Chairman Mortimer** thanked Ms. Critchfield for introducing herself to the Committee.

PRESENTATION: **Dwight Johnson**, Administrator of Professional-Technical Education (PTE), State of Idaho, introduced the PTE staff and students in the audience.

Mr. Johnson said PTE is important because it makes education relevant for students. He discussed available jobs through PTE courses and reviewed the information contained in the handout (see attachment 1). He said by the year 2020, two of three jobs in the United States will require some type of postsecondary degree and noted that technical training and academic training are not mutually exclusive.

Mr. Johnson discussed the funding formula, the bulk of PTE's budget is from the general fund and the need to enhance the image of PTE occupations. He said PTE is working with the Department of Education to achieve credit value transfers. He said Rural schools need greater access to PTE, and he gave examples of how students can attain part of their degree with IDLA and PTE digital courses. He said PTE's key issues are funding for equipment and improved recruitment of quality teachers.

Committee members posed questions and made comments about rural connectivity, counseling costs, grants, and the ratio of counselor to student and school facilities.

Chairman Mortimer thanked Mr. Johnson for his enthusiastic and informative presentation and called on Craig Miller.

PRESENTATION: **Craig Miller**, Principal, Technical Careers High School (TCHS) in Idaho Falls took the podium and introduced Angie LeBlanc, School and Industry Liaison; BreaAnna Miller, Student Body President; Clayton Steen, Student Body Vice President; and Scott Miller, Student Body Activities Director.

Mr. Miller described the program as a professional-technical magnet school of choice located in Bonneville Joint School District No. 93 (see attachment 2). He reviewed the school's background and accomplishments and called on the students to describe their career goals and educational experience at TCHS.

Each student spoke with enthusiasm for and appreciation of their experience at TCHS, including the career-oriented courses and meaningful relationships with faculty and students. They also answered questions and received comments posed by Committee members during their presentations.

Chairman Mortimer thanked the group for their presentations and welcomed Dr. Steven Albiston.

PRESENTATION: **Dr. Steve Albiston**, President, Eastern Idaho Technical College (EITC), reported on the school's history, location and demographics (see attachment 3). He outlined the EITC's 2014 enrollment (1196), graduation rates, retention, training placement trends, apprentice programs, and adult basic education. **Dr. Albiston** said EITC adjusts its curriculum as industry trends change and noted that enrollment has declined as the economy has become more robust. He said they need to be more aggressive in recruiting students directly out of high school.

Dr. Albiston spoke of EITC's corroboration with the University of Idaho and its fire service technology program, which was transferred to EITC . He concluded his presentation with a video clip illustrating fire service training.

Chairman Mortimer thanked Dr. Albiston for his presentation and called Ms. Emily Bybee to the podium.

PRESENTATION: **Emily Bybee**, Area Partnership Manager, Imagine Learning (IL), introduced herself and presented an overview of the Imagine Learning Language Literacy Program (see attachment 4). Imagine Learning's stated mission is to teach language and literacy to the children of the world, changing lives and opening doors of opportunity.

Ms. Bybee said the program offers one-on-one tutoring for children and includes peer-to-peer modeling, where students teach other students. She said in 2011 IL had just one participating school and is now in partnership with 20 districts. She said data from Twin Falls shows that IL students outperform the state's average test scores. Ms. Bybee also spoke of Utah's success with the program.

Ms. Bybee invited Committee members to visit a classroom to see the program in action and talk to the teachers. She answered questions and accepted comments from Committee members and ended her presentation with a video showing the peer-to-peer teaching method.

ADJOURNED: There being no further business, **Chairman Mortimer** adjourned the meeting at 4:50 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

Jeanne' Clayton
Assistant

Technical Careers High School

A Professional-Technical Magnet School of Choice
Located in Bonneville Joint School District #93



Introductions

- Craig Miller, Principal
- Angie LeBlanc, School and Industry Liaison
- BreAnna Miller, Student Body President
- Clayton “Alex” Steen, Student Body Vice President
- Scott Miller, Student Body Activities Director



Technical Careers High School

- One of three comprehensive professional-technical schools in the state of Idaho.
- Started Fall of 2012 under Bonneville High School with Auto Body, Auto Technician and Welding programs.
- Fall 2013 became accredited through AdvancedEd, and graduated 24 students. Added Electronics, Residential Construction and Robotics.
- Fall 2014 Added core classes for junior students.
- Fall 2015 Will add Agriculture Education, Computer Information Systems, Emergency Medical Technician, and core classes for sophomores.



Accomplishments and Focus

- Through teaching literacy across the curriculum our students see an average of 2 letter grade growth each year they attend our school.
- Helping students that in the past have not received the right kind of help.
- TCHS is a school focused on regional economic development.
- Our school also focuses on helping every student achieve to their highest potential, and preparing them for the world of work and post-secondary education.



BreaAnna Miller – Student Body President

- Auto Collision Repair and Refinishing
- I-Car Plastics Certification
- 12 College credits through ISU College of Technology
- Enrolling in the Auto Collision Repair and Refinishing Program at ISU college of Technology Fall 2015
- TCHS and relationships



Alex Steen – Student Body Vice President

- Welding Program
- Also involved in Auto Collision Repair and Refinishing and Auto Technician Programs Junior Year
- American Welding Society Certification
- Fall enrollment Boise State University
- Why I chose to go to TCHS



Scott Miller – Student Body Activity Director

- Auto Technician Program
- Automotive Service Excellence Certification
- College Credits through Eastern Idaho Technical College
- Will join US Army upon graduation
- Advantages of Core Classes at TCHS



What Help Do We Need to Improve the School?

- Continue to fund the Fast Forward Program for Industry Certifications and College Credits.
- Support both Governor Otter's and PTE Administrator Dwight Johnson's budget request for increase for Professional-Technical Schools to allow for continued equal funding.
- Help all of the professional-technical educators in Idaho to spread the word about all of the opportunities in professional-technical learning opportunities.



Questions or Comments

- We would be happy to answer any questions you may have.
- You can also find more information at www.technicalcareershs.com
- Or contact us at (208)525-4433



Preparing Idaho youth & adults for high skill, in-demand careers

Senate Education Committee
Presentation - 2015

Dwight Johnson, State Administrator



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Why is PTE Important? *A Personal Example*



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Applied Learning and Relevant Education ³

PTE answers the key questions:

Why do I need to know this?

When will I use this?



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Examples of PTE Programs & Courses ⁴



Ag & Natural Resources

*Animal Systems
Food Products, Processing*

*Agribusiness Systems
Ag Mechanics*

Business Mgmt. & Marketing

*Administrative Support
Marketing/Communication*

*Business Finance
Accounting*

Engineering & Technology

*Pre-Engineering
Computer Networking*

*Robotics
Web Design*

Family & Consumer Sciences

*Culinary Arts
Entrepreneurship*

*Early Child Development
Hospitality/Tourism*

Health Professions

*Medical Records
Physical Therapist Assist.*

*Nursing
Surgical Tech.*

Individualized Occupational Training

*Career Exploration
Learning*

*Preparation
Internships*

Skilled & Technical Sciences

*Precision Machining
Diesel Technology*

*Electronics
Industrial Mechanics*

Career Pathways for Students Talent Pipelines for Business

5

“Learn & Earn” Education Models

- Internships
- Apprenticeships
- On-the-Job Training
- PTE Student Organizations



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Critical Workforce Ratio

6

1 : 2 : 7

Graduate Degree Bachelor Degree Skilled Technician

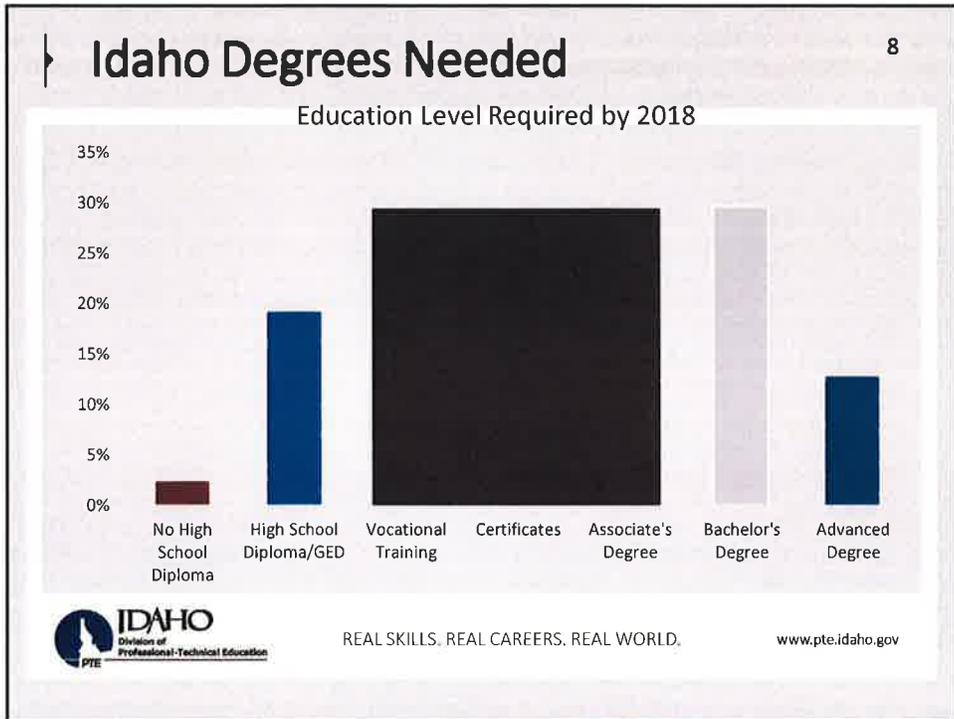
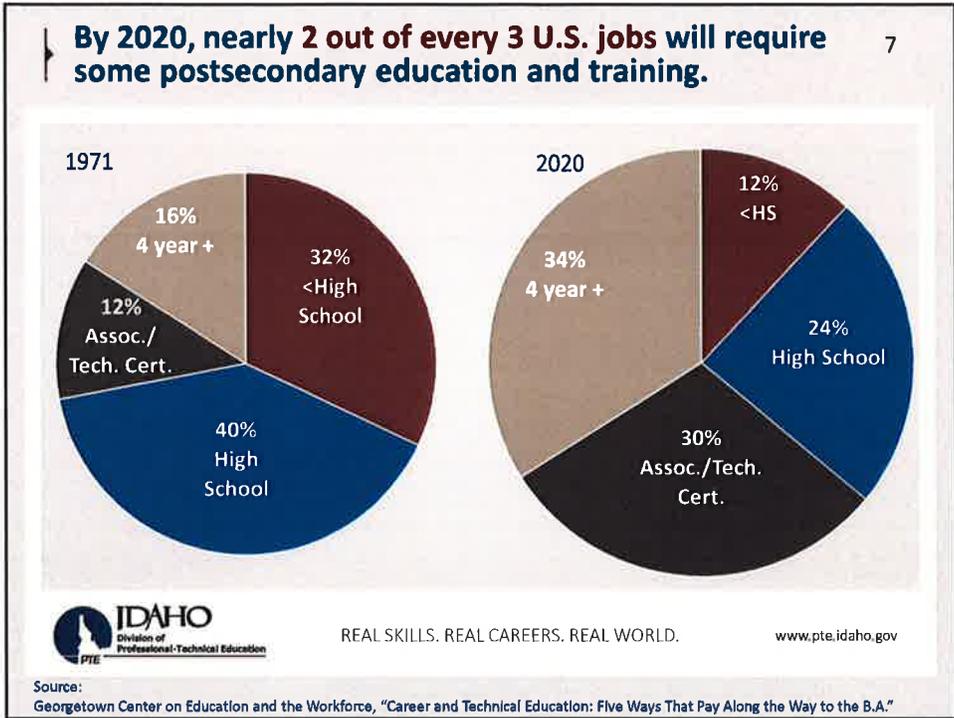
Required Education	Available Jobs
Graduate Degree	✘
Bachelor Degree	✘ ✘
1-Year Certificate OR 2-Year Degree	✘ ✘ ✘ ✘ ✘ ✘ ✘



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1 Gray, K. & Herr, E. (2006) *Other Ways to Win: Creating Alternatives for High School Graduates* Third Edition. Thousand Oaks: Corwin Press. U.S. Bureau of Labor Statistics *Occupational Outlook Handbook 2012-13* Office of Occupational Statistics and Employment Projections.



Successful Return on Investment

9

Go-to-College Rate

67% of high school PTE program students

53% of Idaho's general high school population

94% of high school PTE students

92% of technical college students

found jobs or continued education

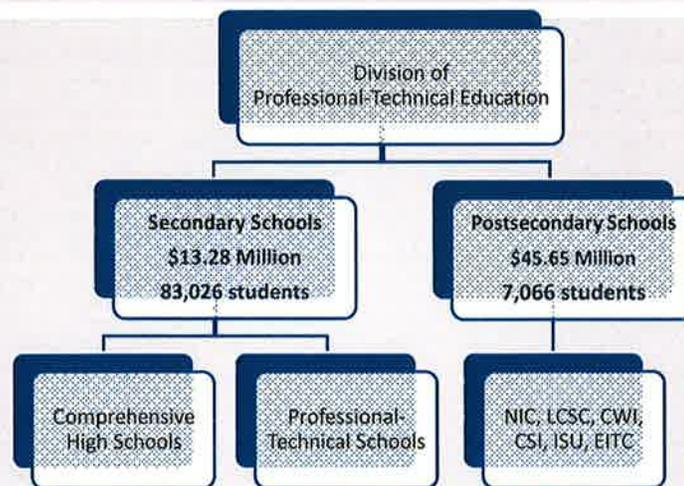


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PTE Delivery System

10



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Strategic Focus Areas

11

1. Funding
2. Enhance Image of PTE
3. PTE Credit Value/Transfer
4. Connect Education to Employment
5. Increase Access
6. Strengthen Teacher Pipeline/Preparation



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1. Funding – Performance Based

12

	Governor's Recommendation
Post-Secondary Education	
Advanced Mfg. Initiative	\$1,002,700
Capital Outlay	\$184,200
Secondary Education	
PT School Formula (49% increase)	\$1,493,000
Program Added Cost (20% increase)	\$1,009,400
Ag Initiative	\$325,000



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2. Enhance Image, Communicate Value of PTE 13



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3. PTE Credit Value/Transfer 14

- Academic Equivalency for PTE Credit
 - Math, Science, English graduation credit
- Technical Dual Credit
 - New State Board Policy
 - SkillStack
 - Competency-Based
 - Micro-certification
 - Industry standards



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4. Connect Education & Employment

15

Talent pipelines/Career Pathways

- **WDTF Sector Grants**
- **Career Counseling**
- **SkillStack**
 - **Competency-Based**
 - **Industry Certifications**
 - **Demonstrating skill for employer**



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5. Increase Access

16

- **Provide greater opportunity for rural school students**
- **Build on current best practices**
- **Create "PTE Digital"**
 - **On-Line PTE Platform**
 - **Partnership with IDLA and P-Tech**



REAL SKILLS. REAL CAREERS. REAL WORLD.

www.pte.idaho.gov

6. Strengthen PTE Teacher Pipeline

17

Assuring quality teachers in the classroom

Improving the Pipeline

- Recruitment
- Training
- Retention



REAL SKILLS. REAL CAREERS. REAL WORLD.

www.pte.idaho.gov

Critical Role for Success

18



REAL SKILLS. REAL CAREERS. REAL WORLD.

www.pte.idaho.gov



REAL SKILLS. REAL CAREERS. REAL WORLD.

www.pte.idaho.gov

Technical Careers High School

A Professional-Technical Magnet School of Choice
Located in Bonneville Joint School District #93



Technical Careers High School

- One of three comprehensive professional-technical schools in the state of Idaho.
- Started Fall of 2012 under Bonneville High School with Auto Body, Auto Technician and Welding programs.
- Fall 2013 became accredited through AdvancedEd, and graduated 24 students. Added Electronics, Residential Construction and Robotics.
- Fall 2014 Added core classes for junior students.
- Fall 2015 Will add Agriculture Education, Computer Information Systems, Emergency Medical Technician, and core classes for sophomores.



BreaAnna Miller – Student Body President

- Auto Collision Repair and Refinishing
- I-Car Plastics Certification
- 12 College credits through ISU College of Technology
- Enrolling in the Auto Collision Repair and Refinishing Program at ISU college of Technology Fall 2015
- TCHS and relationships



Scott Miller – Student Body Activity Director

- Auto Technician Program
- Automotive Service Excellence Certification
- College Credits through Eastern Idaho Technical College
- Will join US Army upon graduation
- Advantages of Core Classes at TCHS



Questions or Comments

- We would be happy to answer any questions you may have.
- You can also find more information at www.technicalcareershs.com
- Or contact us at (208)525-4433



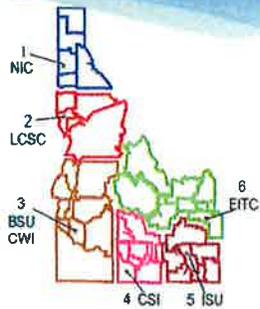
Eastern Idaho Technical College



House and Senate Education Committees
January 27-28, 2015



College Districts




Mission

Eastern Idaho Technical College provides superior educational services in a positive learning environment that champions student success and regional workforce needs.



Topics

- * Overall Enrollment
- * Adult Education
- * Outreach
- * Certificate/Degree Seeking Students
- * Collaborations
- * New Program



Enrollment — FY2014

* Unduplicated Headcount	1196
* Full Time Equivalency (FTE)	514
* Workforce Training	11,446
* Adult Basic Education (ABE)	517
* Advanced Opportunities (SY 13-14)	3,888

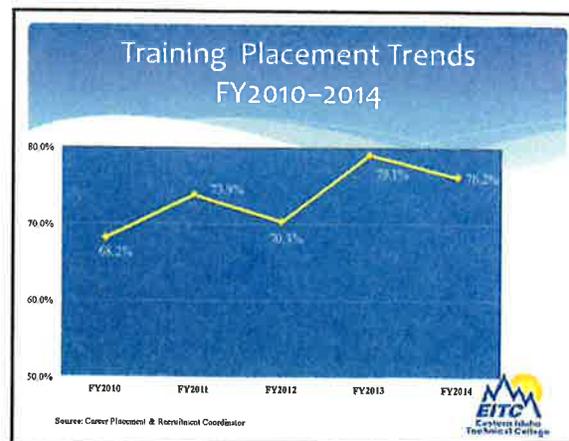
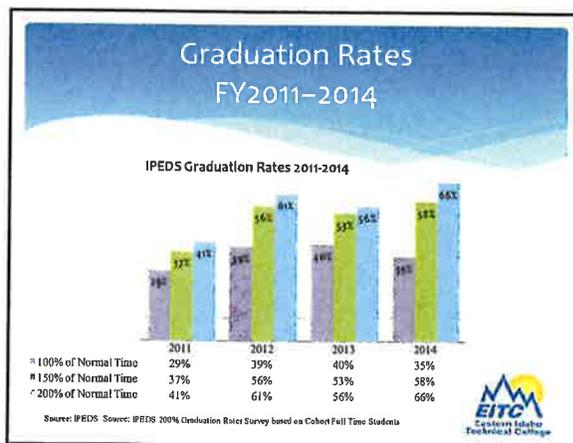
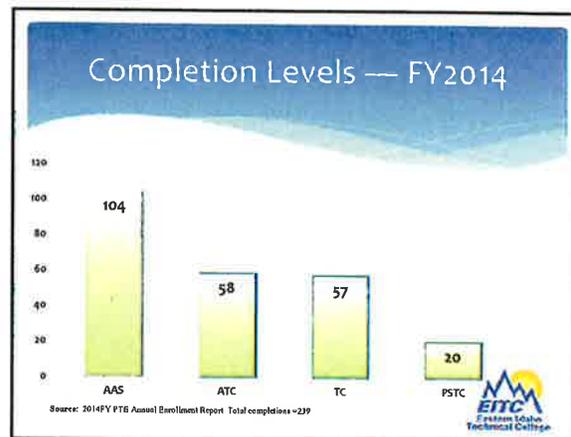
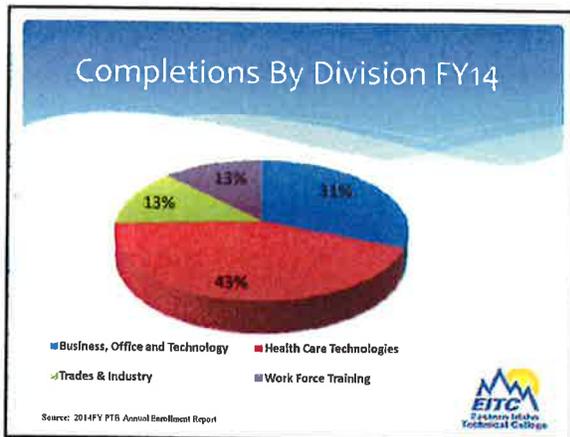
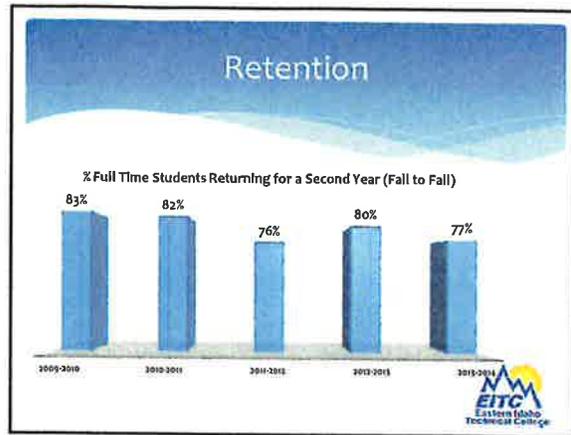
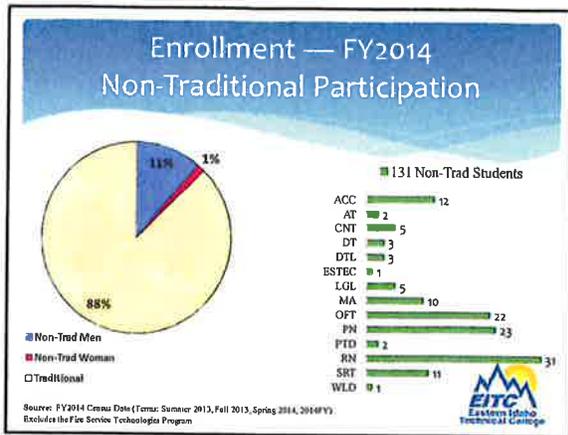


Adult Basic Education Services

A record breaking year!

- * Met 100% of our state academic targets
- * Record percentage of students retained and post tested
- * Record percentage of students with academic level gains
- * Student contact hours increased from 88 hrs/student to 102 hrs/student





Imagine Learning in Idaho



New York City, NY ☁ 34°



CNN analysis: Some college athletes play like adults, read like 5th-graders

By Sara Ganim, CNN

🕒 Updated 1:05 PM ET, Wed January 8, 2014



Imagine Learning

Our Mission

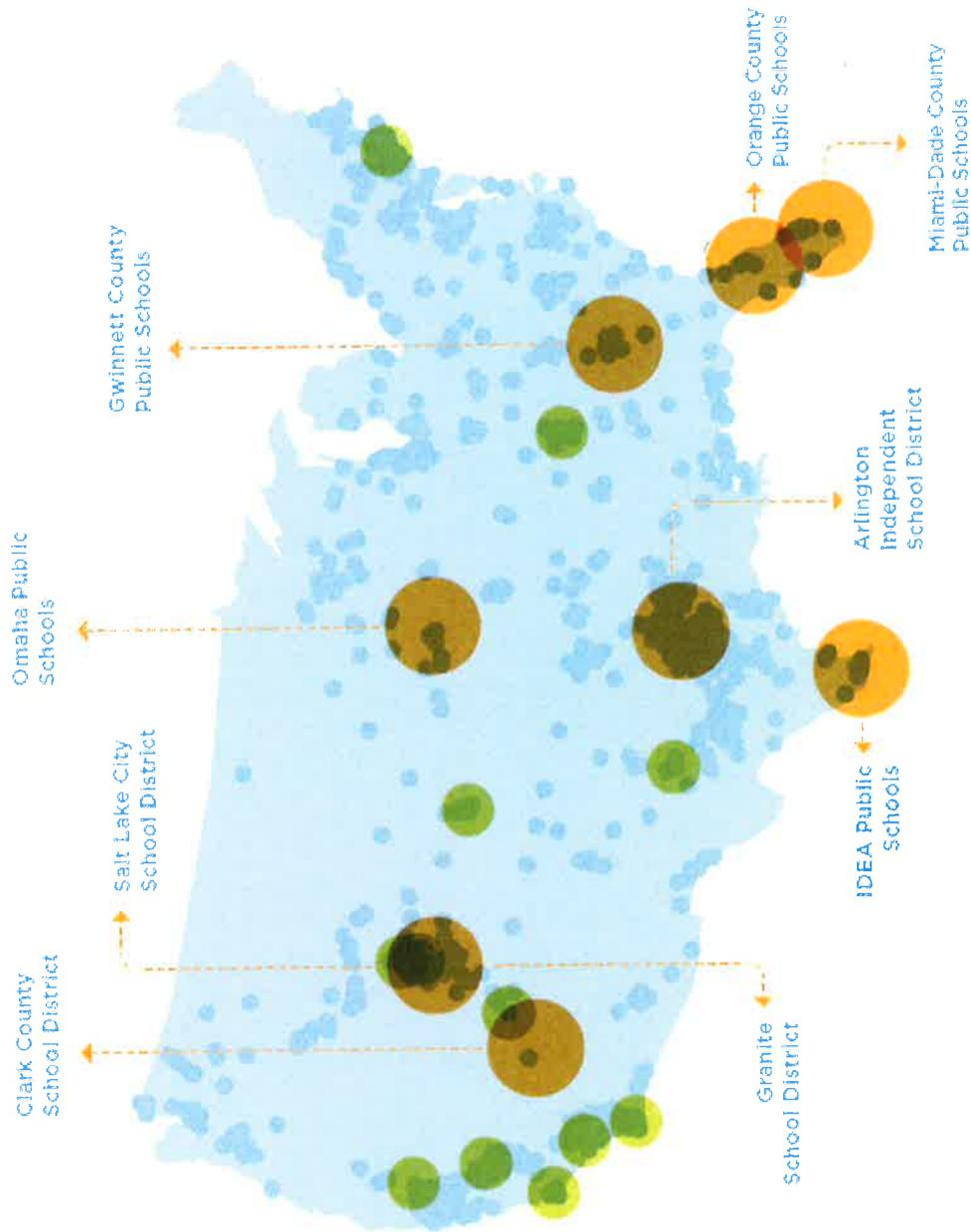


We teach language and literacy to the children of the world, changing lives and opening doors of opportunity.



Imagine Learning

On the Map

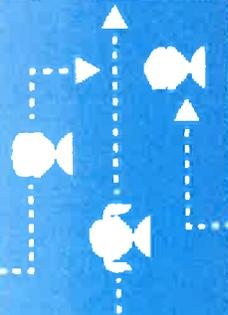


Hawaii Department of Education

- 10 largest partnerships
- Next largest partnerships
- All other partnerships



**Action Areas
Tool**



**Research-Based
Instruction**



**English Language
Learner Support**



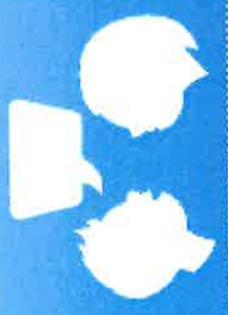
**Motivation
& Engagement**



**Literacy
Instruction**



**Common Core
Standards**



**Language
Development**



**Assessments
& Reports**



Tablets



**Support
& Training**

**A CURE
FOR THE
COMMON
CORE**

Includes instruction in

- grammar
- informational text features
- compare and contrast strategies
- understanding informational books

**EVERY DAY
LANGUAGE**

- basic vocabulary
- academic language
- grammar
- listening comprehension

**15 LANGUAGES
SUPPORTED**



Imagine Learning

Vocabulary_AdvancedAcademic_Specific (1)

specific



School News

Imagine Academy

adjective

detailed or exact

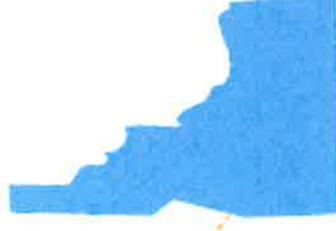
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Roadmap to Success: Measuring Progress in Idaho

+ Details

- State: Idaho
- Districts using Imagine Learning: 20
- Students using Imagine Learning: 3,000+



Aberdeen	Blackfoot	Blaine County	Boise
Caldwell	Filer	Fruitland	Idaho Falls #91
Jerome	Kuna	Minidoka	Mtn Home
Murtaugh	Shelley	Snake River	Teton
Twin Falls	Vallivue	Wendell	West Ada





Proven Success

“I think that Imagine Learning provides a much needed component to our program. It doesn't replace instruction by teachers, but it enhances what we do. [The program] adapts itself to each student's level and progress.”

—District Administrator,
Vallivue School District

“We use Imagine Learning with all of our kindergarten students, LEP students and elementary special education students. The program is easy to manage and reports are informational for the school and parents alike, showing growth, mastery, and time spent on the program.”

—Superintendent, Idaho school district

“All students who have been utilizing the Imagine Learning program either before school or at lunch have increased at least one full grade level on the STAR test since the beginning of the year. Surely this is a combination of things, but it must be a great program to get these results.”

—Teacher, Twin Falls School District



Imagine Learning boosts student achievement for struggling readers

+ Study Details

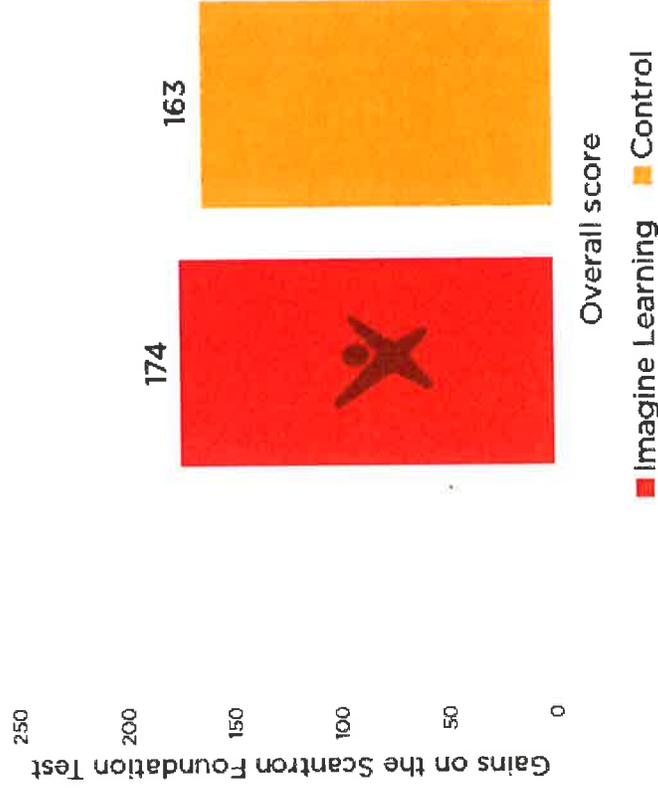
- District: Twin Falls, ID
- Number of students: 606
- Grades: K-3
- School Year: 2013-2014
- Participation criteria: score of 1 or 2 on IRI



Imagine Learning students had overall larger gains on the end-of-year test than the control group.



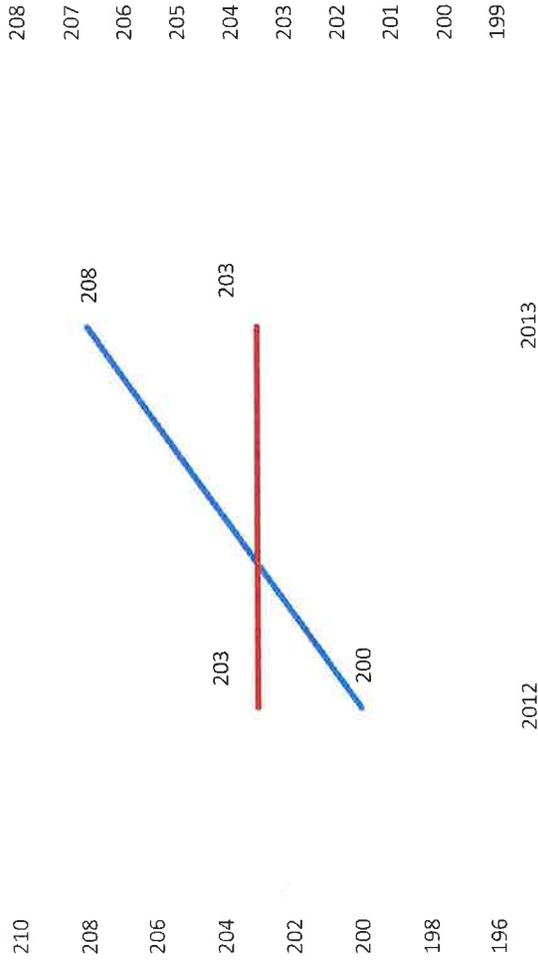
Gains on the Scantron® Performance Series® Reading Foundations test: pre-test (Nov. 2013) to post-test (May 2014)



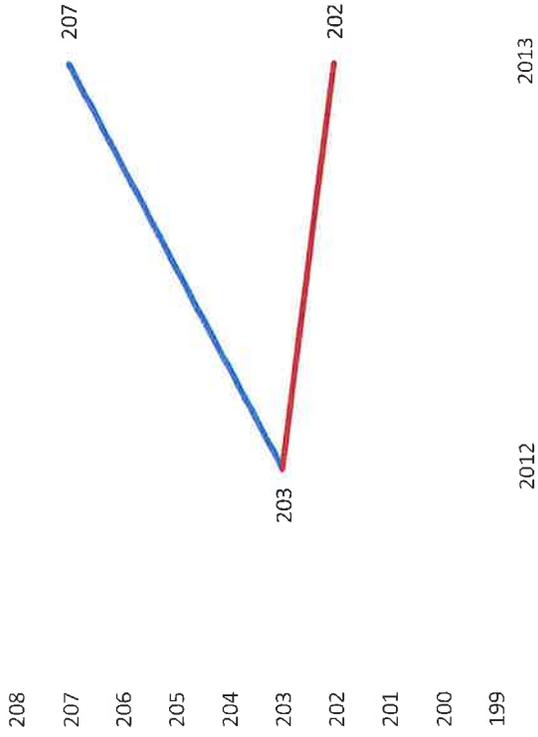
Imagine Learning

Imagine Learning students outperform state average

ISAT Reading Growth



ISAT Language Growth



— Imagine Learning — State LEP Average

— Imagine Learning — State LEP Average

*Idaho LEP 2014 Legislative Report



Utah.

ROAD MAP TO SUCCESS

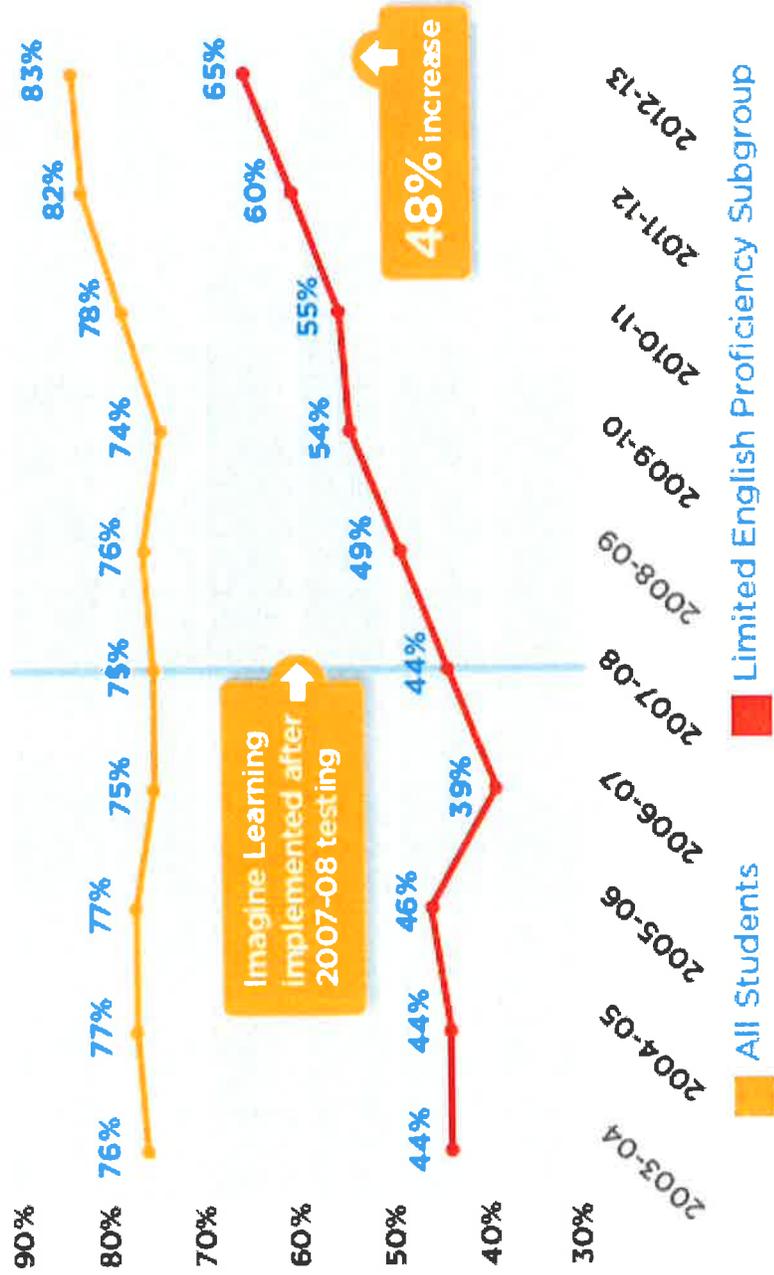
Finding and Funding Technology Solutions in Education



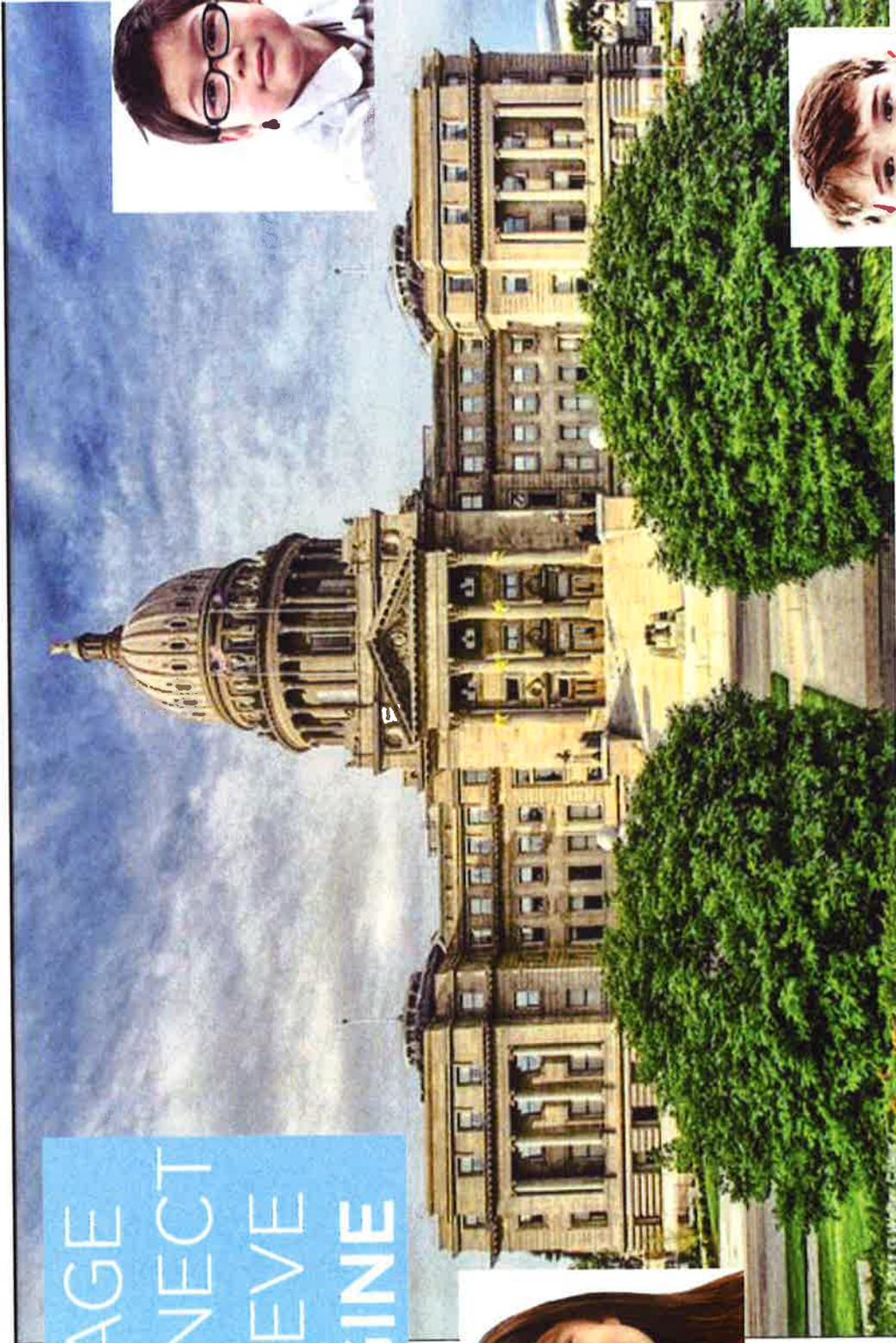
In 2008, Utah educators and politicians joined efforts to find an innovative solution for low-achieving English language learners. Together they mapped out a pathway that continues to lead students—and the state—toward a successful future.

+ **Washington County School District:** As part of their overall approach to literacy the Washington County School District implemented Imagine Learning for all their ELL students during the 2008-09 school year.

Percentages of students scoring proficient on the ELA CRT in grades 3-5



ENGAGE
CONNECT
ACHIEVE
IMAGINE



in partnership with
 Imagine Learning®



Imagine Learning

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Monday, February 02, 2015

SUBJECT	DESCRIPTION	PRESENTER
Confirmation Vote:	Vote on the confirmation of Deborah Critchfield of Oakley, Idaho as a Board Member for the State Board of Education	
Presentation:	Kahn Academy	Eric Kellerer, Director, Center for Innovation in Teaching and Learning Northwest Nazarene University
Docket No. 08-0203-1402:	Rules Governing Thoroughness	Dr. Christina Nava Coordinator -LEP, Title III

If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Souza
Vice Chairman Thayn	Sen Den Hartog
Sen Keough	Sen Buckner-Webb
Sen Nonini	Sen Ward-Engelking
Sen Patrick	

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

- DATE:** Monday, February 02, 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. and welcomed the audience.
- GUBERNATORAL APPOINTMENT:** **Senator Buckner-Webb** moved to send the gubernatorial appointment of Deborah Critchfield to the State Board of Education to floor with recommendation that she be confirmed by the Senate. **Vice Chairman Thayn** seconded the motion. Motion carried by **voice vote**. Senator Patrick will be the sponsor.
- PRESENTATION:** **Dr. Eric Kellerer**, Director, Center for innovation in Teaching and Learning, Northwest Nazarene University (NNU) presented the Kahn Academy (KA) which is in partnership with the Albertson Foundation. The Doceo Center of NNU houses the project. **Mr. Kellerer** explained KA's philosophy for learning. He presented the timeline of work in Idaho which began in 2012 and is now in its second year. He emphasized the number of teachers and schools that are participating in the KA. He discussed the challenges and successes of KA (see attachment 1). He introduced Danielle Desjarlais, Math Teacher, West Middle in Nampa to explain her experiences in the classroom.
- Ms Desjarlais** explained the make-up of her classroom students was what lead her to use KA. She explained how she learned the program, how she is using the program and how she is helping other teachers in her district with the program.
- Vice Chairman Thayn** remarked that on Friday he went with Dr. Kellerer to Riverglen International School and watched a class use KA. He explained the student learning that he witnessed. He said he thought with the KA system in place in more districts, Idaho could get to a mastery-based system with minimal struggles.
- Chairman Mortimer** asked how much time it takes to develop a lesson plan. **Dr. Kellerer** stated this is not a curriculum but a tool to aid curriculum. The assessment of the student's knowledge is then determined outside KA.
- Ms. Desjarlais** and **Dr. Kellerer** gave an example of what a student using KA would be seeing on the screen and how they work the program.
- Senator Souza** said she noticed the MAP test is used. She asked how and when students are tested. **Dr. Kellerer** replied they test in the fall, winter, and spring. They watch the students' progress getting the feedback from all the 10,000 students in the program. He stated they are not just interested if KA is effective, but how they are effective.

Senator Souza asked why they chose the MAP test. **Dr. Kellerer** stated because it was nationally normed.

Senator Patrick asked if there was a way to bypass the program. **Dr. Kellerer** replied the student cannot move forward at all until they have answered the question correctly. There is no way to bypass questions or manipulate the program into letting the student progress further than what they have mastered.

Senator Patrick said there is currently no cost with KA, but there are costs for the program. What is the plan for future funding? **Dr. Kellerer** explained KA is free, the cost incurred is for the hardware (computers) and professional development.

Senator Den Hartog spoke about the merits of KA based on the experience of her fourth grade child.

Chairman Mortimer asked him to explain the cost per classroom for hardware and the two year professional development. **Dr. Kellerer** stated the hardware costs average \$27,000 per classroom; that is for a one-to-one computer to student ratio. He then outlined the process that teachers should go through to make KA work for their classroom. He stated the profession cost for the whole staff of a building would average \$1,700.

Senator Thayn asked what age level is the ideal to start the KA program. **Dr. Kellerer** replied in the third and fourth grade through middle school. The most gains are made in those years.

**PASSED THE
GAVEL:**

Chairman Mortimer passed the gavel to Vice Chairman Thayn.

**DOCKET NO.
08-0203-1402:**

Vice Chairman Thayn welcomed Tim Corder, Special Assistant to the Superintendent, State Department of Education (SDE), to present **Docket No. 08-0203-1402**. Dr Christina Nava was scheduled to present this docket but was unable to attend the meeting. **Mr. Corder** stated he was here today to speak to the rule that is being amended and the rule the Committee is bothered by, the 95 percent. He said there are people in the audience to address any questions. **Mr. Corder** explained the changes in Section D iv of the docket remove ambiguity.

MOTION:

Senator Ward-Engleking moved to adopt **Docket No. 08-0203-1402**. **Senator Keough** seconded the motion. Motion carried by **voice vote**.

**PASSED THE
GAVEL:**

Vice Chairmen Thayn returned the gavel to Chairman Mortimer.

Chairman Mortimer said because the Committee had so many questions about testing, SDE brought Angela Hemingway, Assessment and Accountability Director, SDE, to respond. He opened the floor to the Senators to ask questions. Those questions were regarding the Smarter Balanced Assessment (SBAC), MAP testing, and the Iowa Test.

ADJOURNED:

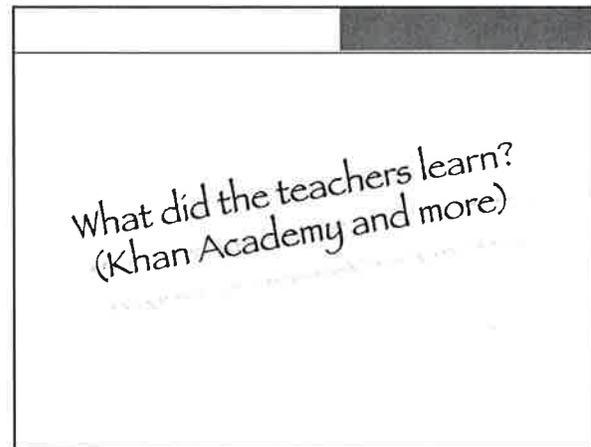
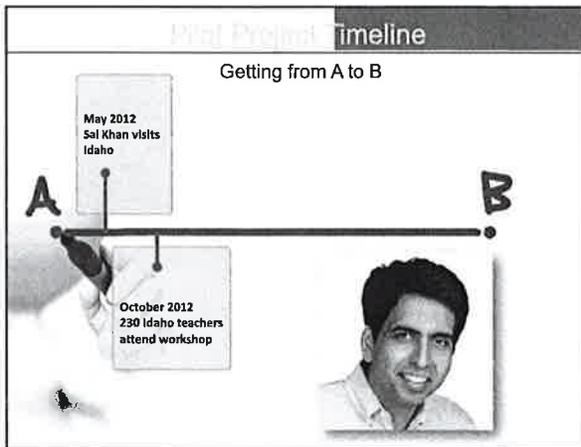
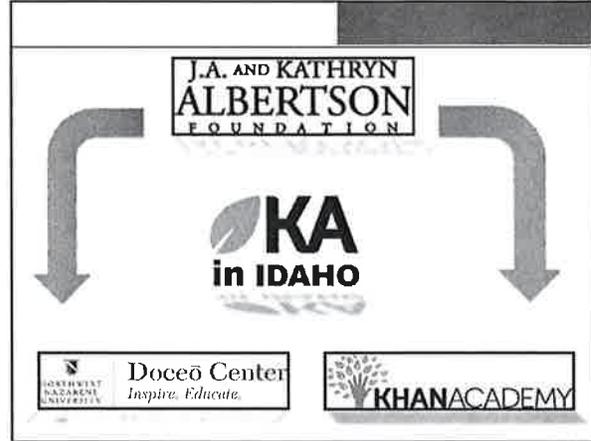
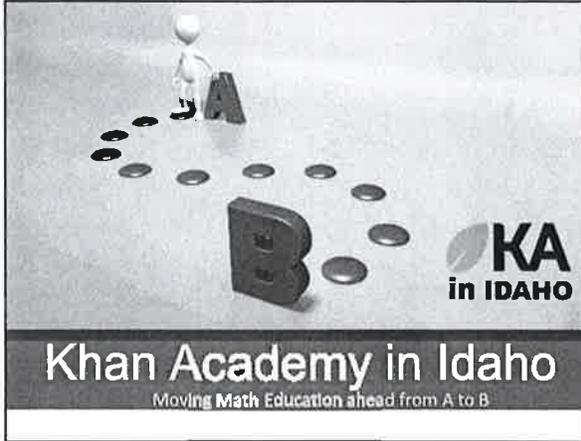
Chairman Mortimer thanked the SDE for answering all the questions. There being no more questions or business, he adjourned the meeting at 4:00 p.m.

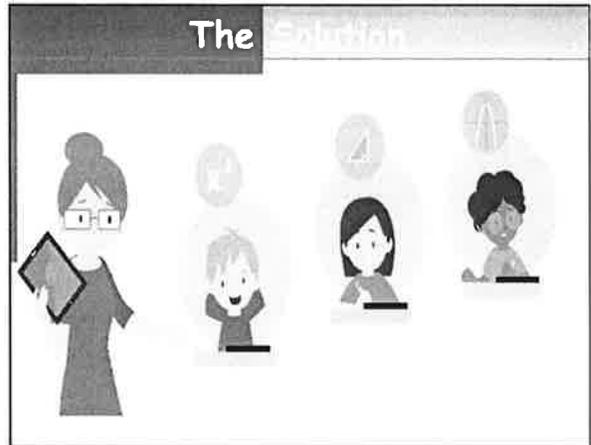
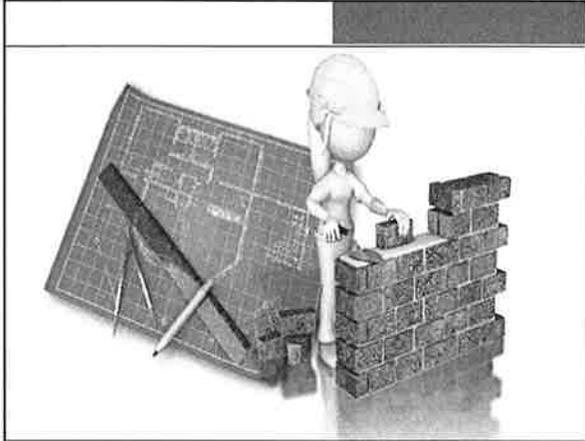
Senator Mortimer
Chair

LeAnn South
Secretary

ATTACHMENT 1

2/2/15





Khan Academy's Learning Philosophy

1. **Personalized to meet each student's needs**
2. **Mastery-based for a strong foundation**
3. **Interactive among peers and between learners and coaches**



AND FREE

Understanding "Mastery"

Exercise progress levels

STRUGGLING	NEEDS PRACTICE	PRACTICED	LEVEL ONE	LEVEL TWO	MASTERS
------------	----------------	-----------	-----------	-----------	---------

A student struggling with an exercise likely needs help.

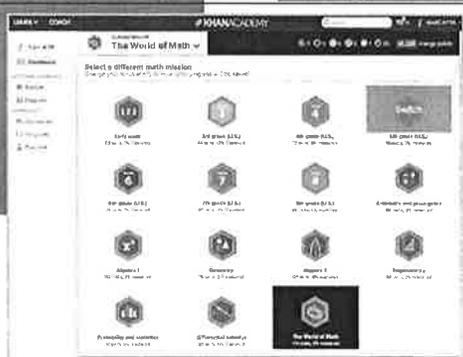
After answering live questions in a row, a student becomes "Practiced" in that exercise.

Mastery Challenges mix together questions from different exercises and are spaced out across days.

The student must then take Mastery Challenges to continue to advance.

Taking Mastery Challenges is the only way for a student to achieve the level of "Masters."

Understanding "Missions"



www.khanacademy.org/commoncore/map

Khan Idaho Pilot Project

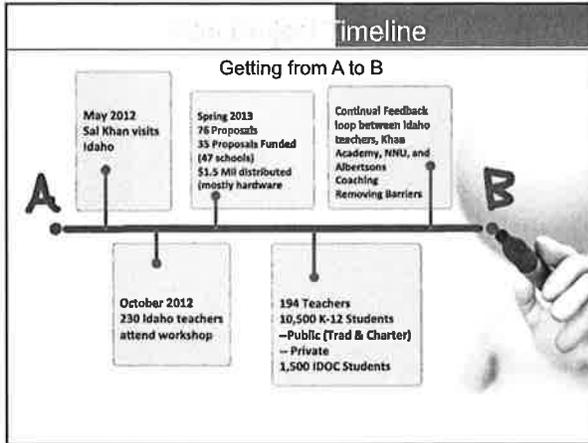


200
countries

350,000
registered educators

10,000,000
unique monthly users

3,000,000,000
problems answered



Lessons Learned

Preparation

- Choice
- Right teams of People (Teachers, Leaders, Technologists)
- Professional Development
- Allow Time
- Start Simple

Essentials

- Data Driven Instruction
- Intentional Focus
- Instant Feedback
- Believe All Students Can Learn

BLENDED LEARNING

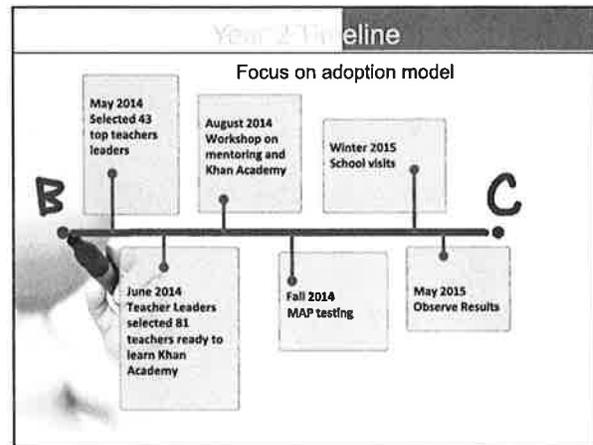
Challenges

Technology

- Poor bandwidth
- Firewall issues
- Authentication issues
- Need for immediate support

Academic Issues

- Adding Khan Academy without removing something
- Student motivation different for each student
- Time constraints
- Difficulty connecting mastery to grading



Danielle Desjarlais -- West Middle School

About West Middle School

- Total Enrollment – 735
- Free and Reduced Lunch – 584 (79%)
- Limited English – 42 (6%)
- Special Education – 120 (16%)
- Students on 504 25 (3%)
- Homeless 71 (9%)
- Hispanic 288 (39%)

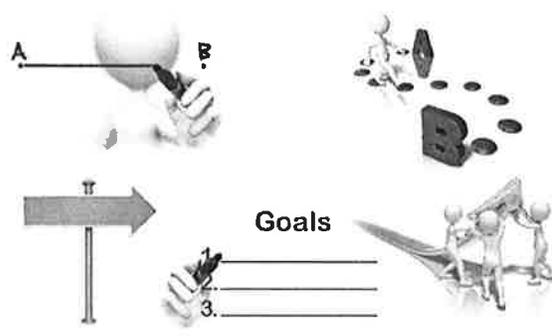
- Male 55%
- Female 45%

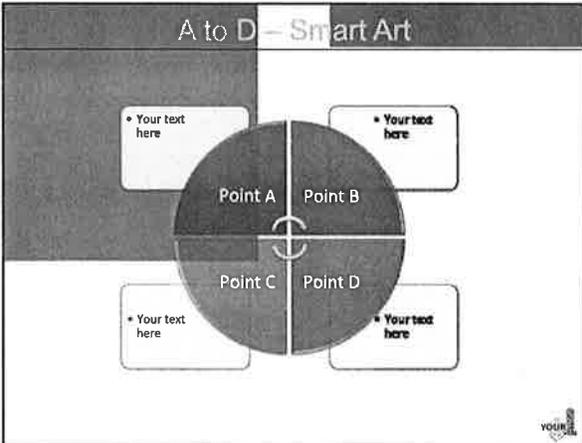
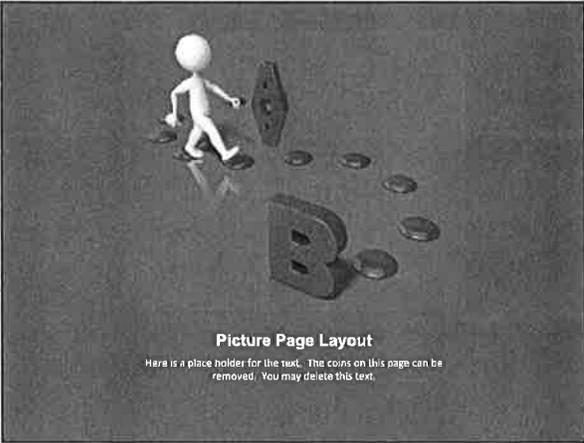
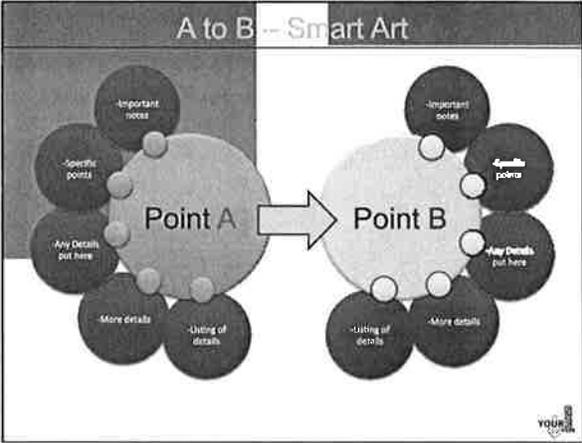


Questions?



Useful Clipart and Images





AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Tuesday, February 03, 2015

SUBJECT	DESCRIPTION	PRESENTER
Presentation	"Gallup and Purdue University Partner to Measure College Outcomes".	Brandon Busted, Executive Director Gallup Education
Minutes Approval	January 13, 2015	Senator Den Hartog
Minutes Approval	January 19, 2015	Senator Patrick
Minutes Approval	January 22, 2015	Senator Ward-Engleking
S 1018	Teacher Certification	Tim Corder, Special Assistant to the Superintendent, State Department of Education
S 1019	Background Checks	Tim Corder, Special Assistant to the Superintendent, State Department of Education
S 1021	Public Charter Schools	Tracie Bent, Chief Policy Officer, State Board of Education

If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer
 Vice Chairman Thayn
 Sen Keough
 Sen Nonini
 Sen Patrick

Sen Souza
 Sen Den Hartog
 Sen Buckner-Webb
 Sen Ward-Engelking

COMMITTEE SECRETARY

LeAnn South
 Room: WW39
 Phone: 332-1321
 email: sedu@senate.idaho.gov

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.

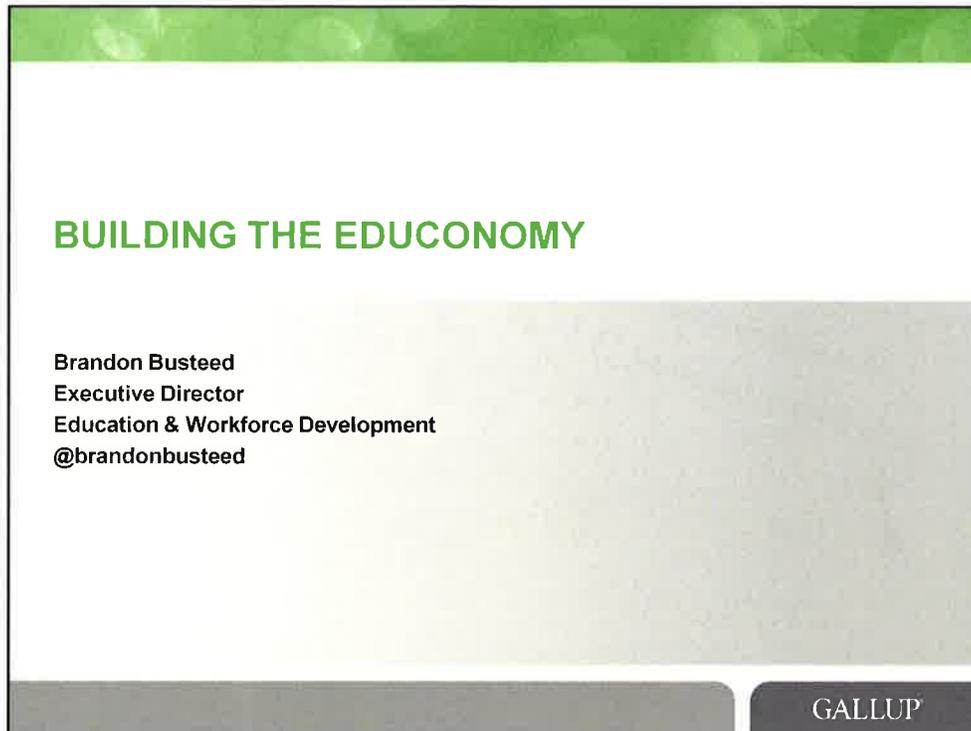
Chairman Mortimer commented that he was involved in the original legislation and with setting budgets. The General Fund was actually providing funding for the Public Charter School Commission. The original legislation had written in it that did not allow for a general fund appropriation. That was not 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.

Senator Mortimer
Chair

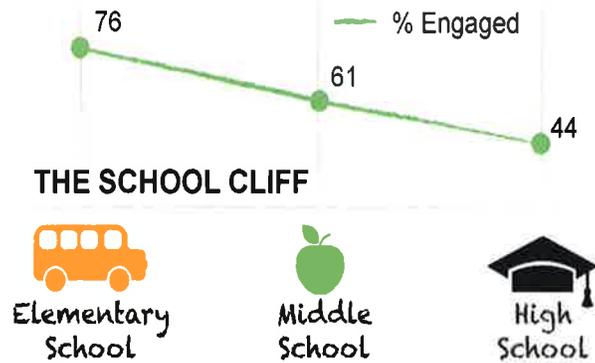
LeAnn South
Secretary



- Gallup research: Representative sample of Americans every night for past 50+ years; 98% of world's population annually; 25 million workplace engagement surveys; largest worldwide study of leaders and managers; largest poll of US students
- Focus on behavioral economics – and strengths/positive psychology - has led to breakthroughs proving that “soft” measures may be more powerful than the “hard” measures we have tracked traditionally; this came onto the world scene around the time of ‘Arab Spring’ when Gallup’s measures of wellbeing were much stronger predictors of unrest in countries such as Tunisia and Egypt than classic measures such as GDP; and it’s becoming real to companies who have shown our measures of employee and customer engagement drive revenue growth and stock performance.

Meanwhile, our students get **LESS ENGAGED** each year they are in school.

The Gallup Student Poll



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GALLUP

- This cliff continues into the workplace where only 29% of US works are engaged
- If we were doing this right, this line would be going in the absolute opposite direction

A BROKEN LINK BETWEEN EDUCATION AND WORK



96%

of **Chief Academic Officers** rate their institution as very/somewhat effective at **preparing students** for the world of work.



14%

of **Americans** strongly agree that **college graduates** in this country are well-prepared for **success in the workplace**.



11%

of **business leaders** strongly agree **graduating students** have the skills and competencies that their businesses need.

Source:
Lumina Foundation/Colin P. Hall 2013
The 2013 Inside Higher Ed Survey of College & University Chief Academic Officers report

CURRENT EDUCATION MEASURES INSUFFICIENT

INPUTS

- High School GPA, Rank In Class
- SAT, ACT

OUTPUTS

- GPA, Rank In Class
- Retention Rates, Degree Attainment
- Gainful Employment
- And maybe...
 - CLA, etc.

Hope is a stronger predictor of college success than SAT and GPA.

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WHAT DOES A 'GREAT LIFE' LOOK LIKE?

Purpose

How you occupy your time; liking what you do each day

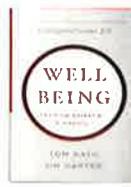
Social

Relationships and love in your life

Financial

Managing your economic life to reduce stress and increase security

Good health and enough energy to get things done daily



Engagement and involvement in the area where you live

Physical

Community

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WHAT DOES A 'GREAT JOB' LOOK LIKE?

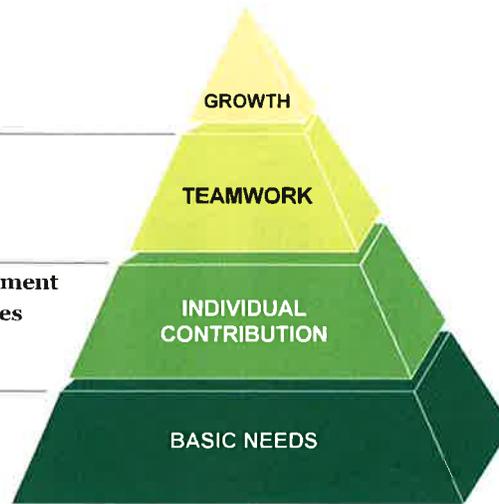
Opportunities to learn and grow
Progress in last six months

I have a best friend at work
Coworkers committed to quality
Mission/Purpose of company
At work, my opinions seem to count

Someone encourages my development
Supervisor/Someone at work cares
Recognition last seven days

Do what I do best every day

I have materials and equipment
I know what is expected of me at work



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Beyond asking the right questions, the items also form a very logical, hierarchical structure to management.

Managers who focus on these 12 elements of engagement will create the environment where engagement can thrive and where individual and team performance can be maximized.

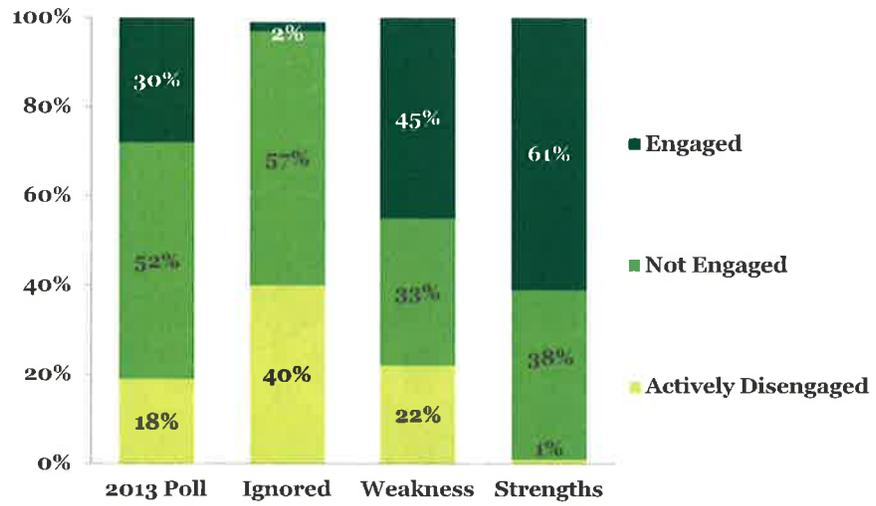
Basic Needs – Do I have what I need? Do I know what to do every day?

Individual Contribution – Am I using my strengths? Is my contribution validated through recognition and the people around me caring about me and encouraging me?

Teamwork – Do I belong? Am I a part of a bigger group that is motivated and connected to broader goals? Are we all working together to create high quality work? Am I developing trusting relationships?

Growth – Am I getting feedback about my progress over time? Am I getting the chance to learn and grow in areas of interest related to my job or future jobs?

A STRENGTHS FOCUS



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In 2013,

33%

of the students in grades 5 through 12 who took the GALLUP® Student Poll were classified as "success-ready." These students **scored highly** on all three dimensions that the assessment measures:



**HOPE
ENGAGEMENT
WELL-BEING**

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GALLUP®

In 2013, 33% of the students in grades 5 through 12 who took the Gallup Student Poll (GSP) were classified as "success-ready." These students scored highly on all three dimensions that the assessment measures: hope, engagement, and well-being.



MORE THAN EIGHT IN 10 STUDENTS
who strongly agree their school is committed to building
each student's strengths are engaged in school

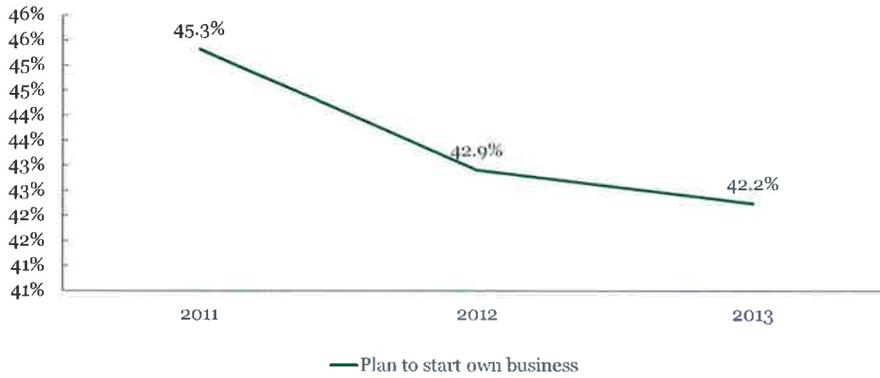
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NEARLY HALF OF YOUNG PEOPLE HAVE ENTREPRENEURIAL ASPIRATIONS...

I plan to start my own business.
Percent Agree



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Gallup's 2012 Daily tracking research found that K-12 teachers are the **least likely** among 12 occupational groups studied to agree that, "At work, my opinions seem to count."

46% of K-12 teachers report **high daily stress.**

69% of K-12 teachers are **not engaged in their jobs.**

Teachers' average engagement level **drops significantly** in their first few years on the job, a likely factor in low retention rates among new teachers.

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GALLUP

Gallup's 2012 Daily tracking research found that K-12 teachers are the least likely among 12 occupational groups studied to agree that, "At work, my opinions seem to count." Further, 46% of K-12 teachers report high daily stress.

Less than one-third of K-12 teachers (31%) are engaged in their jobs. Teachers' average engagement level drops significantly in their first few years on the job, a likely factor in low retention rates among new teachers.

DEMAND FOR HIGHER EDUCATION IS HIGH...

95% say it is very important to somewhat important to have a ***certificate or degree beyond high school***

41% of Americans, in the last 12 months, have thought about ***going back to get a certificate or degree***

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...AND QUALITY IS DEFINED BY A GOOD JOB

AMERICANS: “very important”
reason for getting education
beyond high school
(Gallup/Lumina poll)

To Get a Good Job **67%**

Top reasons **FRESHMEN** cite for
going to college (UCLA CIRP)

To Get a Good Job **88%**

PARENTS OF 5TH-12TH GRADERS:
“very important” reason for
getting education beyond high
school (Gallup/IHE poll)

To Get a Good Job **38%**

Why is job/money the overwhelming reasons for getting additional education... they represent the future.

Why

WHAT BUSINESS LEADERS WANT MOST

#1 ■ Internships/on-the-job
■ experience

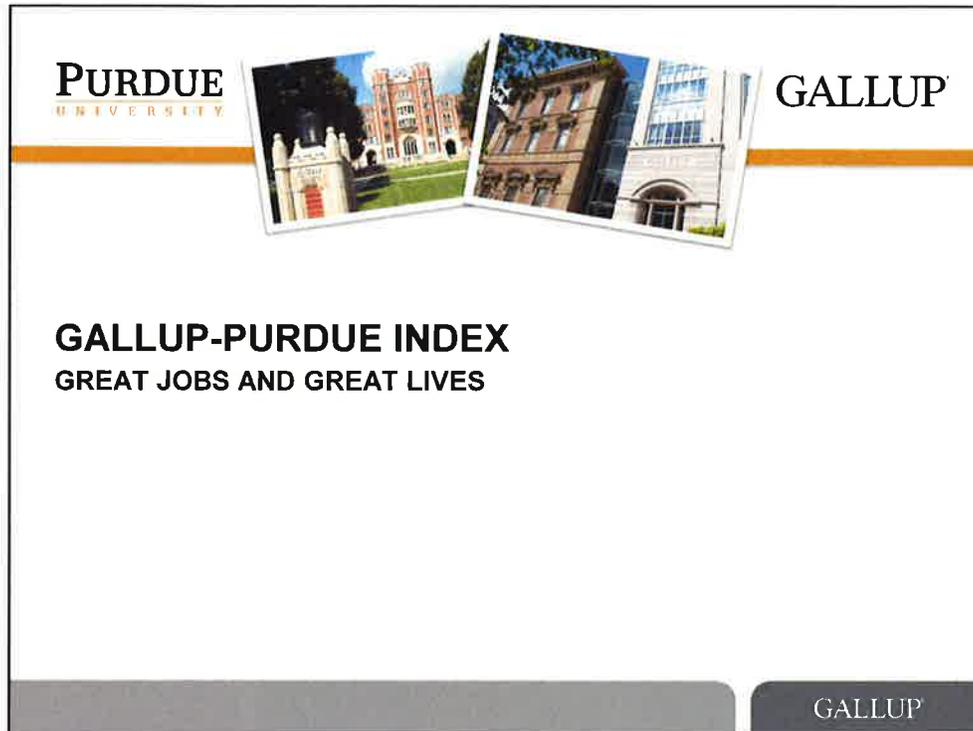


In your opinion, what talent, knowledge, or skills should higher education institutions develop in students to best prepare them for success in the workforce in the coming years?

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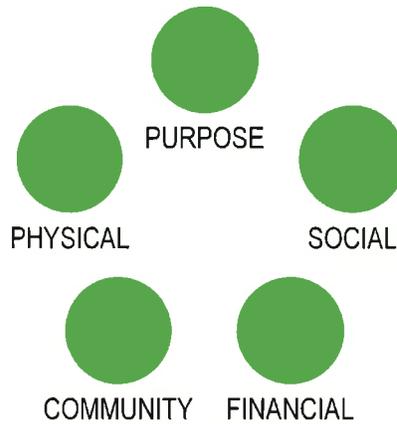


- Gallup research: Representative sample of Americans every night for past 50+ years; 98% of world's population annually; 25 million workplace engagement surveys; largest worldwide study of leaders and managers; largest poll of US students
- Focus on behavioral economics – and strengths/positive psychology - has led to breakthroughs proving that “soft” measures may be more powerful than the “hard” measures we have tracked traditionally; this came onto the world scene around the time of ‘Arab Spring’ when Gallup’s measures of well-being were much stronger predictors of unrest in countries such as Tunisia and Egypt than classic measures such as GDP; and it’s becoming real to companies who have shown our measures of employee and customer engagement drive revenue growth and stock performance.

SL2
SL5

WELL-BEING – GREAT LIVES

Majority of graduates thriving in at least one domain of well-being:



- Only **11%** thriving in all 5 elements of well-being
- **More than one in six** not thriving in any

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Majority of graduates thriving in at least one domain of well-being

Purpose – 54%

Social – 49%

Community – 47%

Financial – 42%

Physical – 35%

Only 11% thriving in all 5 elements of well-being

1-in-6 not thriving in any

IT'S NOT WHERE YOU GO...

**No Difference
in Workplace
Engagement or
Well-being of
Graduates
Between:**

Public vs. private non-profits

Highly selective institutions and rest

Top 100 ranked schools in *US News & World Report* and rest

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No difference in workplace engagement between graduates of public vs. private non-profits

Grads of for-profits less engaged

No difference in workplace engagement between highly selective institutions and rest

No difference in workplace engagement between top 100 ranked schools in US News & World Report and rest

Graduates of smaller schools slightly less likely to be engaged than graduates of larger schools with enrollment over 10,000

IT'S HOW YOU DO IT...

Graduates who had
“**experiential and deep learning**” have more than

double the odds of being
ENGAGED in their work and
more are thriving (13% vs. 10%)

- “Long-term project taking a semester or more to complete”
- “Internship or job where applied learning”
- “Extremely involved in extra-curricular activities & organizations”

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More graduates who had “experiential and deep learning” experiences during college are thriving (13% vs. 10%)

...AND THEY CAN STIFLE ENTREPRENEURSHIP

Loan Debt for Undergraduate Education and Starting Business



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PROVIDING EXPERIENTIAL AND DEEP LEARNING

32% “Worked on a long-term project”

29% “Internship or job that applied learning”

20% “Extremely involved in extra-curricular”

6%

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Wednesday, February 04, 2015

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	WWAMI Update	Dr. Mary Barinaga, Assistant Dean, Regional Affairs Idaho WWAMI Medical Education Program University of Washington School of Medicine
Presentation:	State Board of Education	Dr. Mike Rush, Executive Director
Presentation:	Support Units	Tim Hill, Associate Deputy Superintendent, Public School Finance, State Department of Education
Presentation:	Forecast Model for Public School Enrollment Growth	Nate Clayville, Economist Division of Financial Management

If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Souza
Vice Chairman Thayn	Sen Den Hartog
Sen Keough	Sen Buckner-Webb
Sen Nonini	Sen Ward-Engelking
Sen Patrick	

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Wednesday, February 04, 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 3:02 p.m.

PRESENTATION: **Dr. Mary Barinaga**, Assistant Dean, Regional Affairs Idaho WWAMI Medical Education Program University of Washington School of Medicine, presented the WWAMI update. She explained the process of medical school and the pipeline to become a physician. She highlighted the history and why the program was developed. She explained where students do their training. UW has the best medical school in the country and this is great for Idaho students. She continued the presentation explaining all the merits of the WWAMI program (see attachment 1). **Senator Patrick** said the Committee should be thanking her for this program. The State benefits from the TRUST program. **Dr. Barinaga** explained how it worked for her and that her debt was paid.

Senator Den Hartog asked if there is a time limit for the TRUST. **Dr. Barinaga** replied it is four years and paid in chunks of \$50,000 a year. The State is experiencing students going to other states because those states offer more money a year to pay off their student loans.

Senator Nonini asked if there was discussion about Washington State University starting a medical school. **Dr. Barinaga** said she heard they were in the process of studying the starting of a medical school. This is more of an issue between the two in-state universities. The implementation of another school actually would help Idaho students by opening up more practicing spots in northern Idaho.

PRESENTATION: **Dr. Mike Rush**, Executive Director, State Board of Education (SBE), presented an overview of the State Board of Education. He explained the responsibilities and make-up of the SBE. He explained where in the state the SBE sites are located and the work that they are doing. He spoke about the successes and struggles of the institutions. He highlighted the areas where money is being spent. He spent a great deal of time talking about Complete College Idaho. He mentioned that the State is losing STEM graduates to other states because of Idaho's economy and urged Legislators to work to remedy the situation. He was very thorough in the explanation of the work of SBE. **Dr. Rush** explained in great detail the high security of the longitudinal data system. He outlined the line item expenses that were presented to JFAC. He concluded his presentation by reviewing the pieces of legislation that have affected SBE (see attachment 2).

Senator Patrick stated he believed in higher education and there are no jobs in Idaho, so those that are highly educated leave the State. He continued by wondering if putting more into education would guarantee that jobs will come to the state. He asked if the oversight committee is necessary and if they are responsive to the needs of the charter schools. **Dr. Rush** replied the legislation was passed two years ago and specifically outlined the parameters around what data needed to be collected and the reasoning for the Public Charter School Commission.

Dr. Rush then responded to Senator Patrick's first comment stating there are sections of the U.S., which once experience economic struggles due to industry losses that have changed that trend in their community. He gave examples of states who invested significantly in education and lured industries thereby making them the resource corridor for the U.S. He believes that a state can turn things around with education.

Senator Keough asked what would he do to further the efforts to reduce the competition between the higher education institutions. **Dr. Rush** stated it is something the SBE deals with on a daily basis. They are interested in making sure the institutions get what they need. He explained how an institution of higher learning would begin new programs. **Matt Freeman**, Deputy Director and CFO, SBE, stated in starting a program, the SBE does a prioritization effort. As the SBE reviews academic program offerings, new or existing, it takes all factors into consideration in trying to strike a balance in that competitive market.

PRESENTATION: Tim Hill, Associate Deputy Superintendent for Public School Finance, State Department of Education (SDE) presented the data on support units. He explained SDE has a healthy relationship with the Governor's office and Legislative Services and because finding the correct number for support units is very difficult, he didn't want the Committee to think one report was more correct than another report. He explained what support units are and how they are calculated. He highlighted the best 28 weeks and what that entailed. He explained the necessity of the calculation for preparing the estimated fiscal budget. The history for funding support units is wait and see (see attachment 3).

Senator Thayn asked what the current support unit variance is and if this will be an issue for 2015-16. **Mr. Hill** gave the number stating it was higher than the current year's appropriation.

Chairman Mortimer explained Mr. Hill has done an excellent job of presenting this information to the Committee. He indicated when the Committee starts to talk about the education budget one of the decisions that will need to be made will be what number the Committee will use to determine the budget. The support unit number is so important to the Committee when setting the budget.

PRESENTATION: Nate Clayville, Economist, Division of Financial Management (Division), presented Forecast Model for Public School Enrollment Growth. He stated that this presentation is actually based on mid-term support unit growth. He explained that this is the economic model their office uses to predict enrollment to get to the support units. He showed the Committee the results that their office has determined using the model. He also demonstrated to the Committee the process to find those numbers. He compared actual support units over the last 10-12 years verses to appropriation, the three year rolling average growth model, and the new forecast. He explained this approach is a forecasting model very similar to what is used in other state departments and is proving to be more accurate than other forecasting models (see attachment 4).

Senator Ward-Engleking suggested if the Division used numbers from first and second grade classes maybe there wouldn't be the skew in the trend lines. **Mr. Clayville** stated that certainly is a possibility. Because of the skews, the kindergarten is not specifically forecasted, rather they forecast the 5-9 age group.

Vice Chairman Thayne asked based on the Division's model would the estimation have been the same as what the SDE determined using their formula. **Mr. Clayville** stated the Division was within 20 support units of the SDE which was closer to actual number than SDE's.

Mr. Hill concluded the presentation. He recounted that public school financing is difficult because of so many variables. He explained some of the problems that make determining support units difficult.

Senator Patrick stated it will never be 100 percent; having a little reserve is helpful.

ADJOURNED: There being no more business, **Chairman Mortimer** adjourned the meeting at 4:51 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary



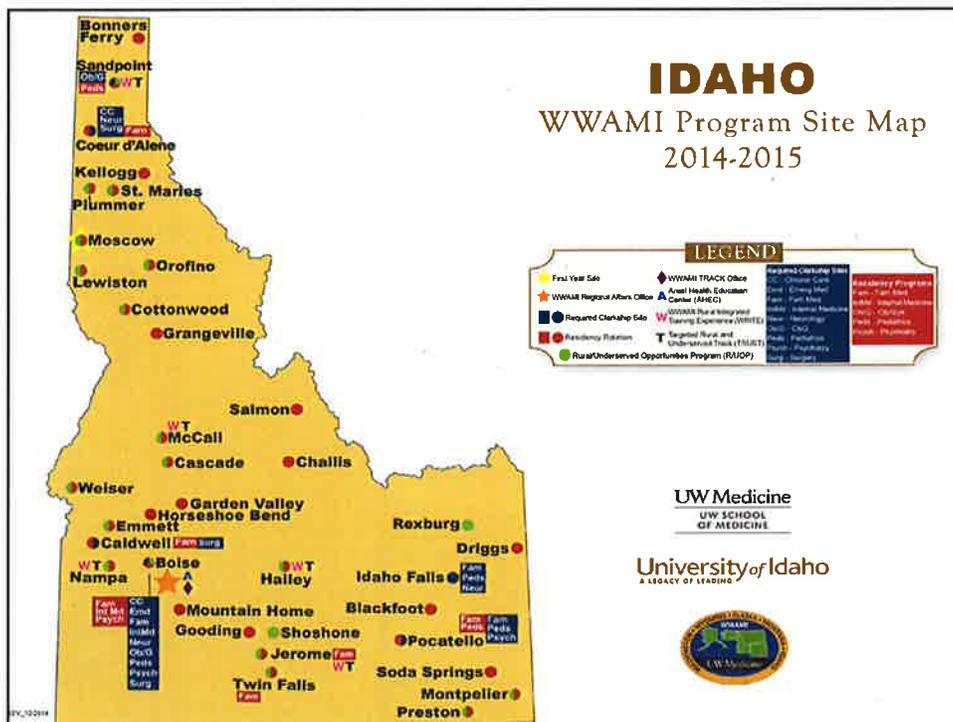
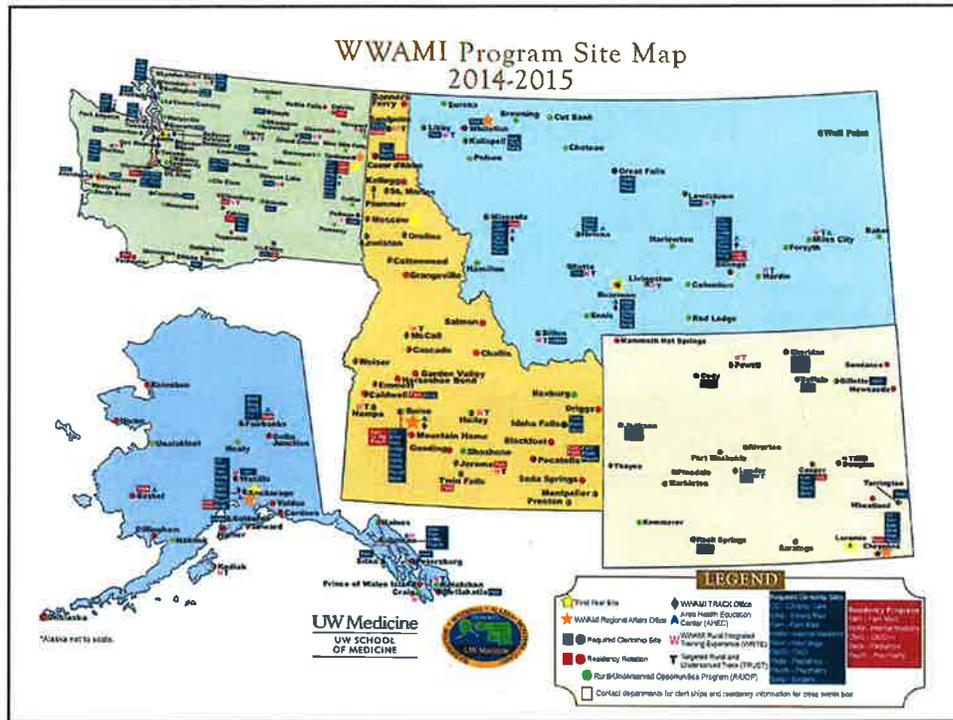
WWAMI 2015
43 Years of Medical Education in Idaho

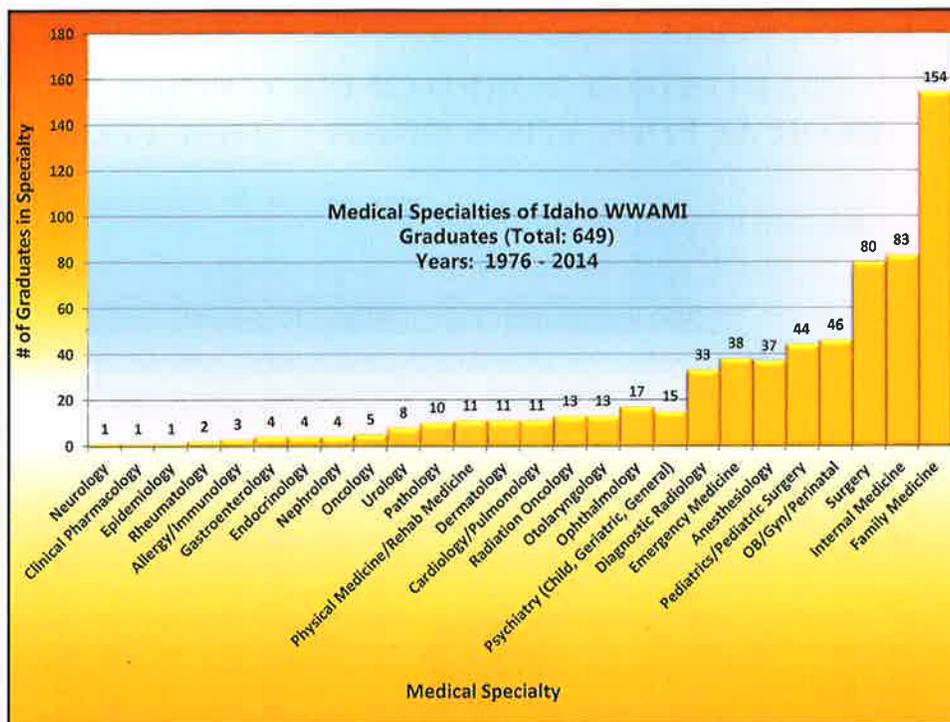
SENATE EDUCATION COMMITTEE
MARY BARINAGA, MD



**2014 ENTERING FIRST YEAR CLASS
MOSCOW, ID**







ECONOMIC IMPACT OF WWAMI

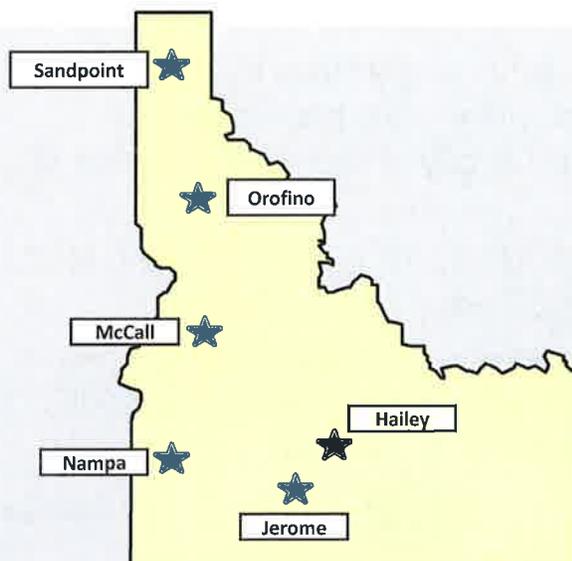
- More than 2/3 of state appropriations spent in Idaho
- For every dollar Idaho invests in WWAMI, Idaho gets \$5 back into our state's economy

TRUST (TARGETED RURAL UNDERSERVED TRACK)

- Selects Idaho students with rural background or interest
- Matches one Idaho student with one rural/underserved community in Idaho
- Prepares them for residencies in primary care and rural practice



IDAHO TRUST CONTINUITY COMMUNITIES





THANK YOU!



Mary Barinaga, MD
Assistant Dean, Office of Regional Affairs
University of Washington School of Medicine
Idaho WWAMI Medical Education Program

BARINM@UW.EDU
208-364-4548



Idaho State Board of Education

Senate Education Committee Presentation



Dean Mortimer
Chair



Steven Thayn
Vice-Chair

Idaho State Board of Education Members



Office of the State Board of Education

- House the Charter School Commission Staff
- Manage state scholarship programs
- Register proprietary schools
- Manage the State Authorization Reciprocity Agreement
- Public School Facilities Cooperative Funding Program



Idaho Public Schools 2014-2015 Enrollment

Public K-12 Schools	# of Students
Elementary	161,071
Secondary	129,938
Total	291,009

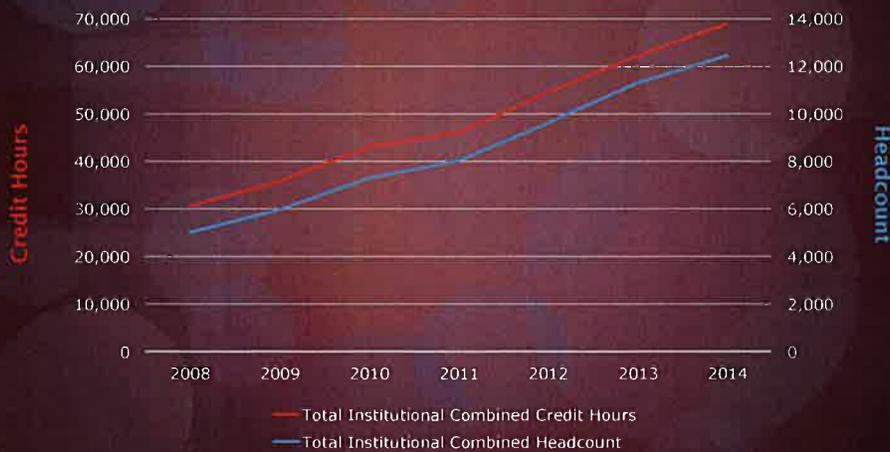


Educational Improvements Past & Current Initiatives

- Idaho Standards
- Assessments
- High School Redesign
 - increased math and science
 - college entrance exams
 - senior projects
- Charter Schools
- Advanced Opportunities

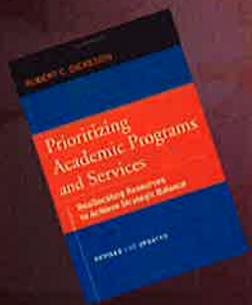


Statewide Dual Credit Annual Credit Hours Taken & Enrollment



Program Prioritization

- Rigor of the process
- Fulfillment of zero-base budgeting principles
- Achievement of impactful outcomes
- Sustainability of process improvements



SUNDAY EDITION

Idaho Statesman

82 • AUGUST 10, 2014 • 96° / 67° SEE A17

Idaho colleges on the spot with program review

Findings from schools' re-examinations will be presented to the state this week.

BY ELIZABETH RUDD AND MARY STONE
LEWISTON TRIBUNE

If Idaho's four-year public colleges and universities took seriously the charge to conduct a review of all their programs, they should know what their strengths and weaknesses are—and ways to improve.

If they didn't, they might have to do the process again, said State Board of Education member Richard Voseberg, who heads the committee overseeing the review.

The program prioritization review was mandated by the state board in May 2013 for the University of Idaho, Boise State University, Idaho State University and Lewis-Clark State College. The schools will give reports on their progress, as well as possible action plans, when the board meets at 1 p.m. Wednesday at Idaho State University in Pocatello.

The prioritization process follows a mandate from Gov. Butch Otter that state agencies re-examine their budgets and programs. The schools used criteria such as outcomes and net revenue to place programs into one of five categories, ranging from "highly successful" to "at risk."

See COLLEGES, A18

WATCH THE STATE BOARD MEETING
IdahoStatesman.com

- **BSU:** Four degree or graduate certificate programs to be discontinued; 25 must make substantial changes
- **ISU:** 127 Recommendations/Action Plans for academic programs and 39 recommendations for improvement of performance and efficiency of non-academic programs
- **UI:** Closed the campus pharmacy (\$260,000 in savings) and the Office of Community Partnerships (\$480,000 in savings)
- **LCSC:** Exposed existence of multiple data sets which had created confusion as to which campus data sets were "official"

COMPLETE COLLEGE IDAHO

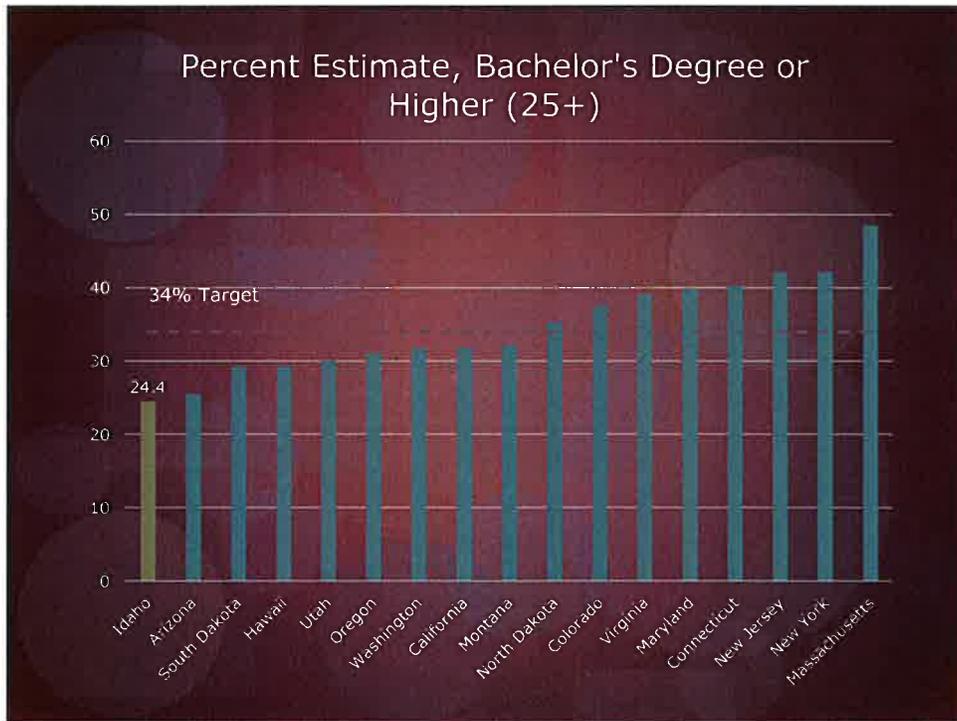
60% By 2020

7% Certificates of one year or >

19% Associate's Degrees

34% Bachelor's Degrees or >

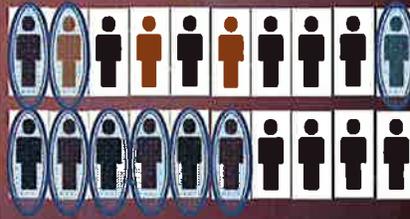
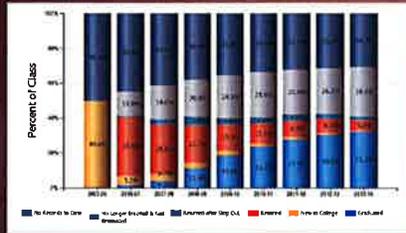
STATE OF IDAHO
BOARD OF EDUCATION



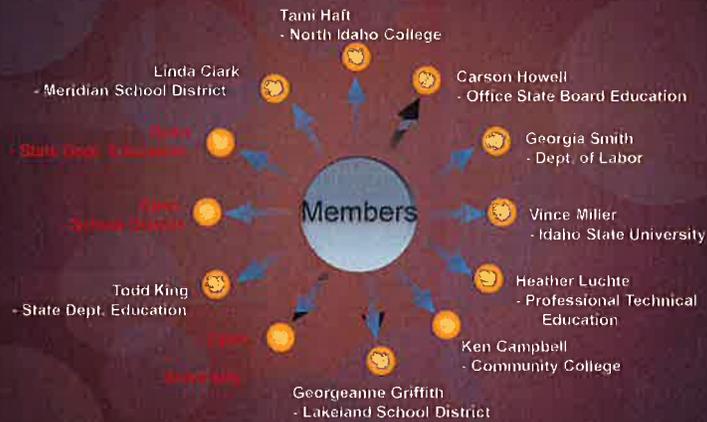
What is Available?

Publicly available

Secured information



Data Management Council



Change in Employee Compensation



- DHR Survey: 19.8% below market



- SHEEO Survey: 51% of median salary

LBB 1-83

FY 2016 Line Item | Charter Commission

- Charter Commission Oversight
 - 1.5 FTE
 - \$104,900 personnel costs
- Operating Expenditures
 - \$24,500
- Total Request \$129,400



LBB 1-83

Scholarships & Grants



- Idaho Opportunity Scholarship
- GEAR UP Idaho
 - (\$852,300 federal funds spending authority)
- Governor's Cup
- Tschudy Family Scholarship
- Armed Forces & Public Safety Officer Scholarship



Fast Forward Program

- Fast Forward Program
 - Community Colleges
 - Confusion on payments

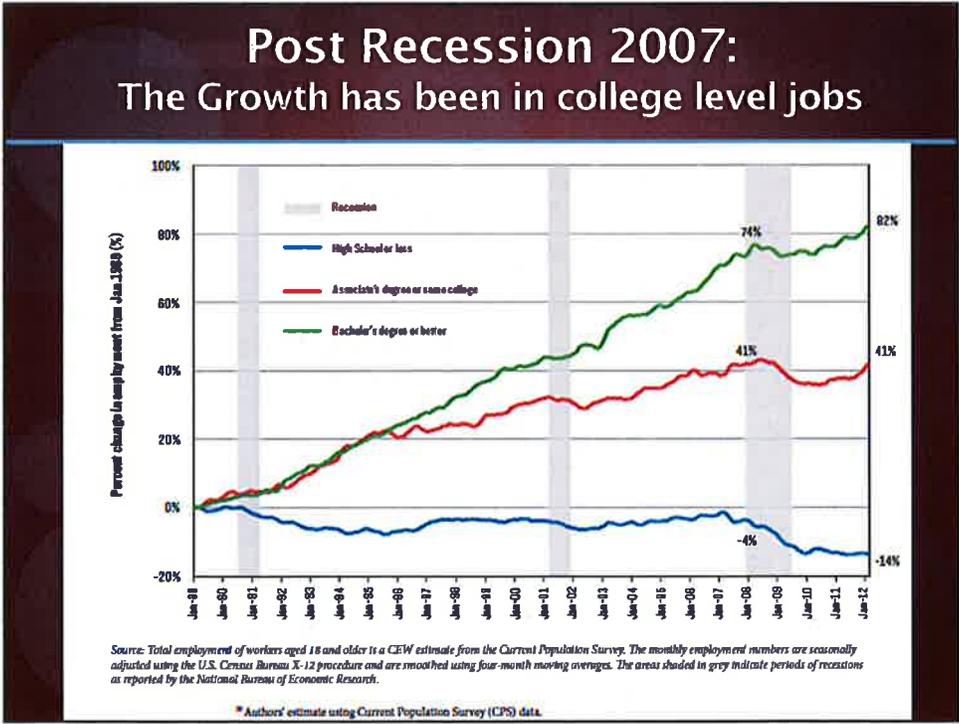


Higher Education

Education is

THE

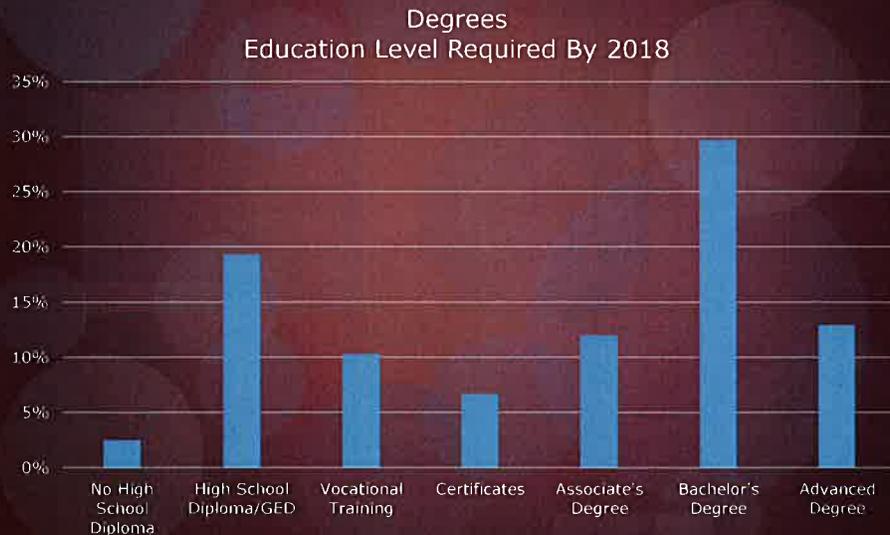
critical economic driver



Idaho Business for Education (IBE) Study

• 466 respondents

Idaho Degrees Needed



Milken Institute Study

A Matter of Degrees: The effect of educational attainment on regional economic prosperity

- Key Findings:
 - Education increases regional prosperity
 - Better educated, bigger benefits.



Milken Institute Policy Recommendations

- Make higher education more affordable
- Make higher education more accessible
- Increase higher education grad rates
- Strengthen coordination between institutions and industry
- Promote research and development



Idaho State Board of Education Report on Dual Credit

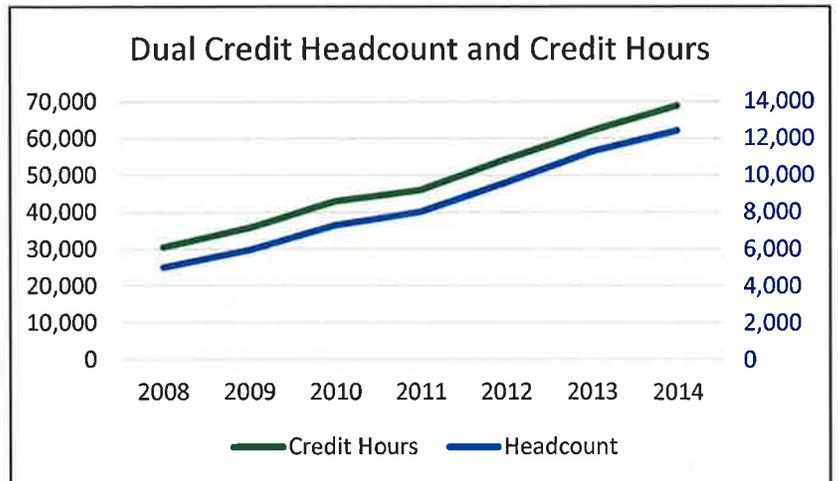
2015



Dual credit courses provide Idaho high school students the opportunity to earn high school credit and postsecondary credit for a single course. Students can earn dual credit in academic and professional-technical courses. Idaho invests in dual credit education because evidence suggests that dual credit education encourages high school students to enroll in college, better prepares high school students for college, and increases the likelihood of success in college.

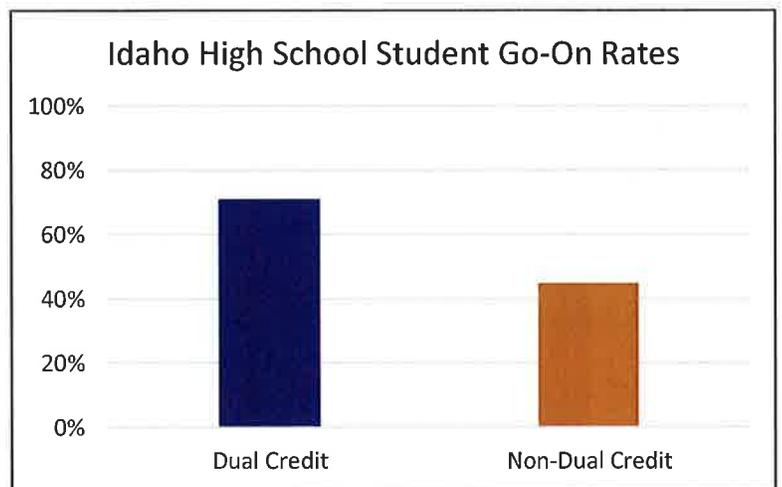
Dual Credit in Idaho

From 2008 to 2014, the number of students taking dual credit classes has grown nearly 150 percent from 5,000 to more than 12,000. The number of credits earned has also grown more than 125 percent from 30,000 to nearly 70,000. Idaho has more dual credit students taking more college credits than ever before.



Encourages High School Students to Enroll in College

Idaho high school dual credit participants enrolled in college at much higher rates than non-participating students. Seventy-one percent of students taking dual credit courses in high school enrolled in college within one year of graduation. Only 45 percent of non-dual credit students enrolled in college during the same time period.



ATTACHMENT 3.

Support Units

Support units are a function of average daily attendance (ADA) and are calculated using a table of attendance divisors and minimums, governed by section 33-1002(4), Idaho Code. Generally, a support unit can be thought of as a classroom of students, although school districts and charter schools establish class sizes based on their enrollment and certificated instructional staff.

Support Units

Mid-term support units use ADA through the first Friday in November to calculate salary and benefit apportionment, the largest state distribution and expense of school districts and charter schools. Best 28 weeks support units are used to calculate discretionary (operational) funds. Statewide best 28 weeks support units are approximately 75 support units less than mid-term support units.

Support Units

The main objective of estimating support units is to minimize the variance from actual, which:

- Allows the Joint Finance and Appropriations Committee (JFAC) to make effective appropriations to Public Schools and other state agencies. In other words, not over appropriating to Public Schools provides additional funds to other state agency priorities.
- Results in a deposit to or withdrawal from the Public Education Stabilization Fund (PESF).
- Creates a shortfall or surplus that needs to be taken into account when preparing the subsequent fiscal year's budget request.

Support Units

The State Department of Education, Division of Financial Management, and Legislative Services staff have historically used actual data for the recent fiscal years to estimate support units for the upcoming fiscal year budget request. Most recently, a rolling three-year average has been used.

Support Units

Due to the September 1 budget request submission deadline, current fiscal year support units are not yet available, so the support unit estimate for the upcoming fiscal year's budget request incorporates the current year's estimated variance. However, prior to JFAC budget setting, the current year's mid-term support units are available and can be taken into account prior to setting the Public School appropriation.

School Year	Mid-Term Units	Amount Change	% Change	Appropriation	Variance	% Chg	3-yr Avg	5-yr Avg
2015-2016	14,781.00 *	103.50	0.71%	Superintendent's recommendation				
2014-2015	14,677.50 *	122.60	0.84%	14,627.0	50.5	0.3%	133.2	116.8
2013-2014	14,554.90	225.11	1.57%	14,448.0	106.9	0.7%	112.8	124.0
2012-2013	14,329.79	51.99	0.36%	14,415.0	-85.2	-0.6%	78.7	116.8
2011-2012	14,277.8	61.3	0.43%	14,365.0	-87.2	-0.6%	114.3	148.1
2010-2011	14,216.5	122.9	0.87%	14,215.0	1.5	0.0%	156.8	184.4
2009-2010	14,093.6	158.8	1.14%	14,075.0	18.6	0.1%	185.4	215.4
2008-2009	13,934.8	188.8	1.37%	13,970.0	-35.2	-0.3%	213.5	230.3
2007-2008	13,746.0	208.6	1.54%	13,800.0	-54.0	-0.4%	243.1	224.6
2006-2007	13,537.4	243.0	1.83%	13,550.0	-12.6	-0.1%	251.4	208.8
2005-2006	13,294.4	277.6	2.13%	13,200.0	94.4	0.7%	223.9	
2004-2005	13,016.8	233.6	1.83%	12,925.0	91.8	0.7%	174.4	
2003-2004	12,783.2	160.4	1.27%	12,750.0	33.2	0.3%		
2002-2003	12,622.8	129.2	1.03%	12,625.0	-2.2	0.0%		

* Estimate

School Year	Best 28 Weeks Units	Amount Change	% Change	Appropriation	Variance	% Chg	3-yr Avg	5-yr Avg
2015-2016	14,706.00 *	103.50	0.71%	Superintendent's recommendation				
2014-2015	14,602.50 *	130.02	0.90%	14,577.0	25.5	0.2%	131.9	110.6
2013-2014	14,472.48 ¹	194.01	1.36%	14,398.0	74.5	0.5%	108.7	121.7
2012-2013	14,278.47	71.77	0.51%	14,365.0	-86.5	-0.6%	76.4	120.1
2011-2012	14,206.7	60.2	0.43%	14,315.0	-108.3	-0.8%	114.2	149.6
2010-2011	14,146.5	97.2	0.69%	14,145.0	1.5	0.0%	156.1	182.8
2009-2010	14,049.3	185.2	1.34%	14,005.0	44.3	0.3%	196.9	220.6
2008-2009	13,864.1	186.0	1.36%	13,900.0	-35.9	-0.3%	210.5	224.2
2007-2008	13,678.1	219.6	1.63%	13,750.0	-71.9	-0.5%	244.0	223.6
2006-2007	13,458.5	226.0	1.71%	13,500.0	-41.5	-0.3%	238.5	208.4
2005-2006	13,232.5	286.4	2.21%	13,150.0	82.5	0.6%	224.1	
2004-2005	12,946.1	203.2	1.59%	12,870.0	76.1	0.6%	176.5	
2003-2004	12,742.9	182.7	1.45%	12,670.0	72.9	0.6%		
2002-2003	12,560.2	143.6	1.16%	12,575.0	-14.8	-0.1%		

* Estimate

¹ Includes FY 2015 adjustments for June 2014 ISEE data

School Year	Mid-Term Units	Amount Change	% Change	Appropriation	Variance	% Chg	3-yr Avg	5-yr Avg
2015-2016	14,714.00 *	36.50	0.25%	Governor's recommendation				
2014-2015	14,677.50 *	122.60	0.84%	14,627.0	50.5	0.3%	133.2	116.8
2013-2014	14,554.90	225.11	1.57%	14,448.0	106.9	0.7%	112.8	124.0
2012-2013	14,329.79	51.99	0.36%	14,415.0	-85.2	-0.6%	78.7	116.8
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* Estimate

School Year	Best 28 Weeks Units	Amount Change	% Change	Appropriation	Variance	% Chg	3-yr Avg	5-yr Avg
2015-2016	14,647.00 *	44.50	0.30%	Governor's recommendation				
2014-2015	14,602.50 *	130.02	0.90%	14,577.0	25.5	0.2%	131.9	110.6
2013-2014	14,472.48 ¹	194.01	1.36%	14,398.0	74.5	0.5%	108.7	121.7
2012-2013	14,278.47	71.77	0.51%	14,365.0	-86.5	-0.6%	76.4	120.1
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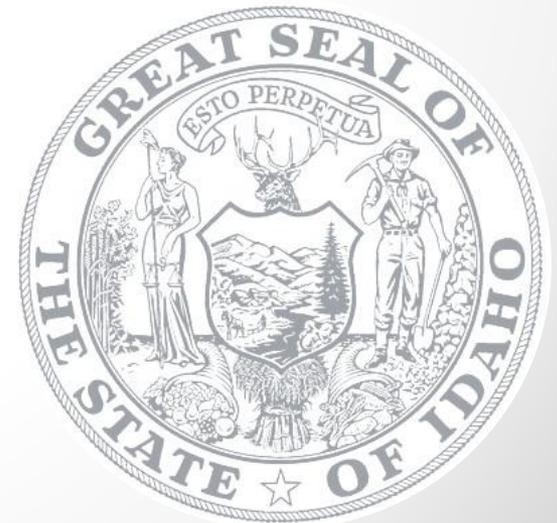
* Estimate

¹ Includes FY 2015 adjustments for June 2014 ISEE data

Idaho Midterm Support Unit Forecast

Presented by Nathaniel Clayville
The Division of Financial Management

January 29, 2015



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School Year	Actual	Appropriation	3-Yr Average	DFM Forecast
2004-2005	13017	12925	12888	13022
2005-2006	13294	13200	13191	13263
2006-2007	13537	13550	13518	13524
2007-2008	13746	13800	13789	13785
2008-2009	13935	13970	13989	13886
2009-2010	14094	14075	14148	14104
2010-2011	14217	14215	14279	14215
2011-2012	14278	14365	14373	14281
2012-2013	14330	14415	14392	14347
2013-2014	14555	14577	14409	14591
2014-2015	14678	14627	14668	14641



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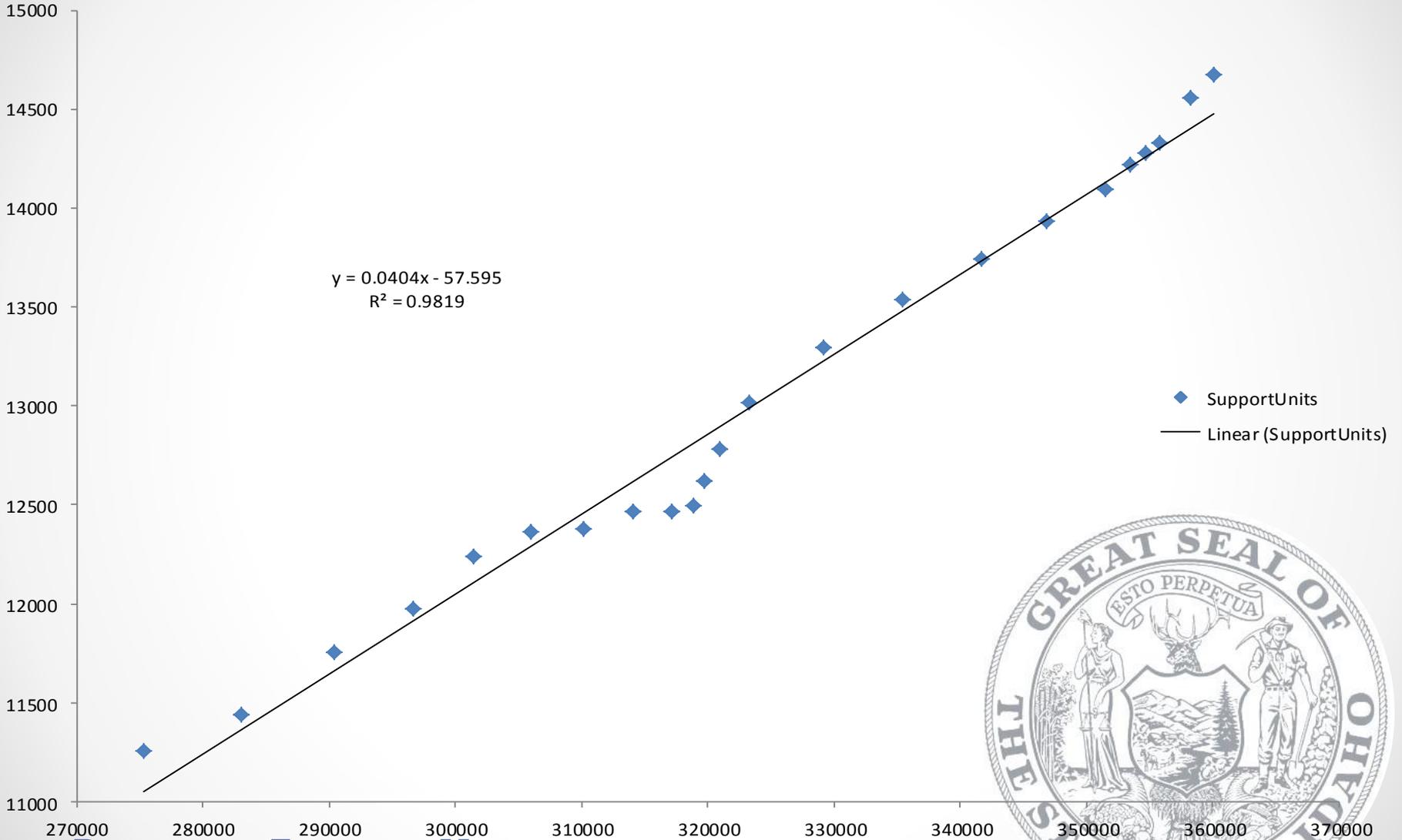
School Year	Appropriation	3-Yr Average	DFM Forecast
2004-2005	-92	-128	5
2005-2006	-94	-103	-31
2006-2007	13	-19	-14
2007-2008	54	43	39
2008-2009	35	54	-48
2009-2010	-19	55	10
2010-2011	-2	63	-1
2011-2012	87	96	3
2012-2013	85	62	17
2013-2014	22	-146	36
2014-2015	-51	-10	-36



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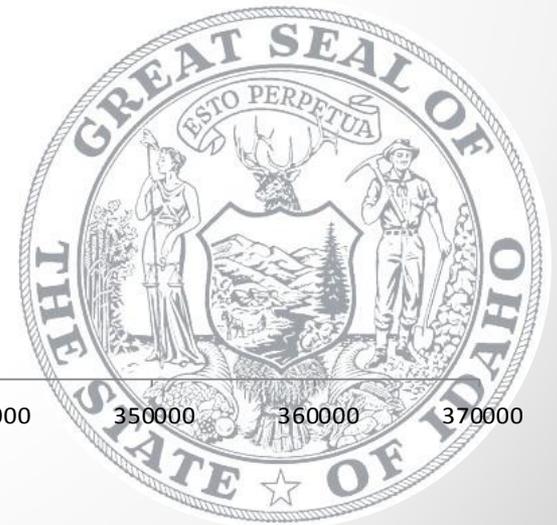
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SupportUnits Correlation with Population of School Aged Children



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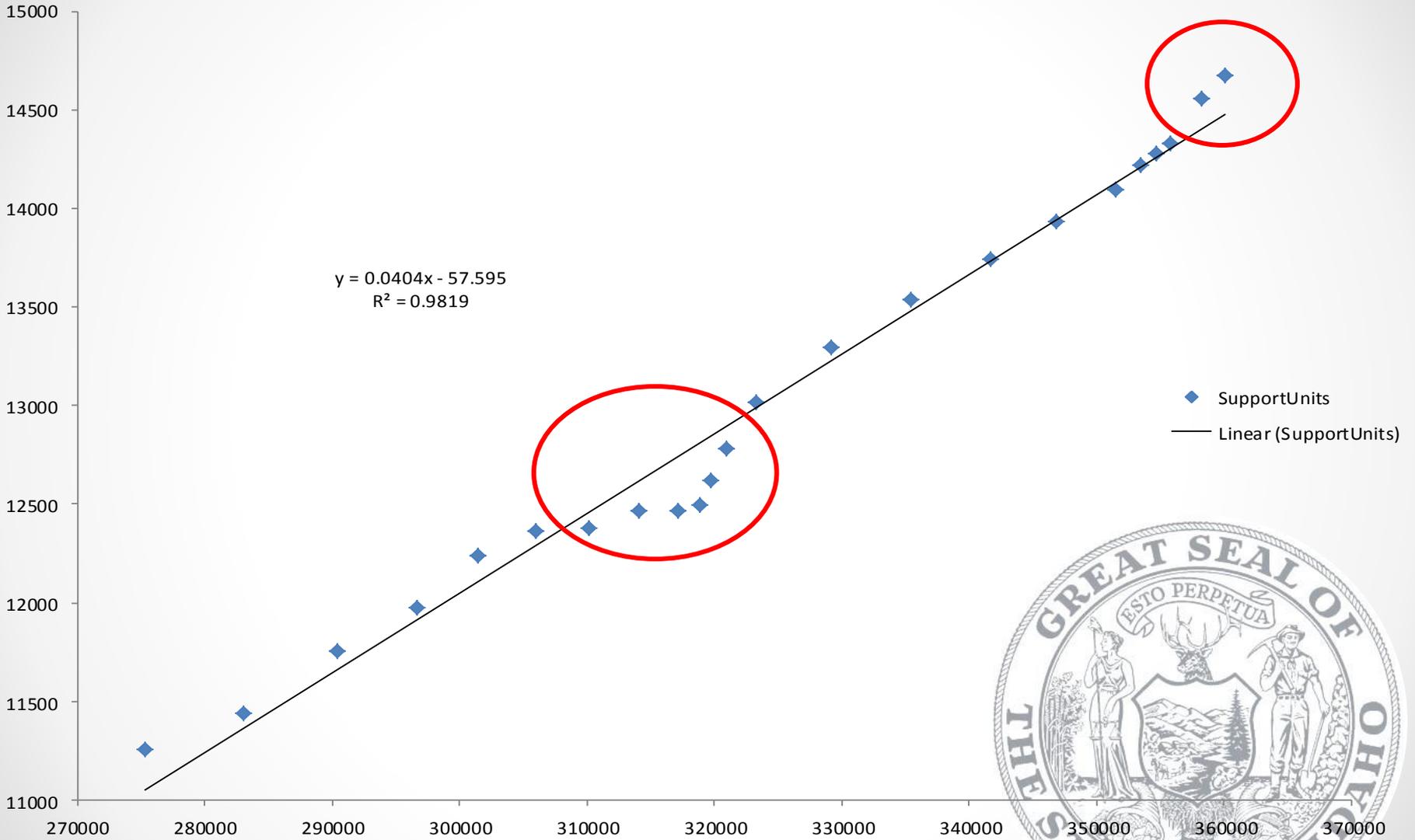
<u>Year</u>	<u>3 yr. Ave Forecast Difference</u>	<u>Linear Forecast Difference</u>
2004	-128	-254
2005	-103	-295
2006	-19	-261
2007	43	-185
2008	54	-139
2009	55	-92
2010	63	-117
2011	96	-115
2012	62	-114
2013	-146	-268
2014	-10	-232



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SupportUnits Correlation with Population of School Aged Children



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Year	5thru9pop	10thru14pop	15thru19pop
1992	93464	94184	87597
1993	95370	96441	91179
1994	97120	98562	94728
1995	98423	100250	97953
1996	99230	101452	100781
1997	99901	102530	103558
1998	100409	103457	106249
1999	100843	104323	108947
2000	100349	105317	111493
2001	100690	106418	111703
2002	100853	107866	111024
2003	101627	109009	110287
2004	103230	109131	110864
2005	106617	110043	112479
2006	109956	111524	113988
2007	113576	112795	115351
2008	116711	113970	116194
2009	119678	115909	115891
2010	121199	117325	114993
2011	121641	118888	114105
2012	122455	119890	113464
2013	123098	121342	113761
2014	122496	122479	115057
2015	121439	123150	116896
2016	120862	123548	118542
2017	120800	123796	119963
2018	121296	124029	121187
2019	122305	124360	122249
2020	123680	124857	123203
2021	125290	125551	124101
2022	127040	126444	124992
2023	128859	127522	125911



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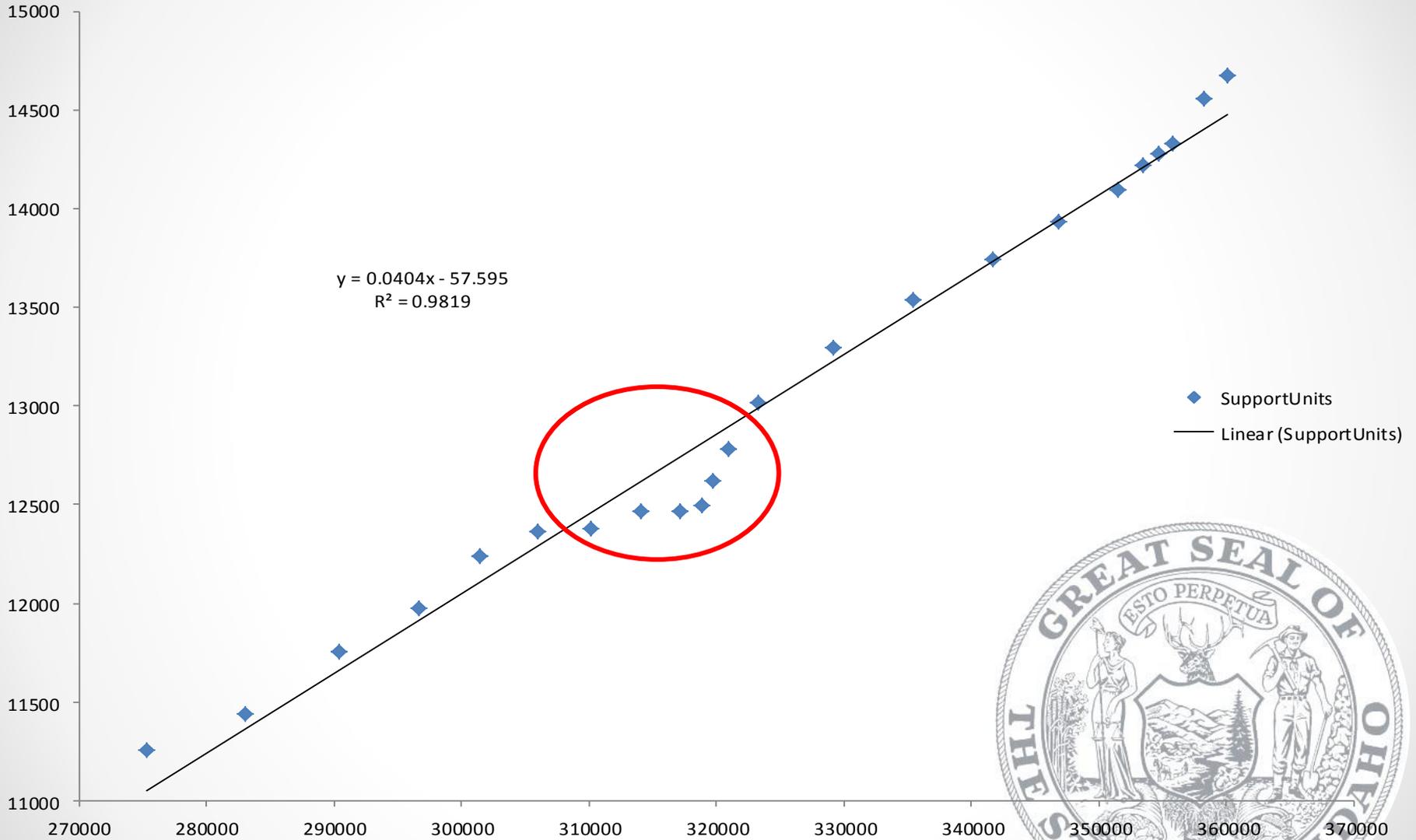
Year	PRE	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
1997-1998	2,109	17,499	18,584	18,648	18,398	18,527	18,238	18,077	19,048	19,696	20,431	19,957	18,171	17,020	244,403
1998-1999	2,108	17,310	18,619	18,447	18,895	18,504	18,751	18,384	18,448	19,064	20,556	19,677	18,611	17,249	244,623
1999-2000	2,142	17,022	18,397	18,434	18,616	19,119	18,712	18,906	18,814	18,583	20,029	19,785	18,670	17,802	245,031
2000-2001	2,233	17,060	18,033	18,298	18,691	18,891	19,391	18,914	19,442	19,006	19,674	19,566	18,630	17,548	245,377
2001-2002	2,335	17,860	17,940	18,017	18,493	18,970	19,126	19,687	19,369	19,590	19,896	19,057	18,443	17,622	246,405
2002-2003	2,514	17,963	18,783	18,102	18,346	18,840	19,520	19,432	20,057	19,649	20,467	19,438	18,042	17,507	248,660
2003-2004	2,669	18,589	18,804	18,920	18,527	18,705	19,189	19,813	20,082	20,081	20,767	19,957	18,485	17,449	252,037
2004-2005	2,583	19,599	19,457	19,015	19,352	18,851	19,176	19,546	20,314	20,294	21,331	20,170	18,826	17,490	256,004
2005-2006	2,784	19,986	20,698	19,821	19,546	19,855	19,471	19,737	20,227	20,671	21,558	20,596	19,096	17,861	261,907
2006-2007	2,787	20,927	20,988	20,992	20,271	20,001	20,350	19,908	20,322	20,554	21,860	20,702	19,534	18,337	267,533
2007-2008	2,876	21,294	21,778	21,159	21,272	20,654	20,330	20,705	20,515	20,553	21,793	21,011	19,531	18,587	272,058
2008-2009	2,788	21,521	21,820	21,776	21,309	21,445	20,800	20,406	21,080	20,624	21,695	20,876	20,118	18,817	275,075
2009-2010	2,746	21,817	22,083	21,901	21,782	21,500	21,518	20,986	20,820	21,159	21,948	20,788	20,096	19,378	278,522
2010-2011	3,191	22,047	22,265	21,899	21,874	21,849	21,619	21,719	21,269	20,792	22,391	20,789	20,247	19,661	281,612
2011-2012	1,007	22,029	22,687	22,210	21,980	21,980	21,899	21,886	21,957	21,305	21,706	21,220	20,212	19,694	281,772
2012-2013	3,006	22,537	22,664	22,632	22,379	21,983	22,101	22,419	22,124	21,823	22,147	21,063	21,031	19,338	287,247
2013-2014	2,858	22,506	23,196	22,562	22,684	22,400	22,011	22,195	22,428	22,046	22,755	21,314	20,177	19,931	289,063



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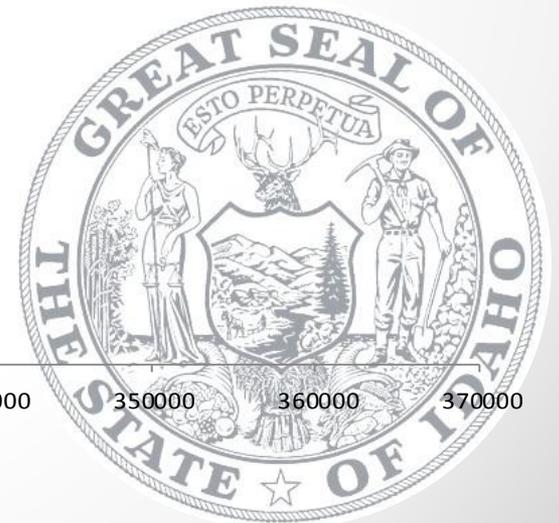
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SupportUnits Correlation with Population of School Aged Children

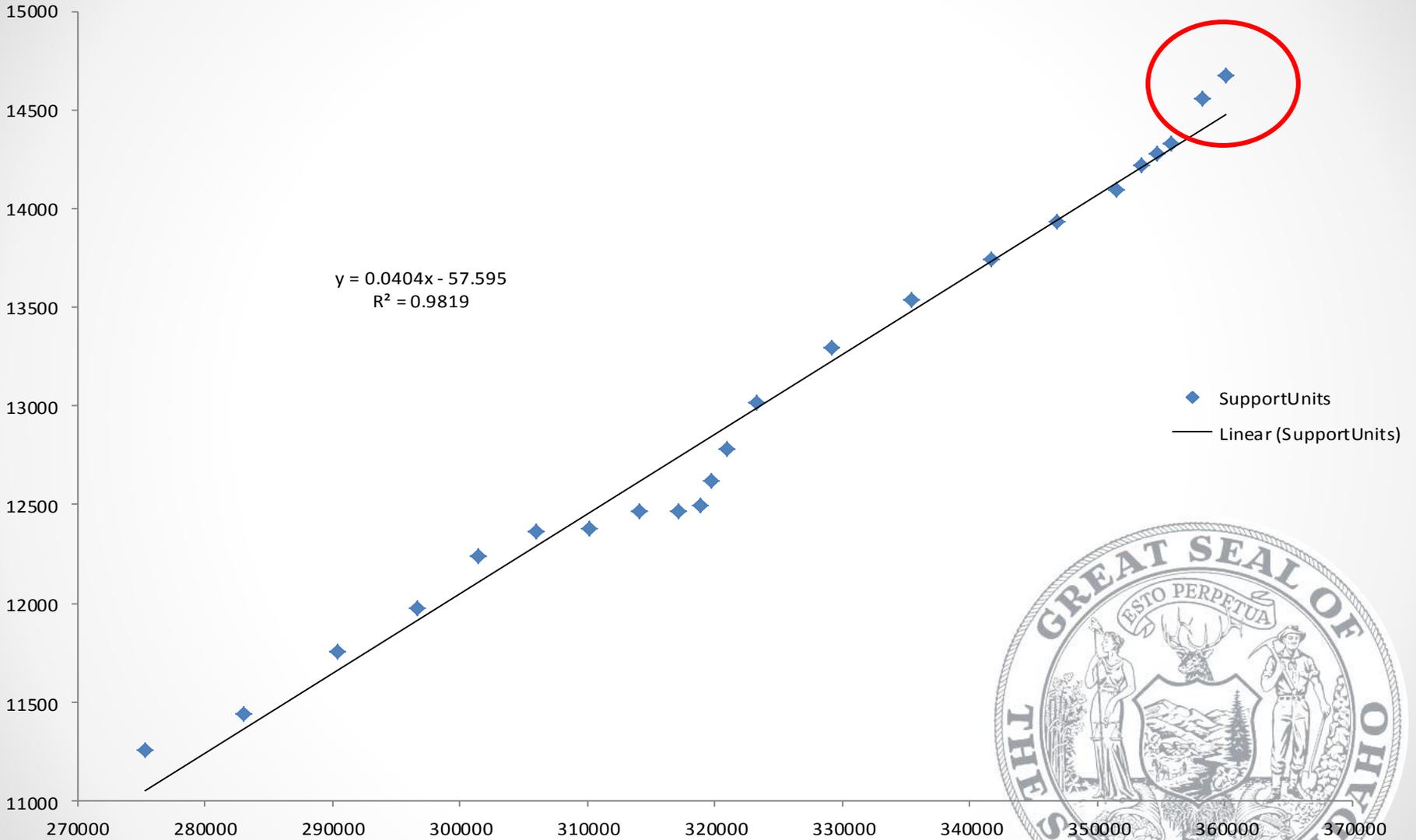


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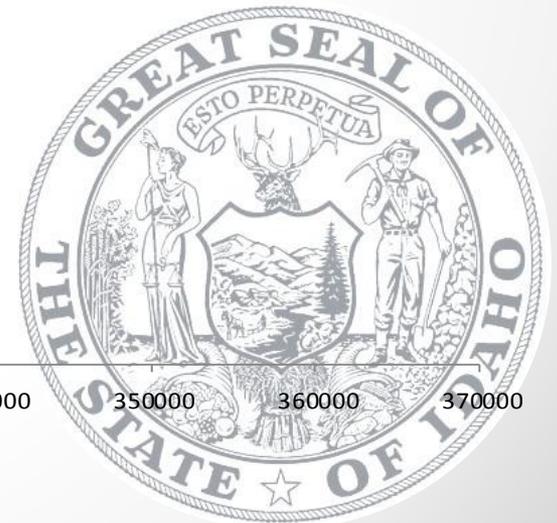


SupportUnits Correlation with Population of School Aged Children



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High population/enrollment growth

Accelerated growth in number of charter schools in Idaho

Increased urbanization in Idaho



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Year	Enrollment	5-9 Population	10-14 Population	15-19 Population
2004	256,004	103,230	109,131	110,864
2005	261,907	106,617	110,043	112,479
2006	267,533	109,956	111,524	113,988
2007	272,058	113,576	112,795	115,351
2008	275,154	116,711	113,970	116,194
2009	278,604	119,678	115,909	115,891
2010	281,673	121,199	117,325	114,993
2011	281,854	121,641	118,888	114,105
2012	287,329	122,455	119,890	113,464
2013	289,063	123,098	121,342	113,761



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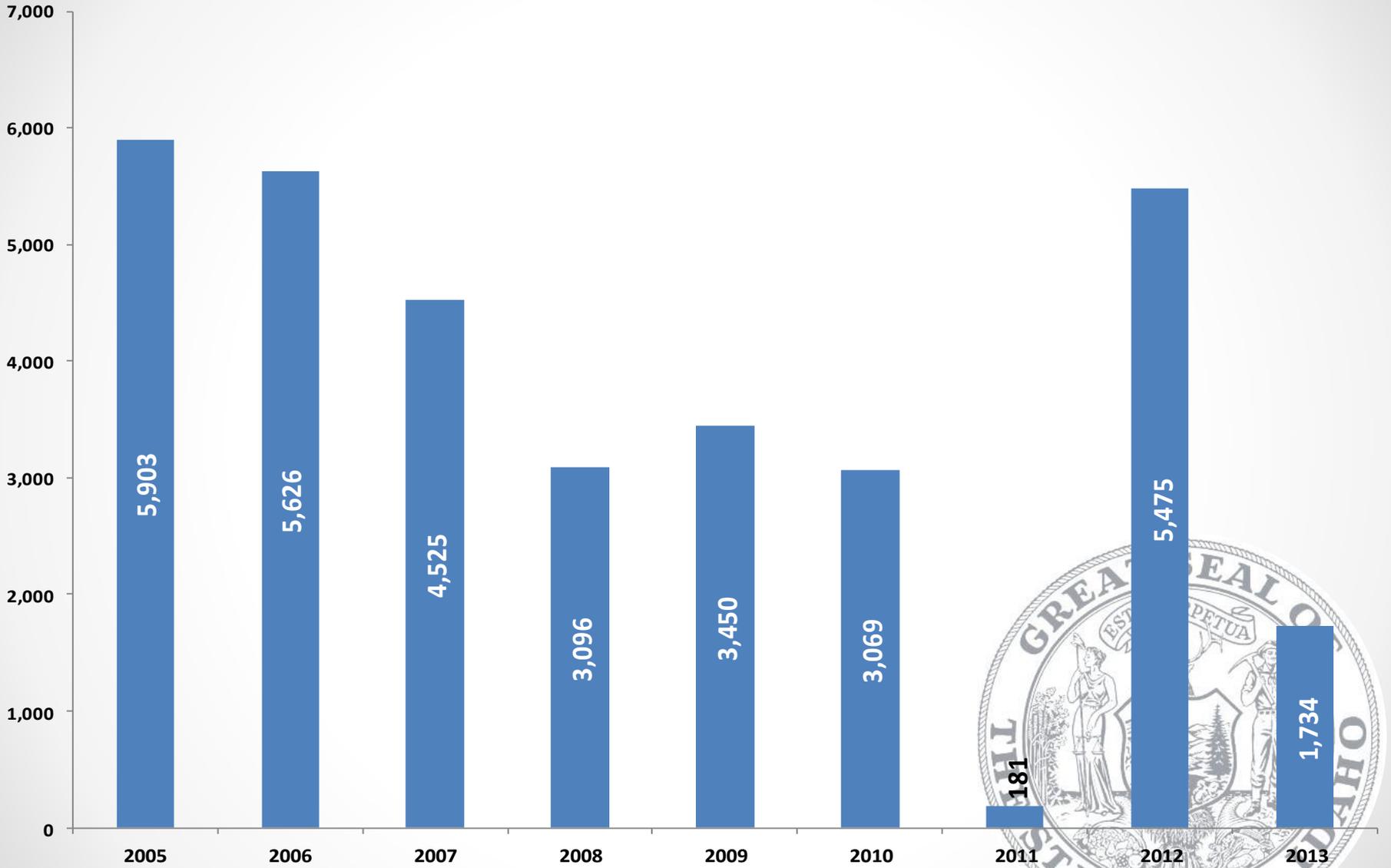
School Year	5-9 Population Growth	Midterm Support Unit Growth
1998-1999	507	14
1999-2000	434	85
2000-2001	-494	3
2001-2002	341	26
2002-2003	163	129
2003-2004	774	160
2004-2005	1603	234
2005-2006	3387	278
2006-2007	3339	243
2007-2008	3620	209
2008-2009	3135	189
2009-2010	2967	159
2010-2011	1521	123
2011-2012	442	61
2012-2013	814	52
2013-2014	643	225
2014-2015	-601	123
2015-2016	-1057	
2016-2017	-577	
2017-2018	-62	



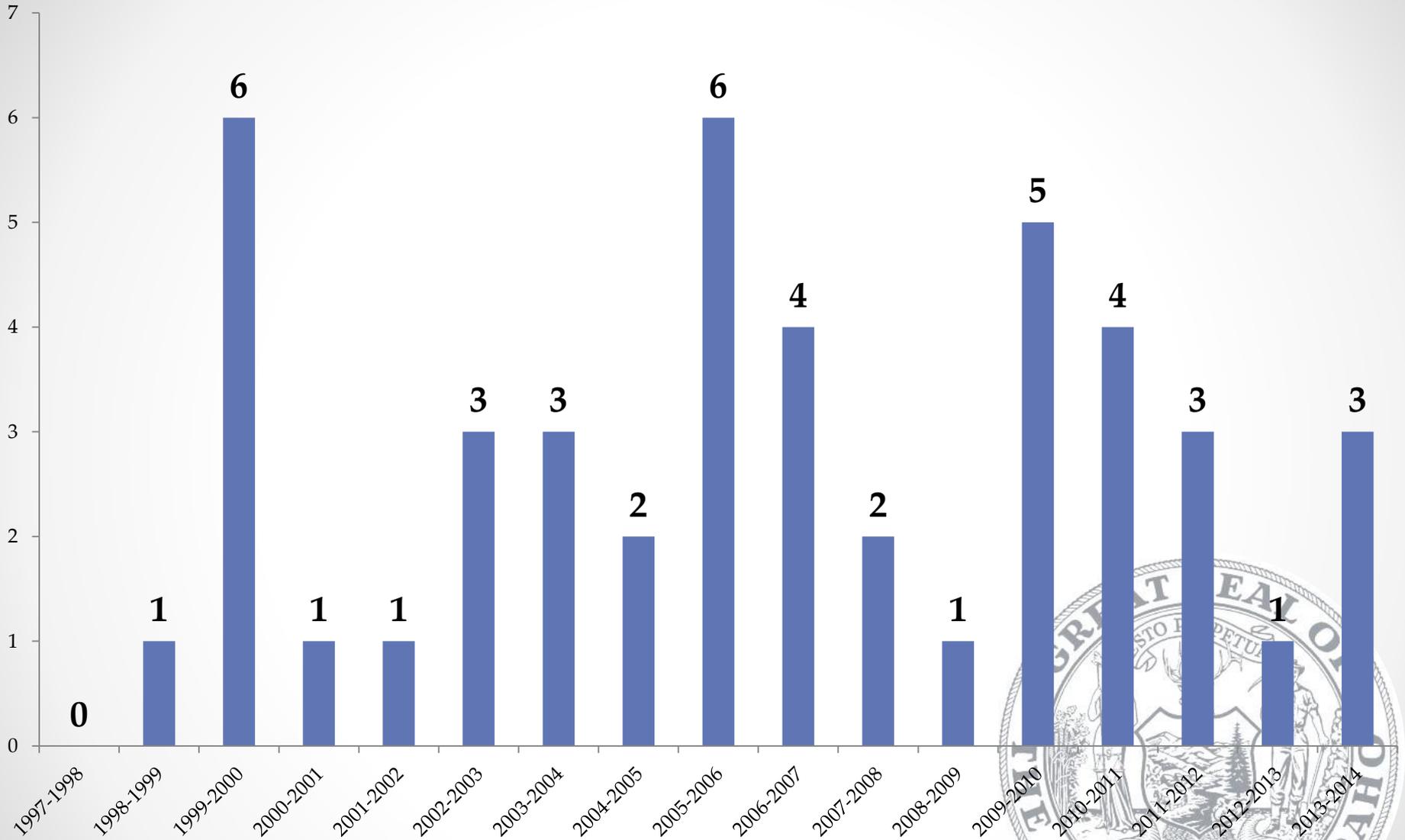
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Enrollment Growth



New Charter Schools



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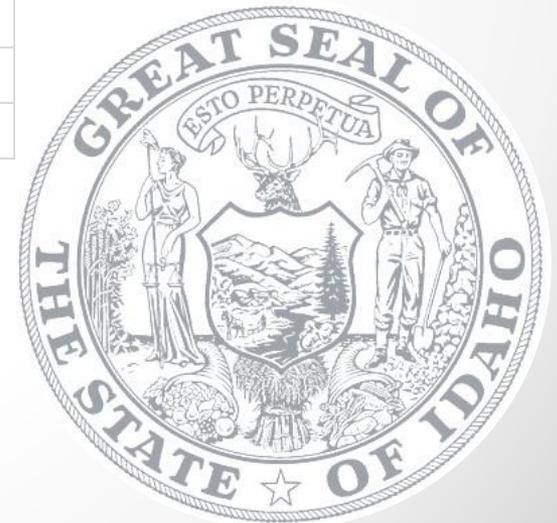
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SUMMARY OUTPUT								
<i>Regression Statistics</i>								
Multiple R	0.999155968							
R Square	0.998312649							
Adjusted R Square	0.997679892							
Standard Error	49.83599704							
Observations	23							
<i>ANOVA</i>								
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>			
Regression	6	23510798.04	3918466.341	1577.719589	2.94817E-21			
Residual	16	39738.02562	2483.626601					
Total	22	23550536.07						
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	616.3494335	217.7249841	2.830862228	0.012048548	154.793086	1077.905781	154.793086	1077.905781
5thru9pop	0.048224183	0.005175584	9.317630833	7.27573E-08	0.037252435	0.059195932	0.037252435	0.059195932
10thru14pop	0.042199718	0.009116289	4.629045674	0.000278608	0.022874049	0.061525387	0.022874049	0.061525387
15thru19pop	0.024375147	0.004145468	5.879950833	2.32622E-05	0.015587148	0.033163146	0.015587148	0.033163146
ElementaryDipDum	-152.4641439	42.97200903	-3.547987338	0.002677872	-243.5607336	-61.36755425	-243.5607336	-61.36755425
RecoveryDummy	120.0983628	33.28965376	3.607678339	0.002360608	49.52744938	190.6692762	49.52744938	190.6692762
2013Dummy	144.7370999	54.69064151	2.646469229	0.017595448	28.79811913	260.6760807	28.79811913	260.6760807



School Year	5-9 Population Growth	Midterm Support Unit Growth
2006-2007	3339	243
2007-2008	3620	209
2008-2009	3135	189
2009-2010	2967	159
2010-2011	1521	123
2011-2012	442	61
2012-2013	814	52
2013-2014	643	225
2014-2015	-601	87
2015-2016	-1057	22
2016-2017	-577	29
2017-2018	-62	42



DIVISION OF FINANCIAL MANAGEMENT

Executive Office of the Governor

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Thursday, February 05, 2015

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	Budget Presentation	Sherri Ybarra, State Superintendent
Minutes Approval:	January 20, 2015	Vice Chairman Thayn
Minutes Approval:	January 21, 2015	Senator Keough
Docket No. 08-0203-1401:	Rules Governing Thoroughness - High School Graduation Requirements	Tracie Bent, Chief Policy Officer, State Board of Education
Docket No. 08-0203-1403	Rules Governing Thoroughness - Assessment in the Public Schools	Tracie Bent, Chief Policy Officer, State Board of Education
RS23262C3	Advanced Opportunities Legislation	Marilyn Whitney, Office of the Governor

If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Souza
Vice Chairman Thayn	Sen Den Hartog
Sen Keough	Sen Buckner-Webb
Sen Nonini	Sen Ward-Engelking
Sen Patrick	

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Thursday, February 05, 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 of the Senate Education Committee (Committee) to order at 3:01 p.m. He welcomed Superintendent Sherri Ybarra, Department of Education (Department) for the budget presentation.

PRESENTATION: **Superintendent Ybarra** presented the Department's budget and general focus for 2015. She outlined the Department's vision, which is helping students to achieve. She reviewed projected goals which included (1) retaining and recruiting quality educators, (2) moving ahead with common sense leadership and transparency, (3) addressing adequate funding for schools, (4) addressing the unique needs and challenges of each district, (5) investing in innovation and technology that makes sense, and (6) committing to higher standards.

Superintendent Ybarra said the Department would be driven by the needs of the districts from the bottom up, not the top down. She expressed the belief that the local districts have the best understanding of their problems.

Superintendent Ybarra addressed class size, teacher retention, technology, and the implementation of a career ladder pilot project. She has asked the Joint Finance Appropriations Committee (JFAC) for an increase in discretionary technology products for districts. She has also asked JFAC for money to be moved from mandated, nondiscretionary budget lines to the operational category of the budget without restriction. This will allow local authorities the option of deciding where to allocate their resources.

Superintendent Ybarra also discussed modifications to the former No Child Left Behind Act to resolve issues concerning burdensome federal mandates. She said the Department is working under a federal waiver, which must be observed for the remainder of 2015.

Superintendent Ybarra thanked the Committee and stood for questions.

The Committee's questions centered primarily on topics concerning: (1) the budget for decreased class size, (2) district accountability, (3) teacher accountability, (4) the pilot program and process, and (5) retaining and recruiting teachers.

Chairman Mortimer thanked Superintendent Ybarra for her informative presentation.

MINUTES APPROVAL: **Vice Chairman Thayn** moved to approve the Minutes from January 20, 2015. **Senator Souza** seconded the motion. The motion passed by **voice vote**.

MINUTES APPROVAL: **Senator Keough** moved to approve the Minutes from January 21, 2015. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**.

**PASSED THE
GAVEL:**

Chairman Mortimer passed the gavel to Vice Chairman Thayn for rules review.

Vice Chairman Thayn said that while there would not be a vote at this time on **Docket No. 08-0203-0401**, Tracie Bent would present an overview for the Committee.

**DOCKET NO.
08-0203-1401**

Tracie Bent, Chief Policy Officer, State Board of Education (Board), addressed **Docket No. 08-0203-1401**, Rules Governing Thoroughness - High School Graduation Requirements. **Ms. Bent** said part of the changes require that high school students show proficiency at a certain level in order to graduate. She said the changes are basically a cleanup of unintended consequences from the high school graduation reform of several years ago.

Ms. Bent reviewed the rules which included (1) high school graduation credit requirements, (2) an exemption in grade 11 from the college entrance exam requirement, and (2) increases to the ISAT math and English proficiency levels required for high school graduation.

Chairman Mortimer expressed concern with the wording "pass with proficiency", which he said is too vague. He asked about the outcome if a student does not pass the test. **Ms. Bent** said if a student does not pass before they enter the 12th grade, each school district has an alternate graduation plan in place to ensure the student has learned the minimum standards for graduation. Regarding proficiency, she said the levels are called cut scores and are spelled out in the rules.

Senator Ward-Engelking asked about students who are not good test takers but are nonetheless high achievers. **Ms. Bent** discussed the assessment for college entrance and said the Board ultimately determined the process to be a balanced approach.

Vice Chairman Thayn asked if anyone in the audience would like to testify on **Docket No. 08-0203-1401**.

TESTIMONY:

Robin Nettinger, Executive Director, Idaho Education Association, testified in opposition to **Docket No. 08-0203-1401**. She said concerns about the graduation requirements were raised during public comment.

TESTIMONY:

Don Coberly, Superintendent, Boise School District, testified in opposition to the docket. He said imposing a new and very different high school graduation requirement could be problematic.

Vice Chairman Thayn again reminded the Committee there would not be a vote on the docket at this time.

**DOCKET NO.
08-0203-1403**

Ms. Bent addressed **Docket No. 08-0203-1403**, Rules Governing Thoroughness - Assessment in the Public Schools. She said the rule changes relate to the State's assessment system and includes (1) the addition of language regarding accountability provisions for students who are limited English proficient students, (2) clarification on who is, and who is not, required to take the standard Idaho English Language Learner Assessment (IELA), and (3) addition of the end-of-course language for science.

The Committee posed questions that centered mostly on the ISAT requirements. **Ms. Bent** answered the general questions and called on Dr. Christina Nave, IELA Coordinator, Department of Education, to address questions specific to IELA. **Dr. Nave** answered questions and said the changes would level the playing field linguistically for English learners.

Ms. Angela Hemingway, Assessment and Accountability Director for the Department of Education, took the podium to explain the standards to the Idaho Alternative Assessment, which is geared toward the 1 percent population with severe cognitive disabilities.

MOTION: **Chairman Mortimer** moved to hold **Docket No. 08-0203-1403** in Committee. **Senator Buckner-Webb** seconded the motion. The motion carried by **voice vote**.

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

Chairman Mortimer recognized Marilyn Whitney, Office of the Governor, for presentation of the next agenda item.

RS 23262C3 **Marilyn Whitney**, Office of the Governor, presented **RS 23262C3**, Advanced Opportunities Legislation. She said the proposed legislation was based on recommendations by the Governor's Task Force for improving education. The proposed amendments would consolidate the separate sections of Idaho Code pertaining to advanced opportunities for secondary students into a single chapter. She discussed additional changes, which included removing the 75 percent cap for cost reimbursement for juniors and seniors receiving funds for dual credit courses.

Ms. Whitney thanked Senator Ward-Engelking and Vice Chairman Thayn for their contribution to the Task Force and asked the Committee to print **RS 23262C3**.

MOTION: **Vice Chairman Thayn** moved to print **RS 23262C3**. **Senator Souza** seconded the motion. The motion carried by **voice vote**.

Senator Keough asked Ms. Whitney if the Committee would receive the changes line-by-line when **RS 23262C3** was presented as a bill. **Ms. Whitney** affirmed that a red-lined version of the proposed legislation would be available at that time.

ADJOURNED: There being no further business, **Chairman Mortimer** adjourned the meeting at 4:20 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

Jeanne' Clayton
Assistant

Good Afternoon

((Senate)) Chairman Mortimer and members of the committee

My name is Sherri Ybarra and I am the Superintendent of Public Instruction and I am proud to announce that today marks my 30th day in office and I'm here to tell you that I love every minute of it.

I would like to thank you, along with the citizens of Idaho, for the opportunity to be here today, on such a special day-- It is truly an honor.

Today, I want to offer you my vision of the path I want to take to lead our children and grandchildren into the future. We must remain committed to making our students' lives better and continue to build upon success for excellent schools in Idaho and to help all schools and students flourish.

I came from the heart of education. I have walked that path. I understand how valuable a quality education is in ensuring a bright economy for our state and a brighter future for all of Idaho's children. The new vision for the state department is **“Supporting schools and students to achieve.”** This

will be the foundation for everything we do, at the state level, to move education forward and improve student achievement. The State Department will be the “go to place” for schools, districts, and parents alike.

Examples of what we will be working on are:

-Retaining and recruiting quality educators

-Move ahead with common- sense leadership and transparency

-Work on increased operational funding for schools to help address adequate funding while addressing their unique community challenges

- Invest in innovation and technology that makes sense

-Be committed to higher standards

-Examine our current assessment system to be sure we are measuring growth, so accountability reflects our students, as unique individuals

I am dedicated to creating conditions under which the Department of Education's policies will be driven by the needs of the districts –from the bottom up, not the top down. The reorganization now-- underway at the department-- reflects the “ground up” approach we will use to ensure our work contributes to student outcomes. I believe that local trustees and districts have a much better understanding and perspective of the specific needs and problems in their own communities --than we have from Boise and I am a firm advocate of local control.

To demonstrate our emphasis on the department's strategic plan for increased service and support, Dr. Chuck Zimmerly has assumed the important role of Community Relations Officer. This new position will focus on working with Idaho school districts to build, foster and support communications and relationships with the school districts, as well as other state and local stakeholders. The new outreach effort will provide a new and direct means of communication for school districts to address their particular issues and provide guidance for school districts on policies. He is opening up the two-way communication I think is critical to my vision of

providing the best possible support this department can give to the local districts. WE care and want to know what schools and districts think.

We have already garnered positive feedback from Superintendents across Idaho --who appreciate the trust we place in their decisions --regarding their charge to deliver a quality education to Idaho students.

We also are in an increasingly competitive and digitally connected world, so students must have support for the use, and the funding of technology. Technology is all around us. It is both the future and the present-- and it is also how we can personalize a child's education to prepare them to meet the needs of the future. To help us become a top rated educational system, we must increase opportunities for classrooms to become individually focused on each student, collaborative, and engaging through commons-sense technology and funding.

What do I mean by common sense technology?

For example, it makes no sense that we *mandate* districts purchase technology devices for classrooms that might have connectivity issues, not

enough bandwidth, or only one outlet to plug in 20 devices. You need more than a device, you have to have the infrastructure and a vision to connect children to learning. That is why I have asked the Joint Finance and Appropriations Committee for a \$10.9 million dollar increase in discretionary technology funds that can include: infrastructure needs, learning management systems, or staffing, because districts know best what is going to help contribute to the learning and unique needs of their communities.

Also, at the state level, I have recently named Mr. Will Goodman as the new Chief Technology Officer at the State Department. Will is the current President of the IETA (Idaho Education Technology Association). And, as a former Teacher, Principal, Interim Superintendent and Technology Director himself, his background is uniquely suited to schools and their unique needs. He will be able to assist with concerns local districts may have over critical infrastructure, technical and broadband questions and needs.

Local control and increased operational funding is also a big part of my new vision. In the effort to address the unique challenges school districts face, I recommended to the Joint Finance and Appropriation Committee that just over \$18.7 million dollars be moved from mandated, non-discretionary lines

of the budget, to the operational category of the budget -- without restriction -- thus allowing local authorities, who know their needs best, the option of deciding where to allocate their resources. This is in addition to the \$10 million that was already requested, for a total of \$28.759 million. School districts can still choose to use those funds in the same categories or choose to address other needs as they deem necessary. It only makes sense that the people closest to our students make those decisions.

On a parallel path, I am working on modifications to the old NCLB, now referred to as the ESEA waiver-- to resolve numerous issues concerning federal mandates and testing-- that are burdening our school districts and hindering their ability to affect student achievement and outcomes. For example, staggering the testing system instead of testing every student every year; an example of this balanced assessment model would look like: grades 3,5,7, and 9 take the ELA assessment and grades 4,6, and 8 take the Math assessment. Reducing the testing down to this federal minimum -- limits the impact on instructional time because the SBAC is not the only measure of student growth in the classroom, and should not be. Good educators know that it takes multiple measures over multiple times which will reflect a motion picture of growth over time (not just one snap-

shot). Another modification in the waiver we are working on includes “opt out” provisions. ~~For example, the language in the waiver could read: When a student is 18 years of age or older, or a parent or guardian opts out of a state administered test (assessments administered locally and not required to be administered by all LEA’s statewide are not covered under the “opt out” provision) no academic penalty shall result. Students shall not be singled out in any way, nor the student or the class be punished in any way because the student opted out of a state test. A student who has not opted out as allowed is counted as a non-participant (both state and federal reporting) and will not have a proficiency score, and for the state’s purpose will not be counted against participation rates; however these students will be reported as non-participants on federal reports and accountability and this may impact an LEA’s qualification for and the receiving of certain federal dollars. If the test is used for graduation decisions, some alternative assessment/route will need to be provided.~~

Next, how do we recruit and retain high quality educators? Higher pay, lower class sizes, and mentoring opportunities as a part of my tiered licensure plan-- says loud and clear to educators, “Join Idaho’s vibrant team of professionals!” We know that 30 children in a first-grade classroom

results in “more crowd control” and decreased over-all achievement, which does affect learning for the next 11 years. A child never gets that time back. With that, on my wish list.....I would like to address classroom crowding in the critical kindergarten to third-grade classes by placing a statutory limit on classroom size for those grades, which also supports the Governor’s task force recommendation for achieving reading proficiency by the third grade. I am hoping to address that in the 2017 budget request, and if the money is available for this upcoming year, we will pursue this avenue.

Also, in pursuit of a fiscally sound, accountable and innovative path forward for education, we are proposing a career ladder pilot project. As a former district administrator, I am keenly aware of the internal operations at the local level. For example, we do not have a state-wide salary schedule, it is simply a reimbursement schedule that reflects minimum pay and is subjected to teacher negotiations-- as well. Each district is unique in how they pay their teachers, and the pilot project will ensure that we don’t disrupt that internal process, that the change is handled well at the local level, and that the career ladder is used as it was originally intended and invented for: which is to raise student achievement --through rewarding effective teaching. A highly qualified teacher in every classroom is critical to a child’s

learning and therefore, we should reward our teachers and encourage them to remain in the profession.

That is why I requested \$25 million dollars be allocated toward the career ladder, which is sufficient for a 3% percent increase to ALL CEC staff in Idaho (not just the pilot participants). And it will be the participating pilot district's discretion --how they restructure their salary schedule --that reflects reforms to the traditional "steps and lanes" approach. But, in the end, the funding decision rests on the legislature.

The *implementation* of the career ladder will be the responsibility of the state department of education and I am recommending a pilot project because it is a form of risk management. We learn by doing, and we have never done this before. So, the pilot approach will enable local district officials to help determine the actual costs for long term sustainability and full implementation over the next four years.

It only seems prudent, that when the time for full implementation comes, you have accurate, proven documentation about how best to spend the taxpayer's dollars on this new approach to rewarding effective teaching.

In conclusion,

It is not enough to just say we will do these things, it's our actions that must reflect the fact that we are committed to delivering to Idaho's children the best education that we, as a team, can deliver. Let's stay positive, let's unite and do this for our kids....and in the words of the Gallup presentation the other day ..."The research states: hope and relationships are the strongest predictors of success, not numbers or test scores."

It has been said before: When the world says give up, hope whispers, "try it one more time!" Let's give our kids hope, let's make our kids' lives better, because that ensures a brighter economy and brighter future for us all.

(Read from book)

Thank you and with that, Mr. Chairman, I brought a lot of staff, and we would stand for questions, if you like. (If I can't answer your question, I'm sure someone here can.)

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Monday, February 09, 2015

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	Idaho Historical Society Educational Opportunities	Janet Gallimore Executive Director
H 0020	Appraisalment, Lease, Sale of land	Tracie Bent, Chief Policy Officer State Board of Education
H 0021	Nurses, Ed Board Curriculum Approval	Tracie Bent, Chief Policy Officer State Board of Education
H 0022	Education, District Trustees	Tracie Bent, Chief Policy Officer State Board of Education
Docket No. 08-0202-1402	Rules Governing Uniformity Idaho Standards for the Initial Certification of Professional School Personnel	Dr. Taylor Raney Director - Teacher Certification & Professional Standards
	Drivers Education Programs	Audra Urie Coordinator, Education Effectiveness

If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Souza
Vice Chairman Thayn	Sen Den Hartog
Sen Keough	Sen Buckner-Webb
Sen Nonini	Sen Ward-Engelking
Sen Patrick	

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

- DATE:** Monday, February 09, 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 3:02 p.m. He welcomed the audience to the meeting.
- PRESENTATION:** **Jane Gallimore**, Executive Director, Idaho State Historical Society (ISHS), presented the history of the museum and its impact on the State. She explained the preservation work of the museum and the expansion project. The expansion work that will be done will include more exhibition space, classrooms, and lecture halls. To determine how to expand, the ISHS did a great deal of research on what exhibits were needed to enhance the museum experience. She introduced Kurt Zwolfer, Education/Visitor Services Manager, to explain the data used to determine the reason for the expansion. **Mr. Zwolfer** addressed the educational strategies for school visits: direct curriculum support, applied learning and informal learning. He gave examples of the many different programs the museum provides which bring history alive. He concluded by saying that a museum can be many things and they specifically focus on education. **Ms. Gallimore** concluded the presentation thanking the Committee for the legislative support.
- Senator Patrick** said he really likes the whole project and thinks history is important for future generations. He asked if there will be enough parking with the increased size of the museum. **Ms. Gallimore** replied ISHS is fortunate to be working with the Boise Parks and Recreation Department to insure adequate spaces are available. ISHS shares parking with the other businesses in Julia Davis Park and it works well.
- H 20:** **Tracie Bent**, Chief Policy Officer, State Board of Education (SBE), presented **H 20** relating to appraisal, lease, and sale of lands. This bill cleans up a conflict in two existing pieces of code. It amends the language in Section 55-335 to clarify the similar language in the prevailing code, Section 33-107. She explained each of the codes' current statements of authority for the disposal of surplus lands. The conflict is there are two different codes that have two different entities having the authority to dispose of surplus property.
- Senator Den Hartog** asked what has been the past practice of disposing of property considering the conflict in code. **Ms. Bent** replied whenever there has been surplus property for disposal the SBE contacts the Land Board as a courtesy. If any concerns are raised then the SBE can address those.
- Chairman Mortimer** stated it seems that this bill will put into statute the current practice of disposing of property. He asked if she could give an example. **Ms. Bent** gave an example of Idaho State University disposing of property to the Pocatello School District.

Senator Patrick asked about the University of Idaho's (UI) property in Caldwell that may be sold. **Ms. Bent** said the property that UI owns already has language exempting them. This statute would not change UI's practice of disposing property.

Chairman Mortimer asked if state agencies, including charter schools, had preferential treatment in the purchasing of state property. **Ms. Bent** answered in the affirmative.

MOTION: **Senator Patrick** moved to send **H 20** to the floor with a **do pass** recommendation. **Senator Ward-Engleking** seconded the motion. The motion carried by **voice vote**.

H 21 **Ms. Bent** presented **H 21** relating to nursing, which strikes the language in Section 54-1406 that requires the SBE to approve any curriculum changes that would impact the existing articulation agreements between nursing programs. There are eight state nursing institution programs and five private nursing programs. She explained the SBE approves programs but not curriculum. She stated this administrative clean-up, and the Nursing Board approves this legislation.

Senator Thayn asked in regards to the articulation agreements, if the credits from one institution transfer seamlessly to another. **Ms. Bent** replied in the affirmative and explained transfer process between programs.

MOTION: **Vice Chairman Thayn** move to send **HB 21** to the floor with a **do pass** recommendation. **Senator Souza** seconded the motion. The motion carried by **voice vote**.

H 22 **Ms. Bent** presented **H 22**, relating to district trustees. This is truly an administrative clean-up. There is a section of code, Section 33-5038, that specifies how the board of trustee terms would transition from the previous three-year terms to the current four-year terms. This is an unnecessary section of code and this bill would repeal it.

MOTION: **Senator Nonini** moved to send **H 22** to the floor with a **do pass** recommendation. **Senator Ward-Engleking** seconded the motion. The motion carried by **voice vote**.

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

DOCKET NO. 08-0202-1402: **Vice Chairman Thayn** stated this rule as been before the Committee before and no action was taken. There are three parts to the rule that will be reviewed. He invited Dr. Taylor Raney, Director of Certification, State Department of Education (SDE) to present the docket. **Dr. Raney** said the docket has several parts and he is speaking only on parts about three sets of teacher professional preparation standards; exceptional child, school counselors, and school psychologists. He outlined the proposed changes and answered questions.

Vice Chairman Thayn asked Tim Corder, Special Assistant to the Superintendent, State Department of Education (SDE), presented the drivers training program changes. He handed the Committee information regarding student reimbursement and explained how the process works between the SDE and districts. Clarification of the reimbursement process was necessary.

TESTIMONY: **Mike Ryals**, Idaho Association of Licensed Driving Businesses, testified against the rule change stating that negotiated rulemaking didn't occur when setting the prices.

Doug Pottinger All About Safe Driving, spoke in favor of the rule change.

Tonya Haustreit, Phillips Driving School, spoke in favor of the rule change

Mike Arnell, Idaho Association of Licensed Driving Businesses, spoke against the rule change. He stated the rule is not needed and believed there is an unequal issue of enforcement.

MOTION: **Senator Keough** moved to adopt **Docket No. 08-0202-1402**. **Senator Ward-Engleking** seconded the motion. **Senate Keough** stated that incorporation by reference is a challenge. She appreciated the time that SDE gave the Committee to walk through the changes. She stated the effort in the Drivers Ed rule is for the protection of the public dollar and the protection of a public process. When amounts of a public contract go above \$25,000 the State needs to have oversight of the process. She is in favor of the docket.

SUBSTITUTE MOTION: **Senator Nonini** moved to adopt **Docket No. 08-0202-1402** with the exception of Section .004.03. **Chairman Mortimer** seconded the motion. **Chairman Mortimer** spoke in favor of the substitute motion and said the language of the new section is unclear and vague. He doesn't object to concept, but the language is unclear.

ROLL CALL VOTE: **Vice Chairman Thayn** called for a roll call vote. **Senators Mortimer, Thayn, Nonini, Patrick, and Den Hartog** voted aye. **Senators Keough and Ward-Engleking** voted nay. The motion carried.

PASSED THE GAVEL: Vice Chairman Thayn returned the gavel to Chairman Mortimer.

ADJOURNED: There being no more business, **Chairman Mortimer** adjourned the meeting at 5:20 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Tuesday, February 10, 2015

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	Idaho Association for the Education of Young Children	Beth Oppenheimer Executive Director
Presentation:	Head Start	William Strength
Minutes	January 27, 2015	Senator Keough
Minutes	January 28, 2015	Senator Patrick
Minutes	January 29, 2105	Senator Souza

If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer
Vice Chairman Thayn
Sen Keough
Sen Nonini
Sen Patrick

Sen Souza
Sen Den Hartog
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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MINUTES
SENATE EDUCATION COMMITTEE

- DATE:** Tuesday, February 10, 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 of the Senate Education Committee (Committee) to order at 3:02 p.m. He explained to the audience that some Committee members may be leaving from time to time for scheduled photos or meetings. For this reason and with the Committee's approval, Chairman Mortimer modified the agenda so that the meeting minutes approval could be heard while a quorum was present.
- MINUTES APPROVAL:** **Senator Buckner-Webb** moved to approve the Minutes of January 27, 2015. **Vice Chairman Thayn** seconded the motion. The motion passed by **voice vote**.
- MINUTES APPROVAL:** **Vice Chairman Thayn** moved to approve the Minutes of January 28, 2015. **Senator Nonini** seconded the motion. The motion passed by **voice vote**.
- MINUTES APPROVAL:** **Senator Souza** moved to approve the Minutes of January 29, 2015. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.
- Chairman Mortimer** welcomed Beth Oppenheimer and her colleagues from the Idaho Association for the Education of Young Children.
- PRESENTATION:** **Beth Oppenheimer**, Executive Director, Idaho Association for the Education of Young Children (AEYC), introduced herself to the Committee and acknowledged her associates in the audience, including representatives from the Head Start Program.
- Ms. Oppenheimer** referred the Committee to her handout (see attachment 1). She said AEYC works to improve the quality of early learning programs in Idaho and also advocates for children and families.
- Ms. Oppenheimer** pointed out that 90 percent of a child's brain has developed by the age of five years. Thus, those first five years are a critical period for cognitive, social, and behavioral development and lay the foundation for future successes in school and throughout life. She said Idaho is just one of six states that do not invest in early learning.
- Ms. Oppenheimer** reviewed the costs for child care, the quality of which is inconsistent. She reviewed the quality learning resources available in Idaho, which are: AEYC, IdahoSTARS, Ready! for Kindergarten, and Head Start. She described AEYC, which has 19 statewide nationally accredited programs. She said these programs are the gold standard for early learning across the country. She also praised Head Start and said there are 13 federally funded programs in Idaho, serving 60 communities in 39 Idaho counties, and over 5,000 children.

Ms. Oppenheimer concluded by emphasizing that the recent national attention on early learning provides Idaho with an opportunity to fully explore the resources available for its youngest learners.

Committee members asked about: specifics of the Head Start program, Idaho's early learning opportunities, and reasons why Idaho is one of those six states not investing in early learning.

Ms. Oppenheimer deferred to the next presenter for more information on the Head Start program. Relative to Idaho's opportunities, she said AEYC is continuing to look at the best approach for Idaho. She said legislation will see some of those opportunities going forward. Regarding the question about why Idaho is not offering early learning, **Ms. Oppenheimer** said the legislative process can take Idaho off that list.

Chairman Mortimer thanked Ms. Oppenheimer for her presentation and welcomed William Strength to the podium for his presentation on Head Start.

PRESENTATION: William Strength introduced himself as a representative of the Pocatello/Chubbuck Head Start program. He described his early childhood and young adult life coming from a poor environment. He said homework was traumatic, his education did not go beyond the first month of the tenth grade, and he was repeatedly in trouble with law enforcement. He said with the help of Head Start, he received his GED and started college. His wife is a preschool teacher, and he and his family are self-sufficient, contributing members of their community.

Mr. Strength concluded his presentation by emphasizing that early learning is the foundation for success.

Beth Ann Fuller, Director, North Idaho College Head Start, discussed the federally funded Head Start program, which was established 50 years ago. She was not able to provide specific data for Idaho at this time. However, she said 50 years of studies have proven that Head Start is effective in strengthening school readiness for kindergarten through third grade. **Ms. Fuller** offered to share specific data with the Committee when she has it. **Chairman Mortimer** asked Ms. Fuller to send him any information she can provide and thanked her for the information.

ADJOURNED: Senator Mortimer thanked the presenters and adjourned the meeting at 3:50 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

Jeanne' Clayton
Assistant



Idaho's Early Learning Landscape

Idaho Association for the Education of Young Children
Beth Oppenheimer, Executive Director



Strong Foundations

90% of brain develops by 5 years old.

Quality early learning environments affects a child's success in school and in life.

Quality early learning affects Idaho's workforce & families.



Why Quality Early Learning Matters

Children more prepared for school and life.

More likely to be reading by third grade.

More likely to graduate from HS

More likely to go on to college.

More likely to have a successful career.

Long term economic investment.



How many children and families are there?



117,674 children age birth to 4 years old*

28,443 children age birth to 4 living in poverty*

50,317 single parent families*

36,352 families living in poverty*

*US Census Bureau, 2008-2012 American Community Survey



79,026 of Idaho's children
under age 6 live in households
with all available parents working*

*US Census Bureau, 2008-2012 American Community Survey



How many working mothers are there?



54,919 mothers with any
children under the age of 6*

*US Census Bureau, 2008-2012 American Community Survey



701 State Licensed Child Care Programs
in Idaho

16,641 three/four year olds enrolled in
Preschool

5,273 children 0-5 enrolled in Head Start
programs



Average Annual Child Care Center Costs (Idaho)

4 year old = **\$6,380**

*ChildCare Aware of America. (2014) *Parents and the High Cost of Child Care 2014 Report*



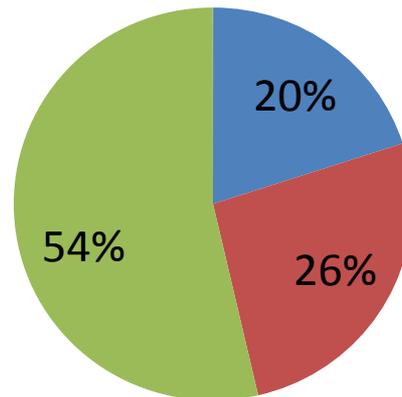
Quality of Early Learning Environments



Idaho Reading Indicator Data*

Idaho

■ Intensive ■ Strategic ■ Benchmark



*2014-15 Fall IRI Grade: K; Idaho State Dept. of Education



Current Resources & Programs



Idaho AEYC

IdahoSTARS

Professional Development System
Training and Academic Scholarships
Steps to Quality (QRIS)

Ready! for Kindergarten

Head Start



Thank You.

Idaho AEYC

Beth Oppenheimer, Executive Director

boppenheimer@idahoaeyc.org

www.idahoaeyc.org

p. 208.338.4710

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Wednesday, February 11, 2015

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	Idaho Department of Correction	Kevin Kempf, Director
Presentation:	Idaho Charter School Network	Terry Ryan, President
RS23532	CivicTest for Secondary Graduation	Senator Patrick
RS23542	Alternative Testing for Graduation	Senator Thayn
RS23544	Elections of School District Trustees	Senator Souza

If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Souza
Vice Chairman Thayn	Sen Den Hartog
Sen Keough	Sen Buckner-Webb
Sen Nonini	Sen Ward-Engelking
Sen Patrick	

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Wednesday, February 11, 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.

PRESENTATION: **Kevin Kempf**, Director, Department of Correction (DC), introduced his colleagues: David McCluskey, from the Correction Board, and Julie Johnson, Education Program Director. He presented the mission, vision and values of DC and emphasized that the goal of the DC is to reduce recidivism. He explained the work of the DC as follows: retention of officers, alignment of resources, Justice Reinvestment, GED attainments, treatment care, and environmental updates to facilities (see attachment 1). **Director Kempf** reiterated his experiences in school and learning. He emphasized to the Committee the importance of teachers and named two teachers who took him from being a remedial student to one with a degree.

Senator Patrick asked how the web-based reporting is monitored. **Director Kempf** replied the program has its risks. It is important the staff assess the prisoner correctly to make sure those that are in the program meet the qualifications for the program. There is an auditing system in place to spot check the prisoners.

Senator Souza remarked the GED test has changed so dramatically that students taking the new test will not be able to pass. She asked what is DC's stance in regards to the new GED. **Julie Johnson**, Education Program Director, replied there is concern, however, as the instructors become more familiar with the new test they will be able to administer it better. She is confident the success rate of students will go up with more professional development. A year from now, she expects things will be different.

Chairman Mortimer asked approximately how many of those incarcerated do not have either a GED or a high school diploma. **Ms. Johnson** replied 45 to 50 percent. In the 20 years she has been with the DC that number has been constant. **Chairman Mortimer** asked what courses are offered for the GED and other educational courses after the GED. **Ms. Johnson** replied the focus of the educational program is on the lowest grade level usually sixth grade. The goal is to get prisoners ready for release and as prepared as possible with computer skills, career readiness, personal inventory, and vocational choices. Post secondary education is slim, she emphasized there are not many courses available. **Chairman Mortimer** asked in relationship to that is there a demand for post secondary education. He listed school options. **Ms. Johnson** said yes there is especially with the younger age offenders. On any given day there are 300 to 350 offenders that qualify for special education or Title I services. Research shows that group is difficult to work with due to some preconceived notions on education that caused

them to drop out in the first place. If the DC is able to reach them, they benefit the most of any age group that is incarcerated. In regards to recidivism, the group needs vocational skills training when they are released.

Chairman Mortimer asked her to list the most needed items wish list for educational choices. **Ms. Johnson** said it would be access to the Internet. She continued saying there are so many opportunities for education on the Internet. Because the DC does not have the ability for offenders to be on the Internet, they are missing some great educational opportunities. She also stated they could use more staff to deliver more classes to the lower level learners. **Chairman Mortimer** asked how many education staff members are employed at the DC and how could that staff be augmented with digital or blended educational opportunities. **Ms. Johnson** replied statewide there are 30 certified instructors and 25 support staff. She continued stating three years ago the DC was awarded a grant from the J.A. and Kathryn Albertson Foundation for Kahn Academy Light, which was an offline version. This is a blended course and has been very successful.

Senator Nonini asked how does the pay level of certified staff at the DC compare to school districts in the State. **Ms. Johnson** replied it is comparable for the first three years then much lower. The DC loses many good teachers and others chose not to work for the DC because of the pay level.

Chairman Mortimer asked what would be the educational opportunities for those on parole. **Director Kempf** replied there are more opportunities for parolees. He explained the vocational rehabilitation programs across the State. **Chairman Mortimer** explained that there are ways to help, and he would like to work on dialogue towards educational goals.

PRESENTATION: **Terry Ryan**, President, Idaho Charter School Network (ICSN), introduced his colleagues in attendance. He presented the work his organization is doing in Idaho and brought handouts to the Committee that highlighted the work of Idaho charter schools that are doing innovative teaching (see attachment 2). He reminded the committee there are 48 charter schools in Idaho serving almost 20,000 students. He introduced Jason Bransford, Director, Idaho Distance Education Academy (IDEA). Mr. Bransford began his presentation reciting to the Committee a Vince Lombardi quote "*Gentlemen we chase perfection and we will chase it relentlessly knowing all the while that we will never catch it. But in the pursuit of perfection we will catch excellence.*" This quote is what he has followed while getting IDEA to its strength. He explained the process of development, challenges and successes at IDEA. He reported with the statewide SAT, IDEA has been ranked in the top ten in the State. He then reported to the Committee on the challenges facing many statewide charter schools those were: replication of programs, funding of facilities, and a lack of flexibility for innovation. He then highlighted the opportunities: innovative solutions readily available, national recognition to state charter schools from national foundations, and powerful solutions to solve educational problems. He stated the future is bright because of this rising generation.

Vice Chairman Thayn asked how is blended learning working with direct instruction and discovery learning, especially in preschool to kindergarten. **Mr. Bransford** said blended learning is a very broad umbrella category; blending the adaptive technology programs with the face-to-face instruction. He explained the many strategies to do blended learning well. He specified the times for each type of learning.

Vice Chairman Thayn asked Mr. Bransford to send him a list of specific things that inhibit charter schools flexibility.

Mr. Ryan explained that he was in Salmon Idaho and had an opportunity to see the charter school. He showed the Committee a video about Carmen Charter School. After the showing of the video, he explained to the Committee how the charter school and the district are working together for the benefit of all area students. He explained the problems of small rural high schools not being able to give high school students the programs necessary for them to obtain a degree. He believes more technology may be the solution.

Senator Souza said she is so pleased about the blossoming of the charter school concept. She believes the charter schools have helped the public schools raise their standards. She asked if he has found that to be true across the State. **Mr. Ryan** replied in the affirmative. He stated charter schools and district schools can all come together to better serve students. A new style of learning is emerging.

Chairman Mortimer asked Mr. Ryan for his charter school wish list. **Mr. Ryan** replied facilities are a big issue for charter schools. They are not looking for direct funding; instead they are hoping for a revolving loan fund where charter schools can get a loan and repay the State. Another wish would be for talented teachers and a strong talent pipeline such as developing more with the institutions of higher education or Teach for America. The final wish is to be able to streamline the compliance issues for charter schools.

RS 23532: **Senator Patrick** presented **RS 23532**, Civic Test for Graduation. He explained the methods of teaching civics and current affairs. He suggested that with the push of STEM, social studies requirements have lessened. This test is the current test that is used for the naturalization of citizens in the U.S. He reviewed the requirements of the test and how students would be able take the test.

MOTION: **Vice Chairman Thayne** moved to print **RS 23532**. **Senator Souza** seconded the motion. The motion passed by **voice vote**.

RS 23542: **Vice Chairman Thayn** presented **RS 23542**, Alternative Testing for Graduation. He explained that this is in reference to the rule requirement from the State Board of Education stating that students must pass the Idaho Standards Achievement Test (ISAT). This legislation asks that school districts provide an alternative plan, which is already in rule, if parents believe their student would not benefit by taking the ISAT.

Senator Ward-Engleking asked if federal dollars would be at risk by not administering this test. **Vice Chairman Thayn** responded that if there is a risk, it would be minimal. He referred the question to Representative Harris.

Representative Harris said he wasn't sure about the funding, and he would have that information if they chose to print the resolution.

Senator Ward-Engleking stated from her experience as a classroom teacher if a student was absent during testing it did count against the percentage. She concluded by stating she knows of no one who likes to take high stakes tests and believes this could open the door where no students would be taking the ISAT.

MOTION: **Senator Patrick** moved to print **RS 23542**. **Senator Den Hartog** seconded the motion. The motion passed by **voice vote**.

RS 23544: **Senator Souza** presented **RS 23544**, Election of School District Trustees. She explained this resolution requires candidates to file sunshine reports which allows for transparency in elections.

Senator Ward-Engleking stated this could be work for county clerks and county prosecutors. She asked if there are costs incurred to the counties with this legislation. **Senator Souza** replied that she spoke with the Kootenai County clerk and was told there would be no additional cost to them.

MOTION: Vice Chairman Thayn moved to print **RS 23544**. Senator Den Hartog seconded the motion. The motion passed by **voice vote**.

ADJOURNED: There being no more business, Chairman Mortimer adjourned the meeting at 4:17 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

ATTACHMENT 1




Idaho Department of Correction

Committee Presentation

Kevin Kempf, Director

Board of Correction





Debbie Field Howard "J.R." Van Tassel David McClusky



Idaho Department of Correction

Mission
To promote a safer Idaho by reducing recidivism.

Vision
Dedicated and committed staff will transform lives one person, one family, one community at a time.

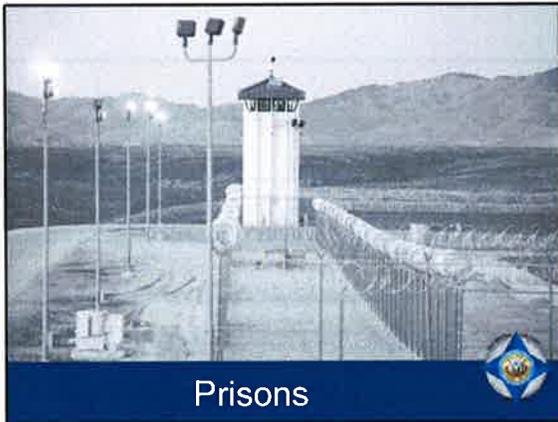
Values
We value our staff.
We value a safe and professional environment that promotes dignity and respect for staff, the public and offenders.

We expect of ourselves...
Open Communication
Trust
Honesty
Integrity
Teamwork



First, Look Within





Prisons



Security Retention Plan

Experienced Staff



New Officers



Experience = Security

Experienced Staff



Supervisors
50%, less than
2 years experience

New Officers



Officers
64%, less than
2 years experience



ISCC

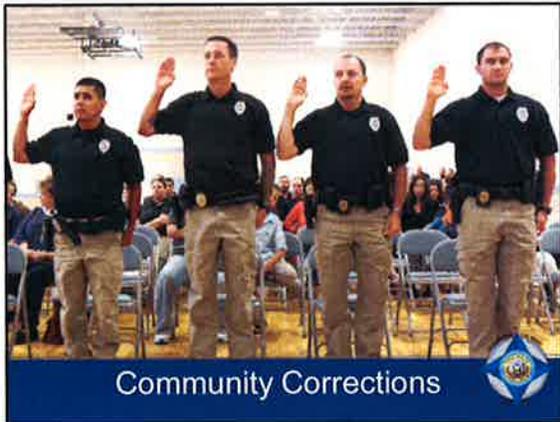


Meaningful Opportunities

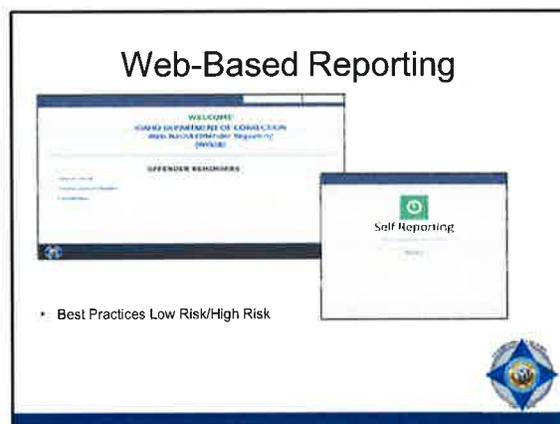


Established 1974
IDAHO CORRECTIONAL INDUSTRIES
BUILDING PARTNERSHIPS. BUILDING LIVES.







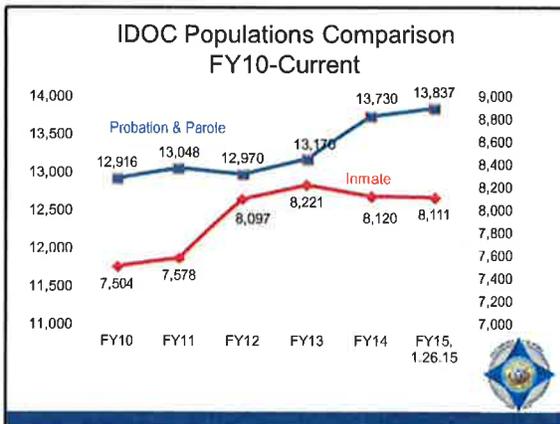


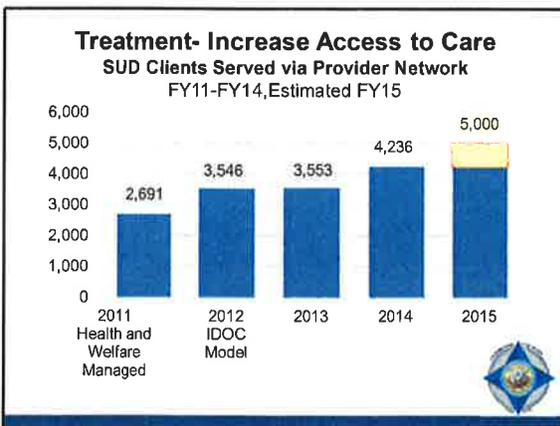
Education



393 GED Graduations, FY14
 IDOC FY 2015 mid-year GED Completions - 66
 Typical IDOC mid-year GED test completions
 150 - 200









Idaho Department of Correction

Mission
To promote a safer Idaho by reducing recidivism.

Vision
Dedicated and committed staff will transform lives
one person, one family, one community at a time.

Values
We value our staff.
We value a safe and professional environment
that promotes dignity and respect
for staff, the public and offenders.

We expect of ourselves...
Open Communication
Trust
Honesty
Integrity
Teamwork



Where we are-

2014 GED Test Results (April – October, 2014)

- Passed - 43
- Pass Rate – 72%
- Test Takers - 194
- GED Tests Taken - 549
- GED Ready Tests Taken - 205

FY2014 Completions—achievements are recognized through industry certification and secondary diplomas recognized by the State Department of Education

Adult Basic Literacy – Attainment of 6th grade level in Reading/Math
63 completions

Secondary Education – High School Diploma/GED
350 completions (364 completions occurred before 2002 GED test close out)

Computer Literacy – Microsoft Digital Literacy— 589 completions

Work Experience – 600 hours of ETR programming w/ 240 hours of work
112 completions

Post Secondary - 604 completions

Pre-Release – 2,015 completions

Education/Career Planning – 352 completions

Where we are going -

Provide skills training resulting in living wage jobs for offenders returning to the community

- **GED testing process** – The 2014 GED test is normed by high school graduates and aligned to Common Core State Standards, raising the academic bar substantially. Preparing students to pass the 2014 GED test will require more and varied instruction than was required in the past. There is concern that current resources will not adequately meet the demand of the offender population. Approximately 40% of the offenders entering the IDOC do not have a secondary education completion—32% read below a 9th grade level.
- **Vocational offerings**, to include computer technology—
54% of offenders entering the IDOC claim to lack job specific training. Such individuals are largely incapable of obtaining or retaining employment beyond the entry level, and many are unable to secure a job at all.
- **PreRelease**— expand class curriculum to include Computer Literacy (Microsoft Digital Learning) and Education/Career Planning (using Department of Labor material) and continue delivery goal to every offender releasing from IDOC custody.
- **Advanced technology instruction** training for education personnel to expand the boundaries of current teaching and learning activities

Post Secondary Classes

- Vocational Reading/Math—8th grade
- Post Secondary Reading/Math—12th grade
- NCCER Core
- Horticulture
- Carpentry
- HVAC
- Commercial Cleaning
- Masonry
- Electrical Wiring
- Plumbing
- Advanced Computers—Microsoft Office Specialist

IDOC Education Staff—52

- 1— Director
- 5— Managers
- 29—Instructors
- 11—Inst. Asst.
- 2— Librarians
- 1- Ed IT Coor.
- 3—Admin. Support

Position Funding

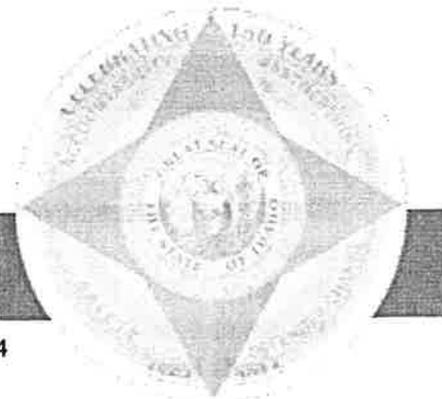
- 34—General Fund
- 18—Grant Fund

Education Summary FY14

IDAHO DEPARTMENT OF CORRECTION

Education, Treatment and Re-Entry
To Promote a safer Idaho by reducing recidivism.

11/3/14



Where we've been —

2011-2012 Restructuring the Education program

Education Integrated Pathway – The purpose of the IDOC Education program has changed from providing basic literacy, English language instruction and preparation for the GED test to preparing individuals to be ready for post-secondary education and for living wage jobs. The change is in response to a large and growing portion of the national workforce lacking basic academic and work readiness skills needed to succeed economically and the IDOC's pathway delivery system. The restructure includes:

Common Core State Standards- aligned to college and work expectations and used as a basis for GED 2014 testing standards.

Aligning resources to changes in program curriculum – updated materials and classroom technology

Support offender reentry through **delivery of PreRelease and Education/Career Planning** – both classes consider offender ability, goals and post incarcerations needs to address prior to release planning.

Outcomes provide **transition between educational levels and employment**

2012 – 2013 Closing out the 2002 GED and preparing for 2014 GED computer-based testing

PearsonVUE GED Testing Center - Seven IDOC prisons are now GED Testing Centers; IMSI and CAPP are in approval process. The contract also includes Juvenile Corrections and Ada County Sheriff's Office

Conversion of offender computer labs to support 2014 GED testing in the correctional institutions

Staff training in 2014 GED testing process and continued training on CCSS

Education SOP updated to reflect programming changes

Received \$50,000 grant from **Albertson Foundation** for implementation of Khan Academy in RJS classrooms. The project expanded computer aided instruction and embedded technology/media in the Education program.

2013-2014 Strengthen Instructional Technology and broaden opportunities for offender technological proficiency

2002 GED test closed in December, 2013

Coordination with IT to enable off line computer labs to meet computer based testing requirements

April, 2014 – **2014 GED testing protocol in place**

Identify **instructional materials** for Common Core State Standards/GED 2014

Staff training in 2014 GED test preparation and delivery to make adjustments for classroom and testing expectations.

Rural Charter Schools Face Special Challenges

By Katie Ash

Photos by Jerome A. Pollos for Education Week
Rathdrum, Idaho

edweek.org



Students walk across a soaked playground during recess at the North Idaho STEM Charter Academy in Rathdrum, Idaho. Like many rural charters, the school has found it difficult to acquire adequate space for its growing enrollment.

But their challenges differ from those of counterparts in urban centers

The North Idaho STEM Charter Academy operates here out of seven portable buildings that house the school's offices, classroom space for 317 K-8 students, and a "cafegymatorium."

Although the school may not boast state-of-the-art facilities, it took three years of searching and negotiations to acquire the four-acre campus on which the school sits, said Scott Thomson, one-half of the husband-and-wife duo who opened the school in fall 2012.

"Facilities is a huge issue, especially for a rural school," he said.

In fact, rural charters face a host of challenges that set them apart from their urban counterparts, charter experts say. Besides a lack of suitable facilities, they have smaller budgets and fewer support services than urban charters; a smaller pool of students, teachers, and administrators to draw from; and, often, particularly tense relationships with their local school districts as they compete for limited resources and relatively few students.

Such difficulties may help explain why the proportion of charters serving rural communities, though growing, is still small: Rural charters make up about **16 percent**—785 schools—of the total number of charter schools across the United States. And only 111 of those schools operate in remote rural areas.

But proponents of charters say those independent public schools can breathe new economic life into rural communities with dwindling populations by adding jobs and attracting families to a town, even as they provide an alternative to local schools that, like big-city schools, may be struggling.

In some cases, rural charters have been founded to stave off consolidation and keep schools open in small communities, said Andy Smarick, a partner at Bellwether Education Partners, a Boston-based nonprofit consulting firm that works with schools to improve achievement. Mr. Smarick **recently examined** such schools in five states and argued for the expansion of rural charter schools as a way to strengthen rural education.

Mr. Smarick also wrote a 2012 book, *The Urban School System of the Future*, about the impact of vouchers and charter schools on school districts.

"Chartering can do great things, but it's much more complicated in rural areas," he said. "If you live in a rural state, chances are you have a weak charter law or not one at all."

The eight states that do not allow charter schools are mostly rural, he said. Those states are: Alabama, Kentucky, Montana, Nebraska, North Dakota, South Dakota, Vermont, and West Virginia.



Twelve-year-old Bailey Freeman, left, and Christopher Clark, 11, work on a Mars Rover project in a corner of the "cafegymatorium" at the North Idaho STEM Charter Academy in Rathdrum. The 317-student K-8 school opened in 2012 but already has a waiting list of 300 students.

'Huge Financial Issue'

Robert Mahaffey, the spokesman for the Rural School and Community Trust, a Washington-based research and advocacy group, said his organization rarely supports the growth of charters in rural communities.

"From a resource standpoint, where we come down when it comes to charters is, first and foremost, how are they being funded?" he said. "Are you in essence draining essential resources from the traditional public school?"

If a local public school isn't meeting the needs of its community, Mr. Mahaffey said, before turning to a charter school, "let's bring the parties together along with local business leaders, the school board, parents, and, most importantly, the students ... and figure out a strategy where we can improve the existing public school."

Kai A. Schafft, an associate professor of education at Pennsylvania State University, said that his research on rural charters supports Mr. Mahaffey's stance.

"The charter school advocates present [rural charters] mostly in terms of 'this is a good thing because it results in more choice,' but the problem with that argument is that the choice comes at a potentially significant cost, and that is the institutional undermining of the option that already exists," Mr. Schafft said.

"In the context of Pennsylvania, with shrinking school district budgets, superintendents are facing increasingly tight fiscal circumstances," he said. "The movement of students from public schools into charter schools is really a huge financial issue."

But back in Rathdrum, where the playground of the North Idaho STEM Charter Academy overlooks one of the local district's high schools, parents and students don't have time to wait, said Shauna Foss, whose son Chance, an 8th grader, has attended the school since its opening.

"Chance is an advanced learner, so he tended to be fairly bored in the classrooms [at his local public school]," she said. "Instead of having our kids taught to the test or giving them ditto after ditto, [the STEM academy] makes them really think outside the box and figure out what they need to make it work."

STEM Curriculum

The school infuses instruction in the STEM fields—science, technology, engineering, and mathematics—throughout its curriculum and promotes project-based learning for all students.

Each day, students take their core classes in the morning and work on projects in the afternoon. The projects include such hands-on activities as preparing for the Mars Rover and MINDS-i competitions, which require students to work in teams to program and create robots that can perform a series of tasks such as climbing a hill or collecting rocks.

Ms. Foss has been so impressed with the school that she, along with a group of other parents, pushed the Thomsons to add high school grades to the school. The state has since approved the expansion, and the charter will be adding one grade level a year, starting with 9th grade in 2014-15, until it is a K-12 facility.

To accommodate the expansion, the school is building a new, 19,000-square-foot facility next to its portable classrooms that will soon house students in K-4, and it has purchased an additional three acres of land. The expansion is being funded through a private loan from a local bank.

The school also received a \$50,000 grant from the Boise-based J.A. and Kathryn Albertson Foundation shortly after opening.

Between its first and second years of operation, the school had a 98 percent re-enrollment rate, and its waiting list has grown to nearly 300 students for next year, school officials said.

Encouraging Competition

When the North Idaho STEM Charter Academy opened, the school initially pulled students from 47 different schools in the area, Mr. Thomson said.

About 130 students were from the 4,100-student Lakeland district, in which the charter school operates, said Tom Taggart, Lakeland's director of business and operations.

Although the district knew the school would be opening, "we were already losing students on our own, and that was a bit of a blow," Mr. Taggart said of the charter's arrival.



Maguire Duncan uses a small magnifying glass to inspect rock samples in her 2nd grade class at the STEM-focused school. Nationwide, there are 785 rural charter schools, accounting for just 16 percent of the total number of charters in the United States.

It's not just funding that the regular public schools are losing, he said.

"The students who do leave are sometimes the leaders in their class. They're good examples with involved parents," Mr. Taggart said. "So the school's taken a hit more than just [in terms of] numbers of students."

But he also said that the charter school was a "good thing" for parents who want their children to have a more STEM-focused curriculum. And it has even spurred some changes to the local high school, such as an afterschool STEM club, to make it more competitive, he said.

Revitalizing Communities

In Walton, Kan., the Walton Rural Life Center is a rural charter school that has received national attention for its agriculture-based, project-centered curriculum. (The school has no association with the Walton Family Foundation.)

The school converted from a regular public school to a charter in 2007 at the suggestion of the local school district's superintendent, said Natise Vogt, the principal of the 240-student K-4 school.

Conversion to charter status allowed the school to pull students from a larger area, potentially increasing its enrollment, which hovered just shy of 100 before the transformation, said Ms. Vogt. Over the eight years following the conversion, the school has more than doubled its enrollment, and student behavior problems have plummeted, she said.

Students at the school grow food to package and sell to the community and raise a variety of animals as well. They learn about the life cycle by watching chickens hatch, and the 2nd graders learn multiples of 12 by packaging the eggs and selling them in dozens.

"When we first started this, the community was an aging community, and now people move here because they want to be assured that their kids will be in our school," said Ms. Vogt, who was quick to say that the school has never actively recruited students from other districts, so as not to "steal their kids."

Similarly, the Rural Community Academy, a 100-student school in Graysville, Ind., converted from a regular public school to a charter model in 2004 under the threat of consolidation.

The K-8 school centers around a place-based instructional model that "means bringing people into the school, and that also means taking kids places," said Susie Pierce, the school's leader and chief operating officer. "[The students] get to know their community and the people in it."

The school draws on partnerships within the community to provide services to students and make ends meet, said Ms.

Pierce. For example, when the school first opened, the hospital provided meal services for the students. (The school has since taken over providing meals on its own.)

And the local Lions club holds annual student vision screenings at the school, Ms. Pierce said.

The school, in turn, is one reason why the community has continued to thrive, she said. It has 28 full- and part-time employees, she noted, and spurred the opening of at least three new businesses in the town.

Local Roots

Having the buy-in of the community is key to the success and longevity of rural charter schools, said Terry Ryan, the president of the Boise-based Idaho Charter School Network.

"The school has to be seen as being locally owned or locally imported by people who have the right motives," he said. That may be part of the reason that charter-management organizations, which operate networks of charter schools and make up a large portion of such schools in urban areas, have little presence in rural settings.

One notable exception is the Knowledge Is Power Program, or KIPP, charter network, which is now branching out to the Mississippi Delta region.

The network is also planning to open a school in rural North Carolina this summer, with help from a program run by the pro-charter group Parents For Educational Freedom in North Carolina, in Raleigh.

"Our target is really in these underserved communities, which are primarily rural," said Christopher Gergen, a senior consultant to the organization who helped design and implement the program, known as the N.C. Charter Accelerator Program.

In that state, which has seen a big increase in charter schools since lifting its 100-charter cap in 2011, urban areas are approaching a saturation point, "leading to the exploration of new markets," including rural communities, Mr. Gergen said.

Nina Rees, the president and chief executive officer of the Washington-based National Alliance for Public Charter Schools, called rural communities "the last and final frontier in [charter school] expansion efforts."

"When you look at the illiteracy rates [in rural areas] and the fact that we're not focused on it at all in a comprehensive way, it is a shame," she said.

While polls show that rural communities tend to have higher levels of trust and affection for their local public schools than communities in other areas do, rural residents may become more comfortable with charters, Ms. Rees said, as charter schools begin to have more success in those areas.

"The best way to make the case for expanding into another rural area is if you've done it well," she said.

Millions of American children are learning the new way to do math based on Common Core State Standards: Gone are the traditional methods of carrying numbers or multiplying tables, replaced by intuitive ways of understanding basic principles like division or subtraction. Thousands of parents have spoken out, saying the new standards are bewildering and render them unable to help their kids with homework they thought they had mastered long ago.

But at [Anser Charter School in Boise](#), new math is old hat.

Anser began serving as a pilot for what is now known as Common Core math back in the early 2000s, when Boise State University professor Jonathan Brendefur introduced Mathematical Thinking for Instruction methods to the start-up charter school. The collaboration has paid off: Anser is now considered a national leader in teaching math.

"We've been doing what the state is requiring teachers to do for 15 years," Anser Organization Director Heather Dennis says. "It's funny for me to listen in the news; you hear parents are really stressed out about trying to help their kids with math right now with this transition. But I remember that as a parent myself when my kids were here. I remember that exact same frustration: 'How do I help them? I don't know how to do this!' Everyone else is going through our growing pains."

What would a "dream" school look like?

For Anser, growing pains are an essential part of the process. The school was founded in 1999; it was the first charter school in the Boise Independent School District and the second charter school in the state.

Suzanne Gregg, Anser's education director, is a founding member of the school. Gregg joined Boise's Garfield Elementary Principal Darrel Burbank's call to his fellow teachers, asking: What would a "dream" school look like?

"It wasn't that we were unhappy where we were at," Gregg says. "In fact, most of us *were* happy."

But the idea of a from-scratch school — one that included deep parental involvement and excellent professional development for teachers, as well as consistency for students — was too much to pass up.

The founders originally envisioned a private school with plenty of scholarships for low-income children, but, as Gregg says, "that didn't go over well." The idea for Anser was born as states across the nation were embracing charter schools as ways to push change and innovation, and the founders decided to explore that route instead.

For three years the founders met regularly, devoting weekends and summer vacations to building their vision. They delved deep into the Expeditionary Learning model, which was developed by Outward Bound founder Kurt Hahn and stresses in-depth, project-based learning. Anser served as a pioneer for other charter schools around the state.

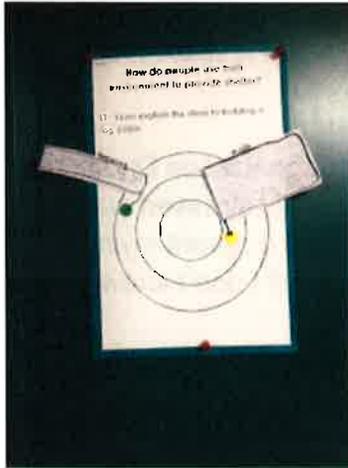
"The relationship with the chartering district was new to everybody," Gregg says. "I think they felt like we were stepping away from public education, and nobody really understood a lot of what was happening. So the first year was a rough, rough year all the way around."

Anser opened on Sept. 7, 1999, with 117 students. By December 1999, the school was big enough for a

move to the gym at the former Bronco Elite Athletic Club (there were a lot of runny noses from leftover chalk dust, Dennis says). By 2005, it was clear the school needed more space — and to get it, Anser had to be creative.

Doing more with less

The new building in Garden City, which Anser occupied in 2011 — increasing enrollment to more than 350 — was purchased and renovated thanks to a capital campaign that soldiered on despite the crippling recession. The J.A. and Kathryn Albertson Foundation and the Laura Moore Cunningham Foundation provided funding, but parents and family and community members stepped in and opened their pocketbooks.



Anser student artwork

Ninety-seven percent of the financial pledges Anser accumulated were fulfilled, Dennis says. Anser raised \$850,000. This is especially important because charter school students in Boise, according to a recent study by the [University of Arkansas](#), receive 42.7 percent less funding than students enrolled in a Boise district school. Boise charter schools do not receive local levy dollars.

“You’re not going to find a school operating on less money per pupil,” Dennis says.

In many ways, Anser is in the same position as a rural school without access to property wealth, Dennis says. “We’re very similar in our challenges,” she says. “There is a point at which you have to give up on things that you would like to do because you can’t afford to do them. We don’t have a reading specialist.

We have larger class sizes. We had to increase that. That has a really big impact in the way teachers are able to teach and what they’re able to teach. We don’t have the custodial staff we really need. We don’t have a school nurse. People wear a lot of hats, and I think any small business is that way — it’s very similar to a small business.”

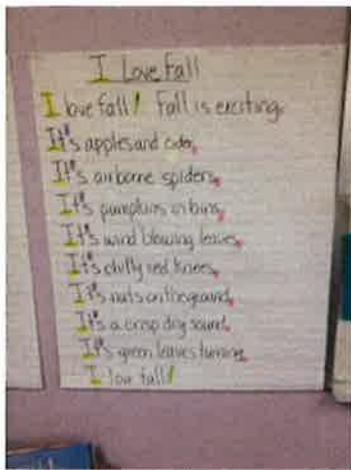
The lack of funding is mitigated by Anser’s Family Council, which puts on two major fundraisers a year. “Anser is fortunate in so many ways other schools aren’t in that we do fundraise almost \$130,000 a year,” Dennis says. “We have committed parents, but we also have parents who struggle financially, too, like any other school.”

Anser’s can-do spirit

Anser’s can-do spirit is critical to its success, says parent and Family Council (the school’s parent organization) member Erin McCarter. McCarter’s daughter, Ruby, is in eighth grade; her son, Indy, is in fourth.

“That’s one of the things I really love about this school,” she says. “There’s constant examination of practices and outcomes and a movement toward making it as good as it can possibly be. It doesn’t matter if there’s a change every year; I love that. I feel like too many times people are like, ‘Oh, we can’t really do an overhaul because that will be too hard and people will be upset. Here, it’s like, ‘Let’s just keep improving.’”

That attitude includes the children, McCarter says. They’re encouraged to



Anser student poem

create multiple drafts when writing, for example, under the assumption that their first effort won't be their best. Instead of traditional parent-teacher conferences, students conduct their own learning assessments and present their work to their parents. And the students hold each other accountable, Ruby McCarter says.

“You can't talk bad about somebody, and you can't feel bad about yourself, and it's hard to get into an uncomfortable position here because the community is so supportive,” Ruby McCarter says.

The school's community really is special, says board member Penelope Gaffney. Gaffney has three children in the school. “It just feels like an incredibly responsive community I can be part of and continue to be actively engaged in their learning,” she says.

Gaffney's family found Anser when they were looking for a more hands-on school for their oldest son, Brennan, who is now in seventh grade. Brennan received the extra attention and mental stimulation he needed to thrive, Gaffney says, and his development has been “phenomenal.”

“The other thing I really appreciate and didn't expect is that my middle child is a very different person,” Gaffney says. “He has the same teachers my oldest had, but each teacher really gets to know the student and their learning styles and their best qualities, whatever those happen to be — which I love.”

Student-focused teaching style

Anser's rigorous, student-focused teaching style has become an inspiration for other schools around the state and the nation. Anser is an Expeditionary Learning mentor school. It's also a studio district for Idaho Leads, a project of Boise State University's Center for School Improvement and Policy Studies. The school recently hosted visits from schools in Melba, Gooding, Star, and Idaho Falls, and held a three-day math institute in October with food provided by parents.

Helping other teachers is one of the core philosophies at Anser, Gregg says. “One of the tenets of the school is to give back to the profession,” she says. “We've got some really high quality and highly effective teaching staff, and I think that's based on our rigorous interviewing process we have teachers go through.”

Teachers must thrive through an intense screening protocol, which includes a portfolio and interviews with parents, board members — and students. But the responsibility for hiring rests with the teachers who will be part of the new instructor's team: At Anser, grades are joined in pairs, so teachers work together extensively. New teachers “very rarely” have experience in expeditionary learning, Gregg says, so instructors participate in a lot of training.

But all of that extra work shows through in the students, Dennis says. She hopes Anser will always be focused on what is right for each child.

“We're about students reaching their own, personal bests and their potential,” she says. “And that looks different for everyone.”

I-DEA models digital learning methods

There's something you notice when you step inside GEM Prep classrooms: Even though they're full of tiny kindergartners and first graders, the rooms are mostly quiet. Look closely and you'll see why — each student has a small computer and a colorful headset and is completely absorbed in matching shapes or solving puzzles.

For these digital natives, this classroom is the norm. But for older generations, it's a pioneering method called blended learning.

GEM Prep, located in Pocatello, is the first foray into blended learning for the Idaho Distance Education Academy, or I-DEA. I-DEA is a public, online charter school founded in 2004 by Whitepine Joint School District #288 in Deary. It serves K-12 students throughout Idaho, with brick-and-mortar resource centers in Boise, Post Falls and Pocatello.

I-DEA has long been a trailblazer of digital learning methods, but for several years its students did not seem to be performing at high standards. That changed in 2012, when I-DEA received its first five-star rating from the Idaho State Department of Education; it has been a high performer ever since. Although the school enrolls more than 700 students statewide, I-DEA Director Jason Bransford wants to bring I-DEA's best practices to a broader audience.



I-DEA photo 2

“We’ve always had this one problem,” Bransford says. “Only 40 percent of Idaho families can take advantage of I-DEA. In order to have your kid at home all day, every day, you have to have an adult at home all day, every day; someone who is in the room and working with the student as necessary.”

That need puts I-DEA out of reach for most of Idaho's working families, Bransford says.

“We’d been brainstorming for years,” Bransford says. “What do we do for that other 60 percent of Idaho families who can’t utilize I-DEA? We’d been looking at some of the highest-performing schools in the nation, and we kept hearing they were using this approach called ‘blended learning.’ Working in the online world, we already understood what online looked like.”

Bransford and his team, backed by grant support from the J.A. and Kathryn Albertson Foundation, began researching blended learning schools in Southern California. They studied everything: How schools trained students to move from in-person instruction to online learning and back again. How they selected an online curriculum. How they used level groups, which divide students by ability level so instructors can get a snapshot of how, and how quickly, students are learning. And, importantly for I-DEA, how the schools practiced accountability.

“The schools said, ‘We’re so forward with parents and students and teachers before we ever start that everybody knows we’re about growth,’ ” Bransford says. “You’re going to get students at all different levels, regardless of what you do as a school. So you might as well be about how much growth they show when you’re with them.”

There is no single, standardized model for blended learning; as technology has changed, so has blended learning. At its most basic level, blended learning is about customizing the learning experience for every student, and this is made possible by teachers and students using technology to target learning. Some blended learning schools look very much like traditional schools, but students employ technology

throughout the day in the form of mobile devices or other digital tools. Other models resemble I-DEA and include mostly online learning supplemented by face-to-face support from certified teachers and teacher aides.

Early in 2014, I-DEA decided to move forward with its GEM Prep pilot program.

“We decided the best way to learn was to just do it,” Bransford says. “On one hand, it’s a separate school. On the other hand, it’s an extension of what we’ve been doing for years in online learning. It is under the same charter.”

The pieces needed to open the school fell into place quickly. A building that once housed a private school went on the market; Bransford hired new teachers and purchased new technology; students began enrolling. The school opened Sept. 2, 2014, to about 40 kindergarten and first-grade students.

One of those students is first-grader Isabella Roper. Her mother, Bethany, has been thrilled with GEM Prep. Isabella is one of the youngest students in her class, and Bethany Roper has been concerned about her ability to keep up. Isabella went to a traditional kindergarten last year.

“I was in her classroom a lot in kindergarten, and I feel that the kids who really needed help often weren’t noticed,” she says. “With computer programs, they’re always noticed because the teachers know what they’re doing and the students get that feedback.”

Meeting students where they are

Feedback is a crucial part of I-DEA’s success, and it’s one of the key differences between a traditional model and an online or blended learning model, Bransford says. It gives teachers the opportunity to capture snapshots of their students at any time and make adjustments to how learning opportunities are presented to each student.

“If you have a student in first grade who is struggling with spatial reasoning and math, you may know that from the data you get, but what do you do with that information?” Bransford says. “We try to remediate the situation and catch the student up to the level they need to be at so there aren’t holes in their learning.”

Part of the need to teach students at their current level and push for growth is driven by the unique needs of I-DEA students.

Instructor Danette Thompson, who teaches social studies, history, American government and economics, says students run the gamut.

“I always thought there would be a stereotypical virtual student, but they’re all very different,” she says.

Bransford says I-DEA, like many online schools, has a high turnover rate. Some parents don’t realize how involved they must be to make an online-only model work for their child, he says. Other students, like I-DEA eighth grader Michael Nilsson, have medical issues that keep them out of school. Michael’s dad, Brian, says I-DEA offered the best option for his son.

“My wife looked at a lot of different schools,” Brian Nilsson says. “But because this school is here and there’s a building (the resource center), we figured it would make more sense because there would be a point of contact. That’s helped a lot.”

The road to five stars

I-DEA didn't always appear to be meeting the needs of students like Michael Nilsson. When Idaho measured school progress through the Adequate Yearly Progress (AYP) method mandated by the No Child Left Behind Act, I-DEA failed to meet standards. It didn't meet AYP standards in 2005-2006, 2006-2007 or 2009-2010.

Bransford wasn't yet director during those years; he worked at the I-DEA support center in Pocatello. Those were frustrating times, he says.

"It was a bit depressing," he says. "In one way, we knew we were making progress by that third year. But at the same time, it's hard to show that progress when you're doing just a snapshot in time."

When Idaho adopted its current assessment method, the Idaho Five-Star Rating System for all public schools and school districts, I-DEA received five stars. It has received a second five-star nod since then.

"We have been really excited to celebrate this idea of being a five-star school," Bransford says. "We felt like it validated this concept that online learning can be every bit as deep, every bit as powerful — and maybe even more so than a traditional classroom."

I-DEA was an early and enthusiastic adopter of the recent Common Core standards. "We found the standards so much more rich and deep than the previous Idaho standards that to get there was going to be more than a one-year proposition," he says.

I-DEA teachers read every word of the Common Core standards, which Bransford calls a "grueling exercise," as part of a full year of prep work before I-DEA's early adoption. Thompson says the standards have made a difference in the classroom.

"There are higher expectations," she says. "Our classes are very aligned to the Common Core standards."

As I-DEA continues to prove its success, Bransford has additional plans to expand. I-DEA celebrated its 10th anniversary in 2014 by redesigning its logo, website and course management system. It used part of the money from a 2013 Idaho State Department of Education Tech Pilot grant to institute a digital library so students may check out digital books, ebooks and audiobooks. There is room to grow at GEM Prep, and eventually Bransford would like to open a blended learning school in the Treasure Valley.

Bethany Roper hopes her other four children will eventually take advantage of I-DEA and GEM Prep. Children today will enter a workforce in which virtual meetings and online communication are the norm, she says, and online learning helps students prepare for the real world. She says she can already see Isabella becoming more comfortable with technology.

"That's amazing," she says. "I think it's going to give her a big edge."

Academy Public Charter School breaks ground for new school planned in Chubbuck

idahostatejournal.com

CHUBBUCK— One by one dozens of students at The Academy Public Charter School donned hard hats and pressed ceremonial golden shovels into the mud on Philbin Road in Chubbuck Tuesday, breaking ground on a new beginning for their school.

“We are grateful that we are outgrowing it (our current location) and can get another facility,” Academy Charter School principal Joel Lovstedt said at the groundbreaking ceremony.

Academy Charter’s new 50,000-square-foot building aims to accommodate a bulging wait list for the behavior-based harbor charter school. The school will almost double its size, educating 550 students in in grades K-8. Current enrollment is 280. Classes in the new building will begin in the fall.

Although numbers fluctuate throughout the year, more than 180 locals are sitting on the waiting lists for the school, Lovstedt said. The average waiting list is about 200 students strong.

“We are frustrated seeing parents signing up their kids and not getting in year after year,” Lovstedt said.

Current students are guaranteed a spot as they progress through school. Any open spots created through natural attrition are then filled by a lottery system.

While student-teacher ratios will stay the same (topping out at 34 kids per class), classroom sizes will jump from 600 square feet to an average of 1,000 square feet each. The new two-story school will also accommodate two classes per grade level. First, second and third grade classrooms (two rooms each) will be on the ground floor and grades four through eight (also two rooms each) will meet on the top floor. Two kindergarten classes will be offered - one in the morning and another in the afternoon. Other facilities, including a gym, bathrooms, library and computer room will also be updated and larger. The current Academy Charter school building dates to the 1930s.

Academy Charter School is one of two charter schools in the Chubbuck/Pocatello area and one of 41 brick-and-mortar charter schools throughout the state of Idaho. Many others operate only online.

According to the National Center for Education Statistics, charter education has increased substantially over the past decade. Since 1999, the percentage of all public schools that were public charter schools increased from 1.7 to 5.8 percent taking the national number from 1,500 to 5,700. In addition to increasing in number, charter schools have generally increased in enrollment size over time, according to data from the center. Since 1999, the number of students enrolled in public charter schools increased from 0.3 million to 2.1 million students. During this period, the percentage of public school students who attended charter schools increased from 0.7 to 4.2 percent. Just between 2010 and 2012, the number of students enrolled in public charter schools increased by almost 300,000.

According to the Idaho State Department of Education, the funding for public education follows the student, meaning greater enrollment in charter schools could take some money away from District 25’s traditional public schools. The funding formula is based on three things: average daily attendance, experience and education of teachers, and type of students taught. The formula is consistent for all public schools.

“Why should they get money for a student they are not teaching,” Lovstedt said.

While Academy Charter School does get about \$1 million in funding that would otherwise stay with District 25, it is responsible for its facility and handling its own finances.

Charter schools cannot raise money from public levies, cannot use the state’s credit rating to obtain loans and Academy Charter will be responsible for its own mortgage payment. While charter schools have more flexibility in terms of their curriculum, they are accountable to the district and must achieve positive results. If they don’t, their charter can be revoked.

“The bottom line is that people like what we produce,” Lovstedt said of Academy’s long wait lists. “It is worth it to them. Unlike public schools, if we don’t do a good job we shut down. We have to do well.”

The \$6.5 million project is possible because of funding assistance from Building Hope, a non-profit organization that helps high-quality charter schools with facilities costs.

While Building Hope is a key funding partner, the school received major assistance from the J.A. and Kathryn Albertson Foundation.

“We only invest in what we think are better schools,” said Joe Bruno, President of Building Hope. “This is a better school.”

Waldorf-inspired school opens in Hailey

idahoednews.org

The students in Angie Grant's fourth-grade class listened intently, nestled amongst handmade pillows in Grant's reading area, while she told a story about the Norse god Loki. Now they're trundling back to their desks on the other side of the classroom, pulling out their class materials and singing a song to the tune of "Oh! Susanna!":

I'm a Viking, for that's the thing to be! For there's no greater joy than pirating for a Norse warrior like me.



Syringa students

Welcome to Syringa Mountain School. This Waldorf-inspired school in Hailey is Idaho's newest public charter school, and as such it faces some steep challenges: It's using a curriculum traditionally taught in private schools, yet must adapt it to meet Common Core academic standards; it opened in August and has had to design nearly everything, from its interior building design, to its outdoor garden, to its teacher training and development.

"It's a wonderful responsibility to have," says School Director Mary Gervase, who initially became involved with the school as an education consultant. "I just feel so honored to be part of it, as I think everyone does here."

A new way of thinking about an old curriculum

Traditional Waldorf education is based on the methods of Rudolf Steiner, who launched his education philosophy in Germany in 1919. Steiner's method stresses the natural development of the child and breaks it up into three distinct phases: birth to 7 years, 7 to 14 years and 14 to 18 years. Waldorf methods emphasize handwork, the outdoors, movement and storytelling. It is one of the fastest growing educational models in the world. There are more than 250 such schools in North America, but Syringa Mountain is Idaho's first public Waldorf school.

"The way Waldorf is set up, children developmentally need certain stories at certain ages," Grant, the fourth-grade teacher, says. "For Norse myths, it brings in all these characters that make children question their character. Such as Loki, who is very sweet and kind and smart and very crafty and sly. So the children can relate to these characters. I can say, 'Oh, you're really being like Loki today!' And they can stop and think and say, 'Maybe I am being a little sly today.' It's very interesting to watch."

Those stories are integrated throughout the day. Later, children in Grant's class created pictures of Loki and replaced his hair with adjectives to describe the god, which carried the myth into the language arts.

"The curriculum, I feel, is really rich in that we use source material in mythology and biography components," says Mende Coblentz, Syringa Mountain's curriculum director. "It creates a rich world literacy."

As they progress, students move from fairy tales and Hebrew and Greek mythology, eventually integrating Idaho, national and world history.

Syringa Mountain, like traditional Waldorf schools, places a lot of importance on natural materials. Everything is tactile. Students mold, paint, sculpt, whittle and move their bodies — a lot. The crayons are natural beeswax rather than Crayolas. The classrooms are hand-painted in designs and landscapes by parents, volunteers, and students. The kids learn science, in part, by working in the school's garden. The children reproduce their best work in lesson books, which are then bound and given to their parents at the end of the year. The chalkboards are old-fashioned blackboards.

“We’re really low-tech,” Gervase says. “Part of the Waldorf training is that you learn how to do chalkboard art, you learn how to do painting, figure drawing — that wasn’t part of my training, you know?”



Syringa's gardening room

Training has been an issue for Syringa Mountain from the start. There are no Waldorf training centers in Idaho or nearby states, so Gervase and the school's board decided to bring trainers to Idaho. This past June, all teachers went through a two-week intensive with three professors recruited from Kentucky. Gervase says that process will continue for the next three years until all of Syringa Mountain's teachers are certified in the [Waldorf method](#).

“The unintended benefit was that we had teachers traveling here for the training,” Gervase says. “We had teachers coming from Montana, we certainly had a contingent from

Boise, interest from Salt Lake. So we’re the closest Waldorf training center for the surrounding states. That’s really our hope — that we’ll continue to be a training center, specifically for public Waldorf schools.”

Unlike private Waldorf schools, however, the students at Syringa Mountain must meet or exceed Idaho public education standards, and the methods needed to assess students don't fit into the traditional curriculum. Take computers, for example, which are used during Idaho's Common Core assessments. At a Waldorf school, students in younger grades are virtually tech free.

“In private Waldorf schools, they wouldn't even use it until middle school,” Gervase says. “But as a public school, we are required to participate in all of the state assessments, so as a result we will be introducing at least computers starting in third grade.”

Part of Coblenz's job is to help integrate Waldorf methods with the Common Core. “Any time you blend the two methods, you're going to have to adapt,” she says. “You're going to have to speed something up, slow something down, chuck one thing and invite another thing in.”

Students at Syringa Mountain tend to be more advanced mathematically than students at traditional public schools but a bit delayed in reading, which isn't introduced in Waldorf-method schools in early childhood.

“Fourth grade is where we even out and the curriculums really become quite similar,” Coblenz says.

It's all part of a process of working with an older educational method, she says.

“You constantly have to upgrade and update to keep up with the times,” Coblenz says. “Education changes because we change over time.”

Syringa Mountain attempts to keep Waldorf alive in the Wood River Valley

The Syringa Mountain School was born out of the ashes of the Mountain School, which was located near Bellevue.

“It was just sort of the perfect sequence of events,” says Gervase, who once served as the assistant superintendent for the Blaine County School District. “There was a small, private Waldorf school here with

about 40 children and it was closing. The way this all got started was that a group of parents came to me and asked me if I would help them write a charter. That school was closing, these parents wanted a Waldorf option for their children, so we didn't have any time to lose."

The Syringa Mountain founders initially considered opening as a magnet school within the Blaine County School District, but, given the impending closure of the Mountain School and immediate need for an alternative, decided to go the public charter route instead. The Blaine County School District referred the founders to the Idaho State Charter School Commission, which accepted Syringa Mountain on its first application in August 2013. Idaho First Lady Lori Otter joined the school's advisory board in April 2014.

Annie Bloomfield, whose two daughters, Grace and Gaby, attended the Mountain School, moved her youngest to Syringa Mountain when the school closed. Grace, who is in seventh grade, had to move to a different school because Syringa Mountain is only K-5.

"It just was a fit for both of them," Bloomfield says of Waldorf. The method was a natural extension of her parenting style, she says, giving children a lot of hands-on and outdoor experience.

"It's shaping who they are as human beings," Bloomfield says. "They have reverence and respect for each other, the kindness that you show another person, reverence for the outdoors, for nature, for earth, and how we're all part of this big, beautiful world together."

Now, Bloomfield says, her daughters are hopeful that Syringa Mountain will continue its planned expansion. The school would like to include grades 6-8 by 2017; it currently has about 135 students and a waiting list of 5-10 families.

That's not the only way Syringa Mountain would like to expand, however. The board's strategic plan includes a goal of reaching a three-star rating or higher through the Idaho State Department of Education (assuming the state keeps its star-rating system); further build out of the school's campus (currently housed in a business park); and development of deeper roots within the Blaine County community.

Syringa Mountain is also considering education throughout the Wood River Valley. Greg Bloomfield, chair of the Syringa Mountain School Board and husband of Annie Bloomfield, recently sent a letter to Blaine County School District asking them to consider an "uncharted" new option that would benefit public charter, magnet, and traditional schools.

As the Idaho Mountain Express reported in mid-December, Greg Bloomfield also read the letter aloud at the Blaine County School District's monthly meeting. Board Chair Shawn Bennion "responded in writing to the Bloomfield letter, stating that the School District will research state law that might pertain to a union of the district and Syringa and would consider the proposal in its new strategic plan that will be developed in the first half of 2015," according to the Mountain Express.

It would be a big move for a small school, but such thinking is typical of Syringa Mountain's broad outlook.

"I think one of our challenges is to try to figure out, What does Waldorf education look like in the 21st century and beyond?" Gervase says. "This is one of those things we're learning about. I'll let you know at the end of the year how it goes."

Coeur d'Alene Charter: 'Above and Beyond'

idahoednews.org

Ask the seniors at Coeur d'Alene Charter Academy what sets them apart from other public high school students and they'll tell you: They're survivors. They've watched their class shrink from more than 120 students to just over 40.

"The moral and academic expectations here are set way higher," says student Anna Verhaeghe. "All of the teachers expect you to do your best and try your hardest. You don't just get an A for doing an assignment. You get an A for going above and beyond."

Above and beyond is the standard for Coeur d'Alene Charter Academy, a public charter school that serves students in grades 6-12. The school has piles of accolades: It has earned five stars, the highest school ranking, from the Idaho Department of Education. In 2014, the Washington Post named it Idaho's most challenging high school — again. Newsweek has ranked it one of the top 20 public high schools in the West. U.S. News and World Report has ranked it among the top 100 high schools in the country.

Yet it's also a school in transition. The Coeur d'Alene School District, which has authorized the school since its inception in 1999, decided to cut ties with the academy in 2013, citing financial considerations. The academy recently applied for authorization with the Idaho Charter School Commission.

It's been a long process, says Principal Dan Nicklay, but the school is sticking to its singular focus: Academic success.

"The philosophy is: The few, the proud," Nicklay says. "It was never stated that way, but that is the sentiment. Our philosophy has always been, and continues to be, teacher autonomy and academic freedom."

'Just challenge them'



CDA charter lockers

The academy was founded in 1999 by Bill Proser, who still teaches at the school. From the start, the school attracted teachers, like Nicklay, who saw the potential in Proser's vision of high standards and independence. Nicklay came to the academy from Montana in its second year to teach English and literature.

Back then, the entire school was housed in a building that had previously been a pet store. The walls didn't reach all the way to the ceiling, so students and teachers could hear what was happening in other classrooms. The academy's playing field was full of rocks.

The second school year commenced with about 200 enrolled students.

"The kids who came in were a hardy lot," Nicklay says. "I cannot believe that parents agreed to bring their kids to this experimental, goofy little school that used to be a pet store. But we worked them hard and had no mercy."

By the end of that year, only 140 students remained. At first, Nicklay says, not even all of the parents were on board with the school's rigorous standards. Teachers are free to teach college-level lessons in the eighth grade, for example, and many were concerned their children couldn't handle the advanced pace. In Nicklay's own class, most of his students started the year earning Ds. By the end of the year, he says, most of the students were earning As and Bs.

But performance begins with the academy's teachers and its traditional focus. Students are required to take Latin, and there's a heavy emphasis on Western Civilization, the humanities, foreign languages, math and science. One hundred percent of the students take advanced placement classes.

Nicklay recalls one of his conversations with Proser when he arrived at the academy.

"I asked him, 'What should I teach?' " Nicklay says. "He said, 'I don't care. Just challenge them.' "

The school has stood by that mandate, shunning any sort of standardized teaching method. Instead, Nicklay says, teachers are encouraged to pursue their own gifts and use them in the classroom.

"What we've discovered is that when you push kids and demand much of them, they will perform," he says.

Nicklay stresses that the school isn't exclusionary; it's a public charter school and is open to everyone who wants to enroll. He cites the academy's success with autistic students, for example, as well as other students who were thought to be poor performers, but when challenged academically rose to the high standards expected of them.

The main focus has always been the school's mission to challenge students, says Vice Principal Brett DePew. ("You'll be able to find his office," student Nadia Hitchcock joked, "by the aura of despair emanating from it." DePew is known among students as somewhat of a rules enforcer.)

"I found that the mission is the essence of what this school is about," he says. "Every decision that we make, we weigh that against the school mission. ... But the mission is the bottom line here at our school: 'Providing a rigorous, content-rich, college preparatory education for any students who are willing to accept the challenge.' That's something that makes us special and sets us apart from other schools, whether they're public schools or private schools."

Discipline, discipline, discipline

There are other standards that set the academy apart. Students are expected to stick to a strict moral code. Student Becca Mann was a bit surprised when she arrived at the academy.

"I came here and there are no locks on lockers," she says. "There aren't individual inspections. They hold you to a higher standard. If you mess up, you're going to get punished for that. But, overall, that's taught everyone to be really responsible. It's disciplined. It's good."

There is also a dress code, though some students try to flaunt it by wearing colorful scarves or changing their hair color; if caught, those students face detention. "After we graduate we all dye our hair and wear the craziest clothes," Mann says.

No money is spent on sports, though the school does have sports teams. Parent volunteers drive students to and from games, Nicklay says. If students want new uniforms or equipment, they have to raise the money themselves.

"Every dime we spend on basketball is a dime we don't have for books," Nicklay says.

Evidence of the school's college prep focus is everywhere. The high school's entryway includes university pennants from around the country with the names of students who have attended listed underneath them. National Honor Society minutes are posted on the wall. Ninety-nine percent of the school's students go on to higher education, DePew says, and college admissions counselors visit the school every week.

Like other public schools in Idaho, Coeur d'Alene Charter Academy took a financial hit when funding dwindled during the recession. That hasn't affected its success.

"We're still cranking out the lion's share of the National Merit Scholars around here, our kids are walking out of here with an average of about \$100,000 in scholarships," Nicklay says. "So we're still doing a great job."

Waiting for authorization

Funding has changed the way the school operates, though. When the school was founded in 1999, the Idaho Charter School Commission didn't exist; the law dictated that public charter schools had to be authorized by their districts.

In 2012, the Idaho Legislature amended the law so schools could instead be authorized through the Idaho Charter School Commission. Districts had the opportunity to continue authorizing their public charter schools, but the Coeur d'Alene School District chose to sever its ties with the academy.

Nicklay was not exactly pleased with the move, though he says he still remains on good terms with Coeur d'Alene School District Superintendent Matt Handelman. Nicklay thought the academy enjoyed a "good, positive working relationship" with the district. "It had been great," he says. "At worst, it had been mutual tolerance. At best, it had been a good, cooperative relationship."

Handelman calls the process an "amicable divorce" that made sense both practically and financially. Had the relationship continued, the school district would have had to cover the cost of providing care to the academy's special-needs students at a time when "we don't have enough staff to cover our own kids," Handelman says.

There were other potential liability concerns about accidents, for example. "Are we the deep pocket as their authorizer?" Handelman asks.

The separation was key to the school's continued independence, Handelman says. "We don't have any interest in being big brother to them," he explains. "And they didn't have any interest in us being a big brother to them."

The academy is now applying to the Idaho Charter School Commission for an authorization transfer. The commission asked the academy to make some slight changes to its transfer petition during its December meeting and is expected to give its ruling on Feb. 12. Nicklay is confident the transfer will be approved.

The school is proceeding with plans for the future. DePew says he would like to focus on infrastructure, replacing old "falling-down" modular classrooms and expanding the school's classroom space. And Nicklay says the school will always keep its focus on being the best.

"We always try to do everything above and beyond," he says. "That's our philosophy."

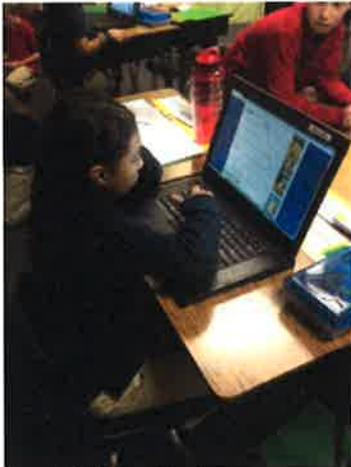
Heritage Charter's remarkable turnaround

idahoednews.org

Heritage Community Charter School in Caldwell welcomed its first class of students in the fall of 2011. By June 2012, it was uncertain the public charter school would reopen after its first summer break.

Money was scarce. The school's board was in a state of upheaval. Its unaccredited high school pilot program ended. Heritage received an academic rating of just two of five stars from the Idaho Department of Education. The Idaho Public Charter School Commission, which authorizes the school, warned it was considering sanctions.

"I'll be honest: We struggled," says Richard Hammond, parent and vice-chairman of Heritage's board. "We really did."



Heritage Charter student

Fast forward to 2015. Heritage is financially solvent and quickly filling its halls with K-8 students. They leave proficient in both English and Spanish thanks to the school's dual-language immersion program, a rarity in Idaho public schools. Its board, no longer warring, is looking to the future. There's even a waiting list for grades K-5.

The credit for the school's success goes to Javier Castaneda, Hammond says, who became principal in 2012.

"I could not dream of a better person to lead the school," Hammond says. "He's a good man. He cares. He works very hard."

The jump to four stars

Heritage's remarkable turnaround began with Castaneda's hiring, says board Vice Chairman Robb MacDonald.

"We wanted someone who was going to be able to come in and take charge, fulfill that leadership position, and rally the rest of the school community behind him," MacDonald says. "We interviewed Javier and we felt like he was a good fit. He was actually a lot better than we even knew at the time."

Hammond credits Castaneda's "rare" combination of business sense and people skills. "He has been instrumental in bringing the vision," he says.

Castaneda came to Heritage from Oregon, where he worked in elementary education. His first order of business: Replace half of Heritage's teaching staff. Some had quit because the school's high school pilot ended, but some chose not to continue for a second year, Castaneda says.

"The big piece when I started, and when all of these new staff started, was to create a common vision and direction," Castaneda says. "The board came together, the administration came together, the teachers came together, and it was really asking, 'What is it that we want from our school for our students? It really boiled down to just one thing: No more percentages of looking at student success. We'll focus on each, individual child.'"

That doesn't mean data is out of the picture — far from it. Instead, Castaneda says, the change comes from the way the data is used. Castaneda and Heritage teachers established professional learning

communities who meet each week and evaluate students' current results.

Each bit of data is analyzed by asking three questions, Castaneda says: What do we want our students to learn? How do we want them to learn it? What do we do if they didn't learn it?

"If we don't shift from percentage to child by child, you're not going to get that growth," Castaneda says. "The students aren't going to learn. We're not going to be sure that each child is learning."

The process is reassuring to MacDonald, who has two daughters enrolled at Heritage.

"In organizations where you're dealing with a lot of people, it's easy to get into the mindset of dealing with numbers," he says. "But the fact that the school is focusing more on looking each individual and finding out what the needs are and figuring out what we can do to help — it's encouraging. I know if my kid's ever on the low end, or the high end, or anywhere, they're being looked at specifically for what their needs are. It makes me feel a lot better."

Castaneda says Heritage's teachers make the school's academic approach work.

"Our teachers are amazing," he says. "As we're looking at this child-by-child concept, they're volunteering their time after school to stay after with select groups of students who may be struggling to provide them with an extended learning opportunity."

So far, the work is paying off. Heritage received just two stars from the Idaho Department of Education during the 2011-2012 school year. By 2012-2013, the school had jumped to four stars.

"The teachers were extremely thrilled, I was thrilled and the board was thrilled to see that we really could come together to make this school move forward," Castaneda says.

Core Knowledge meets dual immersion

Heritage, like [White Pine Charter School in Ammon](#), is a Core Knowledge school. The emphasis is on a broad, content-rich education in history, science, literature, the arts and geography.

What sets Heritage apart is that classes are taught in Spanish and English, adding an extra level of rigor to an already demanding curriculum.

"As our students are going through, we're teaching them through that vehicle of classical education," Castaneda says. "And we're doing it with a dual-immersion model. It's quite a lot to bite off for anyone starting here at the school."

Shantell Mullanix, who is in charge of federal programs and counseling at Heritage, has a son in first grade at Heritage and a son who is taking Spanish in high school. Her sons speak Spanish at home, she says.

"What I've learned is that high school Spanish is kind of the textbook Spanish, whereas (Heritage students) are immersed in the language," Mullanix says. "It's the dialect they're hearing all the time. It's been really interesting."

The dual language program is "critical" to the success of the school, Castaneda says.

"It's really a big piece," he says. "Research shows that students who are multilingual, over time, will have greater gains academically than their monolingual counterparts."

Maci Mattravers, a fourth grade student at Heritage, didn't know a word of Spanish when she started first grade at Heritage. After a few days of instruction in English, her teacher changed gears.

"All of a sudden, she said, 'OK! Put your thinking caps on. We're going to Spanish now,' " Mattravers says. "It was really exciting."

Most of the school's teachers are either new to a dual-immersion program or have limited experience. Castaneda says Heritage is investing in professional development, including national dual-language conferences. But the program faces a larger hurdle, as well — the school is 55 percent white, 40 percent Hispanic and 5 percent other. The school also has a free-and-reduced price lunch percentage of 71 percent.

"The challenge we face is having a sufficient number of native Spanish speakers in the community to fill part of the need of a dual-immersion program," Castaneda says. "It's simply because of where we're located. Over time, dual-immersion programs that have succeeded have had an equal number of students who speak native English and who speak native Spanish."

Growing for the future

Hammond says joining the school's board was a wake-up call. "There's a lot about the school system, and the way the state handles the funding, that I didn't understand at all," he says.

Like all public charter schools in Idaho, Heritage does not receive additional funding from public levies or bonds. Board members say a large part of Heritage's turnaround involved rethinking the school's funding and putting the focus on priorities. MacDonald renegotiated the school's five-year building lease, which was a crucial step toward solvency.

"Finances — that's a problem statewide," MacDonald says. "Schools have trouble with finances because the education system may be underfunded. The charter school system is underfunded. That's a battle we're constantly working with and I feel like we have control of it and we're moving in the right direction, but it's just always there."

Castaneda has tightened budgets among his staff, and Mullanix says teachers have been resourceful.

"The teachers have been amazing about going and asking for donations, writing grants, seeking whatever they can find for the classroom," she says. "I'm just very proud of them for always taking those opportunities."

Finances will be an ongoing struggle, MacDonald says.

"We have such a great program here," he says. "It's a shame to have the program suffer because we're a little short on funding. Everything else is working so well, so we're trying to bridge that gap in funding. We really appreciate what the teachers do to seek it."

Funding will become more of an issue as the school grows. Castaneda says the school hasn't quite met its enrollment cap of 540 students, but expects to. In the meantime, he's been thrilled with the support the school has received from the community — free school supplies, support for fundraisers, and donated time and money.

Heritage is gaining control of its finances, but charter school funding is a statewide issue, Hammond says.

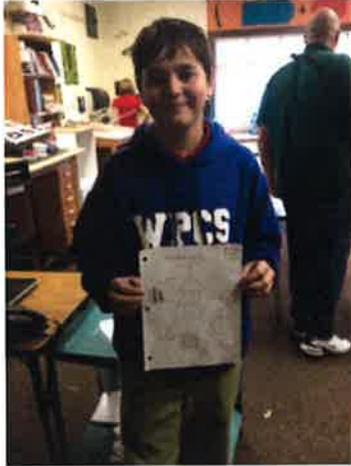
"It costs the same for a chair, whether the kid is sitting in a chair here or they're sitting in a chair in a public school," he says. "The chair is the same price. Why do we treat a child differently because they're in this place?"

White Pine plans for ambitious expansion

idahoednews.org

White Pine Charter School Principal Jeremy Clarke likes to tell a story about the day he was schooled by his 8th grade students.

White Pine, a public charter school in Ammon, has a dress code: navy, light blue, red or white collared shirts and khaki or navy bottoms. The only exceptions are “spirit days” — or so school administrators thought. The 8th grade students found a loophole that would allow purple hoodies, a privilege that can be seen on many of the older students walking the halls.



White Pine student

“A lot of the kids here are brilliant,” Clarke says. “But they’re allowed to figure out they’re brilliant. There’s no one correct way to do things.”

That kind of independent thinking has been the key to White Pine’s success. As the school matures into an elder statesman among Idaho’s charter institutions, it’s scrambling to meet the needs of the communities it serves. Its plans are ambitious: A second K-8 school and an expansion into dual-track high school.

All of White Pine’s expansion plans are still in the nascent stages; school leaders are engaged in conversations with the Idaho New School Trust, Building Hope, the J.A. and Kathryn Albertson Foundation and other partners about options for making their plans real. White Pine’s dual-track high school would be unlike any other high school in the state, perhaps in the nation. If their plans come to fruition, students would choose between a traditional track or a

medical track. Those on the traditional track would earn college credits thanks to concurrent enrollment with a higher education institution; those on the medical track would graduate as certified nursing assistants, medical assistants or paramedics.

A medical-track public charter high school, Meridian Medical Arts Charter High School, already exists in the Treasure Valley. But a dual-track high school could serve eastern Idaho’s booming medical needs, Clarke says. Eastern Idaho is home to, among others, Bingham Memorial Hospital, Madison Memorial Hospital, Eastern Idaho Regional Medical Center, Portneuf Medical, Mountain View Hospital, and the state’s medical education powerhouse, Idaho State University.

It’s an ambitious dream, and one that hasn’t been submitted to the state or possible funders for approval. There’s also talk of an additional K-8 campus that would serve the other side of Bonneville Joint District #93. Clarke says the current school had 64 openings this year and 492 applications.

“We have such large waiting lists that we know we could fill another school,” says parent and White Pine board chair Nick Burrows.

More than a decade of growth

It’s been a long journey to White Pine’s current success, says Vice Principal Randy Crisler. Crisler joined the school shortly after it was founded in 2003.

“We’ve grown a lot since my first year, when everyone was part-time and we didn’t really have a lot of extracurricular activities, to now offering extracurricular activities and robotics and the GATE program,” Crisler says, referring to the school’s gifted and talented education program. “So it’s been fun.”

White Pine built its permanent facility in Ammon in 2006. The school follows



White Pine student 2

White Pine built its permanent facility in Ammon in 2006. The school follows the Core Knowledge model, founded by University of Virginia professor E.D. Hirsch, Jr., which emphasizes a broad, content-heavy knowledge of science, arts, literature, history and geography. The idea is that students need a foundation of knowledge they can then employ in critical thinking. As the Core Knowledge Foundation puts it, "... what children are able to learn at any given moment depends on what they already know — and, equally important, that what they know is a function of previous experience and teaching."

Backing up the Core Knowledge model are the White Pine teachers, Clarke says.

"We look for uncommon teachers to do uncommon things," Clarke says. "I can go hire a traditional teacher; that's not difficult. They can go and teach what

everyone else teaches. We want uncommon teachers who do it a little bit differently, who think a little bit differently, because those are the people who gets things done."

They're often getting things done long after school ends. "We had to set the alarm to go off to get the teachers to leave," Burrows said. The alarm now rings at 9 p.m.

The school hasn't always stuck faithfully to the Core Knowledge model. White Pine went through some turbulent years: In 2012, then-Principal Terry Rothamer was arrested in connection with a burglary of an eastern Idaho restaurant and resigned soon after.

When Clarke took the helm after Rothamer's departure, he realized the school needed to re-focus.

"There have been some things that we've had to leave behind that were difficult," Clarke says. "At one time we said we were a Core Knowledge school, but we didn't really focus on it. We recommitted ourselves to Core Knowledge, saying, 'We will do this, this is our identity.' Some of the things that didn't apply to Core Knowledge went away. And some of those were pet projects of teachers or of others."

The teachers got on board, Clarke says. One instructor left because she had to move, but the rest stayed. The work paid off: White Pine received a 4-star ranking from the Idaho Department of Education for the 2011-2012 school year. When the rankings came out the following year, White Pine had jumped to 5 stars.

"We pride ourselves on being the most challenging public school in eastern Idaho, and we're unabashed about that," Clarke says. "That being said, that doesn't mean we don't service every kid. We just make sure they're challenged wherever they're at. And we have a lot of fun doing it."

Students are tested at least monthly, and often every two to three weeks, both in the classroom and the computer lab. Teachers meet regularly to go over results and adjust their teaching methods, if needed.

"It's not so much so we can say that everyone tests better, but let's be honest: Those who are familiar with testing are more comfortable with it," Clarke says. "We're just providing them an avenue. When they sit down in front of a national standardized test, it's just a test. It's no big deal. We've taught them how to think, we've taught them how to reason."

Funding for the future

White Pine's big plans require big money. As Burrows says, the dual-track high school, if it progresses, will require a lot of resources. "That's going to require equipment, that's going to require partnerships," he says. "There's going to have to be grant writing and fundraising to just equip those programs and for those

students to learn what they need to.”

White Pine, like all of Idaho’s public charter schools, operates on lean rations. The school’s state funding is supplemented by the fundraising of its Parent-Family Association, but White Pine has also received public and private grant support over the years. The Albertson Foundation gave the school a grant recently to develop a business plan, which includes its expansion.

Clarke and Burrows would like to hire a grant writer to pay for the school’s expansion and development. The needs are great: medical equipment, teachers and a new building.

“Charter schools don’t get access to public bond and local levy dollars,” Crisler says. “If we want to build a new school, we can’t take it to the community and have them help us with that. We have to do it with our own means.”

“We love donors!” Burrows adds, half-jokingly. But he and Clarke stress that the school is determined to expand in a meaningful, if unorthodox, way.

“When we talk about what we want to do in the future, it’s not just pie in the sky, how are we going to get there,” Clarke says. “We’ve got a pretty good strategic plan that we’re now finally putting down on paper to go after it. ... As a board, as a school, as an administration, we’ve all grown.”

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Thursday, February 12, 2015

SUBJECT	DESCRIPTION	PRESENTER
RS23472	SBAC Repeal	Representative Nate
RS23541	Charter School Attendance Privileges	Senator Mortimer
RS23561	Reduction of Force	Senator Keough
RS23546C1	Professional Technical Education	Senator Thayn
RS23612	Career Ladder and Tier Licensure	Marilyn Whitney, Office of the Governor
Presentation:	Idaho Public Television	Ron Pisaneschi, Director
Presentation:	Early At Home Learning	Claudia Miner Waterford Institute
Presentation	Education Budget to JFAC	Paul Headlee Deputy Manager Budget & Policy Analysis Division Legislative Services Office

If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Souza
Vice Chairman Thayn	Sen Den Hartog
Sen Keough	Sen Buckner-Webb
Sen Nonini	Sen Ward-Engelking
Sen Patrick	

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Thursday, February 12, 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 audience and reminded people to sign in. He announced a change in the agenda and stated **RS 23612** will not be heard today.

RS 23472: **Representative Nate**, District 34, presented **RS 23472**, Smarter Balance Accountability Consortium (SBAC) Repeal. He testified about the reasoning behind this legislation. He described the research that supported the SBAC's detriment to children as well as teachers. **Representative Nate** reported to the Committee the districts that were opting out of the testing. He concluded the evidence by reviewing the fiscal impact to the State.

Senator Den Hartog asked if there was a contract with the SBAC provider and would there be a cost in breaking the contract. **Representative Nate** said he didn't have the information at hand but believed the fiscal impact costs stated on the SOP addressed that issue. If this goes to print, he will follow-up.

MOTION: **Vice Chairman Thayn** moved to send **RS 23472** to print. **Senator Nonini** seconded the motion.

Senator Patrick asked if the Representative Nate had introduced this legislation in the House. **Representative Nate** responded that he started it as a personal bill. He found that procedure was not working so he approached the House. They were not ready to hear it so he came to the Senate to introduce the legislation.

Senator Souza said she appreciated his work on this legislation. She asked what other tests are available. **Representative Nate** responded listing the other available tests.

The motion passed by **voice vote**. **Senator Patrick** voted nay.

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

RS 23541: **Chairman Mortimer** presented **RS 23541**, Charter School Attendance Privileges. He explained the propose of this legislation is to ensure the continuation of a charter school education when a student moves from an elementary or middle school to high school. He outlined the conditions for the privilege.

MOTION: **Senator Nonini** moved to send **RS 23541** to print. **Senator Souza** seconded the motion. The motion passed by **voice vote**.

PASSED THE GAVEL: Vice Chairman Thayn returned the gavel to Chairman Mortimer.

RS 23561 **Senator Keough** presented **RS 23561** Reduction of Force. She asked Karen Echeverria, Executive Director Idaho School Boards Association (ISBA) to speak to the legislation in more specifics. **Ms. Echeverria** said this is consensus legislation with the Idaho Education Association. She explained this is one of the labor bills with a sunset and described the actions of the bill.

MOTION: **Vice Chairman Thayn** moved to send **RS 23561** to print. **Senator Ward-Englekling** seconded the motion.

Senator Nonini asked if the Idaho school administrators were also in consensus to the legislation. **Ms. Echeverria** replied in the affirmative.

The motion passed by **voice vote**.

RS 23546C1 **Dwight Johnston**, State Administrator, Professional-Technical Education (PTE) presented **RS 23546C1**. He explained this legislation addresses two issues: 1) to improve technical dual credit transfers between high school and college, and 2) to increase access to professional technical education. He detailed the reasoning for this legislation.

Vice Chairman Thayn asked Mr. Johnston to explain the funding requirement. **Mr. Johnston** said the division has set aside existing one time carry over dollars to begin the process. This will pay for the faculty to start the alignment process and to fund the pilot program for online PTE programs.

Vice Chairman Thayn moved to send **RS 23546C1** to print. **Senator Nonini** seconded the motion. The motion passed by **voice vote**.

PRESENTATION: **Ron Pisaneschi**, Director, Idaho Public Television (IPT), introduced his colleagues: Jeff Tucker, Director of Content Services, and Craig Meadows, Board Member. He presented the work of IPT and its impact on the State. **Mr. Pisaneschi** spoke about the successes which include the highest membership per capita in giving, an Emmy award for an Outdoor Idaho segment, and the statewide delivery system of programming. He announced a new show that IPT is producing in Africa with private funding called Gorongosa: An Effort to Restore a National Park. He showed clips of the variety of programs that IPT airs that have lead to its success. In conclusion, **Mr. Pisaneschi** reviewed the funding processes and the issues IPT is encountering concerning the lack of federal grants and the FCC compacting channels (see attachment 1).

PRESENTATION: **Claudia Miner**, Executive Director, Upstart in Utah and Waterford Institute, presented the history and work of Upstart. She explained the dilemmas of young children in Utah who were entering kindergarten without the skills necessary to learn. **Ms. Miner** outlined the obstacles for early learning which prompted Upstart: At Home Early Learning. She detailed Utah's five year pilot program and highlighted the funding spectrum. She then described the three software pieces of the Upstart program: 1) Waterford assessment of core skills, 2) Waterford early learning, and 3) Camp consonant. She highlighted the user support team that helps parents. **Ms. Miner** closed by showing the students' learning results from the Upstart program (see attachment 2).

Senator Souza asked how Upstart is funded. **Ms. Miner** explained the funds received from Utah, noting that a federal grant paid for a little over 900 children. She said the interest in the rural areas has grown so much that there is a need for more funds.

Senator Den Hartog asked if there is any private funding. **Ms. Miner** replied there was some private funding and it is for individual scholarships from benefactors when the waiting list was long.

Vice Chairman Thayn asked how much of the curriculum is play based discovery verses more structured lecture. **Ms. Miner** said the Upstart focus is on reading, math, and science. The program is about the cognitive skills.

Chairman Mortimer thanked Ms. Miner for the presentation and all the information about early childhood learning opportunities.

PRESENTATION: **Chairman Mortimer** stated that he will be going to the Joint Finance Appropriation Committee (JFAC) to present the education budget. He explained the education budget is 62 percent of the General Fund and outlined the hand-out that Committee members have in their folders. He stated the information in the packet is from the JFAC budget book and encouraged the members to review it. It is his hope that he can spend time with Committee members individually to best understand their priorities and then to relay the Committee funding preferences to JFAC.

Chairman Mortimer directed members to review the budget requests for Idaho's colleges, universities, community colleges, and professional technical education. He reemphasized the desire to visit with each Committee member for their input to help him formulate the general budget to recommend at the germane presentation at JFAC. **Chairman Mortimer** asked Mr. Paul Headlee to walk the Committee through the hand-out so that they can have a better understanding of the requests that have been made.

Senator Patrick asked if there will be legislation on teachers' salaries and course requirements that will impact funding. He asked how those funding amounts will be determined. **Chairman Mortimer** suggested that he and Senator Patrick get together to review the guidelines for determining that funding.

Paul Headlee, Deputy Manager, Budget and Policy Analysis Division, Legislative Services Offices presented a condensed outline of the extensive Education Budget. **Mr. Headlee** started the overview explaining the overall incremental budget for colleges and universities. He gave the Committee a detailed synopsis of the section. He pointed out in the budget the figures that show the Governor's recommendation in one column and the agency's request in the next column.

Committee members questioned Mr. Headlee about some of the line item requests. He answered the questions to the satisfaction of the members.

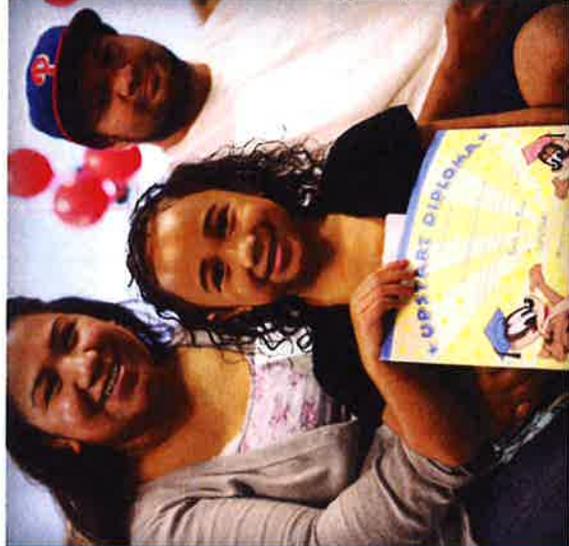
Chairman Mortimer stated that budgeting is a very important function of the Committee. He said that it is very important that the Committee weighs in on the budget requests. He will be bring the JFAC proposal to the Committee before his germane presentation on February 19, 2015.

Senator Keough thanked Chairman Mortimer for the work he has done to inform the Committee about the budget. She emphasized the importance of germane committees having input on the budgets, and it is very important for JFAC to hear from those committees.

ADJOURNED: There being no more business, **Chairman Mortimer** read a poem from the book *A' Heap of Living*, by Eugene A Guest and then adjourned the meeting at 4:42 p.m.

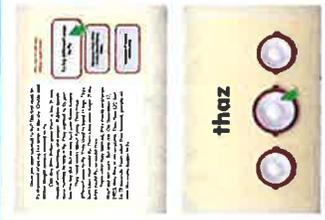
Senator Mortimer
Chair

LeAnn South
Secretary



UPSTART: An At-Home School Readiness Program

UPSTART United: Preparing Students Today
for A Rewarding Tomorrow



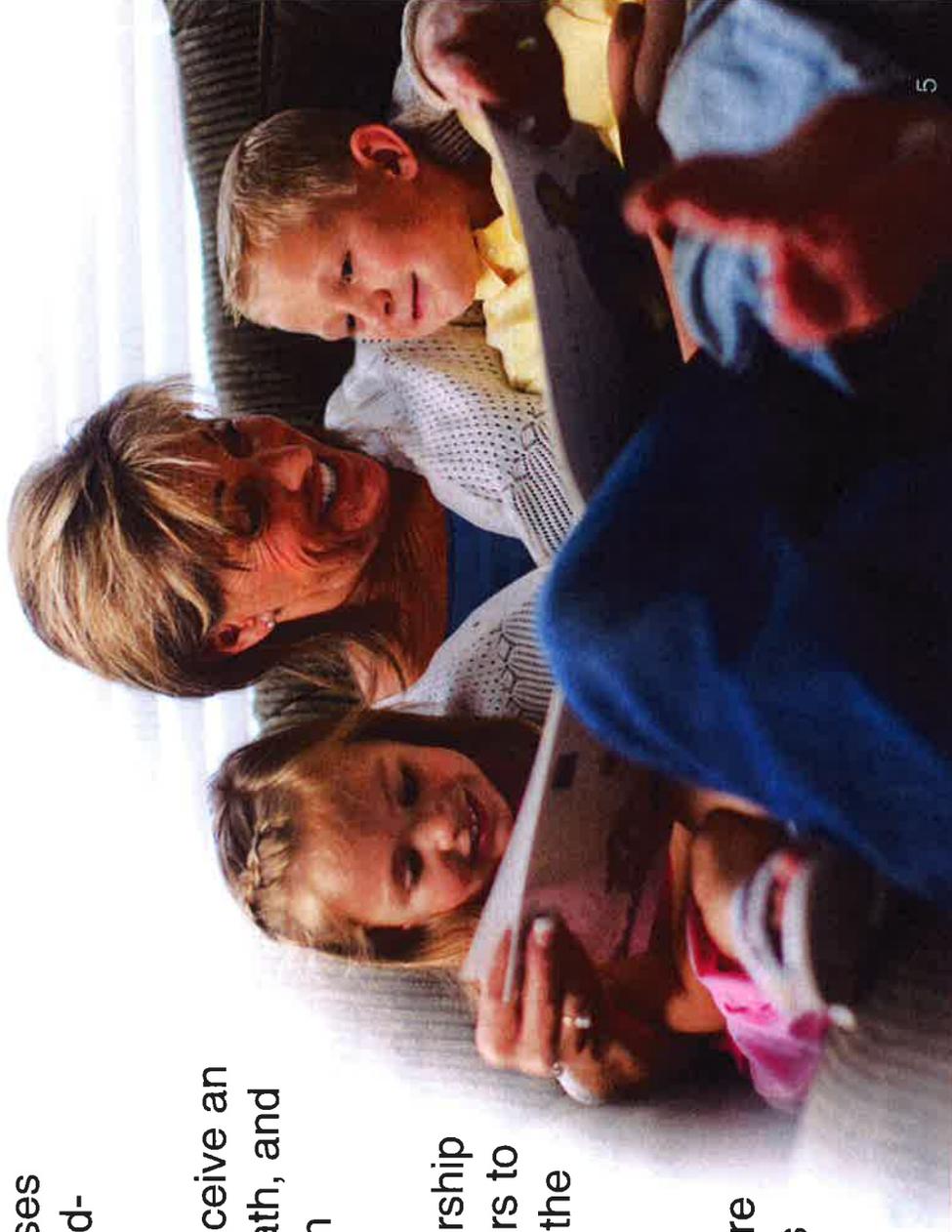
UPSTART: The Pilot

- UPSTART was established by the Utah Legislature as a five-year pilot to address Utah's kindergarten preparedness problem. Because legislators were not sure it would work, or if families would even be interested in the program, they set up the pilot with strong reporting requirements and an even stronger external evaluation component.
- The Utah State Office of Education oversaw an RFP process, and the non-profit Waterford Institute was selected to administer the program.
- Based on successful results, UPSTART is now in its sixth year, and during the 2014 Legislative Session, lawmakers approved an additional \$3 million appropriation.
- In Year 6, 5,090 children are state-funded.
- 940 are federally funded.



About UPSTART: The Program

- UPSTART is an at-home school-readiness program that uses Waterford Institute's award-winning software.
- Preschool-age children receive an individualized reading, math, and science curriculum with an emphasis on reading.
- UPSTART forms a partnership with parents and caregivers to ensure all children obtain the education necessary for success in school.
- Computers and internet are provided if the home does not have them.



5

UPSTART's Unique User Support

UPSTART's dual-language support organization maintains frequent proactive contact through

- Written materials
- In-person and online training
- E-mails providing support and ideas for offline activities that parents can do to help prepare their children for school
- Coaching phone calls

This support system forms a partnership with parents to ensure children get the most from the program's learning opportunities.

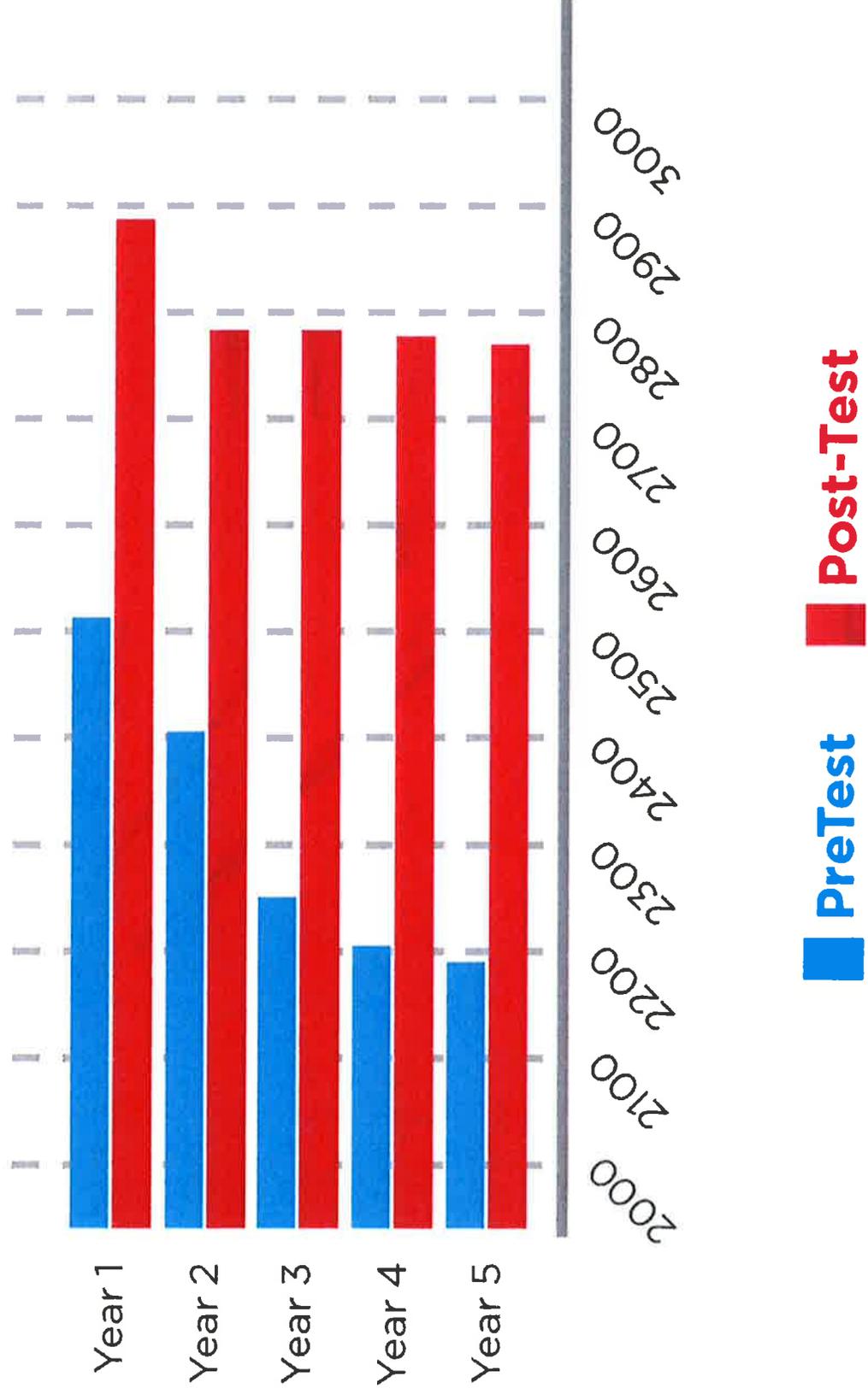


Results—Usage

- Consistent usage is key to each UPSTART child's success.
- UPSTART aims for 75 minutes of weekly usage: 15 minutes a day, five days a week. The daily usage requirement is less than 1% of a child's day and much less than the American Academy of Pediatrics' recommendation of no more than two hours a day of screen time.
- Weekly average usage for Year 5 was 105 minutes.



WACS Reading Score Gains Years 1-5

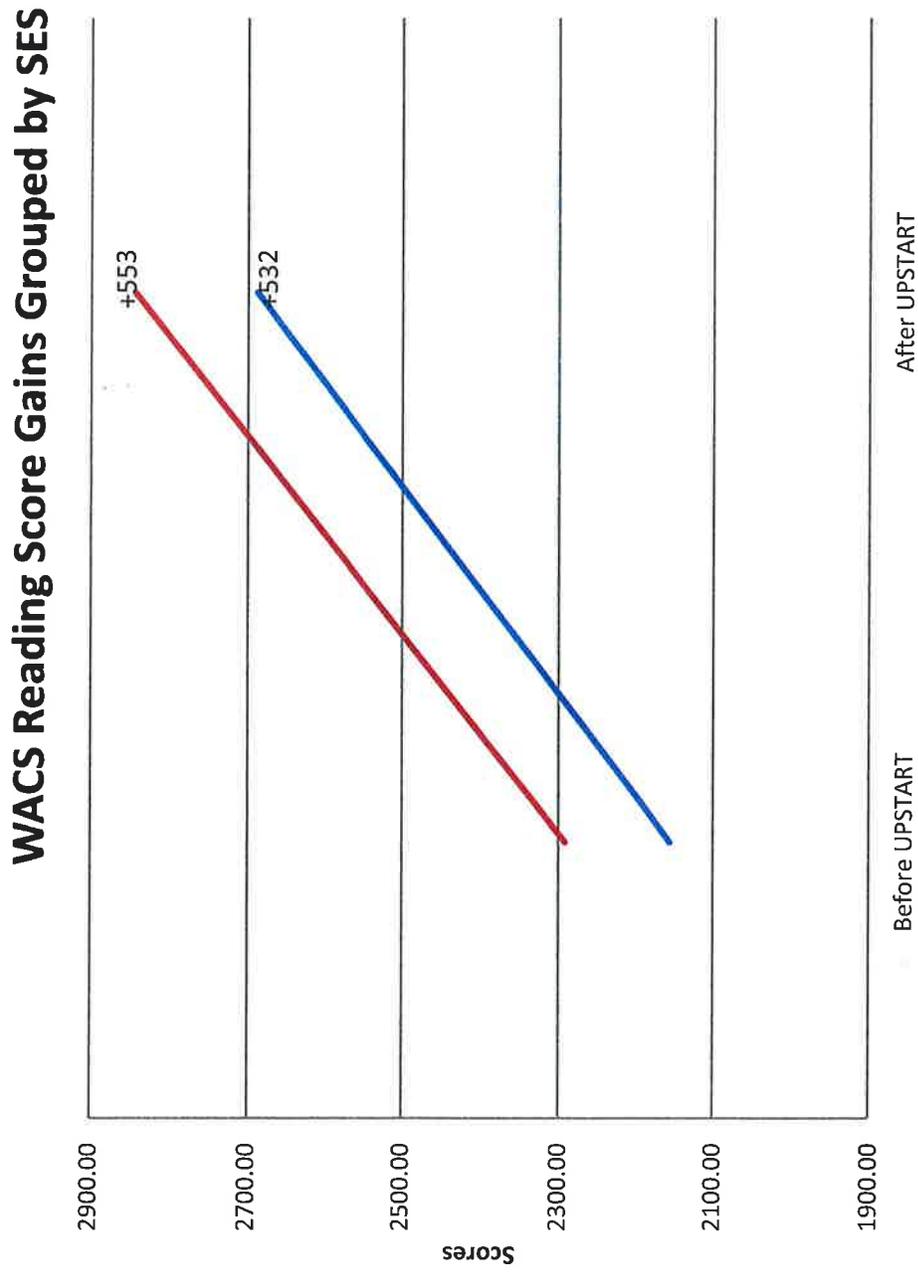


UPSTART

United-Preparing Students Today
for A Rewarding Tomorrow



Results by Income Level



What Parents Are Saying

5,500

Parents and caregivers voluntarily completed program evaluations

99.3%

Felt UPSTART helped prepare their child for kindergarten

99.8%

Said participating in UPSTART was beneficial

99.4%

would recommend the program to family and friends

98.6%

felt the content was appropriate for their child's age

98.2%

felt that the children enjoyed the software

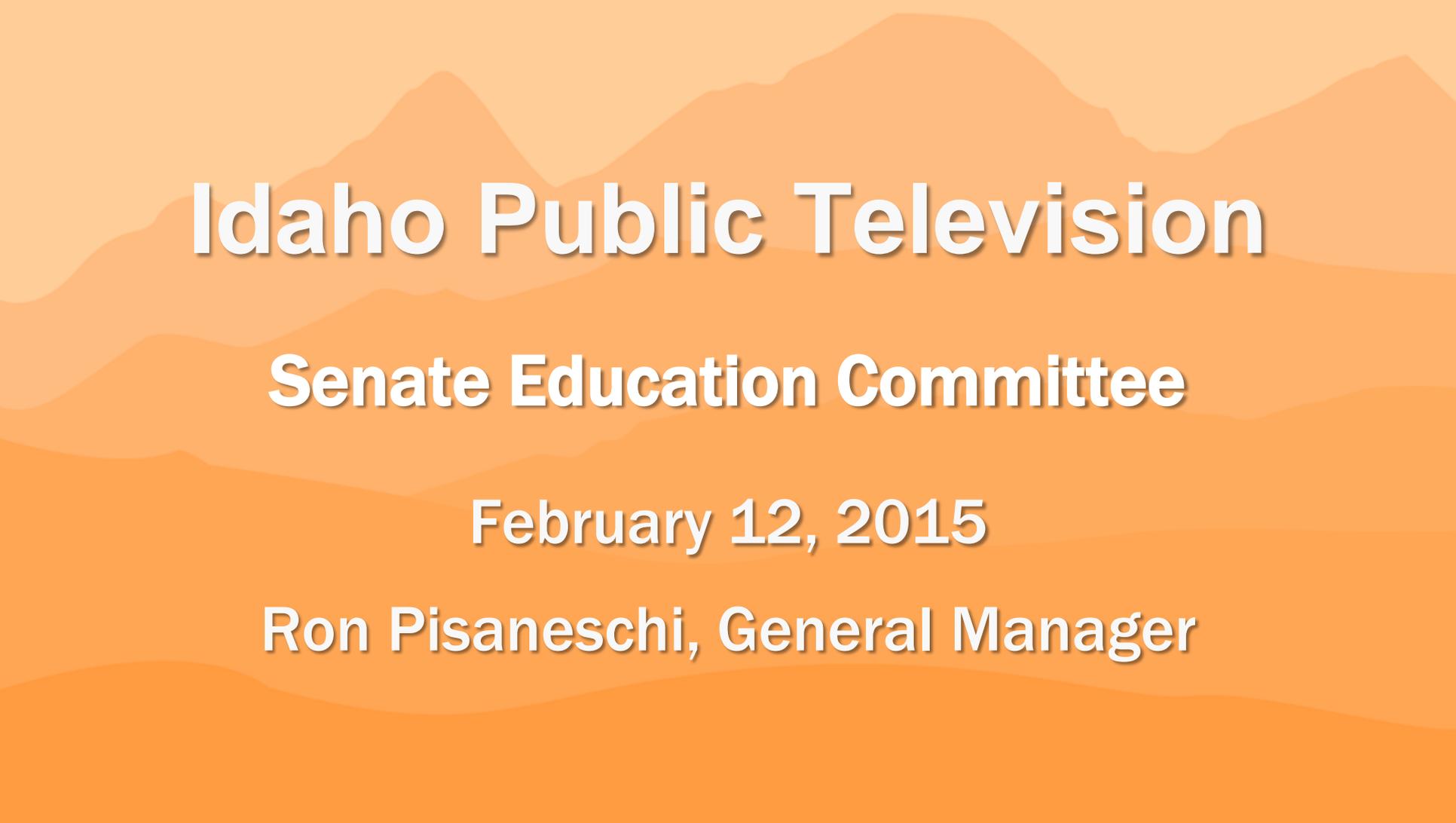
San Juan County School District: 220 4-Year- Olds in 7,500 Square Miles



What Utah Has in Common with Idaho and Other States

- We love our children and want them to succeed in learning and life.
- We know children need to come to school better prepared than they are today and ready to learn.
- We agree that family and home life are key components in a child's learning success.
- We have significant geographical challenges leaving children in rural areas and small districts without access to some key programmatic opportunities.





Idaho Public Television

Senate Education Committee

February 12, 2015

Ron Pisaneschi, General Manager

IDAHO

STATE BOARD OF EDUCATION



IDAHO
PUBLIC
TELEVISION
idahoptv.org

EDUCATE · INFORM · INSPIRE

PROGRAM STRUCTURE

Educational Content

- National Programming
- Local Program Creation
- Online & Mobile Resources
- Community Outreach & Fundraising

Pre-K • K-12 • Higher Ed • Adult Learning

- Dedicated Funds-

Statewide Delivery System

- Equipment Infrastructure
- Only Statewide Broadcast System
- Homeland Security & EAS
- Delivery of Governmental Services

All Regions • All Residents • All Taxpayers

- General Fund -
- Federal Grants -



Educational Content & Services

A VALUED SERVICE TO IDAHOANS



**IDAHO
PUBLIC
TELEVISION**

#1 Most-Viewed PBS Station

Source: Feb. 2014 TRAC Media, Total Ratings

AWARD WINNING SERVICES

**54 National & Regional
Awards in 2014**



Emmy Award



"Nature's Healing Power"

CRITICAL SUCCESS FACTOR



**It Is Critical to Donor Funding
to Provide Award Winning
Programs and Services**

High Quality = High Donations

EXCEED PEER

- Higher Percentage of Donors per Capita
 - 1.1% versus .5%
- Higher Average Gift Amount
 - \$97 versus \$52

CONTENT PARTNERSHIPS

- **State Board of Education** – Journey to College
- **Idaho Universities** - Student Training & EPSCoR
- **K-12 Overnight & Learn Channel**
- **12 Hours/Weekday Children's Ed Content**
- **Online Resources for Teachers & Students**
 - **70,000+ Resources Available Free**



CONTENT PARTNERSHIPS

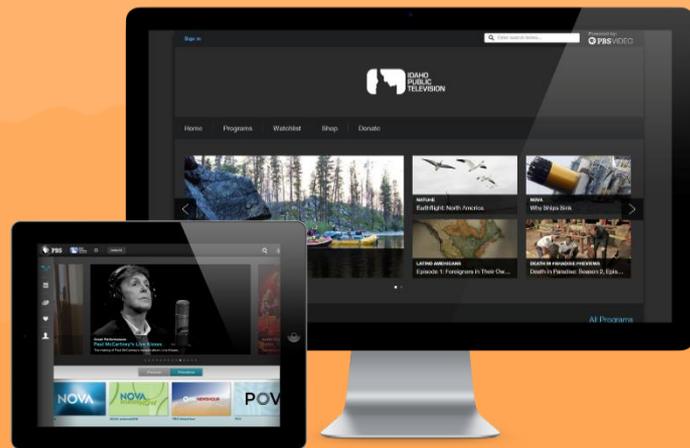
- **McClure Center** - Idaho Health Care Exchange, Sage Grouse, & Federal Debt
- **Dept. of Commerce** - "Idaho's Scenic Byways"
- **Dept. of Parks & Recreation** - "State of Our Parks"
- **Commission for Libraries** - Scout Online Resources
- **Historical Society** - Museum Videos/Idaho Day
- **Supreme Court** - Live Streaming of Oral Arguments

BROADCAST VS. ONLINE

Video Viewing Is Still Mostly on Television



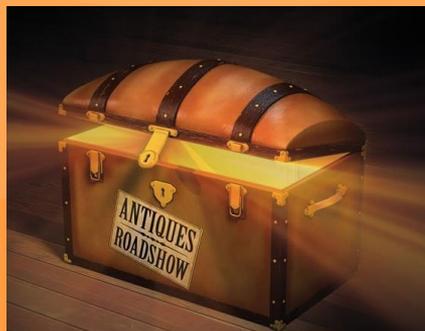
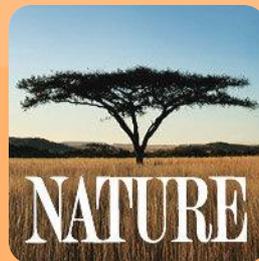
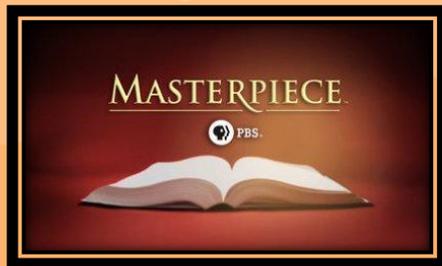
Traditional Television
37 Hours per Week



Online
1.1 Hours per Week

Source: 2014 Nielsen Company

NATIONAL PROGRAMMING



Gorongosa



Coming Fall of 2015

LOCAL PRODUCTIONS



Dialogue



The *Idaho* DEBATES



IDAHO IN SESSION



House



Senate



JFAC



Committee
Audio



Digital TV & Cable



Control Room



Mobile



Web

A partnership with Legislative Services & Dept. of Admin.



IDAHO
PUBLIC
TELEVISION

Operational funding provided by:



BUILDING AMERICA®



- 2014 Session -
100,000+
Stream Requests

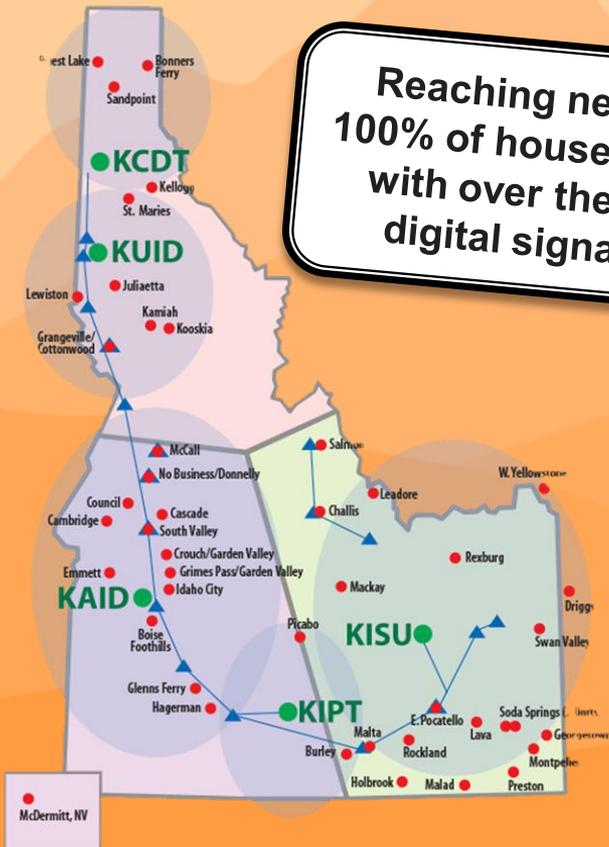
Journey to College

The graphic features the text 'Journey to College' in a white, outlined, sans-serif font. The word 'to' is smaller and positioned between 'Journey' and 'College'. To the right of the text is a white graduation cap with a tassel. To the left of the text are two white silhouettes of a man and a woman standing side-by-side. A white, curved banner or ribbon shape is positioned below the silhouettes and the text, extending from the left towards the right.

The background features a series of stylized, layered mountain silhouettes in various shades of orange, creating a sense of depth and a natural landscape. The text is centered over this background.

Statewide Delivery System

HIGHLY COMPLEX DELIVERY SYSTEM



Reaching nearly 100% of households with over the air digital signals



IDAHO

PLUS

WORLD

LEARN
CREATE

- 5 Transmitters
- 49 Repeaters
- NOC/Studios in Each Region

EFFICIENT DELIVERY & OPERATIONS

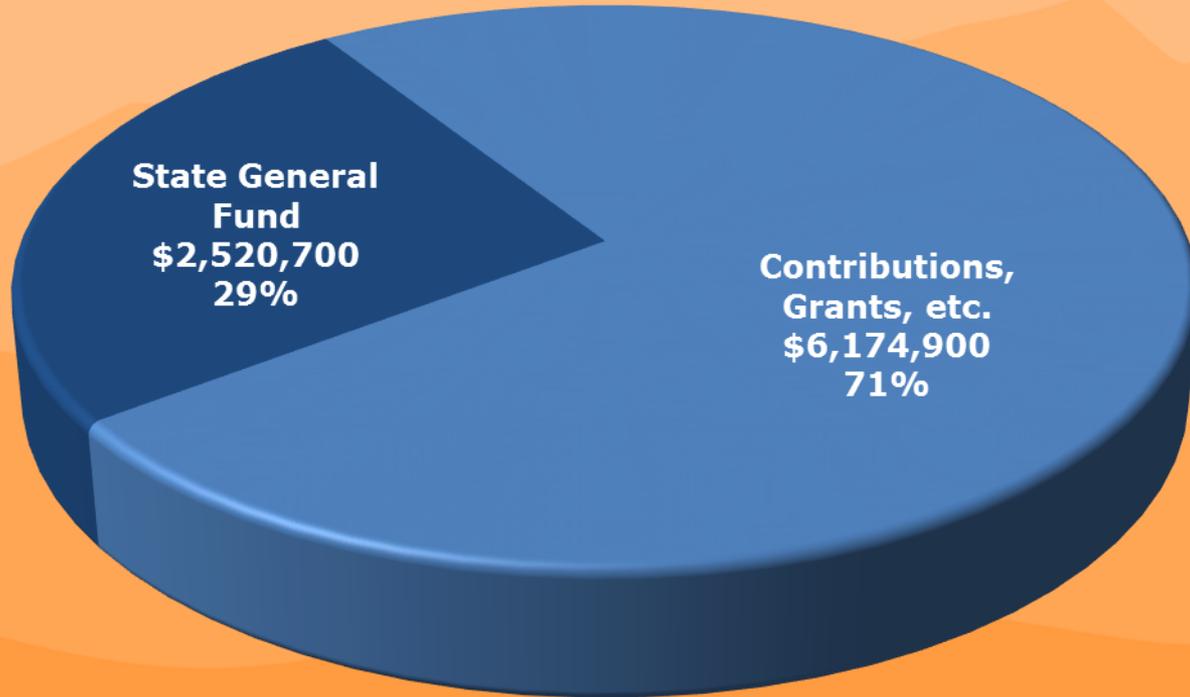
- **Highly Efficient Design and Infrastructure**
- **Business Model is Lean to Provide High Value**
- **Requires Support from the General Fund to Sustain Rural, Statewide Service**



Governor's Budget Recommendation

Governor's Recommendation FY 2016

\$8,695,600



BUDGET SUMMARY – FY 2016

FY 2015 – Final Appropriation (Including Non-Cog and Supplemental)

	Personnel	Operating	Capital	Total	One-Time	Ongoing
General Fund	892,500	1,121,000	187,200	2,200,700	236,700	1,964,000
Misc Revenue Fund	3,267,100	2,429,200	148,000	5,844,300	175,600	5,668,700
Federal Grant Fund	2,500	4,200	433,300	440,000	440,000	0
Totals	4,162,100	3,554,400	768,500	8,485,000	852,300	7,632,700

FY 2016 – Governor's Recommendation (Revision 1)

	Personnel	Operating	Capital	Total	One-Time	Ongoing
General Fund	964,600	1,070,100	486,000	2,520,700	486,000	2,034,700
Misc Revenue Fund	3,295,100	2,429,800	450,000	6,174,900	450,000	5,724,900
Federal Grant Fund	0	0	0	0	0	0
Totals	4,259,700	3,499,900	936,000	8,695,600	936,000	7,759,600

FY 2016 – Percentage Change

	Personnel	Operating	Capital	Total	One-Time	Ongoing
General Fund	8.1%	(4.5%)	159.6%	14.5%	105.3%	3.6%
Misc Revenue Fund	0.9%	0.0%	204.1%	5.7%	156.3%	1.0%
Federal Grant Fund	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	
Totals	2.3%	(1.5%)	21.8%	2.5%	9.8%	1.7%
<i>Ongoing Funding</i>	3.3%	(0.2%)	0.0%	1.7%		

CAPITAL REPLACEMENT ITEMS

Governor's Rec. FY 2016 General Fund

\$486,000

- **Transmission File Server**
 - This is a mission-critical piece of equipment that stores and delivers programming and other content for all seven of our program channels. We have had increasing failures that have caused us to not be able to broadcast scheduled programming.



CAPITAL REPLACEMENT ITEMS

Governor's Rec. FY 2016 Misc. Fund

\$450,000

- **Equipment we are seeking private competitive grants to fund:**
 - **Phase 3 of historical program preservation - \$125,000**
 - **PBS NGIS v6 - Internet 2 connection - \$200,000**
 - **HD camcorder package - \$55,000**
 - **DSLR camera package - \$20,000**
 - **Digital production equipment - \$50,000**

PUBLIC AUDITS – ALL FUNDS



State of Idaho

Legislative Services Office

Individual Entity Audit Report

A communication to the Joint Finance-Appropriations Committee

IDAHO PUBLIC TELEVISION

Serving Idaho's Citizen Legislature

- All IdahoPTV Funds Are Audited Annually by the Legislative Audit Team and Are Publicly Available
- One Audit Finding in FY 2014*
 - Categorization Error – No change in numbers. This is a row title and number placement issue that was corrected within the final report.

* Final audit report is not available as of this PowerPoint creation date.

ALTERNATIVE FUNDING SOURCES

- **Cannot Air Commercials**
- **Cannot Charge Cable & Satellite for Programming**
- **Federal Competitive Equipment Programs Defunded**
- **Private Contributions Already Exceed Peers**

AREAS OF RISK

Critical Equipment & Infrastructure Concerns

- **\$24 Million in State Assets**
- **\$18 Million of That Is Depreciated**
 - **77% of Assets Are Depreciated**
- **Significant Deferral of Asset Replacement**
- **FCC Mandated Channel Changes**

CONCLUSION

Educational Content

- **Maintaining High-Quality Programs and Above-Average Donations**
- **Exceeding Peers in Stated Metrics**

Statewide Delivery System

- **Highly Efficient System and Operation**
- **Aging Equipment**
- **Significant Deferred Replacement**



"Search and Rescue"

The background features a series of overlapping, semi-transparent orange mountain silhouettes. The colors range from a light, pale orange at the top to a darker, more saturated orange at the bottom, creating a sense of depth and atmosphere. The silhouettes are layered, with some appearing more prominent than others, suggesting a range of mountains receding into the distance.

Questions & Answers

AGENDA AMENDED 6
SENATE EDUCATION COMMITTEE
3:00 P.M.
Lincoln Auditorium WW 02
Monday, February 16, 2015

SUBJECT	DESCRIPTION	PRESENTER
RS23640C1	Parental Rights	Senators Den Hartog and Souza
RS23645	Repeal Idaho § 33-1006A	Senator Nonini
RS23600C1	State Department of Education to review the State Language Arts and Math Standards in year 2015	Senator Thayn
RS23597C1	Testing -	Senator Thayn
Presentation:	Idaho School Boards Association	Todd Wells, ISBA President, Castleford School District
	Negotiations	John Menter, ISBA Vice President Troy School District Tom Hearn, Coeur d'Alene School District Trustee
	Leadership Plans	Jim Stoor, Soda Springs School District Trustee
	Professional Development	Barbara Dixon Meadows Valley School District
	Technology and IEN	Mary Chipman, ISBA Vice President
	Testing	Ann Ritter, West Ada School District Trustee
Presentation:	IEN Update	Chairman Mortimer Will Goodman, State Department of Education

If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Souza
Vice Chairman Thayn	Sen Den Hartog
Sen Keough	Sen Buckner-Webb
Sen Nonini	Sen Ward-Engelking

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

Sen Patrick

MINUTES
SENATE EDUCATION COMMITTEE

- DATE:** Monday, February 16, 2015
- TIME:** 3:00 P.M.
- PLACE:** Lincoln Auditorium WW02
- 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 3:04 p.m. He welcomed the Idaho School Board Association (ISBA) members to the meeting. He expressed an appreciation for all the work they do in their districts.
- RS 23640C1:** **Senator Den Hartog** presented **RS 23640C1**, Parental Rights, an act relating to parental rights in education. She explained parental involvement is critical in students' education. This act affirms the primary role of parents and guardians in the education of their children and will codify those rights in education.
- MOTION:** **Vice Chairman Thayn** moved to print **RS 23640C1**. **Senator Nonini** seconded the motion. The motion passed by **voice vote**.
- RS 23645:** **Senator Nonini** presented **RS 23645**, which repeals Idaho Code § 33-1006A. In 2009, he presented this legislation to remedy a compliance issue. After reviewing audits, he realized this legislation creates a lot of work and cost for districts. **Senator Nonini** stated the school district that prompted this legislation has made the necessary changes, therefore the legislation is no longer necessary.
- MOTION:** **Senator Den Hartog** moved to print **RS 23645**. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**.
- RS 23600C1:** **Vice Chairman Thayn** presented **RS 23600C1**, regarding the State Department of Education (SDE) to review the state language arts and math standards in 2015. He stated it has been five years since it was last reviewed. These are the Common Core standards, and this resolution asks the SDE to review the standards. He explained for the people who have concerns about the curriculum this would be the time to make those concerns known.
- Senator Patrick** asked about the history of the review process. **Vice Chairman Thayn** explained the standards are reviewed about every five or six years on a rotating basis. This has been an ongoing practice.
- MOTION:** **Senator Buckner Webb** moved to print **RS 23600C1**. **Senator Nonini** seconded the motion. The motion passed by **voice vote**.
- RS 23597C1:** **Vice Chairman Thayn** presented **RS 23597C1**, regarding testing. He explained this resolution opens the discussion on testing and the purpose of testing. He explained there are three major reasons to test: to formulate instruction, to assess current student achievement and accountability, and to compare education systems. This mostly impacts the SDE to find an alternative to the Smarter Balance Assessment Consortium (SBAC) test. It doesn't assert that the State has to change to a different test. This calls for the SDE to find alternatives so during the next Session there can be more discussion regarding standardized tests.

MOTION: **Senator Souza** moved to print **RS23597C1**. **Senator Den Hartog** seconded the motion. **Senator Patrick** stated that he supports this resolution. The motion passed by **voice vote**.

Chairman Mortimer welcomed Karen Echeverria, Executive Director, ISBA, and asked her to introduce the presenters.

PRESENTATION: **Ms. Echeverria** stated that today is ISBA Day on the Hill, and the Committee will be hearing presentations on many different issues that districts are addressing.

Todd Wells, ISBA President, Castleford School District #714, introduced the officers of ISBA and asked the ISBA board members present to stand and be recognized. **Mr. Wells** presented the work of the ISBA. He explained the policy work regarding legislation with sunset clauses. He thanked the State for the \$2,000 that was given to each district for professional staff training. **Mr. Wells** continued the report by reviewing the following issues: a demographic survey, a negotiations survey, a training update, a legislative update for 2015, the ISBA bylaw changes, an advocacy update and the association update. He spoke about an advocacy campaign called "Stand-up for Idaho". **Mr. Wells** explained each topic in detail and included fiscal implications (see attachment 1).

PRESENTATION: **Tom Hearn**, Trustee, Coeur d'Alene School District (District), Region One ISBA Chair, presented the negotiation process that took place in the Coeur d'Alene School District. **Mr. Hearn** explained the problems were over wages and benefits due to the funding issues of the past. He stated the District is also having problems retaining and recruiting qualified teachers. He expressed the need for legislation to set negotiation end dates as well as increasing the discretionary fund. He concluded the presentation stating teachers are not greedy, they just want livable wages and benefits (see attachment 2).

Senator Souza asked if during the long negotiation process, did the teachers' union come forward with ideas as to how to deal with the increased healthcare costs. **Mr. Hearn** said the union is frustrated with the increase in healthcare costs as is the District. The concern is who is going to pay the increased costs. This is the big area of contention. He stated it would be helpful if the State could help districts with healthcare costs.

Senator Ward-Engleking stated to her it seems there is a lack of State support for schools during negotiations. She asked if the District was in deficit. **Mr. Hearn** answered in the affirmative. **Senator Ward-Engleking** said negotiations are time consuming. Performing them in April and May creates hardship on teachers. She suggested they consider moving the practice to after the school year is completed.

Senator Patrick stated healthcare costs are extreme. He asked if the preference of the employees is more wages or healthcare benefits. It is difficult for the State to do both. **Mr. Hearn** stated they need both. The teachers feel they are behind on both. They need an increase in wages and to fight hard to keep their benefits.

PRESENTATION: **John Menter**, Troy School District #287, ISBA President Elect presented the negotiation sessions of the Troy School District (District). He highlighted the demographics of the District. **Mr. Menter** explained the negotiation sessions with the local union and outlined what each party addressed. He stated the union stifled the process by asking questions that were not in accordance with the procedures. He commented that the negotiations for this school year are still not closed. He said a piece of legislation that has been most helpful to District is the Evergreen Clauses (see attachment 3).

Senator Nonini stated the large urban school districts have very rich benefits whereas the rural school districts have very large deductibles. He has advocated for a number of years to get all the school districts in the State together into an insurance pool in which all could benefit. **Mr. Menter** explained the District's health insurance program

PRESENTATION: Jim Stoor, Trustee and Board Chair of Soda Springs School District #150, Executive Board for ISBA Region 5, presented the leadership plan that was implemented in the Soda Springs District (District). He explained the Leadership Premium program's effect on the District and its implementation. **Mr. Stoor** highlighted the partnership with the College of Southern Idaho and how teachers are working together for the betterment of teaching children (see attachment 4).

Vice Chairman Thayn asked how the leadership premiums improved student achievement. **Mr. Stoor** replied the principal has witnessed a collaborative effort in aligning the core standards. The district is seeing the achievement in that area.

Vice Chairman Thayn asked what the advanced opportunity coordinator does in the District. **Mr. Stoor** replied there are four in the District, one in each building. They go into each classroom making sure the curriculum is in alignment. They have attended a variety of trainings.

PRESENTATION: Barbara Dixon, School Board Chairman, Meadows Valley School District 11, New Meadows, Chair of Region 8, ISBA Board, presented professional development. She spoke about how much teaching has changed in the 20 years since she first entered the profession. **Ms. Dixon** said the changes have come rapidly, technology is a major necessity and federal mandates determine the strategy. She emphasized the three important key mechanisms for improving classroom instruction: 1) enhance teachers' knowledge and skills, 2) better knowledge and skills improve classroom instruction, and 3) improved instruction raises student achievement. She spoke about how that is accomplished through educational opportunities. Yet there is a cost associated with those courses, and teachers are limited in their ability to afford such instructional programs. Some districts offer financial help, but many districts only have a small amount to help teachers with development and additional certification (see attachment 5).

Senator Souza asked if there is technology to use for teacher development. **Ms. Dixon** replied for the New Meadows schools it is very difficult, they don't have resources. She said it is very important for teachers to have technology training. **Senator Souza** asked how is technology used to advance teacher training in order to save on travel costs. She wondered if any of the training can be done online to save money. **Ms. Dixon** replied their district works with webinars. Some districts work with IDLA for professional development.

Senator Ward-Engleking asked if the educational cut backs resulted in the loss of funding for professional development. **Ms. Dixon** said their district didn't feel the cut backs. She didn't know the impact to other districts. **Senator Ward-Engleking** commented she knows the importance of professional development and hopes that the State can continue to help with funding.

Senator Den Hartog asked what role is there for instructional coaches, and is that viable for small districts. **Ms. Dixon** said they used the leadership money to do a small sampling of coaching. To do that takes money, which is limited.

Chairman Mortimer asked in regards to professional development funding, which do districts need most: Time or classes. **Ms. Dixon** said if there is funding the districts can find the time. If they have time, the districts could be more creative with how many teachers can attend.

PRESENTATION: Marg Chipman, ISBA Vice President, Trustee Weiser School District (District), presented Technology and Idaho Education Network (IEN). She explained to the Committee the importance of the IEN in Weiser. She outlined the statistics of usage of IEN and the positive effects to rural students. She explained the necessity of broadband internet for the operation of schools and outlined how the loss would interrupt the work of students, teachers, and administrators (see attachment 6).

Chairman Mortimer asked if the District has gone out to secure other broadband service. **Ms. Chipman** said the superintendent stated that Weiser will continue to use the current Internet provider. **Senator Keough** asked if the District has spoken with the current provider to continue the Internet service. **Ms. Chipman** replied in the affirmative. **Senator Keough** said the legislature is very concerned that schools will be able to have the Internet and serve student with as little disruption as possible.

PRESENTATION: Ann Ritter, Vice Chair, Trustee, West Ada School District (District), Past President of ISBA, presented the issue of testing. She summarized the testing process in the District. She explained the time elements and processes the district used to test students. **Ms. Ritter** emphasized that the District highly supports the administration of the SBAC testing because it gives the District information it needs to measure effectiveness. She relayed to the Committee the areas of improvement their testing department suggested. She concluded her presentation stating that testing is necessary to gauge the health of the educational system and make decisions for improvement (see attachment 7).

Senator Souza asked if the District plans to continue to administer the MAP test. **Ms. Ritter** replied in the affirmative and stated the growth measures in the MAP test are not ascertainable in the ISAT.

Chairman Mortimer thanked the ISBA for their reports. Educating the Committee about the work around the State in schools is very enlightening.

Chairman Mortimer invited Senator Hill, Senate Pro Tempore; Senator Cameron, JFAC Chairman; and Will Goodman, State Department of Education (SDE), to present an IEN update from an administrative point of view.

PRESENTATION: Senator Hill explained the contractual, legal and functional dilemma of IEN.

Senator Cameron said that JFAC will be taking up the IEN issue. The goal is to protect students and school districts ensuring that they can continue to successfully function. He explained that there will be an appropriation to provide enough resources and funds to continue to provide internet service in the schools.

Will Goodman, SDE, told the specific dates that judgments were made regarding the predicament of IEN. He then outlined the deadline dates and apprised the districts members in the audience, the steps they should consider as Internet service termination approaches (see attachment 8).

Chairman Mortimer explained that having the ISBA members in the audience offered a good time to present the IEN problem.

ADJOURNED: There being no more business, **Chairman Mortimer** adjourned the meeting at 4:53 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

ISBA Day on the Hill

February 16-17, 2015



A Presentation by the
Idaho School Boards Association

Today's Presenter



President
Dr. Todd Wells

Agenda

- 1. Demographics Survey**
- 2. Negotiations Survey**
- 3. Training Update**
- 4. Legislative Update for this Year**
- 5. Important ISBA Bylaw Change**
- 6. Stand up for Idaho Public Schools**



Trustee Demographics Survey Results

Trustee Demographics Survey

- **265 Responses**
- **56% of all respondents have served four (4) or fewer years**
- **14% have served 12 years or more**
- **92% either now have, or have had, a student in an Idaho public school**

Trustee Demographics Survey

- **55% are male; 45% are female**
- **70% are currently employed or self employed**
- **20% are retired**
- **Age categories:**
 - 18-29 – 1%
 - 30-39 – 13%
 - 40-49 – 34%
 - 50-59 – 22%
 - 60-69 – 23%
 - 70 or older – 7%

Trustee Demographics Survey

- **Top employment industries include:**
 - Agriculture/Forestry
 - Educational Services, Health Care, and Social Assistance
 - Professional, Scientific, Management, Administrative
 - Finance, Insurance, Real Estate
- **63% have a bachelors or graduate degree**
- **17% have an Associates or PTE degree**

Trustee Demographics Survey

- **When it comes to politics:**
 - 21% are very conservative
 - 39% are somewhat conservative
 - 25% are middle of the road
 - 12% are somewhat liberal
 - 3% are very liberal



Negotiations Survey Results

Negotiations Survey

- **83 School Districts Responded**
- **About 54% of school districts required the local union to prove they represented 50% + 1 of the certificated employees**
- **Of those districts, 33% have that process outlined in Board Policy**
- **Only 1 local union out of 43 was unable to prove majority representation**

Negotiations Survey

- **Over 88% of the school districts participated in negotiations; 12% did not**
- **85% of school districts began negotiations prior to May 16**
- **75% of school districts met five or fewer times before completing negotiations**
- **68% spent 10 or less hours in negotiations**
- **5 districts spent 30 or more hours**

Negotiations Survey

- **87% of school districts completed negotiations by July 1**
- **For the first demands/offers made by both the unions and the districts, the most requested items to be included in the master agreement were:**
 - Pay Increases
 - Addition of Steps and Lanes
 - No Increases in Insurance Costs to Staff

Negotiations Survey

- **74% of school districts paid all movement on steps and lanes**
- **49% of school districts increased the grid**
- **Increase in total overall pay:**
 - **.5 – 1.5%** - 64% of school districts
 - **Over 3%** - 4% of school districts
 - **0%** of school districts decreased total overall pay

Negotiations Survey

- **63% of school districts either picked up the entire cost of the increase in health insurance or decreased the amount employees paid for it**
- **5% of our school districts imposed a reduction in force this year**

Negotiations Survey

- **30% of school districts negotiated other items besides salary and benefits into the master agreement**
 - Staff Grievance
 - Leave Time
 - Professional Development
 - Association Rights
 - Staff Evaluations
- **72% of the districts that negotiated items besides salary and benefits into the master agreement currently had policies on at least one of those items negotiated**

Negotiations Survey

- **Percent of the Budget that goes to pay salary and benefits:**
 - 66-70% - 4.1% of school districts
 - 71-75% - 6.8% of school districts
 - 76-80% - 12.3% of school districts
 - 81-85% - 35.6% of school districts
 - 86-90% - 37% of school districts
 - 91-95% - 4.1% of school districts

Training Update

**School Districts are Using the
\$2000 per District That You
Appropriated Last Year**

Training



ISBA Trainers



Allison Westfall



Bryan Matsuoka



Debra Buttrey



Dr. Heather Williams



Jaci Hill



Jackie Hopper



Mary Ann Rannells



Mary Huff



Susan Scherz

Training



ISBA has signed up 81 traditional school and charter districts for board training packages.

Trainings completed so far....

16 Strategic Planning

19 Superintendent Evaluations

13 Finance

27 Ethics

17 Governance

Advocacy

2015 Legislative Priorities

Advocacy



Removal of the sunset clauses on three pieces of legislation and making them permanent.



Evergreen Clause



Ability to Reduce Salaries



Reduction in Force

Advocacy



Education Tax Credits



Alternative school funding for 6th grade

Advocacy



IEN /Funding



Tiered Certification



Career Ladder



Association Update

Association Update



Charter Schools

Full Members

First in the Nation



Stand Up 4 Idaho Public Schools

An Advocacy Campaign by ISBA



STAND UP
4 IDAHO
PUBLIC SCHOOLS

Proudly supported by ISBA

www.StandUp4IdahoPublicSchools.org

Stand Up 4 Idaho Public Schools



How it Began: National School Boards Association

Stand Up 4 Idaho Public Schools

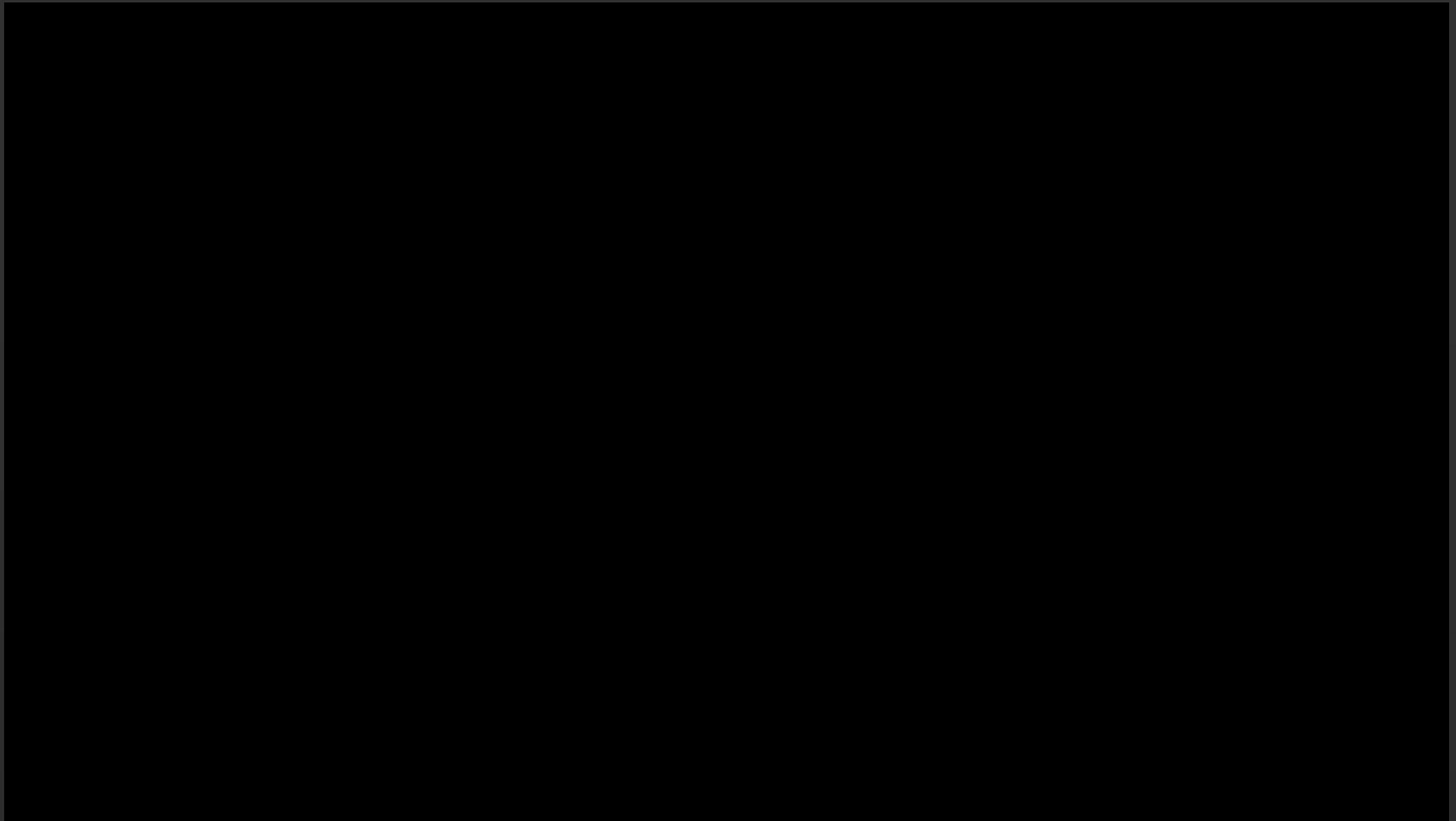


**“Public education is
the cornerstone of
our democracy.”**

Barbara Morgan

*Astronaut, Educator in Idaho, and
Supporter of Stand Up 4 Idaho Public Schools*

Stand Up 4 Idaho Public Schools



<https://www.youtube.com/watch?v=RSkbTWhXJpY&feature=youtu.be>

Stand Up 4 Idaho Public Schools

4 Things You Can Do Today:

1. 'Like' the Facebook page and/or follow us on Twitter
2. Share a good-news story with ISBA about your district or a student from your district
3. Tell us your story – Has Idaho public education helped shape who you are today?
4. Suggest an individual that exemplifies Idaho public education

Stand Up 4 Idaho Public Schools

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www.StandUp4IdahoPublicSchools.org



Q&A Time!

Mr. Chair, Members of the Committee. I am Tom Hearn trustee of the Coeur d'Alene School District and also the Region 1 ISBA chair. ~~I've been asked to make~~ Thank you for giving me opportunity to provide some comments about negotiations this past year in Coeur d'Alene with our teachers and how possibly the legislature could help our teachers and trustees.

Last year was one of the more difficult and contentious years of negotiations in quite some time because of the usual problem of disagreements over wages and benefits. With years of problems in state funding many teachers in the District are understandably anxious to make up for lost ground. Wages and benefits which consume about 89% of the budget in Coeur d'Alene are always a contentious issue and ~~problems~~ decreases in state funding along with annual increased health insurance costs made last year's negotiations particularly tough. The School Board and Coeur d'Alene Education Association began negotiations on April 28, 2014 and ended in a mediation session on September 25, 2014. We had 13 meetings including 45 hours of face-to-face negotiation plus many additional hours of preparation time involving data-gathering for these meetings. Our final resolution was with a mediator and resulted in a slightly lower district contribution for family medical coverage and a half a percent increase on the base salary.

The Coeur d'Alene School District, as with many districts, has annual increases in the cost of health insurance and many years those increases are double-digit. Also, ~~the fact of the matter is that~~ the Coeur d'Alene School District has \$4 million less in state money than we had in 2008. Many of our lower wage employees such as bus drivers, cafeteria workers, classroom aides, etc. are working for benefits. The school district has always had a somewhat decent benefits package but it has been slowly eroding over the years due to our financial problems.

Every year salary and benefits take up an increasingly larger share of our budget which leaves the remaining 11% or so to fund everything else. We are aware that this trend is unsustainable over the long run and without a significant increase in state funding and a lessening of our insurance costs, we will need to continue to make significant cuts to our benefits package for employees. If the legislature ~~could come up with ways~~ would be willing to work with ISBA to find a way to control or help fund insurance costs that would be helpful, ~~but~~ we realize that this health insurance issue is not just a problem in Coeur d'Alene but statewide and nationally.

The problem we are having ~~which~~ that is directly related to negotiations and funding is also recruiting and retaining qualified teachers and staff. Even though Coeur d'Alene is a desirable place to live, we are losing teachers to places such as Spokane Washington which is only a short drive away ~~and teachers can get a significant raise in pay by simply crossing the border~~. This problem with recruiting and maintaining teachers is not unique to Coeur d'Alene. ~~With the annual funding problems of schools of course the teachers feel they have a lot of catching up to do in terms of their salaries and they would also like to recover some of their health benefits cuts~~. The younger teachers who are a long ways from retirement are the ones that we often lose to other states that can pay them more.

So what can the legislature do to help out with negotiations? It would be helpful if we had a date for actually ending negotiations. However, ~~although~~ our board has mixed feelings about this issue. Some of our board members are very reluctant about being held to a particular date and simply imposing a contract settlement. ~~Why should the teachers in good faith inter into negotiations when the district can simply impose a settlement?~~ But we have ~~also~~ had a problem with negotiations dragging on for months and often times the teachers are reluctant to settle until

we have an audited fund balance which is not available to us until the end of August or even September. But it would be helpful to at least set some parameters on completing negotiations in a timely fashion.

Also obviously the legislature can help by restoring discretionary funds and an increase in state funding would also help alleviate the need for maintenance and operation levies which now consume about 21% of the Coeur d'Alene School District budget. What was once a supplemental levy is now essential to the operations of the school district. There is an obvious inverse relationship between schools funding from the state and levies. Increased funding would help in negotiations with the teachers, lowering the local property tax burden, and also in meeting our many other responsibilities in paying the costs of providing a quality education in Coeur d'Alene.

I'm aware of the fact that some legislators likely get tired of hearing about the desire for increased funding. But the reality on the local level is that our problems with negotiations could be significantly improved by funding. We don't feel our teachers are being greedy. They just want decent wages and benefits and if those continue to be eroded we will not only continue to lose quality staff, as stated, but we will also be unable to hire new teachers particularly in hard to fill positions like special education, high school science and others.

~~There is a funding crisis in public education in Idaho and of course it's going to affect negotiations as it did in Coeur d'Alene this last year.~~

Thank you for the work you do and your attention to my comments.

I'm not glad to stand for any Questions?

ATTACHMENT 3

Good afternoon, Mr. Chairman. Thank you for the opportunity to address the committee. My name is John Menter and I am a Trustee with the Troy School District #287. I also have the honor to serve as the President Elect of the Idaho School Boards Association. I would like to start my testimony by giving you some information on my district: We have 293 students (K-12), 25 certificated staff members, 25 classified staff and 2.5 administrators. We have strong representation within our local education union, Troy education association and hold annual negotiation sessions beginning each spring. Proposed items for negotiation this past year were: from the district: 1) Salary & Benefits 2) Accountability timesheets for extracurricular stipends. From the TEA: 1) movement on steps and lanes (education and experience) 2) a 3% salary increase. Sounds fairly simple, but not quite. TEA requested that we begin negotiations on March 9th and then on March 17th the district received a request for documents such as:

- 1: Five years of audited financial reports
- 2: Five years of the district's budget vs actual expenses
- 3: Calculations of the district's support unit decline over the past five years and a projection of what the support units will be for the 2014-15 school year.
- 4: A financial analysis that shows how much the district's fund balance has actually decreased this year.

There are several others which I have provided in a written document for you to look over. The union continued to ask for additional budget and financial documents and used the negotiation sessions over the next five months to ask questions regarding the district finances and budget. Keep in mind that every TEA negotiator had been on our district budget committee and had opportunity to ask questions and had access to all of the district's financials. No budget questions were asked during those budget committee meetings. TEA negotiators preferred to do their budget questioning at the negotiation table. The budget is one of the items that the board does not negotiate. Therefore, this series of questioning was out of line and that point was frequently made to the association negotiators. Troy School District Staff (Superintendent and Business Clerk) put many hours into the negotiations process: roughly 60 hours and an additional 10 hours by the Business Clerk preparing requested documents for the TEA. Idaho Code requires districts to issue teacher contracts on July 1 of each year. Based on guidance from the SDE, we issued our teacher contracts based on the prior year. Negotiations have not been closed and we have not been approached by TEA for further negotiations meetings.

Legislation that has been helpful has been one year master agreements, the "Evergreen Clauses". This prevents current boards from binding future boards to items which may not be relevant to the operation of the district in the future and allows districts to place many of those issues which used to be part of the master agreement into district policy.

Mr. Chairman I would be glad to stand for questions.

Thank you Chairman Mortimer and Good Members of the Senate Education Committee for allowing me to share about the successful implementation of the Leadership Premiums in our District. I am Jim Stoor and today I represent both the Soda Springs School District where I serve as chairman of the board and ISBA where I serve on the Executive Board as the Chair from Region 5. Just a little background for you all here, I have served as a Trustee on my local Board going on 11 years and this is my second year serving on the Executive Board for ISBA. I grew up in Agriculture and currently work for the JR. Simplot Company.

The Soda Springs School District educates just under 800 (796) students and employs approximately 50 certificated teachers housed in a configuration of elementary K-4, middle school 5-8, and high school 9-12. The Leadership Premium program brought approximately \$35,000 to our district allowing for 31 leadership premiums given to 25 teachers which is approximately 50% of the teaching staff. The amounts of the premiums range from \$850.00 to \$1200.00 depending on the job description and these Premiums were offered in a supplemental contract.

The leadership premiums to our District has made a huge impact on teacher collaboration and student achievement. Administrators worked closely with teachers and the Board of Trustees to initiate a plan which would allow teachers to share leadership responsibilities. Many of our teachers had shared these responsibilities for years, but this shared responsibility, was based upon who had the time, who had the interest and who would show up for the meetings.

The creation of the Leadership Premium Plan allowed the most qualified individuals to step into the most needed areas of our collaborative teams. The opportunity for all teachers to apply and know they could be part of different teams has helped eliminate a non-collaborative culture. The teachers have a different perspective and have seen success from their efforts. The Board of Trustees along with the leadership team set up an application process and was able to create job descriptions aligned with stipend amounts to add credibility and accountability to the positions. Some of our fears in offering these premiums were that it would stifle collaboration, create animosity and thought we would have some individual issues, but what we found, for the most part, was that teachers appreciated the leadership coming from within their own ranks. The best way to describe the overall impact of our plan is to offer examples of the positions created for use in our district:

ELEMENTARY SCHOOL

At the elementary school, Principal Sue Hansen writes: "...stipends from the Leadership Premiums have helped Thirkill Elementary meet state requirements on the WISE Tool School Improvement Process. It has provided funding for teachers on the Framework for Teaching from the Charlotte Danielson Model, and helped with the implementation of The Leader In Me Character Education Program, as well as Technology Integration. Mrs. Hansen states: "As the principal, I would not have been able to do all these things without the help of these leadership teams. There was an expectation from the teachers that work needed to be done in order to receive the stipend so it was easy to ask them to attend meetings or training."

MIDDLE SCHOOL

At the middle school, Principal Debbie Daniels shares "I have felt very fortunate to have the use of the Leadership Premiums this year. At the building level, I have an Educational Technology Specialist that helps the teachers with instructional technology needs, resources, and training geared toward their needs and interests. At each grade level, we have 4 Professional Learning Communities Leaders (PLC) that meets with grade level teachers weekly. They align curriculum, examine data, discuss student concerns, organize FLEX (an advisory type period where students obtain remediation every day), and collaborate on best practices. In addition, we have two teachers who received a premium for teaching high school level courses for Advanced Opportunities Initiative. The use of Leadership Premiums has created a leadership team that is making a positive impact on Tigert Middle School".

HIGH SCHOOL

Principal Robert Daniel at our High School shares..."At Soda Springs High School (SSHS) we currently have 8 teachers in Leadership positions that are being funded through the Leadership Premium Plan. Currently we have leaders in the following: 1 Teacher in Technology Integration, 4 Professional Learning Communities Leaders (PLC), 1 Advanced Opportunities Coordinator, 2 Dual Credit Instructors." One goal of the leadership premiums at the high school was to attract teachers to become certified to teach Dual Enrollment. Working closely with the **College of Southern Idaho**, we were able to add to the Humanities Courses, add additional Math courses and are in the process of adding English and Science to our Dual Enrollment opportunities.

DISTRICT LEVEL

Finally, as you are aware, most rural districts in Idaho do not have access to a curriculum director. The absence of a curriculum director places this responsibility on each building principal. At the district level, we were able to fill this valuable need with ELA and Math Core Coaches to coordinate our efforts, in between grade levels and building levels. One principal shares, "I have two teachers in my building holding District leadership positions. The District ELA facilitator continues to work with the ELA department at the middle school and the high school to align Curriculum, beef up the rigor, and focus on the common core. Writing has become a component in core science and core history classes as well. The District Math Facilitator has met with the math teachers throughout the district, works with Mr Jason Libberton, a Regional Math Person from **Idaho State University**, and continues to develop math techniques and resources to share with the other math teachers.

In addition, at the district level we were able to establish 2 Advanced Opportunity Coordinators for both the middle and high school levels to make sure these opportunities were made available to all students. We also funded positions to mentor new teachers.

On behalf of the students, staff and the Board of Trustees of the Soda Springs School District I would like to thank you for your attention in this matter and ask that you continue to fund this valuable program. And with that Mr. Chairman, I would stand for questions.....

Additional Information

More Detail from Thirkill:

1. **School Improvement Team** -- met weekly during September/October to meet the November 1 submission date for the WISE Tool. We have met twice in January to monitor progress to meet the February 1 submission date. They have also helped begin the process of completing the documentation to move to Schoolwide for Title I. (As a reminder, the funding for this stipend came from the School Improvement Grant)
2. **The PLC grade level leaders** attended two days of Charlotte Danielson training in December (a Thursday and Friday). At this training, they not only gained a deeper understanding of the Framework, but also planned how to share the information with their grade level. Since the training they have completed the activities during grade level meetings and during faculty meeting. The teachers have appreciated receiving small bits of information and being able to discuss it as opposed to meeting for a full day to disseminate the information.
3. **Character Ed Lighthouse Team** participated in training on a Friday in October to understand the criteria for becoming a Lighthouse School. Monthly meetings are held after contract hours to review what is expected for a year one school. Teachers also present in faculty meeting to keep the enthusiasm going for this program.
4. **Technology Integration specialist** has been accessible for teachers to ask questions. She is also reviewing apps to be used in science and other subjects. She regularly presents in faculty meeting. She arranged an introduction to Kahn academy from a high school teacher.

More Detail From SSHS on how it is monitored

1. Each educational leader is given expectation of what their leadership position covers.
2. All positions are monitored by the Principal through quarterly meetings with leaders. During quarterly meetings the teachers discuss what things they have been working on with other teachers, and they go over the list of expectations for their position to see if there needs to be improvement.
3. Some of the leaders have been working in these capacities prior to the premiums being allocated, but others have stepped up and are taking responsibility for their new positions and leading others to improve the educational process at SSHS.

QUALITY PROFESSIONAL DEVELOPMENT FOR TEACHERS MATTERS

Since I entered the teaching profession 45 years ago, teaching strategies, curriculum and technology have changed dramatically. No longer do we see slow curriculum changes, minimal technology being used and old tried and true strategies no longer work as effectively as they once did.

National mandates determine our strategies, textbooks with added material are adopted more frequently and technology changes by leaps and bounds.

Professional development for teachers is a key mechanism for improving classroom instruction, staying current and student achievement.

Professional development affects student achievement through three steps. First it enhances teacher knowledge and skills. Second, better knowledge and skills improves classroom teaching. Third, improved teaching raises student achievement. If one link is weak or missing, better student learning cannot be expected.

If we want students to learn, the most critical element is the teacher. So professional development is the most important thing we can do to help students learn.

Good teachers become great teachers by going beyond the call of duty and beyond the textbook. To do this, he or she must continue their education. There are conferences, workshops, and continuing education that could give the teacher that extra help in all areas for their students. There are on-line workshops and classes that teachers could attend as well as on-site workshops and classes.

There is no coherent infrastructure for professional development therefore it is a patchwork of opportunities- formal and informal, mandatory and voluntary, free spirited and planned.

Regardless of the format, none of this comes free or even inexpensive. It is difficult for teachers and administrators to receive professional

development because they often have to drive great distances to meeting sites. If an expert is hired for on-site training the costs of travel and housing must also be included in the cost of the course. College credits have become so expensive that even one credit can cost as much as \$450.00 (potentially the cost of insurance for one family member per month).

Our district is only able to allocate \$6,000.00 for professional development. The classes must be related to their current assignment or to build toward additional certification. The staff of 20 must share this so the reimbursement is about \$300.00 per person if they all participate in a given year.

As a board member, it is my duty and mission to try and always do what is best for the students. But in order to do this I feel I must also try to do what is best for the staff and help them realize or achieve their potential.

We should invest in either finding the best teachers or provide exceptional professional development to help them become the best without it becoming a financial burden to the teacher or the district.

SENATE ED COMMITTEE PRESENTATION

February 16, 2015

Chairman Mortimer and members of the committee: I am Marg Chipman, VP of the ISBA, and a trustee of the Weiser School District, serving in my 22nd year. When the IEN was established, the Weiser School District embraced the opportunities it provided to our small, rural community, realizing that the IEN would make it possible for our students, and those around the state to whom our faculty provides instruction, to overcome the educational disadvantages we were encountering and help to level the playing field between rural and urban students.

According to information from the IEN, less than 50% of high schools in Idaho are using the video teleconferencing equipment to deliver classes to students; however, there are currently 219 High Schools in Idaho that are connected to high-speed broadband internet as a result of the IEN. Of those high schools, 212 or 97% use their high-speed internet connection every day to provide education to thousands of Idaho high school students.

If broadband connectivity is lost due to the interruption of service from the IEN, the Weiser School District would lose access to the following applications until a local internet provider was able to establish service:

- School Master
 - Student management system
 - Attendance
 - Guidance
 - Scheduling
 - Grading
- Email
 - Hosted by Tek-Hut
- All Professional-Technical Reporting
 - 10 forms
- ISEE Reports
 - Fast Forward
 - Enrollment
 - Attendance
- Special Education
 - Enrich Special Education Compliance/Document Software
 - All special education documentation is stored on a secure server
 - All special education forms must be completed online
- Federal Programs Reporting
 - Consolidated Plan that must be completed to secure Federal Funding for education
 - Title Ia
 - Title IIa: Improving Teacher Quality
 - Title III: Federal LEP
 - State LEP
 - Rural Low-Income Schools
- MyOn Reader
 - Digital Library
 - Bi-lingual books available

- Read 180
 - Approximately \$25,000 program used for specially designed ELA intervention instruction
- Accelerated Reader
- Sum Dog (Math intervention software)
- Study Island
 - Idaho Core Aligned supplementary program
- K-12 Mathematics curriculum
 - Eureka Math
 - Mathematics Vision Project
- Idaho Digital Learning Academy Courses
- Online Correspondence courses
- Pharmacy Tech course
- Edmodo
 - Blended Classroom Instruction
- Programs tied to Idaho Technology Pilot Grant at Park Intermediate School
 - Keyboarding Online
 - Reflex Math
 - Discovery ED Tech-Books for Science instruction
- ISAT 2.0 Testing (95% of students in grade 3-8 and 10 are required to test this spring or \$245 million in Federal Funding could be withheld)
- FAFSA access for college and career counselors
- SAT test registration: High School Registration
 - Online registration is required
 - Online SAT prep class available to all juniors in the State
- Access to the internet using Chromebooks (must have wireless and internet to function)
 - 144 devices in 4 mobile carts at Weiser High School
 - 72 devices in 2 mobile carts and 25 used as desktop devices at Weiser Middle School
 - 30 devices at Park Intermediate School
- Google Applications for School
 - Google Docs (Word)
 - Google Forms
 - Google Sheets (Excel)
 - Google Slides (PowerPoint)
- Family communications
 - Email
 - Teacher Websites
 - Edmodo
 - Family Link in School Master
- File Storage
 - Dropbox
 - Google Drive

The following educational opportunities would be lost if Video Conferencing Classrooms provided by the IEN are no longer available:

- College Level Course work from College of Southern Idaho

- History 101: Western Civilizations
 - Psychology 101: General Psychology
- College Level Course work from Boise State University
 - Math 175: Calculus II
- Introductory Programming classes from Twin Falls High School
 - Introduction to Programming for dual-credit through CSI
- ACT Prep Class from Westside High School
- Holocaust Literature course originated at Weiser High School
 - Satisfies humanities graduation requirement
 - This course has been taught to Murtaugh HS, Jerome HS, Garden Valley HS, Melba HS, Payette HS, Emmett HS, and Silvercreek HS
- Communications 101 course originated at Weiser High School for dual- credit from CSI
 - Satisfies Communications graduation requirement
 - This course has been taught to Murtaugh HS and Garden Valley HS
- Spanish I and Spanish II course originated from Weiser High School
 - Satisfies foreign language requirement for admission to out of state colleges and universities
 - These courses have been taught to Murtaugh HS and Potlach HS
- EMT Basic course originated from Weiser High School
 - This course has been taught to Kamiah HS
 - Students that complete this course and pass their board exams can be licensed EMTs

The question that has all of us wondering is if we do lose broadband connectivity due to the loss of the IEN, how long will schools be without internet connectivity and how will a service we have all come to depend upon change?

According to Camille Wells, there are two short-term solutions being discussed to get schools from the end of February to June 30 of 2015:

1. The Legislature will allocate funds to local school districts so that they can purchase public commodity internet service from the vendor of their choice. This would result in schools using internet that is part of an unmanaged, public network—a huge change from what we have now. “Managed” means that the network is constantly being monitored by ENA—we experience no delays and often times, are contacted to let us know there is a potential problem, which is fixed before we experience it. It is so reliable and always “on.” We are concerned with data privacy issues in an unmanaged, public service.
2. The IEN is interested in formulating a short-term, emergency solution to continue the service it is currently been providing with no interruption to service. This solution would provide school districts with access to a managed, private network that has proven to be consistent and reliable.

The Weiser School District and the Idaho School Boards’ Association are in favor of a solution that ensures that the quality of internet service we have come to rely upon is not interrupted in any way so that we can continue to serve our students to the best of our ability.

Good afternoon. My name is Anne Ritter and I am Vice Chair of the West Ada School District and past president of the Idaho School Boards Association. I have been asked to address the issue of testing.

The West Ada School District participated in the spring 2014 SBAC field test in grades 3-8 and 11. Since no scores were generated from the field test administration, student's test sessions were limited to a class period of 45 minutes per test. Since there were 4 separate tests, 2 English Language Arts and 2 Mathematics, student's total test time for the SBAC field test was approximately 3 hours.

There were both pros and cons with the administration of the test. Idaho was well prepared for the administration of a computer based test compared to other states. We benefitted from the use of hand held devices in many classrooms which alleviated the need to close down the computer labs in those schools. However, in schools that do not have the widespread availability of hand held units there was some concern regarding the amount of time the computer labs were closed for instructional purposes and were used solely for test administration.

The West Ada School District continues to administer the NWEA MAP (Measures of Academic Progress) fall and spring tests in grades 2-8. The Common Core aligned MAP tests are computer adaptive tests that accurately measure student's achievement regardless of their grade level. It also provides a stable measure of student achievement using a RIT scale. This assessment provides valuable information at both the school and student level. The test takes approximately 60 minutes per test to administer. The district administers the Reading and Mathematics MAP. Because we have used the test for so many years, this year's 8th grade students who have been West Ada students since the third grade have five years of growth and achievement data in both Reading and Mathematics. That data is used to differentiate instruction, determine appropriate student placements and assess the effectiveness of the district programs.

We support the administration of the SBAC test this spring, and we are ready to administer the tests. We need one data point to determine both the quality and usefulness of the data. After this administration we should be able to accurately determine how to balance the assessment both in time and content.

We anticipate that the testing time of students in grades 3-5 will be 7 hours, 6-8 will be 7.5 hours and grade 11 will be 8.5 hours. Those testing times include the Computer Adaptive Test, the Performance Task and the In Class Activity portions of the test.

These are some suggestions from our testing department:

Stagger the administration of the Performance Tasks. For example, administer the ELA Performance Task in grades 3, 5, 7 and 9 and the Mathematics Performance Test in grades 4, 6, 8 and 10. The total annual testing time would be decreased by 2.5 hours.

To calculate growth, keep the Computer Adaptive Portion of the SBAC test at every grade. It would allow a year to year data point that could be used for that purpose.

I know there is support to test in grades 3-8 annually and used the PSAT/SAT for the high school metric of college and career readiness. Until we can assure the PSAT/SAT is an appropriate measure of the Idaho Core Standards and a cut score can be established to represent high school standards attainment I believe we should continue to use the SBAC/ISAT in grades 3-10. The 10th grade SBAC/ISAT should be the marker for the individual graduation requirements starting with the class of 2018, which are this year's 8th graders.

If the State Of Idaho continues to require student achievement results to be considered in the teacher evaluation process, the PSAT/SAT would be limited for this purpose.

The State of Idaho's system of school accountability must responsibly calculate, interpret, and communicate assessment results at the school and district levels. An accountability system that aggregates data into a single rating frequently misrepresents school and district effectiveness. In Idaho the star rating system has contributed to the negative response by educators to the SBAC/ISAT. Educators are not opposed to being held accountable for student learning results, but when results are misinterpreted they don't support and/or trust the assessment.

Currently, the public and educators often view assessment as antithetical to the educational process and student learning. Consider the following quote from a September 17, 2014 EdWeek article, Debunking the Three Assessment Myths:

"Educators are not happy that assessment demands are intruding on day to day teaching and learning."

I think the short sentence represents a universal sentiment. It is becoming very popular to advocate for little or no testing. There have been many things that have contributed to this attitude-one of the greatest being No Child Left Behind- but I think it takes us in the wrong direction. Assessment is, and always has been, an integral part of the instructional cycle. We need good metrics and data at both the individual and school levels to gauge the health of our educational system and make decisions for improvement. We need to improve the student learning metric and use the results effectively –not eliminate it.

Thank you for your time and I will stand for any questions you may have.

IEN Talking Points 2-16-2015

- Judge issues ruling on 11/10/2014
- Judgment made the contracts void on 2/11/2015
- CenturyLink has threatened to shut off service on 2/22/2015
- Funding for school broadband ends on 2/28/2015
- Next steps are in flux
- The Department of Education's goal is to help schools move forward, and avoid any seniors (and other grades) losing credit and/or not graduating due to a loss of internet.

Immediate Issues

- Consider contacting your legal counsel to see if you can still pay if you purchased additional services off the state IEN contract.
- Schools need to have an emergency plan in place in case they need to secure their own service immediately to finish the year.
- Consider not signing long term contracts

E-rate

- Form 470s must be filed by 2/26/2015 to start on 7/1/2015
- Form 471s must be filed by 3/26/2015 to start on 7/1/2015
 - Recommend 3/24/2015
- Follow all proper state and federal procurement rules
- Consider not signing contracts longer than a year
- Explore month to month service options
- SDE will provide technical guidance for E-Rate filing, RFP writing, and any other support needed
- Todd Lawrence new E-Rate support
 - (208) 332-6959, tlawrence@sde.idaho.gov
- Will Goodman (208) 332-6970, wgoodman@sde.idaho.gov

Long Term

- The Legislature is looking at long term solutions

ISBA Day on the Hill

February 16-17, 2015



A Presentation by the
Idaho School Boards Association

Today's Presenter



President
Dr. Todd Wells

Agenda

- 1. Demographics Survey**
- 2. Negotiations Survey**
- 3. Training Update**
- 4. Legislative Update for this Year**
- 5. Important ISBA Bylaw Change**
- 6. Stand up for Idaho Public Schools**



Trustee Demographics Survey Results

Trustee Demographics Survey

- **265 Responses**
- **56% of all respondents have served four (4) or fewer years**
- **14% have served 12 years or more**
- **92% either now have, or have had, a student in an Idaho public school**

Trustee Demographics Survey

- **55% are male; 45% are female**
- **70% are currently employed or self employed**
- **20% are retired**
- **Age categories:**
 - 18-29 – 1%
 - 30-39 – 13%
 - 40-49 – 34%
 - 50-59 – 22%
 - 60-69 – 23%
 - 70 or older – 7%

Trustee Demographics Survey

- **Top employment industries include:**
 - Agriculture/Forestry
 - Educational Services, Health Care, and Social Assistance
 - Professional, Scientific, Management, Administrative
 - Finance, Insurance, Real Estate
- **63% have a bachelors or graduate degree**
- **17% have an Associates or PTE degree**

Trustee Demographics Survey

- **When it comes to politics:**
 - 21% are very conservative
 - 39% are somewhat conservative
 - 25% are middle of the road
 - 12% are somewhat liberal
 - 3% are very liberal



Negotiations Survey Results

Negotiations Survey

- **83 School Districts Responded**
- **About 54% of school districts required the local union to prove they represented 50% + 1 of the certificated employees**
- **Of those districts, 33% have that process outlined in Board Policy**
- **Only 1 local union out of 43 was unable to prove majority representation**

Negotiations Survey

- **Over 88% of the school districts participated in negotiations; 12% did not**
- **85% of school districts began negotiations prior to May 16**
- **75% of school districts met five or fewer times before completing negotiations**
- **68% spent 10 or less hours in negotiations**
- **5 districts spent 30 or more hours**

Negotiations Survey

- **87% of school districts completed negotiations by July 1**
- **For the first demands/offers made by both the unions and the districts, the most requested items to be included in the master agreement were:**
 - Pay Increases
 - Addition of Steps and Lanes
 - No Increases in Insurance Costs to Staff

Negotiations Survey

- **74% of school districts paid all movement on steps and lanes**
- **49% of school districts increased the grid**
- **Increase in total overall pay:**
 - **.5 – 1.5%** - 64% of school districts
 - **Over 3%** - 4% of school districts
 - **0%** of school districts decreased total overall pay

Negotiations Survey

- **63% of school districts either picked up the entire cost of the increase in health insurance or decreased the amount employees paid for it**
- **5% of our school districts imposed a reduction in force this year**

Negotiations Survey

- **30% of school districts negotiated other items besides salary and benefits into the master agreement**
 - Staff Grievance
 - Leave Time
 - Professional Development
 - Association Rights
 - Staff Evaluations
- **72% of the districts that negotiated items besides salary and benefits into the master agreement currently had policies on at least one of those items negotiated**

Negotiations Survey

- **Percent of the Budget that goes to pay salary and benefits:**
 - 66-70% - 4.1% of school districts
 - 71-75% - 6.8% of school districts
 - 76-80% - 12.3% of school districts
 - 81-85% - 35.6% of school districts
 - 86-90% - 37% of school districts
 - 91-95% - 4.1% of school districts

Training Update

**School Districts are Using the
\$2000 per District That You
Appropriated Last Year**

Training



ISBA Trainers



Allison Westfall



Bryan Matsuoka



Debra Buttrey



Dr. Heather Williams



Jaci Hill



Jackie Hopper



Mary Ann Rannells



Mary Huff



Susan Scherz

Training



ISBA has signed up 81 traditional school and charter districts for board training packages.

Trainings completed so far....

16 Strategic Planning

19 Superintendent Evaluations

13 Finance

27 Ethics

17 Governance

Advocacy

2015 Legislative Priorities

Advocacy



Removal of the sunset clauses on three pieces of legislation and making them permanent.



Evergreen Clause



Ability to Reduce Salaries



Reduction in Force

Advocacy



Education Tax Credits



Alternative school funding for 6th grade

Advocacy



IEN /Funding



Tiered Certification



Career Ladder



Association Update

Association Update



Charter Schools

Full Members

First in the Nation



Stand Up 4 Idaho Public Schools

An Advocacy Campaign by ISBA



STAND UP
4 IDAHO
PUBLIC SCHOOLS

Proudly supported by ISBA

www.StandUp4IdahoPublicSchools.org

Stand Up 4 Idaho Public Schools



How it Began: National School Boards Association

Stand Up 4 Idaho Public Schools

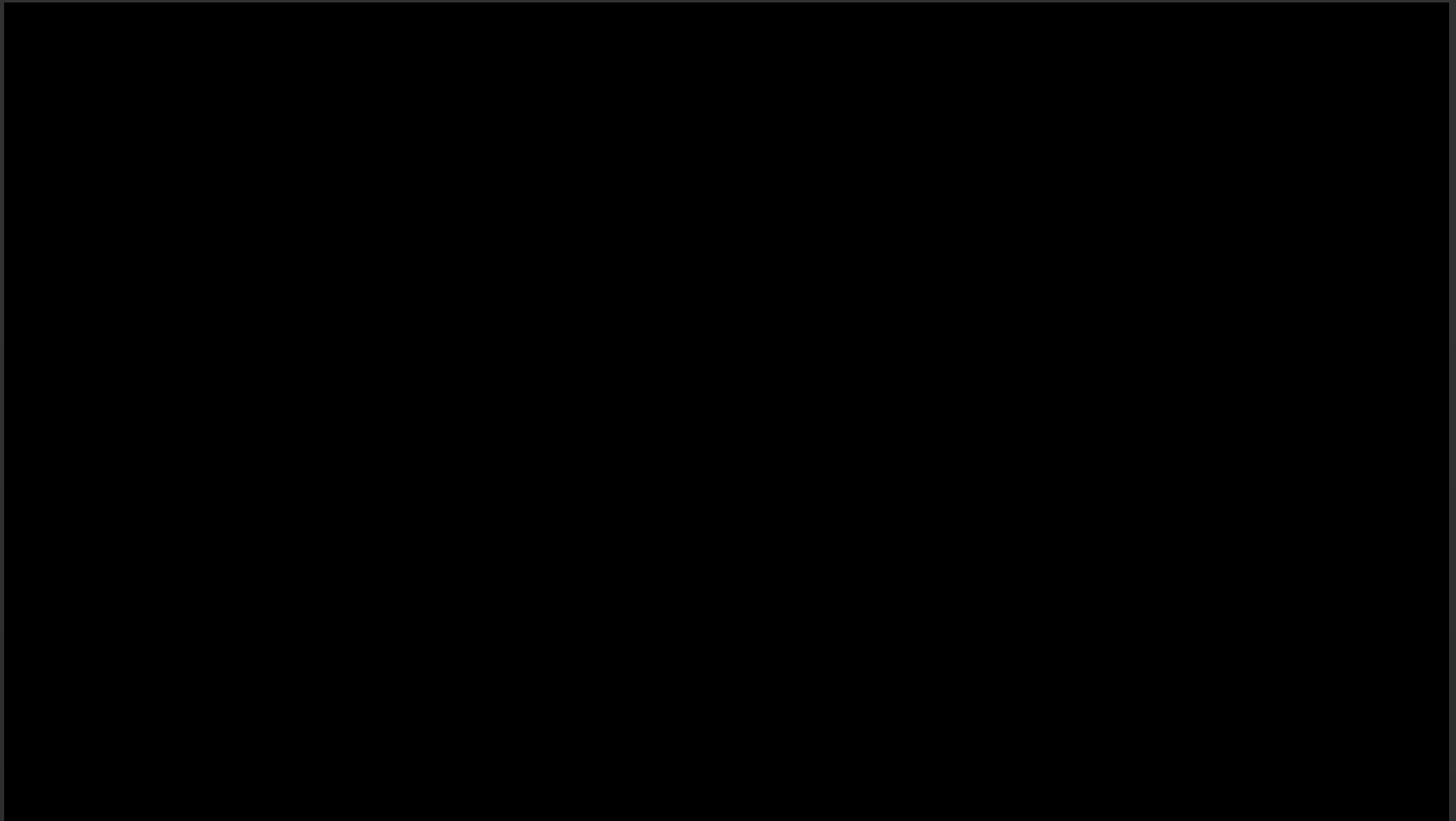


**“Public education is
the cornerstone of
our democracy.”**

Barbara Morgan

*Astronaut, Educator in Idaho, and
Supporter of Stand Up 4 Idaho Public Schools*

Stand Up 4 Idaho Public Schools



<https://www.youtube.com/watch?v=RSkbTWhXJpY&feature=youtu.be>

Stand Up 4 Idaho Public Schools

4 Things You Can Do Today:

1. 'Like' the Facebook page and/or follow us on Twitter
2. Share a good-news story with ISBA about your district or a student from your district
3. Tell us your story – Has Idaho public education helped shape who you are today?
4. Suggest an individual that exemplifies Idaho public education

Stand Up 4 Idaho Public Schools

Keep Up-To-Date



facebook.com/StandUp4IdahoPublicSchools



twitter.com/IdahoPubSchools



www.StandUp4IdahoPublicSchools.org



Q&A Time!

AGENDA-Amended 3
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Tuesday, February 17, 2015

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	Library Commission	Ann Joslin, Library Commissioner
Presentation:	Summer Slide	Staci Shaw, Project Coordinator, Early Literacy
Presentation:	Charter School Lending	Terry Ryan, Idaho Charter School Network Conrad Freeman, Vectra Bank Mark Medema, Building Hope
Presentation:	Computer Science Idaho K-12 Initiative	Jay Larson, Idaho Technology Council James Price, Clearwater Analytic Dan Puga, In Time Tec Sherawn Reberry, IDLA
	Budget Decisions	Chairman Mortimer
Minutes Approval:	January 26, 2015	Vice Chairman Thayn
	February 2, 2015	Senator Patrick

If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Souza
Vice Chairman Thayn	Sen Den Hartog
Sen Keough	Sen Buckner-Webb
Sen Nonini	Sen Ward-Engelking
Sen Patrick	

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

- DATE:** Tuesday, February 17, 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** convened the meeting of the Senate Education Committee (Committee) at 3:02 p.m. and welcomed Ms. Ann Joslin, State Librarian and Director of the Idaho Commission for Libraries (Library) for her presentation.
- PRESENTATION** **Ms. Joslin** introduced Staci Shaw, Julie Armstrong and Stephanie Bailey-White, Read to Me Early (RTM) Literacy Coordinators and presented an overview of the Library's activities for the past year (see attachment 1).
- Ms. Joslin** said the Library's mission is to help Idaho's local libraries build the capacity to better serve their clientele. She said the Library provides virtual and in-person development opportunities for library staff, and it develops, pilots and scales library programs to serve all age groups with a wide range of needs.
- Ms. Joslin** said the Library continues to leverage national and state initiatives that support its mission and require only moderate resources. She described the new Idaho After-school network, which connects all of Idaho's after-school programs.
- Ms. Joslin** said the RTM program is meant to increase access to books for young children who are unlikely to have books at home. She described RTM mini-grants and said all funds from those grants are spent on books.
- Chairman Mortimer** welcomed Staci Shaw for her presentation on Early Literacy.
- PRESENTATION:** **Staci Shaw**, Project Coordinator for the Read to Me (RTM) Early Literacy Program illustrated the positive impact of early literary experiences on the summer slide on growth. (see attachment 2). She illustrated the achievement gap between middle- and lower- income children.
- Ms. Shaw** reviewed the statistics from the State Department of Education and demonstrated with colleagues Julie Armstrong and Stephanie Bailey-White how the learning gap for lower income children occurs.
- Senator Souza** asked if schools that provide year-round education are able to avoid the summer slide loss. **Ms. Shaw** said she did not have that information and referred the Senator to the Campaign for Grade Level Reading website for details.
- Chairman Mortimer** welcomed Terry Ryan for his presentation on Charter School Lending.

PRESENTATION: Mr. Ryan, Idaho Charter School Network, introduced Conrad Freeman, Vectra, and Mark Medema, Building Hope. **Mr. Ryan** summarized current charter school trends in the nation and in Idaho. He said Idaho is experiencing steady growth in charter schools but is declining in the speed at which the needed seats are growing. He said Idaho's charter school enrollment growth in 2013-14 tied Iowa for the lowest growth in the nation and emphasized that Idaho is not providing the capacity to meet the needs.

Conrad Freeman, Vectra Bank, took the podium to discuss charter school operating costs and funding. He said Vectra Bank has originated approximately \$600 million in charter school loans without any credit losses. He said the number one issue is cost control and, in Idaho, costs run about \$14,000 per school year per student.

Mr. Freeman said taxpayer dollars go further with the construction of charter schools versus traditional school facilities, because charter schools employ more efficient construction measures.

Mark Medema, Director, Building Hope, said his organization is the fifth largest school lender in the nation and the only one that focuses solely on charter schools. He said Building Hope has made approximately \$160 million charter school loans over the last decade and leveraged that amount into almost \$1 billion in construction. He discussed the charter school under construction in Pocatello, Idaho and outlined the costs.

Mr. Medema outlined the disparate interest rates charged for construction of charter schools (9 percent) versus the lower rates available to traditional school facilities (3 percent to 4 percent). He described various credit enhancement opportunities, which many states are utilizing. He said a quality charter school can bring down borrowing costs.

Senator Ward-Engelking asked about equal access to funding streams for both charter and traditional schools. **Mr. Medema** said Building Hope would like to see equal access for all public school students, regardless of the type of school.

Chairman Mortimer asked about the difference in interest rates in construction lending between funding enhancement and the free market, which was 9.5 percent for charter schools versus about 2.81 percent for traditional schools.

Senator Ward-Engelking asked Mr. Ryan if he is familiar with endowment assets funds used in Montana. **Mr. Ryan** said he was not but would look into it and report back.

PRESENTATION: Jay Larson, Idaho Technology Council (ITC), took the podium and introduced James Price, Clearwater Analytics; Sherawn Reberry, Idaho Digital Learning Academy (IDLA); and Dan Puga, In Time Tec

Mr. Larson described the Partnership of CODE.org, Idaho Technology Council, and IDLA, which he said is focused on growing the quality and quantity of software professionals in Idaho (see attachment 3). He said Idaho's computer science graduates are in short supply. As an example, he referenced Microsoft, which moved 50 of its software employees back to Washington because of the lack of qualified talent in Idaho.

Mr. James Price, Development Director, Clearwater Analytics, said his company provides accounting and reporting services for investment portfolios to some of the largest corporations and asset managers in the world. He described his early introduction into computer technology. **Mr. Price** discussed his company's efforts to recruit qualified computer science candidates, described his company's summer internship program, and emphasized the lucrative benefits available to computer science graduates.

Ms. Sherawn Reberry, Idaho Digital Academy (IDLA), explained IDLA's partnership with CODE.org, which provides curriculum and training, and ITC, which provides industry partnerships. **Ms. Reberry** said IDLA's statewide partnership with CODE.org. is the first partnership of that kind for CODE.org. She said the training provided by that organization is central in supporting the pipeline for Idaho's students.

Mr. Dan Puga, In Time Tec, described his early introduction to computer technology, which he said led to a promising entrepreneurial career. He said key challenges for local technology companies are access to talent and access to capita. He stressed that a strong pipeline beginning in the earliest grades is crucial.

In summation, **Mr. Larson** said every school in Idaho, K through 12, should have the opportunity to embrace the CODE.org curriculum, which will accelerate Idaho's ability to compete on a national and global stage.

Chairman Mortimer called on the Committee for approval of minutes.

MOTION: **Vice Chairman Thayn** moved to approve the minutes of January 26, 2015. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.

MOTION: **Senator Patrick** moved to approve the minutes of February 2, 2015. **Vice Chairman Thayn** seconded the motion. The motion passed by **voice vote**.

BUDGET DISCUSSION: **Chairman Mortimer** lead a review and discussion of the Committee's budget priorities prior to his presentation to the Joint Finance-Appropriations Committee (JFAC). He said he supports the Governor's recommendation for a 7.4 percent increase in General Funds from Fiscal Year 2015.

After a thorough discussion, **Chairman Mortimer** summarized the agreed-upon priorities as: (1) salary-based apportionments, (2) discretionary funds, (3) professional development, and (4) information technology. **Senator Patrick** added that career counseling would be valuable. **Vice Chairman Thayn** said advanced opportunities would be one of his priorities.

ADJOURNED: There being no further business, **Chairman Mortimer** adjourned the meeting at 5:05 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

Jeanne' Clayton
Assistant Secretary

INTRODUCTION

Thank you, Mister Chairman. I'm Ann Joslin, State Librarian and director of the Idaho Commission for Libraries, a state agency established in 1901.

I appreciate the time to give you an overview of Commission activities this past year, and to highlight our support for K-12 education.

-  Libraries provide a wide range of resources and services to support the life skills needed to live, learn, grow, govern, work, and play in the 21st century.
-  Our mission is to help Idaho libraries build the capacity to better serve their clientele, and we do that in a variety of ways.
 -  We maintain a library of current online resources at LiLI.org available to Idahoans at a huge savings through our statewide contracts.
 -  We provide professional development opportunities – virtual, online, and in-person - for library staff.
 -  We develop, pilot, and scale library programs that serve all age groups and a wide range of needs.
 - Few Idaho libraries have the resources to create this depth and breadth of programming on their own.
 -  Our staff does the research & development, then packages the programs with public information and staff training  so local library staff can customize and implement them for their own communities.
-  We continue to leverage national and state initiatives that support our mission and require only moderate resources on our part.
 -  One example is “Smart Investing @ your Library” – a 2-year grant project bringing financial literacy resources and workshops to 9 public libraries in south central Idaho.
 -  Partners include the College of Southern Idaho, Idaho Financial Literacy Coalition, Department of Finance, and a number of local organizations.
 -  The curriculum from U of I Extension covers topics such as refinancing a mortgage, saving for college, getting out of debt, and identity theft.

- 📄 Another example is the new Idaho Afterschool Network.
 - Led by the Mountain States Group, newly re-named Jannus, we join the University of Idaho 4-H, Department of Education, Boise Parks & Recreation, Department of Health & Welfare, and Blue Cross of Idaho Foundation for Health as partners.
 - With a 3-year grant from CS Mott Foundation, the partners are creating a networking structure to connect all of Idaho's afterschool programs, to ensure that youth in Idaho have access to high quality out-of-school time programs.

📄 We also conduct periodic surveys to assess libraries' needs. Last fall we surveyed public libraries on the state of their broadband access. 125 library locations responded, an 86.8% response rate. Key findings include that:

📄 Our public libraries have increased their Internet bandwidth over the past 5 years – thanks in large part to our “online @ your library” grant and matching funds from the 📄 Gates Foundation - but still fall far short of the new FCC definition of broadband and national targets for public libraries.

📄 We also found that monthly Internet costs vary widely, with an average of \$59.13 per Mbps per month, ranging from \$0.22 to \$453.02 per Mbps per month.

- Idaho residential BB deployment significantly lags the national average, particularly in rural areas. Our public libraries play a big role in filling that gap;

📄 70% report they are the only source of free broadband in their communities, and they are providing a wide range of digital information and services to their residents.

📄 As a result, we continue to explore ways to meet the growing need for adequate, affordable broadband in our public libraries, including supplemental funding, testing use of TV whitespace, and tapping into 4G networks.

📄 IDAHO LEARNS

We enthusiastically embrace the Governor's theme in the state of the state address: Idaho learns. 📄 After all, school, public, and academic libraries are all about learning - life-long learning from cradle to grave.

📄 Rapid changes in technology touch every aspect of our lives – and they are shifting expectations and expanding roles for Idaho's libraries.

- The increasing proliferation of digital information and services presents both challenges and opportunities for librarians to define how they may best contribute to society in the digital age.
- 📖 Librarians are being asked for much more complex interactions – not “what’s the height of the Empire State Building?” but how to do a job interview via Skype, or what to do when Google gives you 30,001 hits.
- While our librarians and library services are evolving in the context of the digital age, this evolution is not universally recognized by local, state, or national policy makers.

Here are examples of how Idahoans learn through their libraries.

EARLY LITERACY

The obvious place to start is with 📖 early literacy. As the Governor stated:

“Reading at grade level by the end of third grade is a major foundation for a student’s education. [It enables their success in every other subject area.] We absolutely must prepare our students by doing more to achieve this critical benchmark. Anything less is simply unacceptable.”

- 📖 Read to Me, our early and family literacy program has - for 18 years - provided an array of program elements 📖 for public and school libraries and their local partners to adapt to meet their specific early literacy needs.
- With our long track record in early literacy, we support the Governor’s call for education partners to develop a comprehensive plan for improving literacy, and we want to be at the table to contribute to that work.
- 📖 A current focus of RTM is increasing access to books for young children who are unlikely to have books at home.
 - Research shows that when kids have access to books, they read them. The more they read, the more proficient they become, and all aspects of literacy improve.
 - 📖 In addition, access to books is critical to help reduce “the summer slide” when some children lose up to 3 months of the reading skills they gained during the school year.
- 📖 Unfortunately, our Elementary School Library Study showed that most school districts have inadequate or non-existent budgets to provide quality books for their students to read - either at school or to take home.
 - 62% reported annual book budgets of under \$1,000.

- 28% had budgets of under \$100 – which, at an average price of \$19, would purchase a maximum of 5 new books a year - for the entire elementary school.

Furthermore, with 50% of Idaho school children qualifying for free or reduced lunch, many are not likely to have age-appropriate reading material at home either.

- Without convenient access to reading materials, many Idaho children don't have the opportunity to become proficient readers.

We're increasing access to 📖 books for young children and helping them learn through RTM MINI-GRANTS.

We began offering small grants to elementary school libraries for books for K-2nd graders in FY13.

- In the first 2 years of the grant program, we received 156 applications totaling \$599,000. With only \$100,000 each year, we could fund only 1/3 of the requests (52).

📖 For the current year, the Legislature approved a 1-time increase of \$100,000. We received 80 applications totaling \$314,000, so could fund only 49 of them.

📖 All grant funds must be spent on books, with at least 40% on non-fiction to help introduce K-2nd graders to STEAM concepts – science, technology, engineering, art, and math.

📖 The school library must allow kids to check out the books to take home.

- Providing access to hundreds of age-appropriate quality books through school libraries – the school's vocabulary vault - is one of THE MOST cost-effective strategies to increase literacy skills.

📖 And grant reports show that the kids, their parents, and the teachers are all delighted with the new books. Librarians reported that:

- "Teacher use of library resources has soared."
- "Most of [the books] are hardly ever here as they go back out before I can even get them put away."
- "Our biggest success so far is the excitement of the students. They love that they have so many choices and get to take books home."

📖 Because of the dire need for quality books in elementary school libraries, we requested, and the Governor has recommended, making this year's 1-time increase be made permanent for a total of \$200,000 annually.

Yet another way we're getting more books into the hands of young children is through SUMMER READING OUTREACH PROGRAMS - to help minimize the summer slide.

- 📖 Participation has been well over 90,000 children each of the past two years through both in-house library programs and off-site outreach programs.
- 📖 For example, this year, in partnership with the Idaho FoodBank and Department of Education, we expanded "Literacy in the Park" to more public libraries around the state, and coordinated 10 VISTA Summer Associates to staff the weekly activities in the parks.

A third way we're extending RTM and increasing access to books for young children is through

- 📖 a 3-year Grade Level Reading grant, "Books to Go."
 - This project makes it easy for busy parents to pick up books along with their kids on the way home from work.
 - 📖 A total of 75 libraries and over 200 partner sites throughout the state have participated to date.
 - 📖 We've sent 391 bins with over 43,000 high-quality books to libraries for over 7,000 children.
 - 📖 As a result, 86% of 1,300 participating parents reported an increase in the amount of reading done in their homes.
 - 📖 Ongoing RTM program evaluations document that our partnerships with public and school libraries are both effective and efficient in delivering early literacy services to families.
-

TWEENS & TEENS

- 📖 An increasing number of Idaho teens and tweens are learning through public and school libraries by participating in a variety of library programs, such as Teen Tech Week, Teen Read Week, and Letters About Literature.
- 📖 Our MakeIt @ the Library project is developing maker spaces in libraries, with a focus on expanding their teen programming in STEAM.
- 📖 To date, we've provided teams from 11 public libraries with state-of-the-art robotics, e-textiles, 3-D printers, and engineering resources—along with extensive training to ensure the tools were successfully integrated into library programming.
- 📖 Eight more public and 2 school libraries just joined the cohort and teams are attending training this week at the Commission - 📖 focusing on understanding the maker culture and design thinking, skills in basic circuitry, coding, and electronic textiles.

- Later trainings will focus on robotics, 3-D design and 3-D printing.
 - In addition, four of our original pilot libraries will share knowledge gained over the past two years through hands-on training workshops with schools, afterschool centers, and other local organizations.
-  The Director of the Institute of Museum & Library Services, recently called Idaho's makerspace project . . . a leading example of how states can support innovative STEAM programming. . .

While “Makelt @ the Library” focuses on teens, participating libraries are finding that their makerspaces are attracting entire families to come and create together – from sewing and needle point to robotics, soldering, and other STEAM projects.

-  The Boundary County Library District is one example of how makerspaces are creating a ripple effect in Idaho communities.
- The library is developing a community-centered and -supported Fab Lab, one of an international network of Fab Labs affiliated with the MIT Center for Bits & Atoms.
-  They are planning 4 components: a learning lab, a digital lab for computer-assisted design, a physical lab with 3-D printers and other tools, and a digital media lab for creating music and videos – all open for use by the public.

IDAHO WORKERS

-  Idaho workers are learning through their public libraries, which support workforce development in a variety of ways, many dependent on adequate broadband:
- Free access to computers and the Internet to research job opportunities, produce resumes, and apply for jobs online,
-  Access to LearningExpress Library for practice tests for certifications and college entrance exams, and to online classes to build specific skills, and
-  Virtual access to Dept of Labor services without driving 40 miles 1-way to a 1-Stop.
-  We look forward to strengthening the role libraries play in workforce development as we work with DOL and other partners to plan for implementation of the Workforce Innovation & Opportunity Act passed by Congress last year.

IRP COMMUNITY REVIEWS

- 📄 Idaho communities are learning that their public libraries – we have 144 of them - are valuable community resources for formal and informal learning, and are contributing to local sustainability.
 - 📄 The Community Reviews conducted by the Idaho Rural Partnership document that value. Last year IRP conducted a meta-analysis of 26 community reviews.
 - 📄 Out of 67 community values across all of the reviews, fire protection ranked as most valued, with an average score of 4.01. Second in importance, right behind fire protection with an average score of 3.99, was the quality of the public library.
 - 📄 IRP's meta-analysis shows that public libraries are contributing to rural sustainability by helping meet needs that are common across many rural communities.
 - From Aberdeen and American Falls, Gooding and Jerome, Kamiah and Kooskia, and from Emmett to Soda Springs, Idahoans recognize the considerable value a public library brings to their rural community in the digital age.
 - 📄 An example of the expanding roles of public libraries is East Bonner County Library District.
 - Its success has resulted in the Library District purchasing property adjacent to the library in Sandpoint that will enable them to have permanent space for maker projects and to further expand their programming for the community.
 - 📄 The library director told us:

“We had no idea that people involved with car injector clubs, quilters, sheet metal contractors, and retired teachers . . . would be volunteering to help the younger segment of the community learn about their areas of interest and expertise. . . . They want to give kids . . . an edge up to stay here and be part of our community long-term.”

 - With contributions like these, it's no wonder Idaho communities value their libraries so highly.
-

CLOSING

Last year I came across this thought-provoking quote by Eric Hoffer, and I find it even more relevant today:

 “In a time of drastic change it is the learners who inherit the future. The learned usually find themselves equipped to live in a world that no longer exists.”

Idaho libraries traditionally and in the 21st century are all about learning.

 [a library is a place . . . slide] Questions?

 Introduce Staci Shaw, RTM Project Coordinator, to talk about Summer Reading Loss

 Thank you



February 2015

EDUCATION COMMITTEES

Ann Joslin, State Librarian



2.

Provide professional development for library staff



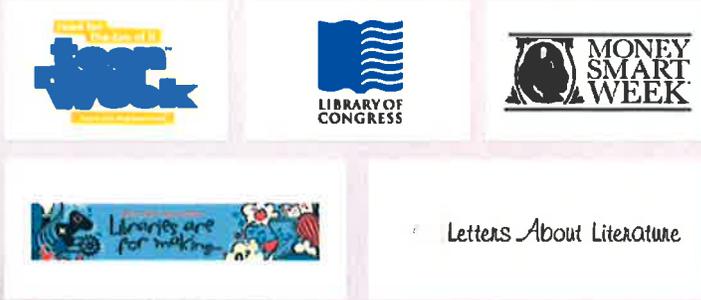
3.

Develop & scale library programs



4.

Leverage national initiatives



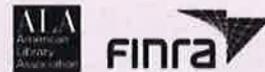
4.

Leverage national & state initiatives



\$71,000

Financial Literacy Project



4.

Leverage national & state initiatives



Partners



5.

Assess library needs

2014 Idaho Public Library Broadband Access Survey

86% of  RESPONDED

125 library locations

5.

Assess
library
needs

2014 Idaho Public Library Broadband Access Survey

\$0.22 to \$453.02 / Mbps

**70% report the library
is the only source of free
broadband in their community**

**Options for adequate, affordable broadband
in our public libraries**

- Supplemental funding
- Use of TV whitespace
- Tapping into 4G network

Idaho Learns

Libraries are all about life-long learning
from cradle to grave

2015, State of the State Address

“”

Reading by the end of third grade is a major foundation for a student's education. It enables their success in every other subject area. We absolutely must prepare our students by doing more to achieve this critical benchmark. Anything less is simply unacceptable.

- Governor Otter -

Idaho Learns > Early Literacy



18 years

Supporting reading proficiency

Idaho Learns > Early Literacy



Children who do not continue to read over the summer can lose as much as **3 months** of reading achievement.



Idaho Learns > Early Literacy



School libraries' annual book budgets

62% of 

\$1,000 / Year



= 52 new books

28% of 

\$100 / Year



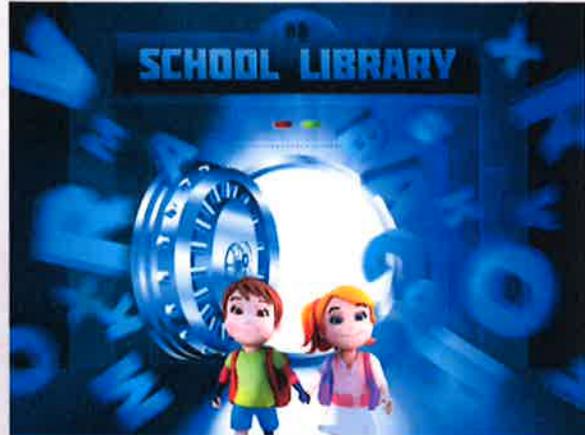
= 5 new books

Idaho Learns > Early Literacy



Mini-Grants

- Must allow kids to take books home
- Cost-effective way to increase skills



Idaho Learns > Early Literacy



Mini-Grants

Teacher use of library resources has soared.

Our biggest success so far is the excitement of the students. They love that they have so many choices and get to take books home.

Most of the books are hardly ever here as they go back out before I can even get them put away.

Idaho Learns > Books to Go



Idaho Learns > Books to Go



75
libraries

200+
partner sites

Idaho Learns > Tweens and Teens



Idaho Learns > Tweens and Teens





Institute of Museum & Library Services

“”

Idaho's makerspace project is a leading example of how states can support innovative STEAM programming with IMLS funding. Makerspaces provide teens and tweens with opportunities to engage with technology and explore STEAM concepts through hands-on, interactive programs and classes.

Susan H. Hildreth -

Idaho Learns > Tweens and Teens



Makerspaces ripple effect:

Boundary County District Library is developing a FabLab

- Learning lab
- Digital lab
- Physical lab
- Digital Media lab



Idaho Learns > Idaho Workers



**Virtual access to
Idaho Department of
Labor services**



Idaho Learns > Idaho Workers



WIOA

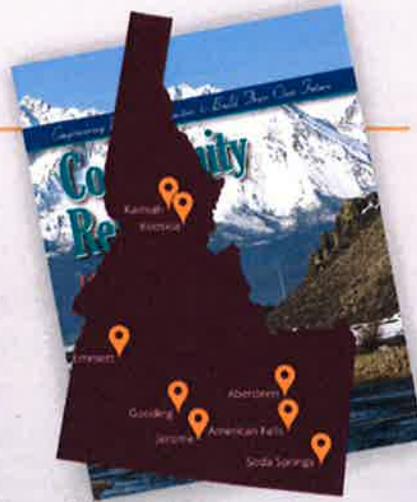


Idaho Learns > IRP Community Review



2014 Report

Meta-analysis shows that public libraries are contributing to rural sustainability



Idaho Learns >



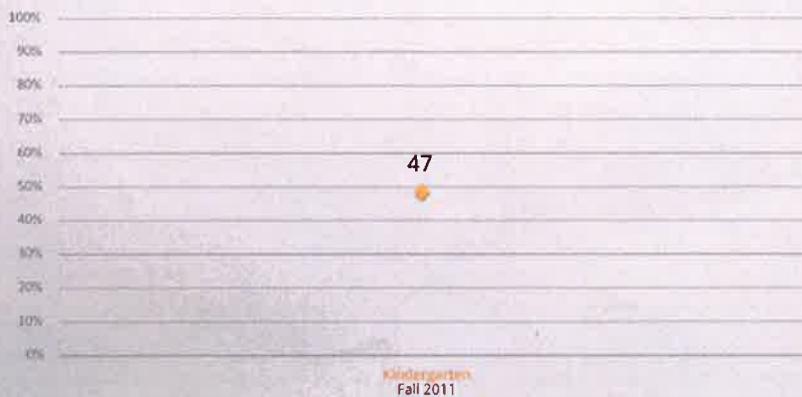
East Bonner County Library District





Idaho Reading Indicator

Percent Title 1 - Children reading at grade level



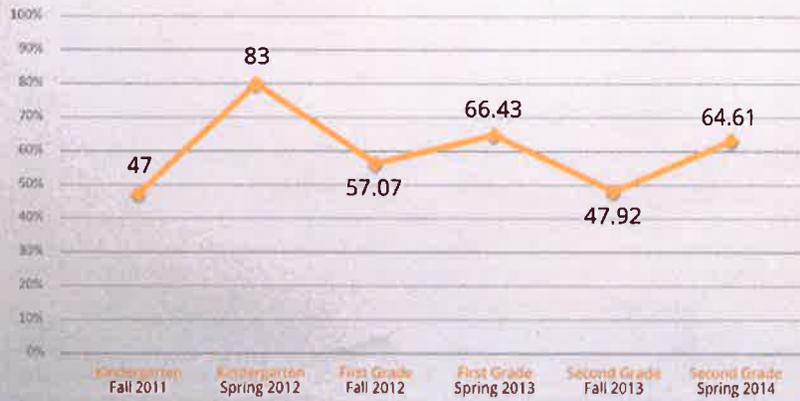
Idaho Reading Indicator

Percent Title 1 - Children reading at grade level



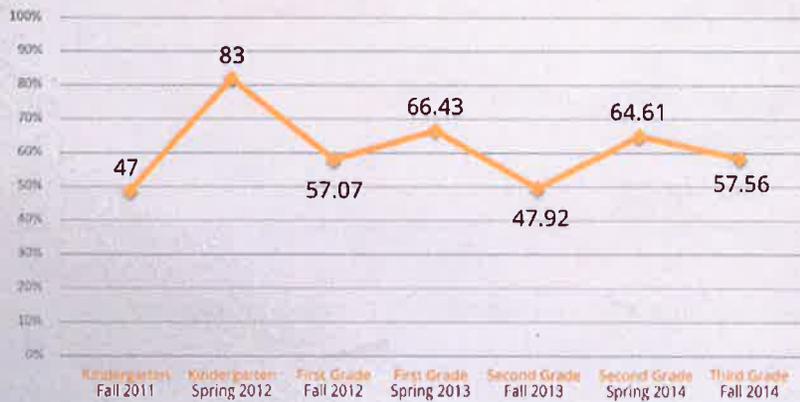
Summer Reading Loss

Percent Title 1 - Children reading at grade level



Summer Reading Loss

Percent Title 1 - Children reading at grade level





Thank You



**Impact of early literacy experiences and summer learning
loss on reading achievement scores
February 2015**

Thank you, Ann. Chairman Mortimer, Members of the Committee, thank you for your time today.

I'm Staci Shaw and I am a project coordinator for the ICfL's Read to Me program. I also help coordinate summer reading programs. We're going to be taking a few steps to illustrate the impact of early literacy experiences and the "summer slide" on the growth and the achievement gap for kids during their elementary school years. We are going to be focusing today on reading achievement.

Slide #1: Summer Reading Loss

Up until around third grade children are learning to read. After that children "read to learn," in all content areas. This is why becoming a proficient reader by the end of third grade is so important, as we heard the Governor mention in his State of the State Address. Traditionally we've assumed that the amount of time spent in school is sufficient for children to learn to read.

Slide #2: Time spent in and out of school

There are 87,600 hours in a ten-year-old child's life. If we calculate the number of hours spent in school, based on Idaho's average school day, it totals a little over 4000 hours. This is a very small portion of that child's life. We know that in order to become really good at a sport or to become really good playing a musical instrument, one must use the instruction learned during formal lessons and practice practice practice at home. One must also have access to the sports equipment or the instrument in order to practice. We can see by this chart that though there may be enough time for children to learn to read in school, becoming a good reader will take practice outside of school.

Children who don't have access to books or print materials outside of school time will rarely become good readers, especially lower-income children.

I'd like to demonstrate this for you. I have two volunteers: Stephanie Bailey-White and Julie Armstrong, both project coordinators for Read to Me. I'm going to ask Julie and Stephanie to stand side by side. Julie is going to be our typical middle income child. Stephanie is going to be our typical lower income child. Again we are talking about generalizations and again typical children.

Today is the first day of kindergarten. Stephanie and Julie are joining the Stephaniee class. However, in this case we are going to start with asking Julie to take 4 heel-to-toe steps forward.

This is where Julie and Stephanie would most likely be when they start kindergarten. This is the gap at the starting gate. We know that young people, based on income, based on socio-economic status enter school at very different levels.

A lot to do with access to books, with reading material in the home, the amount of time spent with language development activities. One of the big reasons we have an achievement gap is disparities in access to preschool learning opportunities. So this is the beginning of the gap and it's huge. Most children who start school behind tend to stay behind.

So now I'm going to ask Stephanie and Julie to each take 4 heel-to-toe steps forward to illustrate what happens to reading achievement during the kindergarten year.

So this is what happened during the kindergarten year. Stephanie & Julie basically achieved about the same amount in reading – the gap is still there, but they achieved roughly the same amount during the kindergarten school year.

Chronic Absenteeism: Children in low-income families tend to miss a lot of school. This is not usually a choice by the child, but inability on the parent/caregiver's part to get them to school. Children in low-income families also have less access to health care, so they are frequently absent due to sickness or dental health issues.

Children who miss even a couple of days of school every month lose an average of 20 days each year, valuable learning time. Over the course of Kindergarten through third grade, an average of 20 fewer school days each year can add up to almost half a grade level!

Stephanie missed 2-3 days of school each month during kindergarten. Stephanie will actually need to take a full step back.

Now let's look at what happens during the summer. Julie -- our typical middle income student -- please take a half step forward. Stephanie, please take a full step back.

So this is what happens the summer of the kindergarten year, the summer between kindergarten and first grade. Middle income children tend to have access to books, and they continue to read. They also tend to participate in summer camps, visit zoos and museums, take family vacations—in other words, their “learning faucet” remains open. Research shows us that lower-income children do not tend to have many books in the home or transportation to access free books at the library, and therefore they do not tend to read much over the summer. Many lower-income children also spend a lot of summer hours at home alone or in daycare environments. In many instances, the “learning faucet” has been turned off. Three months with the faucet turned off is equivalent to a third of a school year.

So now let's illustrate what happens during the first grade year. Stephanie & Julie to take 4 heel-to-toe steps forward. Stephanie, take one step backward for all the time you were absent. And again – let's look at the summer between first and second grade. Julie take a half step forward. Stephanie, please take a full step back.

Let's look at the 2nd grade year again in reading achievement. Stephanie & Julie please take 4 steps forward. Stephanie, take one step backward. Again Julie take a half step forward for the summer and Stephanie take a full step back.

Here we are in third grade, what we know is a critical year. Why? Up until the end of third grade children are learning to read. After that they are mostly reading to learn. Stephanie and Julie, take 4 steps forward. Stephanie take one step back. And during the summer, Julie take half a step forward, and Stephanie take a full step back.

Now let's look at what happened to this achievement gap. The gap grows dramatically not because of what happens primarily during the school year, but what happens during the summer. If we continued this demonstration, Stephanie could be as many as three grades behind Julie by the end of sixth grade.

The impact of differences with summer learning opportunities for Julie & Stephanie, representing our typical middle income kids and typical lower income kids, is very hard to overcome without costly and direct intervention. Their experiences before they get to school and during the summer months are vastly different and have a huge impact on the achievement gap.

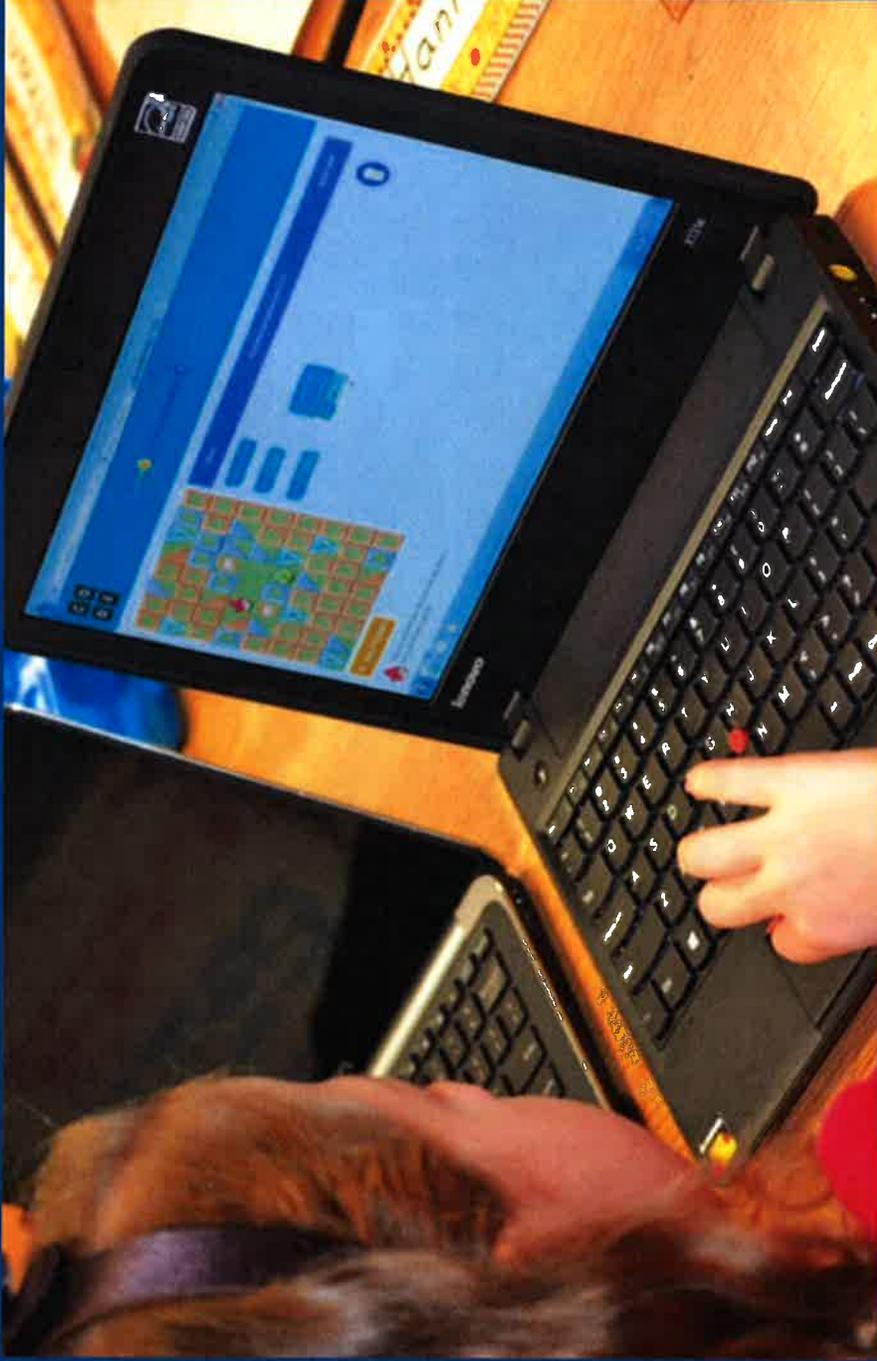
Let's take a quick look at what is happening with Idaho children.

Slide #3 – end

Children are making gains during the school year, but losing much of those gains during the summer. Until we address what is happening (or not happening) over the summer months, we are simply not going to be able to move the needle far enough toward reading proficiency, especially with our lower-income children.

Last slide: Here are some resources to learn more information about the Campaign for Grade Level Reading, summer learning loss, or Idaho's children.

Chairman Mortimer, Committee Members, thank you for being advocates for Idaho's young readers. Are there any questions?



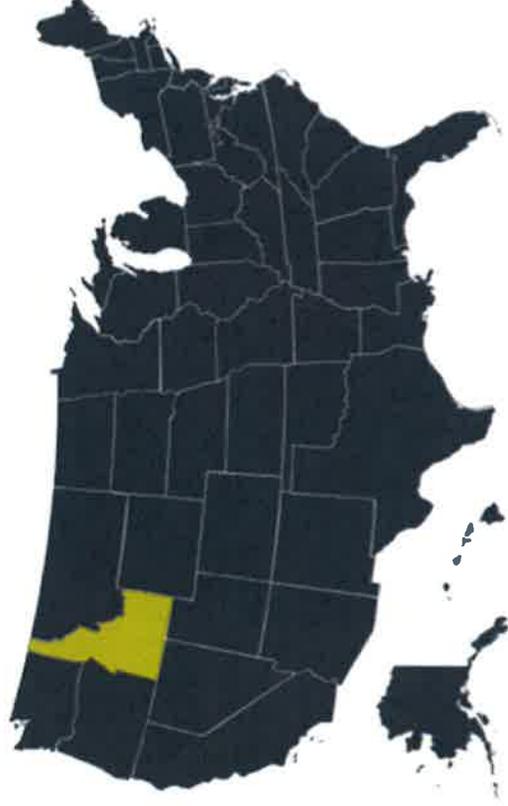
COMPUTER SCIENCE IDAHO K - 12 INITIATIVE

1,639 open computing jobs in Idaho – growing at 3.1x the state average

309 computer science graduates

7 schools teach computer science

Idaho is one of 25 states where students **can** count computer science for credit towards high school graduation!



PROMOTE
COMPUTER
SCIENCE

```
<dl>
<dt> </dt>
<dd class="source">December 2014 </dd>
<dd class="headline"><a href="http://code.org/" target="_blank">Hour of Code</a>&nbsp;</dd>
<dd>Computer science provides a foundation for virtually any career. It&rsquo;s the art of blending human ideas and digital tools. Computer scientists work in so many different areas: writing apps for phones, curing diseases, creating animated movies, working on social media, building robots that explore other planets and so much more.&nbsp;<br />
<br />
</dd>
<dd>&nbsp;<a href="http://code.org" class="button-text" target="_blank">More Information</a> </dd>
</dl>
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This code creates this website announcement.



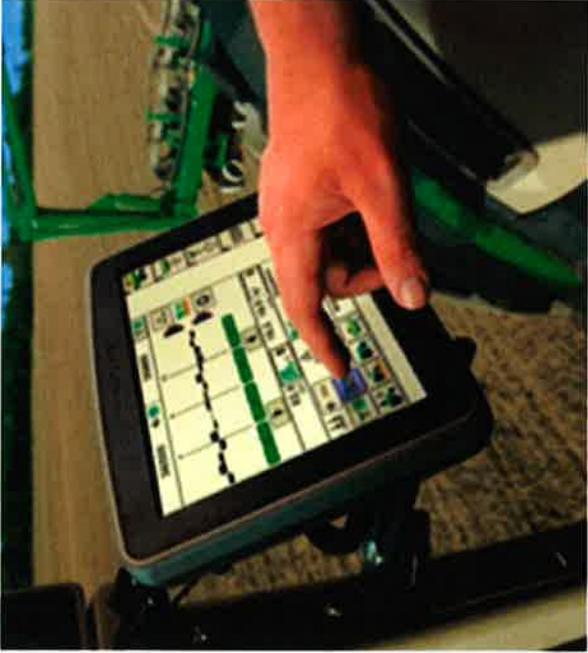
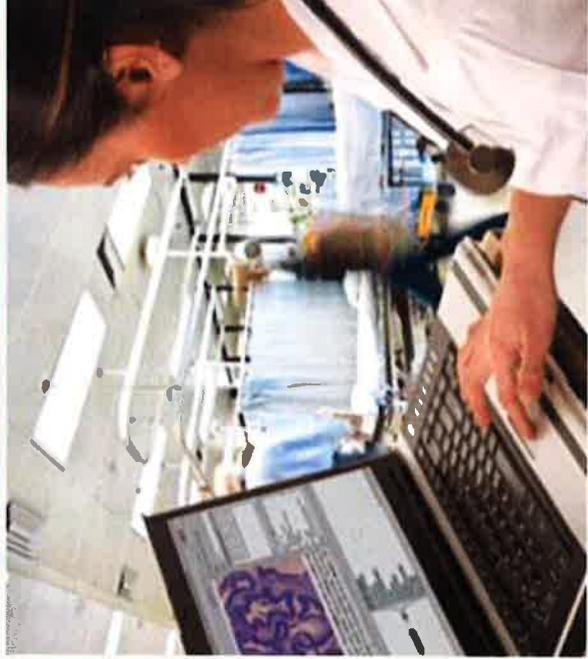
	<p>December 2014</p> <p><u>Hour of Code</u></p> <p>Computer science provides a foundation for virtually any career. It's the art of blending human ideas and digital tools. Computer scientists work in so many different areas: writing apps for phones, curing diseases, creating animated movies, working on social media, building robots that explore other planets and so much more.</p> <p>More Information ▶</p>
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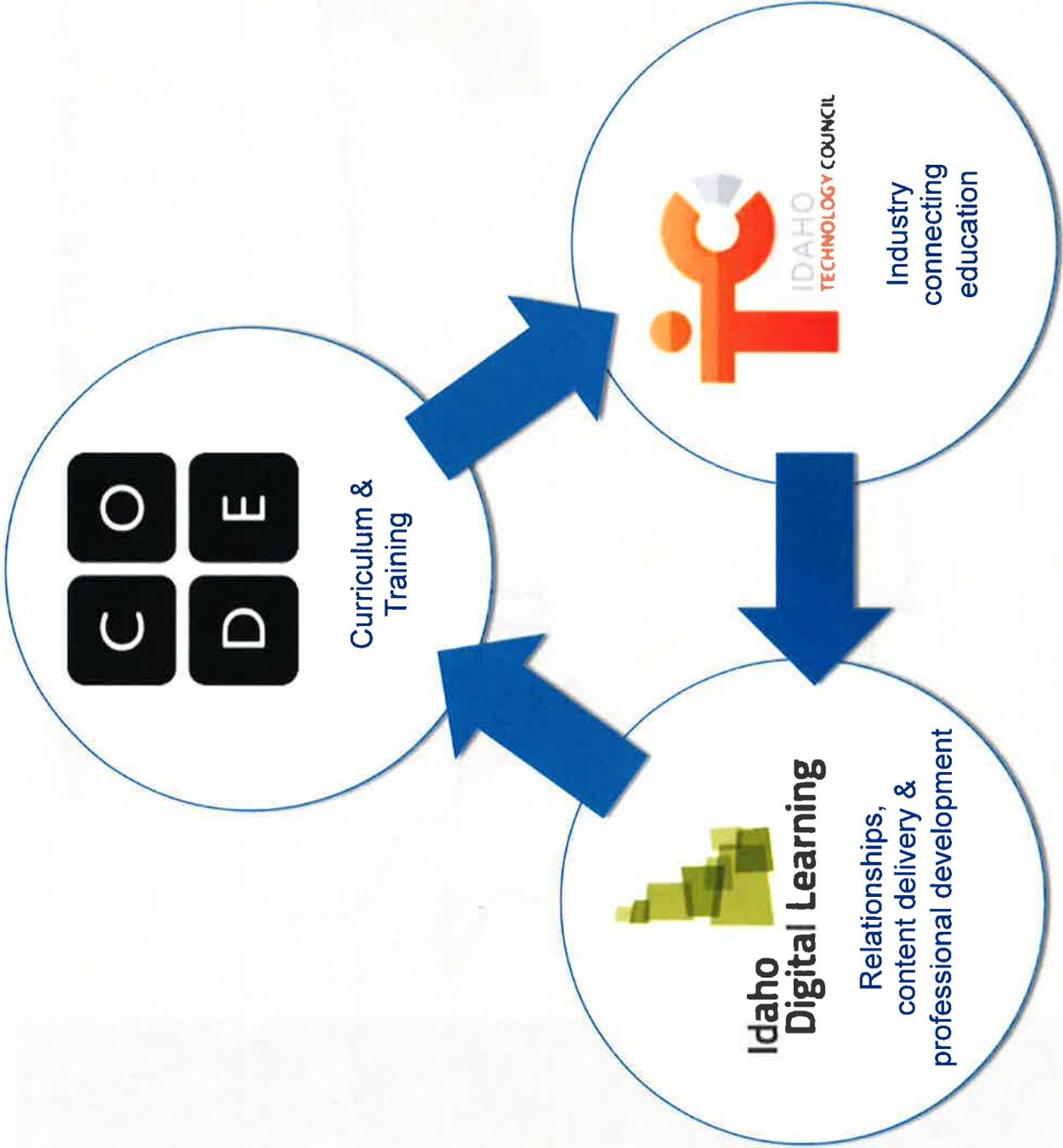
WHY?

- ◇ Building Idaho's workforce
- ◇ Promoting STEM careers
- ◇ Enhancing District resources & support
- ◇ 21st Century Skills

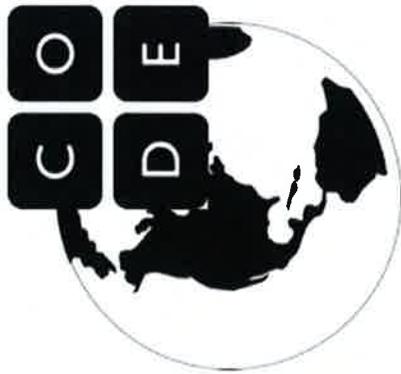
HOW?

- ◇ Critical Thinking
- ◇ Problem solving
- ◇ Persistence
- ◇ Creativity
- ◇ Logic





DELIVERY

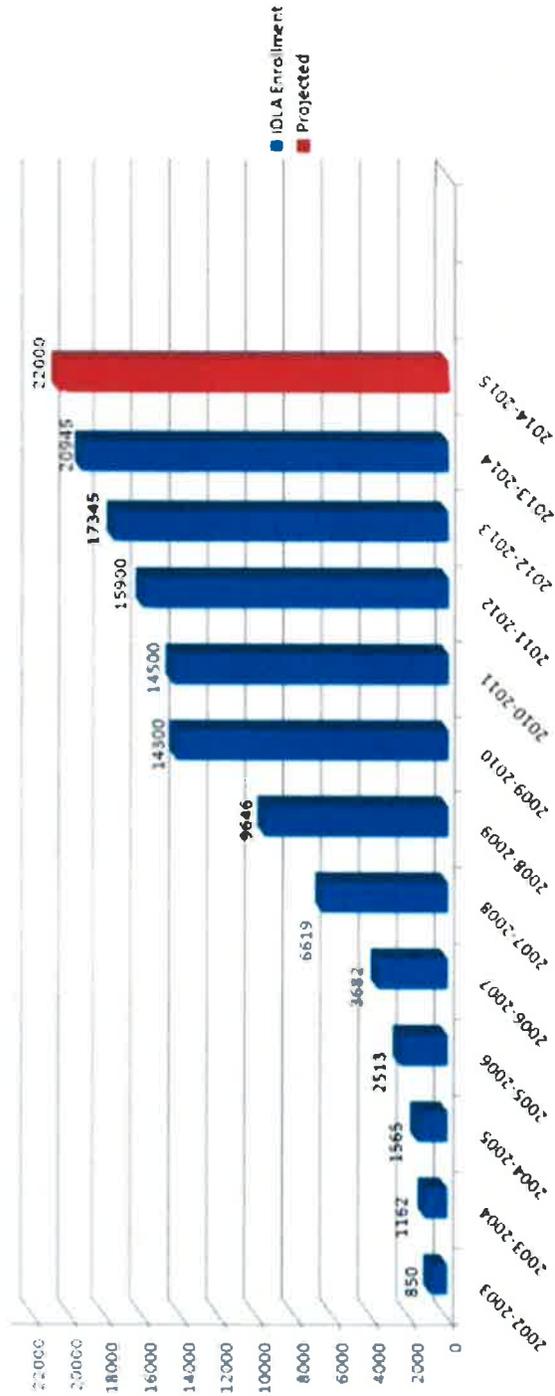


Idaho
Digital Learning



Since 2002 IDLA has served over 70,000 students who have taken over 100,000 classes

IDAHO DIGITAL LEARNING



20 hour courses for Beginners (all ages)



Course 1

Course 1 is designed for early readers.

Ages 4+ (pre-readers)



Course 2

Course 2 is designed for students who can read.

Ages 6+ (reading required)



Course 3

Course 3 is a follow-up to Course 2.

Ages 8+ (after Course 2)



Course 4

beta

Students taking Course 4 should have already taken Courses 2 and 3.

Ages 10+ (after Course 3)

CODE.ORG

K - 12 Curriculum



Let's create three squares, turning after each square. Be sure to turn by 120 degrees before each new square.

Assemble your blocks here: 6 / 6



CODE.ORG

Teach Computer Science to Students



code.org / register / search

Search

Search

CODE.ORG

Code.org training and workshops

These courses will be offered in coordination with Code.org



Code.org
Elementary Workshop
Boise, Idaho



Code.org
Elementary Workshop
Moscow, Idaho



Code.org
Elementary Workshop
Decorah, Idaho



Code.org
Elementary Workshop
Sandpoint, Idaho



Elementary
Workshop Request Form



Middle and High School
Registration Form



Contact
Us

CODE.ORG
Professional
Development

PD.IDLA.US



CATHY
AMMIRATI



Q & A

Thank you!

AGENDA-Amended
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Wednesday, February 18, 2015

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	Office of Performance Evaluations	Rakesh Mohan, Director Office of Performance Evaluations
H 52	Relating to the Youth Challenge Program	Richard Turner, Military Division
S 1050	Relating to Advanced Opportunities: 8 in 6 Program	Tracie Bent, Chief Policy Officer State Board of Education

If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer
Vice Chairman Thayn
Sen Keough
Sen Nonini
Sen Patrick

Sen Souza
Sen Den Hartog
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Wednesday, February 18, 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** welcomed the Committee and convened the meeting at 3:02 p.m. He asked the Committee to agree to rearrange the agenda to accommodate those presenting **H 52**.

H 52: **Richard Turner**, Executive Officer, Idaho Youth Challenge Academy (IYCA), introduced his colleagues, Major General Gary Saylor and Gayla Crall. He presented **H 52** Idaho Code § 46-805. This is a multiphase youth intervention program. He explained the work, intention, and funding of IYCA. Mr. Turner explained **H 52** is to remove the sunset clause to Idaho Code § 46-805 (see attachment 1).

Senator Patrick admitted that he was not an original supporter of this program. Having had the opportunity to see its success, he thinks highly of the program.

Senator Den Hartog asked Mr. Turner to restate the school's capacity and enrollment. **Mr. Turner** replied they have 90 students enrolled with the ability to house 120. **Senator Den Hartog** asked what is the percentage of the funding splits. **Mr. Turner** stated 75 percent is federal and 25 percent is state. It is the average daily attendance (ADA) money follows the student. Private foundation funding paid for the facilities.

Senator Den Hartog asked what was the purpose of the sunset and has the program fulfilled its obligation. **Major General Saylor** answered that the original concern in the upstart of the program was the continuation of federal funds. The program wanted to avoid any burden on the State, especially if the federal funds were no longer available. **Senator Den Hartog** asked in the original proposal for the program, was the ADA money expected. **Major General Saylor** answered in the affirmative.

Senator Ward-Engelking commented that she was thrilled to see the success of the program.

Senator Buckner-Webb commented that she was able to attend the first graduation and speak with parents. Those parents were thrilled with the program and how it changed their children. She is very pleased with the program.

Chairman Mortimer asked what are the reserves for the school and how are they maintained. **Major General Saylor** stated the reserves were from a foundation and used for the site. Those funds are almost exhausted. They are looking for other funding sources for the private portion of the funding equation. He continued to outline how the ADA funding comes to the school and how it is adjusted throughout the school year. **Chairman Mortimer** asked if the federal government is accepting the ADA money as a match. **Major General Saylor** answered in the affirmative. He explained because the federal and state are not on the same fiscal cycle they sometimes will need to use some reserve money.

Senator Patrick asked if there has been any tracking done to see what the graduates have done after they have completed this program. **Major General Saylor** answered in the affirmative and explained the mentor program for the students. He said he would get the other facts to Senator Patrick.

MOTION: **Senator Keough** moved to send **H 52** to the floor with a **do pass** recommendation. **Senator Ward-Engelking** seconded the motion.

Senator Keough spoke to her motion and commented that many people had concerns with the program in its beginning. Yet the local community and school district have formed a partnership to aid in its success. She stated more importantly the students have embraced this program and it has made a positive difference in their lives. **Senator Keough** emphasized that the program is worthy of continuance.

The motion passed by **voice vote**. Senator Keough will carry **H 52** on the floor.

PRESENTATION: **Rakesh Mohan**, Director, Office of Performance Evaluations (OPE) introduced his colleagues that would present K-12 Longitudinal Data System. He said this evaluation was requested in March 2014 by the Senate Education Committee, Representative Darrell Bolz and Senator Ron Lacey with the approval of the Joint Legislative Oversight Committee (JLOC). He explained this was the most extensive project OPE has worked on. **Mr. Mohan** said that this presentation will be done in three parts and at a very high level.

Lance McCleve, Principle Evaluator, **Hannah Crumrine**, Senior Evaluator, and **Jennifer Tomlinson**, Evaluator, from OPE presented the report. They explained the data they collected for this report came from education sources at school districts and state educational levels.

Ms. Crumrine detailed the role of ISEE in the State; from the initial start in the State Department of Education (SDE), to the roll-out into the school districts. The facts of the roll-out of ISEE were detailed. The information clarified the misunderstandings and misrepresentations of the specifics in regards to the implementation. She spoke about the context in which ISEE was adopted, developed, and implemented in the school districts and State.

Ms. Tomlinson reported the burden the Student Longitudinal Data System (SDLS) places on the school districts. She explained in detail about those burdens, which included how data was gathered and submitted, limited training and IT support, and the organization of the ISEE data.

Mr. McCleve completed the report by highlighting the threats to the sustainability of ISEE. He explained how the IT staff have been the managers of the program to the exclusion of the districts and the SDE. He outlined the problems the districts experienced and why they were not prepared to implement the ISEE system. The problem with data collection. **Mr. McCleve** emphasized is not due to ISEE, rather it is in who and how the data is collected. He said ISEE is in-line with the national standards and national movement for better data collection.

Mr. McCleve concluded the presentation with recommendations for improvement. To see the complete report go to <http://legislature.idaho.gov/ope/publications/reports/r1503.pdf> (see attachment 1).

The Committee asked questions regarding the following: additional cost of computers and IT support, federal goal completion, Idaho's implementation of K-12 SDLS, the quality of implementation, the ability to change data collection points, the estimated cost increase to the State, the burden on rural versus urban districts, suggestions regarding time restraints, the ability to proceed forward, and the way to simplify the process of data collection.

The OPE team answered the questions to the satisfaction of the Committee members.

S 1050: Tracie Bent, Chief Policy Officer, State Board of Education (SBE), was unavailable to present **S 1050**. **Marilyn Whitney**, Senior Special Assistant for Education and Government Services, Governor's Office, presented **S 1050**, relating to Advanced Opportunities Program (AOP). She stated this recommendation came from the Governor's Task Force Committee to simplify and streamline the program. She explained the programs and the requirements of each program. **Ms. Whitney** said those programs are as follows: 8 in 6: Fast Forward, Dual-Credit for early completers, and Mastery Advancement. This bill takes all the programs that were in previous chapters of legislation and places them into Chapter 46. She walked the Committee through the redlined version of the bill which delineated the changes.

Committee members asked about the funding implications to this program. Questions about funding included: the costs to the districts, counties, and the State. There was much discussion as to how the counties' liquor funds pay for the credits of the AOP. The questions were answered to the satisfaction of the Committee.

TESTIMONY: **Amy Shumway**, Advanced Opportunities Facilitator, West Ada School District, highlighted the Fast Forward program and how it benefits students in her district yet it is a terrible burden to administer (see attachment 2).

TESTIMONY: **Dawn Tollman**, Student Services Consultant, Boise School District (District), Advanced Opportunities Coordinator stated this bill is good for the students but is a huge burden for the districts. She stated that 1,900 students in the District are enrolled in the program (see attachment 3).

Those who testified were thanked by **Chairman Mortimer**. **Ms. Whitney** stated that their comments have been heard. She noted that the bill states the SBE promulgates rules and the problems expressed should be taken to SBE for future rulemaking.

Vice Chairman Thayn spoke to the history of the bill and said the SBE has done a great job in writing this bill and has captured the intent of the original legislation.

MOTION: **Vice Chairman Thayn** moved to send **S 1050** to the floor with a **do pass** recommendation. **Senator Nonini** seconded the motion. The motion passed by **voice vote**. Vice Chairman Thayn will carry **S 1050** on the floor.

ADJOURNED: There being no more business, **Chairman Mortimer** adjourned the meeting at 5:21 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

Testimony on SB1070 – Alternate Graduation Route

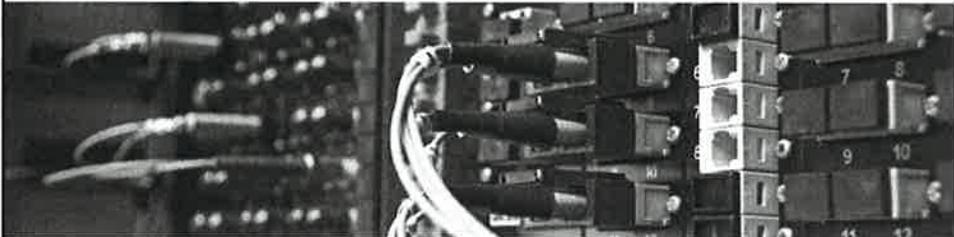
Mr. Chairman, members of the Committee. I'm Karen Echeverria, Executive Director of the Idaho school Boards Association and I'm here today testifying on behalf of my association as well as the Idaho Education Association and the Idaho Association of School Administrators.

1. Current federal law—and Idaho's agreement to follow that law, as outlined in our ESEA waiver that was signed and approved by the US DOE several years ago—requires that at least 95% of all students are assessed. We are concerned that this piece of legislation could violate the waiver and cause Idaho to lose federal funding.
2. The bill includes an emergency clause, which makes the bill enforceable law upon the governor's signature. That would mean that the law would go into effect for this school year. We have several concerns with this. First, we are not clear whether allowing students to opt out and take an alternate assessment this year would violate the current ESEA waiver. Second, the State Board of Education informed us this morning that there are still districts that don't have an alternate assessment in place, and if they do we are also not clear whether that assessment is up-to-date based on the updated Idaho Core Standards.
3. Our main concern is ensuring that every student has a fair opportunity to graduate. We want to be sure that neither this piece of legislation nor any ramifications that might arise at an individual school district as a result of this

legislation would result in a student being denied the right to graduate.

We would ask this committee take our concerns into consideration before acting on this bill. With that, Mr. Chair, I am glad to stand for any questions and I'm sure Robin and Rob will assist me as well.

The K-12 Longitudinal Data System



Joint Legislative Oversight Committee
February 16, 2015



Presented by Lance McCleve,
Hannah Crumrine, and
Jennifer Tomlinson



3 requests raised concerns

- Data collections
- District burden
- Data accuracy



Perspective

All levels of education stakeholders from policymakers to districts have contributed to the frustration and burden associated with ISEE.



5

Misunderstood or misrepresented facts

District burden

Threats to sustainability

Initial ISEE funding

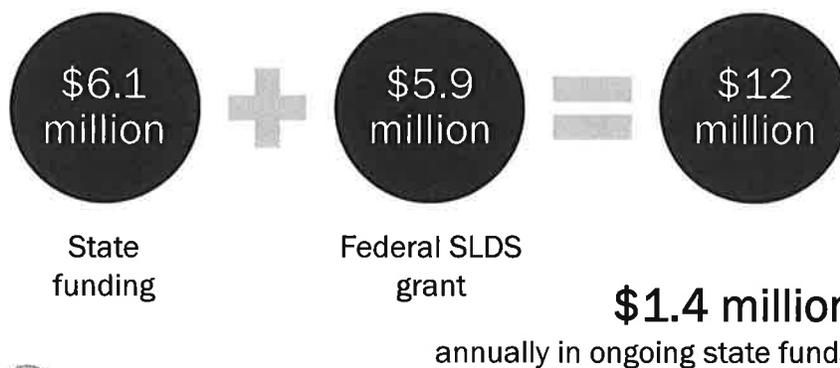
\$5.9 million federal grant from the
Statewide Longitudinal Data System Grant
Program

\$2.5 million appropriated by the
Legislature



10

ISEE funding



11

Acceptance of stabilization funds was linked to an SLDS

Idaho agreed to incorporate 12 elements of an SLDS as identified in the America Competes Act.

The elements applied to **K-12** and **postsecondary** longitudinal data collection.



17

The stabilization fund program offered flexibility

States had the flexibility to implement requirements based on individual needs.

States reported how they would implement requirements by September 30, 2011.



19



Is Idaho federally mandated to collect the ISEE data elements?



Finding

No federal program or policy mandates the specific data elements that states must include in a longitudinal data system.



22



Did the acceptance of ARRA funds require the department to implement all of ISEE by September 2011?



Finding

Not all the data elements the department included in ISEE needed to be completed by September 2011.



23

3 commonalities among districts

Districts spend 2 weeks/month preparing for uploads.

October is the most time and labor intensive month.

ISEE workload is too time consuming to add to existing job responsibilities, but its not enough to add a full-time position.



33

District burden



6 factors drive district burden

34

District burden

Training, technical support, and communication from the department



37

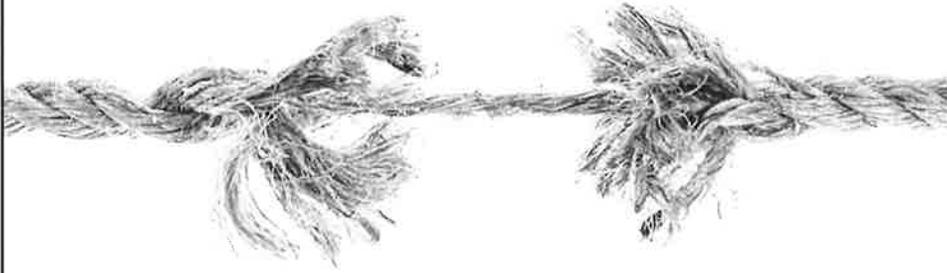
District burden

Extracting, transforming, and loading data



38

Threats to sustainability



54

IT centric



IT staff have been the predominant driver of the overall design, functionality, goals, and management throughout the project.

Department program areas are not heavily involved.

Districts do not have much input other than trouble shooting major problems.



55



Governance structure



Develop a formal data governance structure that includes continuous structured input from key stakeholders, such as districts and policymakers



58



Documentation



Document roles, justification for data collections, and the cost of district data collections.



60

Fast Forward Program
Picture

Introduce myself

Chairman Morrison
and senate committee

Thank You

Advanced Opportunities Concerns 2014-2015

Amy
Shumway
Attachment 2

West Ada School District

4,920 total number of Juniors and Seniors in our district

2,807

2,520 - Fall semester Fast Forward entries

my position General Fund FTE

New Hires:

Advanced Opportunities Facilitator - .5 position turned into a 1.0 position Leadership Premiums

Advanced Opportunities Building Leaders - Six positions @ \$2,000 each total of \$12,000 paid through Leadership Premium Funds

Expanded Duties:

ISEE Upload Specialist

Support Required From:

Director of Curriculum

Counseling Supervisor

Burden on school districts

50+ hours

2

Districts shouldn't be the

Burden for the colleges and universities

Last Year 17,452 credits counsed students

Well over 100 hours

\$60,000 so far

- o Districts paying for NNU, IB, and AP up front, creates a financial hardship. The districts are financially in the "red" until the state issues reimbursement.
- o Fast Forward forms cannot verify whether a student "actually" registered for a class, paid for it, paid the correct amount or will pay for it at a later date.
- o Junior and Senior students attempted to claim more than the \$200/\$400 allotment.
- o **September and October** spent fixing students Fast Forward Forms
 - Incorrect dollar amounts for money paid and FF funds to be used
 - Student filled out 3 different forms for 3 different CC classes - incorrect dollar amounts
 - Student put the wrong amount of credits for the class which caused incorrect dollar amounts
 - Student left the payment section blank
 - Entering ~~2,520~~ entries into the excel spreadsheet that would eventually be loaded into ISEE ~~Thousands and Thousands~~
 - Tracking down the correct College Course and Credit information
 - Many discrepancies ex. MATH 160 instead of MATH 170
- o **November**
 - The idea that once we had our data cleaned and matching the spreadsheet 100% to the blue forms the college connection would be smooth
 - Going through each entry one by one and verifying with what the college has
 - Discrepancies with our data and the college data

2,807

- All needed to be corrected with each student called down or called and required for follow-up
 - [REDACTED] – 453 entries – 116 discrepancies 25% error rate
 - [REDACTED] – 269 entries – 110 discrepancies 40% error rate
 - [REDACTED] – 1328 entries – 63 discrepancies with funds, 316 discrepancies with registration 28% error rate
 - [REDACTED] – 477 entries – 22 discrepancies 4% error rate
 - Difference – online registration
 - Examples of discrepancies
 - Students handed in FF Forms but didn't register with the college
 - Students paid the wrong amount to the college or no amount
 - Students signed up for the wrong college class
 - Students said I gave the CC registration paperwork to my teacher back in September
 - Students never handed in FF paperwork but only paid a partial amount to the college for CC
 - Student dropped the class after FF funds sent through ISEE
 - Student put name at the college as Lexi but at the district is Alexis. Tracking that down took hours. Happened multiple times
 - Spent 2 months tracking students down to fax the college the student concurrent enrollment paperwork.
- **Solutions:**
 - Option 1 - Have the state pay Fast Forward funds directly to the colleges. Keep the school districts out of the money portion of Fast Forward. We end up doing the work twice. The district collects all of their Fast Forward information then the college collects their concurrent credit registration and then we try to match it up which is a complete nightmare. The data isn't consistent and it takes weeks to track and fix every single student. Solution - All concurrent credit registration goes directly through the colleges. The college submits a Fast Forward invoice to the state. The district verifies the student enrollment in the concurrent credit class. The state manages the student \$200/\$400 allotment through their database. Colleges send students their final bill for the concurrent credit class once the state has approved the colleges invoice.
 - Option 2 - Students need to have some effort in being awarded the \$200/\$400. They should have to get online and apply for the "voucher/scholarship" and then the state will give them a voucher code number to submit to the colleges with their concurrent credit registration. That voucher code is then submitted from the college back to the state for payment.

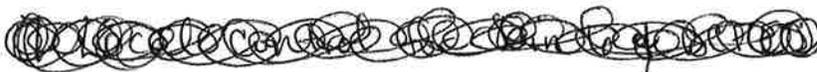
- Option 3 - Students that don't qualify for free or reduced lunch can write off the Fast Forward on their taxes. Students who do qualify for free or reduced lunch can get a voucher that they use at the colleges. The college then bills the state for those students using a voucher. The school districts can verify enrollment but they need to stay out of the financial part of Fast Forward.
- Option 4 - Have students submit a final transcript and a fast forward form to the state after the class is finished. The state can then issue a check directly to the student. This would eliminate all the time the colleges and high schools are using to implement this process, as well as the confusion to parents, students and teachers.
- Option 5 – Eliminate the \$200/\$400 and subsidize all concurrent credits for all juniors and seniors. For example, the student would pay the college \$10 per concurrent credit upon registration and then the state would pay the remaining \$55 to the college. This is a similar option to what the state of Utah does.
- Suggestion – Drop the 25% payment requirement for the student.

Suggestion - Colleges/Universities having different processes for payment-pay now or bill later, pay online, pay with a check. Many of our students take concurrent

Dawn Tollman

Advanced Opportunities Talking points: Attachment 3

1. The amount of time it takes to implement the multiple levels of these programs is a significant burden on schools and districts. Complex system for students and parents: (Confusing and Complicated)
 - a. District procedures differ from post-secondary (different payment requirements, data tracking has a lot of room for error, post-secondary institutions tell our families information that may or may not be true for our district.
 - b. 50% -75% of my work time, IT, finance department, school buildings, &
2. Consolidate all programs into one **great** program — *or have local control for 8, incl. & dual credit*
3. Simplify payment for students/parents — With the current system; districts are at risk of losing money.
4. Collect data at the state level. Student EDUID numbers would be in one place — currently districts must call other districts when a student moves. Same complexity comes with out-of-district students taking classes in our district. This complicates tracking FF funds in reference to AP and certification exams. This is very confusing to parents, students and districts.
5. This program does not increase rigor for students —
 - a. Parents like the financial piece
6. Does not support the draft language for 331002 - for strengthening counseling services. This takes counseling time away from students.



Current Stats for this year:

Students enrolled in 8 in 6: 14

Students enrolled in DC Early Completers: 1

Students enrolled in Fast Forward: 1900

Students anticipated to take AP exams: 4113

Last year AP Exams - *Just over* 1600

AGENDA-Amended 2
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Thursday, February 19, 2015

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	Teacher Professional Development in Idaho	Robin Gilbert, Middleton High School Lisa Romero School Improvement Network
S1070	Relating to Graduation Requirements: Alternative Graduation Route	Senator Steven Thayn
Minutes Approval	February 3, 2015	Senator Buckner-Webb
Minutes Approval	February 4, 2015	Senator Souza
Minutes Approval	February 5, 2015	Senator Patrick
Minutes Approval	February 9, 2015	Senator Den Hartog
Minutes Approval	February 10, 2015	Vice Chairman Thayn
	Page Farewell	Brook Chick
	Page Introduction	Kayla Christensen

If you have written testimony, please provide a copy of it to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Souza
Vice Chairman Thayn	Sen Den Hartog
Sen Keough	Sen Buckner-Webb
Sen Nonini	Sen Ward-Engelking
Sen Patrick	

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

- DATE:** Thursday, February 19, 2015
- TIME:** 3:00 P.M.
- PLACE:** Room WW55
- MEMBERS PRESENT:** Chairman Mortimer, Vice Chairman Thayn, Senators Nonini, Patrick, Souza, Den Hartog, Buckner-Webb and Ward-Engelking
- ABSENT/ EXCUSED:** Senator Keough
- 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 of the Senate Education Committee (Committee) to order at 3:00 p.m.
- PRESENTATION:** **Ken Burgess**, Veritas Advisors, introduced Robin Gilbert, Director of Instruction and Student Achievement for the Middleton School District; Lisa Romero, School Improvement Network; and Jason Hoopes, Regional Vice President, School Improvement Network.
- Ms. Gilbert** summarized her 35-year background as an educator in Idaho schools and emphasized the importance of developing teachers to their highest level for a lasting impact on students. She said student achievement lies in the quality of the teacher in the classroom.
- Ms. Gilbert** reviewed Idaho's initiatives to encourage, measure and reward exceptional performance in teachers. She said these initiatives do encourage and support teacher quality, but do not provide the necessary training to move teachers toward targeted improvement to reach master teacher levels. She discussed a tool developed by the Staff Development for Educators (SDE) that provides teachers access to a personal trainer and offers individualized training when needed. She said the key to improved learning for all students is improved learning for all teachers (see attachment 1).
- Lisa Romero**, School Improvement Network (SIN), summarized, with PowerPoint slides, the origins and efficacy of the SIN program. She described the positive impact of university graduates on the economy and referenced studies that found improvement of teachers' effectiveness can raise graduate rates by 90 percent (see attachment 2).
- Jason Hoopes**, Regional Vice President, SIN, with Ms. Gilbert and Ms. Romero, provided clarification to Committee members' questions concerning teacher development, evaluation, and costs.
- S 1070:** **Vice Chairman Thayn** presented **S 1070** relating to graduation requirements. The legislation amends Idaho Code Section § 33-119 to provide for an alternate route to qualify for graduation from an accredited secondary school. **Vice Chairman Thayn** said \$62 million of Title I money may be at stake, but he stressed the importance of giving parents a voice in their children's scholastic progress.
- TESTIMONY:** **Stacey Knudsen**, mother of five children, testified in support of **S 1070**. She said the legislation provides another way for children to reach academic achievement goals when testing isn't their forte.

Stephanie Zimmerman, mother of eight, testified in favor of **S 1070**. She said research shows that other states have not lost federal funding after creating similar alternate assessment paths.

Karen Echeverria, Executive Director, Idaho School Board Association (ISB) on behalf of the ISB and the Idaho Education Association, testified in opposition to **S 1070**. She expressed concern the legislation could cause Idaho to lose federal funding.

Dr. Charlie Silva, Special Education Director, State of Idaho, advised caution, because of potential unintended consequences, such as jeopardizing federal funds. She discussed alternate assessments for students with special needs, which is designed for about 1 percent to 3 percent of the special education population.

Representative Steven Harris, co-sponsor of **S 1070**, provided testing clarification relative to the legislation, which he said applies only to the Idaho Standards Achievement Test (ISAT) and those students who would be required to take that test.

MOTION: **Senator Souza** moved to send **S 1070** to the floor with a **do pass** recommendation. **Senator Den Hartog** seconded the motion. The motion carried by **voice vote**. **Senators Ward-Engelking** and **Buckner-Webb** requested their votes be recorded as nay. Vice Chairman **Thayn** will carry the bill on the floor.

MINUTES APPROVAL: **Senator Buckner-Webb** moved to approve the Minutes of February 3, 2015. **Vice Chairman Thayn** seconded the motion. The motion passed by **voice vote**.

MINUTES APPROVAL: **Senator Souza** moved to approve the Minutes of February 4, 2015. **Vice Chairman Thayn** seconded the motion. The motion passed by **voice vote**.

MINUTES APPROVAL: **Senator Patrick** moved to approve the Minutes of February 5, 2015. **Senator Souza** seconded the motion. The motion passed by **voice vote**.

MINUTES APPROVAL: **Senator Den Hartog** moved to approve the Minutes of February 9, 2015. **Senator Souza** seconded the motion. The motion passed by **voice vote**.

MINUTES APPROVAL: **Vice Chairman Thayn** moved to approve the Minutes of February 10, 2015. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**.

PAGE FAREWELL: **Chairman Mortimer** asked the Committee's outgoing page, Brook Chick, to share her plans for the future, after which he introduced Kayla Christensen, the Committee's page for the remaining weeks of the Legislative Session.

ADJOURNED: There being no further business, **Chairman Mortimer** adjourned the meeting at 4:56 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

Jeanne' Clayton
Assistant

February 19, 2015

Senate Education Committee

Good afternoon and thank you for your time today. My name is Robin Gilbert. I am currently the Director of Instruction and Student Achievement for the Middleton School district. I am certified as an elementary k-8 teacher, school principal Pre-K -12 and as a District Superintendent. This is my 35th year as an educator, serving all those years in Idaho Schools.

- 17 in various teaching positions
- 18 as an administrator
- Last 5 also teaching as an adjunct professor for C Of I and NNU in the graduate programs

During graduate studies, my research focused on the conundrum of how to best provide professional development to teachers for lasting impact. This is important because the **only** way to improve student achievement – the purpose of schools – is to improve the knowledge and skills of teachers. We all know that the quality of the teacher in the classroom is the determining factor on the learning for children. That is why we

- Measure student achievement
- Rate and rank schools
- Evaluate teacher effectiveness and
- Incentivize high performance

In the Public School system there are many inherit issues for providing quality professional development for teachers.

- TIME -
 - teacher contract days without students are limited and have declined
 - pulling teachers from the classrooms includes costs of subs and forfeits quality of instruction for the day
- COST
 - Experts in field are expensive to bring in or to travel to, limiting the number of teachers affected
- MULTIPLE LEVELS OF FOCUS
 - Federal programs – Title I, English Language Learners, Special Education
 - State – CCSS, SBAC, Math initiatives, Civics instruction?, technology integration
 - District – Professional Learning Communities, Assessment Literacy, Standards Based Grading
 - School – Positive Behavior Intervention Support, Response to Intervention, Textbook adoption
 - Teacher – annual goals and professional needs

- VARIED LEVELS OF PROFESSIONALS WITHIN A SCHOOL OR DISTRICT
 - But the biggest hurdle in providing quality professional development for sustained learning – is meeting the needs of every teacher in the room. In the room we have new teachers, master teachers, basic teachers, retiring teachers, PE teachers, elementary, secondary, Vocational, teachers with Master’s degrees in reading, Counselors, Music, Foreign Language, etc. How do we meet the learning needs of all these participants?
 - Think of this like a gym which millions of Americans joined in January. Inside the gym are people in various levels of physical fitness and knowledge with different desired results. Some are already fit, others overweight, older needing movement, body builders, cardio freaks, and beginners and advanced. What if we could only provide one type of class each year? One year focus on proper lifting techniques or flexibility program like Yoga? Maybe strength training or cardio work in targeted heart rate range. Who would benefit the most during any given year? How could we accurately measure the success rate of the gym based on the fitness assessments of their members?

Knowing that the key to student achievement lies in the quality of the teacher in the classroom, our State has implemented many initiatives to encourage, measure and reward exceptional performance.

- Teacher recertification requires ongoing credit or professional development hours
- Licensure places emphasis on State determined areas of need – Literacy, technology competency, math initiative
- Teacher observation/ evaluation systems are now consistent, monitored and reported
- Teacher and school evaluations are based on student achievement scores
- State Leadership dollars follow leadership roles of mentoring and coaching others
- Tiered Licensure / Career Ladder

All of these are well intentioned programs to encourage and support teacher quality, but none of these provide the necessary training to move teachers toward targeted improvement to reach master teacher levels. If we want ALL students to be learning every day, we need ALL teachers to have access to improvement of practice.

Last year the SDE provided us – provided me with a resource that allows EVERY teacher in my District, and every teacher across the State, a personal trainer. This personal trainer provides quality professional development that is individualized for the teacher and implemented with local control over the scope and format. This tool incorporates accountability as well as aligns to teacher goals and administrator observations of need. This tool was not a substitute for previous systems but was given to us in addition to the other necessary professional development initiatives. In the gym scenario – we didn’t take away the treadmills, Zumba or spinning classes – but rather added a personal trainer to provide individualized training when needed so that the member can continue to improve fitness levels.

If we want to improve learning for **all** students – we need to continue to improve learning for **all** teachers.

SCHOOL IMPROVEMENT NETWORK

Idaho State Legislature – Senate Education Committee



JASON HOOPES – REGIONAL VP – SCHOOL IMPROVEMENT NETWORK

LISA ROMERO – STRATEGIC PARTNER ADVISOR FOR IDAHO

ROBIN GILBERT – DIR OF INSTRUCTION AND STUDENT ACHIEVEMENT, MIDDLETON SCHOOL DISTRICT



S115 2014 September 2014

Our Cause

- Every Student
- Every Teacher
- Every Administrator



Why is educator effectiveness critical?

“Dramatic improvements in student achievement cannot occur without a sustained and strategic focus on maximizing teacher effectiveness.”

– *Measures of Effective Teaching Project (Bill and Melinda Gates Foundation) NEW TEACHER PROJECT, 2009*



A recent Harvard study determined that **the below average teacher** had a \$290 million economic impact over the span of their career.

Source: Harvard, 2013 and Alliance for Excellence in Education



What does it mean to be an effective teacher?

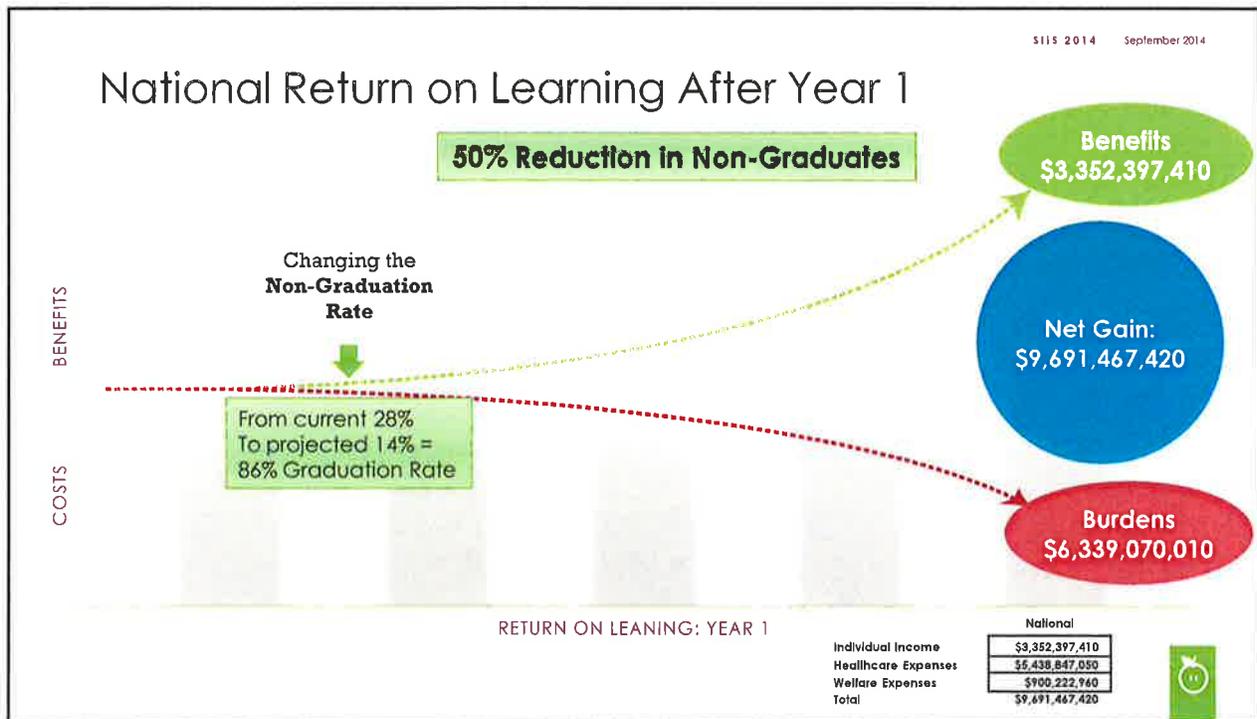
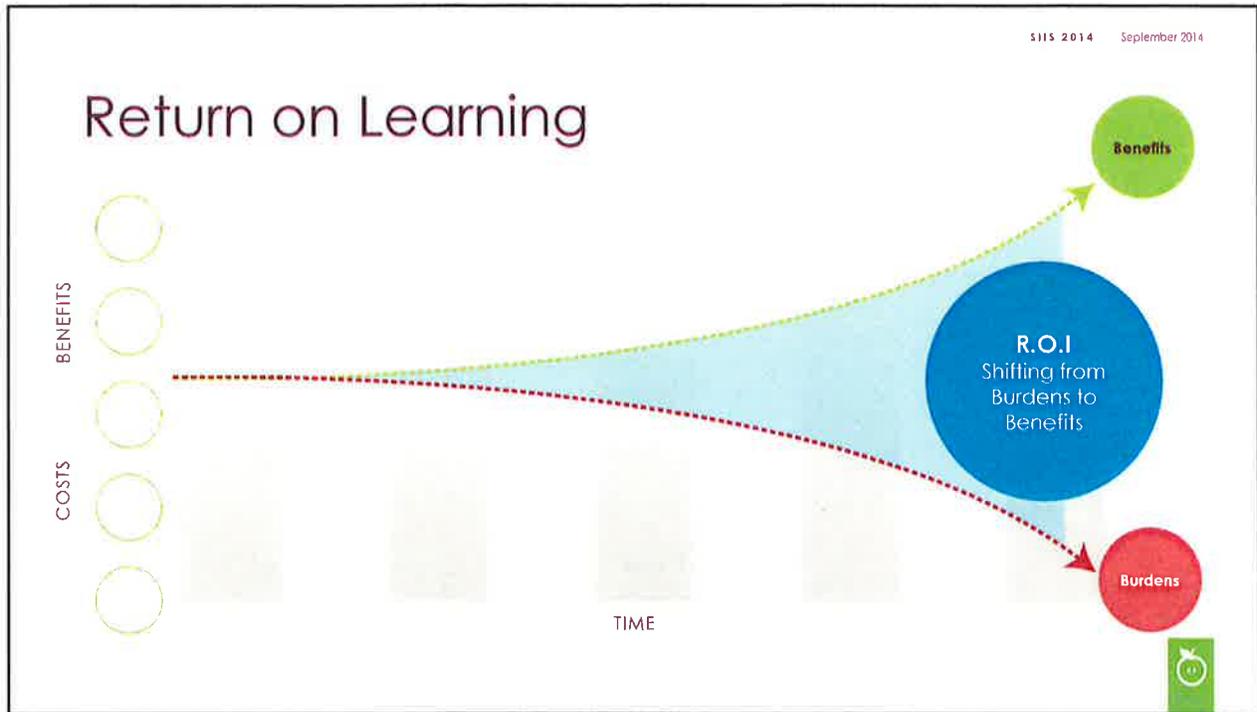
- Believe every student can succeed
- Expect every student to excel
- They make no excuses
- Engaging classrooms for each student
- 21st Century skills embedded in all that they do
- Students discover careers they are passionate about



Effective teachers solve many politicized issues

- Bussing boundaries
- Vouchers
- Choice
- Which home in which neighborhood?
- Class size
- Teacher evaluation shifts
- Tenured teachers





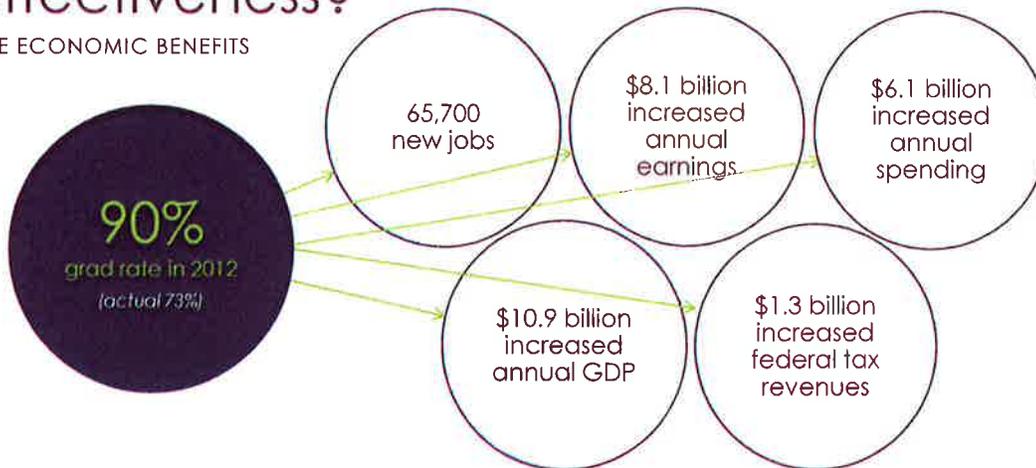
How do we do accomplish this?

Effective Teachers!



What if we improve educator effectiveness?

THE ECONOMIC BENEFITS



Source: 2013, Alliance for Excellent Education



\$1 Billion

Over a **35** year teaching career, teaching an average class size of **23** students, effective teachers who have the ability to teach and motivate their students to graduate college with a 4-year degree have the potential to increase the collective lifetime earnings of their students by **\$996 million**.



S115 2014 September 2014

We can invest on the front end in effective teachers...

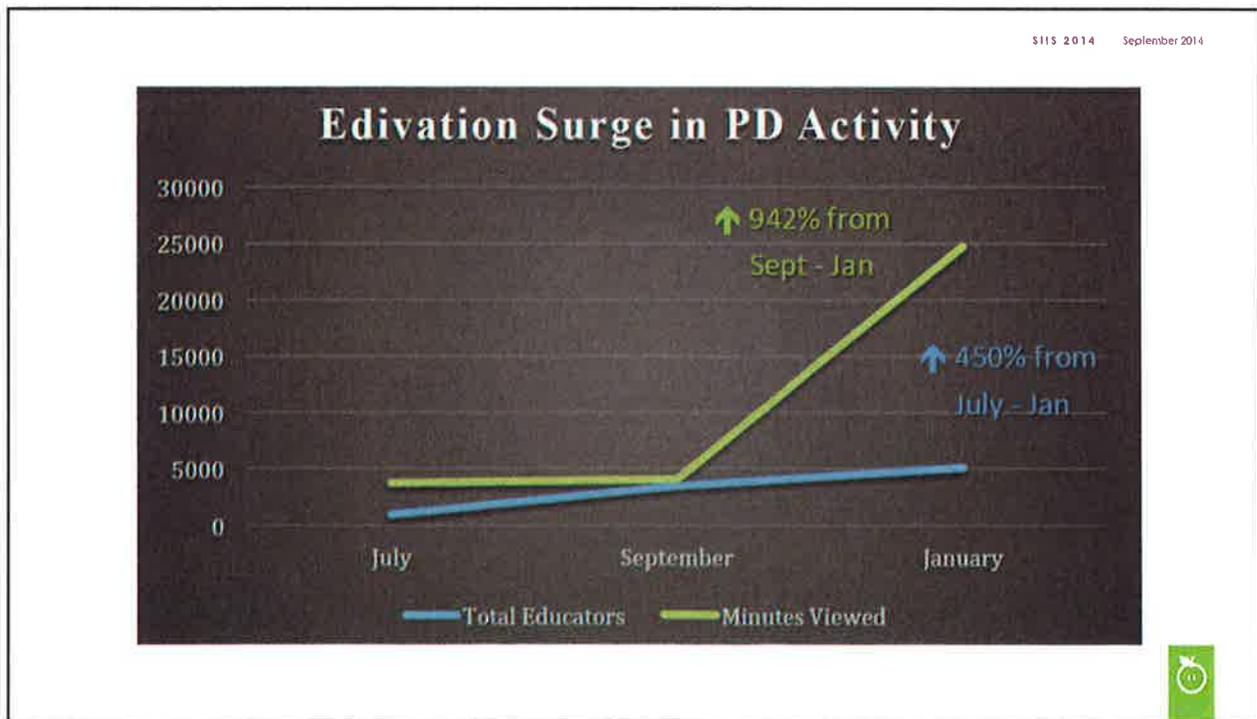
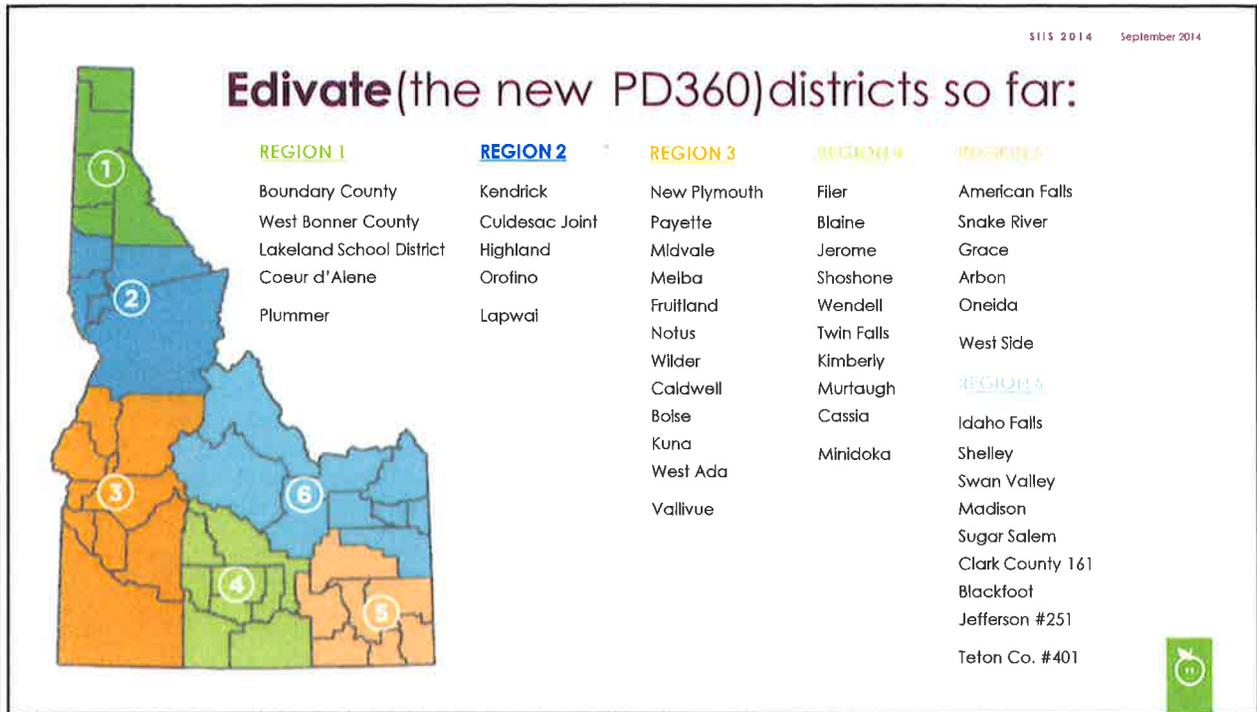
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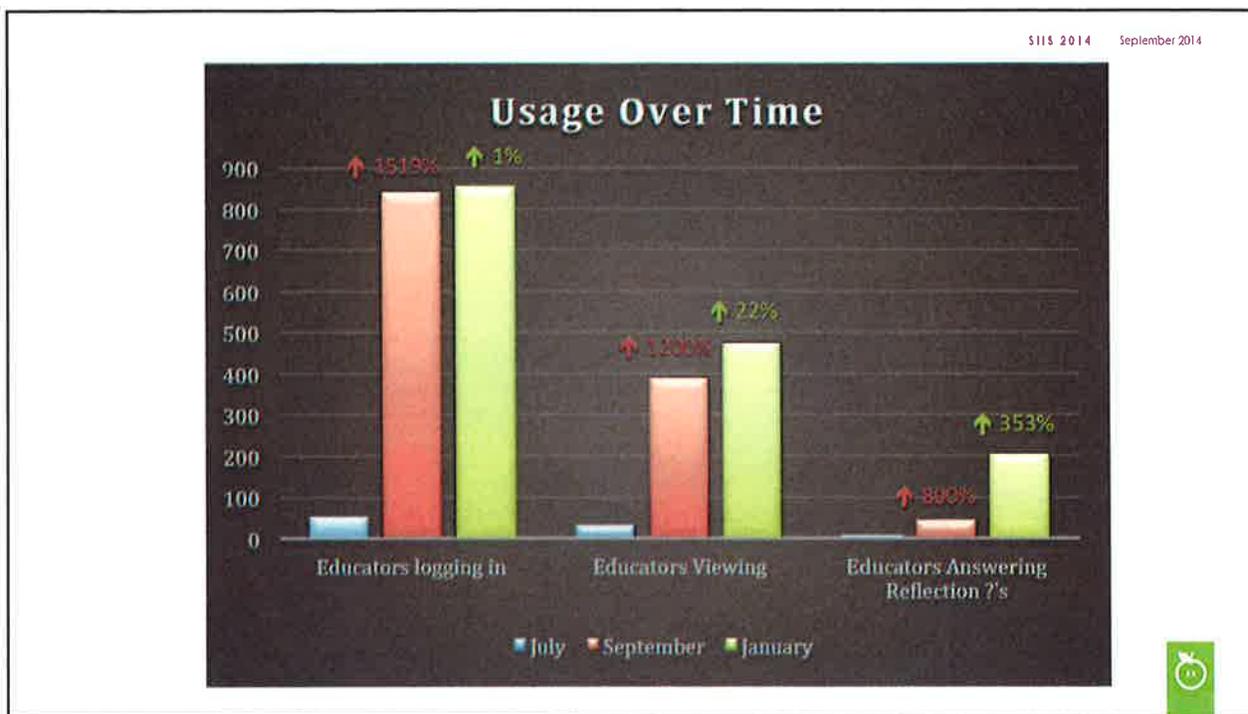
We can continue to spend more on the back end

Bottom Line:

We will spend the money either way – and it's far more expensive on the back end







SIIS 2014 September 2014

When educators use Edivation for as little as 10 minutes a week, almost everything about their classroom improves.

18%
Improved Student Performance

Higher Student Performance

-20%
Reduced Dropout Rates

Lower Dropout

10
10 Minutes

10 Minutes Per Week

-33%
Fewer Discipline Issues

Reduce Discipline

10%
Improved College Intention

Increase College Intention

As emphasized by Phil Kelly, chairman of the Department of Curriculum, Instruction, and Foundational Studies at Boise State University,

“Highly qualified teachers can have a greater impact on students’ learning than class size.”¹

To support our state educational improvement efforts, it is critical that Idaho leaders prioritize teacher effectiveness, research-proven support, equity, and local control.

- **Teacher effectiveness.** Supporting proven strategies for improving teacher effectiveness is the most powerful approach to increasing student achievement.
- **Research-proven support.** Providing standards-aligned, on demand resources that are proven to be successful in improving teacher effectiveness is essential.
- **Equity.** Ensuring that all Idaho educators have access to rich professional development resources guarantees that even educators in rural locations have equal opportunity to advance professionally and meet rigorous standards for accountability.
- **Local control.** Empowering local leaders with rich on demand resources to support Idaho standards and frameworks enables local school leaders to support personalized learning for educators and administrators using best practices and research.

Preserving an Essential Budget Line-Item

The Edviation/PD360 electronic professional development platform was adopted statewide by the Department of Education in September 2014, as a key component of the successful implementation of the Task Force recommendations. It is important to preserve the budget line item funding this resource to support our educators as they face higher standards, increased accountability, and the challenges of accessing resources from rural locations.

“Teacher effectiveness is paramount to student success, and professional development is paramount to teacher effectiveness. . . . We further recommend that resources for educator learning be prioritized, monitored, and coordinated at the state level.”

—*Idaho Task Force for Improving Education, Recommendation #16*

¹ Roberts, Bill. (2015, January 29). Superintendent Sherri Ybarra’s wish list: Smaller classes. *Idaho Statesman*.

Edivation: A Proven Solution for Idaho's Needs

Edivation's tools and resources have been shown to drive dramatic improvement in large, independent research studies published in peer-reviewed scientific journals. For example, a study of 169 schools in 73 districts across 19 states published in the *International Journal of Evaluation and Research in Education* showed that schools in which teachers viewed as little as 10 minutes of Edivation/PD 360 content per week experienced an average gain of 19% in student proficiency on math and reading assessments, compared to districts that didn't use those resources. Other large-scale, peer-reviewed studies demonstrate the same conclusions:

- Student proficiency increases and more students express interest in going to college
- Teacher retention goes up
- Student discipline problems go down
- Dropout rates decline
- Effects multiply over time



Tiered Licensure Supports

Standards-based resources

- 3,000 videos modeling best practices
- Support for every Idaho Core Standard
- Support for all 22 evaluation components
- Danielson Framework courses
- Observation tools and aligned PD content

Individualized Learning Plans

- Platform for creating professional development plans to meet Tiered Licensure requirements
- Research-based resources to support professional learning goals
- Platform for showcasing evidence of accomplishing professional learning goals

Multiple measures of evaluation

- Flexible observation and evaluation process tools and templates to provide multiple measures of evaluation
- Tools for creating and tracking student learning objectives

Evidence of practice

- Statewide platform for storing and sharing artifacts of teaching to provide evidence of professional growth

Task Force for Learning Supports

Idaho Core Standards

- Largest library of PD resources available
- 500+ Idaho Core Standards aligned videos
- 300+ Framework for Teaching videos

Literacy Proficiency

- Targeted resources modeling high yield strategies for literacy development
- Elementary and secondary strategies
- Intervention supports and best practices

Collaboration and Mentoring

- Statewide electronic collaboration system
- Professional Learning Communities
- Social networking in a safe, secure platform
- Tools supporting mentoring programs

Job-embedded professional development

- Ongoing, on demand PD resources
- Tools for Learning Walks, Staff Meetings, vertical alignment, and horizontal team planning

Technology

- Accessibility via smartphones, tablets, and computers
- Intelligent, personalized homepages

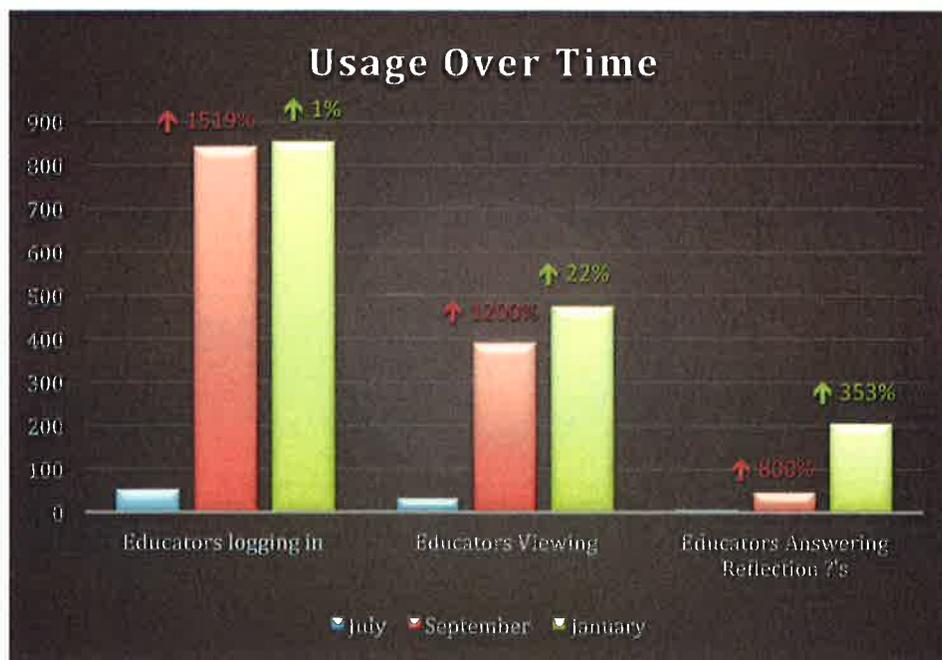
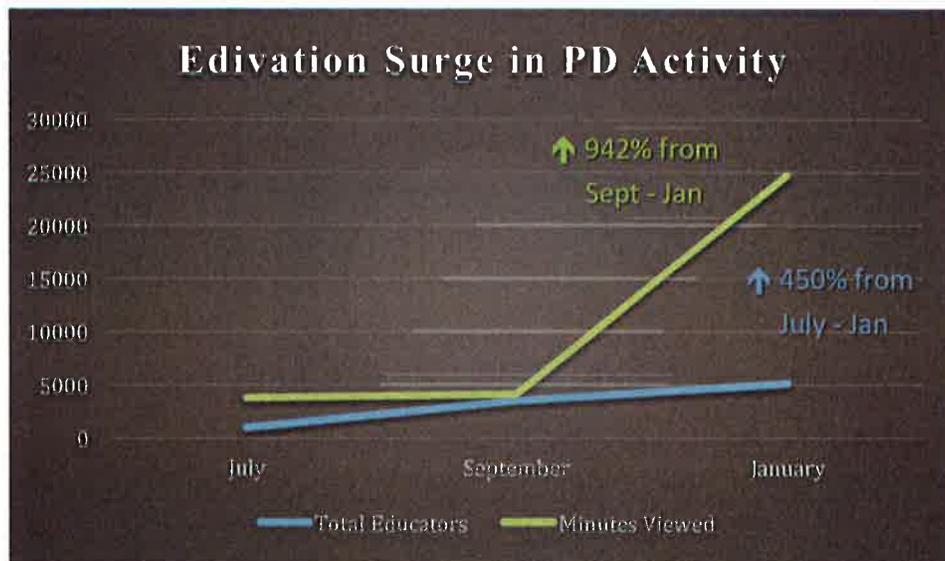
Prioritizing Teacher Effectiveness

Edivation Usage Surges Since Launch

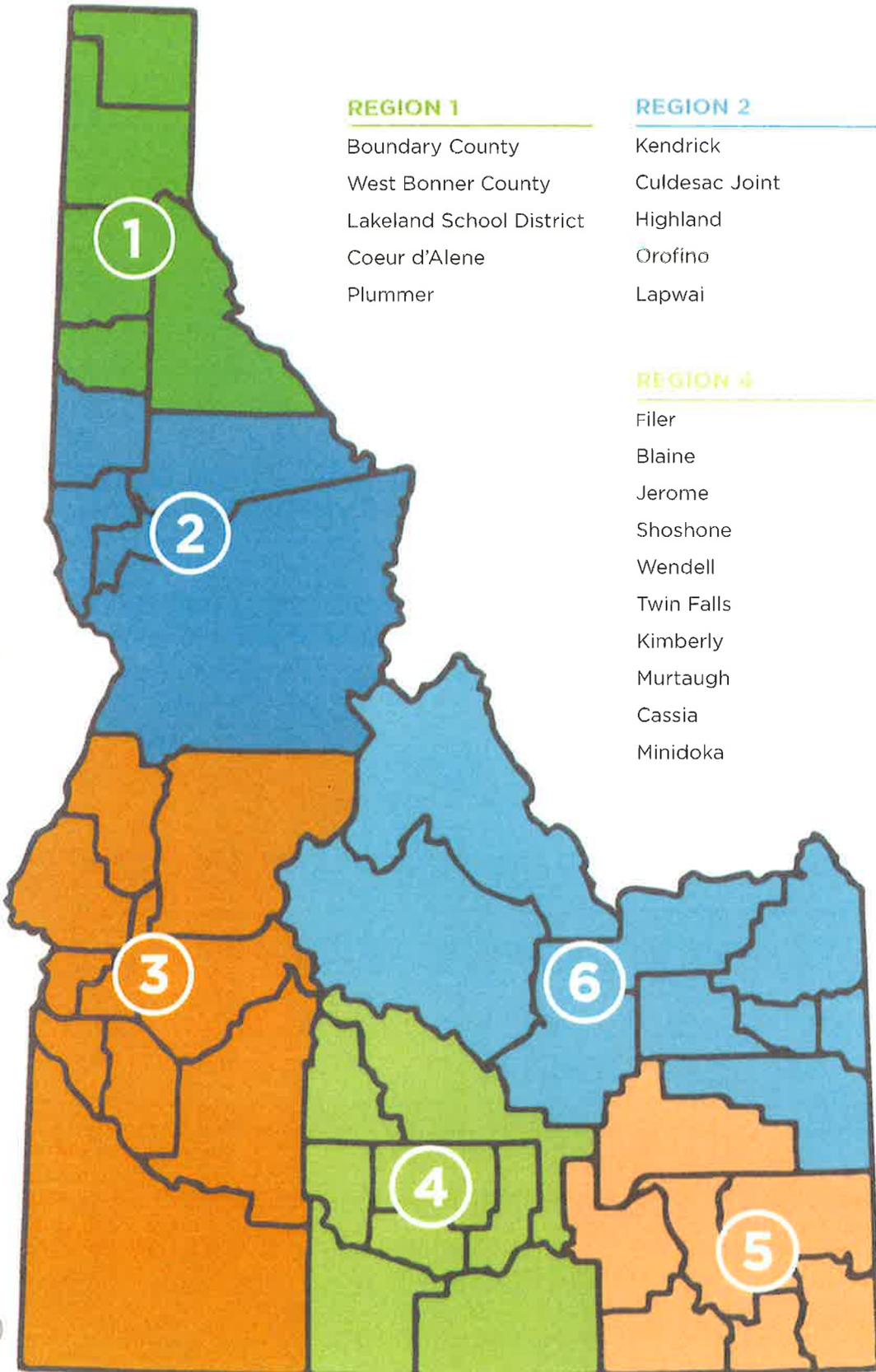
Since launching Edivation: The New PD 360 statewide in Idaho in July 2014, the surge in usage and professional development activity across the state has been dramatic.

“Edivation/PD360 has been such a valuable partner to improving teacher effectiveness. . . . The ONLY way to improve student achievement in ALL classrooms is to improve instruction in ALL classrooms. Edivation gives all teachers and administrators professional development to do just that.”

—Robin Gilbert, Director of Instruction and Student Achievement for the Middleton SD



Edivate (PD360) districts so far:



REGION 1

Boundary County
West Bonner County
Lakeland School District
Coeur d'Alene
Plummer

REGION 2

Kendrick
Culdesac Joint
Highland
Orofino
Lapwai

REGION 3

New Plymouth
Payette
Midvale
Melba
Fruitland
Notus
Wilder
Caldwell
Boise
Kuna
West Ada
Vallivue

REGION 4

Filer
Blaine
Jerome
Shoshone
Wendell
Twin Falls
Kimberly
Murtaugh
Cassia
Minidoka

REGION 5

American Falls
Snake River
Grace
Arbon
Oneida
West Side

REGION 6

Idaho Falls
Shelley
Swan Valley
Madison
Sugar Salem
Clark County 161
Blackfoot
Jefferson #251
Teton Co. #401



February 19, 2015

Senate Education Committee

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If we want to improve learning for **all** students – we need to continue to improve learning for **all** teachers.

AGENDA-Amended
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Monday, February 23, 2015

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	Idaho Public Chartered School Commission Update	Tamara Baysinger Director, Public Charter School Commission
Presentation:	School Choice and Educational Saving Accounts	Michael Chartier State Programs & Government Relations Director, The Friedman Foundation for Educational Choice
S1086	Relating to Professional Technical Education	Senator Thayn
S1087	Relating to Public Charter Schools	Chairman Mortimer

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer
Vice Chairman Thayn
Sen Keough
Sen Nonini
Sen Patrick

Sen Souza
Sen Den Hartog
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Monday, February 23, 2015
TIME: 3:00 P.M.
PLACE: Room WW55
MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Nonini, Patrick, Souza, Den Hartog, Buckner-Webb and Ward-Engelking
ABSENT/ EXCUSED: Senator Keough

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 3:09 pm

PRESENTATION: **Tamara Baysinger**, Director, Public Charter School Commission (PCSC), said the PCSC is Idaho's largest charter school authorizer. She explained how many students are currently enrolled and the future plans for expansion. She explained PCSC's board members come from all areas of the State and are from many different professions. **Ms. Baysinger** said in 2013, in response to the charter school legislation that passed, PCSC and stakeholders worked on a framework to evaluate charter schools. She reported the outcomes: academic, mission specific, operational, and financial. She defined what the PCSC looks for in each of those areas. Beginning in 2015, this evaluation will be applied annually. The results from the evaluation will then place each charter school in an accountability designation: Honor, good standing, remediation, or critical. **Ms. Baysinger** defined each designation. She then illustrated to the Committee the graphs and charts which marked the progress of charter school students. They were been measured amongst charter and public schools' students. She concluded the presentation by stating the goals of PCSC (see attachment 1).

Senator Patrick asked how many students are currently enrolled in the State's charter schools. **Ms. Baysinger** said approximately 14,900 students.

Vice Chairman Thayn asked her to explain what it means when PCSC states that it is trying to increase the flexibility of charters. **Ms. Baysinger** gave the example of the reporting burden and stated the PCSC is looking to see how they can better accommodate charter schools' requirements. The PCSC also has encouraged new charter school petitioners to attempt unique education ideas.

Senator Souza asked how many times during the year must the schools report to the PCSC. **Ms. Baysinger** said that the reporting has been cut back to three reports a year: dashboard report, financial update, and mission specific goal data.

Senator Nonini asked her to please explain how the replication and expansion in the honor school designation is executed. **Ms. Baysinger** said there are various ways that can happen and gave examples of a replication possibility. **Senator Nonini** asked if the PCSC would dictate how to make replication occur. **Ms. Baysinger** said it is up to the school. The PCSC's role is to review to ensure that it is a reasonable proposal.

Chairman Mortimer asked what kind of feedback the PCSC is getting regarding the annual reports and what is the response time. **Ms. Baysinger** stated the response period is three weeks to a month. The responses are contextual for finances. The schools have responded positively, however, some are not happy with the framework.

Senator Den Hartog asked how the PCSC views its relationship and role with the charter schools. **Ms. Baysinger** replied the PCSC is an oversight body whose role is to authorize and help make some high stake decisions. She outlined the threefold mission of PCSC and stated that one of them is to protect the autonomy of the public charter schools. The schools have all the freedom that the law allows with the educational decisions. It is the role of PCSC to focus on the outcomes in order to protect the students and the taxpayers.

PRESENTATION: **Michael Chartier**, State Program Director, Friedman Foundation for Educational Choice, presented School Choice and Educational Savings Accounts. He explained that school choice is when a child's public education money follows them to the school of the parents' choosing. He addressed the school voucher system, the tax credit scholarships, and educational savings account (ESA). He gave examples of each of these programs and which states have implemented the programs. He concluded his presentation saying that school choice has existed before the turn of the last century and has expanded to 50 percent of the country. He encouraged Committee members to go to www.edchoice.org for more school choice information (see attachment 2).

Senator Den Hartog stated there are over 15,000 students in Idaho attending private schools. She asked would it be a cost increase to the state if private students qualified for vouchers. She didn't understand how there could be a cost savings to the State. **Mr. Chartier** explained the savings and tax credits outlining the avoidance of costs issues to the State. **Senator Den Hartog** asked when a state distributes public dollars to a private school, what are the state's expectations of the private schools. **Mr. Chartier** said voucher programs have more regulation for the private schools. He indicated there may be no oversight in curriculum or teaching methods, just measurement of outcomes. Regulations will vary by states.

S 1086: **Vice Chairman Thayne** introduced **S 1086** and explained that this bill is a culmination of the work of many agencies. He stated there is a lack of alignment between Professional-Technical Education (PTE) courses in the State's different high school and postsecondary institutions. He turned the presentation over to Dwight Johnston, Director of Professional-Technical Education to present.

Mr. Johnston presented **S 1086**, relating to Professional Technical Education. He explained the purpose of the legislation is to amend Idaho Code § 33-2205. The legislation is two-fold: 1) to improve the transferability of dual credit PTE courses, and 2) to promote access to PTE programs by increasing the availability of numerous online courses (see attachment 3).

Senator Souza asked if there is a remedial component in PTE when students move from high school to the advanced courses. **Mr. Johnston** replied he didn't know the specifics and said, generally, it is less than what is experienced with the general population. He said applied learners seem to do better in their courses.

Vice Chairman Thayne concluded the presentation and said there is value in this bill. It is giving the will of the Legislature to the PTE Director to say to PTE departments across the State that this type of education is important, and the Legislature is working to make it materialize.

MOTION: **Senator Patrick** thanked Vice Chairman Thayn for the bill because this has been an ongoing issue to get continuing education and dual credits. **Senator Patrick** moved to send **S 1086** to the floor with a **do pass** recommendation. **Senator Buckner-Webb** seconded the motion. The motion passed with **voice vote**. Vice Chairman Thayn will carry the bill on the floor.

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

S 1087: **Chairman Dean Mortimer** presented **S 1087**, relating to public charter schools and preferred admission privileges. He stated the bill had been drafted because of a request from the PCSC since there are limited grades in many charter schools. He explained the bill and the obligations that students and schools must meet to obtain the enrollment priority.

TESTIMONY: **Keith Donahue**, Development Director, Sage International School, supports the legislation. He stated this bill creates a K-12 pathway for parents to see the options of choice schools. It also will promote collaboration among charter schools. He continued to explain the benefits of having the additional guidelines for enrollment (see attachment 4).

Tamara Baysinger, Director, PCSC, expressed the support in favor of the bill.

MOTION: **Senator Ward-Engelking** moved to send **S 1087** to the floor with a **do pass** recommendation. **Senator Nonini** seconded the motion. The motion passed by **voice vote**. Chairman Mortimer will carry the bill on the floor

PASSED THE GAVEL: Vice Chairman Thayn returned the gavel to Chairman Mortimer.

ADJOURNED: There being no more business, **Chairman Mortimer** adjourned the meeting at 4:06 pm.

Senator Mortimer
Chair

LeAnn South
Secretary

Testimony on SB 1086

Thank you for the opportunity to present today. We have been pleased to work with Senator Thayn, Chairman Mortimer and a number of stakeholders in developing this legislation.

SB 1086 seeks to address two issues.

The first is to improve the transfer of dual credit for technical programs by aligning the first semester of Professional-Technical Education programs of study among all of our public postsecondary institutions. This will allow us to align these common student outcomes with secondary school PTE programs so we can assure dual credit earned in high school will directly transfer to any of our postsecondary professional-technical programs throughout the state in a student's program of study and not as elective credit.

Secondly, we hope to improve access to PTE programs in rural school districts by increasing the number of online PTE courses available. We understand that not all PTE courses are appropriate for online instruction, but to the degree they are, we are partnering with Idaho Digital Learning Academy to expand PTE digital offerings to help provide students greater access to PTE courses in rural school districts.

Combining these two efforts, we can take the common student outcomes to develop high school curriculum that aligns to postsecondary PTE programs and increasingly offer them online through IDLA.

The Division of Professional-Technical Education has dedicated resources in its existing budget to begin the alignment of postsecondary PTE programs as well as resources to fund selected pilots for online digital PTE courses for the coming fiscal year. These pilots will provide us with information to assess their success and to develop future budget requests to continue these efforts.

I would be happy to respond to questions.

Public Charter School Commission Update

February 23, 2015

Tamara Baysinger, PCSC Director

Appreciate opportunity to provide brief update

- 35 schools
- 14,950 students
- Expansions to add an additional 1,440 in coming years

Commissioners

- Located around state
- Different professions & areas of expertise
- All have demonstrated support for high quality charter schools

Performance Outcomes

- In 2013, PCSC and stakeholders collaborated over many months to develop framework
- Framework applied on annual basis to evaluate each school in 4 categories
- Mission-specific offers meaningful recognition for successes not reflected on standardized tests
- Outcomes from first annual reports now becoming available
- Still processing responses, results expected to shift slightly

Accountability Designations

- Scores on all framework measures combine to place each school in 1 of 4 accountability designations
- Basically schools in Honor and Good Standing will be renewed
- Schools in Remediation or Critical (particularly Critical) may be non-renewed

Academic Accountability Designations

- Based on 2012-13 Star Rating data
- 69% in Good Standing or Honor
- 19% in Remediation
- 6% in Critical
- Unrated are schools too young to have 2012-13 data

Academic Breakdown by Indicator

- Schools that struggled tended to have more trouble with growth indicators than proficiency indicators
- College and career readiness – grain of salt – sample size and school mission impacts these results (1/3 of PCSC-authorized HS focus on alternative, at risk, special education, or credit recovery)
- Similar pattern for all portfolio schools; majority of schools doing well on all indicators, college & career expected to improve

SAT Results

- 2014 results for 11th graders tested on the regular test date
- Left column represents large category of all non-charter students; other columns represent smaller categories of 1 PCSC-portfolio school each
- Full height of bar against left axis shows median score
- Height of orange bar against right axis shows % scoring over 500 (level generally identified as “college ready”)
- Similar patterns for math and writing

SAT Results (Aggregated)

- Aggregated all-charter data shown by gold bars, all non-charter by green bars

Go-On Data

- Go-on data for Idaho charter students, both PCSC-portfolio and district-authorized, class of 2011
- Gold sections show students newly enrolled, red sections show students retained, grey sections show students disenrolled prior to graduation, dark blue sections show students for whom we have no records
- Charters appear not to be faring quite as well as full scope of Idaho schools
- New data to us, not prepared to draw conclusions about possible causes of discrepancy, but interested in learning more
- More ways of looking at go-on data are available if interested

Operational Outcomes

- Majority of schools doing very well in terms of operational stability and compliance
- Weak areas tend to be late reporting, some sped and other compliance issues now resolved

Financial Outcomes

- Finances tend to be an area in which many charter struggle for a variety of reasons
- 69% in Honor or Good Standing
- Important to bear in mind that the measures are based on industry standards, and contextual information is important to fully understanding the status of any individual school. Existence of one or two low scores does not necessarily indicate a problem, but rather should lead to additional conversation.

Financial Breakdown by Indicator

- Schools in Remediation/Critical status tend to be stronger on near-term measures than on sustainability measures, though a few face serious near-term concerns as well
- All portfolio pattern is similar, but sustainability indicator results are expected to improve as schools provide contextual information

PCSC Evaluation

- National Association of Charter School Authorizers performed formative evaluation in 2014
- 2-day site visit, extensive document review, stakeholder surveys & interviews – Goal was to consider the PCSC’s work in light of national best practices
- Commendations and recommendations presented in August 2014 affirmed the PCSC’s direction and focus, and offered additional insight for successful implementation

Looking Ahead

- Maximize schools’ flexibility while remaining focused on making data-driven decisions based on performance outcomes
- Foster increased availability of seats in high-quality charter schools
- Provide additional resources to schools and commissioners
- One of the limitations in our ability to implement recommendations is capacity – staffing level and budget well below national averages for similar authorizers (NACSA evaluation report, Oct 2013 Authorizing Roadmap)
- Additional staff will enable us be more responsive to schools as individuals and ultimately make well-informed decisions.
- Spoken with many of you, appreciate your thoughtful queries and support of our efforts.

Stand for Questions

Idaho Public Charter School Commission

Spring 2015 Update

Tamara Baysinger, PCSC Director

Our Commissioners

Chairman Alan Reed, Idaho Falls

Vice-Chair Gayle O'Donahue, Nampa

Wanda Quinn, Coeur d'Alene

Esther Van Wart, Pocatello

Brian Scigliano, Boise

Gayann DeMordaunt, Eagle

Kelly Murphey, Castleford

Performance Outcomes

- **Academic**
- **Mission-Specific** (available Fall 2015)
- **Operational**
- **Financial**

Many measures include ranges to provide a nuanced understanding of each school's status.

Schools have the opportunity to respond to their annual reports prior to publication.

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2c	Are students achieving language proficiency on state examinations?						
ISAT / SBA % Proficiency							
Language Arts	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	19	90-100	11	0
	Meets Standard: Between 65-89% of students met or exceeded proficiency.	85.67	38-56	19	65-89	25	53
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0
							53
Notes							
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?						
Criterion-Referenced							
Growth in Reading	Exceeds Standard: At least 85% of students are making adequate academic growth.	87.33	76-100	25	85-100	16	80
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0
							80
Notes							

ACCOUNTABILITY DESIGNATIONS

Honor

Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.

Good Standing

Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered.

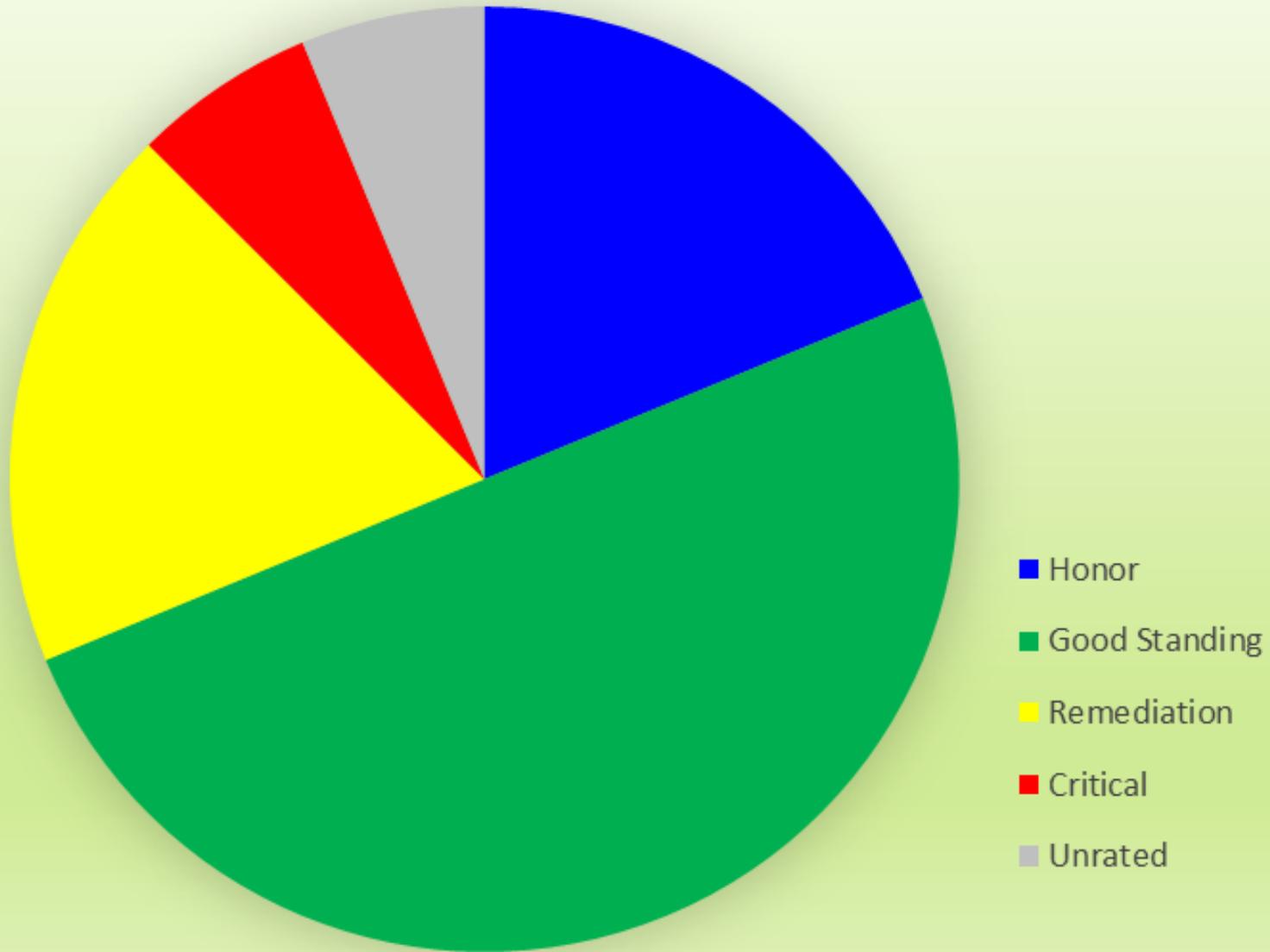
Remediation

Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are poor. Replication and expansion proposals are unlikely to succeed.

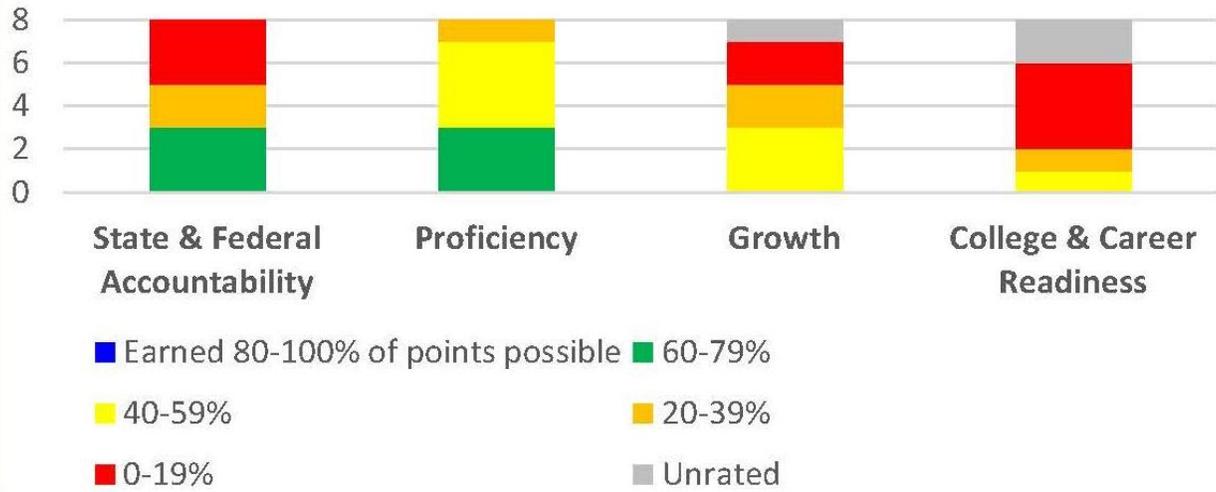
Critical

Schools achieving at this level in Academic & Mission-Specific face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.

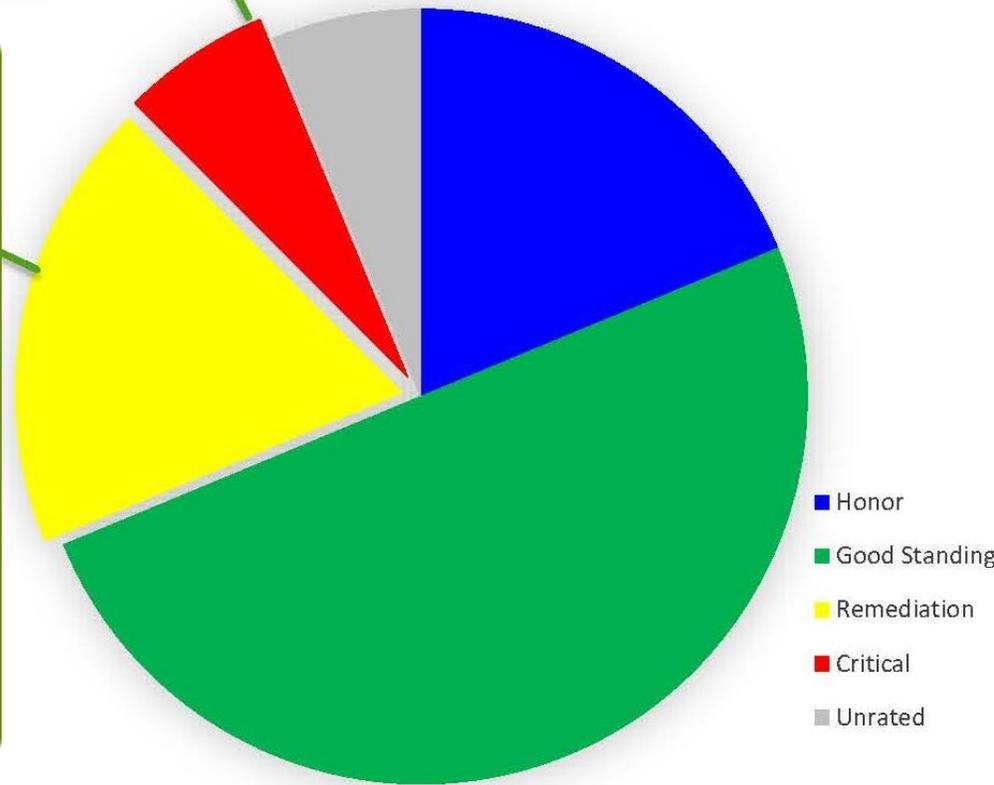
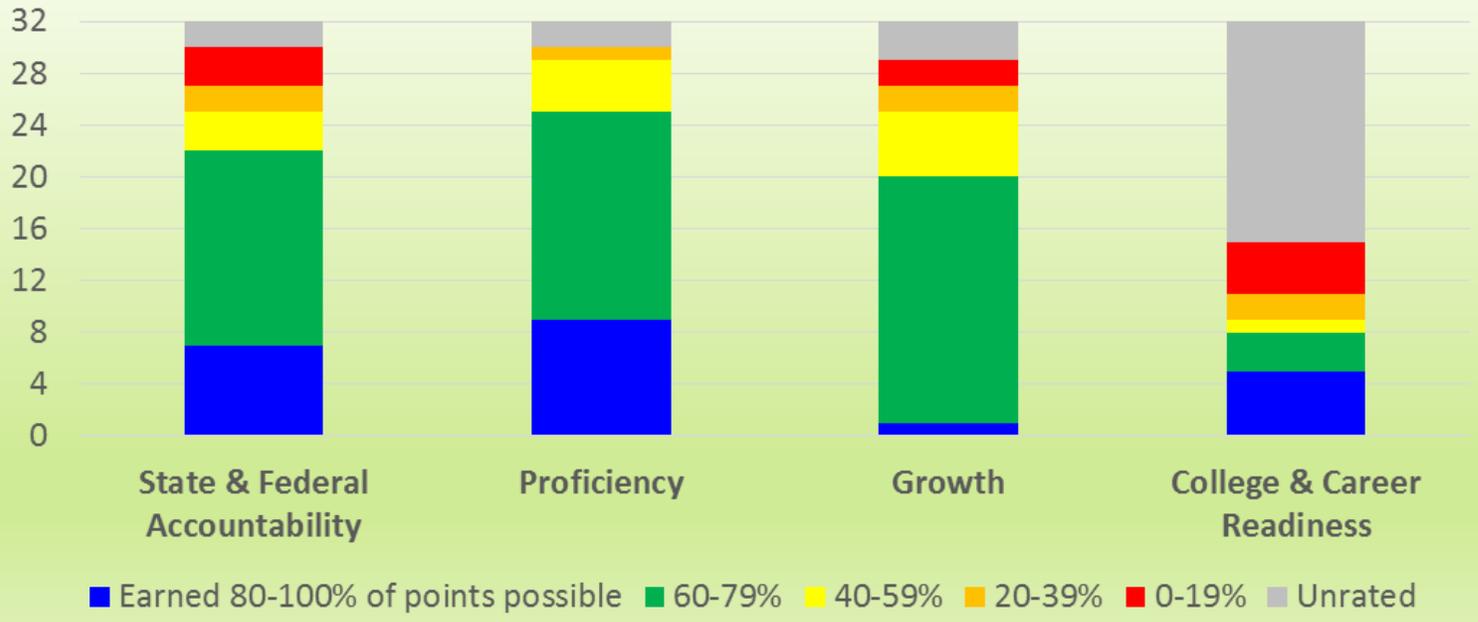
Academic Accountability Designations



Schools in Academic Remediation/Critical Status



All Portfolio Schools



2014 SAT Results, Regular Test Date Only

Non-charter category includes 16,201 students

Charter categories range from 16 - 137 students

SAT Results -- Reading



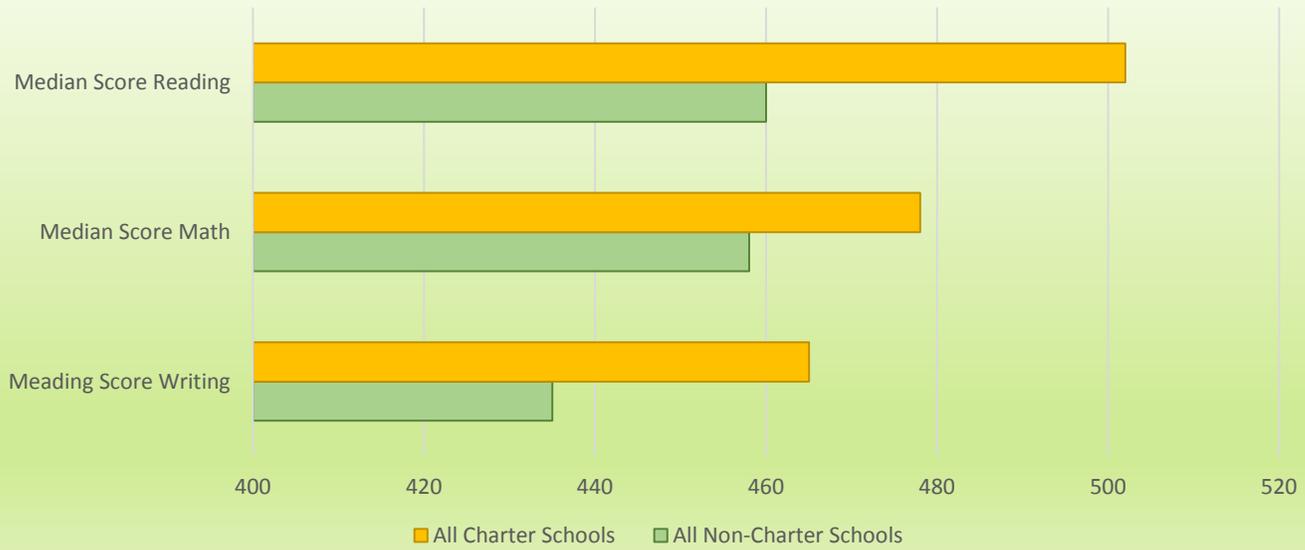
SAT Results -- Math



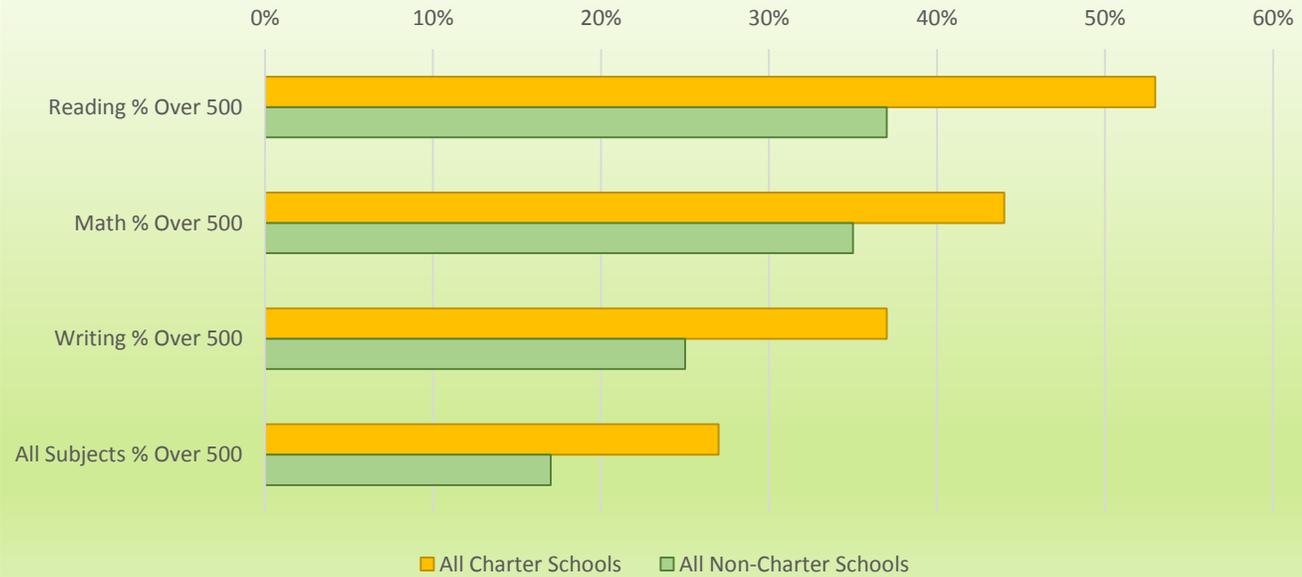
SAT Results -- Writing



Statewide Median SAT Score Comparison



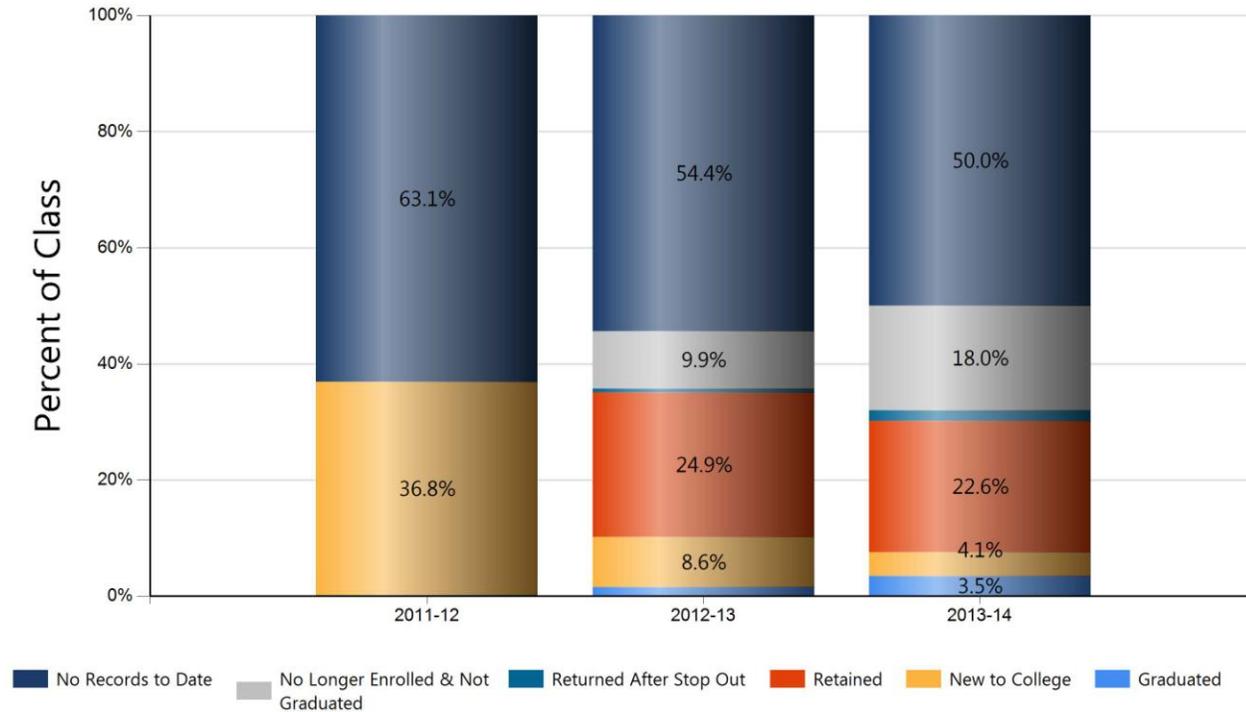
Statewide % of Students Scoring Over 500 on SAT



Non-charter: 16,201 students
Charter: 786 students

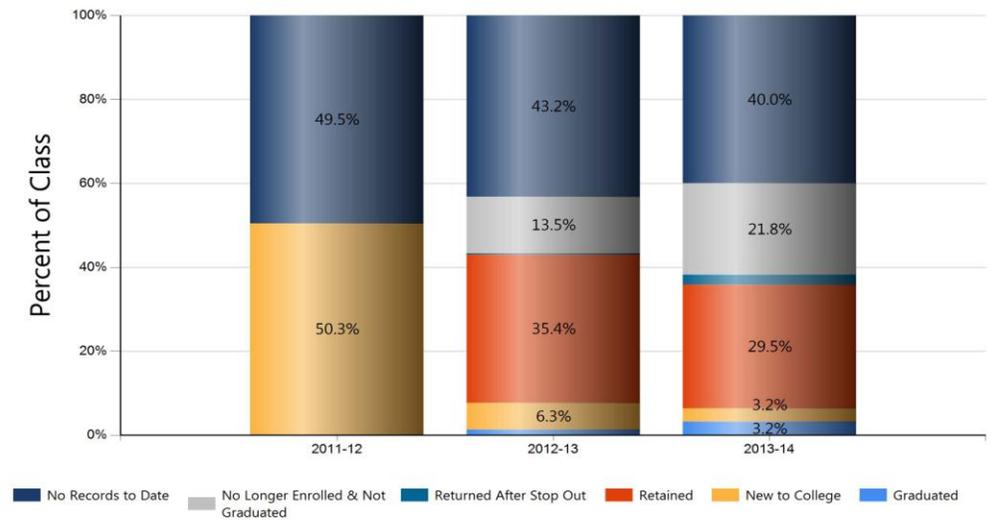
Charter Schools

Class of 2011 Postsecondary Enrollment and Progress

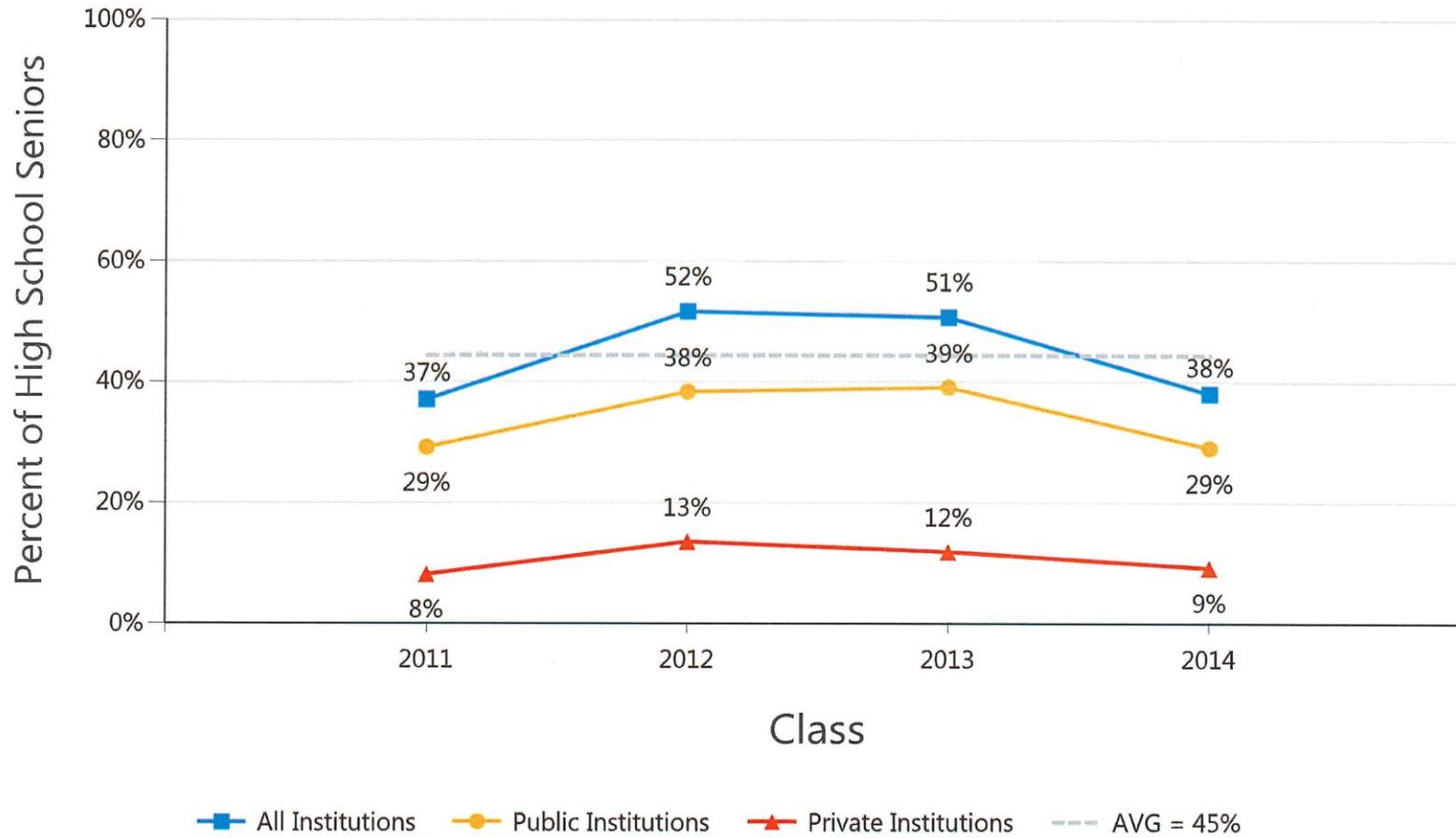


All Idaho Schools

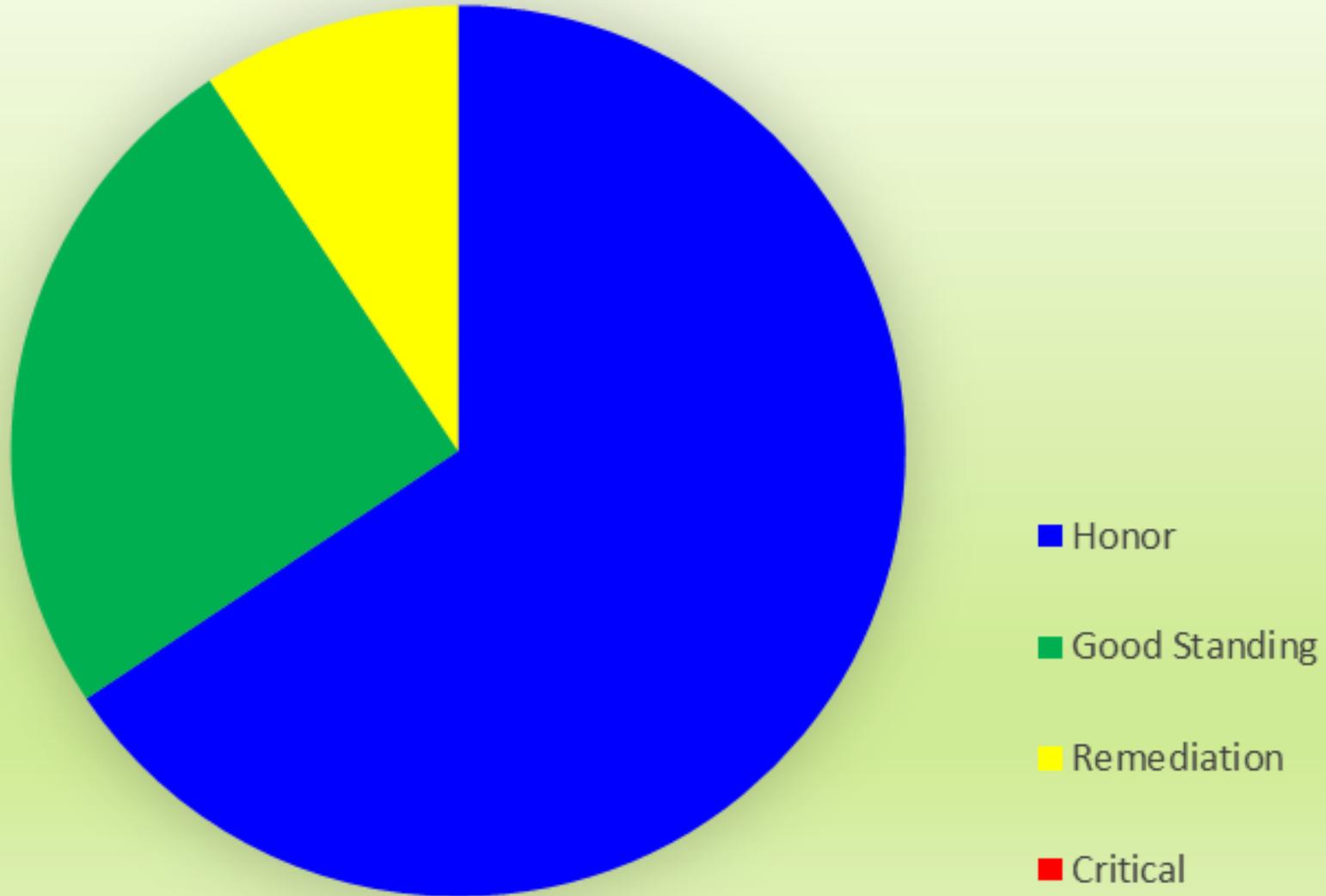
Class of 2011 Postsecondary Enrollment and Progress



Postsecondary Enrollment During the First Year After High School by Institution Type



Operational Accountability Designations

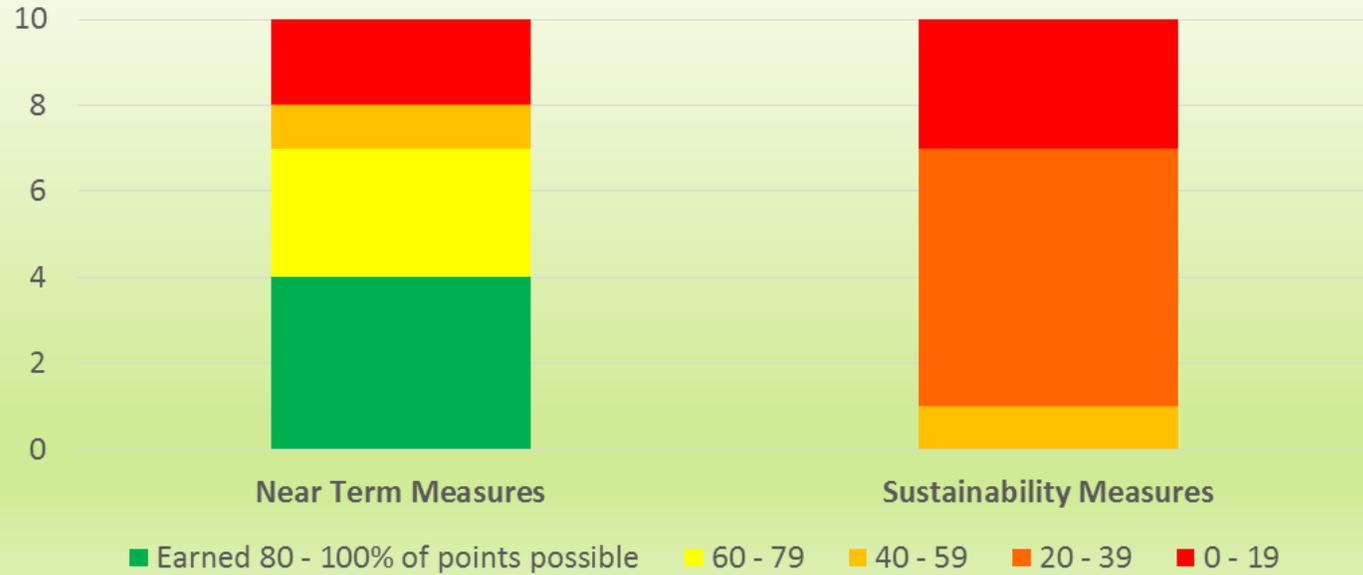


Financial Accountability Designations



- Honor
- Good Standing
- Remediation
- Critical

Schools in Financial Remediation/Critical Status

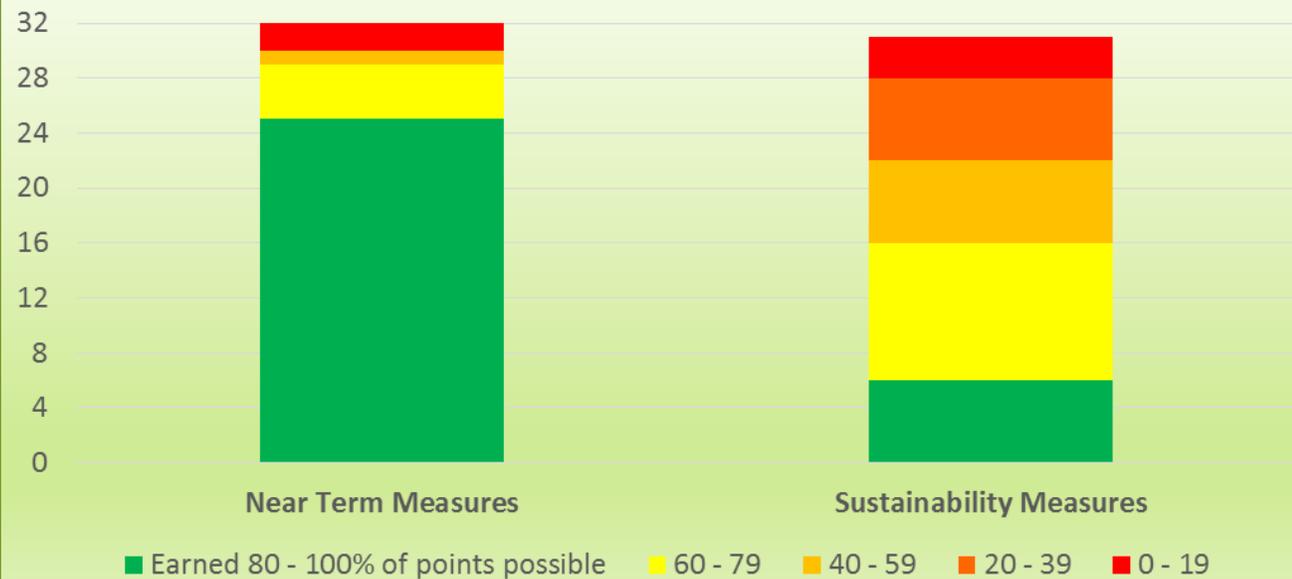


Near-term: Current fiscal year

Sustainability: Upcoming fiscal years

Sustainability results for “All Portfolio Schools” are expected to shift in a positive direction as schools provide contextual information.

All Portfolio Schools



Looking Ahead

- Seek means of increasing school autonomy without sacrificing accountability
- Encourage submission of strong petitions for new charters and replication of successful models
- Continue policy/procedure development consistent with 2013 legislation
- Develop pre-opening oversight practices to encourage successful first-year operations
- Ensure alignment between performance expectations and high-stakes accountability decision-making
- Work toward bringing staffing and budgetary capacity more in line with national norms for similar authorizers



“The PCSC has made significant strides in aligning itself to national best practices and improving the authorizing environment in Idaho... The success of the performance management system will depend heavily on the PCSC’s ability to implement the certificate and framework with fidelity, as well as providing clear and ongoing communication to schools regarding expectations.”

NACSA Authorizer Evaluation Report, August 2014

TESTIMONY IN SUPPORT OF SB1087 - FEBRUARY 23, 2015
SENATE EDUCATION COMMITTEE

My name is Keith Donahue. I am the Development Director for Sage International School of Boise. I am here at the invitation of Terry Ryan of the Idaho Charter School Network (ICSN). Mr. Ryan asked me to share my thoughts regarding SB1087 with the Committee as someone who works every day to grow and sustain a successful charter school. I would like to express my support for SB1087.

I believe SB1087 will improve Idaho's Charter Statute and admission process in at least three key aspects:

- (1) Help Establish K-12th Continuity and Vision for Families: SB1087 provides a clearer K-12th grade path for students and families attending (or considering attending) a school of choice. When entering the traditional public school system in kindergarten, students and parents know and understand (absent moving) their natural progression through the K-12th grade system - they know the elementary, middle, and high schools they will attend and these schools typically align their curriculum and cultures. Students know where they are heading and the schools know the educational experience of the students they receive. This is not true in the charter school system. Currently, there is no natural progression through the school choice system - if a charter school ends in 5th grade and the student/family want to continue with a school of choice, they face a great deal of uncertainty. SB1087 helps resolve this challenge by bringing into the 'school choice' world some level of the K-12th continuity that currently exists in the traditional public school system.
- (2) Foster Collaboration Among Charter Schools: While the situation is rapidly improving with the efforts of the ICSN, Idaho's 45+ charter schools often operate as 'islands' - we do not coordinate our efforts and miss the opportunity to learn from each other. I believe this results in missed educational opportunities for students and inefficiencies. SB1087 will encourage schools to learn about each other, work together, and foster partnerships. Legislation (like SB1087) that gets charter school leaders talking and collaborating (sharing knowledge and experiences) is hugely beneficial - we can only improve by working together.
- (3) Improved Planning ('On-Ramps'): As a K-12th grade school, Sage International would benefit from SB1087 by having the ability to establish informed 'on-ramps' for new students in our annual lottery. Specifically, each year we lose a small percentage of our students. In our annual lottery, we have to identify specific grade levels to let new students in to replenish our student numbers - we refer to these as 'on-ramps'. Currently, it is difficult to determine the best grade levels to establish these on-ramps or entry points, particularly at older grade levels where demand decreases and fluctuates. Sage International is fortunate to be located in an area with a number of excellent charter schools. SB1087 would enable Sage International, via partnerships with area charter schools, to conduct a more informed lottery. For example, we could establish an admission preference with two area charter schools; one school that ended after 5th grade (elementary) and another that ended after 8th grade (middle school). Sage could then establish 6th grade and 9th grade 'on-ramps' - where we know we will have demand for seats. In this regard, SB1087 helps Sage International better plan its lottery while helping establish the K-12th continuity I previously discussed.

The provisions of SB1087 address any concern I would have regarding an admission preference for students coming from other charter schools, as follows:

- (1) One Year Requirement: SB1087 requires students to attend the charter school they are leaving for a minimum of one year before being able to use the admission preference authorized by SB1087. This provision resolves my concern that students would 'game the system' by joining a charter for a day (or other short period) as a means to leapfrog their way into a different charter school. With the one year requirement, students/families will have to be vested in a school of choice in order to gain this favored admission status.
- (2) Charter Schools Must Agree to Establish Admission Preference: SB1087 provides that both charter schools involved must agree to establish the admission preference between the schools. This provision provides for local control, affords charters autonomy, and allows charters to partner with schools that fit their curriculum model/style - schools with similar curriculums, cultures, etc. could partner with each other - setting students up for continued success via K-12th continuity.

Thank You for the opportunity to share my perspective with the Committee.

Keith Donahue
Development Director - Sage International School
keith.donahue@sageinternationalschool.org
208.949.9805



TESTIMONY REGARDING SCHOOL CHOICE
POLICY AND RESEARCH IN THE UNITED STATES

Chairman Mortimer and Members of the Education Committee:

My name is Michael Chartier and I am a State Programs Director for the Friedman Foundation for Educational Choice, a non-profit organization dedicated to realizing Nobel Laureate economist Milton Friedman's, and his wife, economist Rose D. Friedman's, vision of school choice for all children. I am here to provide an overview of school choice's story, history, and track record.

So, you might ask, what is school choice? In its most simple form, school choice is a child's public education money following him or her to the school of their parents' choosing. There are many great public schools and teachers out there, working day in and day out doing their very best to educate children. But sometimes, these settings, for one reason or another, are not a good fit for every individual child. We seek to give these children another option that might work better for that child. And there are multiple ways to carry out this goal.

First, there are charter schools. These schools are public schools that are "chartered" to operate outside the normal district school rules and regulations. These schools are given the freedom to do such things as: come up with their own curriculum, hire and fire teachers, specialize in specific areas such as STEM or the arts, or to implement next generation learning models, such as Carpe Diem, Rocketship, or KIPP. The idea of the public charter school is to trade oversight and regulation with increased accountability. Charter schools want to figure out the best ways to educate their children, free from outside control, but then are held accountable to the outcomes of their children. These schools can be chartered by different groups and organizations. Most schools are chartered by their local school district, others are chartered by a state level charter school board, some by colleges and universities, and lastly, others by mayors directly (such as we have in my home state of Indiana). I think it is important to emphasize that charter schools are public schools and therefore are open to all children, do not charge tuition, and do not have special entrance requirements.

Next, are what are known as school vouchers. These vouchers are a particular sum of money, determined by the legislature, which is given to a student in order to pay tuition at a non-public school. This is a pretty simple transaction generally. Let me give you an example on how this works in Indiana. A qualified parent (determined by the level of parental income, in this case 150% of FRPL (\$65,000)) notifies the department of education that he or she would like to utilize a school voucher to send their child to a non-public school after his or her acceptance. The state would then send the parent a check, predetermined by legislation (a voucher at the K-8 level is \$4,800 and at the 9-12 level is 90% of what the state would have spent on that child's education). The parent would then sign the check directly over to the private school in order to

help cover the cost of tuition. This way the money could only be spent on a child's tuition, but the parent would make the determination on which school is best of their child.

Perhaps the simplest form of school choice legislation is a tax credit or deduction on private school educational expenses. Parents are allowed to claim either a credit, which lowers the amount of tax paid, or a deduction, which lowers taxable income, for educational expenses related to private school tuition. While this is beneficial in helping to offset the cost of paying twice for education, once in property taxes and once in private school tuition. It really only effects those parents who already have the means of sending their children to private school; it does little to nothing to those families who do not have the means to pay for a private education. Additionally, these programs are often extremely meager when it comes to actual benefit for parents, case in point a maximum credit in Illinois of only \$250. Programs such as these offer little in the way of purchasing power for parents.

Then, we have Tax Credit Scholarships as another form of school choice. Under these systems, a 501c3 non-profit is set up and authorized by the state government to receive contributions from businesses, individuals, or both. These Scholarship Granting Organizations (or SGOs) then give the donated money out in the form of scholarships to qualified children. Depending on the state, these children are determined by having an IEP/504 plan, living in a failing school district boundary, or parental income. The legislature can create a maximum or minimum amount for the scholarship, or it can leave that determination of the SGO. After that, the individual or company that donated the money receives a tax credit on their state income tax. This credit ranges anywhere from 50% in Indiana to 100% in Florida. From our research however, the most robust programs have credits starting around 70% and above.

Lastly, and perhaps my favorite school choice program is known as an Education Savings Account, or an ESA. This program is similar to a Health Savings Account. Under these types of programs, which currently there are only two, one in Arizona and the other in Florida. The state deposits a predetermined amount of money into a special savings account the parents have access to through a debit card. From there a parent is able to truly utilize choice. He or she can pay for private school tuition, curriculum, textbooks, tutoring, testing such as a state achievement test or the SAT or ACT, test preparation services, or educational support therapy. There is a classic example of a child with cerebral palsy in Arizona utilizing therapeutic horseback riding with the help of his ESA. These types of programs truly put the power, at the most basic level, in the hands of the parent.

These ESA programs are regulated the same way as Electronic Benefit Cards are, in the sense that only approved merchants and items are allowed for payment by the debit cards. So an ESA using parent couldn't go to a casino and withdraw money. However, what is unique about this program is that any money left over after the child has finished K-12 can be utilized for higher education expenses at an in-state university, community college, technical college, or vocational technical college. This incentivizes good stewardship of dollars during K-12 to help get a head start on higher educational expenses, if the parent deems that a prudent investment.

Now, a bit about the history of school choice.

As you may know, Vermont was the first state in our country to adopt private school choice when it enacted the town tuitioning model in 1869. That program was closely followed by a town tuitioning program in Maine in 1873. However in the intervening years, very little has happened regarding private school choice.



Advancing Milton & Rose D. Friedman's vision of school choice for all children.

One American Square • Suite 2420 • Box 82078 • Indianapolis, Indiana 46282
Voice: 317-681-0745 • Fax: 317-681-0945 • www.EdChoice.org



This changed however with Wisconsin's Milwaukee Parental Choice Program in 1990. Over the 24 years of that program's existence, participants have demonstrated the positive effects that school choice can have on academic achievement and attainment. In the most recently published study on the Milwaukee program, researchers found that choice students graduated high school, enrolled and stayed in college at rates that were four to seven percent higher than their public school peers. In other words, for every 1,000 high school students using a voucher, at least *40 more students* graduate high school and go on to college than would if the program did not exist.

Indeed, other empirical research also shows that school choice programs benefit participants academically. Of the 12 random-assignment studies – considered the “gold standard” of social science research – on school choice programs, 11 showed that *at least some or all* participants make significant academic gains, and one showed no visible effects. No studies have ever shown negative effects on academic outcomes. I repeat: No empirical study has ever found vouchers harm student performance – not one.

For example, in 2010, the final report evaluating the D.C. Opportunity Scholarship Program – a voucher program approved with bipartisan support by the U.S. Congress – showed that voucher students graduated high school at a 20 percent higher rate than their public school peers. Voucher participants also showed modest academic gains – but gains nonetheless – in reading, although no significant effects were visible for math.

But school choice is not a policy just for struggling urban school systems like Milwaukee and Washington, D.C. In 2011, the Douglas County, Colorado, school board – which manages some of the best performing *public* schools in the state – chose to enact a 500-student pilot voucher program. The board members realized that a single school system, no matter how high achieving, is not able to serve every single need of every single child. They also estimated that, by giving parents the opportunity to decide where their children will thrive, their school district would actually save about \$400,000 that could be redistributed to the public schools.

In the same year, my home state of Indiana, approved a *statewide* voucher program for low- and middle-income students as well as special needs students, making vouchers available to more than half the state's student population. In its first year, almost 4,000 students received vouchers, saving the state \$4.1 million. Participation more than doubled to over 9,000 students in the second year. Of these 9,000 students, 66 percent are from urban areas, 18 percent are from the suburbs, and 16 percent are from rural districts, further demonstrating that *all* students can and will use choice. And, in 2013, the Indiana Supreme Court ruled unanimously that the program was constitutional under the Indiana Constitution.

The existence of all these programs inspired North Carolina, Virginia, and New Hampshire, to enact their own school choice programs in 2012, while Louisiana drastically expanded its voucher program beyond New Orleans to the entire state and Arizona created a new “switcher” tax credit scholarship program. Then in 2013 Alabama, Mississippi, and South Carolina added their own programs, while Ohio and Wisconsin expanded their voucher programs statewide for low-income children.

Then notably, last year, Kansas adopted a program to create a corporate tax credit scholarship program for poor children in failing schools. With that last program, school choice has grown to 51 programs in 24 states and the District of Columbia.



Advancing Milton & Rose D. Friedman's vision of school choice for all children.

One American Square • Suite 2420 • Box 82078 • Indianapolis, Indiana 46282
Voice: 317-681-0745 • Fax: 317-681-0945 • www.EdChoice.org



Critically, the important thing, in my opinion, to remember is this: school choice has existed before the turn of the last century, and it has expanded to almost 50% of the country. School choice is not a new idea and has a proven track record of success. In the states where it exists, it has not lead to the destruction of public schools, nor has it lead to the increase in segregation, and it has certainly not led to public schools being starved for funding. In fact school voucher programs alone have led to an estimated savings of \$1.3 Billion dollars. But most importantly, to those that utilize it, school choice offers children a safer more robust education environment. Parents report that their schools of choice are more rigorous, align better with parental values, and offer better college preparation. We should let all parents have to ability to choose that for their children as well.

All the information I discussed today can be found on our website, www.edchoice.org. Thank you very much for the opportunity to appear before you today regarding school choice.

Sincerely,

Michael Chartier
State Programs and Government Relations Director
Friedman Foundation for Educational Choice



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AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Tuesday, February 24, 2015

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	Idaho Department of Juvenile Corrections Update	Sharon Harrigfeld, Director
S 1097	Pupil Transportation Audits	Senator Nonini
H110	Mastery Based Education System	Representative Harris
SCR 106	Responsibility for Testing, Teacher and Student Accountability, Length of Testing Time, Alternatives to the Smarter Balanced Assessment Consortium	Senator Thayn

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer
Vice Chairman Thayn
Sen Keough
Sen Nonini
Sen Patrick

Sen Souza
Sen Den Hartog
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

LeAnn South
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Phone: 332-1321
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MINUTES
SENATE EDUCATION COMMITTEE

DATE: Tuesday, February 24, 2015
TIME: 3:00 P.M.
PLACE: Room WW55
MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Nonini, Patrick , Souza, Den Hartog, Buckner-Webb and Ward-Engelking
ABSENT/ EXCUSED: Senator Keough arrived late.

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 of the Senate Education Committee (Committee) to order at 3:00 p.m.and welcomed Sharon Harrigfeld to the podium for her presentation.

PRESENTATION: **Sharon Harrigfeld**, Director, Idaho Department of Juvenile Corrections (IDJC), introduced herself and associates Debbie Seagall, Federal Program Manager, and Joe Webber, Education Program Manager in Nampa.

Ms. Harrigfeld presented an update on IDJC , underscoring that high-quality correctional education, training and treatment are the essential components to meaningful rehabilitation. She said these tools equip youth with the skills needed to successfully reenter their communities and either continue their education or join the workforce (see attachment 1).

Ms. Harrigfeld said unlike the traditional school system, Idaho's three accredited IDJC schools are funded through the General Fund, and the teachers are state employees who work 52 weeks of the year. She said the classroom settings differ from traditional classes in that 12 juveniles with diverse personal issues and abilities are taught in one room.

Ms. Harrigfeld called on Joe Webber, Education Program Manager at the Nampa facility. **Mr. Webber** discussed the facilities' challenges, including the widely divergent proficiency levels in reading, math and other subjects; the lack of substitute teachers; limited Internet access; the need for improvement of science lab offerings; and limited materials. He said in spite of the challenges there are many successes in meeting individual student needs.

Ms. Harrigfeld concluded by highlighting IDJC's successes. She said over 80 percent of IDJC's students have increased their math and reading scores. She also expressed pride in the achievement of two IDJC students, both of whom won awards through a national program developed and evaluated by professors from the Massachusetts Institute of Technology (MIT). She also highlighted the outdoor programs in camping, hiking, and skiing, which provides students with the often rare opportunity to enjoy outdoor fun.

Vice Chairman Thayn asked if professional-technical classes are offered in the curriculum. **Ms. Harrigfeld** answered in the affirmative (Senator Keough arrived).

Chairman Mortimer asked about a crisis technique he had witnessed at the St. Anthony facility. **Ms. Harrigfeld** explained the procedure as a learning experience for all of the students involved, as well as helping the juvenile going through the crisis to better understand and cope.

S 1097 **Senator Nonini** presented **S 1097**, the purpose of which is to repeal Idaho Code § 33-1006A which states the State Department of Education (SDE) shall audit the transportation operations of any school district with more than 20 enrolled students per square mile that meets certain criteria: (a) the school district's reimbursable costs, based on a three-year rolling average of the district's reimbursable costs, exceed 103 percent of the statewide average reimbursable costs per student rider; and (b) the school district's costs, based on a three-year rolling average, are higher on a cost-per-student rider basis.

Senator Nonini said the repeal of this section of the Code would eliminate hardships now being imposed on districts. **Tim Corder**, Special Assistant to the Superintendent of Education, further explained the rationale for the repeal of this section.

MOTION: **Senator Ward-Engelking** moved to send **S 1097** to the floor with a **do pass** recommendation. **Senator Den Hartog** seconded the motion. The motion passed by **voice vote**. Senator Nonini will carry **S 1097** on the floor.

H 110 **Representative Steven Harris** presented **H 110** which was developed by the Governor's Task Force and introduces the concept of mastery-based learning where students advance based upon content mastery rather than seat time requirements.

Representative Harris said the legislation authorizes the SDE to: 1) conduct a statewide awareness campaign, 2) establish a committee of educators to identify roadblocks, and 3) facilitate the development of an incubator program. He said the project could last six to nine months and includes a line item budget of \$400,000. He said the SDE would report to the State Board of Education, as well as the Senate and House Education Committees.

MOTION: **Senator Keough** moved to send **H 110** to the floor with a **do pass** recommendation. **Senator Souza** seconded the motion. The motion carried by **voice vote**. Senator Keough will carry **H 110** on the floor.

SCR 106 **Vice Chairman Thayn** presented **SCR 106** relating to testing. The resolution lists three different types of tests and establishes 1) the reasons for the testing, 2) those responsible for conducting each type of test, and 3) the purpose of each test. The resolution directs the SDE to find an alternative to the Smarter Balance Assessment Consortium (SBAC) due to its length and cost. The SDE will report to the Legislature in 2016 concerning the feasibility of using a replacement. There may be a minimal cost not to exceed \$20,000 for research and personnel.

Vice Chairman Thayn said the resolution would allow the SDE to present suitable alternatives to the SBAC that could be used in the 2015 spring testing window, and the findings would be reported to the Legislature in January 15, 2016.

TESTIMONY: **Dr. Troy Rohn**, serving as a Trustee for the Boise School District, testified in support of **SCR 106**. He said the Boise School District does not support the SBAC in its current form because of the costs and time involved.

Penny Cyr, President of the Idaho Education Association (IEA), testified in support of **SCR 106**. She said the IEA feels that tests exist solely for the purpose of improving the quality of instruction and education for students. To that end, she said the IEA supports the use of alternative tests that will provide teachers with the data they need to modify instruction based on the students' needs.

Jackie Thomason, Director of Accountability and Assessment for the West Ada School District, testified in support of the parts of **SCR 106** that will allow reassessment to ensure the process is in balance and in alignment with the Idaho Core Standards.

MOTION: **Senator Ward-Engelking** moved to send **SCR 106** to the floor with a **do pass** recommendation. **Senator Nonini** seconded the motion. The motion carried by **voice vote**. Vice Chairman Thayn will carry **SCR 106** on the floor.

ADJOURNED: There being no further business, **Chairman Mortimer** adjourned the meeting at 4:25 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

Jeanne' Clayton
Assistant Secretary

Measuring Student Understanding of the Idaho Core Standards An Alternate Proposal

Boise School District

The Value of the Idaho Core Standards

The Idaho Core Standards (adopted from the Common Core State Standards) are a set of high-quality, rigorous academic standards that will help us to achieve the Idaho State Board of Education's goal that 60% of Idaho high school graduates have a college degree or certificate of value by 2020.

As our students have increased access to rigorous standards and content, their chances of succeeding after high school improve. By their very nature, the Idaho Core standards paired with locally-written curricula prepare Idaho students for the challenges of accelerated coursework, Advanced Placement, International Baccalaureate and Dual-Credit courses and college entrance exams such as the Scholastic Aptitude Test (SAT). **We support the implementation of Idaho's Core Standards.**

Idaho's Participation in the Smarter Balanced Assessment Consortium

To facilitate measurement of students' understanding of the Idaho Core Standards, the State of Idaho joined the Smarter Balanced Assessment Consortium (SBAC) as one of 23 governing states. SBAC is a federally-sanctioned organization charged with developing tests in line with the requirements of the Common Core standards.

In 2010, Idaho was given a seat on the Governing Board of SBAC, provided it adheres to the most comprehensive implementation of the assessment - testing at grades 3 – 8 and 11. Even though no current federal or state laws require implementation of the SBAC, the Idaho State Department of Education has mandated the expansion of SBAC testing to include grades 3 – 11.

Costs of ISDE Mandated SBAC Implementation

Three primary costs are associated with the current ISDE plan for SBAC implementation: Monetary, Instructional Time and Computer Access.

1. **Monetary:** State Department of Education officials indicate that the SBAC will cost no more than the administration of the ISAT. However, if grades 9-11 are not tested with the SBAC, as recommended by the SIC Superintendents, the state will save over \$1 million.
2. **Instructional Time:** ISDE officials and SBAC representatives estimate that it will take each student 7 - 8 ½ hours to complete the test. Over one million hours of instructional time at grades 3-11 will be lost each year in the state of Idaho just for the SBAC. This is over twice as much time as was taken for the ISAT.

It is also important to note that the required SBAC testing window will conflict with established 11th grade college-preparatory coursework testing in Advanced Placement, International Baccalaureate and dual-credit programs. In fact, every day of the final 9 weeks of the 2013-14 11th grade school year will be consumed by testing with the SBAC, SAT, and college preparatory testing such as AP and IB.

Additionally, teachers will receive little valuable feedback from administration of the SBAC. SBAC data will provide broad indicators of student strengths and deficits, not the detailed

information that is needed to improve student learning.

3. **Computer Access:** Across the state of Idaho, every compatible computer will be devoted full time to the SBAC during the testing window. Students will lose access to school computers for any non-testing related activities or assignments.

Alternatives to SBAC Assessment

Any test administered to Idaho students must accurately assess preparedness. At this time, the SBAC is an unproven assessment.

The good news is that there are solid alternatives.

1. **11th grade SAT**
Idaho high school juniors are already required by the state to take a college entrance exam, and cut scores for college readiness have already been established for each of the three subtests of the SAT. In fact, Idaho juniors have twice taken the state-funded SAT, in 2012 and 2013. We already know where we stand in college readiness. We need to move forward in improving our students' preparedness.

Further, the ISDE has also provided funding for the PSAT for 10th graders. This assessment will provide valuable input for teachers as they prepare students for college and career.

2. **3rd-8th grade MAP**
Also available is Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) test. NWEA is a trusted global not-for-profit educational services organization that provides educators with an effective accountability system measuring student learning on the Idaho Core Standards. The MAP tests take approximately 4 hours per student and provide specific feedback and student growth information for teachers, students and families.

Summary

Under the current plan mandated by the ISDE for implementation of the SBAC assessments, Idaho students in grades 3 – 11 will lose countless hours of learning time and opportunities to work with technology. **We do not support administration of the SBAC to Idaho's students.**

As superintendents of school districts enrolling over one-third (1/3) of Idaho's students, we recommend:

- **Dropping the SBAC as the measure of attainment of the Idaho Core standards.**
- **Adopting the NWEA MAP tests in grades 3-8, and the grade 11 SAT as measures of the progress of our students.**

The IEA believes:

- Standardized tests, whether norm-, criterion-, or standards-referenced, **can validly assess only a limited range of student learning.**
- Standardized tests should only be used as a supplement to information obtained through school- and classroom-based assessment conducted by teachers for purposes of supporting and strengthening instruction as well as for summarizing and evaluating student learning.
- Standardized tests are most useful when designed by the educational professionals closest to the classroom and integrated with assessment information specific to local programs.
- When a test and/or assessment is mandated at the local, state, or national level, it should be reviewed by a panel of appropriate subject area specialists and teachers to ascertain the relevance of the test to the subject area;

Good afternoon Sen. Mortimer and members of the Senate Education Committee. I am Penni Cyr, President of the Idaho Education Association. Thank you for the opportunity to testify regarding SCR 106.

We also appreciate the many conversations we have had with Sen. Thayn about important education issues, including high-stakes testing for student.

The Idaho Education Association stands before you in support of this resolution. We do not agree with every point the sponsor has made in his resolution. However, we do agree with many of the points, and we acknowledge that testing is an important part of the educational process.

However, we want to be very clear. The IEA believes that tests exist for ONE purpose: To improve the quality of education and instruction for students. Period.

We spent a great deal of time reviewing this proposal and measuring it against our organizational resolutions. The IEA ultimately supports SCR 106 because we know that there is no one test that is appropriate for every student.

- Standardized tests should only be used to evaluate a program's effectiveness toward meeting local, state, or national standards and/or goals
- **We do not believe that any test should be used as a high-stakes measure** that determines whether or not a student should be able to graduate from High School or a teacher should receive a pay raise or lose their teaching job.
- The IEA opposes any tests that are used to compare students, teachers, programs, schools, communities, and states.
- **Again, tests should be used solely for improving the quality of education and instruction, and to that end, we support the use of alternative tests that provide teachers with the data they need to help them modify instruction based on a student's needs.**

With that, Mr. Chairman and members of the committee, we support SCR 106 and I will stand for questions.

Thank you.

Idaho Department of Juvenile Corrections

Senate Education Committee

James Pannell, Education Director
February 11, 2015

*Developing productive citizens in partnership with communities,
through juvenile crime prevention, education, rehabilitation and
reintegration*



Idaho Department of Juvenile Corrections Education Programs



Idaho Department of Juvenile Correction facilities each have a fully accredited school within them named Juniper Hills Schools. All three schools are working diligently to complete the self-assessments prior to an external audit by the accrediting agency AdvancEd, which will be conducted at each facility in early March.

Our schools are not funded like other public schools. Our funding is a portion of the agency's general fund allocation. Other than our agency allocation, our schools only receive federal Title 1D - Neglected and Delinquent, Title II-Teacher Quality, and IDEA- Individuals with Disabilities in Education Act.

Due to the diverse and complex needs of our students who are anywhere from 10-21 years of age; IDJC schools provide a variety of programs including: junior/ senior high school curriculum, GED, college credits, and career readiness preparation. Our school programs as well as the students we serve are very different from regular public school programs.

School Differences

IDJC Schools

- **School days = 251**
 - Year-round school
- **Basic Job Requirements**
 - Teaches multiple subjects each instructional period to meet individual student needs
 - Substitutes for teachers who are absent
 - Maintains facility safety and security requirements
 - Restrains acting out juveniles
 - Obtains and maintains POST certification

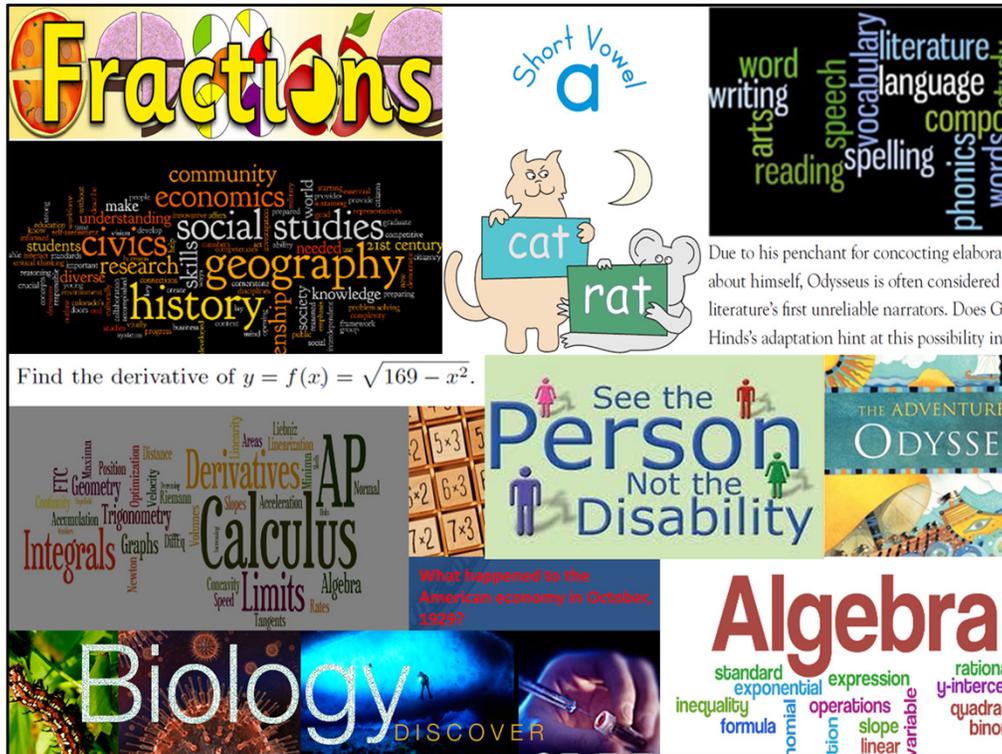
Public Schools

- **School days = 142 – 175**
 - 4- and 5-day school week
- **Basic Job Requirements**
 - Teaches one specific course each instructional period to entire group of students
 - Substitute teachers provided when absent
 - Contract includes a few evening work schedules for parent conferences
 - Additional pay for extra duties (coaching, mentoring)



As you can see, there are some significant differences between the teachers at IDJC schools and those working at public schools. The list you see is not a comprehensive list of the differences between IDJC teachers and public school teachers. (Refer to Slide) These differences are many of the reasons IDJC has difficulty recruiting and retaining qualified teaching staff. We have an especially hard time in retaining staff at our Nampa school as there are a lot more teaching opportunities in this area.

However, there would not be a need for teachers without students. Our students are a challenging population with significant needs. Today I have brought the principal from the Nampa school, Mr. Joe Weber, to tell you more about the students, staff, and correctional school environment.



- Coverage issues without having substitutes, which results in teachers covering other classes during their planning period. With the intensive amount of training required of staff, especially in the first year, this can result in a lot of coverage needs.
- Acting out students/students on suicide levels impact the classroom significantly. Dealing with significant acting out behaviors on a daily basis results in a lot of stress for the education staff.
- Students are at a variety of different levels and subjects in any given class period. In addition, approximately 47% of our students have a special education learning plan.
- Many students enter our custody with a reading and/or math level significantly below their same age peers.
- Instructors teach multiple subjects, often in the same class period. This is due to students being grouped by housing units and not by age/grade level.
- Access to the Internet and hands-on activities, such as science labs, is very limited due to the nature of the facility.
- It is difficult to retain qualified instructors and instruction assistants due to pay being considerably less than public school.
- It is difficult for teachers to attend recertification courses because they are in school year round. Teachers in traditional schools can often take these classes during the summer.

Positive Youth Outcomes

- 1,065 credits earned in the first 6 months of this school year
- 61% of eligible juveniles received a High School Diploma or a GED
- Over 80% increases in reading and math skills

42 College Courses	26 High School Diplomas	47 GEDs
29 OSHA Certificates	23 Food Handler Certificates	3 Student Contest Winners

In spite of our challenges, we have positive youth outcomes at our schools. (Refer to Slide)*

Student contest winners consist of two initiatives sponsored by the Center for Educational Excellence in Alternative Settings (CEEAS). Poetry Contest, and Technology Contest.

Another initiative named, Start from Scratch, Sponsored by CEEAS and MIT provided a national Tech Camp which brought teachers, principals, and students together to build animated videos. *Start from Scratch* exposed students to coding and empowered them to create personal, animated stories around the themes of restorative justice, technical quality, originality, and creativity. MIT provided the judges for this contest. In the area of **Restorative Justice, Cord from St. Anthony, ID- Teacher-Marci Jackson** announced as winner of the 2014 Start From Scratch Programming contest winner for the [Restorative Justice](#) division.

The **Creativity** division winner was **Alex from St. Anthony, ID Teacher-Marci Jackson**
"The project was an eye opening experience. Writing the letter to my younger self and looking back, I saw how much I have grown in just a few years. I hope this project helped others as much as it helped me."-A.M.

Recipient Remark:

"The project made me realize how my life could have been and I learned a lot about myself. I am now interested in a computer programming career. Scratch was so easy to use and designed so well that I taught myself a lot of cool things. I feel so smart after using this

product."-C.D.

Sending Some Love—Recorded Books for the Holidays

Sending Some Love, our book recording project, gives young people who are locked up an opportunity to share, express themselves, and combat their feelings of loneliness and isolation during the holiday season. Participants are recorded as they read a holiday book aloud. Then, they send the recording to a young child—maybe their own child, a younger sibling at home, or a child at a nearby daycare center. This is accomplished under the supervision of a teacher.

Questions

james.pannell@idjc.idaho.gov



AGENDA-Amended
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Wednesday, February 25, 2015

SUBJECT	DESCRIPTION	PRESENTER
Gubernatorial Appointment Hearing	David Hill of Boise, Idaho, appointed to the State Board of Education to serve a term commencing July 16, 2014, and expiring July 1, 2017	
Presentation:	National Conference of State Legislatures	Michelle Exstrom, Program Director
S 1088	Sunset Clause	Karen Echeverria, Executive Director Idaho School Boards Association
S 1071	Citizen Test	Senator Patrick
SCR105	Standards Testing	Senator Thayn

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Souza
Vice Chairman Thayn	Sen Den Hartog
Sen Keough	Sen Buckner-Webb
Sen Nonini	Sen Ward-Engelking
Sen Patrick	

COMMITTEE SECRETARY

LeAnn South
Room: WW39
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MINUTES
SENATE EDUCATION COMMITTEE

DATE: Wednesday, February 25, 2015

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Keough, Nonini, Patrick, Souza, Den Hartog and Buckner-Webb

ABSENT/ EXCUSED: Senator Ward-Engelking

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 3:07 p.m.

GUBERNATORIAL APPOINTMENT HEARING: **David Hill** of Boise, Idaho, appointed to the State Board of Education to serve a term commencing July 16, 2014 and expiring July 1, 2017, presented his background and experience to the Committee. He outlined his education, work, and retirement experience. **Mr. Hill** said he is uniquely qualified and motivated to help the State address educational problems and issues.

Senator Souza asked him to expand on his comment regarding why the principles of policy making and resource allocation are a high priority. **Dr. Hill** explained that it is useful to focus on the principles that matter and to avoid getting lost in the details. It is important to step back and remember what is trying to be achieved. He remarked his philosophic statement for policy making in the public arena is to inquire about the principles that govern people.

Vice Chairman Thayn said that Mr. Hill has had an opportunity to work with the State Board of Education (SBE) for a few months and he wondered what his experience with them has been. **Dr. Hill** said it has been very interesting and filled with surprises. He explained his views regarding how well Idaho educates its youth with the limited resources. He spoke about progressive educational ideas and concluded that his management style is to sit quiet, learn the process, and then speak up.

Chairman Mortimer asked what areas of education Idaho should be working to improve. **Dr. Hill** stated his expertise leads him to be more interested in higher education. He believes there should be a seamless transfer of credits from community colleges to universities. He stated that the geography of Idaho lends it to having pockets of independence which can create coordination concerns amongst the institutions.

PRESENTATION: **Michelle Exstrom**, Program Director, National Conference of State Legislatures (NCSL), presented information regarding the organization. She outlined the roles of NCSL at the state and national level. She spoke to the committee about three of the major policy areas that NCSL observed as hot topics: standards and assessment, student data privacy and teacher licensure. She explained each topic in detail and highlighted different policy actions states across the country are doing to remedy the issues (see attachment 1).

Senator Souza asked what in-state assessments are being used. **Ms. Exstrom** explained the many different tests used by a variety of states. The concern from Legislators is how do they know which is the best test to use and which will be a good assessment. The decisions are difficult because of the tests' newness.

Chairman Mortimer asked if there are other tests that will align with the common core and what are they. **Ms. Exstrom** answered in the affirmative. She explained which states are using tests other than the Smarter Balance Assessment Consortium (SBAC). **Ms. Exstrom** said the Fordham Institute, has been studying state standards and is working to determine what assessments will measure the knowledge and the skills of students.

Chairman Mortimer asked Ms. Exstrom to explain the discussion in regards to the who, why and how of testing. **Ms. Exstrom** explained in detail the process many states have been using to get better answers.

Senator Nonini asked if there are common threads between the states that have left the consortium. **Ms. Exstrom** answered in the affirmative and explained those as inflexibility, costs, and testing not in the best interest of students.

S 1088: **Karen Echeverria**, Executive Director, Idaho School Boards Association (ISBA) presented **S 1088**. This bill is a combination of two bills that have contained sunset clauses for the last two years: 1) reduction in force and 2) the ability to reduce a teacher's salary from one year over the next. She explained the process of how the bills were working and how they were combined. For the Committee's better understanding of this legislation, **Ms. Echeverria** reviewed, in detail, the changes (see attachment 2).

MOTION: **Senator Keough** said that she appreciated the many organizations working together to get this legislation refined. This is not an unusual process but it can be confusing. **Senator Keough** moved to send **S 1088** to the floor with a **do pass** recommendation. **Senator Den Hartog** seconded the motion. The motion passed with **voice vote**.

INTRODUCTIONS: **Chairman Mortimer** recognized Representative Steve Smylie, Boise State University, and his 201 Education Civics class who were in the audience to observe legislation in action.

S 1071: **Senator Patrick** presented **S 1071**, in regard to passing a civics test in order to qualify for graduation from a secondary school. He explained there are other states that have passed this legislation and are requiring students to take the U.S. citizenship test in order to graduate from high school. He modeled this piece of legislation similar to many of those states.

Senator Patrick quoted "*Model Citizens*" by Robert Pondiscio, **The Education Gadfly**, January 21, 2015 (Vol.15, #3) <http://edexcellence.net/articles/model-citizens> as found on the website, <http://ww.marshallmemo.com/issue.php?l=cdb6b7af8f68e9c33d6e0822a119b3f8> to the Committee.

The reasons that were outlined in the blog, explained **Senator Patrick**, make citizenship knowledge very important. He then reminded the Committee that before STEM, social studies and current event courses were very important. Without some type of mandates for high school graduation, the next generation of students may be very ignorant of the founding of the U.S. **Senator Patrick** explained the fiscal impact and that the SBE would administer the rules.

Senator Buckner-Webb agreed that Idaho students should be able to pass the test. She believed they would possess great civic responsibility with the knowledge. She asked him to clarify the fiscal impact of the bill. **Senator Patrick** explained the cost would be minimum and would not impact the General Fund.

TESTIMONY: **Brenda Miller**, North West Professional Educators, testified in favor of **S 1071**. She explained that they surveyed the membership, and the majority are in favor of this requirement. They indicated this is a reasonable requirement for graduation (see attachment 3).

Vice Chairman Thayn asked if she knew the pass rate of this test for 7th graders. **Ms. Miller** said most scored poorly, however that led to great conversation and garnered an interest in learning more about their country.

Rob Winslow, Executive Director, IASA, said they are not in support of the high stakes testing of this bill. They do encourage citizenship courses (see attachment 4).

Jonathan Parker, Partner, Holland and Hart, represented his client, the Joe Foss Institute, in support of **S 1071**. He said he has fielded calls and emails which support the renewed interest in citizenship (see attachment 5).

Vice Chairman Thayn asked why Mr. Parker believed this should be a graduation requirement. **Mr. Parker** replied because it is already online, and it is an easy tool for students to use. He said if this is not requirement, what guarantee would there be that teachers would teach the information.

Lori Gash, Social Studies Coordinator, West Ada School District, stated that they cannot support **S 1071** because of the testing requirements. She presented the Committee information showing the current curriculum that indicates the district is already teaching the U.S. citizenship test material. She said there would be tremendous cost to implement the program (see attachment 6).

Vice Chairman Thayn asked how well the West Ada students would do if they took this test. **Ms. Gash** said the test is a tool that is used. It is just not required for high school graduation.

Penny Cyr, President, Idaho Education Association, stood in opposition of **S 1071**. The IEA is opposed to the use of high stakes testing for high school graduation. She asked that the legislators step back and recognize that high stake tests are having detrimental effects on students (see attachment 7).

Senator Souza asked Ms. Cyr if she had taken the test. **Ms. Cyr** replied in the negative. **Senator Souza** stated the test is not difficult. **Ms. Cyr** replied the IEA is against high stake tests that are tied to graduation.

Phil McGrane, Chief Clerk, Ada County, said that he oversees elections in the county and is in support of **S 1071**. He showed evidence of the decline in voter registration and voting. He concluded the lack of voting interest is due to the lack of civics knowledge. If students were to take the U.S. citizenship test, it could spark more interest in voting (see attachment 8).

Karen Echeverria, Executive Director, Idaho School Boards Association (ISBA), stood in opposition to **S 1071**. She outlined the two concerns with the bill: 1) the SBE decides the minimum courses to be taught in all public school and 2) the fiscal note is incorrect (see attachment 9).

Senator Patrick replied to the testimony. He said West Ada District is doing a good job in teaching civics; his concern was how many students could pass the U.S. citizenship test. He reiterated that many districts are using this test. **Senator Patrick** believed there are ways to work toward civic duty, and this test is a way to do that. He emphasized that implementation was not going to take much money. He said he made sure that local control was in the bill. He said that when problems are identified policy makers must work to remedy those. He sees this as a problem in citizenship and believes this bill will be the solution.

Senator Nonini asked if there has been conversation with the SDE and or the SBE in regard to this legislation. **Senator Patrick** replied that he had spoken with Tracie Bent, Chief Policy Officer, SBE, her suggestion was that the rulemaking for this legislation would be done by the SBE.

Vice Chairman Thayn said in the Idaho Constitution it addresses public education as being the reason for a republican form of government where people are educated to participate. He emphasized this topic should be taken up for discussion and questioned whether the citizens are well educated enough to pass the U.S. citizens test. His concern is that this would add more tests for graduation. **Vice Chairman Thayn** stated he would like to see more work on this legislation before moving forward.

MOTION: **Vice Chairman Thayn** moved to **hold S 1071** in committee. **Senator Buckner-Webb** seconded the motion.

SUBSTITUTE MOTION: **Senator Souza** made a substitute motion to send **S 1071** to the floor with a **do pass** recommendation. **Senator Patrick** seconded the motion.

Senator Patrick stated this legislation is popular across the U.S., and his constituents would like to see this enacted. This is in alignment with curriculum and should become legislation.

ROLL CALL VOTE: **Chairman Mortimer** called for a roll call vote. **Senators Mortimer, Patrick, Souza and Den Hartog** voted aye. **Senators Thayn, Keough, Nonini and Buckner-Webb** voted nay. The substitute motion **failed**.

ROLL CALL VOTE TO THE MOTION: **Chairman Mortimer** called for a roll call vote on the motion to **hold S 1071** in Committee. **Senators Thayn, Keough, Nonini and Buckner-Webb** voted aye. **Senators Mortimer, Patrick, Souza and Den Hartog** voted nay. The motion failed.

MOTION: **Senator Patrick** moved to send **S 1071** to the 14th Order for amendment. **Senator Den Hartog** seconded the motion. **Senator Nonini** asked the maker of the bill what was the intention of the 14th Order. **Senator Patrick** replied there were not any specifics at this time.

ROLL CALL VOTE: **Chairman Mortimer** called for a roll call vote. **Senators Mortimer, Thayn, Patrick, Souza and Den Hartog** voted aye. **Senators Keough, Nonini and Buckner-Webb** voted nay. The motion passed. **S 1071** will go to the 14th Order for possible amendment.

Due to the lateness of the day, **Chairman Mortimer** held **SCR 105** for future Committee assignment.

ADJOURNED: There being no more business, **Chairman Mortimer** adjourned the meeting at 5:10 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

Chairman Mortimer and Members of the Committee:

My name is Brenda Miller. I am the Regional Director for Northwest Professional Educators in Idaho. We have approximately 1,000 members in Idaho.

All our members were eligible to take our internal poll on education issues and nearly 20 percent participated. Primarily an organization of K-12 teachers, our survey represents the views of individual classroom teachers across Idaho.

Seventy one percent of our survey respondents support requiring high school students to pass a test on 100 basic facts of U.S. history and civics from the United States Citizenship Civics Test as a condition for graduation.

Some teachers do not support requiring more tests, are concerned there may be hidden costs, or they support use of the test in classes, but not as a graduation requirement. However, our survey revealed that most teachers believe that this is, in fact, a reasonable requirement which will lead to greater understanding of and engagement in our republican form of government.

They support the aim of this bill which is to ensure all students are taught basic civics about how our government works and who we are as a nation so that they are better prepared for active, engaged citizenship.

As a 7/8 grade teacher, I used the citizenship test as an introduction to my U.S. History and Immigration units. I found it led to increased student interest, a deeper understanding of the inner workings of our government, and raised awareness of the value of informed and active citizenship.



Legislative Role in Implementing College & Career Ready Standards & Educator Effectiveness Policy

Presentation to the Idaho Senate Education Committee
Boise, Idaho



About NCSL

- Instrumentality of all 50 state and territorial legislatures
- Bipartisan
- Provides research, technical assistance and opportunities to exchange ideas
- Advocates on behalf of legislatures before the federal government

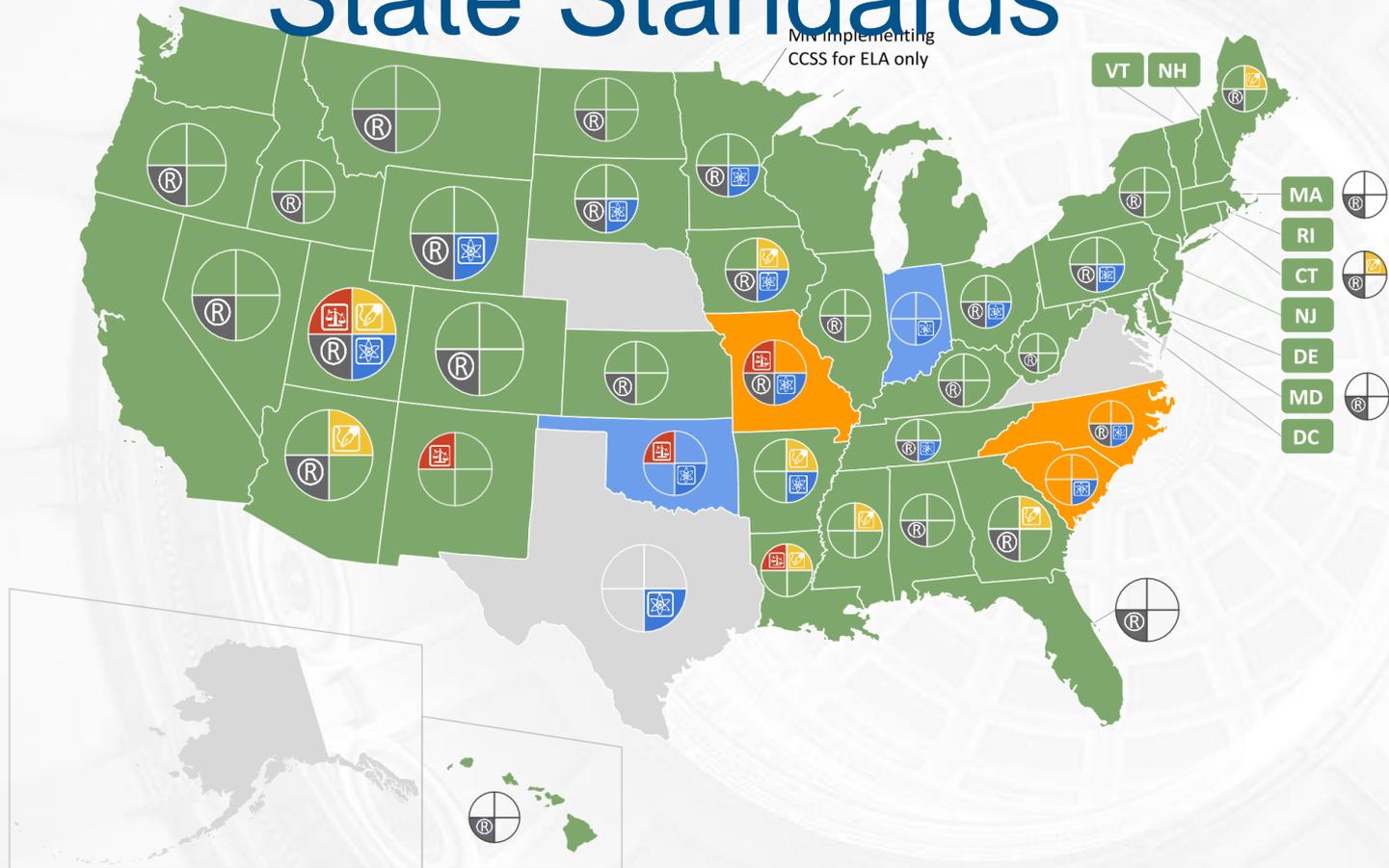
NCSL is committed to the success of state legislators and staff. Founded in 1975, we are a respected bipartisan organization providing states support, ideas, connections and a strong voice on Capitol Hill.



Part I: What Students Should Know & How We Know What They Know



State Actions on Common Core State Standards



MTV Implementing
CCSS for ELA only

- States that never adopted Common Core **4**
- States developing news standards to replace Common Core **3**
- Former Common Core states implementing other standards **2**
- States implementing a permutation of Common Core **41**

- Judicial action / Pending judicial action (5)
- Executive action (9)
- Legislative action on future standards (15)
- Rebranded (29)

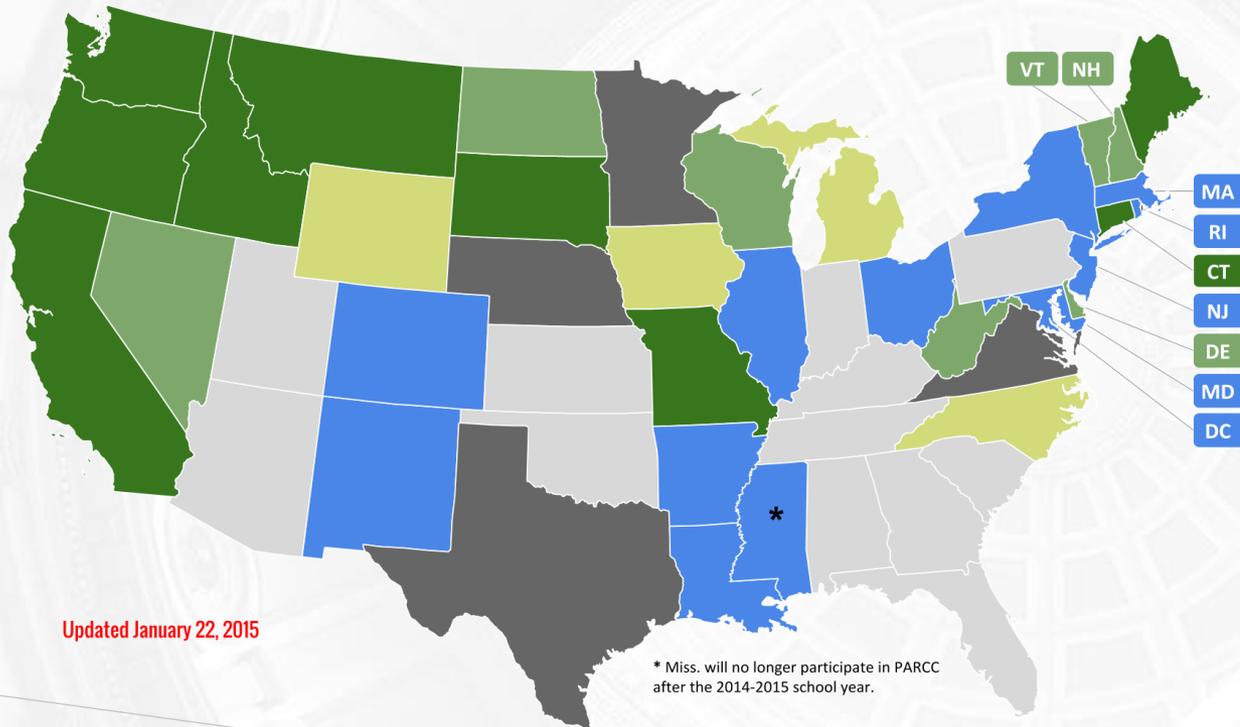


College and Career Ready Standards: 2015 Action



- **More** legislation already than last year
- As of today, **450 bills** introduced on C&CR Standards
- **39 bills in 19 states** to halt CCSS implementation and replace standards

Assessment Consortia Participation



- PARCC governing board state ■
- Smarter Balanced state (11 states signed MOU w/UCLA) ■
- Smarter Balanced state (7 will likely sign MOU w/UCLA) ■
- Smarter Balanced state (4 not likely to sign MOU w/UCLA in 2014-15) ■
- Left consortium for another/in-state assessment provider ■
- Other/in-state assessment provider ■

Source: Alliance for Excellent Education, Webinar: "A New Era: The Consortia Assessments Go Live," October 6, 2014; media reports.



Student Assessments: Efforts to “Opt Out”

As of mid-February:

- Over 75 bills in 25 states

- Opt out of Consortium
- Opt out of annual assessments
- Allow district opt out

- Allow parent opt out



Part II: Protecting Our Children's data



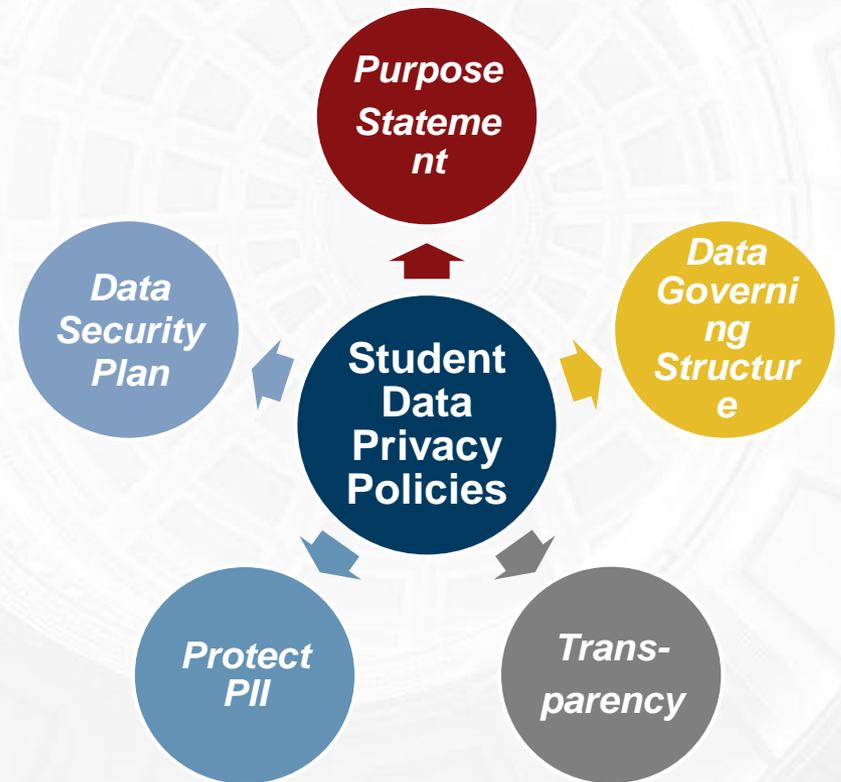
Student Data Privacy: 2014-2015 Landmark Years For State Legislation

2014

- 130 bills considered in 36 states
- 30 bills from 21 states were enacted

2015

- As of early February, over 100 bills in over 30 states – nearly as much action as all of last year



Student Online Data Protection

- **California SB 1177 (2014), the “Student Online Personal Information Protection Act”:**
 - Prohibits operators of websites, online services, or mobile applications from using, sharing, disclosing or compiling personal information about students for commercial purposes, including advertising and profiling
 - Applies to services “being used for K-12 school purposes” and “designed and marketed for K-12 purposes,” whether or not they contract with schools
 - At least 10 states have introduced similar legislation in 2015
- **Concurrent effort by tech companies – the Student Privacy Pledge**

PART III:

Teaching Quality Matters Most: A Look at How We License Them



Teacher Licensure Policy

Approaches

- ❑ **Traditional Licensure with Traditional Renewal**
 - ❑ Single system – 10 states
 - ❑ Two-tiered system – 21 states
- ❑ **Three or More Tiers – 17 states**
- ❑ **Performance/Outcomes-Based Licensure**
 - ❑ Use of performance-based assessments and evaluation data, such as EdTPA

Questions?? Contact NCSL



Michelle Exstrom
michelle.exstrom@ncsl.org
303-845-1564





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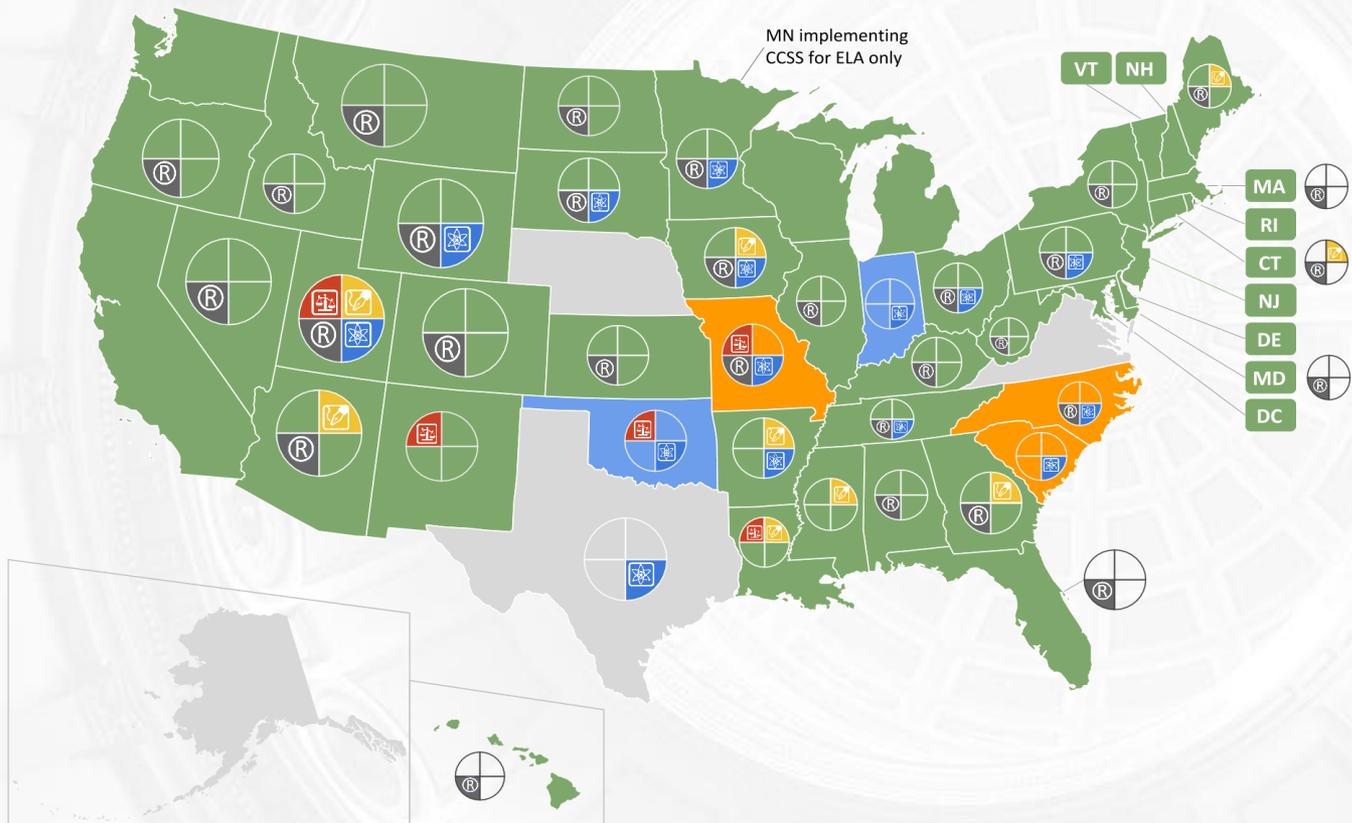
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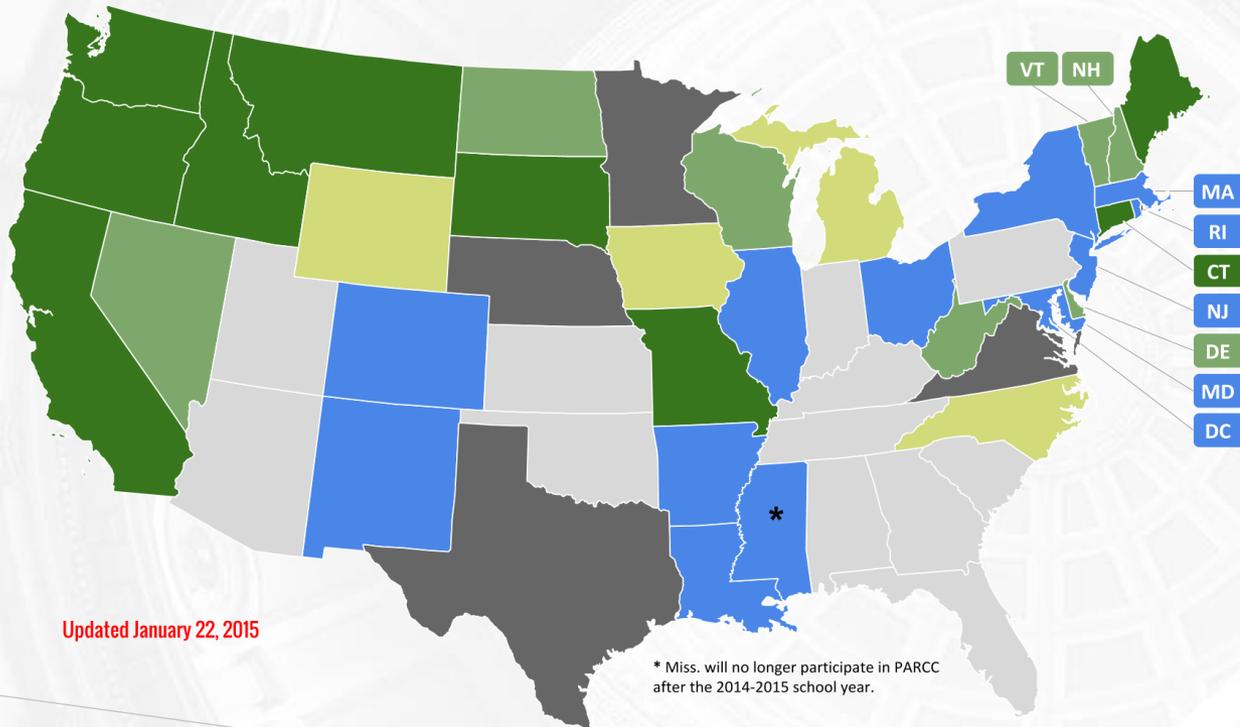


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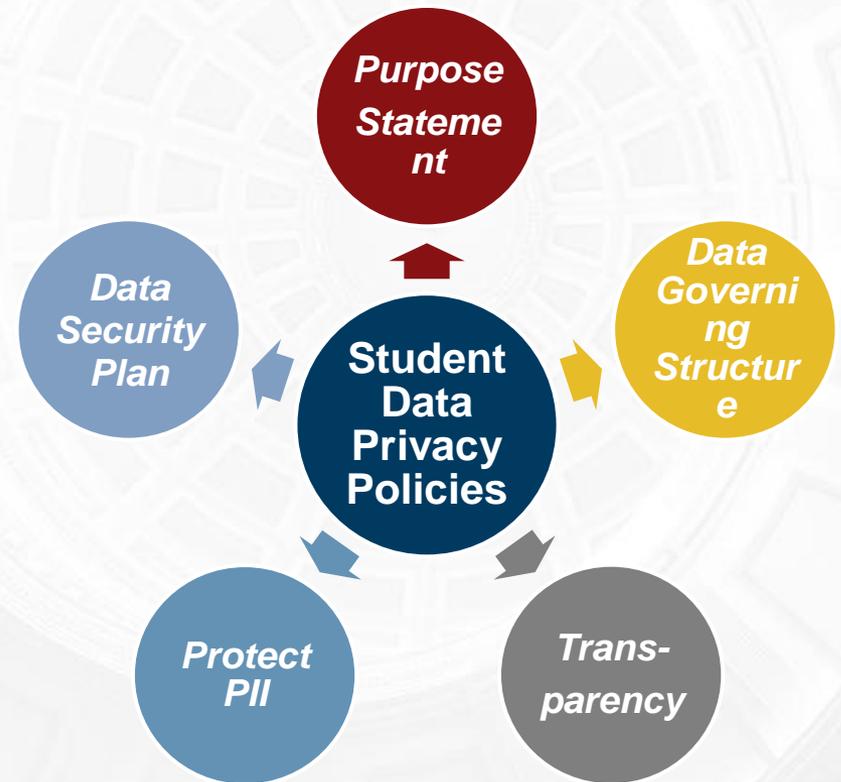
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 - At least 10 states have introduced similar legislation in 2015

- **Concurrent effort by tech companies – the Student Privacy Pledge**
 - Pledge to safeguard student privacy built around a dozen commitments regarding the collection, maintenance, and use of student personal information – to date, has 112 signatories including Microsoft, Amplify, DreamBox and others



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**Source: NASDTEC Clearinghouse and Center on Great Teachers and Leaders at AIR



Questions?? Contact NCSL



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michelle.exstrom@ncsl.org
303-845-1564





SENATE BILL 1071 TESTIMONY

Mr. Chairman and members of the committee, my name is Jonathan Parker. I am with the firm of Holland & Hart and I am here today representing my client, the Joe Foss Institute, in support of support of Senate Bill 1071.

The Joe Foss Institute was established with the purpose of educating our youth on the importance of America's unique freedoms and to inspire them to public service. Joe Foss was a recipient of the Medal of Honor recognizing his service as leading fighter ace in World War II. In postwar years, he served as a General in the Air National Guard, the 20th Governor of South Dakota, President of the National Rifle Association, and the first commissioner of the American Football League.

The Joe Foss Institute's Civics Education Initiative's national board of advisors include US Supreme Court Justice Sandra Day O'Connor, former New York City Mayor Rudy Giuliani, Journalist Carl Bernstein, as well as advisory board members Tom Brokaw, Don Shula, Lt. Col. Oliver North, Senator John Glenn, John Elway, and many others. The Civics Education Initiative has been active in supporting similar legislation such as Senate Bill 1071 across the nation.

In an effort to further their mission, the Joe Foss Institute commissioned a nationwide poll in 2014 that concluded that 74% of voters support requiring high school students, as a condition for graduation, to pass a test on 100 basic facts of US history and civics, from the United States Citizenship Civics Test – the same test all new citizens must pass. The poll also showed that every demographic group, regardless of party affiliation, shows support at or above 60%.

Here in Idaho, we have seen statewide support for such an initiative through calls, emails, as well as editorial board endorsements across the state, including the Coeur d'Alene Press, Magic Valley News, Idaho Press Tribune, and the Idaho Statesman. In fact, the Idaho Statesman wrote that, and I quote: "only 38 percent of eligible Idahoans voted in November (the first time it dipped below 40 percent) – we need a multifaceted strategy to re-energize

our state and country about civic engagement. We need a civics renaissance.” Additionally, the USA Today editorial board endorsed the idea earlier this month following the passage of similar legislation in North Dakota and Arizona.

In conclusion, it was our nation's ^{third}~~second~~ President and the drafter of the Declaration of Independence, Thomas Jefferson, who said that “if a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be.” Additionally, James Madison, considered to be the father of our Constitution, wrote that “a popular government without popular information or the means of acquiring it, is but a prologue to a farce, or a tragedy, or perhaps both.”

Mr. Chairman and members of this committee, we request your vote today in support of Senate Bill 1071. Additionally, and behalf of myself, I ask for your vote in support of Senate Bill 1071, because going back to my first legislative session in 2005, I can't recall a single piece of legislation that I am more proud to support as this one. Senate Bill 1071 is a good bill and we ask for your support.

Thank you



West Ada

SCHOOL DISTRICT

February 25, 2015

Lori Gash

Curriculum Coordinator - Social Studies

West Ada School District

1303 E. Central Drive, Meridian, ID 83642

PH: (208)350-5041, Email: gash.lori@westada.org

Concerns, Questions & Existing Systems:

- State of Idaho Requires - successful completion of 2 semesters of US History and 2 semesters of Government for graduation. Most states in the country only require 1 semester of government. Additionally, our district goes beyond the state requirement to include successful completion of 4 semesters of U.S. History for graduation.
- End of Course Exams are a critical component of these courses
 - The difference between our EOCs and the Citizenship test is that our EOCs contain questions that go beyond the fact-based, lower-cognitive domain level questions of who, what and when and include questions that get students to the understandings of how and why (see attached for sample questions)
 - We currently administer 6 district tests to all students as a requirement of the above courses. These are administered at the schools and scored at the district office.
 - US History 10 Semester 1 – 75 item test
 - US History 10 Semester 2 – 75 item test
 - US History 11 Semester 1 – 79 item test
 - US History 11 Semester 2 – 80 item test
 - American Government Semester 1 – 74 item test
 - American Government Semester 2 – 70 item test
 - We also include a section on *state and local government* that the civics test being considered does not include.
- Senior Project – Graduation Requirement. Our district's project has a Public Policy Focus
 - This project is a direct demonstration of their civic understanding and the importance of civic engagement (see attached)
- Financial Impact – According to the Fiscal Note, "This legislation has no fiscal impact to the general fund". However, this will impact funding at the district level.



West Ada

SCHOOL DISTRICT

- Graduation class of 2500 students, it costs money to put systems in place to administer and track test performance
- We would also need to put a system in place for students who cannot pass the test to meet Alternate Graduation Requirements.
- All of this costs money
- Ambiguity within the wording of the bill - "A pupil may take the civics test, in whole or in part, at any time after enrolling in grade 7 and may repeat the test as often as necessary to pass the test." This portion raises significant questions and concerns:
 - The use of this wording leaves room for interpretation. Can the pupil take the test whenever he/she wants or can a district put a protocol/set system in place for when?
 - The tracking logistics of taking a test in parts would be massive.
 - Repeating as often as necessary to pass the test – this wording combined with the above could potentially allow a student to request to take question 1 on one day, question 2 on another day, etc... This would guarantee passage based on short-term memorization without learning taking place.
 - What about students who move into our state during their last year or two of high school? Do we have provisions for these students? Since a significant amount of the instruction and potential testing has already taken place, forms of remediation would need to take place. This would also have a cost associated with it.

Requests for Consideration

- As opposed to adding another standardized test to a system that some would say is already overly tested, I ask that you give local control to the districts to ensure that we are graduating students who have a solid understanding of our nation's history and our system of government. Before creating one more requirement, I would ask that you look into what is *currently being done*. I would argue that most schools and districts already have systems in place that instill a sense of civic duty and that encourage civic involvement that are much more effective than a low-level test.
- If you still support this bill, I ask that, at a minimum, you include wording that would allow graduation requirement exceptions for districts who already have systems in place that go beyond this low-level test.



West Ada

SCHOOL DISTRICT

Senate Concurrent Resolution No. 106 –

Gained this committee's unanimous support yesterday, February 24, 2015

This is widely known as the "Anti-SBAC resolution", however, it addresses other assessment areas as well.

"BE IT FURTHER RESOLVED that the responsibility for **student accountability** test/quizzes be **chosen**, selected and/or created and be administered under the direction of local school boards, superintendents, teachers and principals and that this does not prohibit a local school district from **choosing** tests created by entities outside the school district or state."

- Student accountability – As soon as this becomes a graduation requirement this becomes a measure of student accountability. Some would say the highest form
- Underlying fundamental idea within this section of the resolution is that the local schools/district should be given the control to choose the methods of assessment.

Sample EOC Questions

1. What 1776 document stated reason why a break from England was necessary?
2. Read the following excerpt:

Patrick Henry
Speech to the House of Burgesses
March 23, 1776

“Gentlemen may cry, Peace, Peace – but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!”

Written above is an excerpt from a speech given by Patrick Henry. What was the intent of this speech?

3. What is the main function of the executive branch of government?
4. What are the five rights pertaining to freedom listed in the 1st Amendment?
5. Which of the following is demonstrated by the president’s power to veto a bill passed by Congress and Congress’s power to override the veto?
6. What is a system of government in which power is shared between the states and the national government?

Preamble to the Constitution of the United States of America

“We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.”

7. According to the Preamble to the Constitution, what is the most significant source of governmental power?
8. What did the framers intend by the phrase in the Preamble: “In order to form a more perfect union”?
9. What was the outcome of case of Marbury v. Madison?

10. How did the Magna Carta and the English Bill of Rights influence the Constitution of the United States of America?

11. What is the interpretation of the quote below?

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed; ...” (excerpt from the Declaration of Independence)

12. What is the historical document that supports the belief that people should govern themselves and have that right to eliminate governments that do not guarantee or protect their natural rights?

13. What are the three branches of government?

14. Why did the Articles of Confederation fail?

15. Explain the concept that is established by this Article in the Constitution?

“This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the Unites States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, anything in the Constitution or Laws of any state to the Contrary notwithstanding.” Article VI, Section 2

16. Where in the Constitution are people’s liberties and personal freedoms protected?

17. Why is the U.S. government divided into three branches?

18. What constitutional principal is represented by the creation of three branches of government?

19. Why are U.S. Supreme Court Justices appointed for life?

20. At which level of government can small groups and individuals have more influence?



West Ada School District Senior Project Purpose and Prompt

Purpose:

The purpose of the project is twofold:

- To give students the opportunity to demonstrate and apply the high level of knowledge and skills they have gained throughout their high school career.
- To evaluate students' knowledge and application of state standards not tested on the Idaho Standards Achievement Test (ISAT).

"The Public Policies of a government are, in short, all of those things a government decides to do" (Magruder's American Government, 2008, p. 4).

Prompt:

- Identify a relevant researchable, contemporary public policy that is domestic or foreign in scope. Domestic policy may address local, state or federal policy. International policy should connect to U.S. foreign policy.
- Research, analyze, and synthesize data related to the policy.

Process:

- Write a technical research paper presenting the following:
 - Policy Identification and Explanation – identify the policy and explain the key points of the public policy.
 - History/Background – Trace the history of the policy issue and explain what was happening that made it so the policy exists today. Include the influence political parties, elected officials, interest groups, and/or specific individuals had on the policy issue. Graphical support may be included in this section.
 - Current Situation - explain the current situation regarding the policy, including the effects/outcomes resulting from the implementation of the policy based on valid research and data. Identify and analyze changing factors which may impact the policy. Graphical support may be included in this section.
 - Differing Viewpoints – examine and analyze two or more differing points of view (though not necessarily opposing points of view), comparing and contrasting each. Graphical support may be included in this section.
 - Policy Recommendation - recommend changes to the current policy or explain the need for the policy to remain in effect. All recommendations

must address political or economic feasibility, and must be based on valid research presented in earlier paper sections. (To be considered for an advanced score in this category, students must address political **and** economic feasibility; refer to the paper rubric for more information.)

- Graphical Support – include a graph or table presenting supporting data/statistics related to the policy and/or a political cartoon related to the policy. All graphic support should be referenced in the text of the paper and cited appropriately. Most importantly, the information presented in the graph/cartoon should be explained for the audience. Regardless of the student’s choice of graphical support, data still must be included in the paper. Students may use an appendix to include graphical support. Graphical support should be cited internally.
- The paper should be submitted to Turnitin.com before the final copy of the paper is turned in for scoring.
- Create a PowerPoint that highlights the key information in each section of the paper.
- Orally present the results of research in a formal presentation, supported by PowerPoint, in which the main points are summarized and explained to a trained panel.

Refer to the rubrics for each component of the project for clarification regarding how each will be evaluated.

Grading Explanation:

Government 12B	English 12B
Senior project will account for 25% of the second semester grade in American Government 12B	Senior project will account for 25% of the second semester grade in English 12B
<ul style="list-style-type: none"> ● Research = 15% of Semester 2 Grade 	<ul style="list-style-type: none"> ● Research Process = 10% of Semester 2 Grade
<ul style="list-style-type: none"> ● PowerPoint = 10% of Semester 2 Grade 	<ul style="list-style-type: none"> ● Technical Research Paper = 15% of Semester 2 Grade

See the Research Rubric for the assignments that comprise the Research Grade in each class.

The Senior Project Oral Presentation is a graduation requirement and is not included as a grade for either Government 12B or English 12B.

SENIOR PROJECT RESEARCH RUBRICS

SENIOR PROJECT RESEARCH RUBRICS						
Student Name						
Responsibility for Grading:	Required Components	Performance Level				Score
		Advanced (10-9)	Proficient (8-7)	Basic (6)	Below Basic (5) (0 represents missing components)	
Government 10% of Research Grade	Topic Selection: -Topic is recognized as a relevant, contemporary governmental policy issue -Related to domestic or U.S. foreign policy -Topic selected is realistic based on the scope of the senior project requirements (researchable and manageable)	-Matches 3 components -Topic selection demonstrates thoughtfulness and maturity	-Matches all 3 components	-Matches 2 of 3 components	-Topic selected but matches none of the components	
Government 15% of Research Grade	Research Proposal: -Purpose (topic) for research is identified -Problem statement explains the need for research -Procedure for research is identified	-Thoroughly and concisely covers all three components	-Covers all three components	-Some components missing or not covered	-Most components not covered	
English 20% of Research Process Grade	Research Proposal Format: -Proposal is formatted correctly	-Proposal is formatted correctly	-Proposal has 1-2 errors in format	-Proposal has 3-4 errors in format	-Multiple errors in formatting show a lack of understanding of correct format	
Government 35% of Research Grade	Initial Research as demonstrated through the Annotated Bibliography - Content: -Multiple types -Explains key points of current policy -Describes historical background -Explains current situation -Identifies differing points of view -Quantity (minimum 10) -Relevance -Credibility	-All content components of the annotated bibliography are covered -Demonstrates thorough understanding and application of all components	-All content components of the annotated bibliography are covered	-Some content components missing or not complete	-Most content components missing or incomplete	
English 40% of Research Process Grade	Annotated Bibliography – Format (Preliminary Research): -Correct annotated bibliography format -Correct citation for source -Summary of information	-All components of the annotated bibliography correctly formatted and cited -Consistently demonstrates ability to summarize	-Most components of the annotated bibliography are correctly formatted and cited -Demonstrates ability to summarize	-Some components missing or incorrectly formatted or cited -Demonstrates some ability to summarize	-Most components missing or incorrectly formatted or cited -Demonstrates little ability to summarize	
Government 40% of Research Grade	Note taking – Content: -Explanation of current policy issue -Describes historical background -Explains current situation (effects, outcomes, changing factors) -Identifies 2 or more differing viewpoints in an objective manner -Identifies initial policy recommendation -Notes include graphical support	-Notes clearly demonstrate thoroughness in all areas	-Notes cover all areas	-Some notes are incomplete or areas missed	-Notes are incomplete and many areas not covered	
English 40% of Research Process Grade	Note taking – Format: -Sources identified -Shows a variety of sources -Distinguishes between direct quotations, summaries, and paraphrases	-All note taking components are covered	-Most note taking components are covered with few formatting errors	-Some components missing or have multiple formatting errors	-Most components missing or incorrect	

Grading Explanation:

Government	English
Senior project will account for 25% of the second semester grade in American Government 12B	Senior project will account for 25% of the second semester grade in English 12B
<ul style="list-style-type: none"> Research = 15% of Semester 2 Grade 	<ul style="list-style-type: none"> Research Process = 10% of Semester 2 Grade
<ul style="list-style-type: none"> PowerPoint = 10% of Semester 2 Grade 	<ul style="list-style-type: none"> Technical Research Paper = 15% of Semester 2 Grade

Senior Project Paper Rubric					
	4 Advanced	3 Proficient	2 Basic	1 Below Basic (0 = missing criteria)	Points
Title Page and General Page Formatting: -Title page in APA format includes correct information -1-inch margins on all sides -Paper is double-spaced -Pages numbered consecutively and include an abbreviated title	-0-1 errors	-No more than 2 errors or repeated patterns of errors	-3 or more errors or repeated patterns of errors	-Information and formatting requirements ignored or inaccurate	1
Abstract: -100 to 150 word summary of content	-Succinct and complete summary	-Completely summarizes content -Slightly over the word limit	-Incomplete or disorganized summary -Exceeds word limit	-Summary does not reflect content -Exceeds word limit	1
Policy Identification & Explanation -Explains key points of the policy	-Precise explanation of current policy	-Competent explanation of current policy	-Incomplete or superficial explanation of current policy	-Unclear explanation of current policy	1
Policy History/Background: - Traces the history of the policy issue -Explains what was happening that made it so the policy exists today -Includes the influence major political parties, elected officials, interest groups and/or specific individuals had on policy issue	-Engaging and focused explanation of key factors of history/background	-Sufficient explanation of key factors of history/background	-Incomplete or superficial explanation of key factors of the history/background	-Little or unclear explanation of key factors of history/background policy	2
Current Situation: -Explains current policy situation including effects/outcomes -Identifies and analyzes factors that impact the policy -Analyzes and explains data used to support current situation	-Thorough explanation of current policy situation including effects/outcomes -Thorough explanation of changing factors -Thorough data analysis and explanation	-Sufficient explanation of current policy situation including effects/outcomes -Sufficient explanation of changing factors -Sufficient data analysis and explanation	-Insufficient explanation of current policy situation, the effects, and/or outcomes -Explanation of changing factors lacks development -Data analysis and explanation lack development	-Explanation of current policy situation is confusing or missing -Explanation of changing factors is confusing or missing -Data analysis and explanation is confusing or missing	2
Differing Viewpoints: -Explains and analyzes 2 or more viewpoints objectively -Compares and contrasts viewpoints	-Thorough, objective explanation and analysis of viewpoints -Well-developed and well-organized comparison/contrast	-Objective explanation and analysis of viewpoints -Sufficiently developed and organized comparison/contrast	-Explanation and analysis of viewpoints lacks objectivity or is superficial -Comparison/contrast is inconsistent, needing more development, or stronger organization	-Includes only 1 viewpoint -Explanation and analysis is insufficient or confusing -Comparison/contrast is insufficient, confusing or missing	2
Policy Recommendation: -Explains recommendation supported by valid research -Addresses political feasibility -Addresses economic feasibility	-Thorough explanation of recommendation logically built upon valid research -Writing explicitly addresses political and economic feasibility	-Sufficient explanation of recommendation built upon valid research -Writing explicitly addresses political or economic feasibility	-Insufficient explanation of recommendation built upon research -Writing weakly addresses political or economic feasibility.	-Explanation of recommendation is confusing, missing or built upon invalid research -Does not address economic or political feasibility	2
Graphic Support: -Supports paper content -Is legible and integrated into the text -Relevance of graphic support is explained	-Directly supports paper content -Is legible and integrated into the text -Thorough explanation of graphic support	-Directly supports paper content -Is legible and integrated into the text -Sufficient explanation of graphic support	-Is related to paper content -Is legible but not integrated into the text -Insufficient explanation of graphic support	-Is unrelated to paper content -Graphic support is not legible and not integrated into the text -No explanation of graphic support	1
Internal Citation: -Accurate APA internal citation including graphical support <u>Note: Papers without internal citation will not be scored.</u>	-Accurate APA citation content/format	-Minimal errors in APA citation content/format -No more than 2 internal citations are missing	-Multiple errors in APA citation content/format -A few internal citations are missing	-Demonstrates little or no understanding of APA citation -Some internal citations are missing	1
Reference Page: -Correct APA formatting -Only sources cited in the paper are listed <u>Note: Papers without a reference page will not be scored</u>	-Accurate APA format -Matches all internal citations	-Minimal errors in APA format (pattern of error) -Matches most internal citations	-Multiple errors in APA format -Matches some internal citations	-Demonstrates little or no understanding of APA format -Matches few internal citations	1
Voice and Word Choice -Voice should be expository in tone and free from bias	-Voice is consistently professional -Word choice is mature, precise, and appropriate to topic and audience	-Voice is consistently professional -Word choice is appropriate to topic and audience	-Inconsistent professional voice -Some inaccurate or inappropriate word choices	-Little or no professional voice -Multiple word choice errors that interfere with audience comprehension	1
Sentence Fluency and Conventions	-Masterful sentence structure and conventions enhance audience comprehension -Few, if any, sentence or convention errors	-Sentence structure and conventions occasionally enhance audience comprehension. -Sentence or convention errors rarely interfere with audience comprehension	-Sentence structure and use of conventions is inconsistent -Errors in sentence fluency and conventions occasionally interfere with audience comprehension	-Sentence structure and use of conventions are ineffective or confusing. -Errors in sentence fluency and conventions interfere with audience comprehension	1
Papers must be submitted to Turnitin.com before scoring.					TOTAL SCORE /64

Senior Project PowerPoint Rubric

Student Name:						
Required Components	Performance Level				S *	W **
	Advanced (10-9)	Proficient (8-7)	Basic (6)	Below Basic (5) (0 represents missing components)		
Mechanics: 10%	-The text is clearly written with no errors in grammar, capitalization, punctuation, and spelling.	-The text is clearly written with little or no editing required for grammar, punctuation, and spelling.	-Spelling, punctuation, and grammar errors distract or impair readability. -3 or more errors.	-Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and major editing and revision is required. -5 or more errors.		1
Text Elements: 15%	-The fonts are easy-to-read and point size varies appropriately for headings and text. -Use of italics, bold, and indentations enhances readability. -Text is appropriate in length. -The background and colors enhance the readability of the text.	-Overall the fonts are easy-to-read. -In a few places the use of fonts, italics, bold, color, busy backgrounds or long paragraphs detracts and does not enhance readability.	-Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of old or lack of appropriate indentations of text.	-The text is extremely difficult to read with long blocks of text and small point size of fonts, inappropriate contrasting colors, poor use of headings, subheadings indentations, or bold formatting.		1.5
Layout: 15%	-The layout is visually pleasing and contributes to the overall message with affective use of headings, subheadings, and white space.	-The layout is visually pleasing and appropriately uses headings, subheadings and white space.	-The layout shows some structure, but appears cluttered and busy, has too much white space or uses a distracting background.	-The layout is cluttered, confusing, and does not use spacing, headings and subheadings to enhance the readability.		1.5
Media Elements: 15%	-The media elements assist in presenting an overall theme and enhance understanding of concept, ideas and relationships. Images are proper size and resolution. -There is a consistent visual theme.	-The media elements visually depict material and assist the audience in understanding the flow of information or content. -Images are proper size and resolution.	-Some of media elements seem unrelated to the topic/theme and do not enhance the overall concepts. -Images are too large / small in size. -Images are poorly cropped or the color/resolution is fuzzy.	-The media elements are unrelated to the content. -Media elements do not enhance understanding of the content, or are distracting decorations that create a busy feeling and detract from the content.		1.5
Organization: 15%	-The sequence of ideas and supporting information is logical and progresses smoothly from one idea to the next.	-The sequence of ideas and supporting information is logical.	-The sequence of ideas and supporting information is somewhat logical.	-The sequence of ideas and supporting information is not logical.		1.5
Citations: 10%	-Sources of information, photos and graphics are properly cited.	-Most sources of information, photos and graphics are properly cited.	-Sometimes copyright guidelines are followed. -Some information, photos and graphics are not properly cited.	-Sources of information, photos and graphics are not properly cited.		1
Key Components: 20% -Introduction -Policy Identification -History/Background -Current Situation w/ graphical support -Differing Viewpoints -Policy Recommendation -Conclusion	-All key components are covered thoroughly.	-All key components are covered.	-Some key components are missing or not complete.	-Most key components are missing or incomplete.		2

Grading Explanation: Senior project will account for 25% of the second semester grade in American Government 12B.

- Research = 15% of Semester 2 Grade
- PowerPoint = 10% of Semester 2 Grade

***S-Score**
****W-Weight**

Revised 10/5/09



Senior Project Oral Presentation Rubric

Knowledge of Content				
	Advanced 4	Proficient 3	Basic 2	Below Basic 1
Introduction: Policy identification, history/background of policy issue, purpose of policy & influence of political parties, elected officials, interest groups &/or specific individuals had on the policy	<ul style="list-style-type: none"> ● Engaging, precise, and thorough explanation of current policy ● Thorough coverage of key factors of history/background 	<ul style="list-style-type: none"> ● Adequate explanation of current policy ● Identifies most key factors of history/background 	<ul style="list-style-type: none"> ● Incomplete or superficial explanation of current policy ● Incomplete or superficial explanation of history/background 	<ul style="list-style-type: none"> ● Little or no explanation of current policy ● Little or no explanation of key factors of history/background
Current Situation: Effects & outcomes supported with accurate data (graphs, statistics, etc.)	<ul style="list-style-type: none"> ● Current Situation is clearly identified and supported with data ● Effects and outcomes are explained and analyzed 	<ul style="list-style-type: none"> ● Current Situation is identified and supported with data ● Effects and outcomes are explained 	<ul style="list-style-type: none"> ● Current Situation is not identified but not supported with data ● Effects and Outcomes are minimally identified 	<ul style="list-style-type: none"> ● Current Situation is not identified or supported with data ● Effects and Outcomes are not explained
Differing Viewpoints: Analyze two or more points of view, compare and contrast each	<ul style="list-style-type: none"> ● Differing points of view are clearly identified, explained, compared AND contrasted 	<ul style="list-style-type: none"> ● Differing points of view are identified and explained, compared AND contrasted 	<ul style="list-style-type: none"> ● Differing points of view are limited or superficially explained, and compared OR contrasted 	<ul style="list-style-type: none"> ● Differing points of view are not identified or explained
Recommendation: Recommend changes to current policy OR the need for the policy to remain in effect	<ul style="list-style-type: none"> ● Recommendation is thoroughly explained and well-supported with evidence ● Addresses political AND economic feasibility 	<ul style="list-style-type: none"> ● Recommendation is explained and supported with evidence ● Addresses political OR economic feasibility 	<ul style="list-style-type: none"> ● Recommendation is not thoroughly explained and/or minimally supported with evidence ● Weakly addresses political OR economic feasibility 	<ul style="list-style-type: none"> ● Recommendation is unclear, shows a lack of understanding of the current policy and/or not supported with evidence ● Does not address political or economic feasibility
Conclusion: Presentation summary statements	<ul style="list-style-type: none"> ● Highly engaging conclusion summarizes key points and restates policy recommendation 	<ul style="list-style-type: none"> ● Conclusion summarizes key points and restates policy recommendation 	<ul style="list-style-type: none"> ● Conclusion inadequately highlights key points 	<ul style="list-style-type: none"> ● Conclusion weak or no conclusion given
Organization: Clear, logical flow; transitions	<ul style="list-style-type: none"> ● Clear, logical and exceptionally enhances the flow of speech ● Consistent, skilled use of transitions 	<ul style="list-style-type: none"> ● Clear, logical and flows well ● Consistent use of transitions 	<ul style="list-style-type: none"> ● Breaks in clarity, logic and/or flow ● Little or no use of transitions 	<ul style="list-style-type: none"> ● Frequent breaks in clarity, logic and/or flow ● No transitions
Question and Answer: Asks the audience for questions and answers knowledgeably	<ul style="list-style-type: none"> ● Questions are answered knowledgeably 	<ul style="list-style-type: none"> ● Answers may show incomplete understanding 	<ul style="list-style-type: none"> ● Some questions cannot be answered 	<ul style="list-style-type: none"> ● Most questions cannot be answered

Standard: Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources.

Standard: Identify and use elements of classical speech forms (e.g., the introduction, transitions, body, conclusion,) in formulating rational arguments and applying the art of persuasion and debate.



Senior Project Oral Presentation Rubric

Delivery of Content				
	Advanced 4	Proficient 3	Basic 2	Below Basic 1
Visual Delivery: Posture, Stance, gestures, facial expressions, eye contact, attire	<ul style="list-style-type: none"> ● Poised, confident stance ● Variety of deliberate gestures ● Facial expressions consistently compliment presentation content ● Consistently makes eye contact with entire audience ● Professional attire 	<ul style="list-style-type: none"> ● Straight posture with feet planted ● Deliberate gestures ● Most facial expressions compliment presentation content ● Frequently makes eye contact with entire audience ● Professional attire 	<ul style="list-style-type: none"> ● Overly relaxed or rigid stance ● No gestures or nervous gestures ● Rigid or nervous facial expressions ● Some breaks in eye contact or focuses on just one or two people in audience ● Casual attire 	<ul style="list-style-type: none"> ● Excessive movement ● Distracting gestures such as fidgeting, grooming or playing with clothes ● Facial expressions do not support presentation content ● Makes little or no eye contact ● Unprofessional attire
Verbal Delivery I: Pronunciation, articulation, use of language	<ul style="list-style-type: none"> ● Pronunciation and articulation are consistently precise ● Consistent, accurate, and appropriate use of English 	<ul style="list-style-type: none"> ● Pronunciation and articulation are frequently precise ● Mostly accurate and appropriate use of English 	<ul style="list-style-type: none"> ● Pronunciation and articulation are sometimes inaccurate ● Some English language errors 	<ul style="list-style-type: none"> ● Pronunciation and articulation are frequently inaccurate ● Frequent English language errors
Verbal Delivery II: Pitch/tone, rate, pause, notes, rehearsal	<ul style="list-style-type: none"> ● Volume projects consistently well ● Appropriate, expressive tone and inflection ● Well-paced, conversational rate ● Use of pause compliments the presentation ● Rarely reads from note cards ● Is well-rehearsed 	<ul style="list-style-type: none"> ● Volume projects well ● Expressive tone and reflection ● Appropriate speaking rate ● Pause utilized to mark transitions between ideas ● Occasionally reads from note cards ● Is rehearsed 	<ul style="list-style-type: none"> ● Inconsistent volume ● Occasionally expressive tone and inflection ● Delivered at a fast rate ● Some unplanned distracting pauses; (um, uh, like, and, etc.) ● Frequently reads from note cards ● Is minimally rehearsed 	<ul style="list-style-type: none"> ● Volume is too low ● Minimal expressive tone and inflection ● Delivered at a fast, nervous pace ● Frequent unplanned distracting fillers (um, uh, like, and, etc.) ● Reads majority of speech from note cards ● Is minimally or not rehearsed
Integration of PowerPoint Flow, purpose and function	<ul style="list-style-type: none"> ● Smoothly integrates the PowerPoint into the presentation ● Consistently supports speech content 	<ul style="list-style-type: none"> ● Integrates the PowerPoint into the presentation ● Supports speech content 	<ul style="list-style-type: none"> ● Occasionally integrates the PowerPoint or sometime reads slides to the audience ● Occasionally disconnected to speech content 	<ul style="list-style-type: none"> ● Fails to integrate PowerPoint, or frequently reads slides to the audience ● Frequently disconnected to speech content

Standard: Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentation.

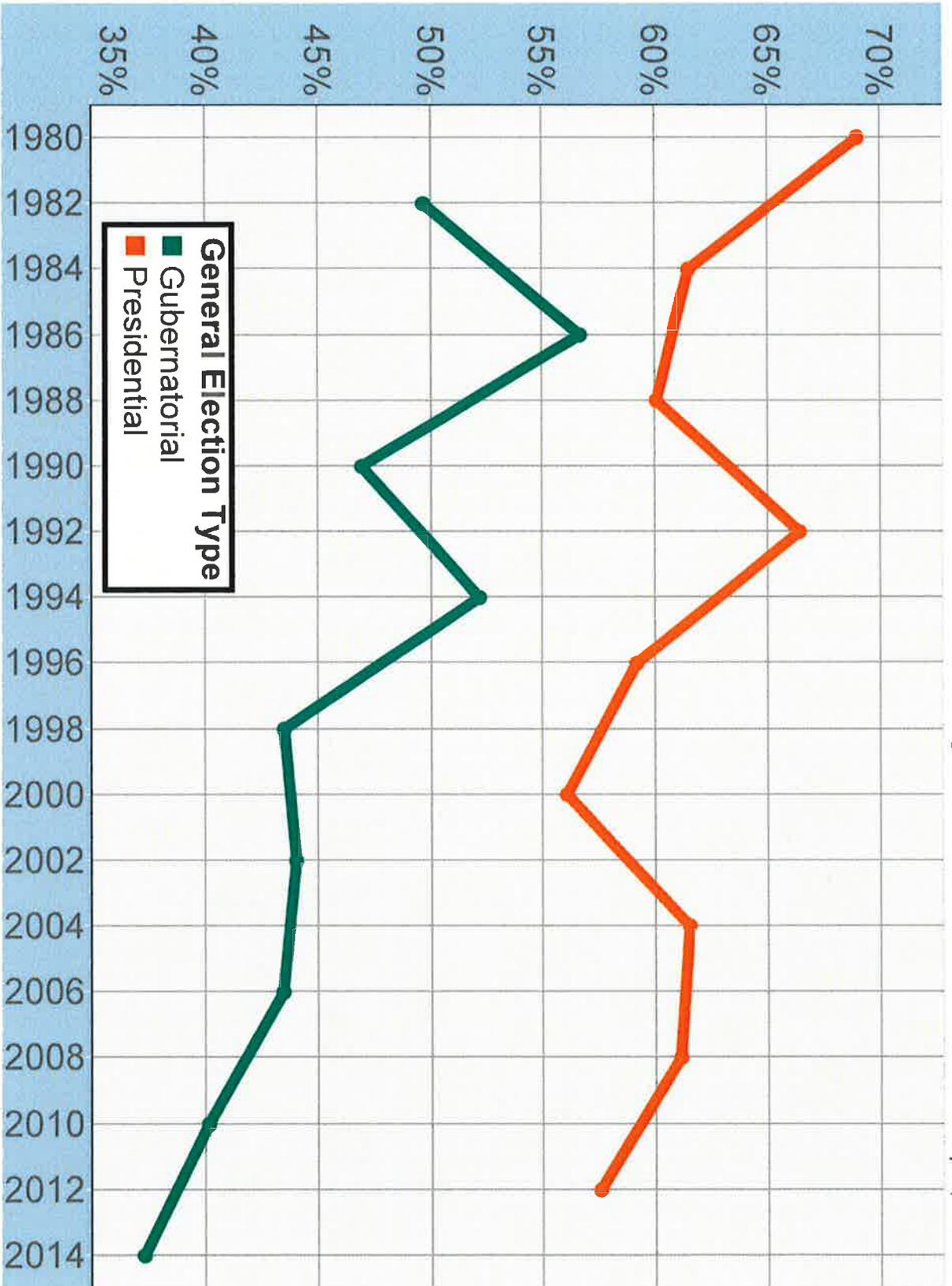
Standard: Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources.

Standard: Identify and use elements of classical speech forms (e.g., the introduction, transitions, body, conclusion,) in formulating rational arguments and applying the art of persuasion and debate.

Ballots Cast as a Percentage of Voting Age Population

Historical Voter Participation in Idaho

*from Phil McLeane
Deputy Ada County Clerk*



Election Year

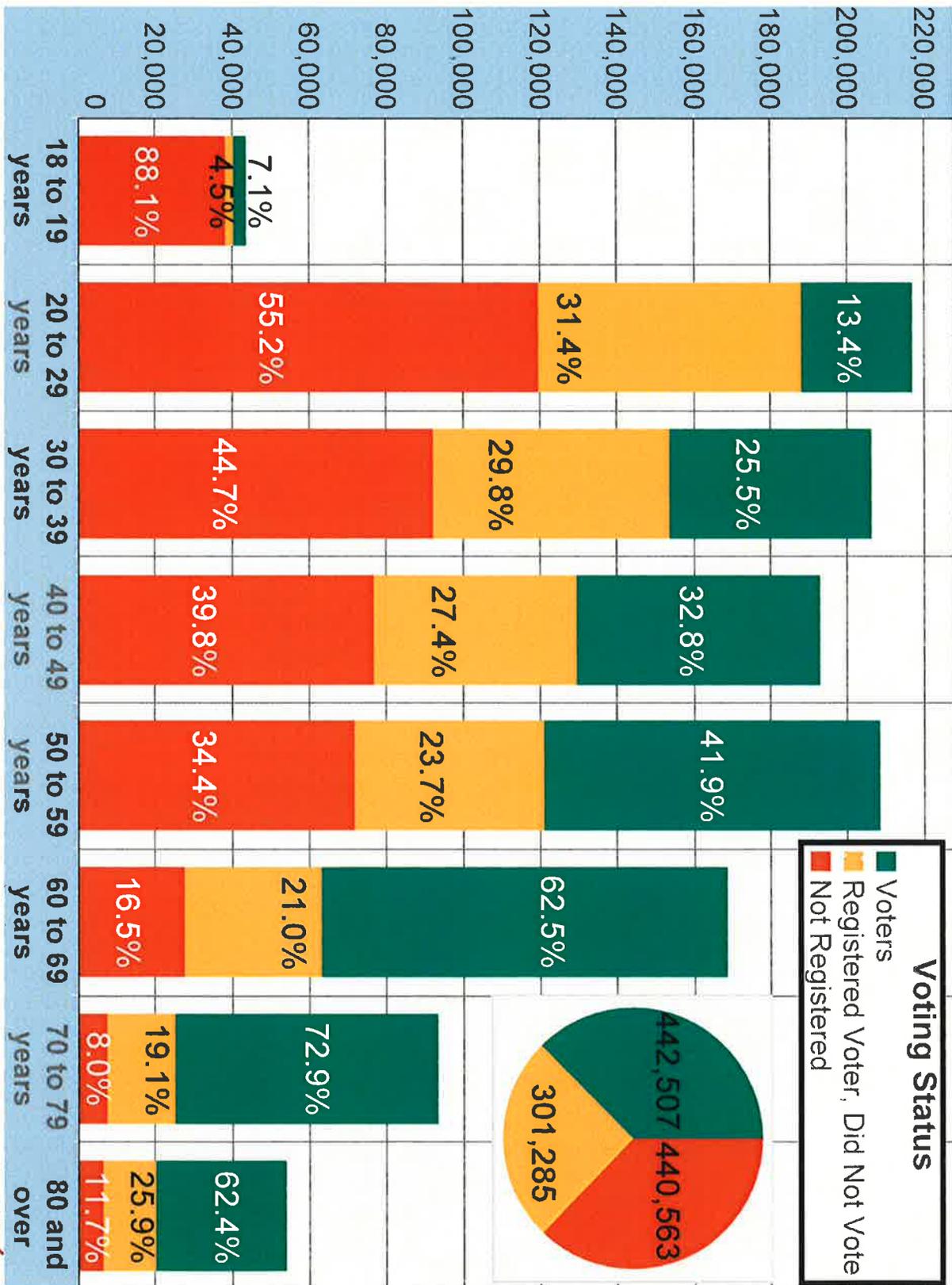
General Election Type
■ Gubernatorial
■ Presidential

Anthony Lock-Smith, February 2015



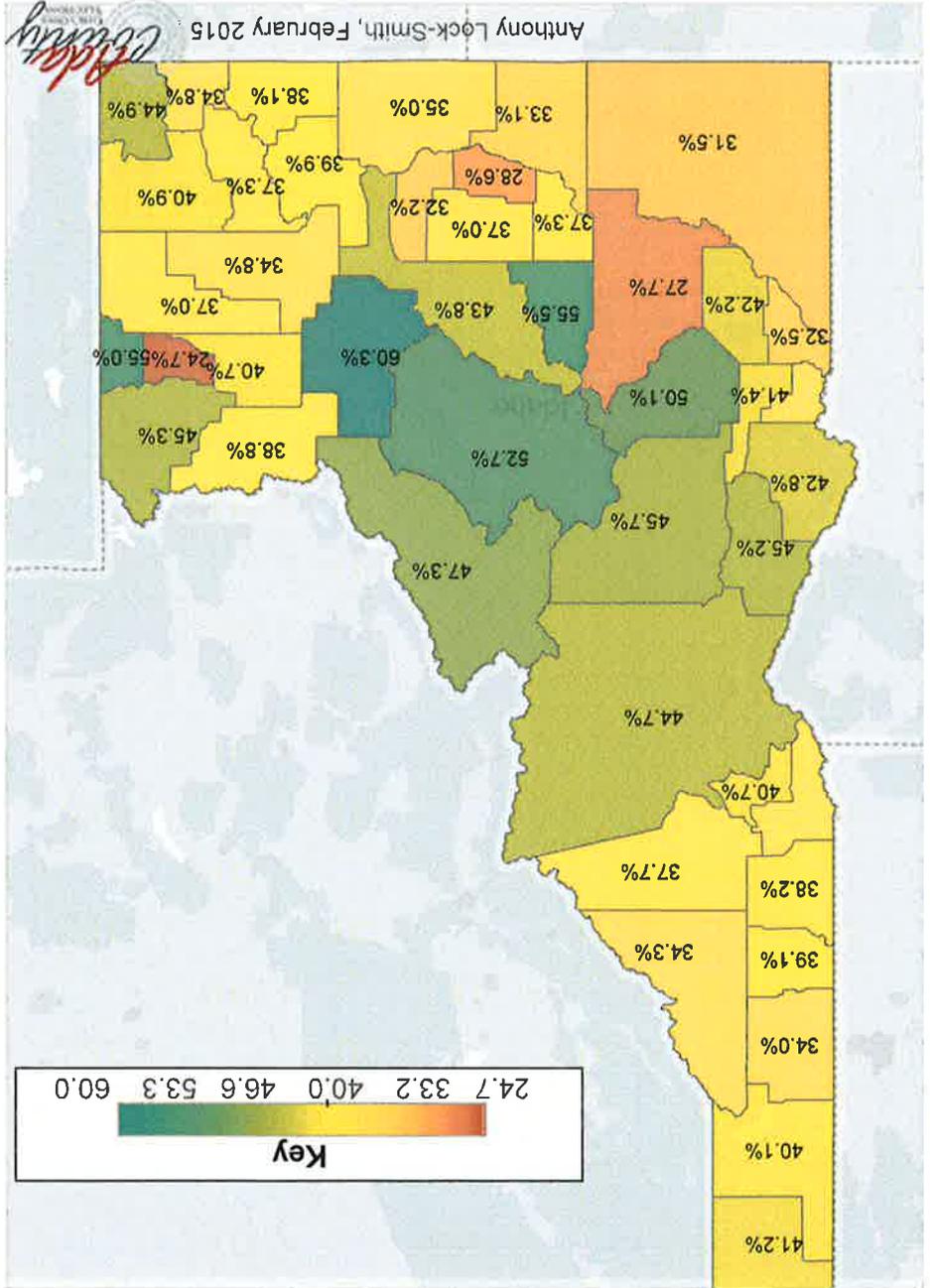
State of Idaho Age Distribution and Voting Status

Number of People



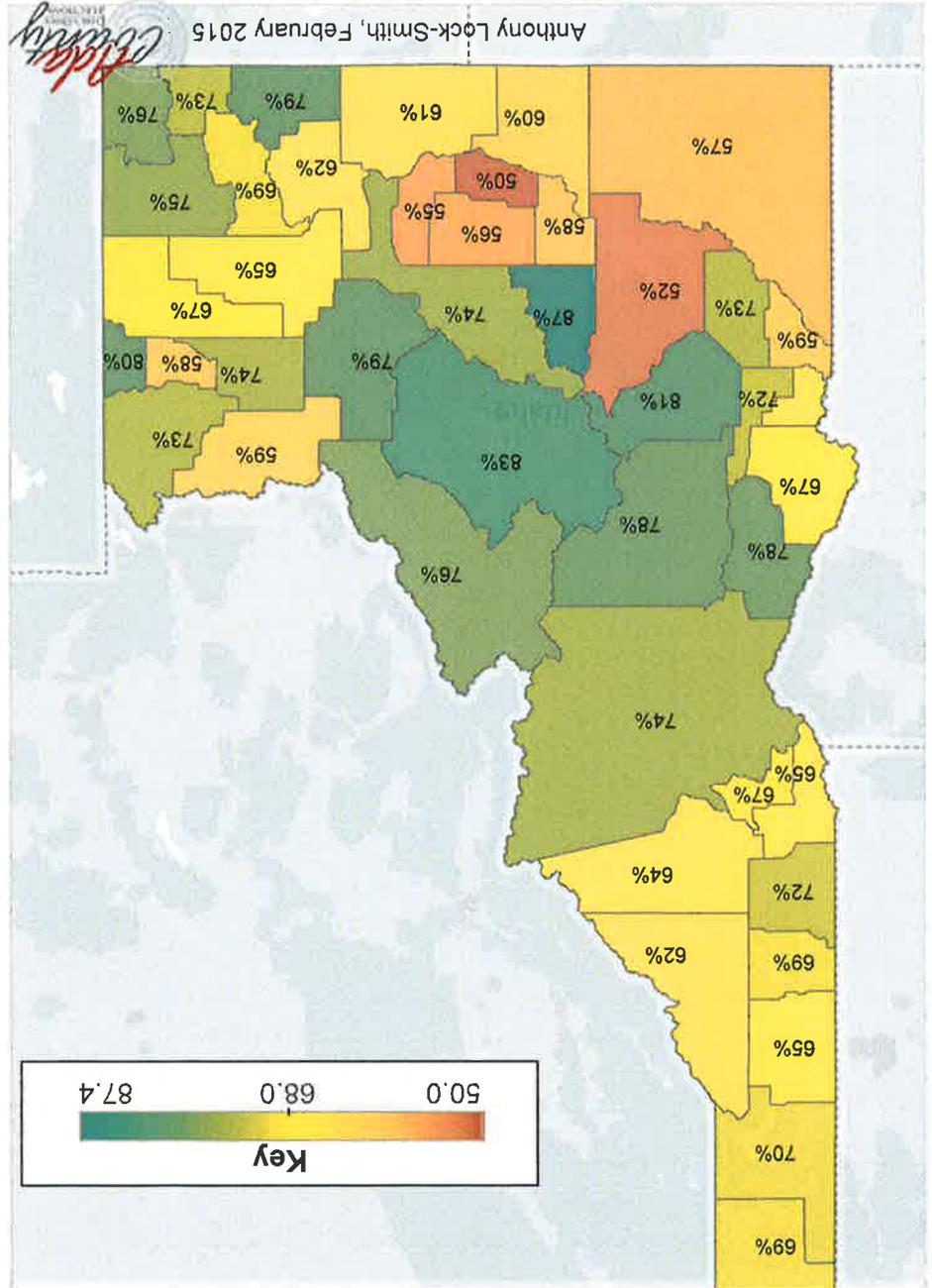
Percentage of Voting Age Population That Votes

(Based on voter turnout during the 2014 General Election)



Percentage of Voting Age That is Registered

(Based on voter turnout during the 2014 General Election)



SENATE BILL 1071 TESTIMONY

Mr. Chairman and members of the committee, my name is Jonathan Parker. I am with the firm of Holland & Hart and I am here today representing my client, the Joe Foss Institute, in support of support of Senate Bill 1071.

The Joe Foss Institute was established with the purpose of educating our youth on the importance of America's unique freedoms and to inspire them to public service. Joe Foss was a recipient of the Medal of Honor recognizing his service as leading fighter ace in World War II. In postwar years, he served as a General in the Air National Guard, the 20th Governor of South Dakota, President of the National Rifle Association, and the first commissioner of the American Football League.

The Joe Foss Institute's Civics Education Initiative's national board of advisors include US Supreme Court Justice Sandra Day O'Connor, former New York City Mayor Rudy Giuliani, Journalist Carl Bernstein, as well as advisory board members Tom Brokaw, Don Shula, Lt. Col. Oliver North, Senator John Glenn, John Elway, and many others. The Civics Education Initiative has been active in supporting similar legislation such as Senate Bill 1071 across the nation.

In an effort to further their mission, the Joe Foss Institute commissioned a nationwide poll in 2014 that concluded that 74% of voters support requiring high school students, as a condition for graduation, to pass a test on 100 basic facts of US history and civics, from the United States Citizenship Civics Test – the same test all new citizens must pass. The poll also showed that every demographic group, regardless of party affiliation, shows support at or above 60%.

Here in Idaho, we have seen statewide support for such an initiative through calls, emails, as well as editorial board endorsements across the state, including the Coeur d'Alene Press, Magic Valley News, Idaho Press Tribune, and the Idaho Statesman. In fact, the Idaho Statesman wrote that, and I quote: "only 38 percent of eligible Idahoans voted in November (the first time it dipped below 40 percent) – we need a multifaceted strategy to re-energize

Good afternoon, Chairman Mortimer and members of the committee, I am Penni Cyr, President of the Idaho Education Association. I am here today to stand in opposition to SB 1071.

On behalf of the members of the IEA, we are opposed to this measure for one very important reason. As I stated in our testimony yesterday on SCR 106, the IEA is and has always been opposed to the use of high-stakes testing.

I want to be very clear. IEA members emphatically believe in the importance of preparing our students for college or the workplace. It is equally important that we create well-educated citizens who will continue to build on the foundation of our democratic way of life. In order to ensure the future of our republic, it is imperative that students understand the rights and responsibilities we all have to each other as members of society.

We believe that it is important to teach US History and civics and every other course that our state deems important for a high school graduate to study. What we do not support is a requirement that every high school student be able to pass a US citizenship test in order to graduate from high school.

At some point we need to take a step back and recognize that the exponential growth of high-stakes tests in our schools is having a detrimental impact on the quantity, as well as quality, of the instruction that our students are receiving. By definition, a high-stakes test is any test that is a single, defined assessment, has a clear line drawn between those who pass and those who fail, and has direct consequences for passing or failing (something is "at stake").

High-stakes testing has become the norm in schools since the passage of the No Child Left Behind Act of 2001. Idaho, like many other states, requires that

students pass a standardized test in order to graduate. And you are currently being asked to consider approving a State Board rule (08.0203.1405) that will continue that requirement for the SBAC test. When a test becomes a high-stakes test, preparing for it can take away from the subject areas that are not tested, including those that foster creativity. High-stakes tests cause any subject that isn't tested to be pushed out or set aside.

In Idaho, we know that with the advent of the ISAT and the need for students to successfully complete it, subjects like music, art, and physical education were sacrificed to make time for more test prep. When other subjects are abandoned, we are effectively denying our students the complete education they deserve.

We also know that putting pressure on teachers to ensure that students do well on their test can result in them clamping down on creativity and innovation. The high-stakes nature of the test can often result in teachers feeling compelled to "teach to the test," resulting in less flexibility to tailor lesson plans to individual students or class groups.

Less freedom and innovation can also mean frustrated teachers and higher classroom turnover.

This increased pressure on parents and students is counter-productive. Constructive pressure—the kind that motivates students to do better is much different from high-stakes pressure that stifles learning.

For these reasons, the IEA opposes S1071 and we ask you to hold this bill in committee. Thank you for the opportunity to testify.

our state and country about civic engagement. We need a civics renaissance.” Additionally, the USA Today editorial board endorsed the idea earlier this month following the passage of similar legislation in North Dakota and Arizona.

In conclusion, it was our nation's ^{third}~~second~~ President and the drafter of the Declaration of Independence, Thomas Jefferson, who said that “if a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be.” Additionally, James Madison, considered to be the father of our Constitution, wrote that “a popular government without popular information or the means of acquiring it, is but a prologue to a farce, or a tragedy, or perhaps both.”

Mr. Chairman and members of this committee, we request your vote today in support of Senate Bill 1071. Additionally, and behalf of myself, I ask for your vote in support of Senate Bill 1071, because going back to my first legislative session in 2005, I can't recall a single piece of legislation that I am more proud to support as this one. Senate Bill 1071 is a good bill and we ask for your support.

Thank you

SB1071 Testimony

Rob Winslow, IASA

My members support citizenship instruction. School districts teach citizenship K-12. Since this is a new graduation requirement, our concerns with this bill will be in the actual implementation. High School principals have shared the following concerns based on other tests that are required for graduation:

- Curriculum adjustments to match the test
- Challenges in tracking if students have passed, especially as students transfer in from other schools and states
- Provide remediation courses, tutoring, online testing and the personnel to implement the remediation
- How to handle the parents that want to opt out their students from this graduation requirement

We thank you for considering our concerns.

Testimony on SB1071 - Civics Test Graduation Requirement

Mr. Chairman, members of the Committee. I'm Karen Echeverria, Executive Director of the Idaho school Boards Association. I am here today to stand in opposition to SB1071.

First of all, I want to make clear that the ISBA is not opposed to the having all students take a Civics test in high school. It is important that all students understand the basics of United States democracy.

With that said, the ISBA has two concerns with this legislation. First of all, graduation requirements, for as far back as I could research, has always existed in State Board of Education Rule and not in statute. In fact, Section 33-118, Idaho Code states, "The state board shall prescribe the minimum courses to be taught in all public elementary and secondary schools, and shall cause to be prepared and issued, such syllabi, study guides and other instructional aids as the board shall from time to time deem necessary." This legislation would now include a graduation requirement in statute as opposed to rule.

Secondly, while the fiscal note indicates that there will be no fiscal impact to the state, there will be a fiscal impact to school district. This test will be administered online. The use of computer labs and teacher's aides for the administration will certainly have a fiscal impact on school districts.

Again, we are not opposed to this concept but we believe that the approach that is being taken with this legislation is misguided. We would suggest that this committee ask the State Board of Education to look into a possible rule amendment to include Civics testing and to include all education stakeholders in the crafting of this rule. The ISBA would be glad to participate in this committee.

For these reasons, the ISBA would ask that you hold SB1071 in Committee. With that, Mr. Chair, I am glad to stand for any questions.

SB1088 – RIF and REDUCING SALARIES

SUNSET OF HB261 and 1040a (both from 2013)

Mr. Chairman and members of the Committee, for the record, I am Karen Echeverria and I am here today on behalf of the Idaho School Boards Association (ISBA) membership. Thank you for the opportunity to present SB1088 to you.

This legislation is the combination of two bills that have contained sunset clauses on them for two years. Those two bills are reduction in force and the ability to reduce a teacher's salary from one year over the next. During the past two years, we have collected data on how the bills were working. Based on that data and working with the IEA, we are coming to you with one consensus piece of legislation.

I will take the easy part first. Section 1 of the bill contains new language that deals with Reduction in Force. The original premise of this legislation was to ensure that seniority could not be the only factor in a reduction in force. Rather than remove the sunset clause on the bill from 2013, we have completely rewritten this language based on feedback we have received from our school districts and charter schools and in conjunction with the IEA. While school districts and charter schools never like to have to reduce employees, this legislation

sets out clear parameters under which a reduction in force can occur and defines a reduction in force.

Section 2 of the bill is a little more complicated. Because of the way legislative services writes legislation to remove sunset clauses, you cannot really see the actual legislation. As such, we have provided you with copies of the original bill from 2013 so you can see the language. SB1088 asks that you remove the sunset clause on this piece of legislation and make it permanent. We are not making any changes to this language.

This legislation is a bit more complicated and lengthy. The main point of this legislation is to give the locally elected school board members the ability to increase or decrease salaries of certificated staff or to shorten or lengthen the term of teacher's contracts under certain conditions.

First of all, I want you to know that if a reduction in salary is applied or contracts are shortened, it must be uniformly applied to all employees.

In addition, there are two triggers in this legislation before salaries can be reduced or contracts can be shortened. First of all, if both parties agree, contracts can be reduced. Secondly, before a school district can reduce the length of the renewable teacher's contract, they have to analyze their estimation of the salary based apportionment they will receive from the state of Idaho for the current school year. If the sum they are

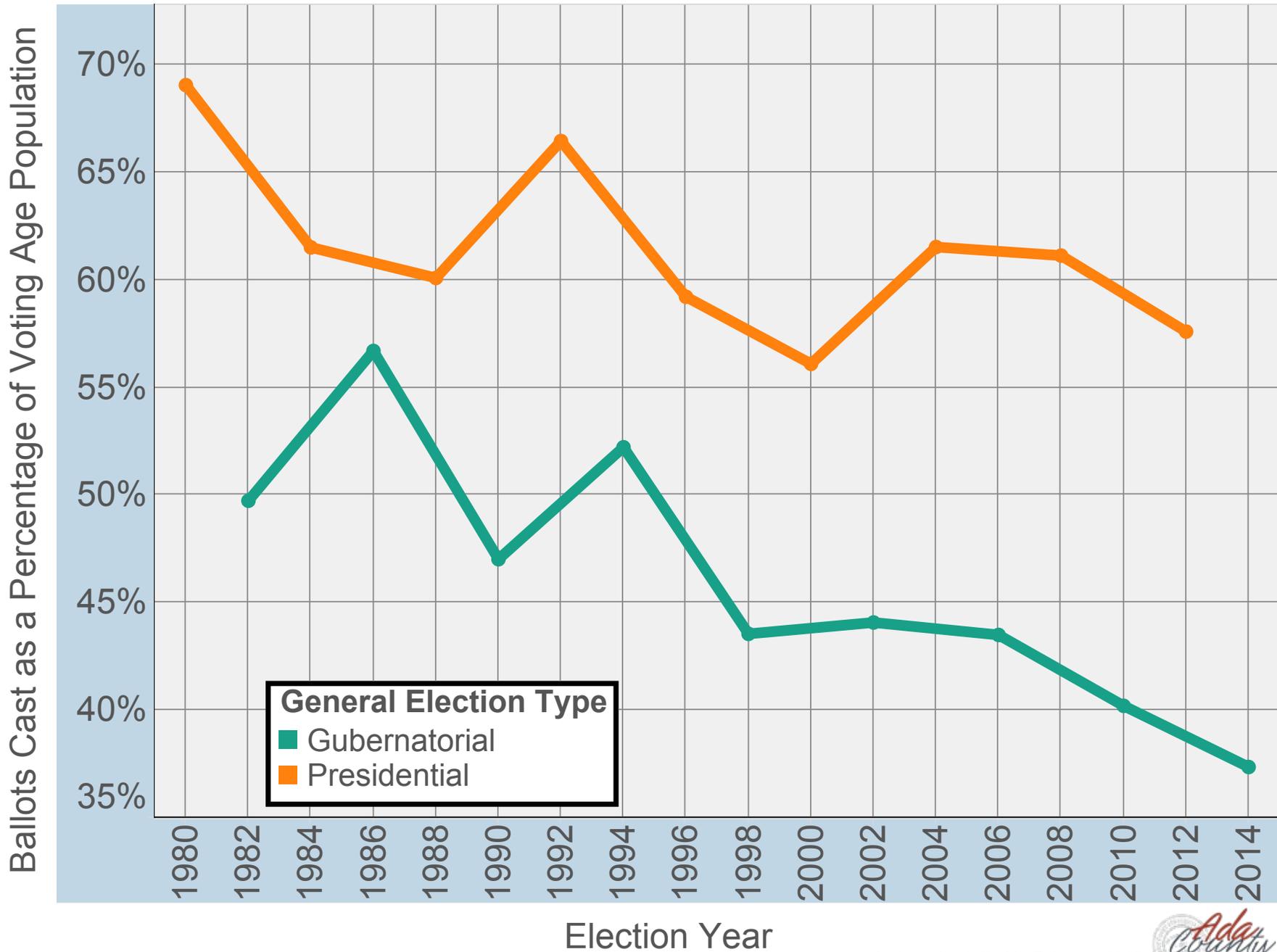
estimating they are going to have to pay for their certificated teacher's actual salary is greater in amount than that which they will be receiving in reimbursement through salary based apportionment, then this meets the trigger for reduction of contract days.

This legislation also allows school districts and charter schools to issue letters of intent for employment to renewable contract teachers and clarifies that all contracts must be issued by July 1 of each year. In addition, should the board make a determination that salaries need to be reduced or contracts shortened, they must allow for a single informal review for all affected employees.

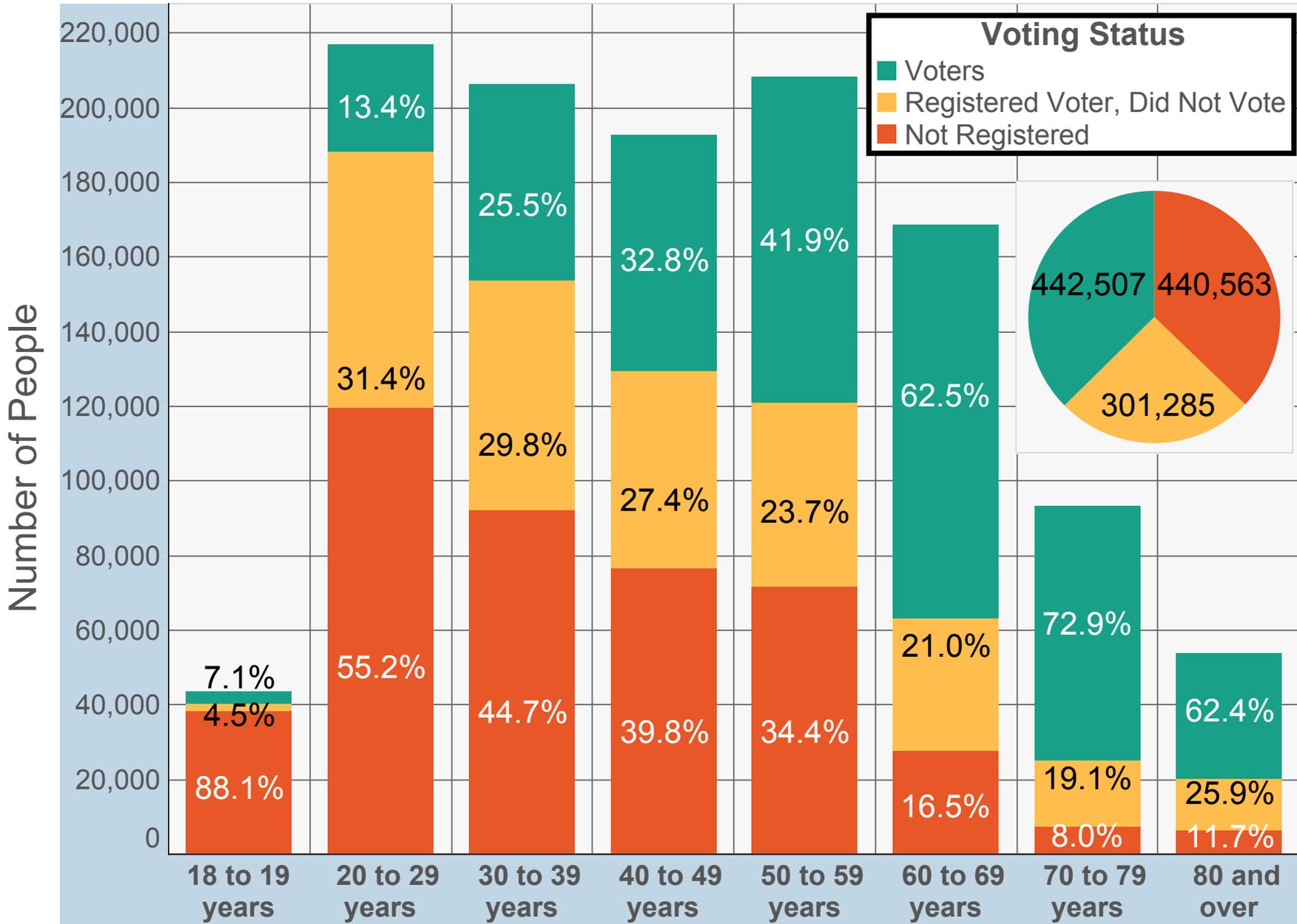
With that Mr. Chairman and members of the committee, I would ask that you send SB1088 to the floor with a do pass recommendation.

I would be glad to stand for any questions.

Historical Voter Participation in Idaho

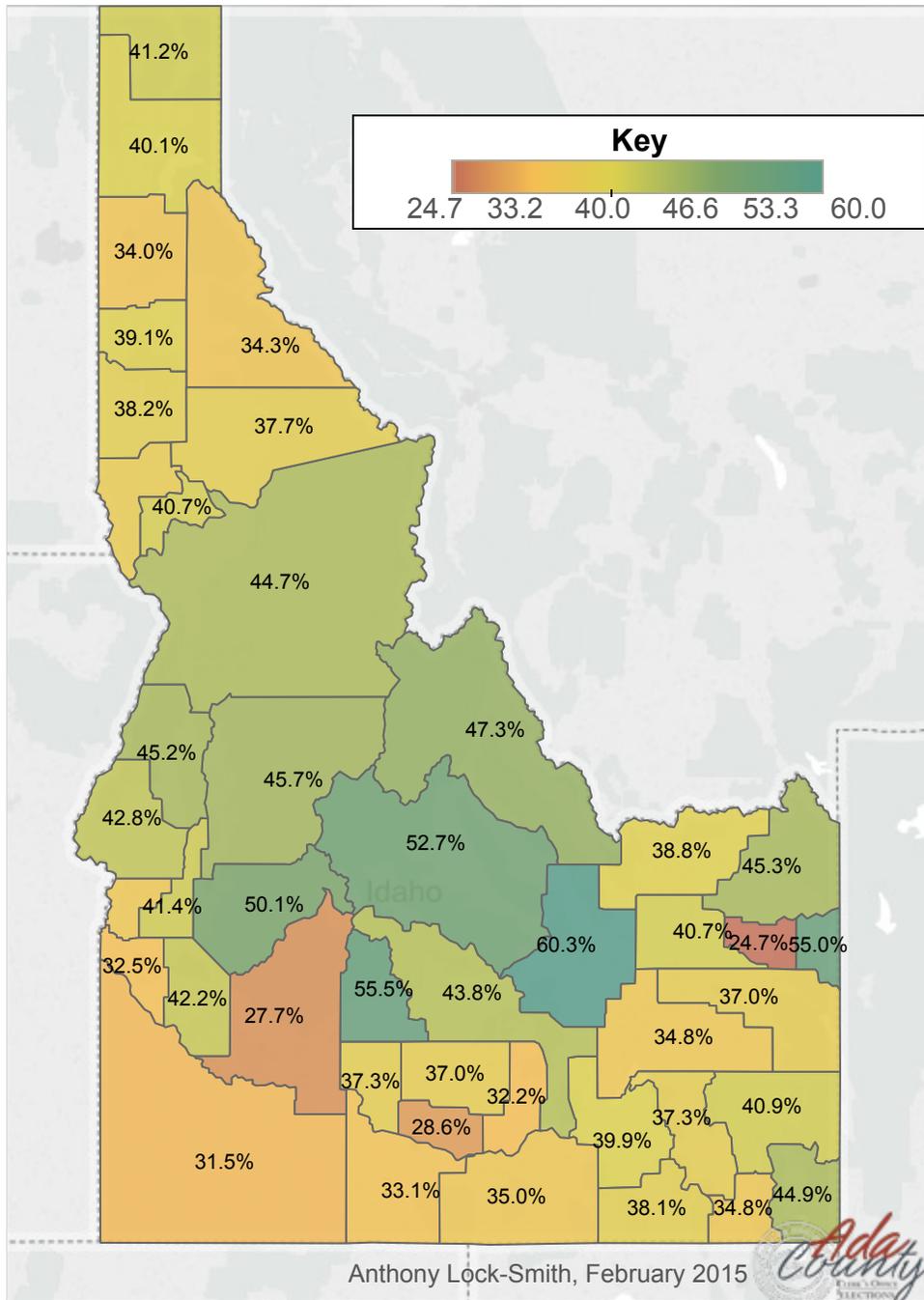


State of Idaho Age Distribution and Voting Status



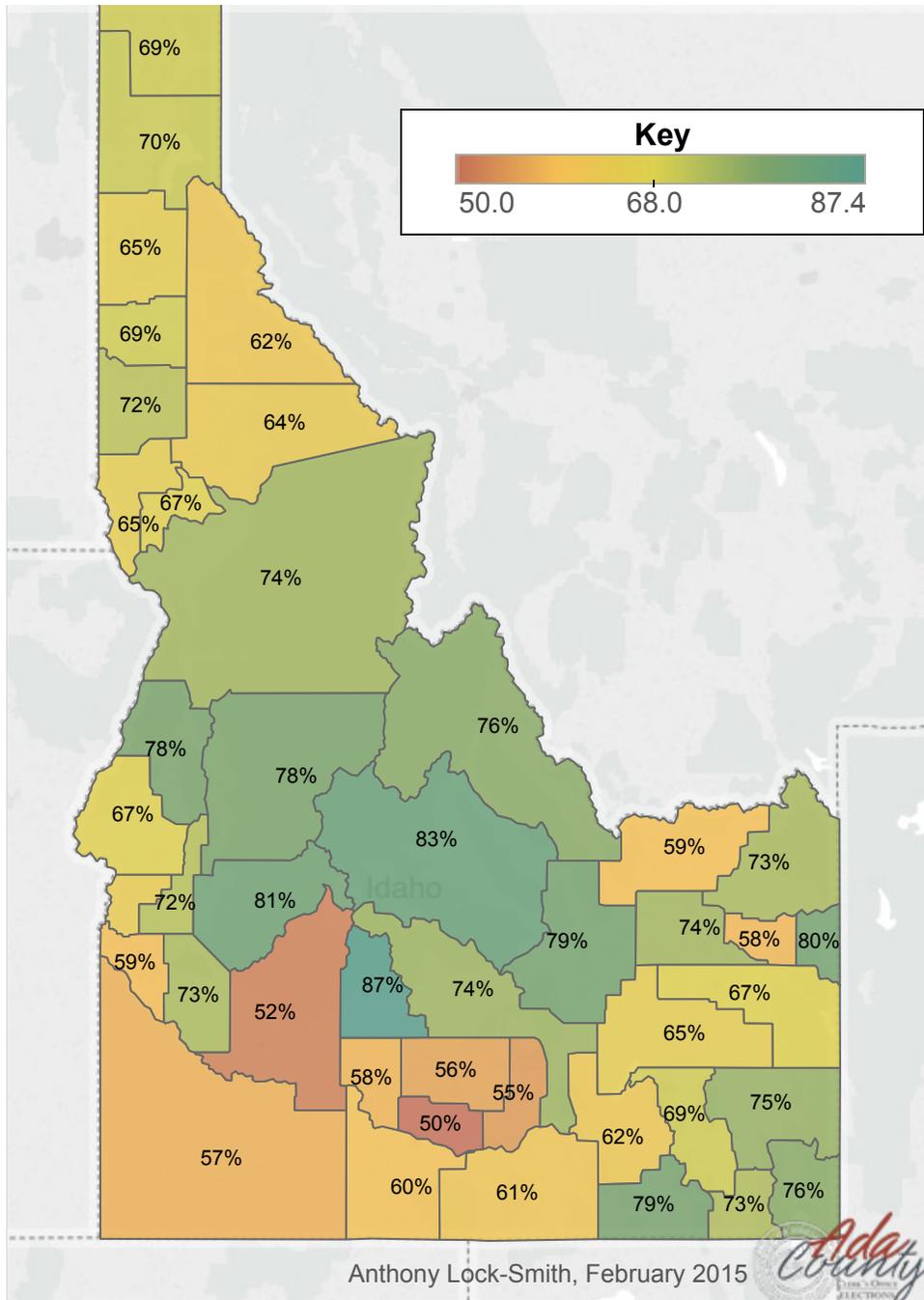
Percentage of Voting Age Population That Votes

(Based on voter turnout during the 2014 General Election)



Percentage of Voting Age That is Registered

(Based on voter turnout during the 2014 General Election)



AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Thursday, February 26, 2015

SUBJECT	DESCRIPTION	PRESENTER
Gubernatorial Vote:	David Hill of Boise, Idaho, appointed to the State Board of Education to serve a term commencing July 16, 2014, and expiring July 1, 2017	
Presentation	Idaho Business for Education	Rod Gramer, Idaho Business for Education
Presentation	Statewide Longitudinal Data System P-20W SLDS	Salvador Vazquez, Department of Labor Carson Howell, Director of Research, State Board of Education Will Goodman, State Department of Education
Docket No: 08-0203-1401	Rules Governing Thoroughness: High School Graduation Requirements	Tracie Bent Chief Policy Officer, State Board of Education
Docket No: 08-0203-1406	Rules Governing Thoroughness: Data Collection	Tracie Bent, Chief Policy Officer, State Board of Education
S 1072	Sunset for School Board Elections	Senator Souza
HCR 3	Education Data System Study	Representative Luker

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Souza
Vice Chairman Thayn	Sen Den Hartog
Sen Keough	Sen Buckner-Webb
Sen Nonini	Sen Ward-Engelking
Sen Patrick	

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Thursday, February 26, 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.

GUBERNATORIAL VOTE: **Vice Chairman Thayn** moved to send the gubernatorial appointment of David Hill the floor with the recommendation that he be confirmed by the Senate. **Senator Nonini** seconded the motion. The motion passed by **voice vote**. Senator Ward-Engelking will carry the appointment on the floor.

PRESENTATION: **Rod Gramer**, Executive Director and CEO, Idaho Business for Education (IBE), presented "The Passport to the American Dream-EDUCATION." He stated IBE represents 119 business leaders from every corner of the state. IBE fundamentally believes education is the passport to the American dream. Furthermore they believe that in the 21st Century education and human talent for companies will be the number one driver for economic vitality. The mission of IBE is to try to create the highly educated and skill workforce that businesses across the state need for the coming century. He explained that the key word for IBE is focus on the state's 60 percent post secondary education goal.

Mr. Gramer explained why businesses care about education and what will happen to the economic future without the push for better education. He explained what IBE believes to be some of the problems in Idaho education. He outlined what could be done to accomplish that goal: focus, set measurable goals, strive for continuous improvement, and transparent reporting to state and local school boards. He stated IBE's recommendations as to how to achieve those objectives. **Mr. Gramer** explained in detail why the legislature should support following items; **H 122**, Idaho core standards for English and math, tiered licensure and career ladder, reading appropriations, and career college coaching. He concluded by saying the secret sauce for this, is to have non waivered focus (see attachment 1).

Senator Souza asked if the curriculum in the community colleges is in alignment with each other to make the transfer seamless. **Mr. Gramer** replied the community colleges will be working with the high schools in their regions to get a direct connection between the local community college and the students they serve. There will be communication between the community colleges. Local control determines the curriculum so that could pose some issues.

PASSED THE GAVEL: Chairman Mortimer had to leave for another meeting and passed the gavel to Vice Chairman Thayn.

Senator Patrick asked at what level are the counselors most effective; high school or college. **Mr. Gramer** said the current ratio of counselors to students is very high; it averages 1 to 500 students. To have the counselors in the colleges allows for better counseling for those students that are going forward. He explained that Idaho is very much a first generation college bound state and community colleges are the gateway to post learning. **Senator Patrick** said there is a bill coming forward soon to address career counseling.

PRESENTATION:

Carson Howell, Director of Research, State Board of Education, presented the Statewide Longitudinal Data System, P-20W SLDS (SLDS). He explained that many people are concerned with the privacy of Idaho children's data. There has been much confusion as to what data has been and is being collected. The goal of data collection is to help drive performance in order to improve Idaho's educational and employment systems. **Mr. Howell** explained one of the most powerful tools to make improvement occurs in with the SLDS. He illustrated the three distinct and separate databases the State uses: State Department of Education (SDE), State Board of Education (SBE), and Idaho Department of Labor (IDL). Each of these is independent of the other and none have direct access to each others' data. He explained that any data matching that does occur must be user initiated; masked identifiers are used, meaning no person is identified by name.

Mr. Howell said there are two different dictionaries that define the phrases in data collection. He outlined each site and explained the differences. To see what data Idaho collects, he recommended the Committee go to dd.boardofed.idaho.gov. **Mr. Howell** illustrated on the screen the website and stressed that the website does not connect to the databases. He clarified if agencies want to collect new data there must be prior legislation. This is in accordance with the Student Privacy Bill which was passed by the Legislature and signed by Governor Otter in 2014.

Senator Den Hartog asked of the cohorts that are being collected how many are non-educational data. **Mr. Howell** replied of the 400 points collected, 377 are educational data. **Will Goodman**, Chief Technology Officer, State Department of Education (SDE), illustrated the elements that are collected for the federal and state requirements.

Senator Souza asked if the SLDS security system could be hacked or breached by inside or outside entities. **Mr. Goodman** stated no, not without violating the law. There are very stringent guidelines as to how information could be accessed.

Mr. Howell continued the presentation and outlined the functions of the Data Management Council (DMC) and gave the members' names and employment positions. He explained that any data requests must be approved as required by the DMC policies and procedures. Any research that is done using the SLDS must be State and Family Educational Rights and Privacy Act (FERPA) compliant. Agencies outside the partner agencies must submit a memorandum of understanding (MOU) and why the data is being requested. If they receive the data, they must sign the waiver explaining the parameters of the data request and its disposal.

Vice Chairman Thayn asked if they have shared or signed the MOU with outside agencies to do research on educational outcomes of Idaho students. **Mr. Howell** replied in the negative.

Senator Souza asked in sharing information with the Idaho Department of Labor (IDL), is it done with identifiable student information or is it in aggregate form. **Mr. Howell** replied what would be shared is a masked identifier. He explained the three different systems were developed in a manner to protect a breach in the system. Each system has specific ID for each individual and alone those numbers cannot be tied to any specific person. If a system is breached they only get one piece to a puzzle and it wouldn't mean anything without the other two pieces.

Senator Souza asked who gets the FERPA rights. **Mr. Howell** explained that when the State is doing research they operate by means of two exemptions: evaluation and audit. He detailed each one's limitations.

Using a fictitious school and students, **Mr. Howell** demonstrated how data is gathered and used. He emphasized that gathered data is vital for policy discussion and making. He referred to the Governor's goal of 60 percent in 2020. Without proper data, the policy-makers would not know if the goals were being reached (see attachment 2).

Senator Den Hartog stated from this presentation, she understands that Idaho students are tracked from the time they enter public schools to when they enter the workforce. She asked him to state which agencies benefit the most from that information. **Mr. Howell** explained the benefits of the collection results are fundamental in explaining Idaho's economic and education progress. This data allows policy-makers to make logical and educated adjustments to address many predicaments. There are many benefits to this information for education.

Senator Den Hartog understands the necessity of data collection in education, especially between secondary and post-secondary institutions. She believes that the data collection for the IDL and Idaho Department of Commerce (IDC) is too far reaching. She asked how those agencies track this information without having the specific identifiers. **Mr. Howell** stated the post-secondary institutions gage their quality of education based on the data gathered. This enables them to evaluate their programs. They gather information with the individual identifiers from the agencies.

Karen Singletary, Senior Research Analyst and SLDS Project Manager, at IDL, stated the IDC is not involved. At this point IDL is providing information to SBE and not receiving anything from them. She explained how the two agencies work together in getting data. This information is useful for the SBE. It is valuable for IDL to perform workforce planning. It can be very useful tool for parents and students for career planning. Matching the educational and workforce data is a new process that came about with the linkage of the SDLS.

**DOCKET NO.
08-0230-1406:**

Tracie Bent, Chief Policy Officer, State Board of Education presented **Docket No. 08-0203-1406**, Rules Governing Thoroughness: Data Collection. She stated there was a request to update the rules however those changes are no longer need. She asked that the docket be rejected.

MOTION:

Senator Keough moved to reject **Docket No. 08-0203-1406**. **Senator Patrick** seconded the motion. The motion passed by **voice vote**.

**DOCKET NO.
08-0203-1401:**

Ms. Bent presented **Docket No. 08-0203-1401**, Rules Governing Thoroughness; High School Graduation Requirements. She explained there are two sections that have been added. The first in Section 105.01.i was added at the request of the 2014 Senate Education Committee. It is additional language to specify that when activities outside the high school qualify for physical education credits, the students must show mastery of the content standards.

Ms. Bent explained the piece of the rule that the SBE considered can be found in Section 105.06.e – g, the current requirement is that students show proficiency in the 10th grade on the ISAT. She highlighted how the changes would affect students regarding ISAT testing. There has been no formal action from the SBE to accept or reject this section. She explained if the revisions were to be rejected the rules would revert to those prior.

Senator Ward-Engelking asked if this is rejected, to clarify which ISAT the students would take. **Ms. Bent** explained in detail the tests. She stated it has been the SBE policy that students are always held harmless when rules are changed or rejected. In conclusion, she said if the rule is rejected there will be a new rule coming forward in 2016.

TESTIMONY:

Dr. Don Coberly, Superintendent of Schools, Boise Independent School District (BISD), spoke against the rule and asked the Committee to reject the rule. He explained that the BISD is against using the SBAC as a requirement for high school graduation. In regards to the PE requirement the BISD is currently doing that and supports the change in that rule (see attachment 3).

Robin Nettinga, Executive Director, Idaho Education Association, said the stakeholders met prior to the Legislative Session with the SDE and shared their concerns regarding the graduation requirements. That opinion has not changed. The IEA will continue to register that there should not be high stakes tests at this point. They do not believe the students or schools are prepared at this point for the cut scores that have been set.

MOTION:

Senator Ward-Engelking moved to accept **Docket No. 08-0203-1401** with the exception of **.105.06.e through i**. **Senator Patrick** seconded the motion.

Senator Ward-Engelking expressed that she liked that the PE component is in place per the request of the 2014 Senate Education Committee. The motion passed by **voice vote**.

HCR 3:

Representative Luker, District 15, presented **HCR 3** an education data system study. He stated there are many people who have continued concerns about data collection and data security. He outlined the problems of data collection capabilities, identifier numbers, and requirements from federal and state agencies. **Representative Luker** stated when the SLDS was developed the stakeholders were left out of the process. **HCR 3** will set-up a legislative interim committee to build upon the findings of the Office of Performance Evaluation's report: SLDS. The goal is to put Legislature back in the policy making seat. He explained what the interim committee will complete a study of the State's elementary, secondary and postsecondary longitudinal data systems. He disclosed the points the committee would study.

TESTIMONY:

Will Goodman, SDE, spoke about Superintendent Ybarra's stance on data collection. He said her department shares the same fears and concerns. The SDE is evaluating every data collection point to determine its necessity and taking action. The SDE is in support of **HCR 3**.

Mila Wood, parent, explained the SLDS is a child and family tracking system, it is evasive. She described, from her research that Idaho does share data across state lines and detailed that information. She expressed her frustration with not being able to have access to her children's information. She is in support of **HCR 3**

Stephanie Zimmerman, parent, gave an example of data collection 75 years ago and how it sat in a vault and was never used beyond the local arena. She stated that today, people are not afforded that type of privacy. She spoke in favor of the bill.

MOTION: **Senator Keogh** moved to send **HCR 3** to the floor with a **do pass** recommendation. **Senator Souza** seconded the motion. The motion passed by **voice vote**.

ADJOURNED: There being no more business, **Vice Chairman Thayn** adjourned the meeting at 5:14 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary



IDAHO BUSINESS FOR EDUCATION

The passport to the American Dream - EDUCATION



THE KEY WORD . . .

FOCUS



ON STATE'S GOAL

60 %



WHY BUSINESS CARES



- 60+% need post-secondary
- 40% hold a credential
- 20-30% “Education Gap”

ECONOMIC FALLOUT

- Business can't grow
- Business will leave state
- Can't attract good jobs
- Economy suffers



EDUCATION HEADWINDS

- 32% 4th Graders can't read
- 60 % basic or below in math
- Worst go-on rate in U.S.
- Only 17.8% college ready
- 50% need remediation
- Most drop out of post-secondary

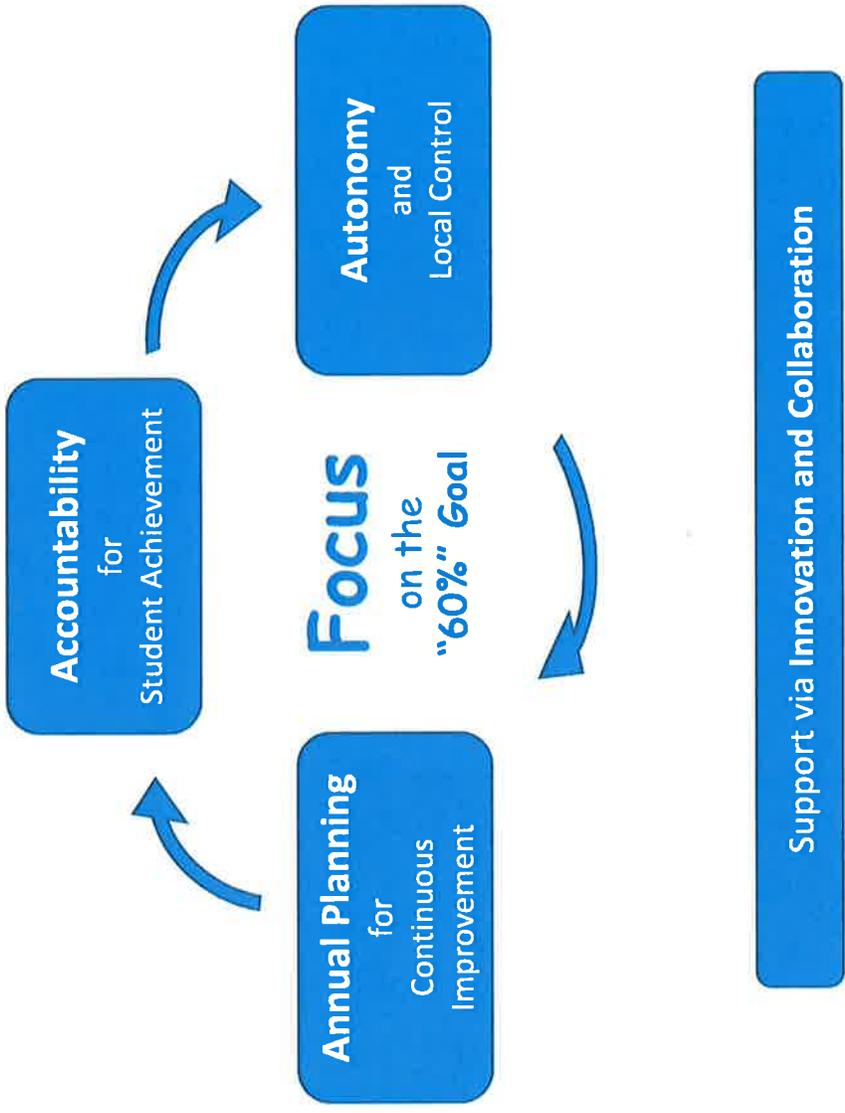




WHAT CAN WE DO ABOUT IT?

CONTINUOUS IMPROVEMENT

- Focus on outcomes
- Set measurable goals
- Continuously improve
- Transparent reporting



WHAT YOU CAN DO?



PASS HOUSE BILL 122

IDAHO CORE STANDARDS



- Prepares students for college
- Reduces remediation
- Students obtain credential
- No 60% without standards

WHAT YOU CAN DO?

Stay the course



GREAT TEACHERS



- **No. 1 for student learning**
- **Every student-great teacher**
- **Raise teacher salaries**

WHAT YOU CAN DO?



BACK TIERED LICENSURE CAREER LADDER PLAN

READING AND LITERACY



- Reading key to learning
- Assessment, diagnosis, intervention
- Focus on mastery – not seat time

WHAT YOU CAN DO?



Strengthen reading laws

Help struggling readers

ACADEMIC/CAREER COACHING



- Students need direction
- Academic and career coaching
- Leads to better career choices

WHAT YOU CAN DO?



Back community colleges' coaching plan

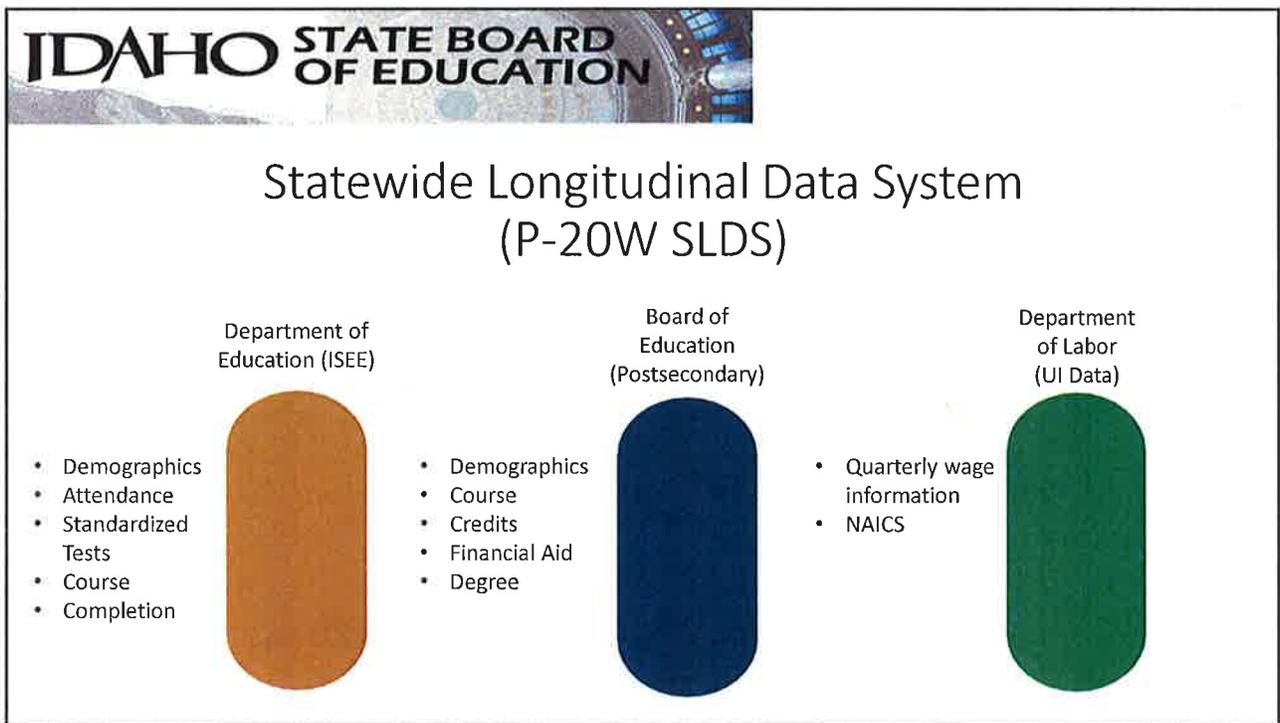
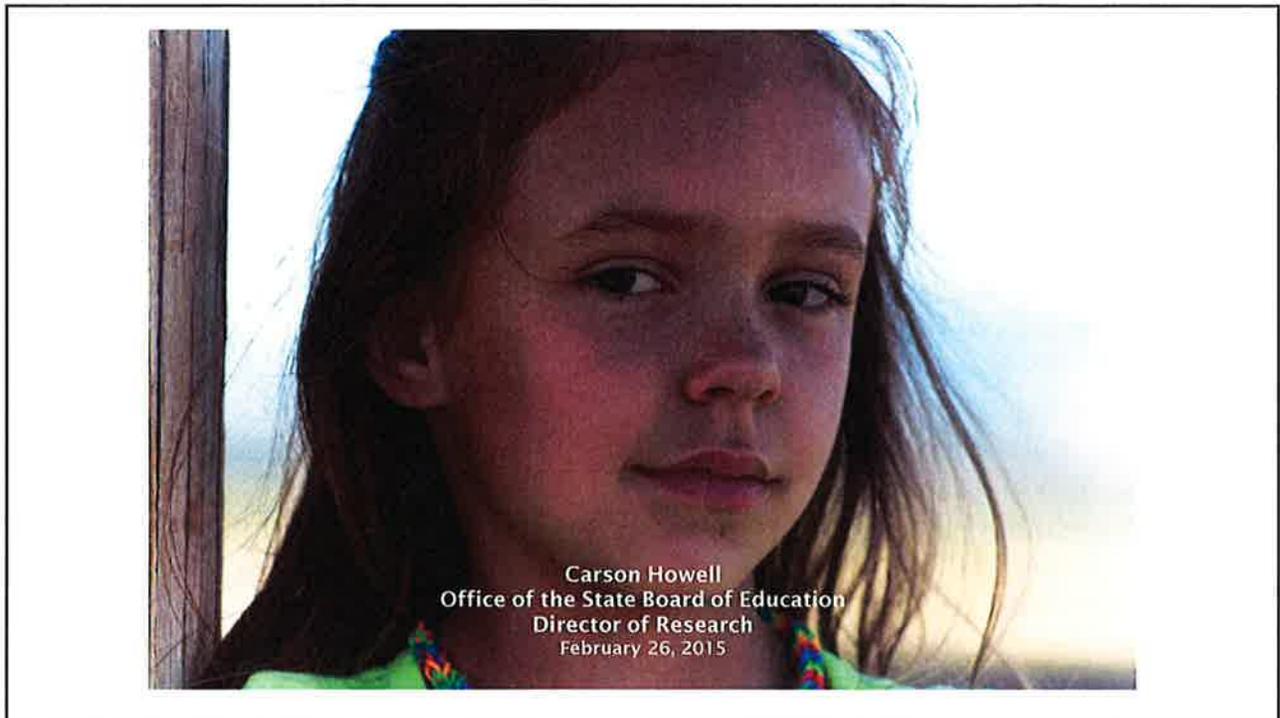
NO SILVER BULLET

- Only unblinking focus
- On state's 60% goal



QUESTIONS?





Data Elements (old website)

State Department of Education

Number	Item	Required	Why It Is Collected
#1	Student Demographics	Required	Required
#1	State Student ID	Required	State Funding, SLEB
#2	Local Student ID	Optional	Optional
#3	Last Name	Required	State Funding
#4	First Name	Required	State Funding
#5	Middle Name	Optional	State Funding
#6	Name Suffix	Optional	State Funding
#7	Birth Date	Required	State Funding
#8	Gender	Required	State Funding, ESEA, STAR, EdFacts, OCR
#9	Is Hispanic	Required	State Funding, ESEA, STAR, EdFacts, OCR
#10	Is Asian	Required	State Funding, ESEA, STAR, EdFacts, OCR
#11	Is American Indian or Alaska	Required	State Funding, ESEA, STAR, EdFacts, OCR
#12	Is Black or African American	Required	State Funding, ESEA, STAR, EdFacts, OCR
#13	Is Native Hawaiian or Pacific	Required	State Funding, ESEA, STAR, EdFacts, OCR
#14	Is White	Required	State Funding, ESEA, STAR, EdFacts, OCR
#15	District ID	Required	State Funding, ESEA, STAR, EdFacts, OCR
#16	Base School ID	Required	State Funding, ESEA, STAR, EdFacts, OCR
#17	County of Residence	Required	State Funding, Forest Fund Calculations
#18	Zip Code	Conditional	State for Forest Fund Calculations, EdFacts, CNP Verification
#19	Allowable Periods	Required	ESEA and Star Rating Calculation/Funding
#20	Allowable Credits	Conditional	ESEA and Star Rating Calculation/Funding
#21	Grade Level	Required	State Funding, EdFacts
#22	Lunch Status	Required	USDA, EdFacts, ESEA, Star
#23	Is Special Ed	Required	IEA, EdFacts, OCR
#24	Is 504	Required	EdFacts, NCEES, OCR
#25	LEP Status	Required	EdFacts, NCEES, OCR/LEP Funding, Title Program Funding
#26	LEP Entry Date	Conditional	EdFacts, NCEES, OCR/LEP Funding, Title Program Funding
#27	LEP Exit Date	Conditional	EdFacts, NCEES, OCR/LEP Funding, Title Program Funding
#28	LEP Language	Conditional	EdFacts, NCEES, OCR/LEP Funding, Title Program Funding

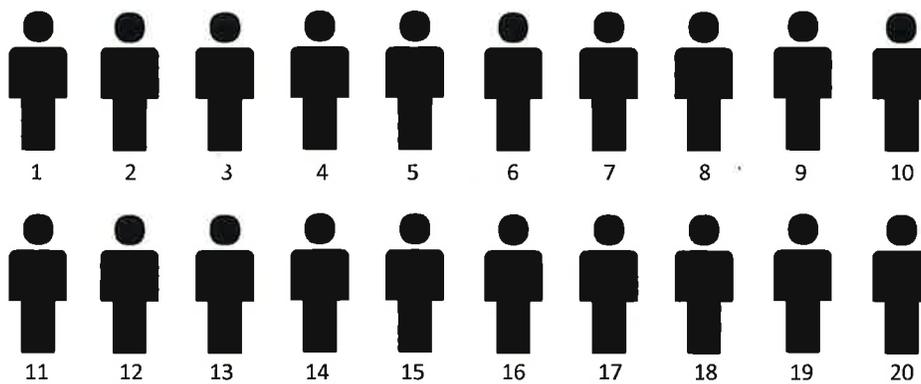
State Board of Education

Academic_Year	41	char	(Academic_Year*TERM+IPEDS+CRN)
Term	7	char	2010-11
CRN	3	char	1SU,2FA,3WM,4SP
INSTID	25	CHAR	(specific to institution)
IPEDS	6	Integer	IPEDS
crse_numbr	10	char	(the 101 in ENGL101)
subject	12	char	subject (engl = English) (was group) deleted late 2012 - added back May 2013
sect_title	30	char	
section_number	8	char	(for ENGL101,an instance - 01, 02,03)
cip	7	char	
pbm_start_date	8	yyyymmdd	
pbm_end_date	8	yyyymmdd	
Location	25	char	
instr_type	2	char	lecture, lab, discussion, etc.
deliv_rmethd	2	char	Traditional (TR), Remote (RE), or Hybrid (HY)
budget_support	3	char	"PTE", "SSU-Self Support, "STA" -State Support, "OTH" - Other Funding determined by institution (articulation agreement should address)
Remedial	1	Y or N	
course_type	1	char	"A"academic, "T" Technical, "N" Neither offered as a dual credit class (does not require student to be receiving dual credit for the course)
dual_credit	1	Y or N	
Co_Operative_Course	1	Y or N,null	consortium or co-op, null = "N" Rare

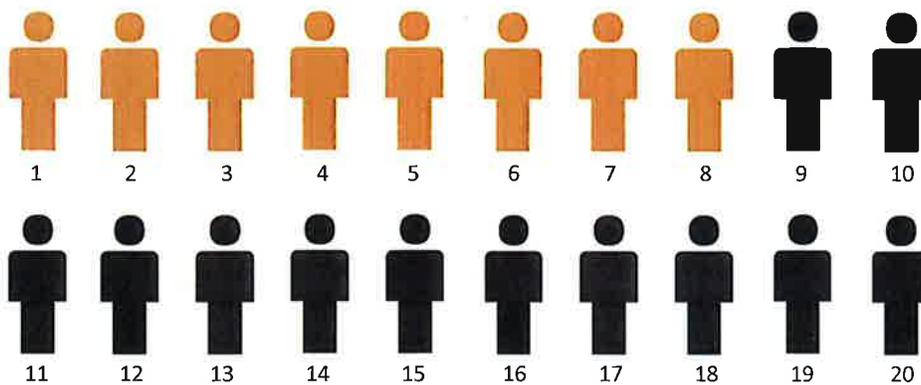
Data Elements (new website)

dd.boardofed.idaho.gov

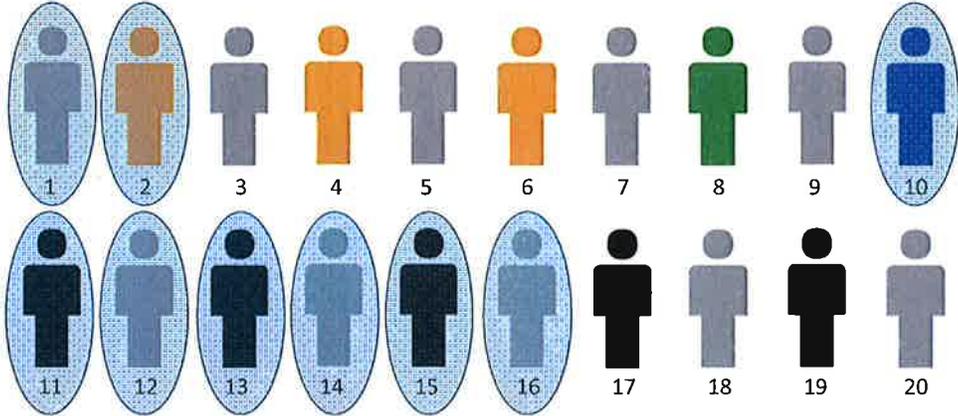
Graduating Class



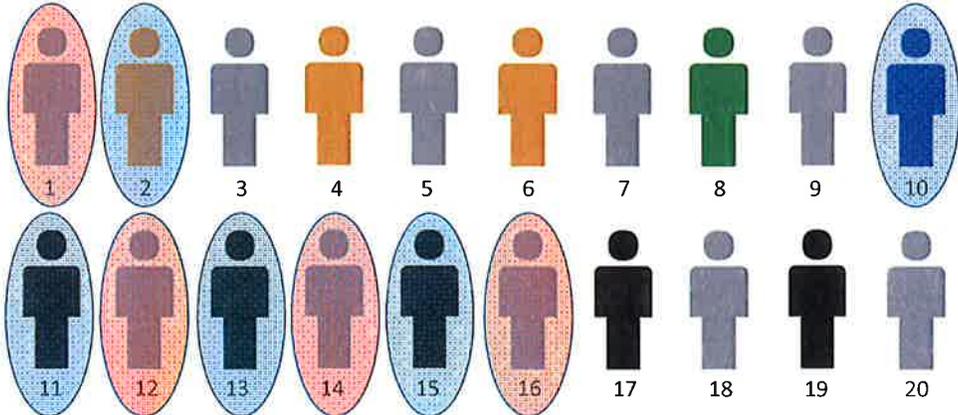
Low-Income



Go on to College

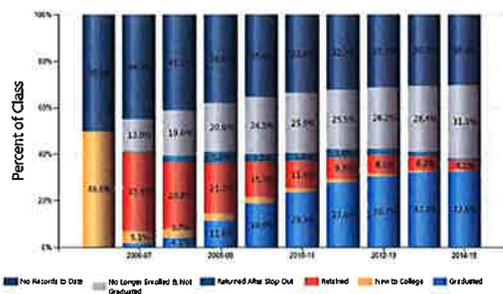


Remediation

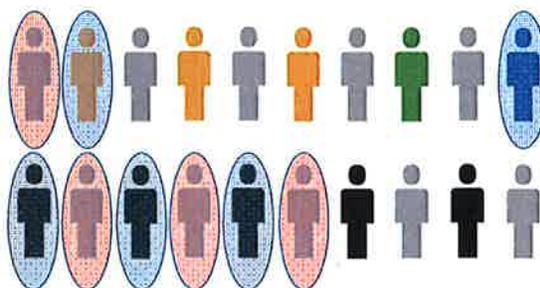


What is Available?

Publicly available



Secured information



Dual Credit Report Findings

Idaho dual credit students:

- Enroll in college at higher rates,
- Earn higher grades when attending college,
- Continue their college careers at higher rates.

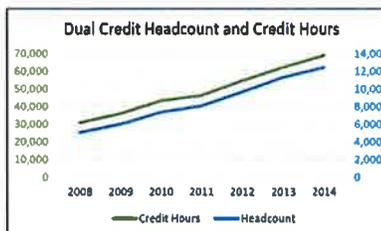
Idaho State Board of Education Report on Dual Credit

2015

Dual credit courses provide Idaho high school students the opportunity to earn high school credit and postsecondary credit for a single course. Students can earn dual credit in academic and professional-technical courses. Idaho invests in dual credit education because evidence suggests that dual credit education encourages high school students to enroll in college, better prepares high school students for college, and increases the likelihood of success in college.

Dual Credit in Idaho

From 2008 to 2014, the number of students taking dual credit classes has grown nearly 150 percent from 5,000 to more than 12,000. The number of credits earned has also grown more than 125 percent from 30,000 to nearly 70,000. Idaho has more dual credit students taking more college credits than ever before.



Education and the Workforce

Figure 1: Employment status during high school by student grade point average (GPA)

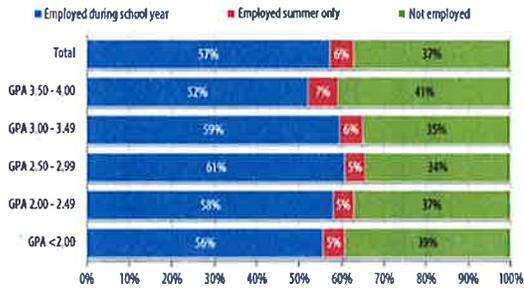
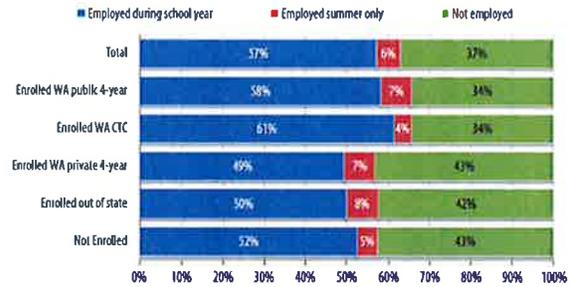
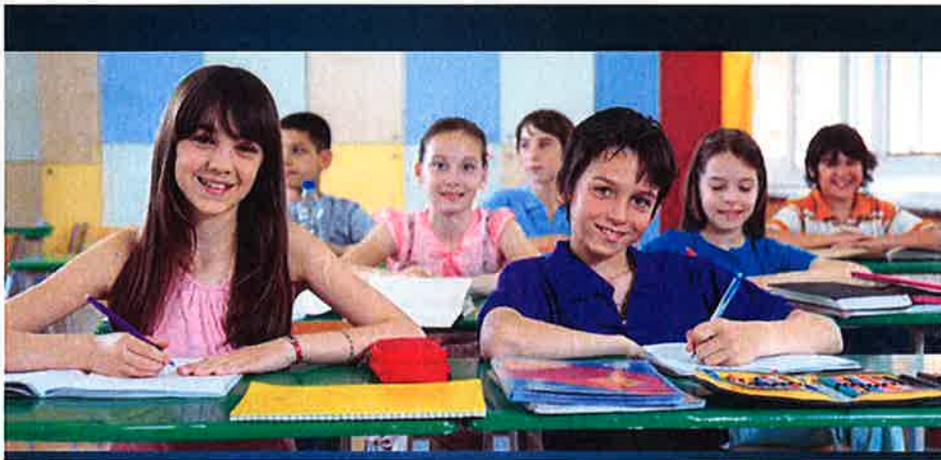


Figure 4: Employment status during high school by student post-high school enrollment status (enrollment in 2009-10)



Thank You



Chairman Mortimer and members of the committee:

Thank you for the opportunity to speak with you today.

I would like to again address the issue of using the SBAC as a high school graduation requirement for individual students. We are opposed to the proposed State Board rule in this area.

Mr. Gramer cited statistics in his testimony about the percentage of Idaho students prepared for college. What he failed to mention was that many, many students are successful in college despite not meeting the cut scores recommended by the College Board.

In fact, when we looked at members of the Boise District class of 2009 who have **graduated from college**, we found that 40% of them would not have met the criteria in one or more of the subtest of the SAT or the ACT. Furthermore, a substantial number of those graduates earned degrees in STEM fields. How in the world did they manage to graduate?

The truth is that there are many factors associated with success in college; preparation as measured by college entrance exams is just one of those factors. It involves understanding the college system, mastering its intricacies, accessing services, grit, perseverance **and** preparation, among other things.

It's enlightening to look at the 2014 SAT Schoolday results to see the number of students who were within range of the criteria cited by Mr. Gramer. At Capital High School, for example, 39% of juniors reached the benchmark set by the College Board on the math subtest. **Another 37% scored between 400 and 500.** Do we want to discourage those students from attending college? That would be the net effect of the State Board's proposal for high school graduation.

Over 40% of Boise District students took Advanced Placement tests in 2014. Under the State Board's proposal, they may pass Advanced Placement tests, earn college credit, but miss the criteria set on the SBAC, and have to take remediation in high school in that very subject. The same rule would apply to students who have taken and passed any number of dual credit classes across the state. It would also apply to students who are enrolled in Professional Technical classes in the district acquiring skills for certificates in Auto Body, Welding, CNA, EMT, and the like, skills that will guarantee them good jobs no matter their scores on the SAT or the SBAC.

Implementation of this rule would inhibit progress toward the 60% college/certificate completion goal set by the State Board just a few years ago.

The proposed rule also flies in the face of the Advanced Opportunities Initiative championed by Senator Thayn. Students are flocking to the advanced courses supported by the state under this initiative. At best the SBOE rule will send mixed messages to these students. At worst, students who have already shown they can do college-level work will be precluded from pursuing their dreams.

We are ready at the school and district level to be held accountable for SBAC scores, or for performance on the SAT, or whatever exam is chosen in the future for accountability. We understand that we are starting out with a new assessment that measures different standards, and know that we'll make progress with our students on the common core standards.

We believe that the proposed State Board rule on high school graduation will undo much of the good work being done in schools to

encourage kids to access college options. We encourage the committee to reject this proposed rule and eliminate the requirement for a high-stakes college readiness exam for high school graduation

Alternative

Star rating system

Dual credit, AP, IB

Percentage passing SAT

Percentage taking Pro Tech classes

Other classes – music, art

Raise rigor in statewide system

In favor of holding schools and districts to a high standard. Not in favor of punishing students for their performance on a high stakes exam, which may well not reflect their capacity for learning and success.

SLDS 2-15

The SLDS is really just a child and family tracking system. The kind of invasive data collection system that we are all told it is not. I do know from my research of Idaho grants that Idaho does share data across state lines, allows access by the federal government and third parties and my child data backpack, which I do not have access to, but will follow him for the rest of his life.

In our grants, Idaho agreed to get interagency agreements between State agencies such as DOL, and DOT to obtain sensitive data on children and families that they otherwise would not have access to. who is monitoring these agencies for data protection? WHY are these agencies allowed to have these agreements without legislative and voter oversight? why are we letting appointed people make decisions without elected oversight?

Idaho also agreed to fit the Data Quality Campaign requirements to make a data management group to help achieve the ultimate data connectivity and sharing according to THEM. DQC is funded by Bill Gates. Our data management council is appointed, not elected. I wonder how many of these appointees have my child's and family data protection at heart? Why would data management need to go through a non elected council, if it weren't trying to hide?

There have been reports of the SLDS data not flowing correctly, data innacuracy, and cumbersome entry. Just recently, Wendy Horman made a statement on frustration over what appears to be very expensive, data money pit. There has been gobs of money syphoned off education over the past few years to build this SLDS, and numerous federal monies that could have otherwise been funding teachers, and classroom supplies.

Did any of you in your youth make a mistake? get in an innocent fist fight over a girl in the school yard? get an under age smoking ticket? too many speeding tickets? or perhaps fail a huge test due to a traumatic experience? you had the luxury of walking away from those mistakes. My son will not. I sure hope the data is accurate..

The child's right to privacy and the parent's rights have been a mere after thought. This selfish data monster driven by a few greedy corporations and funded by my tax dollar is too big, too hungry and too invasive. No one needs all these data points, certainly not the federal government. 566 data points, with sub categories...how many of you can tell me what those are all for? How many of you can tell me why my sons education records would allow access to mine and my husbands personal records? If I cannot access this data to ensure that it is correct, who will?

The assumption was that people would want to be tracked, and they would like it. The assumption that we wouldn't miss all those tax dollars. The assumption that our personal right to privacy wasn't important.

The assumption is wrong. I do not want to be tracked, and I certainly do not want my son tracked.

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Monday, March 02, 2015

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	IDEal ~ Idaho College Savings Program	Christine Stoll Executive Director
SCR105	Standards Testing	Senator Thayn
S1072	School Board Elections	Senator Souza
Docket No. 08-0203-1403:	Rules Governing Thoroughness: Assessment in the Public Schools	Dr. Christina Nava, State Department of Education

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Souza
Vice Chairman Thayn	Sen Den Hartog
Sen Keough	Sen Buckner-Webb
Sen Nonini	Sen Ward-Engelking
Sen Patrick	

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Monday, March 02, 2015

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Nonini, Patrick, Souza, Den Hartog, Buckner-Webb and Ward-Engelking

ABSENT/ EXCUSED: Senator Keough arrived to the meeting during the discussion of **SCR 105**.

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 3:07 p.m. He announced a change in the agenda.

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

DOCKET NO. 08-0203-1403: **Dr. Christina Nava**, Coordinator Limited English Proficiency (LEP) Department, State Department of Education (SDE), presented **Docket No. 08-0203-1403**, section 04.c, outlines the type of testing to be used for LEP students. It also specifies any accommodations that will be allowed.

Chairman Mortimer asked which ISAT test do the students take. **Dr. Nava** replied the rule is the assessment that was created by the Smarter Balance Assessment Consortium (SBAC).

Angela Hemingway, Assessment and Accountability Director, SDE, presented **Docket No. 08-0203-1403** section 111.04.l and .n. Subsection .l pertains to the applicability for ISAT testing in grade 11. Subsection .n clarifies that the SDE is no longer calling the tests the grade 10 science ISATs; instead they will be called end of course assessments.

Chairman Mortimer asked which assessment is used for the science exam. **Ms. Hemingway** stated the assessments have been developed by the state. **Chairman Mortimer** asked which grades would the ISAT II effect. **Ms. Hemingway** explained which grades would be affected. **Chairman Mortimer** asked if that fits within the waiver requirement. **Ms. Hemingway** answered in the affirmative.

MOTION: **Chairman Mortimer** moved to accept **Docket No. 08-0203-1403** with the exception of subsections .04.c and .06.l. **Senator Souza** seconded the motion.

Chairman Mortimer asked Ms. Hemingway to help him understand what impact the exceptions have on testing. **Ms. Hemingway** indicated that by choosing to reject subsection .04.c, students who have the LEP accommodations will still have those and there will be no oversight committee. **Chairman Mortimer** stated that those students would still be able to take the ISAT SBAC rather than the new test. **Ms. Hemingway** answered in the affirmative. **Chairman Mortimer** asked what grades are required by the federal waiver to take the test. **Ms. Hemingway** replied grades three through eight and once in high school.

Senator Patrick asked do the rejections help or hurt college remediation and the go on rate. There often needs to be testing to improve and get a baseline. **Chairman Mortimer** said there will still be an assessment in the 11th grade, and he explained the waiver requirements.

The motion passed by **voice vote**.

PASSED THE GAVEL: Vice Chairman Thayn returned the gavel to Chairman Mortimer.

PRESENTATION: **Christine Stoll**, Executive Director, Idaho College Savings Program (IDeal), presented "Helping Idaho Families Make Postsecondary Education an Affordable Reality!" She explained the barriers to people obtaining postsecondary education are: access, academic readiness, and affordability. IDeal is Idaho's 529 college savings plan. This program helps make postsecondary education affordable. The program is a state entity and housed in the State Treasurer's office.

Ms. Stoll said the entire purpose of IDeal is to help families save for college in a tax-advantaged way: it is a deduction not a credit, similar to a 401k account. She illustrated the tax savings and the growth of money over 18 years. She then highlighted how to contribute to the fund, the fees, and the maximum balance to be contributed. Within the program there are different savings options and the flexibility. **Ms. Stoll** concluded her presentation by explaining how and in what area the money saved can be spent without incurring any tax ramifications (see attachment 1).

Senator Nonini asked what company originally managed the funds. **Ms. Stoll** stated TIAA – CREF Financial Service Company was the original vendor/broker. She explained the process they used to secure another management firm and the fees that will be incurred.

SCR 105

Vice Chairman Thayn, District 8, presented **SCR 105** regarding educational standards. He explained that about every five years, education standards are reviewed by SDE and SBE periodically. He stated that it has been about five years since the Common Core standards in math and English were adopted. The implementation was done through rules with little discussion. This has created a public perception problem. This resolution is for the math and English language standards to be reviewed in 2015. **Vice Chairman Thayn** outlined each statement of action in the resolution.

Senator Ward-Engelking asked weren't those standards reviewed last year in a committee made up of 27 individuals representing many stakeholders. **Vice Chairman Thayn** said he was unaware of that committee.

Senator Patrick asked what the fiscal impact would be to review the Common Core standards. **Vice Chairman Thayn** said he was not aware of additional costs because standards review is done on a rotating basis.

Vice Chairman Thayn added this resolution challenges some of the things in the Common Core standards but does not ask for their repeal.

TESTIMONY:

Rod Gramer, President Idaho Business for Education (IBE) and Idahoans for Excellence in Education (IEE), outlined the number of members he was representing. He said each group supports the Idaho Core Standards. He stated core standards are essential for setting up students for success in school. He explained why they are against the legislation. **Mr. Gramer** said this bill is premature and may create unintended consequences which could lead to a weakening of core standards. He asked the Committee to please hold this legislation (see attachment 2).

Senator Patrick asked if it would be acceptable to his groups if the resolution were to be amended to take effect next year. **Mr. Gramer** stated that the IBE and IEE do believe a review of the core standards should take place. There needs to be more time to see if they work before the State starts a study.

Chairman Mortimer asked if IBE and IEE would be in favor of the bill if it could take one to two years to change and implement new standards. **Mr. Gramer** said they believe the current standards should be given a chance to work

Senator Keough asked if the language to convert the core standards was removed, would that make the resolution more palatable. **Mr. Gramer** replied that would make it palatable; however, to start the review now is premature as the teachers have just started to teach them. The IBE and IEE believe the standards should be reviewed.

Senator Souza asked if the IBE or IEE membership has had any concerns about the federal oversight of the standards. **Mr. Gramer** said they have not heard that concern. He explained that he has been across the state and has spoken to teachers who expressed he they were seeing progress with their students in the classroom.

Senator Souza asked if the IBE and IEE were aware that the State doesn't have control over the standards. **Mr. Gramer** replied the State can repeal the standards at anytime. He explained the local districts still control the curriculum and the State sets the standards.

Ray Stark, Boise Chamber of Commerce (BCC), spoke against **SCR 105**. He said the BCC believes the standards are an elevated set of standards that focus on the building blocks of learning; math and English. He stated that as a global world, common standards of measurement are necessary for economic growth (see attachment 3).

Robin Nettinga, Executive Director, Idaho Education Association (IEA), spoke against **SCR 105**. She said the IEA is a strong supporter of the Common Core standards. She stated that the SDE normally reviews the standards and set the timeline, and wondered why this resolution is necessary (see attachment 4).

Karen Echeverria, Executive Director, Idaho School Boards Association (ISBA), stated they overwhelmingly passed a resolution in 2014 which supported Idaho Core Standards. The task and timeline of reviewing is with the SDE, please trust that process. She asked that **SCR 105** be held in Committee (see attachment 5).

Senator Keough asked if the members of ISBA felt that they had input in the rule and Idaho Core Standards writing processes. **Ms. Echeverria** said the ISBA did not have direct input into the standards but the teachers they employed did. **Senator Keough** asked if the individual member felt they had access to the standards development process as it had been in prior year. **Ms. Echeverria** said the membership supported the standards by over a 90 percent margin.

Vice Chairman Thayn said he appreciated the testimony and the concerns expressed. He then explained that he brought this resolution forth to address concerns from parents and others who felt left out of the original standard making process. He explained the relationship between teachers, school districts and the State.

Senator Den Hartog asked what would happen if this resolution was not passed. **Vice Chairman Thayn** replied he wasn't sure. **Senator Den Hartog** said she understands the problem is with the standards process and not the standards. This resolution does not address that.

Vice Chairman Thayn explained by having the resolution there is a state process in place for public input. He concluded by stating that she was correct, he has not directly addressed the standards issue.

Senator Buckner-Webb stated she would not be supporting **SCR 105**. She believes what was put in place operate as the best practices and best opportunity for Idaho students; she said will be supporting Common Core

Senator Ward-Engelking commented that she was in opposition to the resolution. She believed the review should happen by the process used by SBE.

Senator Keough said she had the record showing standards process that had taken place across the State. She indicated that the rule process allows for any Legislator to bring forward a rule through the process for consideration. She asked **Vice Chairman Thayn** if had explored bringing back for review, the rules where this issue is concerned. **Vice Chairman Thayn** answered in the negative.

Senator Patrick said that timing is an issue; it may be too soon to review. He specified he'd like to see the performance data and thought that waiting one more year before the review would be best. **Vice Chairman Thayn** said the reason he thought this year was appropriate was there was public concern and a very vocal minority that would like this issue addressed.

MOTION:

Senator Den Hartog moved to hold **SCR 105** in committee. **Senator Buckner-Webb** seconded the motion.

Senator Den Hartog stated she shares a lot of the concerns about the Common Core standards and the State's input. She has heard from many constituents and doesn't believe this resolution addresses those concerns. There is a heightened awareness of the impact of adopting new standards. When these standards were adopted it was not presented as major paradigm shift. That has proven to be a fallacy

Chairman Mortimer said he is concerned about getting all the stakeholders to a consensus and to date that has not been the case. The process of rule review through the SBE can be trusted. He stated he has been a supporter of Common Core standards, which are a higher standard: those high standards must be maintained in Idaho. He believed that when the standards were adopted many parents and stakeholders were excluded. When implementing major change in schools, the parents and public needs to be involved. They were invited to the process but many didn't attend because they didn't understand the proceedings. He specified his desire to trust in the Idaho process, and this could be a process that would bring everyone together.

SUBSTITUTE MOTION:

Senator Souza moved to send **SCR 105** to the floor with a **do pass** recommendation. **Vice Chairman Thayn** seconded the motion.

Senator Souza requested a roll call vote. **Senators Mortimer, Thayn, Patrick and Souza** vote aye. **Senators Keough, Nonini, Den Hartog, Buckner-Webb and Ward-Engelking** voted nay. The substitute motion failed.

ORIGINAL MOTION:

Chairman Mortimer requested a roll call vote on the motion to hold **SCR 105** in committee. **Senators Keough, Nonini, Patrick, Den Hartog, Buckner-Webb and Ward-Engelking** voted aye. **Senators Mortimer, Thayn and Souza** voted nay. The motion passed.

S 1072

Senator Souza, District 4, presented **S 1072**, a sunshine bill requiring school board trustees to reveal their donors just as other elected officials are to do. She revealed to the Committee the elected state officials that are in favor of the bill. She received endorsements from the Coeur d'Alene Press and the Spokesman Review as well as a personal endorsement from Coeur d'Alene School Board Trustee Tom Hamilton (see attachment 6).

Vice Chairman Thayn asked if she had considered the impact this legislation would have on small school districts that have a difficult time finding people to run for the office. **Senator Souza** stated that she has heard that was a possible concern. She stated this is filed with the county clerk rather than city clerks. The forms are very easy to fill out and submit.

Chairman Mortimer said that there is no fiscal impact to the General Fund; wouldn't there be some impact in the counties budget. **Senator Souza** said she has spoken with some county clerks and they said it could increase staff time slightly. None would quantify the time or amount involved.

TESTIMONY:

Karen Echeverria, Executive Director, ISBA, said they support the concept of this legislation and the openness of campaign funding reporting. They have concerns regarding the small school districts where it is difficult to get anyone to run. It is just one more thing they have to do. They would like to see some consideration for small school districts.

Senator Nonini asked how many districts in Idaho have less than 250 students. **Ms. Echeverria** said a little less than 45 districts.

Senator Souza thanked the Committee. She reiterated the simplicity of filling out the reporting forms and stated that transparency is good for everyone.

MOTION:

Senator Den Hartog move to send **S 1072** to the floor with **do pass** recommendation. **Senator Ward-Engelking** seconded the motion.

SUBSTITUTE MOTION:

Senator Nonini moved to send **S 1072** to the 14th Order for possible amendment. **Vice Chairman Thayn** seconded the motion.

Senator Nonini said he understood and appreciated the desire to move forward with transparency. His big concern is for small school districts that have difficulties finding people to run for the school board. He offered an amendment to exempt districts that have less than 250 students.

Senator Patrick stated that in his district there are small school districts, and he would not support the Amending Order.

The motion failed by **voice vote**.

ORIGINAL MOTION:

The motion passed by **voice vote**. Senator Souza will carry **S 1072** on the floor.

ADJOURNED:

There being no more business, **Chairman Mortimer** adjourned the meeting at 5:01 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

Testimony on SCR105 – Core Standards Review

Mr. Chairman, members of the Committee. I'm Karen Echeverria, Executive Director of the Idaho school Boards Association. Thank you for the opportunity to testify on SCR105 concerning the review of the Idaho Core Standards.

ISBA's membership passed a Resolution in 2014 that overwhelmingly supported the Idaho Core Standards. The State Department of Education is tasked with reviewing the Standards and has a regular schedule to do so. The SDE has the skill and expertise to understand when reviews need to occur and how they should be done. We would all hope that we would trust them to do that in a timely manner.

For these reasons, the ISBA would ask that you hold SCR105 in Committee. With that, Mr. Chair, I am glad to stand for any questions.

Testimony on SCR105 – Core Standards Review

Mr. Chairman, members of the Committee. I'm Karen Echeverria, Executive Director of the Idaho school Boards Association. Thank you for the opportunity to testify on SCR105 concerning the review of the Idaho Core Standards.

ISBA's membership passed a Resolution in 2014 that overwhelmingly supported the Idaho Core Standards. The State Department of Education is tasked with reviewing the Standards and has a regular schedule to do so. The SDE has the skill and expertise to understand when reviews need to occur and how they should be done. We would all hope that we would trust them to do that in a timely manner.

For these reasons, the ISBA would ask that you hold SCR105 in Committee. With that, Mr. Chair, I am glad to stand for any questions.

READY TO START SAVING FOR HIGHER EDUCATION? You've come to an IDeal place



IDeal is a Powerful Tool for Idaho Families

IDeal is Idaho's state-sponsored 529 college savings program, administered by the Idaho College Savings Board, which is made up of the constitutional officers of the state.

IDeal was launched in 2001 and is enabled under Title 33, Chapter 54 of Idaho Code. IDeal is a self-supported program that receives no direct funding from the General Fund.

Anyone can open and contribute to an IDeal account for any loved one — a child, grandchild, niece, friend, or even yourself.

IDeal offers families certain financial and tax benefits¹ but equally important, it helps set a college-going culture in the home.

It's no secret that Idaho's college-going rate is one of our state's most critical challenges.

A 2010 study found that students with college savings accounts—regardless of the account balance—are seven times more likely to attend college.²

The IDeal program can not only help increase our college-going rates, but benefit the state of Idaho as a whole.

IDeal at a Glance

Total Assets
\$322,782,201.58

**Change in asset amount
since 2007**
147.44%

Funded Accounts
25,781

**Change in # of accounts
since 2007**
76.10%

Accounts opened in 2014
3,139



ideal IDAHO COLLEGE
SAVINGS PROGRAM
idsaves.org

¹Earnings on non-qualified withdrawals are subject to federal income tax and may be subject to a 10% federal penalty tax, as well as state and local income taxes. The availability of tax or other benefits may be contingent on meeting other requirements.

² Elliott, W. and Beverly, S. (2011). The role of savings and wealth in reducing “wilt” between expectations and college attendance. *Journal of Children & Poverty*, 17(2), 165-185.

Idaho College Savings Board

Tim Hill	Deputy Superintendent, Finance	Department of Education	1996-Present
Brian Kane	Assistant Chief Deputy Attorney General	Attorney General Office	2008-Present
Tim Hurst	Chief Deputy Secretary of State	Secretary of State	2010-Present
Meredith Hackney	Administrator, Statewide Accounting	State Controller Office	2011-Present
Jace Perry	Investment Accountant	Treasury Office- Board Chair	2010-Present
David Hahn	Financial Management Analyst Sr.	Governor Appointee - Department of Financial Management	2014-Present

Staff/ Counsel

Julie Weaver	Deputy Attorney General	Attorney General Office- Legal Counsel to Board	2006-Present
Travis Schaat	Program Administrator	Secretary to the Board	2013-Present
Christine Stoll	IDeal Executive Director	Executive Director	2013-Present

For more information about the Idaho College Savings Program (IDeal), call 866-433-2533 or visit www.idsaves.org to obtain a Disclosure Statement. The Disclosure Statement discusses investment objectives, risks, charges, expenses, and other important information. Because investing in IDeal is an important decision for you and your family, you should read and consider the Disclosure Statement carefully before investing. Ascensus Broker Dealer Services, Inc. (ABD) is Distributor of IDeal.

If you are not an Idaho taxpayer, consider before investing whether your or the beneficiary's home state offers any state tax or other benefits that are only available for investments in such state's qualified tuition program.

IDeal is administered by the Idaho College Savings Program Board (Board). ABD, the program manager, and its affiliates, have overall responsibility for the day-to-day operations, including investment advisory and recordkeeping and administrative services. The Vanguard Group, Inc. (Vanguard) serves as Investment Manager for IDeal. Sallie Mae Bank serves as the Savings Portfolio Manager for IDeal. IDeal's Portfolios invest in either: (i) mutual funds offered or managed by Vanguard; or (ii) an FDIC-insured omnibus savings account held in trust by the Board at Sallie Mae Bank. Except for the Savings Portfolio, investments in IDeal are not insured by the FDIC. Units of the Portfolios are municipal securities and the value of units will vary with market conditions.

Investment returns will vary depending upon the performance of the Portfolios you choose. Except to the extent of FDIC insurance available for the Savings Portfolio, you could lose all or a portion of your money by investing in IDeal, depending on market conditions. Account Owners assume all investment risks as well as responsibility for any federal and state tax consequences.

Not FDIC-Insured (except for the Savings Portfolio). No Bank, State or Federal Guarantee. May Lose Value.

**For more information, contact
Christine Stoll
Executive Director, IDeal
208-332-2935 | cstoll@idsaves.idaho.gov**



March 2, 2015

Senate Education Committee

SCR-105

Committee Testimony by Ray Stark, Boise Metro Chamber

Good afternoon Mr. Chairman and members of the Committee. My name is Ray Stark with the Boise Metro Chamber of Commerce.

The Boise Metro Chamber believes the Idaho Core Standards are an elevated set of standards that focus on the building blocks of learning, such as reading and math. They are designed to be applicable in the real world—namely, college or career. It is not a curriculum. The Idaho Core Standards are the “what.” Curriculum is the “how.” That distinction is important to an organization like the Chamber of Commerce that values local control.

A key attribute of the Idaho Core Standards is nationwide clarity and consistency. For a country that is as mobile as we are today, for employers that in many cases have interests in multiple states, it’s critical that students—wherever they live— are ready to enter college or career training upon graduation. The Wing Commander at Mountain Home Air Force Base supports the concept of core standards. Hundreds of children of military members move in and out of several school districts near the air base. These children need to go to, and come from, states that have similar standards.

Another important piece for our members is that the Idaho Core Standards are on par with international standards. Core Standards raise our education standards, which will enable Idahoans to compete with global peers. Senator Buckner –Webb used to work at our Hewlett Packard operation in west Boise. Leadership at HP once told us that one half of the jobs at HP-Boise were dependent upon international sales or international trade. Our employees here in Boise have to be at such an educated level that they could research and develop new products to be competitive with other companies around the world.

The Chamber believes this resolution is several years too early. Please let the standards be in use for five (5) years before the rules are reviewed. Thank you Mr. Chairman and members of the Committee.

Ray Stark
Senior Vice President
Boise Metro Chamber of Commerce
P.O. Box 2368
Boise, ID 83701
ph 208-472-5225
cell 208-371-1742
e-mail: rstark@boisechamber.org

Good afternoon, I am Robin Nettinga, Executive Director of the Idaho Education Association. I appreciate this opportunity to testify on behalf of the members of the IEA regarding SCR105.

The IEA is a strong supporter of the Idaho Core Standards. While we have raised questions in the past about the roll out of the standards, the lack of professional development and materials and the length of and potential high stakes nature of the test used to measure student growth toward achievement of the standards, we have always supported the standards themselves.

We know that the Common Core Standards—the standards upon which the Idaho Core Standards are drawn—were drafted by experts and teachers from across the country and are designed to ensure students are prepared for today’s entry-level careers, freshman-level college courses, and workforce training programs.

For years prior to the adoption of these new standards, teaching and learning focused on rote memorization of facts and scripted curriculum. The attractiveness of the Idaho Core standards is their focus on the development of critical-thinking, problem-solving, and analytical skills students need to be successful in their careers.

We have several concerns about SCR 105. First, this is the first time that our organization is aware of the legislature stepping in and directing the review of specific standards. The State Department of Education has a timeline for reviewing standards and to our knowledge, they have followed that timeline. We are unclear why this SCR is necessary.

Second, we have a concern that the language used in this SCR cause one to make an assumption that there is something wrong with the standards or that they are not acceptable. Further, there are statements in the legislation that we believe confuse the standards with curriculum and teaching strategies.

We would respectfully ask that you hold SCR 105 in committee..

Thank you.

MR. CHAIRMAN, THANK YOU FOR THE OPPORTUNITY TO TESTIFY ON SENATE CONCURRENT RESOLUTION 105.

TODAY I AM REPRESENTING IDAHO BUSINESS FOR EDUCATION WHICH HAS 119 BUSINESS MEMBERS ACROSS THE STATE.

I AM ALSO SPEAKING ON BEHALF OF IDAHOANS FOR EXCELLENCE IN EDUCATION – A COALITION OF 33 GROUPS THAT SUPPORT THE IDAHO CORE STANDARDS.

OUR COALITION IS MADE UP OF THE IDAHO EDUCATION ASSOCIATION, THE IDAHO SCHOOL BOARD ASSOCIATION, THE IDAHO ASSOCIATION OF SCHOOL ADMINISTRATORS, THE IDAHO ASSOCIATION OF COMMERCE AND INDUSTRY, SEVERAL CHAMBERS OF COMMERCE, SEVERAL SCHOOL DISTRICTS, THE STATE BOARD OF EDUCATION AND THE PRESIDENTS OF EVERY PUBLIC COLLEGE AND UNIVERSITY IN THE STATE, AMONG OTHERS.

AS YOU CAN SEE THIS IS A DIVERSE COALITION - ONE OF THE BROADEST IN THE HISTORY OF THE STATE.

SO WHAT WOULD BRING SUCH A DIVERSE SET OF GROUPS TOGETHER?

WE ARE UNITED IN OUR STRONG BELIEF THAT THE IDAHO CORE STANDARDS ARE ESSENTIAL FOR SETTING OUR STUDENTS UP FOR SUCCESS IN SCHOOL, WORK AND LIFE.

OUR COALITION IS NOT JUST A COLLECTION OF ORGANIZATIONS OR INTEREST GROUPS. WE ARE PARENTS,

GRANDPARENTS AND MAIN STREET BUSINESS LEADERS FROM EVERY CORNER OF IDAHO WHO BELIEVE THAT THE IDAHO CORE STANDARDS ARE ESSENTIAL.

IN BUSINESS WE ALWAYS START WITH THE WHY. SO WHY ARE THE CORE STANDARDS SO IMPORTANT?

BECAUSE RIGHT NOW:

ONE THIRD OF OUR STUDENTS DO NOT READ AT GRADE LEVEL BY 4TH GRADE AND ANOTHER THIRD HAVE ONLY BASIC READING PROFICIENCY.

BECAUSE 60 PERCENT OF OUR 4TH GRADE STUDENTS HAVE JUST BASIC OR BELOW BASIC MATH PROFICIENCY.

BECAUSE ONLY 17.8 PERCENT OF OUR HIGH SCHOOL STUDENTS WHO TAKE THE SAT ARE CONSIDERED COLLEGE-READY AS DEFINED BY THE STATE BOARD OF EDUCATION.

BECAUSE WE HAVE ONE OF THE LOWEST GO-ON RATES IN THE COUNTRY.

BECAUSE 50 PERCENT OF THE STUDENTS WHO DO GO ON NEED REMEDIATION IN MATH AND ENGLISH.

BECAUSE EVEN THE FEW WHO DO GO ON EVENTUALLY DROP OUT WITHOUT OBTAINING A POST-SECONDARY CREDENTIAL.

AS YOU HEARD FROM THE STATE BOARD OFFICE LAST WEEK, ALL OF THESE STATISTICS ARE MUCH WORSE FOR OUR ECONOMICALLY DISADVANTAGED AND LATINO STUDENTS.

AND YET – STUDIES SHOW THAT BETWEEN 60 AND 70 PERCENT OF THE JOBS IN IDAHO BY 2018 WILL REQUIRE A POST-SECONDARY CREDENTIAL.

IBE BELIEVES THAT IT WILL BE VIRTUALLY IMPOSSIBLE FOR IDAHO TO CREATE THE WORKFORCE IT NEEDS FOR THE 21ST CENTURY WITHOUT STRONG IDAHO CORE STANDARDS.

WE REALIZE THAT SENATOR THAYN'S RESOLUTION IS A SINCERE EFFORT TO ADDRESS THE CONCERNS OF THE OPPONENTS OF THE CORE STANDARDS AND GET EVERYONE ON BOARD.

OUR CONCERN IS THAT THIS RESOLUTION IS BOTH PREMATURE AND MAY HAVE UNINTENDED CONSEQUENCES THAT LEAD TO WEAKENING OF THE STANDARDS INSTEAD OF MAKING THEM BETTER.

IT CONTINUES TO BUILD UPON THE MISCONCEPTION THAT THE IDAHO CORE STANDARDS DICTATE WHICH BOOKS STUDENTS READ AND CONFUSES THE STANDARDS WITH CURRICULUM.

IN PRINCIPLE, WE HAVE NO OBJECTION TO THE STATE REVIEWING THE IDAHO CORE STANDARDS. IN BUSINESS WE

REVIEW OUR DECISIONS ALL THE TIME. BUT WE DON'T DO IT UNTIL WE HAVE GIVEN THEM A CHANCE TO SUCCEED.

IT'S TRUE THAT THE CORE STANDARDS WERE ADOPTED IN JANUARY 2011, BUT THEY WERE NOT EVEN IMPLEMENTED IN THE SCHOOLS UNTIL THE FALL OF 2013 – JUST 18 SHORT MONTHS AGO.

IBE AND OUR COALITION BELIEVE WE MUST GIVE THE CORE STANDARDS A CHANCE TO SUCCEED BEFORE WE CAN CONDUCT A FAIR AND IMPARTIAL EVALUATION OF HOW THEY ARE WORKING.

SECONDLY, THE RESOLUTION LANGUAGE PUTS THE CURRENT STANDARDS IN NEGATIVE LIGHT AND ALREADY DRAWS THE CONCLUSION THAT THE CURRENT STANDARDS SHOULD BE ALTERED TO MAKE THEM MORE "IDAHO-SPECIFIC."

HOW DO YOU MAKE ALGEBRA, OR GEOMETRY OR BASIC ADDITION AND SUBTRACTION MORE IDAHO SPECIFIC? HOW DO YOU MAKE THE ENGLISH LANGUAGE MORE IDAHO SPECIFIC?

TWO, PLUS TWO EQUALS FOUR WHETHER YOU ARE IN IDAHO, TEXAS OR KANSAS. PROPER GRAMMAR, SENTENCE STRUCTURE AND COMPREHENSION IS THE SAME IF YOU ARE IN IDAHO, IOWA OR OHIO.

THIRDLY, THE RESOLUTION CALLS FOR THE STATE BOARD AND THE STATE DEPARTMENT TO ADDRESS THE ISSUE OF "LITERATURE CONTENT."

THIS LANGUAGE CONTINUES TO PERPETUATE THE MISUNDERSTANDING THAT THE CORE STANDARDS DICTATE WHAT BOOKS STUDENTS READ.

IN FACT, THE STANDARDS SET THE BAR FOR WHAT STUDENTS SHOULD KNOW IN MATH AND ENGLISH AT THE APPROPRIATE GRADE LEVEL. CURRICULUM AND WHAT BOOKS STUDENTS READ IS CONTROLLED BY LOCAL SCHOOL BOARDS JUST AS ALWAYS.

BY COMPARISON, THE IDAHO CORE STANDARDS ARE THE OBJECTIVE OR GOAL - LIKE RUNNING A MARATHON REQUIRES SOMEONE TO RUN 26.2 MILES.

HOW A PERSON TRAINS FOR AND RUNS THE MARATHON IS THE HOW – OR IN THIS CASE THE CURRICLUM.

WE UNDERSTAND AND APPLAUD THE SPONSOR’S EFFORT TO FIND COMMON GROUND ON THE STANDARDS. IT’S ALWAYS GOOD TO HAVE EVERYONE ON BOARD.

BUT WE BELIEVE THAT WE NEED TO GIVE THE CURRENT STANDARDS A CHANCE TO SUCCEED. AFTER WE GIVE THEM TIME TO WORK, WE WILL WHOLEHEARTEDLY SUPPORT A FAIR AND BALANCED REVIEW OF THEM.

AT THIS TIME, WE RESPECTFULLY ASKS THE COMMITTEE TO HOLD THIS RESOLUTION. THANK YOU, MR. CHAIRMAN.

Idahoans for Excellence in Education



- Caldwell Chamber of Commerce
- Meridian Chamber of Commerce
- Idaho Business for Education
- Boise Metro Chamber of Commerce
- Idaho Education Association
- Idaho Association of Commerce and Industry
- Idaho Parents and Teachers Together
- Treasure Valley Education Partnership
- Emmett School District
- Meridian Joint School District
- Boise School District Idaho Parents and Teachers Together
- Treasure Valley Education Partnership
- Emmett School District
- Meridian Joint School District
- Gooding School District
- Idaho State Alliance of YMCAs
- Micron Technology
- Voices for Idaho's Children
- Mountain Home Chamber of Commerce
- Mountain Home School District
- Idaho Leads
- Idaho Digital Learning
- Idaho School Superintendents Association
- Idaho School Boards Association
- Idaho Association for the Education of Young Children
- Idaho State Board of Education
- Presidents of Idaho's Public Universities and Colleges
- Catholic Schools of Idaho
- Idaho Charter School Network
- Idaho Department of Commerce
- Transform Idaho
- Idaho Technology Council
- Idaho Department of Labor
- Lewis Clark Valley Chamber of Commerce



Davio Family

Helping Idaho Families Make Postsecondary Education an Affordable Reality!

Christine Stoll

Winter 2015

Barriers to Postsecondary Attainment

- Access
- Academic Readiness
- **Affordability**



Identified by the Idaho Office of Performance Evaluations, January 2012

College Costs for a Newborn...

Type of College	Name of College	Cost of Four Years* (beginning in 18 years)
Four-Year Public College (in-state)	Boise State University	\$130,884
Four-Year Public College (out-of-state)	Washington State University	\$286,638
Four-Year Private College (in-state or out-of-state)	College of Idaho Harvard University	\$254,414 \$400,148

Source: Idaho Career Information System: Cost of four years was calculated using tuition, fees, room and board for the following school years (Boise State, College of Idaho, Washington State University-2013-2014, Harvard University-2012-2013) growing at 5% per year for 18 years. This chart is for illustrative purposes only. Actual costs will vary.

Options for Paying for School



College Savings Accounts Work!

50%



OF U.S. FAMILIES ARE SAVING FOR COLLEGE¹

YOUTH WHO HAVE A COLLEGE SAVINGS ACCOUNT ARE 4-7 TIMES MORE LIKELY TO ATTEND COLLEGE²

7x

What is IDeal and How Can It Help?

- IDeal — Idaho's State Sponsored 529 college savings program
 - Idaho Code: Title 33, Chapter 54

Purpose:

- To help individuals and families save for college in a tax-advantaged way.



Idaho State Income Tax Deduction

Up to **\$4,000 annually** for single filers*

Up to **\$8,000 annually** for married couples filing jointly*

Example

Married filing jointly

Contribution: \$8,000

Maximum Idaho state tax rate: 7.4%

$$\mathbf{\$8,000 \times 7.8\% = \$592}$$

Save up to \$592 on your Idaho state income tax

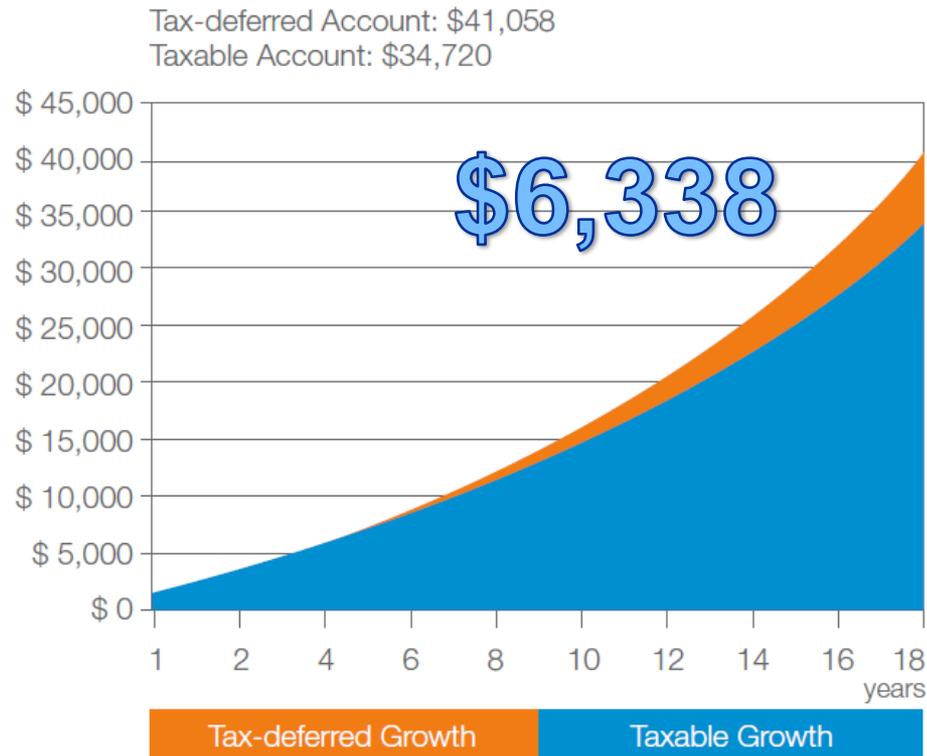
Only IDEal 529 offers Idaho Taxpayers an Idaho State tax deduction!



Tax-deferred Growth

Tax advantages can make your dollars work harder.

Year after year, the unique tax advantages of 529 plans can help your child go further on the path to a college education.⁶



Assumptions: \$2,500 initial investment with subsequent monthly investments of \$100 for a period of 18 years; annual rate of return on investment of 5% and no funds withdrawn during the time period specified; taxpayer is in the 30% federal income tax bracket for all options at the time of contributions. This hypothetical is for illustrative purposes only. It does not reflect an actual investment in any particular 529 plan or any taxes or penalties payable/due upon distribution.

* Earnings on nonqualified withdrawals are subject to federal income tax and may be subject to a 10% federal penalty tax, as well as state and local income taxes. The availability of tax or other benefits may be contingent on meeting other requirements.

It's Affordable!

Low minimum contribution amounts

- \$15 for payroll deduction (per paycheck per account)
- \$25 minimum Automatic Investment Plan

Low annual fees

- **0.69%** of invested assets
 - \$6.90 for every thousand invested.
- \$20 annual fee on *non-resident* accounts
 - **BOTH** account holder/beneficiary are non- residents

High maximum account balance

- \$350,000 per beneficiary
- (aggregation of all accounts for the same beneficiary)



Age-based Options

AGE-BASED OPTIONS			
Age of Beneficiary	Conservative	Moderate	Aggressive
5 or younger	Moderate Growth Portfolio  <ul style="list-style-type: none"> 50% Stocks 50% Bonds 	Growth Portfolio  <ul style="list-style-type: none"> 75% Stocks 25% Bonds 	Aggressive Growth Portfolio  <ul style="list-style-type: none"> 100% Stocks
6 through 10	Conservative Growth Portfolio  <ul style="list-style-type: none"> 25% Stocks 75% Bonds 	Moderate Growth Portfolio  <ul style="list-style-type: none"> 50% Stocks 50% Bonds 	Growth Portfolio  <ul style="list-style-type: none"> 75% Stocks 25% Bonds
11 through 15	Income Portfolio  <ul style="list-style-type: none"> 75% Bonds 25% Money Market Securities 	Conservative Growth Portfolio  <ul style="list-style-type: none"> 25% Stocks 75% Bonds 	Moderate Growth Portfolio  <ul style="list-style-type: none"> 50% Stocks 50% Bonds
16 through 18	Income Portfolio  <ul style="list-style-type: none"> 75% Bonds 25% Money Market Securities 	Income Portfolio  <ul style="list-style-type: none"> 75% Bonds 25% Money Market Securities 	Conservative Growth Portfolio  <ul style="list-style-type: none"> 25% Stocks 75% Bonds
19 or older	Money Market Portfolio  <ul style="list-style-type: none"> 100% Money Market Securities 	Income Portfolio  <ul style="list-style-type: none"> 75% Bonds 25% Money Market Securities 	Income Portfolio  <ul style="list-style-type: none"> 75% Bonds 25% Money Market Securities



Fixed-asset Options

FIXED-ASSET ALLOCATION PORTFOLIOS						
Underlying Fund	Aggressive Growth Portfolio	Growth Portfolio	Moderate Growth Portfolio	Conservative Growth Portfolio	Income Portfolio	Money Market Portfolio
Vanguard® Total Stock Market Index Fund	70%	52.5%	35%	17.5%	0%	0%
Vanguard Total International Stock Index Fund	30%	22.5%	15%	7.5%	0%	0%
Stock Subtotal	100%	75%	50%	25%	0%	0%
Vanguard Total Bond Market Index Fund	0%	25%	50%	75%	50%	0%
Vanguard Inflation-Protected Securities Fund	0%	0%	0%	0%	25%	0%
Bond Subtotal	0%	25%	50%	75%	75%	0%
Vanguard Prime Money Market Fund	0%	0%	0%	0%	25%	100%
Short-Term Investment Subtotal	0%	0%	0%	0%	25%	100%
TOTAL	100%	100%	100%	100%	100%	100%

Note: The Income and Money Market Portfolios' investments in the Vanguard Prime Money Market Fund are not insured or guaranteed by the Federal Deposit Insurance Corporation or other government agency. Although the Fund seeks to preserve the value of the investment at \$1 per share, it is possible that Portfolios may lose money by investing in the Fund.



Savings Portfolio

- Seeks to provide income consistent with the preservation of principal
- Invests 100% of its assets in the Sallie Mae High-Yield Savings Account



FDIC-Insured up to \$250K

- The Savings Portfolio invests all of its assets in the Sallie Mae High-Yield Savings Account, ("HYSA"). The HYSA is held in an omnibus savings account insured by the Federal Deposit Insurance Corporation ("FDIC"), which is held in trust by the Idaho College Savings Program Board ("Board") at Sallie Mae Bank. **Contributions to and earnings on the investments in the Savings Portfolio are insured by the FDIC on a pass-through basis to each account owner up to \$250,000, the maximum amount set by federal law.** The amount of FDIC insurance provided to an account owner is based on the total of (a) the value of an account owner's investment in the Savings Portfolio; and (b) the value of all other accounts held by the account owner at Sallie Mae Bank, as determined by Sallie Mae Bank and FDIC regulations. Except for the Savings Portfolio, investments in IDEal - Idaho College Savings Program are not insured by the FDIC.

Maximum Flexibility

Control

- Determine beneficiaries
- Change investments
- Make withdrawals

No Income Limits

- Open to anyone (*Not true for other types of accounts*)

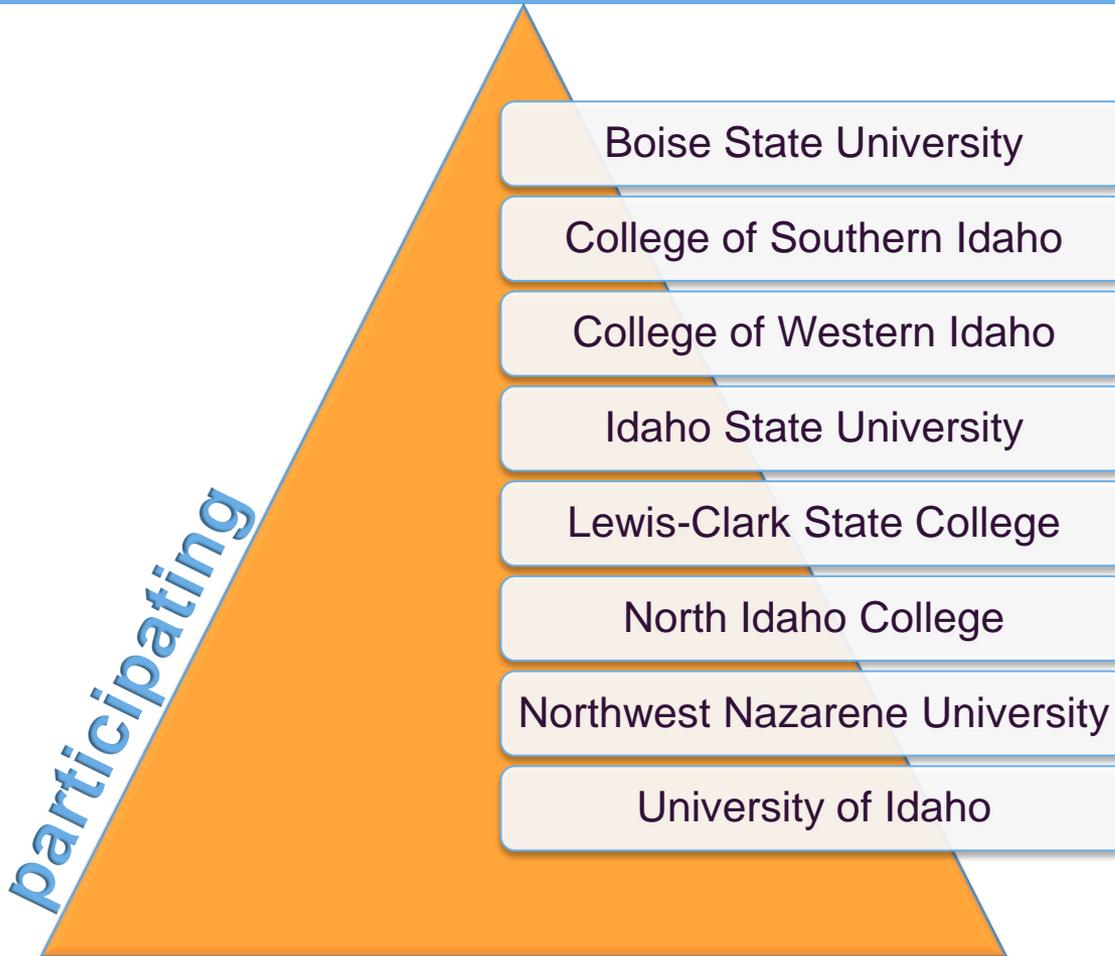
Time

- Keep money in account indefinitely

Schools

- Use at any accredited program within the U.S.

Dual Credits



Left-over Money?



Do nothing

- Earnings will continue to grow tax-deferred

Change the Beneficiary

- The new beneficiary must be a “member of the family” of the current beneficiary

Take a non-qualified withdrawal

- Earnings are subject to account owner’s ordinary income tax rate plus an additional 10% federal penalty tax
 - » 10% tax penalty tax earnings only
- No 10% federal tax penalty upon death, disability, receipt of scholarship by the beneficiary, or attendance at the five military academies

Estate Planning

- Contribute up to \$70,000 in one year of gift taxes per account³



- ³ In the event you do not survive the 5-year period, a pro-rated amount will revert back to your taxable estate.
- Account owners should always consult with their tax advisor regarding gifting.

Ugift® – Give College Savings

- Easy-to-use online gifting program
- Family and friends give the gift of college savings
- Great for
 - » ***Birthdays***
 - » ***Religious milestones***
 - » ***Holidays***
 - » ***Graduations***
 - » ***Any special occasion!***



College Savings Accounts Work!

50%



OF U.S. FAMILIES ARE SAVING FOR COLLEGE¹

YOUTH WHO HAVE A COLLEGE SAVINGS ACCOUNT ARE 4-7 TIMES MORE LIKELY TO ATTEND COLLEGE²

7x

Who Uses IDeal?

Idaho families of every
size and background!



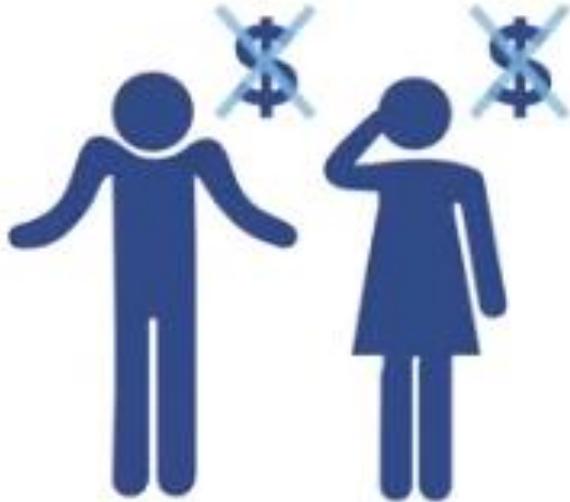
IDEal is for *all* Idaho families



President Obama's proposal to tax 529s

**NO 529
TAX.ORG**

IDEal 529 HELPS Idaho families plan and save for higher education!



76% of people who did not attend college list **"cost"** as a primary reason for not attending.

Relevant Initiatives

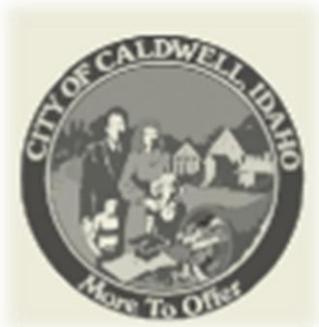
- » Reduction of fees
- » Pending federal legislation:
 - Employer tax deductions for matching employee 529 contributions
 - Include making computers an eligible expense
 - Allowing the redeposit of funds without negative tax implications
- » State initiatives and outreach:
 - Education entities
 - Accountants
 - Financial Planners
 - Businesses
 - Community



Innovative Partnerships



PERSPECTIVE
Wealth Partners



CWI & IDeal Partnership

To promote the **college going culture** in Idaho and **increase opportunities** for post-secondary success and achievement.

1. Incentivize families to **save** for college through Idaho's IDeal 529 Program
2. Encourage **community support** for college savings
3. *Qualified* students have possible \$500 **match scholarship** per semester if paying with IDeal 529 account funds



Start Saving Today!



**Christine
Stoll**

cstoll@idsaves.idaho.gov

208.332.2935

Important Legal Information



For more information about the Idaho College Savings Program (IDeal), call 866-433-2533 or visit www.idsaves.org to obtain a Disclosure Statement. The Disclosure Statement discusses investment objectives, risks, charges, expenses, and other important information. Because investing in IDeal is an important decision for you and your family, you should read and consider the Disclosure Statement carefully before investing. Ascensus Broker Dealer Services, Inc. (ABD) is Distributor of IDeal.

If you are not an Idaho taxpayer, consider before investing whether your or the beneficiary's home state offers any state tax or other benefits that are only available for investments in such state's qualified tuition program.

IDeal is administered by the Idaho College Savings Program Board (Board). ABD, the program manager, and its affiliates, have overall responsibility for the day-to-day operations, including investment advisory and recordkeeping and administrative services. The Vanguard Group, Inc. (Vanguard) serves as Investment Manager for IDeal. Sallie Mae Bank serves as the Savings Portfolio Manager for IDeal. IDeal's Portfolios invest in either: (i) mutual funds offered or managed by Vanguard; or (ii) an FDIC-insured omnibus savings account held in trust by the Board at Sallie Mae Bank. Except for the Savings Portfolio, investments in IDeal are not insured by the FDIC. Units of the Portfolios are municipal securities and the value of units will vary with market conditions.

Investment returns will vary depending upon the performance of the Portfolios you choose. Except to the extent of FDIC insurance available for the Savings Portfolio, you could lose all or a portion of your money by investing in IDeal, depending on market conditions. Account Owners assume all investment risks as well as responsibility for any federal and state tax consequences.

Not FDIC-Insured (except for the Savings Portfolio).

No Bank, State or Federal Guarantee

May Lose Value

1. What is the IDeal- Idaho College Savings Program

- a. Idaho enabling legislation
 - i. A, B, C's of 529 -refer to IDeal Brochure
- b. Who uses IDeal
- c. Tax incentives

2. Idaho's 60% Goal

- a. Research supporting the efficacy of college savings accounts- WILT study
 - i. Idaho's barriers to higher education
 - 1. Office of Performance Evaluation study– cost #3 barrier
 - ii. Proposed cost of higher education in 18 years
- b. IDeal recent statistics:
 - i. Funded accounts- 25,781
 - ii. Average account balance \$12,600
 - iii. Assets under management \$322,782,201.58
 - iv. 2014 growth 17.5%
- c. President's proposal how it will affect Idaho's goal of 60%

3. Relevant Initiatives

- a. Reduction of fees
- b. Pending federal legislation:
 - i. Allowing for employer tax deductions for matching employee 529 contributions
 - ii. H.R. 529 will include making computers an eligible expense; allowing the redeposit of funds without negative tax implications in certain extenuating circumstances (e.g. a student gets sick at the beginning of the term); and updating outdated accounting rules.
- c. State initiatives and outreach:
 - i. Education entities
 - ii. Accountants
 - iii. Financial Planners
 - iv. Businesses
 - v. Community

4. Innovative Partnerships

- a. BLaunched
- b. Perspective Wealth
- c. Caldwell Mayor's office
- d. College of Western Idaho

Sen.Mary Souza: Presentation of S1072 to Senate Ed Committee, Feb. 26. 2015:

The main purpose of this bill is to increase transparency in local elections and improve accountability. It requires school board candidates to file campaign disclosure reports, just as other elected officials are required to do. Three years ago, Community College Trustee candidates were required to file sunshine reports, and I believe it is time for K-12 School Boards to be included as well. Let me remind the committee--only two other states, Alaska and North Dakota, in addition to Idaho, do not currently require these disclosures. A significant benefit of this legislation, in my opinion, will be to build trust with voters, and we know how important it is to improve satisfaction with, and participation in, government.

WEDNESDAY, FEB. 18, 2015, 8:52 A.M.

Press: We Agree With Mary

For years, The Press editorial board has suggested that there is no more important elected office than that of school board trustee. These individuals have tremendous influence over the education of our children. What could be more important or valuable than that? Therefore, we agree wholeheartedly with Sen. Mary Souza and the Senate Education Committee in recommending full campaign finance disclosure by those seeking school board election. Idaho is one of just three states that exempt school board candidates from this requirement. The more information voters receive, the more informed their decisions will be. Our vote is for more transparency/**Coeur d'Alene Press Editorial Board.**

THURSDAY, FEB. 19, 2015, 12:46 P.M. Spokesman Review:

Poll: Trustees Should Disclose

- **Wednesday Poll: 117 of 165 respondents (71%) support state Sen. Mary Souza's bill that would require candidates for Coeur d'Alene School Board to file financial disclosure statements as those for**

other nonpartisan offices do. Only 44 of 165 respondents (26.67%) oppose the measure. 4 (2.42%) are undecided.

Possible issues:

1. Small towns: Disclosure laws currently exempt City Council candidates in municipalities with less than 5000 population. This law is from the 1980s. The SOS's deputy, Tim Hurst, told me the original reason for the exemption is that small towns often have only minimal staff and the city clerk, who must record and track the disclosures, already wears many hats. This school board requirement would be filed with the County Clerk, not the city, so staff time will be more accessible.

2. This might discourage candidates from filing: School board members have important responsibilities. The instructions we all heard them receive from the ProTem, Sen Cameron and the gentleman from the Admin., regarding the IEN contracts and E-rate dollars are FAR more complex than filling out a simple campaign disclosure report.

3. Emergency Clause: Election May 19th: the SOS and Deputy SOS Tim Hurst told me it is workable. They have already been alerting County Clerks that this bill is in process. If and when it passes, the Clerks will be notified and asked to help school board candidates with forms and questions about reporting. ISBA also said they would work to help their members get up to speed.

CdA School Board Trustee Tom Hamilton:

Dear Mary,

I have read your bill and I am unequivocally a supporter! I think this action is long overdue. It is often said that school boards are one of the most important elected offices there are as they deal with two precious commodities, our taxes and our kids!... I think we could speak on and on of the benefits of your

legislation. I would argue that those in opposition are likely those that have something to hide and that certainly isn't who I would want serving in elected office. I've offered to let anyone see my donors any time they wanted to. They are all merely friends and relatives who were grateful I was willing to run and wanted to help.... , I do believe that the benefits far outweigh any potential negatives and it is high time we lined this office up with the requirements for the other elected offices in our state.

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Tuesday, March 03, 2015

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	Micron Foundation	Dee Mooney, Executive Director
Presentation:	Structure for Career Ladder (pending)	Marilyn Whitney, Chief Communications and Legislative Officer, Governor's Office
H122	Revise language: School strategic plan	Marilyn Whitney, Chief Communications and Legislative Officer, Governor's Office
Minutes:	February 11, 2015	Senator Den Hartog
Minutes:	February 12, 2015	Senator Nonini
Minutes:	February 16, 2015	Senator Buckner-Webb

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Souza
Vice Chairman Thayn	Sen Den Hartog
Sen Keough	Sen Buckner-Webb
Sen Nonini	Sen Ward-Engelking
Sen Patrick	

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Tuesday, March 03, 2015

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Nonini, Patrick, Souza, Den Hartog, Buckner-Webb and Ward-Engelking

ABSENT/ EXCUSED: Senator Keough arrived to the meeting during the presentation of the career ladder information.

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 of the Senate Education Committee (Committee) to order at 3:05 p.m.

PRESENTATION: **Dee Mooney**, Executive Director, Micron Foundation (Foundation) outlined the Foundation's goals, which focus on science, technology, engineering and mathematics (STEM) education (see attachment 1). She said the Foundation was established 16 years ago, in large part because students were not going into engineering and Micron's hiring managers could not find talent.

Ms. Mooney said national trends indicated the fastest growing occupations in the next decade will require some STEM background. According to an Idaho Board of Education (IBE) study of 466 employers from around the state, the top three emerging degree areas for Idaho employers are (1) computer science and technology, (2) business and economics, and (3) engineering. **Ms. Mooney** said more work needs to be done to ensure Idaho can fill those jobs with local talent.

Ms. Mooney described ways in which the Foundation is working to build students' excitement and passion, including the new Micron Technology bus. She said Micron has established two main programs: (1) Engineering the Future which provides student-gearred activities for hands-on experiences to illustrate how STEM plays a role in everyday life, and (2) Sparking a Passion which supports teachers and faculty in their quest to bring passion to STEM topics.

Committee members expressed appreciation for the Foundation's ongoing philanthropy and efforts to promote STEM education.

PRESENTATION: **Marilyn Whitney**, Senior Special Assistant for Education and Government Services in the Governor's Office, presented the pending structure for the career ladder legislation (see attachment 2). She began by thanking the Committee members who served on the Governor's Task Force.

Ms. Whitney said the Task Force's guiding principles were based on achieving required student performance levels through more equitable and adequate funding, especially for teachers' salaries. She reviewed the high points of draft legislation and described the proposed career ladder, which has a five-year implementation schedule to reach the new salary apportionment model.

Ms. Whitney reviewed the salary models for beginning teachers and the progression to the professional level. She said the legislation will also provide an additional premium for teachers who reach master teacher criteria.

In answer to questions concerning teacher certification requirements, **Ms. Whitney** said there are no changes in requirements for either the renewal of a teaching certificate or ongoing education. Regarding the criteria to achieve the master premium of \$4,000, **Ms. Whitney** said there is no cap on the number of teachers that could achieve master level, but the bar is set high.

Senator Keough asked how Idaho's teachers' salaries compare with neighboring states. **Ms. Whitney** said the new salary structure will place Idaho in a more competitive position. She will provide the Committee with data on average teacher salaries, including starting salaries, for the surrounding states.

H 122:

Ms. Whitney presented **H 122**, which updates and clarifies the intent of the strategic planning and training statute implemented in 2014. The intention of the legislation was to require each school to implement a strategic plan, to be renewed annually, that would identify and focus district-wide continuous improvement toward statewide goals.

Ms. Whitney emphasized the intent of the legislation is not to impose a new requirement but rather to establish a cycle of continuous improvement with measurable goals each year. She said the changes in the wording clarify that intent.

Ms. Whitney called attention to an increase in the fiscal note from \$2,000 to \$6,600. She said the ongoing appropriation would support training for new administrators. Any unused dollars would go into the Public Education Stabilization Fund (PESF). She also noted changes to the test reporting schedule, from August to October.

TESTIMONY:

Bob Lokken, CEO, White Cloud Analytics, testified in support of **H 122**. He was co-chair of the Governor's work team on modifications to the 2014 legislation and said the Task Force supported these recommendations unanimously. He underscored his hope that the bill will be passed during the current legislative session.

Dale Kleinert, State Director of Northwest School Accreditation in Idaho, testified in support of **H 122**. He said the wording and intent of this bill mirrors the programs used in Idaho's accredited charter and private schools, and the legislation will provide consistency throughout the State.

Karen Echeverria, Executive Director, Idaho School Boards Association (ISBA), testified in support of **H 122**. She said the ISBA is especially pleased with the change in reporting requirements which will allow more time for the incorporation of current test results. She explained the legislation allows for training in five areas: (1) governance, (2) ethics, (3) superintendent evaluation, (4) school finance and (5) strategic planning. She said the ISBA is the only entity that currently qualifies to train in all five areas.

Chairman Mortimer asked for examples of ways in which the districts have used the \$2,000 and the rationale for tripling that amount. **Ms. Echeverria** said the packages put together by the ISBA are valued at \$2,000, and it was found that districts would come back for additional training. She said a recent demographic survey found that more than 50 percent of school board members have less than 4 years of experience, which accentuates the need for continued training and enhanced retention.

Chairman Mortimer asked about the number of qualified trainers. **Ms. Echeverria** said the ISBA has ten part-time contract trainers located around the State to lessen travel time and expense. She did not have information on other trainers.

Ms. Whitney said SBE's website lists eight qualified trainers and noted as the program continues more will likely be added. **Ms. Whitney** wrapped up by asking the Committee to send **H 122** to the floor with a do pass recommendation.

MOTION: **Senator Keough** moved to send **H 122** to the floor with a **do pass** recommendation. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**. Senator Ward-Engelking will carry the bill on the floor.

MINUTES APPROVAL: **Senator Den Hartog** moved to approve the Minutes from February 11, 2015. **Vice Chairman Thayn** seconded the motion. The motion passed by **voice vote**.

MINUTES APPROVAL: **Senator Nonini** moved to approve the Minutes from February 12, 2015. **Senator Keough** seconded the motion. The motion passed by **voice vote**.

MINUTES APPROVAL: **Senator Buckner-Webb** moved to approve the Minutes from February 16, 2015. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.

ADJOURNED: There being no further business, **Chairman Mortimer** adjourned the meeting at 4:35 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

Jeanne' Clayton
Assistant Secretary

Career Ladder Legislation



**Senate Education Committee
March 2, 2015**

Purpose

The 2013 Governor's Task Force for Improving Education recommended implementing a Career Ladder for teacher compensation to address the following:

- Fiscal instability
- Recruiting and retention
- Incentives and accountability

Key Provisions

- Multi-year implementation to reach new competitive salary apportionment:
 - \$37,000 for beginning teachers at the residency level (up from the current \$31,750)
 - \$42,500 to \$50,000 for teachers with professional endorsement
 - \$4,000 premium for teachers who meet master teacher criteria
- Increases teacher salary apportionment at every level each year
- Rewards master teachers who excel in the classroom
- Provides premiums for leadership roles
- Provides additional compensation for teachers who achieve higher levels of education
 - \$2,000 for a bachelor's degree + 24 credits
 - \$3,500 for a master's degree

Certification

- Teaching certificate is granted by the state upon completion of current teacher preparation requirements
- Certificate is renewable every 5 years based on current requirements
- Initial 3 years with mentoring and professional development tied to an Individualized Professional Learning Plan
- At the end of the 3 years, a teacher is eligible for a professional endorsement, a continuous employment contract and can advance on the Career Ladder
- Earning a professional endorsement is based on meeting proficiency on the statewide evaluation framework and student growth

Professional Endorsement

- Overall proficiency on the state framework of evaluation
- A majority of students meeting student achievement or growth measures
- Individualized Professional Learning Plan
- Additional artifacts of effective teaching (optional)
- Renewed with the teaching certificate with no additional requirements

Student Achievement/Growth Criteria

- Student achievement or growth criteria will be defined by each individual school district. Tools used for measuring achievement include:
 - Idaho Standards Achievement Test
 - Student Learning Objectives
 - Formative Assessments
 - Teacher-constructed Assessments of Student Growth
 - Pre- and Post-tests
 - Performance-based Assessments
 - Idaho Reading Indicator
 - College Entrance Exams (PSAT, SAT, ACT)
 - District Adopted Assessments
 - End of Course Exams
 - Advanced Placement Exams
 - Professional-technical Exams

Professional Endorsement

What if a teacher does not earn a professional endorsement?

- The teacher will keep his/her teaching certificate and can continue to teach at an Idaho public school
- The teacher's salary apportionment will remain in the final cell of the residency compensation rung until a professional endorsement is earned
- The teacher will not be eligible for the education bonus until a professional endorsement is earned
- The teacher may not be placed on a renewable contract status until a professional endorsement is earned

Proposed Career Ladder

State Salary Apportionment at Full Implementation



Residen
cy

\$37,000	\$38,000	\$39,000
----------	----------	----------



Professional

\$42,500	\$44,375	\$46,250	\$48,125	\$50,000
----------	----------	----------	----------	----------



Master
Premiu
m

\$4,000

Career Ladder – Residency Rung

State Salary Apportionment at Full Implementation



Residen cy	\$37,000	\$38,000	\$39,000
---------------	----------	----------	----------

Residency Compensation Rung

- New, certificated teachers start at the first cell of the residency compensation rung
- Teachers move to the 2nd cell in year 2 and the 3rd cell in year 3 as they work toward earning their professional endorsement

Career Ladder – Professional Rung

State Salary Apportionment at Full Implementation



Residen
cy

\$37,000	\$38,000	\$39,000
----------	----------	----------



Professional

\$42,500

\$44,375

\$46,250

\$48,125

\$50,000



Master
Premiu
m

\$4,000

Career Ladder

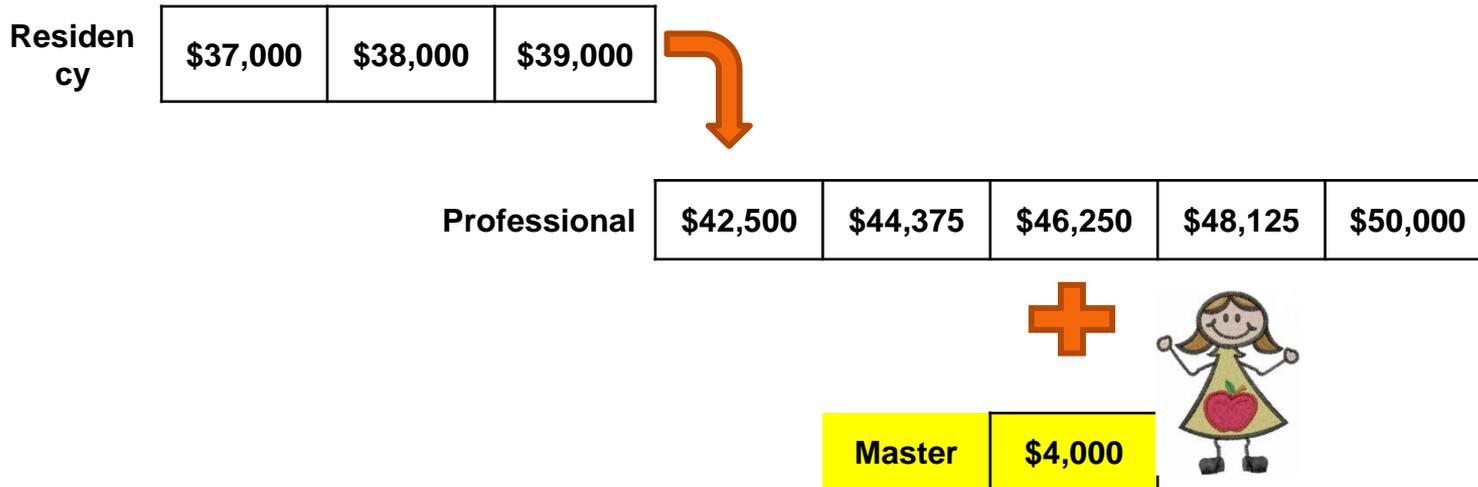
Professional Compensation Rung Performance Criteria

- Teachers move to the first cell of the professional compensation rung upon receiving a professional endorsement
- Movement across the professional compensation rung based on local evaluation and student academic performance
 - Overall proficiency on the Idaho state performance evaluation framework
 - Majority of students meet measurable student achievement or growth targets

Note: Outcomes of the performance evaluation and student achievement/growth **do not** impact certification status or renewal

Proposed Career Ladder

State Salary Apportionment at Full Implementation



Career Ladder

Master Premium Performance Criteria (effective July 1, 2019)

\$4,000 premium

- Minimum of 8 years teaching
- For 3 of the previous 5 years:
 - Student Achievement
 - Mastery of instructional techniques and professional practice
- A plan developed at the district level and approved by the State Board of Education

OR

- A plan developed by a committee made up of teachers, administrators and other stakeholders facilitated by the State Board of Education

Current Salary Apportionment Grid

FY15 Minimum Salary:							
				MA	MA + 12	MA + 24	MA + 36
	BA	BA + 12	BA + 24	BA + 36	BA + 48	BA + 60	PhD
0	\$23,354	\$24,230	\$25,138	\$26,081	\$27,059	\$28,074	\$29,127
1	\$24,230	\$25,138	\$26,081	\$27,059	\$28,074	\$29,127	\$30,219
2	\$25,138	\$26,081	\$27,059	\$28,074	\$29,127	\$30,219	\$31,352
3	\$26,081	\$27,059	\$28,074	\$29,127	\$30,219	\$31,352	\$32,528
4	\$27,059	\$28,074	\$29,127	\$30,219	\$31,352	\$32,528	\$33,748
5	\$28,074	\$29,127	\$30,219	\$31,352	\$32,528	\$33,748	\$35,013
6	\$29,127	\$30,219	\$31,352	\$32,528	\$33,748	\$35,013	\$36,326
7	\$30,219	\$31,352	\$32,528	\$33,748	\$35,013	\$36,326	\$37,688
8	\$31,352	\$32,528	\$33,748	\$35,013	\$36,326	\$37,688	\$39,102
9	\$32,528	\$33,748	\$35,013	\$36,326	\$37,688	\$39,102	\$40,568
10	\$32,528	\$35,013	\$36,326	\$37,688	\$39,102	\$40,568	\$42,089
11	\$32,528	\$35,013	\$36,326	\$37,688	\$40,568	\$42,089	\$43,668
12	\$32,528	\$35,013	\$36,326	\$37,688	\$40,568	\$43,668	\$45,305
13+	\$32,528	\$35,013	\$36,326	\$37,688	\$40,568	\$43,668	\$47,004

Career Ladder at Full Implementation

Salary Apportionment Table					
	1	2	3	4	5
Residency Teacher	\$37,000	\$38,000	\$39,000		
Professional Teacher	\$42,500	\$44,375	\$46,250	\$48,125	\$50,000
w/BA+24	\$44,500	\$46,375	\$48,250	\$50,125	\$52,000
w/Master's Degree	\$46,000	\$47,875	\$49,750	\$51,625	\$53,500
w/Master Teacher Premium	\$46,500	\$48,375	\$50,250	\$52,125	\$54,000
w/BA+24	\$48,500	\$50,375	\$52,250	\$54,125	\$56,000
w/Master's Degree	\$50,000	\$51,875	\$53,750	\$55,625	\$57,500

Career Ladder

How Will It Work?

- Teacher A currently among the 4,649 teachers at salary apportionment of \$31,750

Year 1 \$33,000 (4.0%)

Year 2 \$35,117 (6.4%)

Year 3 \$38,999 (11.0%) Education allocation would be additional

Year 4 \$42,503 (9.0%)

Year 5 \$46,250 (8.8%)

- Teacher B currently among the 1,289 teachers at salary apportionment of \$37,688

Year 1 \$39,775 (5.5%)

Year 2 \$41,961 (5.2%)

Year 3 \$45,102 (7.4%) Education allocation would be additional

Year 4 \$46,918 (4.0%) Master teacher premium would be additional

Year 5 \$50,000 (6.5%)

Questions

TESTIMONY ON HB122

CONTINUOUS IMPROVEMENT PLANS

Good afternoon Mr. Chairman and member of the Committee. For the record, I'm Karen Echeverria, Executive Director of the Idaho School Boards Association. I'm here today to stand in support of HB122.

The original legislation was part of the Governor's Task Force recommendations and included recommendations that school board members receive continuous professional development and that school districts post their strategic plans online.

Last year we were pleased that the legislature passed this legislation and appropriated \$2000 per school district for board members professional development. One of the concerns we had with the original legislation was that the strategic plans needed to be posted by August 1. However, school districts don't receive their testing results until the end of July which made it very difficult to incorporate those results into that plan. As such, we are pleased with this date change to October 1. This date will allow school districts to use the most current data when completing their continuous improvement plans.

I also wanted to give you a brief update on the training that ISBA has completed in terms of this legislation. President Wells will also speak to this when he does his presentation later this afternoon.

As a reminder, the legislation allows for training in five areas – Governance, Ethics, Superintendent Evaluations, School Finance, and Strategic Planning. The State Board of Education was granted rulemaking authority to implement this statute.

Under the current state board rule, in order to provide training to school districts, trainers need to meet specific qualifications. There are currently eight companies and individual trainers that have been identified as qualified to train. ISBA is the only entity that currently qualifies to train in all five areas.

At the beginning of the fiscal year, we created several packages of training and workshops that would meet the requirements of the law. As of today we have either provided or scheduled training in 81 school districts and charter schools. That is a little over 50% of all school districts. We know that several other school districts have utilized the services of some of the other trainers that are on the qualified trainer list.

In addition, and what is even more impressive to us, is that the school districts who received training from ISBA and utilized the \$2000 reimbursement also continued to receive additional training. We look forward to this continued success with our school districts and charter schools.

We urge this committee to send HB122 to the floor with a due pass recommendation. With that Mr. Chair, I am glad to stand for any questions and I also have ISBA's Training Coordinator, Krissy LaMont, here to answer any questions that are specific to training.

Senate Education Committee Testimony – Support of House Bill 122
Tuesday, March 3, 2015

Dale Kleinert, Northwest Accreditation Commission/AdvancED Idaho Director
Formerly Teacher, Principal, & Superintendent, Moscow School District (31 years)

When I first saw the rewrite of this bill, I had to smile with pride because it is exactly what our 255 Idaho accredited public, charter and private schools currently use as the basis for their continuous improvement program that results in accreditation.

This accreditation process we now use through AdvancED is a growth model that focuses on a research based and well-defined continuous improvement protocol that results in Accreditation.

The [process](#) includes a five year onsite review cycle plus annual or every second year progress reporting dependent upon accreditation status.

This rewrite of House Bill 521 into House Bill 122 is a natural next step for our districts and we strongly support this bill. The annual district progress reporting requirement fits perfectly into the procedure already in place at our 255 schools. With the passage of this bill, a layer of consistency will be added from building to building in districts and from district to district throughout Idaho.

Last year, our Idaho office of AdvancED applied to the State board of Education and is now an approved training provider to meet the intent of last year's House Bill 521 in the area of:

- -Strategic planning
- -Ethics

We are currently training schools, charters & districts using the AdvancED continuous improvement protocol which includes:

- Student/staff/parent stakeholder perception surveys (58,000 given so far this year in Idaho schools)
- Student data diagnostic tools
- Both aligned to a collaborative Self-assessment of five standards & 32 detailed indicators which outline everything from governance and ethics, to teaching and assessing for learning.
- Following the self-assessment, the district collaboratively constructs goals, objectives and activities in a formalized process that are adjusted to meet the needs of the institution throughout the ongoing process which leads up to the five year onsite visitation cycle.

We've worked closely with the Idaho School Board Association, the Idaho Association of School Administrators and look forward to working with the folks at Idaho Leads and others who are offering help to our districts.

One of our superintendents whose district is participating in our strategic planning project came to me a few days ago and said the continuous improvement process that is offered by AdvancED and used by his district is the best thing that ever happened. He reported that the various buildings in the district are talking together and working collaboratively toward consistent districtwide instructional goals that he hasn't seen before.

Mr. Chair and members of the Committee, this bill is the right thing to do for our districts and charters. It provides an outstanding growth opportunity with accountability and collaborative ownership of the process at all levels.

With that, we strongly support this bill with a do pass recommendation. Mr Chair, I would stand for questions if there are any.



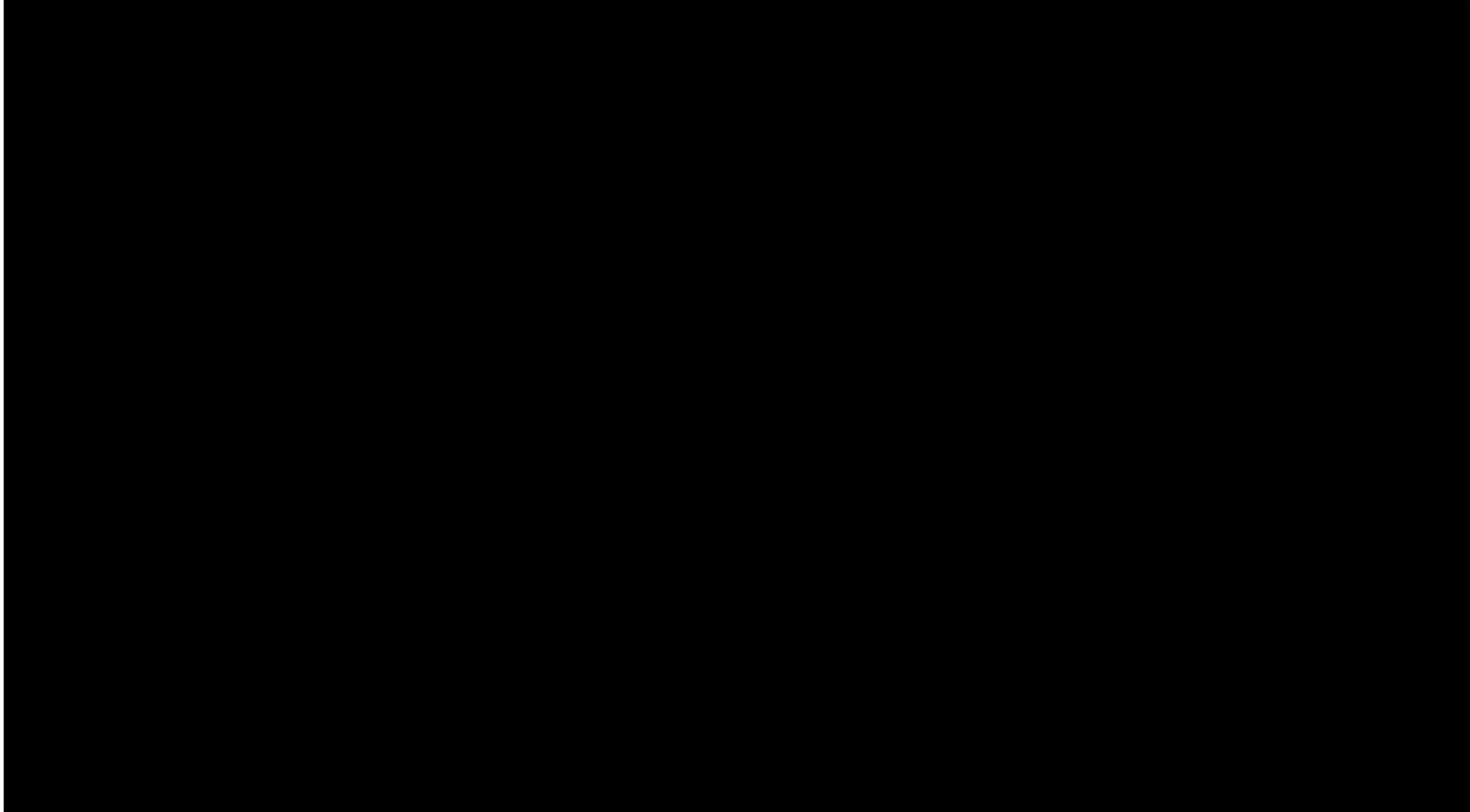
Micron Foundation Dee Mooney

Inspiring Innovation Around the World

Micron Design Center, Manufacturing and R&D Locations



Micron – Who We Are...



Micron Foundation

Supporting Education and Our Communities

Sparking a **Passion**



Supporting educators to promote robust education in the areas of science, technology, engineering and mathematics (STEM).



**K-12 and University Outreach
Education Grants**

Engineering the **Future**

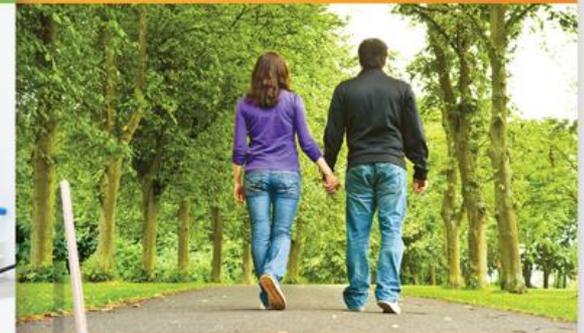


Showing students how STEM plays a role in everyday life and can be a part of their future.



**K-12 Programs
University Research**

Enriching the **Community**



Improving the quality of life in the communities in which our team members work and live.



**Volunteerism
Community Giving**

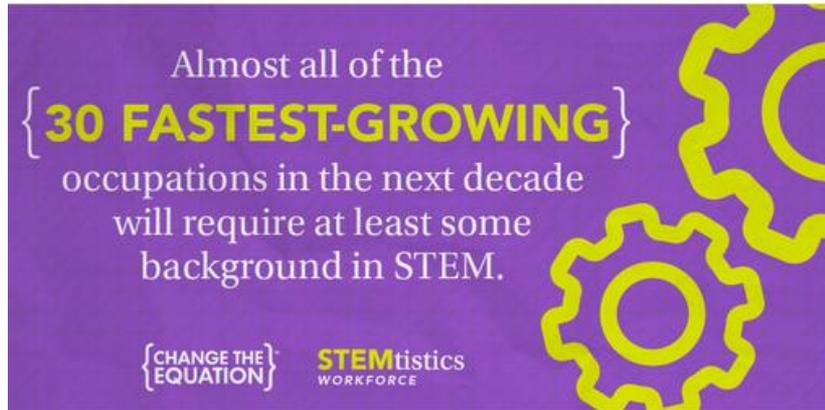
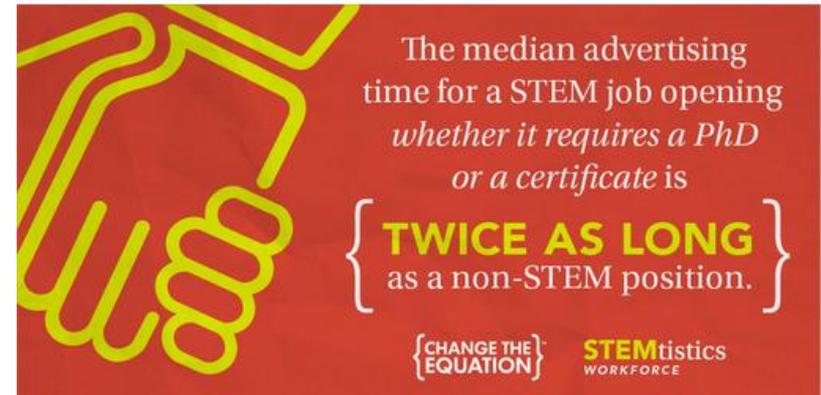
Mission:

The Micron Foundation strives to build a strong community and promote robust education in the areas of science, technology, engineering and mathematics (STEM). Through our strategic support of local non-profits, K-12 schools and higher education institutions, we support the communities where our employees live, work and volunteer.

Founded: October 1999

Average Annual Giving (global): ~\$5M

U.S. STEM Statistics



* Source: Changetheequation.org , STEMtistics

Top three emerging degree areas for Idaho employers



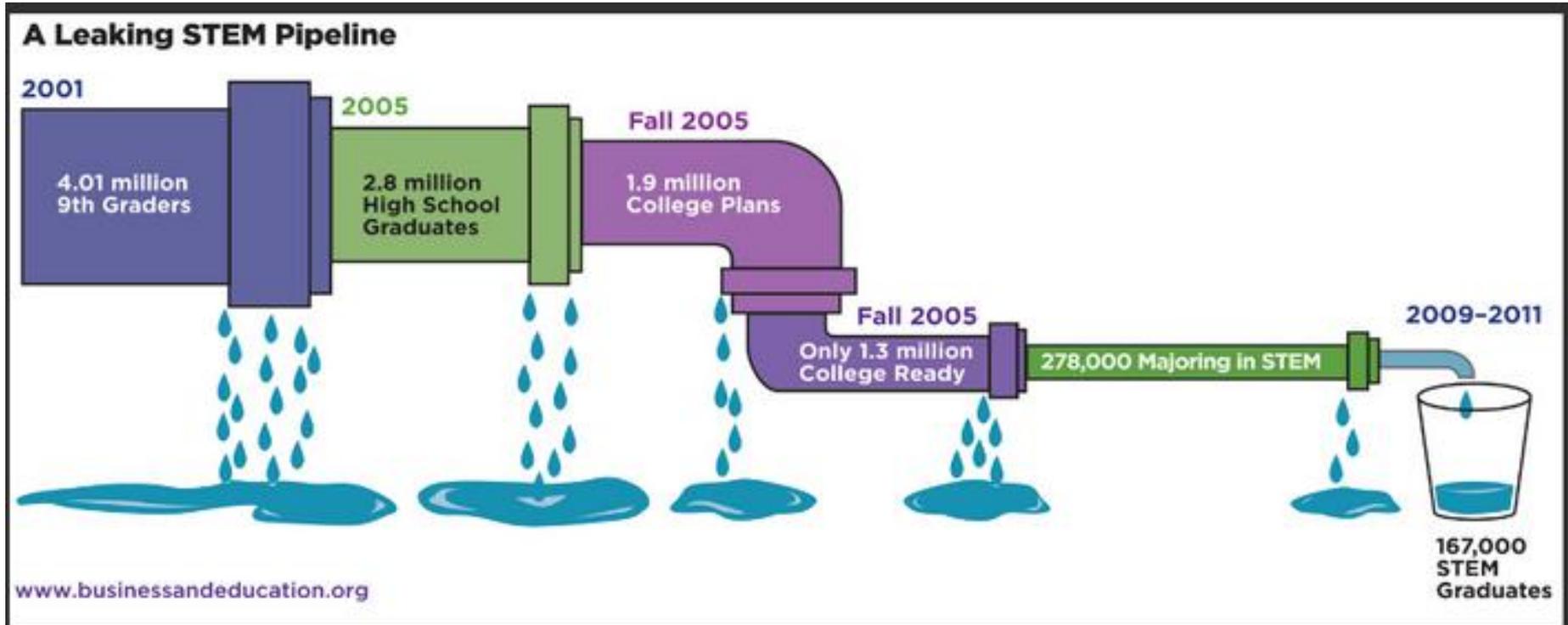
Computer Science/technology

Business and Economics

Engineering

* *Source: IBE Workforce Needs Survey*

STEM Career Interest



Survey - Why Do you want to be an engineer?

- ▶ What makes you want to be an engineer? (multiple responses ok)
 - **Like to problem solve – 76.5%**
 - Like math and science – 71.6%
 - Money – 58.1%
- ▶ Do you know someone who is an engineer?
 - Yes – 80%
 - Parent (usually dad) = 18.2%
 - Relative (other than parent) = 29%
 - Uncle = 10.6%
 - Teacher = 1.3%



Our *Engineering the Future* programs provide student-gearred activities to help students have hands-on experiences and see how STEM plays a role in everyday life.



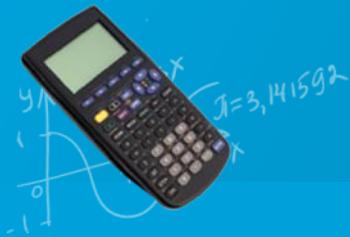
Engineering the Future

- **Programs geared directly towards students**
- **Outreach includes:**
 - K-12 Hands-on lessons
 - Chip Camp & other student programs
 - Career Awareness Programs
 - Idaho Science & Aerospace Scholar Partner
 - Competitions
 - Discover Technology science bus
- **By the numbers (2013-14):**
 - Served over 16,000 students
 - Participated with over 100 schools





Sparking a **Passion**

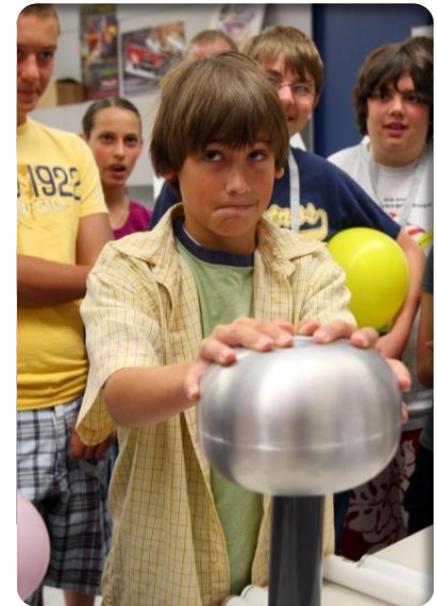
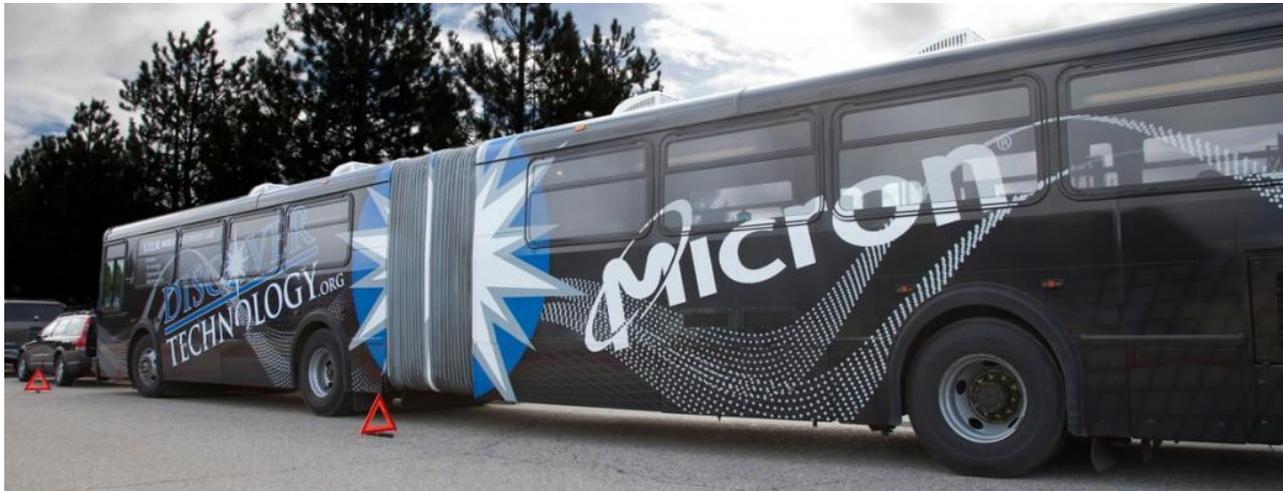


Our *Sparking a Passion* programs support teachers & faculty in their quest to “spark a passion” for STEM topics.

- **Programs partner with teachers and faculty K-20**
- **Outreach includes:**
 - K-12 grants
 - K-12 volunteer outreach
 - Professional Development for Educators:
 - Idaho iSTEM Institute Facilitator
 - Preparing New Teachers:
 - I Do Teach program
 - Teach For America sponsor (2015-16)
- **By the numbers (2013-14):**
 - Served over 1,000 teachers & counselors in all programs

Idaho STEM Status

- ▶ Many companies, foundations, schools, universities, non-profits, etc. promoting and supporting STEM activities
- ▶ Efforts are good, alignment is disjointed
- ▶ Need good teachers, strong curriculum, hands-on experiences and exposure to careers





AGENDA-Amended
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Wednesday, March 04, 2015

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	Career Information System	Ken Edmunds, Director Idaho Department of Labor
Docket No. 08-0202-1401	Rules Governing Uniformity	Tracie Bent, Chief Policy Officer State Board of Education
S1096	Parental Rights	Senator Den Hartog

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer
Vice Chairman Thayn
Sen Keough
Sen Nonini
Sen Patrick

Sen Souza
Sen Den Hartog
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Wednesday, March 04, 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 3:08 p.m.

PRESENTATION: **Ken Edmunds**, Director, Department of Labor (IDL), presented "Investing in Idaho's Future." He showed statistics on the labor workforce, projected increase of the workforce, and the skills gap. He explained that as the baby boomers retire, the workforce gap gets larger. The health care industry is the largest producer of jobs. He explained that Idaho companies need workers with good soft skills. The Governor's Task Force gave recommendations and funding to work on these issues. **Mr. Edmunds** explained the student career plan, its problems and possible solutions. He illustrated the sector grants that have been awarded to programs across the State and highlighted each one's success. He stated that those grants are a way to unite industry with education. The goal is to find some way to make careers and education work hand in hand for economic development (see attachment 1).

Senator Patrick asked if the IDL could work with the career counselors to promote the different job opportunities and emphasized the importance of needing the IDL to partner with this approach. **Mr. Edmunds** said that is IDL's dream. He explained the resources they have to augment the program and suggested the title be changed to career coacher.

Vice Chairman Thayn asked what the IDL position is in regards to the Idaho Career Information Systems and Product Privacy Policy. **Sara Scudder**, Career Information System (CSI) Administrator, IDL, stated the IDL has been questioned by parents and others about a student's portfolio. She explained the portfolio's usage for career selections and resume building. **Vice Chairman Thayn** asked what organizations are provided the CIS information. **Ms. Scudder** provided a list of state agencies that have received the IDL licensure.

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

DOCKET NO. 08-0202-1401: **Tracie Bent**, Chief Planning and Policy Officer, State Board of Education, presented **Docket No. 08-0202-1401**, Rules Governing Uniformity, Teacher Certification Requirements and Endorsements for Teachers in Idaho. She explained why the rule was created and why it is no longer needed.

MOTION: **Chairman Mortimer** moved to reject **Docket No. 08-0202-1401**. **Senator Souza** seconded the motion.

Chairman Mortimer stated that this information has become obsolete. If the current legislation being prepared passes, there will be new rules. **Ms. Bent** commented if that were to happen, what the Committee would review next year would be all new rules.

The motion passed by **voice vote**.

PASSED THE GAVEL: Vice Chairman Thayn returned the gavel to Chairman Mortimer.

S 1096: **Senator Den Hartog**, District 22, presented **S 1096** regarding parental rights in education. She explained the roles of parents and how those have been disregarded in the educational system. She cited a U.S. Supreme Court ruling, *Pierce v. Society of Sisters*, 268 U.S. 510 (1925) which outlined parents as having the right and duty to recognize and obligate their child for additional duties in life. She explained this bill will seek to make parents the primary people responsible for the education of their children. She remarked that parents will be put on notice that they must reengage and be an active participant in the education process. **Senator Den Hartog** outlined what school districts would be required to undertake and illustrated the work that is currently being done in the Kuna School District. There are 14 other states that are enacting parental rights legislation. The bill is not for parents to request individual specific curriculum for their children.

Senator Keough asked is there any data regarding how many other districts across the State have the best practices in place. **Senator Den Hartog** stated she did not have any specific data. **Senator Keough** said she hesitated to make this a state statute because the local elected school boards are aware of this type of conversation, and the school district in her district has this type of policy in place. Wouldn't the first place to address this issue be at the local school board level. **Senator Den Hartog** said the School Board Association is not in favor of this legislation. She explained there is a broader issue at stake, it is important that the State weigh in on the rights of parents.

Senator Buckner-Webb said she operates on the assumption that parents are interested in their child's well being and would be as engaged in their schooling as much as possible. She asked would the parent who could not participate at a minimum level of involvement be discriminated against. **Senator Den Hartog** replied that she didn't think that would be the case; there are many parents who are both working who do not have the time to be in the classroom. With the better routes of communication, they would be able to participate. She affirmed that this bill is not meant to be punitive nor prescriptive to the level of involvement. The goal of this legislation is about collaboration between parents and schools.

Senator Buckner-Webb stated that parents should have the best possible advantage. This bill could discourage parents from participating in school. She outlined the areas of concern she had regarding the bill and stated she would not be supporting this bill. **Senator Den Hartog** said yes, there are concerns; yet there must be an awareness of the level of school and parental involvement. She highlighted the work of the Kuna School District and explained that their parent advisory boards have a good pulse on the parents' concerns.

Senator Ward-Engelking said that she applauds the goal of the legislation, but she would like to see this addressed at the local level rather than making it a state mandate.

TESTIMONY:

Jess Harrison, Policy and Government Affairs Director, Idaho School Boards Association (ISBA), said she was here to represent Idaho Association of School Administrators and the Idaho Education Association. She stated they all stand in opposition to the bill and that these organization see no need for the legislation. She noted that there is another bill similar to this coming from the House that has been objected to by the Idaho Supreme Court and the Prosecuting Attorney's Association. **Ms. Harrison** asserted that schools and school districts already have parent involvement policies in place, and this would place an additional burden on districts to accommodate all the possible individual requests. She pointed out that the Governor's Task Force for Education Improvement had a committee which encouraged districts to have the autonomy to accomplish the intent of this bill. This bill could add more mandates to the many that school boards must accommodate.

Chairman Mortimer asked how many schools have this type of plan in process. **Ms. Harrison** said the vast majority of schools in the State receive Title I funding, and she explained those requirements. She recounted that of the districts she works with, 90 percent already have a parental involvement policy in place.

Vice Chairman Thayne explained that section a. of the bill addresses the parental involvement plan. Sections b. and c. is a process by which parents will learn about the courses of study. He asked in the districts she referenced, if all three parts were incorporated. **Ms. Harrison** said every district she works with has a grievance portion and a curricular materials review committee that are an open process. Most districts have all the parts of this bill in practice. **Vice Chairman Thayne** asked if these processes are already in place, what problems could this legislation cause. **Ms. Harrison** replied the biggest concern is Section c. of the bill; the basis of what is harmful is too vague.

Senator Keough asked if it was possible for ISBA to survey the districts to get a more accurate account of which ones have the parental involvement policies in place. **Ms. Harrison** replied in the affirmative.

Senator Nonini asked with today's current policies, if a health class is teaching a sexual topic, can a parent opt their child out of that. **Ms. Harrison** replied in the affirmative.

TESTIMONY:

Paul Stark, General Counsel, IEA, stated that it is not clear to IEA what problem exists for this bill to address. He stated that parents can approach a school district about curriculum request accommodations and/or opt out certain instruction. He outlined the IEA's concerns with the bill; the language is broad and ambiguous which could create for an individualized education plan (IEP) for each student. He outlined the burdens that would create for districts and teachers. He concluded the IEA is opposed to **S 1096**.

Senator Souza asked if there is a difference between the weight and power of legislation on the state level verse policy at a district level. **Mr. Stark** replied there is a vast difference in the two, Legislation is binding upon all and is statewide. He then explained the impact this bill would have on school districts and concluded that this bill would create a private cause of action to enforce the statute.

Chairman Mortimer asked if as a parent he found learning material or an activity offensive, would he be able to withdraw his child from that activity or class. **Mr. Stark** said this legislation doesn't address that request. He explained in Section c. there is an option to withdraw a child from anything in class if it is deemed harmful to the child.

Chairman Mortimer asked as a parent, does he have the right to withdraw his child if he finds something harmful or objectionable or if the learning material is not suitable. **Mr. Stark** replied under the Idaho constitution, the State has a right to mandate that children attend school or the equivalent: there must be substitute education. He stated that if a parent found that a subject matter was objectionable, currently there are avenues available to address those issues. At this time, the State has opt out provisions depending on the facts and the situation for parents or guardians to withdraw their children from certain curriculum. He emphasized there are some mandates by the State that assert children must be educated on English and mathematics.

TESTIMONY: **Rome Sorento**, a father of 2 children who attend school in the West Ada School District, testified in support of the bill. He said it is concerning that there must be legislation which says parents should have education rights. He pointed out as the authority of his children, he should have the right over his children's education. Specifically, he addressed the SBAC test opt out and how at the local level he could not get his request addressed.

TESTIMONY: **Geoff Schroeder**, Elmore Republican Party Precinct Committeemen Vice Chairman, Legislative District 23 Chair, City Councilman, High School Philosophy Teacher, indicated he was in opposition to the legislation. He said that from the Republican Party platform it says that the most effective, responsible and responsive government is one that is closest to the people. That government is best that governs least. He said this bill expands state government and expands the reach of state law rather than shrinking it. There is a new section of Idaho Code where one had not previously existed. It mandates state control over local issues, costing the local districts money. He explained that there are elected school boards at the local level to address the issues this legislation mandates.

Senator Souza asked how is legislating parental rights expanding government. **Mr. Schroder** replied it is expanding government because it is telling all 115 school districts that they must act in a certain way. This would be overarching and an expansion of government. It would create a new section and a new chapter where one did not previously exist.

Senator Den Hartog acknowledged that the language is broad and that is for a reason. She said local districts will be allowed discretion in how their policy will be written. She stated that school districts would have the ability to set parameters to address the unending objections from parents. She said she doesn't believe that this is an expansion of government. This bill is an acknowledgement of the rights of parents.

Vice Chairman Thayne stated that a law like this is overdue in the State. He detailed the historical background of the power given to the State regarding public education and quoted the State Constitution, Article 9, Section 2. He reiterated that the State was given all the power of education and the parents have no rights unless they are granted by the Legislature. **Vice Chairman Thayne** believed this bill is artfully crafted and long overdue. The concern in section c., it may not quite perfect and he understands the testimony to that section. The legislation should step in to define the rights of parents in the public school system in the public school districts. He pointed out that one of the reasons for government is to protect the rights of individuals.

MOTION: **Vice Chairman Thayne** moved to send **S 1096** to the floor with a **do pass** recommendation. **Senator Patrick** seconded the motion.

Senator Nonini said this is a tough bill to support and he supports parental rights. He said his problem with this bill has to do with having to write parental rights into law. He agreed in part with a couple of the points made by the maker of the motion. He explained that he would have been much more supportive of this if it had been in the form of a Senate Concurrent Resolution, and he is struggling with putting a God given right into code. **Senator Nonini** pointed out that he typically doesn't agree with the IEA counsel, but does agree with the statement that this is overly broad and ambiguous. He said he cannot support the motion.

SUBSTITUTE MOTION:

Senator Ward-Engelking moved to hold **S 1096** in Committee. **Senator Buckner-Webb** seconded the motion.

Senator Ward-Engelking said she liked the idea that this might be better placed in a resolution.

Chairman Mortimer revealed that in his time in sitting on the Judiciary and Rules Committee the rights of children and parents have been discussed immeasurable times. He emphasized that one of the conclusions he has come to is that there is a distinction between a parent's and child's rights in the general sense until education is addressed; then those rights are stopped. The State takes all the educational rights and then a parent has to exert those rights back. **Chairman Mortimer** believes the bill's section c. is the full reason why the legislation was written. His understanding is without section c, parents would not have the right to take their children out of school to avoid harmful circumstances on a day to day basis. The Legislature has been silent on this issue for way too long. He affirmed that he was in support of the original motion. This bill needs to go through the system and start the discussion that parents have the rights and the responsibilities to make sure that their children will be educated.

Senator Keough stated that this bill is premature at this time. This could become a state policy without necessarily statewide issues, and there has not been hard data presented to rationalize this legislation.

Senator Souza said that today the Committee has heard many opinions concerning parents' rights in education. She stated that there is a problem with the State Constitution, which doesn't include language that gives rights to parents in education and explained how this legislation would affect the school districts.

VOTE:

Senator Keough called for a roll call vote for the substitute motion to hold **S 1096** in Committee. **Senators Keough, Nonini, Buckner-Webb and Ward-Engelking** voted aye. **Senators Mortimer, Thayn, Patrick, Souza and Den Hartog** voted nay. The motion failed.

VOTE:

Vice Chairman Thayn requested a roll call vote for the motion to send **S 1096** to the floor with a **do pass** recommendation. **Senators Mortimer, Thayn, Patrick, Souza and Den Hartog** voted aye. **Senators Keough, Nonini, Buckner-Webb and Ward Engelking** voted nay. The motion passed. Senator Den Hartog will carry the bill on the floor.

ADJOURNED:

There being no more business, **Chairman Mortimer** adjourned the meeting at 4:46 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

Parental Rights in Education

We all know the old saying that it takes a whole village to raise a child. The saying could not be more true in the context of our education system where it is critically important to have parents, educators, and administrators working together in partnership so that our children have the best educational experience possible. Parents are our first educators. They model speech, behavior, faith, values and a myriad of other big and small things throughout each day. In education, the message to parents too often has been “leave it to the professionals.” And frankly, we have many parents who have disengaged themselves from the process of their children’s education because of this message or because they feel like their voice is not being heard.

The U.S. Supreme Court has ruled that: "*The child is not the mere creature of the state; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations.*" - *Pierce v. Society of Sisters*, 268 U.S. 510 (1925)

This bill seeks to put into law what we know to be true: that parents are the primary people responsible for the education of their children. With rights come responsibilities, and parents have a responsibility to be involved in the education of their children. This bill puts parents on notice that they need to re-engage and be an active participant in the process.

If nothing else, the adoption of the common core standards in Idaho has heightened the awareness of parents to what is happening in the classroom and has spurred many to become more actively involved in their local schools. More and more parents are actively seeking out

information about curriculum and material choices, methods of instruction, and types of testing. Educators can capitalize on this interest by finding ways to involve parents, answer their questions, and create a culture of collaborative partnership.

This bill would require school districts to establish a parental involvement policy that would promote and encourage such involvement. The plan would need to include elements such as how to improve parent participation, a process to inform parents about curriculum and material choices, and a process by which a parent may object to learning materials or activities they deem harmful for their children.

These requirements are not new nor are they onerous. Many school districts already have plans in place and are working diligently to actively involve parents. In fact, Title 1 schools are already required to have parental involvement plans. This bill is not intended for school districts to go through a duplicative effort if they already have existing plans. I would like to share with you a best practice that is occurring in one of the local school districts I represent.

The Kuna School District has a parental involvement plan. Each of the schools within the district has a parent advisory team that is active in reviewing curriculum materials and in providing a communication link between the school and the parents. The district also takes a proactive approach to curriculum planning and makes any new materials that the district is considering purchasing on display in the schools for several weeks prior to purchase and parents can provide feedback regarding the potential use of the materials. Teachers make their material lists available in a variety of ways to parents, whether that be on their individual

websites or in direct communication to parents. Because of the proactive approach the district has taken to curriculum and material choices and planning, they have had few requests over the years from parents objecting to materials being used in the classroom. In addition, the district has conducted parent nights to help parents understand new methods of teaching math to help address concerns that parents brought forward regarding the implementation of new standards and methods.

While there are many districts doing great things in this arena and establishing best practices for other districts to model, there are examples of schools not recognizing a parent's right in relation to the education of their children. You have been provided with a packet showing e-mail excerpts (some of which you have received through your own email) from many parents and teachers in support of this bill because they have direct experience with this issue. If I may Mr. Chairman, I would like to read a few of these examples.

We are not breaking new ground with this legislation. At least 14 other states have adopted similar legislation related to parental rights in education. In addition, many schools are doing this great work already

Article 9, Section 1 of our state Constitution identifies that it is the legislature's responsibility to establish and maintain a general, uniform, and thorough system of public, free common schools. It is our duty to establish good sound public policy.

What this bill is not: this bill is not about having parents request individual specific curriculum for their children or about violating our constitutional responsibility to provide a uniform and

thorough system of public education. This bill is not about creating an adversarial relationship between parents and educators. It is about parents and teachers working together utilizing their own unique abilities and perspectives to achieve the best education for our children.

Idaho statute has been silent on this matter, and it is time to end the silence and affirm parental rights in education. Where the legislature is silent, the courts will weigh in without the benefit of knowing where we stand. By supporting this bill, we can show support for both our parents and our educators in acknowledging and advancing this unique collaborative partnership in regards to the education of our children.



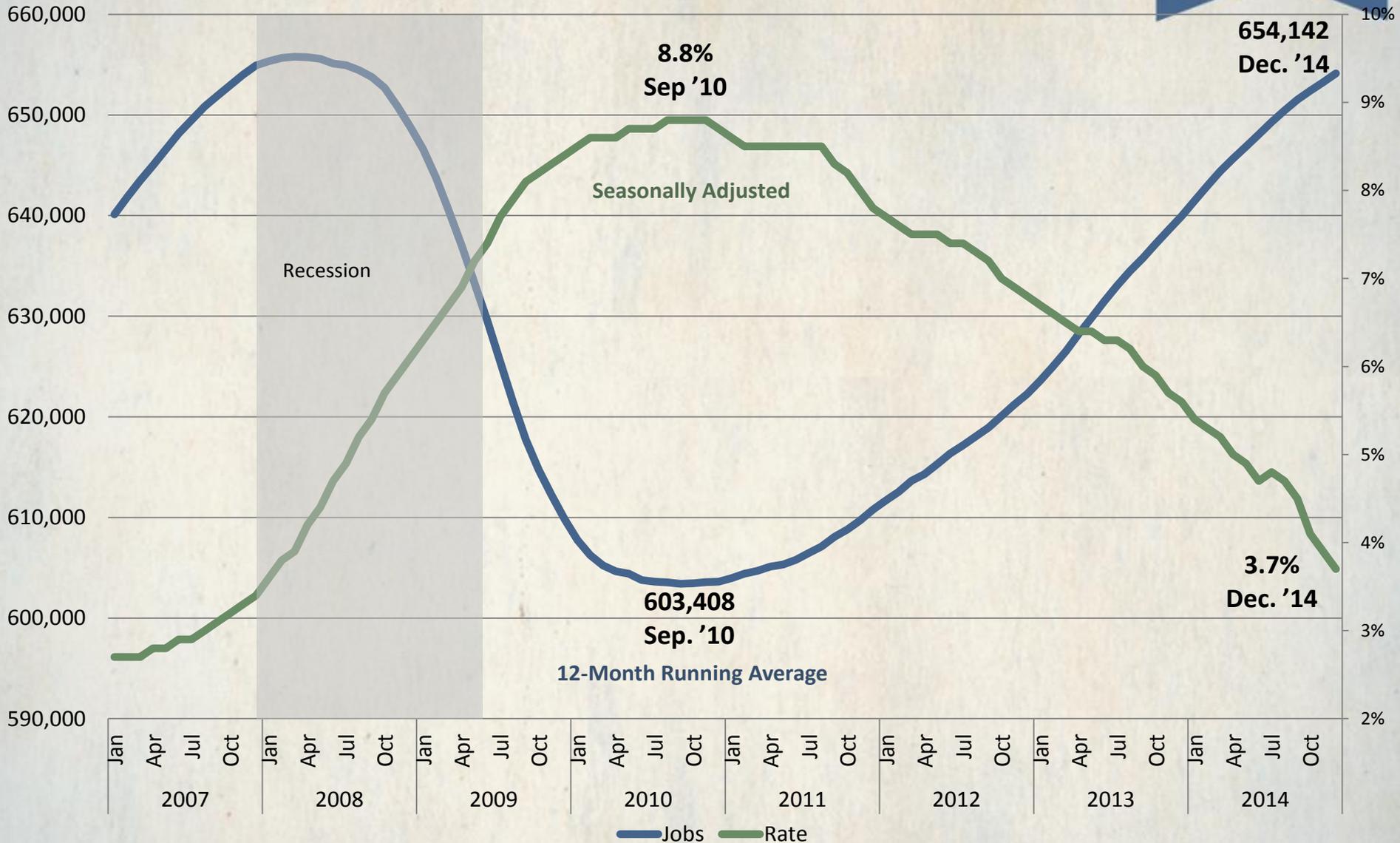
IDAHO
DEPT. OF LABOR

Investing in Idaho's Future

Idaho Senate Education Committee

Kenneth D. Edmunds, Director
March 4, 2015

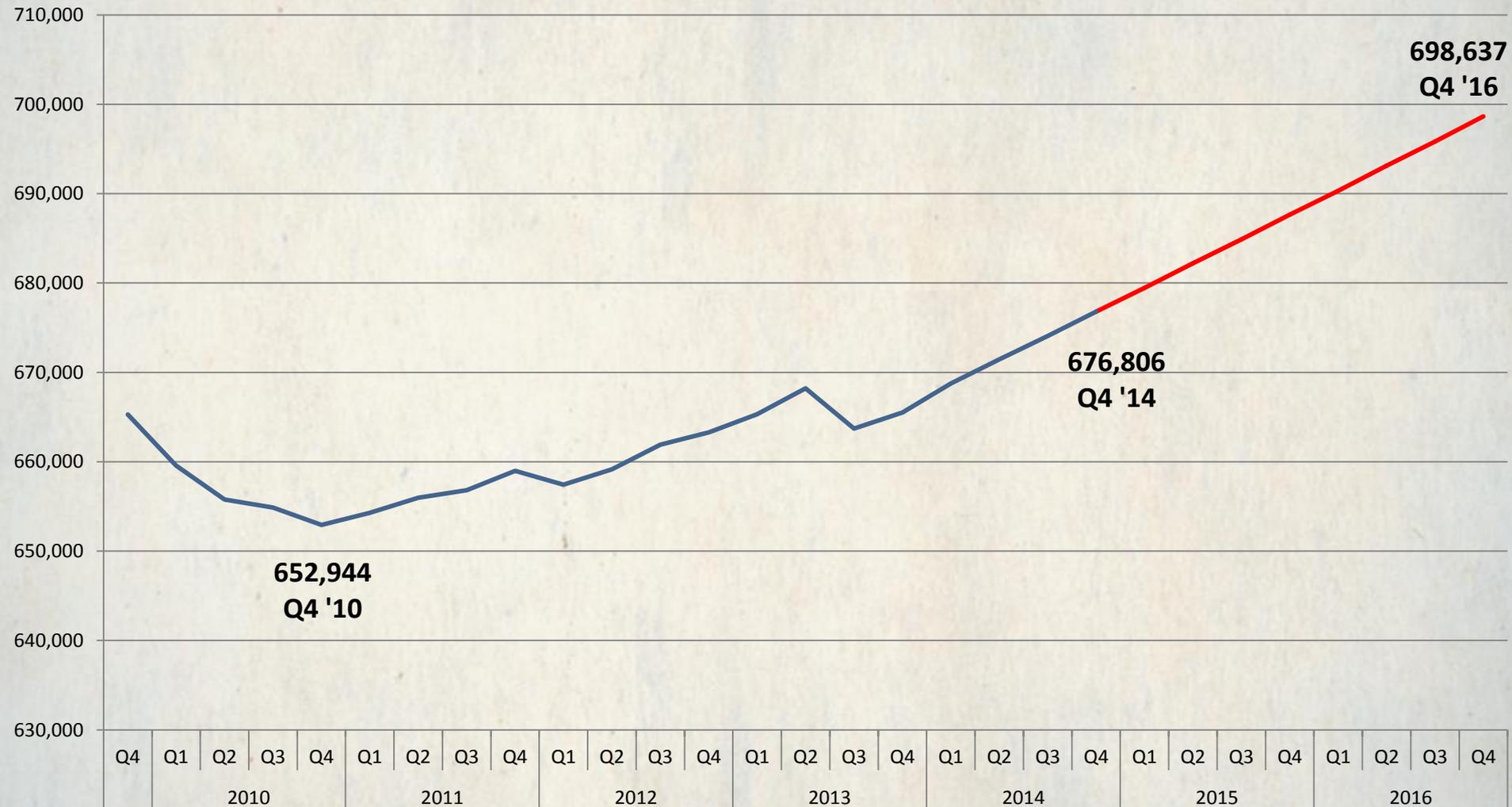
Idaho Monthly Jobs, Jobless Rates



Expansion on the Horizon

Total Idaho Jobs By Quarter

Projection 



The Perfect Storm

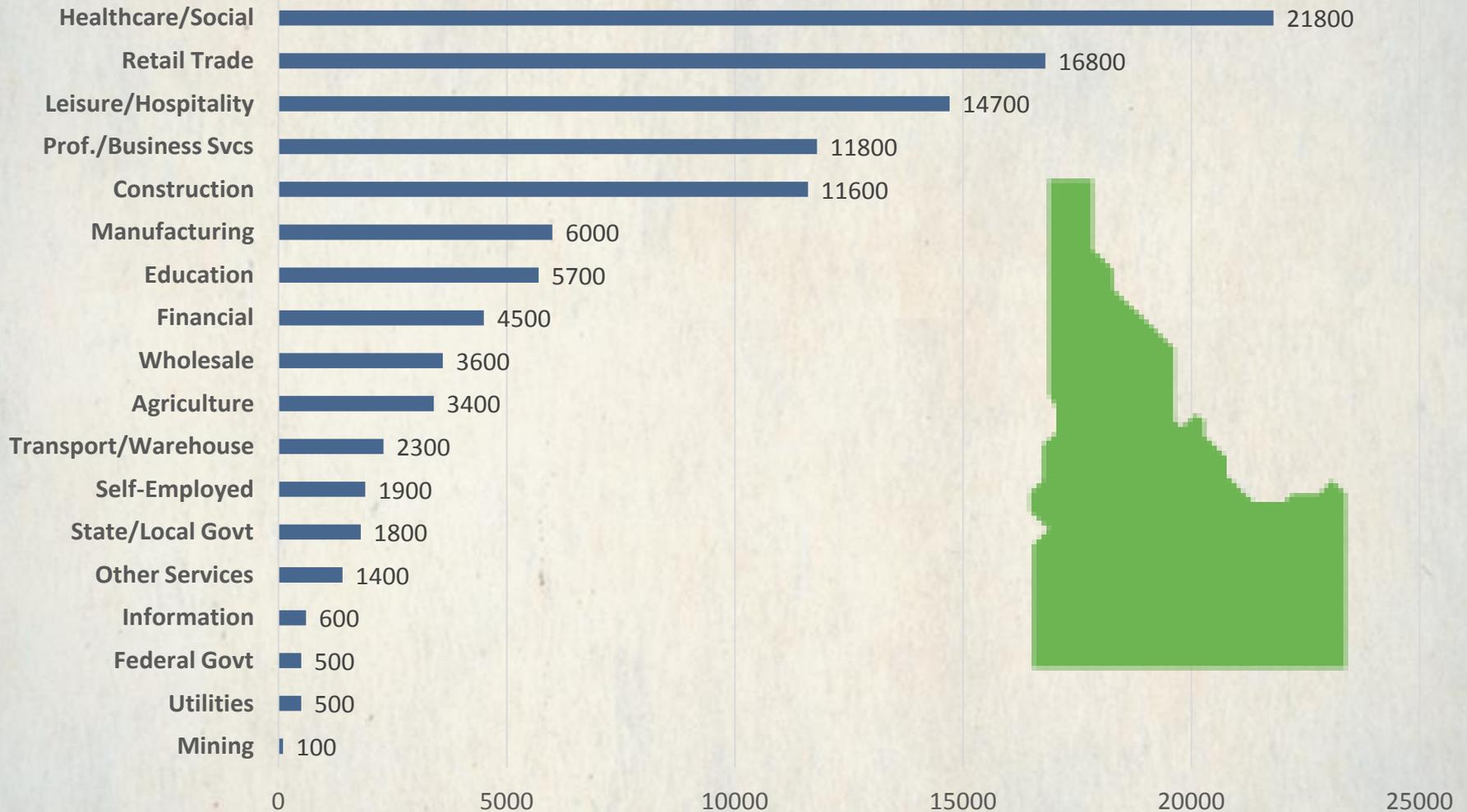
Jobs and Workforce Growth



Industry Job Growth: 2012-2022

projected 2022 net change

Idaho Projected 2022 Net Change





Idaho Companies Need Trained Employees with

- Soft skills & good work ethic
- Technical skills specific to the job
- Experience

• Idaho's Labor Market is Tightening

- Labor force is declining
- State's unemployment rate is at a seven-year low

Career Planning – Why?



Governor's K-Career Proposal

- \$2.5 million for career counseling

Governor's Task Force for Improving Education

- 60% of Idahoans ages 25-34 with a degree or certificate by 2020
- Career planning is key to reaching the goal

Students & Job Seekers with Career Plans

- Graduate from high school / college quicker
- Find employment faster
- Earn higher wages

Idaho Career Information



What is it?

- Skill & Interest Assessments, Reality Check
- Occupation, Wage Information
- Career Paths
- Programs of Study, School Information
- Scholarship, Financial Aid Resources

Who is using Idaho Career Information?

- 65.8% middle and high schools
- 18.7% agencies
- 14.9% post-secondary
- <1% private organizations

Results

- 465,000 user visits in FY2014
- 350 middle, high, post-secondary schools (73%)
- Other state agencies, private organizations
- Trained nearly 400 school counselors in 2014

Industry Sector Grants

Background

- Partnership - Industry, education, Labor, Commerce
- Education - work with industry, identify training areas
- Employers, at least 3, contribute 25% cash match
- Training targeted at occupations with higher pay

Workforce Development Training Funds

- 2014 - \$1.8 million awarded to BSU, ISU and NIC
- 2015 - \$1.0 million to be awarded in March
- Limited availability of future funds

Governor's FY 2016 Budget

- \$5 million one-time general fund appropriation
- Preparing and maintaining a skilled workforce



Are the Grants Working?

Boise State University

\$1 million to expand Computer Science Program from 30 to 60 graduates per year

Industry Match: \$310,768

Partners: Clearwater Analytics, Cradlepoint Inc., Focus IP Inc., Hewlett-Packard Co., Impact Sales Inc., Keynetics, MetaGeek and WhiteCloud Analytics

Wages: \$30+ per hour

Results:

- 29 students enrolled; 26 have internships
- 53 students enrolled - second year



Are the Grants Working?

North Idaho College

\$281,036 for Wood Products Manufacturing
Center for Excellence

Industry Match: \$93,679

Partners: Idaho Forest Group, Potlatch Corp.
and Stimson Lumber Co.

Wages: \$16 to \$24 per hour

Results:

- 20 students
- 11 earned state log-scaling licenses
- 10 received certificates as program logic controllers



Are the Grants Working?



Idaho State University

\$532,180 for Treasure Valley Anatomy and Physiology Lab

Industry Match: \$141,709

Partners: St. Luke's Health System, Saint Alphonsus Health System and Blue Cross of Idaho

Wages: \$35 to \$43 per hour

Results:

- 42 students enrolled
- 12 from College of Idaho
- Labs under construction

Thank You!

Kenneth D. Edmunds

Director, Idaho Department of Labor

March 4, 2015

Testimony on SB1096 – Parental Rights

Mr. Chairman, members of the Committee, I'm Jess Harrison, Policy & Government Affairs Director for the Idaho School Boards Association (ISBA). I am here today on behalf of the ISBA, the Idaho Education Association, and the Idaho Association of School Administrators.

Thank you for the opportunity to testify on behalf of these three education stakeholders.

All three of our organizations stand in opposition to this bill.

This legislation is similar to legislation we saw last year from Representative Trujillo. We saw no need for the legislation last year and we see no need for the legislation again this year. I would like to note that Representative Trujillo is also running a much pared down version of the legislation that has been objected to by the Idaho Supreme Court and the Prosecuting Attorneys Association. That competing version of the parental rights bill, HB113, just narrowly passed the House.

Again, our groups still do not understand the need for this legislation. School districts and charter schools all over the State already comply with many of the provisions outlined in the statute. As the Statement of Purpose acknowledges, federal law requires that school districts have in place parental involvement policies and include notification to parents as well as conduct annual meetings with parents and involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs.

And we have serious concerns about the additional burden that this legislation will place on districts. If parents are able to lodge unending objections to materials or content and teachers are not allowed to use some material with a student, the fact remains that the student will still need to complete the course and that the teacher and the district will have to come up with alternatives. The district will have to find other resources to use to track the concept, and that costs money and takes time. Thus, we do believe there could be a fiscal impact to the district.

Finally, the Governor's Task Force for Improving Education had a subcommittee tasked with looking at ways that public schools could be provided autonomy from the myriad of legal requirements from the federal government, state government, and administrative agencies.

Schools spend a significant amount of staff time keeping up with compiling and sometimes conflicting regulations and mandates. This law will add one more layer of regulation that we believe is unnecessary and, as Mr. Stark of the IEA will address for you shortly, could open the district up to litigation and liability.

For these reasons, we ask that you hold SB1096 in Committee. With that, Mr. Chairman, I am glad to stand for any questions.

Parental Involvement

1. As required by NCLB § 1118(b): Parents shall be notified of the parental involvement policy, in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
2. As required by NCLB § 1118(c): Each school shall:
 - A. Convene an annual meeting at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation and to explain the requirements of NCLB and the right of the parents to be involved;
 - B. Offer a flexible number of meetings;
 - C. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under § 1114(b)(2);
 - D. Provide parents of participating children:
 - I. Timely information about programs under this part;
 - II. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - III. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

SB 1096 (Parental Rights)

March 4, 2015

1. Mr. Chairman, members of the Committee, my name is Paul Stark. I am the General Counsel for the Idaho Education Association and I was asked to testify on behalf of the IEA in opposition to Senate Bill 1096.
2. It is not entirely clear what problems actually exist that this bill would address. Currently any parent can approach a school district about curriculum, request accommodations, and/or opt out of certain instruction, such as sex education for example. Not knowing what the actual problem this bill is attempting to address, here are our concerns with the bill.
3. First, the bill's language is overly broad and ambiguous, which will certainly create fertile grounds for litigation. The bill allows a parent to disrupt the educational process when learning materials or activities are "harmful."
4. Harmful is not defined, and indeed would be very difficult to define because it means differing things to differing people. For example, I have a son in the West Ada School District that would certainly say his senior project is harmful. In some respects, I wouldn't disagree. He has been in a bad mood the whole time and my wife and I get to listen to it. It is, in a sense, harmful to me and my family to have a grumpy teenager in the home. Potentially under this statute we could ask to opt out of his senior project. I readily agree that this scenario is a little unrealistic, however it does illustrate the point that the loose language in this bill could be taken to absurd extremes.
5. To the extent any action could be taken against an individual because they violated this statute, there is also a legal doctrine of Void for Vagueness under the 14th Amendment that would be applicable. I feel confident in such a situation that the term "harmful" is unconstitutionally vague.
6. In short, if passed this bill will create a new type of Individualized Education Program (or IEP) for each student depending on their beliefs and practices and what they may consider harmful. Each teacher, support personnel, and

administrator will need to be aware and versed on the details of each student's individualized restrictions. Failure to adhere to a plan will open the door for litigation under this statute.

7. There are several other potential problems that this bill will create that will inevitably cost school districts time and money:
 - a. Beliefs and practices are often ambiguous and difficult to define. For example, a parent could object to any curriculum that objectifies women. Or shows men in a bad light. Or shows one sex as being stronger or dominate over the other. Of course, each of these will be different for each parent, so the variation are endless.
 - b. If the activities or materials goes against an objection, then there will need to be a systematic protocol developed in the School District to know when to pull one set of students out, while leaving the others in. When you individualize pulling students out of class to the infinite and endless ways something could be considered "harmful" (because each one will be a little different) the outcome is not good.
 - c. At best there is constant disruption. At worst there is complete chaos and threats of lawsuits for violating this statute.
 - d. All of this contemplates that at the beginning of the year there is a curriculum presented to the parents, objections are lodged, and then the school district goes through the laborious task of comparative analysis of each belief, practice, or harmful topic and activity, against each and every portion of each class curriculum.
 - e. It is also a moving target as what is considered harmful, along with beliefs and practices, can change. So this is not a one-time analysis. How will districts with limited resources deal with this new burden?
 - f. Further, it means that once the curriculum is decided upon, a teacher can never deviate from the script for fear of offending someone. It will kill what it termed "the learning moment." That is where an event happens and the teacher takes that moment to teach in real time an important concept. For example, Israeli Benjamin Netanyahu addressing Congress, or the terror attacks on 9/11. The ability to take these events as teaching moments would be killed.

How would any teacher teach current events when what happens in the world is so varying and there are so many ways to inadvertently offend someone.

- g. Indeed, it is possible that an different individuals with different opinions on the middle east could single handedly destroy a current events class. Further, it is not hard to imagine how a civics class or a U.S. History class could get disrupted based upon individual beliefs.
 - h. If a student is periodically pulled from such a class, how is the teacher to assess what grade to give the student. Those pull out students will still need to be taught. Will there be a secondary curriculum need to be developed that is white-washed of any political, moral, or religious intonations for these pull out students? Or will all curriculums on the whole trend this way so that we don't offend anyone that might claim portions of the curriculum are "harmful."
 - i. It is also important to note that parents are not always in agreement. In a divorce situation you can have one parent that is a Christian and another that is Jewish. Both can object to an activity or materials being harmful, but different parts of the materials.
 - j. Lastly, the way this bill is written, a school district cannot refuse any accommodation no matter how absurd or unreasonable it is. If it is asserted that it is "harmful" then it must be accommodated. There is no process for resolving disagreements.
8. In conclusion, this bill opens a Pandora box of vague mandates, entirely unworkable conditions, and a vehicle for lawsuits. There is far more to be lost than gained by this legislation. For these reasons, we urge the Committee to vote against this bill.
9. I will now stand for any questions the committee might have.

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Thursday, March 05, 2015

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	The Goal of Limitless Learning for ALL Idahoans— Looking Back to go Forward	Blossom Johnston, Program Officer JA & Kathryn Albertson's Foundation

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Souza
Vice Chairman Thayn	Sen Den Hartog
Sen Keough	Sen Buckner-Webb
Sen Nonini	Sen Ward-Engelking
Sen Patrick	

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Thursday, March 05, 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 of the Senate Education Committee (Committee) to order at 3:00 p.m. and welcomed Roger Quarles for his presentation.

PRESENTATION: **Roger Quarles**, Executive Director of the J. A. and Kathryn Albertson's Foundation (Foundation), reviewed the history of the Foundation, which was formed to honor the legacy of Joe and Kathryn Albertson. He spoke of Mr. Albertson's tenet that a good education leads to individual prosperity and translates to economic prosperity for the State.

Mr. Quarles said although Idaho is currently ranked at the bottom on several key education markers, the Foundation has learned valuable lessons since its establishment, one of which is the importance of leadership. **Mr. Quarles** introduced his associates who would be part of the presentation and stated they are all leaders and experts in their fields. He noted that intrusive or proactive advising is a key component to a student's success and recognized Tambra Gaskins of the Go On Schools Initiative (Go On) for her presentation.

Tambra Gaskin, guidance counselor at New Plymouth High School outlined the history of Go On , the purpose of which is to resource and equip schools and the community to effectively support, counsel, guide and/or mentor all students so they can continue their education or training beyond high school. Accredited public or private high schools, grades 6 through 12, are invited to participate, and successful applicants receive one-year renewable grants between \$10,000 and \$40,000.

Go On asks schools to track key data, work as a team and focus students on four goals: (1) aim high, (2) make a plan, (3) get ready, and (4) go on, which is intended to change the culture of the school so that going on to higher education becomes the norm. **Ms. Gaskin** said counseling students about taking college classes begins in the 5th grade, along with parent meetings. The Dual Credit program is built into the core classes at high school's, and students can opt in or opt out depending on personal choice.

Ms. Gaskin described New Plymouth's successes with Go On and said it has been a catalyst in supporting innovative ideas and programs and giving students a blueprint of how to help themselves meet their educational objectives. She said in 2014, 69 seniors were in the class; they graduated with 927 college credits, and the class earned about \$320,000 in scholarships. She said 94 percent of those students are now enrolled in higher education or trade schools.

Graydon Stanley from North Idaho College, presented the Continuous Enrollment Initiative and the Village Project, which is in its inaugural year (see attachment 1). He said the program supports older nontraditional students by placing them in cohorts, or groups of 15. The structure provides a learning community and opportunity for students to work in consistent teams and gather support from one another. The intrusive advising model includes an early alert system where a coordinated intervention occurs so the student can get back on course when he encounters difficulties.

Ken Price, Managing Director of the 21st Century Community Learning Center (21st CCLA) in Marsing, Idaho, described the "Kahn Academy in Idaho" initiative and its successes. As an illustration he related the story of a student from Coeur d'Alene who harbored a long-standing hatred of school but quickly became interested and engaged when he learned how to write enough code to create a detailed twirling ice cream cone in one afternoon.

Mr. Price said the Foundation funded his proposal to take the Khan Academy to six 21st CCLA sites to replicate Marsing's in-school success and help more students build mastery and confidence in their math and technology skills.

Mr. Price said 21st CCLA's federally-funded, competitive grant programs are administered by each state's Department of Education. There are 37 grantees in Idaho. He described the Khan Academy's and Chromebooks' positive impact on students and said teachers do not need to learn to code, but they must trust and believe in disruptive change.

Mr. Price said Khan Academy and Chromebooks are here to stay in 14 schools in Idaho, and more schools are waiting to make the transition.

Mr. Quarles introduced Dr. Royce Kimmons for his presentation on the Doceō Centers for Innovation + Learning.

Royce Kimmons, PhD, University of Idaho Doceō Center for Innovation + Learning (Doceō) said Doceō's mission is to improve P-12 teaching and learning through effective technology integration achieved by (1) effectively training teacher candidates, (2) supporting in-service teachers, and (3) building an evidence base for others to follow.

Dr. Kimmons reviewed examples of Doceō's successes and said they have learned three lessons: (1) technology access is varied and unpredictable, (2) vendor-driven (rather than evidence-based) technology decision-making is rampant, and (3) innovation with technology requires redefining teachers as competent professionals who understand the needs of their students and how best to serve them.

Dr. Kimmons said at the most basic level, each classroom needs (1) Internet access, (2) an Internet-capable teacher device (e.g., laptop, Chromebook), (3) a projector and screen, and (4) a document camera. He stressed that technology alone has no impact on student outcomes unless it is coupled with innovative pedagogy and content. He noted that teachers need allocated time to become limitless learners themselves.

Senator Souza asked if the organization has discovered any unique or surprising teaching methods. **Dr. Kimmons** said professional development needs to be embedded in teachers' jobs but, as educators, that component must be connected to content.

Mr. Quarles spoke of the Foundation's mission to discover, develop and expand environments of limitless learning for all Idahoans by focusing on three key areas: (1) learning innovations, (2) awareness and (3) community investments. He then introduced Alan Millar for his presentation.

Alan Millar, Executive Director of the Idaho PTECH Network (Pathways in Technology Early College High School) said PTECH creates bridges from high school to community college to an entry-level job in the high-growth areas in Idaho, which are: (1) technology, (2) health care, and (3) aerospace/high tech manufacturing.

Mr. Millar explained that PTECH focuses on the forgotten middle 50 percent of students who encounter the complexities of college enrollment and registration, costs of student loans, or lack of parental support. He said these students may begin to go on to higher education but life too often intervenes.

Mr. Millar said the PTECH services stay with students through high school graduation and program completion, to on-the-job training and a link to an Idaho company that may offer them a job. He described the growth of school and student participation in the program and the participating companies, colleges and state agencies. He said 95 students in eight rural high schools are enrolled in PTECH's program. Those students have earned 278 college credits with a cumulative GPA of 2.75. He said PTECH is on track to enlist 8 new high schools which will add 150 to 200 students to the program.

Mr. Millar said PTECH businesses do not care about a GPA score or other school assessment, but they do care about teamwork, persistence, collaboration and leadership. He said PTECH students receive remote coaching in those soft skills and guidance and support from Inside Track, a PTECH partner. **Mr. Millar** commented on the population's changing demographics and concluded with the message that PTECH wants to change the economic arc of Idaho by matching up the education of students with the fastest growing sectors of Idaho's economy.

Terry Ryan, President of the Idaho Charter School Network (ICSN), described the nature and partnership arrangement between ICSN and BLUUM (see attachment 3). ICSN will focus exclusively on charter school advocacy and policy issues, and BLUUM will focus on expanding high-quality public school seats across Idaho.

Mr. Ryan described BLUUM's mission, which is to: (1) improve student achievement, (2) work with local, regional and national partners to grow the number of students attending high-performing schools, (3) advocate for the right of every family to attend high-performing schools of their choice, (4) share all lessons learned to help others, and (5) make Idaho a national model for how to create and nurture excellent learning opportunities.

Tony Ashton, Executive Director of Teach for America (TFA) said millions of children are growing up in low-income or remote communities that lack access to high quality education opportunities. As a result, just 6 percent of Idaho's children in the bottom 10th of income levels will graduate from college, compared to 61 percent from the top 10th.

Mr. Ashton said TFA has played a role in eliminating this inequality by bringing a diverse group of emerging leaders into the field of education. This group is referred to as corps members. He described the training process including a two-year commitment to a professional development program after the corp member is in a classroom. He said corps members must meet the same licensure requirements as all other teachers and noted the 2015 school year will be TFA's first year to have corps members in Idaho.

Senator Keough asked how TFA interacts with higher education teaching programs in Idaho. **Mr. Ashton** said TFA is seeking to establish partnerships to provide continuing ongoing professional development to its teachers. **Senator Keough** asked about TFA's degree program. **Mr. Ashton** replied that all TFA teachers have college degrees, but not all of those degrees are in education. He explained that TFA is an alternative route toward education certification.

Senator Souza asked for more information on classroom experience and preparation time. **Mr. Ashton** explained more fully and said teachers without initial certification in education receive training at a summer institute, along with classroom observation and feedback.

Chairman Mortimer asked about TFA's expectations in Idaho for the next 12 months. **Mr. Ashton** said TFA will have 15 teachers in Idaho in the fall of 2015. He added that TFA tries to develop teachers who want to work in low income and rural schools.

Mr. Quarles concluded the presentation and asked for questions. Several Committee members expressed frustration with the Foundation's negative ad campaign. **Senators Keough, Ward-Engelking, Buckner-Webb, Nonini and Patrick** all hoped the Foundation would balance the negativity of the Go On campaign by featuring some successes. **Senator Souza** suggested using the innovative and salutary topics presented at the meeting as part of the Foundation's ad campaign.

Chairman Mortimer expressed the Committee's appreciation for the Foundation's hard work and philanthropy and thanked the presenters for bringing in new ideas on the educational process.

ADJOURNED: There being no further business, **Chairman Mortimer** adjourned the meeting at 4:32 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

Jeanne' Clayton
Assistant Secretary

Roger Quarles, executive director

J.A. and Kathryn Albertson Foundation

Good afternoon Mr. Chairman and members of the committee. For the record, I am Roger Quarles, executive director of the J.A. and Kathryn Albertson Foundation. Thank you for inviting the Foundation to talk to the Senate Education Committee about where the Albertson Family Foundation has been and where we are going.

I think it is important to offer a very brief history of the Foundation.

As I am sure most of you know, the Foundation honors the legacy of Joe and Kathryn Albertson. Joe founded Albertson grocery stores in the late 1930s. By the 1960s, Albertson's had hundreds of stores throughout the west. By the 70s, sales had reached a billion dollars.

And that's when Joe and Kathryn, who met, married, started a business and raised their family in Idaho, began quietly giving away some of their hard-earned money...most often to causes that benefited kids in their beloved Idaho.

Joe thought that an education was one of the most important things that you could have and that if you had that, you could do anything. He believed that individual prosperity would lead the state to economic prosperity.

Since 1997, when Kathryn made a large endowment to the Foundation, the family has invested in several initiatives:

- Professional development for teachers
- Teacher certification
- Early childhood education
- Technology for every school in the state
- Data systems
- Reading programs like the Waterford Reading program
- College and career readiness programs including millions in scholarship opportunities
- And awareness campaigns

Unfortunately the investments did not necessarily result in improvements in student achievement in Idaho. Today we are ranked in the bottom on several key educational markers.

However, we have learned some very valuable lessons over the last 17 years.

One lesson we have learned is that the single most important element of any successful initiative is leadership.

We all know that a great leader is the difference between success and failure. Great leaders focus their resources and talent to push past the status quo. They unite disparate groups and rally around a common cause. They shape vision and set high standards. They cultivate leadership in others. Great education leaders create climates hospitable to learning, they relentlessly improve instruction; they hold people accountable and they use DATA to improve and make decisions.

I am honored to introduce today some of the great leaders with whom we have the pleasure of working in our pilot projects. We are very grateful that they are willing to come here today to share their experiences over the past couple of years.

Ken Price from Marsing will talk about the Khan Academy in Idaho pilot. Tandra Gaskins from New Plymouth High School will highlight Go On Schools. Graydon Stanley, from North Idaho College, will discuss the Continuous Enrollment initiative. And Royce Kimmons from the University of Idaho will talk about our Doceõ Centers for Innovation & Learning.

This brings me to lesson #2: We've learned that all students need intrusive advising and college and career guidance.

Our work in Go On was not limited to the awareness campaign you saw on TV or heard on the radio. The Foundation provided millions of dollars to equip colleges with scholarships and high schools with resources and support for creating a go on culture. These initiatives taught us some very important learnings.

- Intrusive (or proactive) advising is a key component to success, whether you are in high school or college.
- Students need more exposure to jobs, careers and relevant experiences while in high school.
- They need to understand their options for a 1-, 2-, or 4- year degree.
- They need to know how taking dual credits or AP courses will save time and money towards a degree.

It's my pleasure to introduce Tambra Gaskins, guidance counselor extraordinaire at New Plymouth High to talk about Go On Schools.

Tambra Gaskins, guidance counselor

New Plymouth High School

Mr. Chairman and members of the committee, my name is Tambra Gaskins. I am the guidance counselor at New Plymouth High School.

New Plymouth is a rural public school serving grades 9-12. We have about 280 students. I have been at New Plymouth for ___ years and have been the guidance counselor for ____ years.

The Foundation asked if I wouldn't mind giving a brief history on Go On Schools before I describe our experiences at New Plymouth.

In the spring of 2012, any accredited public or private Idaho 6th-12th grade school was invited to participate in the Go On Schools initiative. Successful applicants would receive a one-year, renewable grant between \$10,000-\$40,000. Fifty-two schools applied and 27 were accepted into the pilot during the 2012-13 school year. During the 2013-14 school year, all six middle schools from the Boise Independent School District withdrew from the pilot. A cohort of 21 schools remains and will complete the third and final year of the pilot in the spring of 2015.

The purpose of the Go On Schools initiative was to resource and equip schools and the community to effectively support, counsel, guide and/or mentor all students so they can Go On to education and/or training beyond high school. The hoped for outcome was simple: Change the culture of a school so that going on is the expectation, not the exception.

The Go On program asked schools to track key data, work as a team and focus students on four important building blocks: Aim High, Make a Plan, Get Ready and Go On.

- ✓ Aim High: Set high expectations (academically and otherwise), and get/give support and extra help when challenges arise.
- ✓ Make a Plan: With support and guidance from schools, the community, and parents, students develop, track, and update a plan for how they will prepare for education after high school.
- ✓ Get Ready: Students take rigorous courses, tech-prep, Advanced Placement, and dual-credit classes.
- ✓ Go On: Students take college assessments such as the ACT and SAT, fill out FAFSA, college application and scholarship forms, visit campuses, and get exposure to college and career experiences.

As for New Plymouth's experience with the Go On Schools program, the building blocks were accomplished due to leadership within our school and community.

Teachers, administration and the school board believed that changing the culture should be a focus for our students' educational futures.

We start counseling students about taking college classes in the 5th grade. This also includes parent meetings.

Students start taking the difficult course work early in their elementary and middle school years.

We challenge the students to promote their thinking past today, and look toward their high school career and beyond.

The Dual Credit program is built into the core classes that all NPHS students are required to take for graduation. It is a personal choice to take the dual credit; students are allowed to opt in for the credit with additional course work.

The High School mirrors the General Education Courses at colleges within the state.

All High School Teachers are Advisors helping students with questions about college and dual credit coursework.

How has the Go On Campaign Impacted our school?

When our students are asked "What are your future plans?" we quickly get an answer of "I am going to college to study (fill in the blank)." This is what the Go On Schools initiative has done for our students, school and community. These students have not only a goal, but a prepared blueprint of how to help themselves meet their educational objectives.

Go On has been a catalyst in sponsoring innovative ideas and programs. It has been a huge sponsorship for concepts and viewpoints for students and school staff. The funds have allowed students to visit colleges outside our local area and opened a floodgate of opportunities and technical hardware and software to make dreams a reality.

What are the outcomes?

In 2011, the percentage of seniors who went to some form of education or training after graduating was 43%. In 2012, it was 53%. In 2013, it was 57%.

For the class of 2014:

- ✓ 69 seniors in the Class of 2014 graduated with 927 college credits
- ✓ The class earned about \$320,000 in scholarships
- ✓ 94% are enrolled in higher education or a trade school.

We started Go On with the thought of propelling our students' knowledge about opportunities past high school, which is now our reality.

We have seen a huge increase in our students taking advantage of dual credit and looking at college as "It is possible for me to get a degree and start college now, I don't have to wait." They have saved valuable time and money and they are very proud of their accomplishments. The playing field of the haves and have not's are now equal since it is now affordable to all the students.

How can you not be proud of the students' accomplishments and hard work? Go On is a success in our school, because we have changed the culture to believe, "I can do anything; I am the commander of my own destiny."

ROGER

We've learned that adult students need help with intrusive or proactive advising too -- especially those older, non-traditional students who face many barriers to success.

And now I'd like to introduce Graydon Stanley, from North Idaho College to talk about the Continuous Enrollment project.

INSERT GRAYDON'S COMMENTS HERE

North Idaho College

Village Project

While the Village Project is in its inaugural year, it came from three prior years of research and development funded by the J.A. & Kathryn Albertson Foundation. The program is rooted in proven best practices that include placing students in cohorts, an intrusive advising model, an early alert system and a robust college success class. Our initial research and development was conducted with students currently deficit of a GED who were working towards a certificate in trades and industry. Students were challenged to complete their GED and complete college credits towards a certificate. Student in this phase of the project were able to persist and complete at higher rate than other like populations. While given less than a 5% chance of persistence, the students participating in the project persisted at a rate of 86%. They accrued more credits and achieved higher GPAs than their counterparts.

The Village Project is now applying the best practices from the first phase of the project to the general population of admitted students. Our student population is still considered remedial in nature, but do carry with them a completion of a high school diploma or GED at the time of participation. Students are grouped (cohort) for a year at a time in core classes that are necessary for completion. It is the beginning of a guided pathway. It is a practice we hope to grow over time into a solid pathway culture for all NIC students.

Our intrusive advisors are volunteers from our campus who step up in addition to their assigned duties to engage with our students on a regular, more “intrusive” manner. They form a relationship with the student very early in the orientation process so no time is lost when the student matriculates. When students miss a class, fail a test, etc. the early alert system is activated and the intrusive advisor intervenes to assist the student get back on track. They sit in on classes at times, provide midterm feedback beyond the grades provided by faculty and assist students with any issues that may prevent optimal academic outcomes.

The college success class integrates curriculum around non-cognitive variables, particularly grit skills. Students are taught the true meaning and power of a cohort and a heightened understanding of community. Just as we take institutional responsibility for them, they take responsibility for themselves and each other. They develop an education and career plan in their class and are educated about the steps necessary to complete their goals in these areas.

Because we are applying our best practices to a new demographic, our data collection process is in early stages for our current population. The data from the research and development phase was overwhelmingly successful. It taught us important lessons that we have turned into legacy work for our institution. It is our goal to meet students where they are and assist them to completion instead of meeting them with assumptions of what we think they should know. We understand the human condition, but believe in the human spirit.

North Idaho College Village Project

BUILDING A VILLAGE,
engaged in
**student
success.**



Background

- Funded by JKAF
- Initial three year grant (I-BEST) was used as research and development to denote retention best practices.
- Village Project is no longer called I-BEST and has required best practices integration of the best practices to a broader campus audience.
- 500 students served by 1/17

Cohort:

- Students are registered in groups of 15. They move through their curriculum in a group (or village) for the first year. Students are registered in course based on their COMPASS scores and individual needs.
- Structure provides a learning community, an opportunity for students to work in consistent teams and support each other.
- No deviation from instruction already inherent in classes.
- Non-cohorted students will also be registered in courses; they are not cohort exclusive.

Early Alert:

- Early intervention is a key component.
- We ask that faculty, staff and fellow students alert when appropriate at the first signs of concern. This can include attendance, classroom behavior or attitude issues, missing work, or disclosure of personal issues that may impact academic performance.
- When an alert is received, a coordinated intervention occurs so the student can get back on course.

Intrusive Advising:

- Intrusive Advising: Programs utilizing proactive advising build structures that incorporate intervention strategies mandating advising contacts for students who otherwise might not seek advising or know how to properly use it.
- Each cohort is matched with an “intrusive advisor”. Intrusive advisors volunteer from all over campus to assist students retain and persist. This year, we have employees from E-Learning, Institutional Research, the bookstore, and Outdoor Pursuits.
- Intrusive advisors are there to assist faculty and intervene with students to provide additional support, resources and advising whenever needed. Their job is to proactively engage with students.

College Success Class:

- A College Success class is a part of the cohort classes.
- The course is cohort exclusive so students can explore the idea of cohort, community and needs they experience in their academic and programmatic experience.
- A focus on non-cognitive variables and learner centered curriculum is being developed and applied.

ROGER

This brings us to lesson #3. Technology will not replace teachers, but our work with Khan Academy in Idaho has taught us that technology, coupled with a new mindset, can transform and deepen the student/teacher relationship. Students who are allowed to learn at their own pace through technology take more ownership of their education and -- our early data suggests -- achieve greater results -- in some cases, 400% growth. Kids who thought they couldn't do math are doing math and it is giving them confidence in other subjects.

Here today to talk to you about one aspect of the KA in Idaho initiative is Ken Price.

Ken Price, managing director
21st Century Community Learning Center, Marsing, ID

Mr. Chairman, for the record, my name is Ken Price. I am the managing director of the 21st Century Community Learning Centers in Marsing, Idaho.

I'd like to expand on a point Roger Quarles made, and briefly illustrate just one of the many ways student achievement and engagement has increased within the Khan Academy in Idaho initiative.

I'd like to tell you about [NAME], a tenth grader from Coeur d'Alene. [STUDENT NAME] is an alternative student at [SCHOOL] who absolutely hated school.

He was defiant and resistant to any learning. Instead of completing assignments, [NAME] wrote the words, "I hate school" atop every assignment. Not only was the assignment tattooed with, "I hate school," [NAME] would tear it to pieces before burying his head on his desk, forgoing the rest of the lesson.

[NAME'S] teacher was at a loss for a way to engage him. [NAME] was quickly falling behind his peers.

Not any more.

When introduced to a Khan Academy, [NAME] quickly became interested. In one afternoon he learned how to write enough to code to create an intricately detailed and patterned ice cream cone that twirled.

Needless to say, his teacher was floored. She now has the perfect venue to keep this young man engaged in class.

With the support and individualized learning from his exceptional teacher, [NAME] is recharged — he, and his peers, are learning again.

Last May the J.A. and Kathryn Albertson Foundation funded my proposal to take Khan Academy (KA) to six 21st Century Community Learning Center sites to replicate Marsing's in-school success and help hundreds of additional students realize their potential just like [NAME].

These Community Learning Centers, or CCLCs, are federally funded competitive grant programs administered by each state's department of education. There are 37

grantees in Idaho providing academic, social and emotional learning activities for students outside school time, typically afterschool and during the summer.

I have been Marsing's director for ten years.

The motive is to help students build mastery and confidence in their math and technology skills by supporting programs that are willing to use Khan Academy and additional effective methods that are substantiated through real-time data.

Why Chromebooks and Khan Academy?

- Khan Academy and Google Apps for Education are free.
- Technology and Khan Academy allow for Personalized Learning at their own pace
- Teachers can target small groups, while Khan Academy engages and educates others
- Technology facilitates peer tutoring. Kids love to show others how to work a device
- Traditional boundaries and limitations of learning are diminished

How does Marsing and our Community Learning Center find success?

- Marsing was willing to take calculated risks with Khan Academy and Chromebooks
- Community Learning Center programs provided time, funds and flexibility to experiment with Khan Academy
- Chromebooks and Google Docs allow students to be 'Producers, not Consumers'
- Marsing was not depending on just JKAF for future funding to expand limitless learning opportunities for students
- An experienced guide counseled Marsing- the NNU Doceo Center

What does it look like to be ready to benefit from programs like this?

- Decision-makers need latitude, flexibility and support from administrators
- Business managers and Tech staff need to give priority to these types of implementation
- Multiple funding sources are needed to dedicate toward innovation
- Teachers should have reliable and consistent access to technology
- Initial implementation ideally happens during summer school or Community Learning Center time

- There absolutely must be a culture of Selflessness, Teamwork and Service to others
- And, **Teachers must trust and believe in disruptive change**

What are the Expected Results and Measurements of the Project?

We know from observations that students like using the Chromebooks and Khan Academy. We know that the use of Khan Academy has spread into the regular school day. In that regard, the program has definitely expanded students' learning horizons and engagement.

Engaging and educating students after a long day at school in after-school programs is challenging. Khan Academy lessens the **burden** on teachers by providing activities that meet kids at their learning levels, making the transition to mastery-based learning sensible.

Coding interest has increased among students and staff. Khan Academy has a great component that enables students to write code with embedded tutoring on its website.

What is the impact of Khan Academy and Technology with grantees?

Khan Academy and Chromebooks are here to stay in 14 schools with more schools wanting to make the transition. Principals want to expand Khan Academy to additional classrooms in their schools. Staff and students like doing math and coding with the Chromebooks. Hard data from MAP assessment tests will be available in May to measure about 700 students' growth in math.

I would like to thank the J.A. and Kathryn Albertson Foundation for taking the leap of faith with funding the 21st CCLC KA program.

ROGER

Lesson #4. We have learned that we need to elevate and enhance the teaching profession in Idaho.

We know that a highly effective teacher is the single most important ingredient in a student's life. Idaho can lead the way in teacher preparation especially as it relates to the emerging area of blended learning. We hope that the Doceõ Centers for Innovation + Learning at Northwest Nazarene University and University of Idaho will mark a new era for Colleges of Education in Idaho and across the nation. By researching and practicing national best practices in blended learning, the Doceõ faculty and staff will transform how future educators teach and Idaho's students learn.

Here to give us a testimonial is Royce Kimmons, Executive Director of the Doceõ center at the University of Idaho.

Royce Kimmons, PhD
University of Idaho Doceo Center for Innovation + Learning

At the University of Idaho's Doceo Center for Innovation + Learning, our mission is to improve P-12 teaching and learning in the state through effective technology integration. We achieve this by focusing on three main areas:

1. Effectively training **teacher candidates**;
2. Supporting **in-service teachers**;
3. And building an **evidence base** for others to follow.

Each of these areas has a different scope and focus. With teacher candidates, we focus on local development at the University of Idaho; with in-service teachers, we focus on improving teaching across the state; and with evidence development, we focus on improving global knowledge on how to improve teaching through effective technology integration.

Our efforts in these areas are manifold, and some examples of our successes over the past two years include the following:

- We have reconceptualized how teacher candidates are taught at the University of Idaho and have developed a cutting-edge innovation lab on-campus for this purpose.

- We have conducted over one hundred (100) focused professional development sessions with partner schools that have included over 2,000 participants and are responsive to the needs, goals, and capacities of those schools.
- We have provided a number of statewide training opportunities for teachers that have been rated very highly by participants (e.g., 98/100).
- We have presented our work broadly in the U.S., Canada, and the U.K. and have had our work published in over a dozen academic journals and books.

Through these efforts, we have become a valuable resource to partner schools in the state and have established ourselves as a productive and competitive hub of educational technology research.

As we have progressed, we have learned three major lessons that may be of interest to the committee.

First, technology access is varied across the state and is unpredictable. Pockets of innovation exist across the state, and disparities exist both between and within schools without consideration for region, population, or location. This makes it very difficult to accurately prioritize the needs of schools and districts for educational technology interventions without personnel on the ground to conduct needs analyses.

Second, vendor-driven (rather than evidence-driven) technology decision making is rampant across the state as school expenditures regularly reflect effective vendor

marketing strategies rather than realities of what will and will not help schools. In our efforts, we seek to help schools avoid hyped expectations and flawed “silver-bullet” thinking about technology purchasing, thereby making better use of their limited resources.

And third, innovation with technology requires a general reprofessionalization of teaching, wherein teachers are treated as competent professionals that understand the needs of their own students and how to best serve them. We have found that teachers are willing and capable of effecting truly innovative practice if they are given the tools to do so within a climate that is supportive, flexible, and respectful.

These and other lessons learned lead us to make three recommendations for the committee’s consideration.

First, there are a set of minimum technology requirements necessary for innovative practice with technology to occur within any classroom, and these needs are not met across Idaho. It makes little sense for universities to prepare teachers to teach with technology if they will enter classrooms without basic requirements, and research suggests that availability of technology resources can be a major factor in teacher attrition. At a very basic level, each classroom needs: 1) internet access, 2) an internet-capable teacher device (e.g., laptop, Chromebook), 3) a projector and screen, and 4) a

document camera. The next extremely important milestone would then be a statewide 5:1 student-device ratio.

Second, quality professional development is crucial to supporting innovative practice. Research studies have repeatedly and conclusively shown that technology alone has no impact on student outcomes but must be coupled with innovative pedagogy to have any educational benefit. Along with the Governor's Task Force, we suggest that such training should be job embedded, should continue over time, and should be provided by educators.

And third, teachers need allocated time to innovate with technology. From our perspective, it is impossible to empower teachers to change their practices and to become "limitless learners" themselves if they are not given sufficient time to plan and collaborate with one another. Thus, any guidance that the state can provide to local districts in ensuring that teachers have ample time for planning and collaboration would be helpful for sustaining these efforts.

We have appreciated this opportunity to briefly share our work with the Senate Education Committee, and we look forward to answering any questions or providing any clarifications.

ROGER

Thank you Ken, Tambra, Graydon and Royce for your presentation and all of the hard work you do to help Idaho students succeed.

And now, with your permission Mr. Chairman, we would like to use the remainder of our presentation to focus on future work of the J.A. and Kathryn Albertson Foundation. Our mission is to discover, develop and expand environments of limitless learning for all Idahoans. We are focused on three key areas: Learning Innovation, Awareness and Community Investments.

We are going to narrow the focus for the rest of this hour on the work we are doing in Learning Innovations. As you well know, Idaho has a lot of challenges when it comes to preparing our children to succeed in school, college, career and life. And while the challenges are relatively clear, the solutions for how we get better are not. We invest in innovative, high performing learning models such as the Idaho PTECH Network, Bluum and Teach For America because they show what is possible. We make decisions about what programs and practices we will support and resource based on research and best practices and we are focused on what is best for kids, not adults.

One challenge facing Idaho is the difficult pathway our students face when

transitioning from high school to college and career. As you know, by whatever measure you use, Idaho is at or near the bottom for the percentage of students who will go on to and successfully complete a 1-, 2-, or 4-year degree.

Here to talk about a new learning innovation that we developed to help smooth that pathway is the Idaho PTECH Network president is Alan Millar.

And I would respectfully ask the committee to hold on any questions you may have for our panelist until all three are finished.

Alan Millar, executive director
Idaho PTECH Network

Senator Mortimer and members of the Committee:

My name is Alan Millar and I am the Executive Director of the Idaho PTECH Network. PTECH stands for Pathways in Technology Early College High School. Our organization creates bridges from High School to Community College to an entry-level job in three high growth, high value Idaho industries technology, health care and aerospace/high tech manufacturing.

We exist to positively change the lives of Idaho student's by shortening the economic arc between an 11th grade student and the training and skills they need to support themselves, start a career and get to the first rung of the middle class ladder. We do this by focusing on the quality of student experience and providing support along the way, including technology, access to online coursework, tuition and coaching.

PTECH students are not from the upper quartile of Idaho students – the 25 percent of students who are going on no matter what. Nor are they from the lower quartile – the 25% of students who will not go on. They represent the “forgotten 50” – the remaining kids who encounter the complexities of college enrollment and registration, the costs of student loans or the lack of parental

support. They may begin to go on but they do not complete a degree or certificate. Life intervenes and the data suggest that the longer it takes, the less likely students are to achieve a degree or certificate.

Our PTECH services stay with students through high school graduation and program completion to on the job training and a link to an Idaho company that could offer them a job. Companies will not guarantee hiring, but they are willing to interview and provide mentoring, site visits and on the job training. Our mission is to provide them with employees that have the training, education and soft skills ready to go to work today.

So how is it going so far? We launched our beta year with 6 schools and 50 students and have since grown to 95 students in 8 rural high schools. We have 47 students in Technology fields, 30 in health care and 18 in Aerospace/High Tech Manufacturing. Those students have earned 278 college credits and have a cumulative GPA of 2.75. We have 24 companies working with us, including HP, Eidnetics, Empire Airlines and St. Alphonsus. We have three colleges and a strong partnership with Director Sayer at Idaho Commerce, Idaho Department of Labor and Idaho DPTE. We are onboarding 8 new high schools and 150 to 200 students.

One thing we have learned is that employers don't really care that much about GPA or test scores or the other assessments that schools spend their time on, but they do care about teamwork, persistence, collaboration and leadership. Our PTECH students receive remote coaching in those soft skills as well as guidance and support from our partner Inside Track, who are bringing their national model into high school for the first time. *Probably the greatest thing about my coach was she stayed positive even if I was weeks behind on a course. Instead of lecturing me, she would help me find ways to catch up. I would strongly recommend any student to have a learning coach.* This coaching model has been shown to increase academic performance, but we are also working to create assessments of student engagement hope and well-being. While these concepts may seem soft in comparison to SAT scores, it turns out that single biggest predictor of college success is hope. It is safe to say that hope is the biggest predictor of a quality employee and a meaningful life as well.

Other things we have learned: what we are trying to build- an aggregated engineered talent pipeline from multiple high schools to the workplace- doesn't really exist. There are structures and institutions that look like they cross this divide but our middle 50 students are not making it through in large numbers. We have learned that business and education speak different languages even if

they seem to be using the same words. We have learned that students do not know that these businesses exist in their towns, even if they are right down the street.

Essentially, we have been learning how to hack the American Dream for our rural Idaho students. A hack is a work around to make something work differently or better than it was designed for. The educational systems currently require tying and splicing and hacking to get our students enrolled and successful. Some of the high schools require a workaround to get our students the online access they need and sometimes a cultural work around as well. Our goal with the next cohort is that the hacking gets easier and that we start to fix some of these choke points.

I want to credit senior members of this committee, other branches of government and community colleges for listening to our concerns about these choke points and beginning to make substantive and necessary changes. I also want to thank our partner companies whose voice and input on what they need and what they are willing to provide has been a critical part of this unique "education-industry" partnership.

Where do we go from here? Speaking for my team, we are in this first and foremost for the students, but we also want to change the economic arc of our

state. We cannot settle for being the state with the highest proportion of minimum wage jobs.

Many of you have seen the Shifting Sands Demographic survey. To oversimplify the findings of that study, the forecast projects that Idaho households will be more ethnically diverse, more clustered urban areas, and poorer than we are today. For myself I would welcome a little more ethnic diversity around the place and we probably can't do much about the pull of the urban centers. But I would argue that demographics does not have to be our destiny and we can do a whole lot better in matching up the education of our students with the fastest growing sectors of our economy. As Brandon Busted of the Gallup organization said at the last Ed Sessions- it's the *Educonomy*. (He did not add the word *stupid*)

That's what inspires our team every day and I hope it inspires this committee as well.

Thank you Mr. Chairman and I will stand for questions **at the end of our presentation.**

ROGER

Although our traditional schools serve some students well, it is clear that too many students lack high quality learning options that prepare them to succeed in post secondary education and productive careers. The Foundation has a long history of support for school choice in Idaho. We believe that students deserve learning models that make them love learning.

In the past, the Foundation provided \$250,000 to every charter school start-up. Today, we will invest in and accelerate only high performing charters that excel in delivering blended learning. Which is why we have launched our “20-in10” strategy -- to place 20,000 high performing learning seats for Idaho kids by 2024.

Here to discuss the progress we're making on this strategy is Terry Ryan, president of Bluum.



Presentation to the Idaho Senate Education Committee

March 5, 2015

Terry Ryan, President



Idaho Charter School Network

- Collection of charter school leaders started in late 1990s
- Focused exclusively on charter school issues as a membership organization
- Primarily engaged in encouraging conversations between charter schools, sharing practices, and advocating for charter issues



BLUUM and Idaho Charter School Network, Inc.

- BLUUM is a 501(c)3 nonprofit organization
- Idaho Charter School Network, Inc. will become a 501(c)4 membership support organization
- Organizations will share same board, staff, and values
- But, the Idaho Charter School Network, Inc. will focus exclusively on charter school advocacy and policy issues
- While BLUUM will focus on expanding high-quality public school seats across Idaho



BLUUM's MISSION:

- Improving student achievement and expanding quality learning opportunities for children and families in Idaho and beyond.
- Working with local, regional and national partners to grow the number of students attending high performing public schools (especially charters) and learning programs.
- Advocating for the right of every family to attend a high-performing school of their choice.
- Sharing widely all lessons learned from this effort so as to help others.
- Making Idaho a national model for how to create and nurture excellent learning opportunities for all children.



Charter School Network (Membership based)	Shared Services (Market-driven)	New School Development ("20 in 10" Growth Support)
<ul style="list-style-type: none"> • Advocacy and protecting space for current and new schools • Advocating for public resources • Communications • Technical assistance • Trainings • Events/Conferences • Sharing best practices • Strategic planning support • Brokering efforts with other with other stakeholders and partners 	<ul style="list-style-type: none"> • Financial management <ul style="list-style-type: none"> - Bookkeeping - Basic accounting - Financial reporting - Financial planning - Financial modeling - School CFO/Treasurer • Grant Management <ul style="list-style-type: none"> - Grant Writing - Grant reporting • Other <ul style="list-style-type: none"> - Legal - Academic - Technology - Special education 	<ul style="list-style-type: none"> • Identifying and recruiting models (in-state and out) for growth • Identifying, recruiting, developing new school talent • Assisting applicants for new school development • Raising support dollars (philanthropic) • Making case for new school support • Working with reform-minded district(s) in new school growth • Storytelling: awareness building • Coordinating with partners



Thank You

*"Success is not counted by how high you have climbed
but by how many people you brought with you." - Dr. Wilbert Rose*

ROGER

Idaho is in the grips of a teacher shortage. As a result, no one suffers more than Idaho children. Last year, the U.S. Department of Education listed 44 disciplines where a teacher shortage was documented in the state of Idaho. And the number is growing, especially in hard-to-fill categories such as agricultural science and technology, basic mathematics, chemistry, early childhood/early childhood special education, economics, geography, physics and health. As former superintendent of Caldwell School District I know how difficult it is to attract and retain high-quality teachers, especially when neighboring school districts can promise \$5,000-\$15,000 salary increases.

One solution to this ever-widening problem is Teach for America. Here today to talk about TFA is Tony Ashton.

Tony Ashton, executive director,
Teach For America

Thank you Mr. Chairman and Committee members for the opportunity to be here today, my name is Tony Ashton and I am the Executive Director of Teach For America Idaho. I am a native of Utah but spent much of my life growing up in Idaho. Many of my most cherished memories -- learning to ride a bike, learning to fish, my wedding -- all occurred in this incredible state. For these reasons, and many more, our family's recent decision to move to Idaho and lead TFA's work here has been an amazing opportunity. I feel as if I've come home.

Tony – do you want to do a brief summary of your TFA history?

All kids deserve the chance to reach their full potential, and at Teach For America we believe an excellent education is the most effective way to give them that chance. However, millions of children growing up in low-income or remote communities lack access to high-quality educational opportunities. As a result, just 6 percent of kids in the bottom tenth of income levels will graduate from college, compared with 61 percent from the top tenth. This inequity can be seen on several metrics in Idaho, but one of the most striking for me is that the state ranks 48th in the country when comparing the performance of low income and non low-

income students on 8th grade reading on the National Assessment of Education Progress. This not only limits students' life opportunities, but Families, communities, and Idaho as a whole suffer when vast numbers of children fall behind.

Teach For America is playing a role in eliminating this injustice by recruiting, developing and bringing a diverse group of our nation's emerging leaders into the field of education. These individuals, called corps members, begin their path with a two-year commitment to teach in low-income urban and rural public schools. Deeply affected by their experience in the classroom, they join our alumni network and continue to advocate for students from many different roles in education and other fields. Since our founding in 1989, more than 47,000 exceptional leaders have joined our corps and reached more than 4 million children.

Teach For America recruits top college graduates and professionals of all academic majors, career interests and backgrounds who demonstrate achievement, leadership and a commitment to expanding opportunity for children in low-income areas. In 2014, 50,000 individuals from over 1,000 institutions applied to the program including more than 90 individuals from Idaho' schools. We look for individuals who show leadership potential and have other traits that are found in our most successful teachers. On average we select between 10-15% of individuals that apply to our program. Our corps members come from diverse backgrounds. Among the 2014 corps, fifty percent identify as people of color, forty-

seven percent received Pell Grants, and one-third are the first in their families to graduate from college.

I am excited to say that the 2015 school year will be our first year with corps members teaching in Idaho. We have established partnerships with three school districts in the Treasure Valley: Caldwell, Homedale, and Nampa to have at least 15 corps members working in Idaho schools next fall. Over the next three years we plan to provide approximately 50 corps member who will reach approximately 3,200 students. These corps members go through an intensive training institute and coaching to ensure they're prepared for immediate classroom impact.

Once in the classroom, our corps members participate in a two-year professional development program. They are routinely observed one-on-one by a full-time Teach For America instructional coach who helps them improve their practice and accelerate student progress and participate. In addition corps members have access to a range of professional development support outside the classroom including participation in professional learning communities, Saturday professional development sessions, and graduate level coursework.

In Idaho, our corps members participate in an open hiring process – competing directly with other teacher candidates. TFA members must also meet the same licensure requirements as

other teachers. Our corps members are also effective. Teach For America is fortunate to be among the most studied teacher-preparation organizations in the country. The body of research shows that corps members have a positive impact on student achievement across subjects and grade levels. Statewide Studies in Louisiana, North Carolina, and Tennessee have consistently placed TFA among each state's top teacher-preparation programs.

More than 90% of our corps members return to teach a second year, and more than 90% complete their two-year teaching commitment. This is higher than the national average of all new teachers who stay in teaching a second year (86%) according to the last report released by the National Commission on Teaching and America's Future. Researchers at the University of Connecticut and Harvard found that more than 60% of our alumni continue teaching beyond two years.

Although next year will be our first with corps members in Idaho, nearly 100 Teach For America corps members and alumni identify Idaho as their home state. Individuals such as Michael Jacobsen, an Idahoan who after working in business for several years started his career in education as a high school math teacher in South Dakota and is now the superintendent of the South Lemhi School District in Eastern Idaho. Another native Idahoan, Cara Jenkins, began her career as a corps member in New York City and has taught for the past 10 years in Idaho. She currently serves as a middle school math teacher and department

chair at the Lowell Middle School in Meridian. For the past two years she has helped lead her department to have the highest growth in mathematics of any school in the district.

Over the last twenty-five years, Teach For America has played a critical role in expanding the pool of transformational educational leaders in communities across the country. As we look to deepen our partnership with communities in Idaho, we will seek to be an important source for teachers, leaders, and advocates for the state's most under resourced students and communities. We recognize that the goal of providing all students with a high-quality education requires leadership, partnership, and collaboration from a range of individuals and organizations that are focused on developing the innovations, solutions, and doing the hard work needed.

Thank you again for the opportunity to speak with you today. I look forward to answering your questions and telling you more about our work in the state.

ROGER: And now Mr. Chairman we'd be happy to answer any questions you may have.

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Monday, March 09, 2015

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	Teacher Shortage in Idaho	Dr. Patti Mortensen, Idaho State University
Presentation:	Idaho Counseling Association (ICA)	Susan Perkins, ICA President
Presentation:	Strive for College - Near Peer Mentoring	Heather Davis, Idaho Regional Director
H 169	Sunset Date Removal	Karen Echeverria, Executive Director Idaho School Boards Association

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer
Vice Chairman Thayn
Sen Keough
Sen Nonini
Sen Patrick

Sen Souza
Sen Den Hartog
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Monday, March 09, 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.

PRESENTATION: **Dr. Patti Mortensen**, Idaho State University (ISU), presented the report on the teacher shortage in Idaho. She stated this information has been a part of her research which she began in 2013. She outlined her career and the current position she holds at ISU. She explained the study was to quantify teacher shortages. She shared the data of her research with the Committee. She stated that her assumption was correct; Idaho does have a teacher shortage.

Dr. Mortensen explained which school districts participated in the survey, what the results were, and how they worked to accommodate the educational requirements without contracted certified teachers or specialists. Idaho lists shortages in 14 of the 19 subject areas, with math and science being the most prevalent. Idaho ranks 4th in the nation for having a shortage of teachers. **Dr. Mortensen** concluded by noting that teacher shortages are not a uniform pervasive nationwide problem. Supply and demand mismatches are more localized. The appropriate responses need to address specific needs such as: attracting and retaining teachers. Idaho educators and policymakers must recognize and address this problem as a urgent statewide economic issue (see attachment 1).

Senator Patrick stated working in schools there are almost qualified teachers who have mentors that are helping them. He asked if she saw much of that in her research. **Dr. Mortensen** said yes, districts do have mentor programs and first year teachers are mentored. She explained the problems and processes in rural districts.

Senator Ward-Engelking stated that this report reaffirms what she thought was occurring out in the schools and teaching profession of Idaho.

Senator Den Hartog asked why so many teachers in Idaho are not qualified to teach. **Dr. Mortensen** replied the voids are in the specialties, math, science and special education and those are the positions that are not qualified.

Chairman Mortimer asked if she knew if the rural schools looked to online courses to fill the voids. **Dr. Mortensen** stated that option was not in the survey. However, she had personally worked with IDLA and knows that the rural schools do use that service.

PRESENTATION: Susan Perkins, President, Idaho Counseling Association (ICA); introduced her colleagues. She presented an overview of the merits of counseling and the different areas of counseling: career, school, mental health, marriage and family. She illustrated the differences between psychology and counseling, and emphasized the many hours of training they undertake.

Sean Nixon, Licensed counselor, Vice President of ICA, presented more specific information of school counseling. He indicated that school counseling is a partially funded mandate: 9th through 12th grade is funded, the lower grades are not. He explained what tasks school counselors perform and the reasons why their services are needed in career counseling. **Mr. Nixon** referred to the different pieces of legislation that are helping to address some situations that affect children in schools and stated that **H 233** puts into statute the definition of a school counselor. He disclosed the Idaho counselor to student ratio and defined the industry norm. He concluded by noting that school counselors help the whole school: students, teachers, and staff.

Senator Patrick asked if he was in support of **H 233** which will spell out the role of counselors. **Mr. Nixon** answered in the affirmative.

PRESENTATION: Heather Davis, Idaho Regional Director, Strive for College – Near Peer Mentoring, introduced her colleagues from Strive for College: David Eastwood, National Director of Programs, Strive for College and Kasey Smart, Idaho Assistant Regional Director, Strive for College.

Mr. Eastwood introduced the program Strive for College – Near Peer Mentoring. He explained this is a new program which began in a dorm room as students helping students navigate through the myriad of concerns associated with college enrollment. He stated this near peer mentoring program has been operating for three semesters and is growing exponentially. He explained how this program works and then showed a video clip to illustrate the process

Mr. Eastwood explained the Idaho programs have been funded by the J.A. and Kathryn Albertson Family Foundation (Foundation). He emphasized that the work to engage students with their peers has proven to be successful, as well as it fills the career counselor gap, especially in rural schools. He explained how the E-mentoring called UStrive was developed and how it has launched the program into reaching more students. He explained the process of mining data of underserved students. He referred the Committee to the fact sheet and explained the statistics. **Mr. Eastwood** concluded the presentation and outlined the next ideas that they are working to accomplish.

Senator Souza asked when students go to the school that is their best fit is that an Idaho school. **Mr. Eastwood** replied it is all about the best fit for the student.

Senator Patrick asked if the Foundation is the only source of funding and how much have they contributed. **Mr. Eastwood** replied that Strive is almost halfway through a three year agreement with the Foundation. They have granted \$300,000 a year for the Idaho portion. Nationally, Strive operates off of grants and private donations.

Vice Chairman Thayn stated this program is exciting on many levels. He asked what the growth projections are for the next few years. **Mr. Eastwood** stated much will be determined on sustained funding. If the funding is acquired, growth will happen.

Senator Buckner-Webb inquired as to how mentors or students can become involved in the program. **Mr. Eastwood** replied that anyone can use this service. If they find Strive, they will be served. **Senator Buckner-Webb** asked if there was a parent component in UStrive. **Mr. Eastwood** explained that most of the mentoring is done in the evening thereby allowing them into the homes of students. That is where parents become more involved. **Senator Buckner-Webb** asked how they work with the cultural components that can hinder college enrollment. **Mr. Eastwood** stated they have specialized resources that address all circumstances, and mentors have been trained to identify those issues.

Vice Chairman Thayn asked what the cost of the mentoring program would be with 3,000 students. **Mr. Eastwood** stated the early projections are under \$100 per student. Once the infrastructure is set up the price per-student will most likely go down.

H 169: **Karen Echeverria**, Executive Director, Idaho School Boards Association (ISAB0, presented **H 169** regarding one year master agreements, also known as the removal of evergreen clauses. She explained the original legislation that was put into place in 2013 with S 1147 it required that salaries and benefits in a master agreement can only be in effect for one year, all other nonfinancial matters may have a length of two years. **Ms. Echeverria** concluded that ISAB is in support of the bill

Senator Ward-Engelking asked how many pages on average are in master contracts. **Ms. Echeverria** stated about 20-40 pages. **Senator Ward-Engelking** asked if salaries and benefits and direct or indirect costs be negotiated every year. **Ms. Echeverria** answered in the affirmative. **Senator Ward-Engelking** inquired how much time is necessary for negotiations. **Ms. Echeverria** replied 85 percent of the districts finished negotiations in less than 10 hours.

MOTION: **Senator Nonini** move to send **H 169** to the floor with a **do pass** recommendation. **Senator Souza** seconded the motion. **Senator Ward-Engelking** stated that she would not support this bill because it puts a tremendous time burden on teachers that are doing the negotiating.

The motion passed by **voice vote**. **Senators Buckner-Webb** and **Ward-Engelking** voted nay. Senator Nonini will carry **H 169** on the floor.

ADJOURNED: There being no more business, **Chairman Mortimer** adjourned the meeting at 4:31 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

Testimony on HB169 – Evergreen Clause

Mr. Chairman and members of the Committee, for the record, I am Karen Echeverria and I am here today on behalf of the Idaho School Boards Association (ISBA) membership. Thank you for giving me the opportunity to present HB169 regarding one year master agreements, also known as the removal of evergreen clauses.

First, I want to note that the bill before you is the language that would lift the sunset clause that has been in place for two years on the legislation that was originally found in SB1147 from the 2013 legislative session. As we did at the Print Hearing, we have provided that original bill in your packets so you can see the actual language.

As a reminder, the legislation requires that salaries and benefits in a master agreement can only be in effect for one year beginning on July 1 and ending on June 30. All other non-financial matters may have a length of two years. The legislation has a sunset clause that will expire July 1, 2015. Should HB169 pass, the sunset clause will be removed and the legislation will become permanent law.

I want to be clear that we are NOT talking about teacher's individual annual contracts. Teacher contracts and the master

agreement are not the same thing. Teacher contracts are the individual one page contracts that teachers sign each year that commits the school district or charter school and the individual teacher to employment for the next year. The master agreement is the agreement that is negotiated between the local union and the local board and includes all items that were negotiated.

In order for school boards to be able to set their annual budgets in a timely manner and in order to set a budget based on the funding that will be available for the upcoming fiscal year, ISBA's members believe strongly that master agreements cannot be open ended and must have a term length.

In addition, the members of ISBA do not believe that today's boards should be bound by terms that were negotiated years, sometimes even decades, ago. The same would be true for future boards not being bound by terms that are negotiated today.

As we have our other labor bill legislation, we have discussed this bill with the Idaho Education Association and they will remain.

With that Mr. Chairman and members of the committee, I would ask that you send HB169 to the floor with a do pass recommendation.

I would be glad to stand for any questions.

Investigating Teacher Shortages in Idaho and the Impact on District Hiring

DR. PATTI MORTENSEN

IDAHO STATE UNIVERSITY COLLEGE OF EDUCATION

FEBRUARY 2015

Background

Topics

- Investigating Teacher Shortages in Idaho
- The Impact on District Hiring
 - Superintendent Discussions in September Regional Meetings
 - What did you do to fill the positions?***

District Survey

Purpose: Quantify shortages and in which subject areas, perceptions regarding cause of shortages, and learn what districts did to fill vacancies before start of 2014-15 school year.

Partnered with Idaho Association of School Administrators to distribute survey

Electronic Survey Sent to 115 Idaho Districts

Response Rate: 68 Districts/59%

Data Overview

Table 1. Districts Reporting by Region

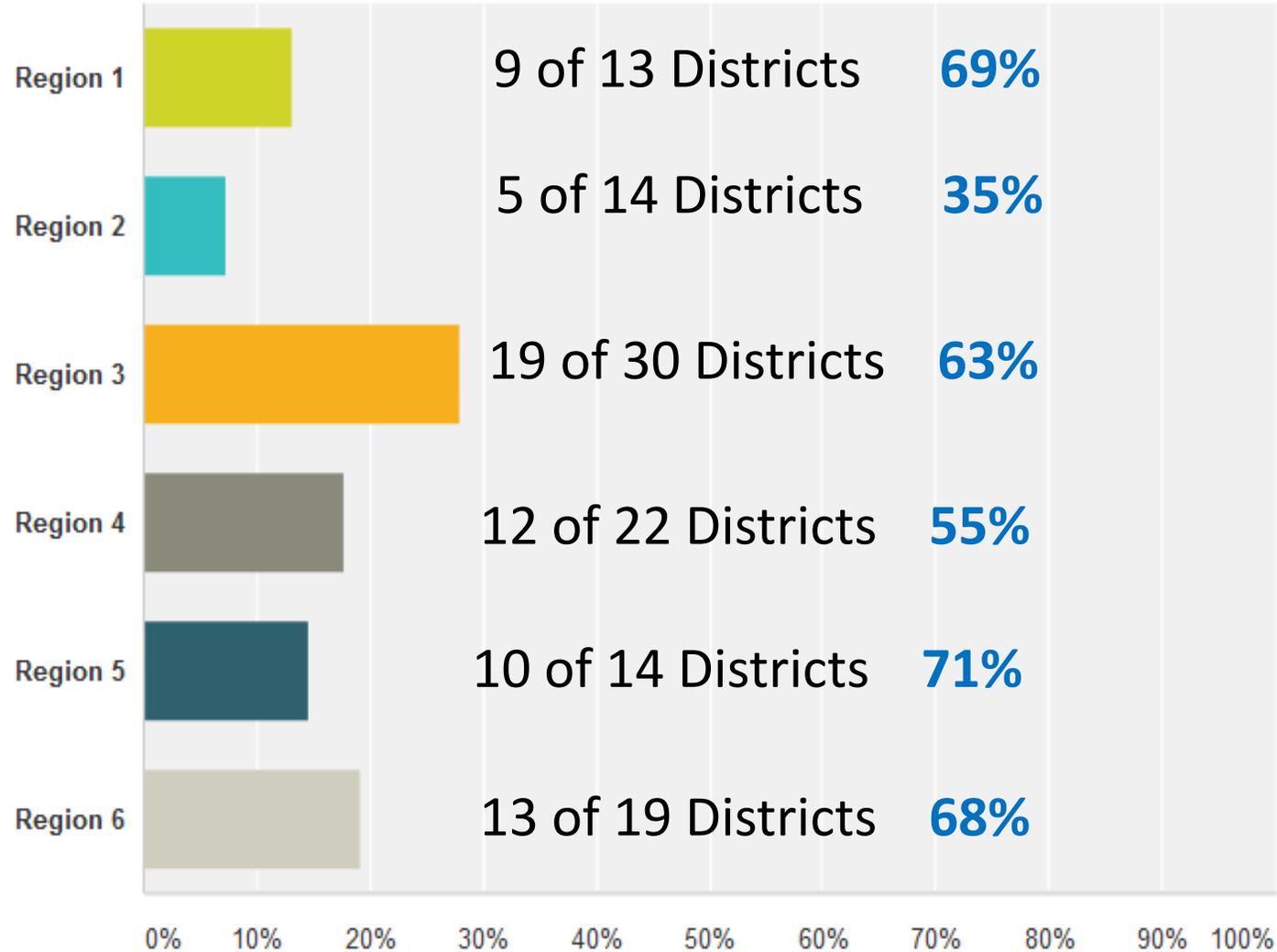
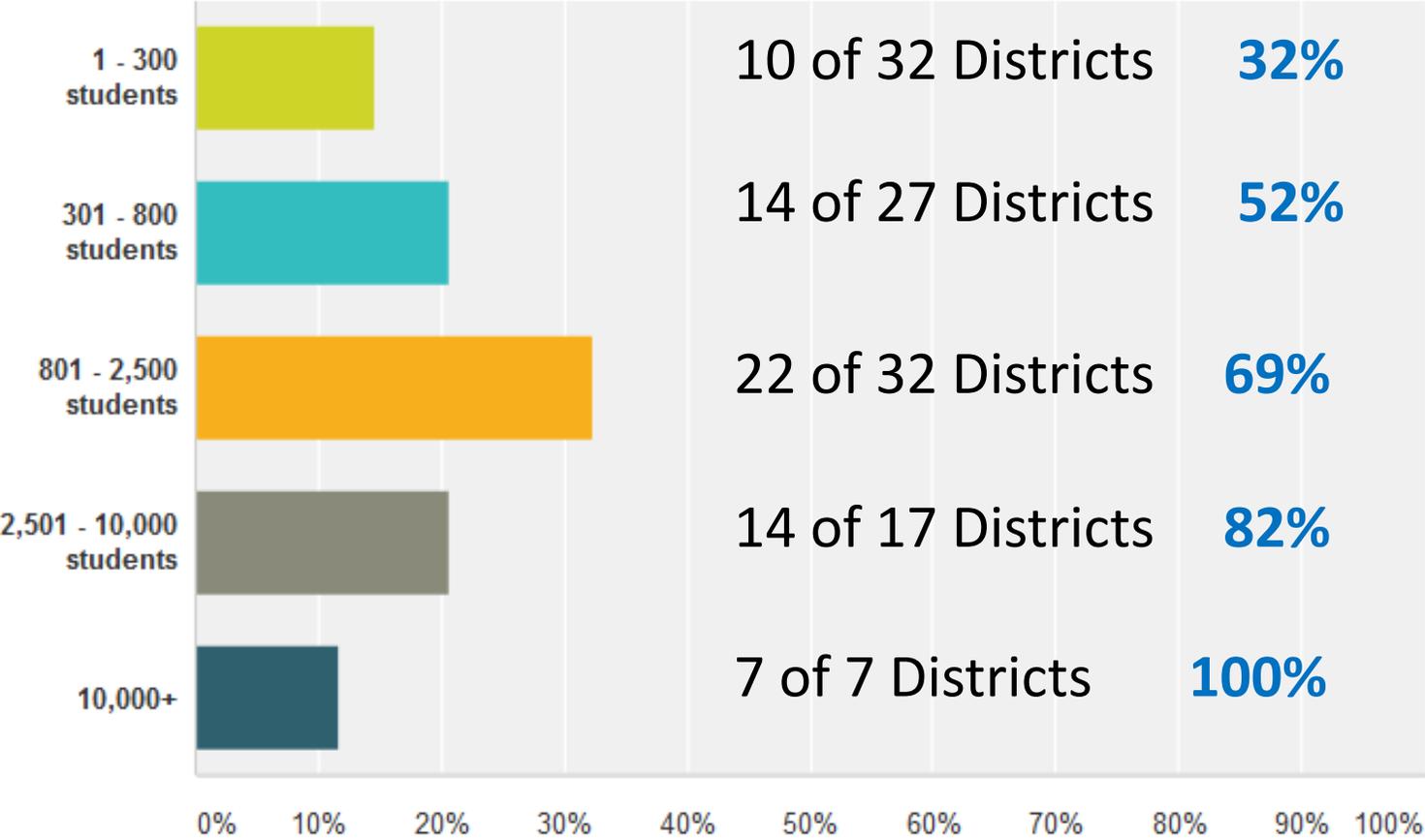


Table 2. Districts Reporting by Fall 2014 Enrollment



Respondents

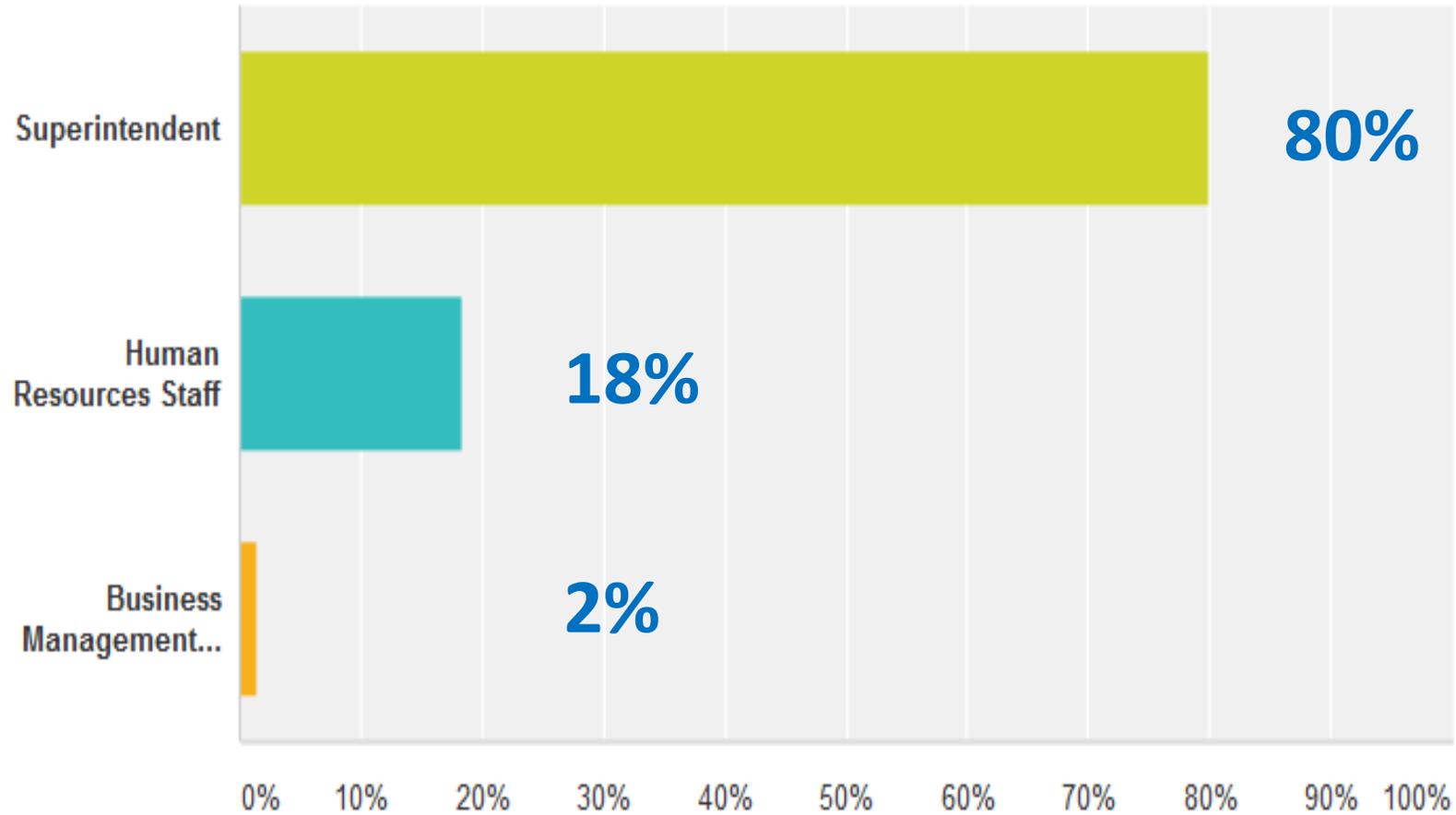
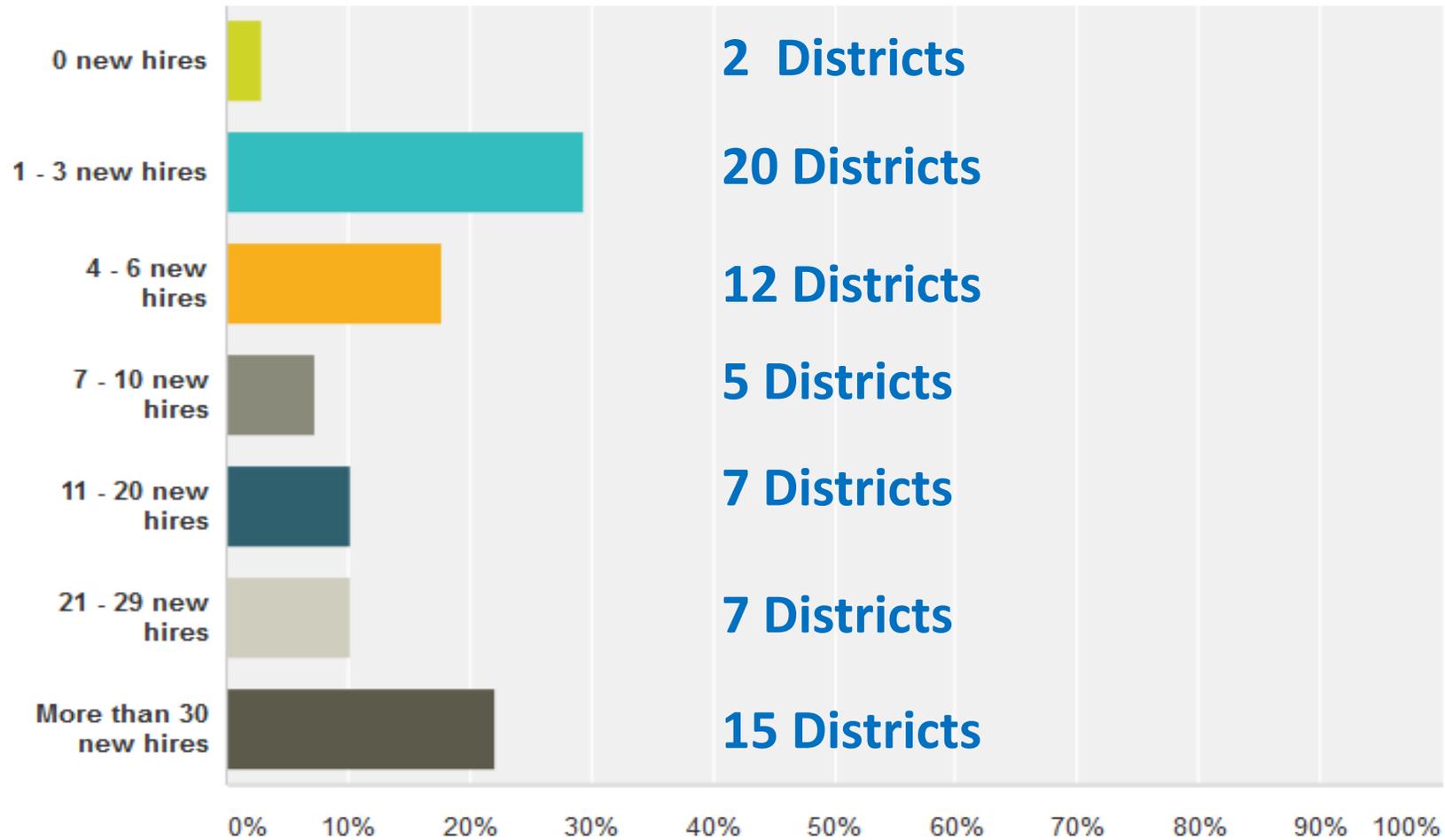
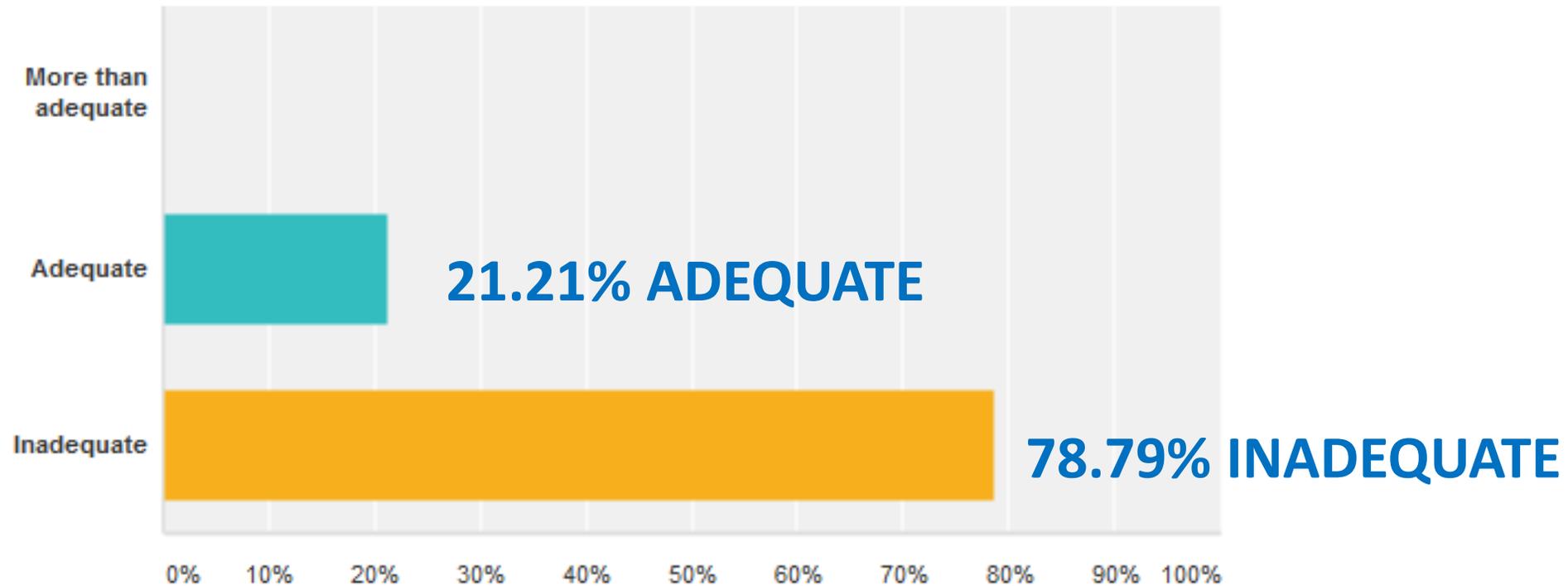


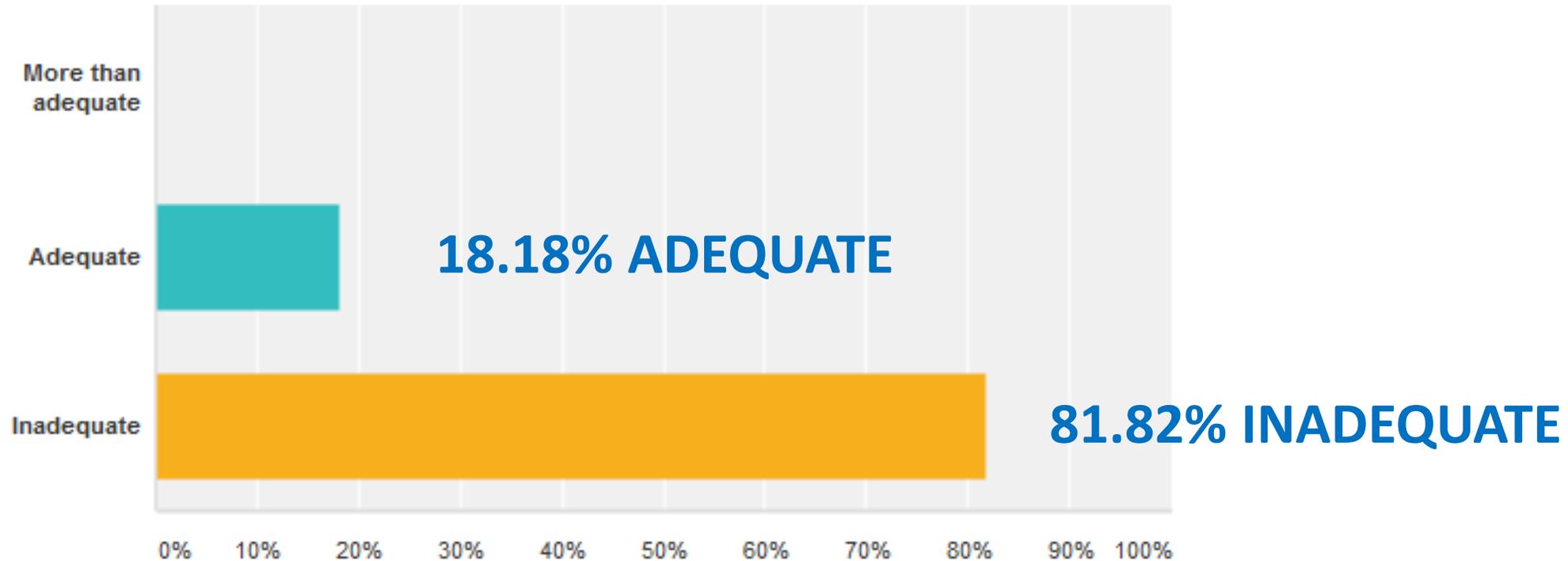
Table 3. Number of New Hires – Teachers and Specialists



In the past six months, the qualified candidate pool for *teaching* positions advertised by our district was . . .



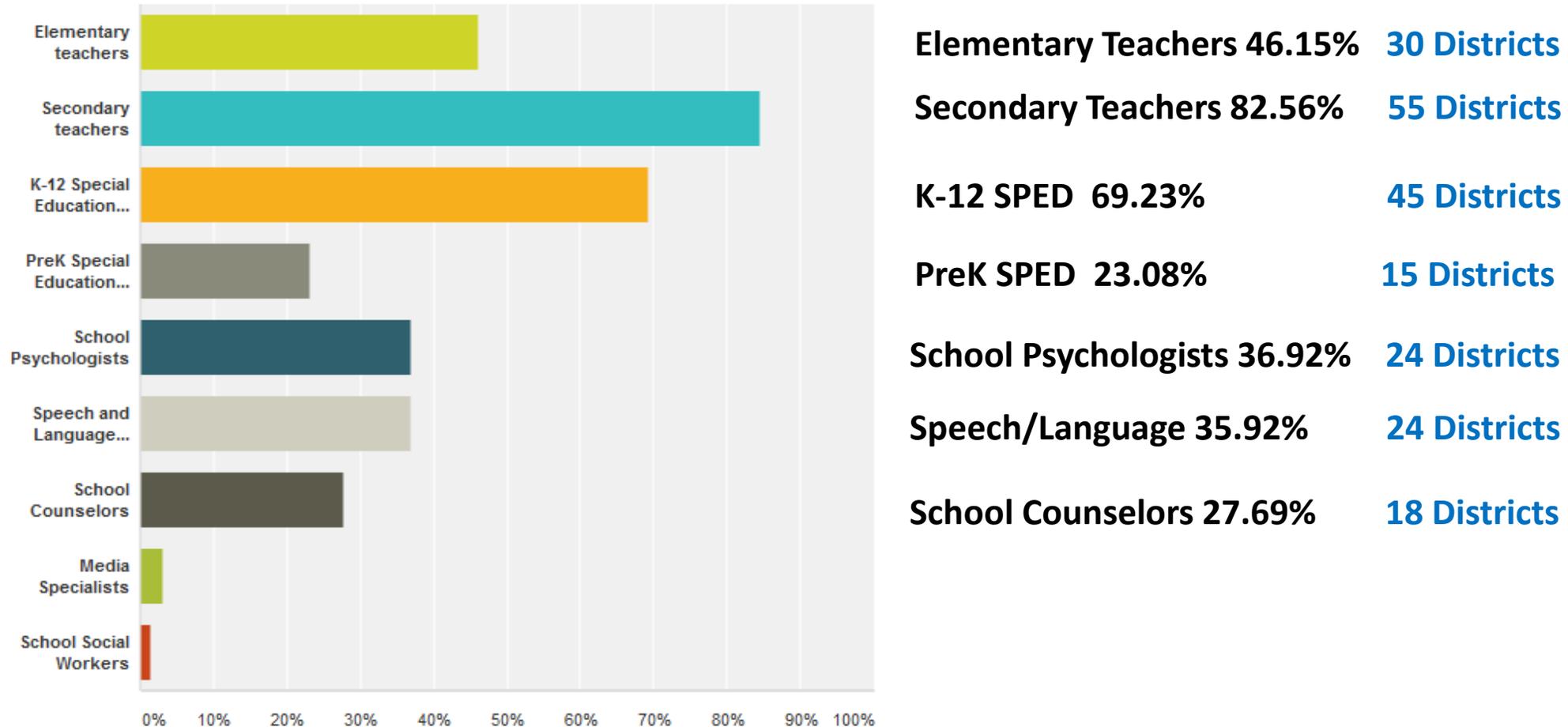
In the past six months, the qualified candidate pool for *specialist* positions advertised by our district was . . .



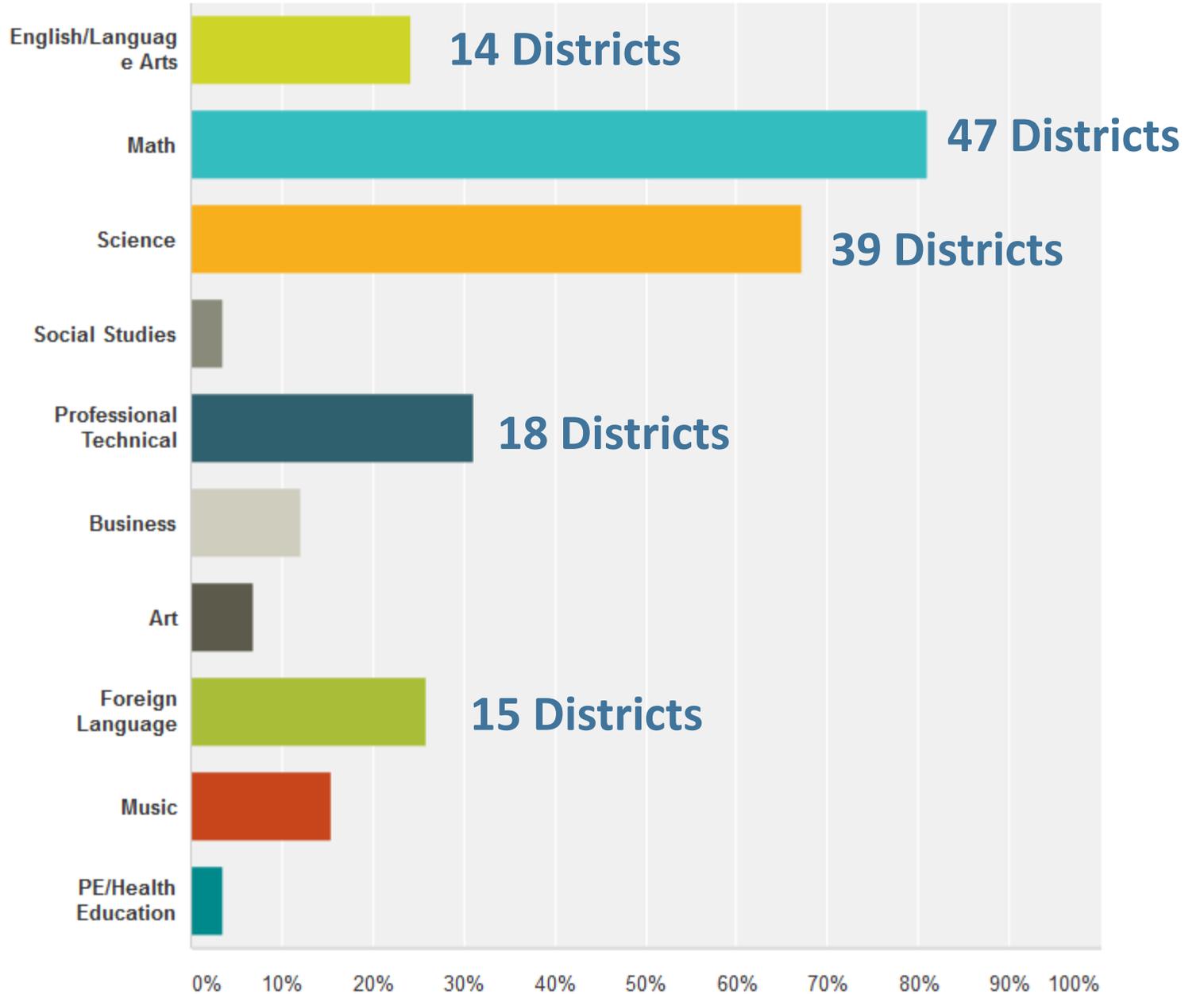
Filling teaching positions with qualified staff has been...

Answer Choices	Responses
Filling teaching positions with qualified staff has been extremely challenging this year. 41 Districts 61.19% EXTREMELY CHALLENGING	61.19% 41
Filling teaching positions with qualified staff has presented some challenges this year. 23 Districts 34.33% SOME CHALLENGES	34.33% 23
Filling teaching positions with qualified staff has been about the same as other years. 2.99% ABOUT THE SAME	2.99% 2
Filling teaching positions with qualified staff has not been a problem in our district. 1.49% NOT BEEN A PROBLEM	1.49% 1
Total	67

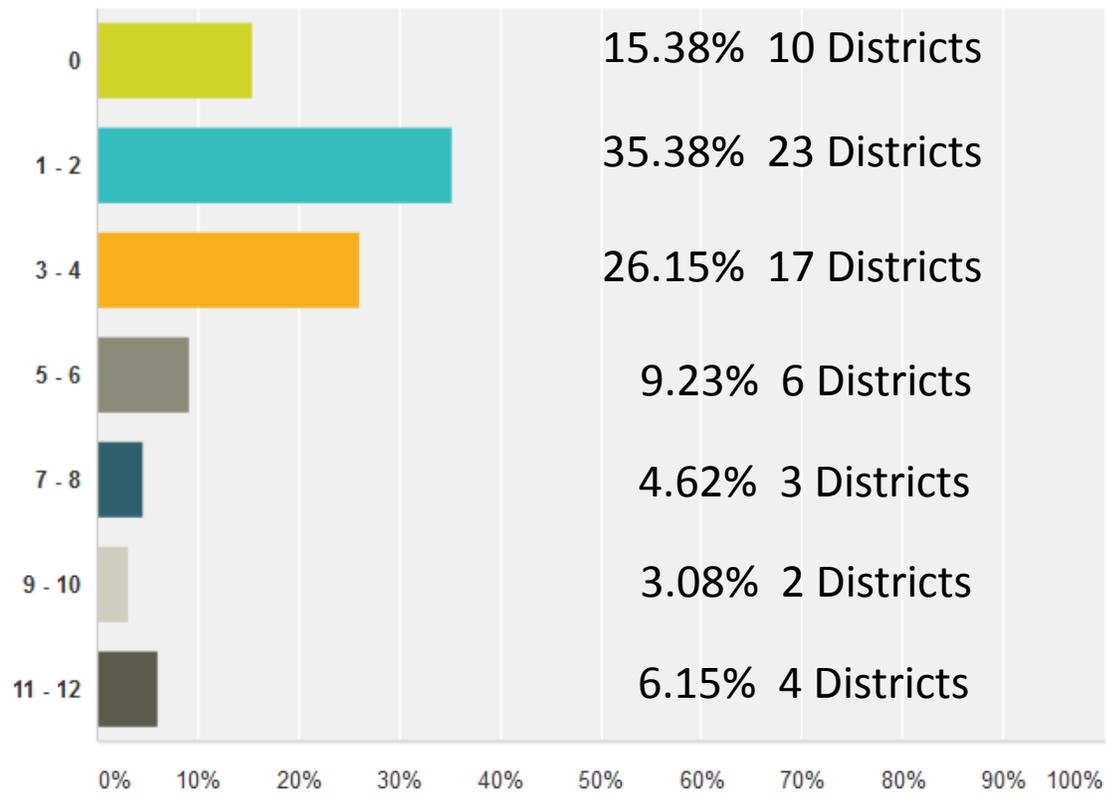
Please select any of the following teaching and/or specialist positions that have been "hard to fill" this year due to a lack of qualified candidates.



If you selected secondary teachers as "hard to fill" please indicate which curriculum areas presented a hiring challenge.



How many of the new teachers and/or specialists hired by your district were not fully certified for their assigned position?



Only **10 of 65** reporting districts were able to hire fully certified staff for vacant positions.

Given the need Idaho schools have for highly competent teachers with in-depth understanding of the new standards and assessments, this statistic is *alarming*. One can only speculate about the potential risks to student achievement and the additional burdens shouldered by colleagues and administrators in *the fifty-five Idaho districts responsible for supporting these individuals*.

What did districts do to fill the vacancies?

In order to open school last fall, school district **administrators had to be resourceful** in filling the vacant teaching and specialist positions.

In an effort to document the different approaches that administrators used to fill vacancies, respondents were asked to select the alternatives they used from a list of **9 possible options**.

Table 7. Options Used By Districts to Fill Positions



	Number of Districts	Did Not Use	Used
1. <i>Increased class size and didn't hire</i>	54	27	27
2. <i>Cancelled classes and/or programs due to unfilled position(s)</i>	55	33	22
3. <i>Started school with a substitute teacher hoping to fill position(s) later in the year</i>	55	32	23
4. <i>Bought prep hours to cover needed sections</i>	61	30	31

Table 7. Options Used By Districts to Fill Positions

- 5. *Requested alternate authorization (3 years) from SDE for new hire(s)*
- 6. *Requested provisional authorization (1 year) from SDE for new hire(s)*
- 7. *Hired ABCTE prepared teacher(s) on alternate route certification*
- 8. *Worked with Teacher Education Program(s) to hire student teacher(s)*
- 9. *Contracted for specialist services with an outside provider*

	Number of Districts	Did Not Use	Used 
5. <i>Requested alternate authorization (3 years) from SDE for new hire(s)</i>	65	11	54
6. <i>Requested provisional authorization (1 year) from SDE for new hire(s)</i>	63	9	54
7. <i>Hired ABCTE prepared teacher(s) on alternate route certification</i>	63	19	44
8. <i>Worked with Teacher Education Program(s) to hire student teacher(s)</i>	58	27	31
9. <i>Contracted for specialist services with an outside provider</i>	57	29	28

Discussion Questions

What problems/risks do districts face when placing a non-certified or provisionally certified teacher in a classroom?

How are districts addressing the problems/risks?

What types of supports are being used successfully to mitigate problems/risks?

Options used by school district administrators to fill teaching positions last fall were ***stopgap measures; short-term solutions*** to a more serious problem.

To understand the seriousness of the problem being reported by the respondents in this study, one need only analyze the statistics compiled by the U. S. Department of Education (USDE)

Teacher Shortage Defined

Teacher Shortage Areas: According to 34 CFR 682.210(q)(8)(vii), “teacher shortage area” means an *area of specific grade, subject matter or discipline classification*, or a geographic area in which the Secretary determines that there is *an inadequate supply of elementary or secondary school teachers*.

Teacher Shortage Areas Nationwide Listing, 1990-1991 through 2014-2015

March 2014 U.S. Department of Education

Office of Postsecondary Education

Preliminary Literature Review

Teacher Shortage Areas Nationwide Listing

1990-1991 through 2014-2015

March 2014

Idaho lists shortage in 14 of 19 Subject Areas

Analysis reveals 3 states higher-Idaho ranks 4th with Delaware

Average 7.232

Mode 8 Range 17 to 1

U.S. Department of Education

Office of Postsecondary Education

Conclusions from Met Study 2006

“Teacher shortage” concern expressed by respondents to the *MetLife Survey* **does not** reflect a uniform, pervasive nationwide mismatch between the supply of and the demand for teachers.

Supply/demand mismatches are **more localized** in nature and **disproportionately affect** some schools and districts and some students.

Suggests that appropriate **responses must address specific needs**, such as attracting and retaining teachers in hard-to-staff schools and subjects.

Conclusions from Idaho Survey

Based on the number of shortage areas reported by the Idaho Department of Education and the results from this survey, the teacher shortage in Idaho appears to be ***pervasive and wide-spread across the state.***

Conclusions from Idaho Survey

According to the Met Study, addressing the problem must be appropriate to the specific needs of the affected areas; therefore, **Idaho educators and policymakers need to recognize and address the teacher shortage as an *urgent and serious statewide issue.***

Literature Review

What drives supply?

The basic principle driving the supply of teachers is the following: ***Individuals will become or remain teachers if teaching represents the most attractive activity to pursue among all activities available to them.*** By attractive, we mean desirable in terms of ease of entry and overall compensation (salary, benefits, working conditions, and personal satisfaction).

Guarino, C. M., Santibanez, L., & Glenn, A.D. (2006). Teacher recruitment and retention: review of the recent empirical literature. *Review of Educational Research*, 76(2), 173-208.

Literature Review

What drives supply?

The “attractiveness factor” is controlled by certain *policy levers* according to this study.

Salary levels as a factor was consistent across all the studies analyzed.

Guarino, C. M., Santibanez, L., & Glenn, A.D. (2006). Teacher recruitment and retention: review of the recent empirical literature. *Review of Educational Research*, 76(2), 173-208.

Literature Review

What drives supply?

Also....any other type of reward derived from teaching that can be encompassed under the heading of “*working conditions*” or “*personal satisfaction*.”

Guarino, C. M., Santibanez, L., & Glenn, A.D. (2006). Teacher recruitment and retention: review of the recent empirical literature. *Review of Educational Research*, 76(2), 173-208.

Literature Review

The Teacher Education Pipeline

2010-2012 enrollment declined by 11% in **undergrad education programs** while enrollment increased by 3% in overall undergraduate programs at 4-year public/private universities

Factors contributing to overall enrollment decline may include:

Other options: Increase in enrollment in private for-profit programs up 4%

Economy: Lay-offs, hiring freezes, low pay making job market less attractive

Political Climate: Budget cuts, tenure debates, test scores adding pressure

Negative Reputation: Public perception of teachers and education programs, perception that teacher education not adding value (more difficult to quantify)

Koenig, R. (2014). Schools scramble to find enough students. *The Chronicle of High Education*, XLI(8), A12.

Policy Questions

Policy Questions/Issues:

What policies negatively influence the “attractiveness” of teaching as a career in Idaho?

What policies would increase the “attractiveness” of teaching as a career in Idaho?

What policies and programs are needed to influence individuals to choose teaching as a career in Idaho?

What can we do about it?

Key Question for Today

If we agree that a growing teacher shortage is compromising the goal of having a competent teacher, delivering high quality instruction, in every Idaho classroom. . .

Then, all new legislation being considered should *improve not worsen* the outlook for reducing teacher shortage in Idaho schools.

Finally,

There is no single solution for the serious teacher shortages in Idaho. It will require a multi-faceted approach that designs solutions and implements strategies to achieve a better balance between teacher supply and demand.

Unfortunately, such ***solutions and strategies take time*** to develop and resources to implement.



In the interim, what will be the effects on Idaho students?

Thanks for your
work on behalf of
Idaho Students!





Susan N. Perkins, PhD., LAMFT, LPC

Sean Nixon, MS, LAMFT, LPC, NCC

Dennis Baughman, MA, LCPC

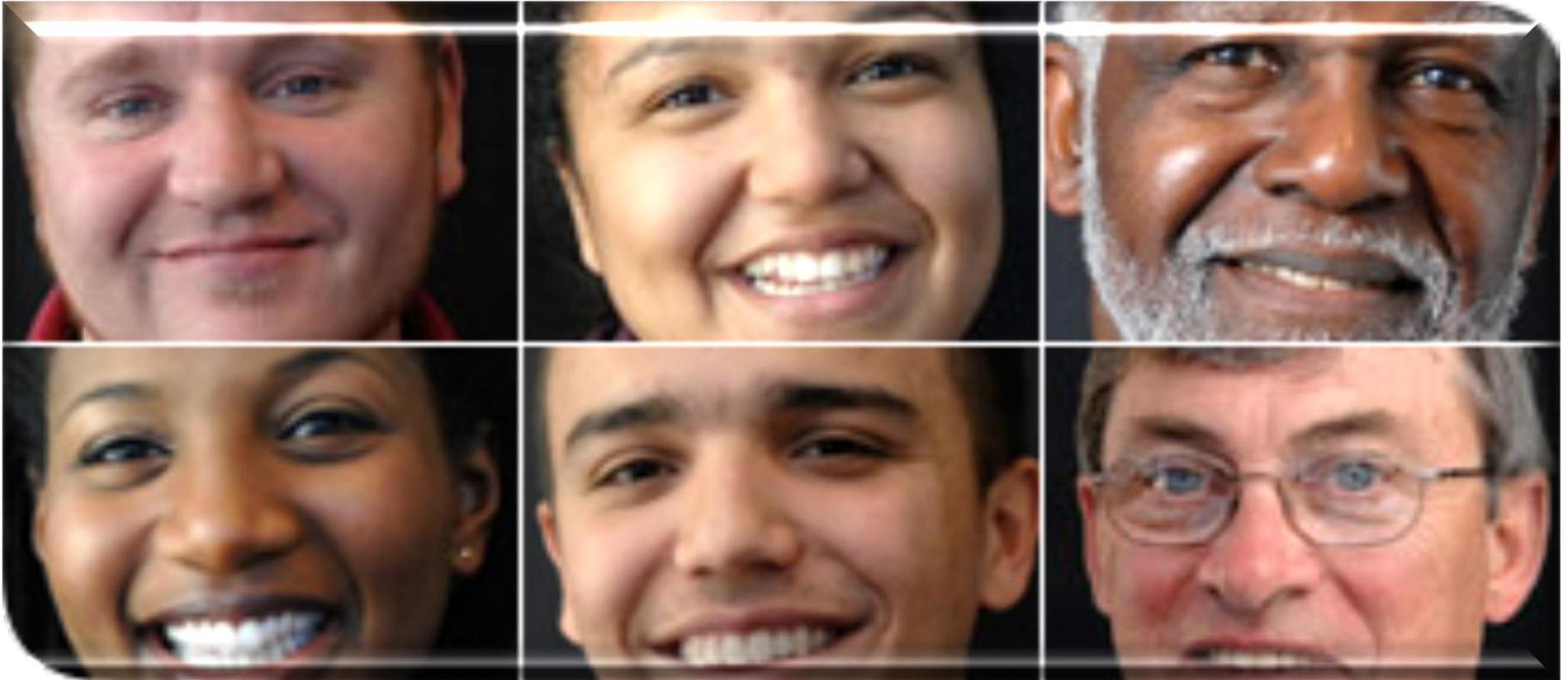
ICA President

ICA President-Elect

ICA PP&L Committee

www.idahocounseling.org

What is Counseling?

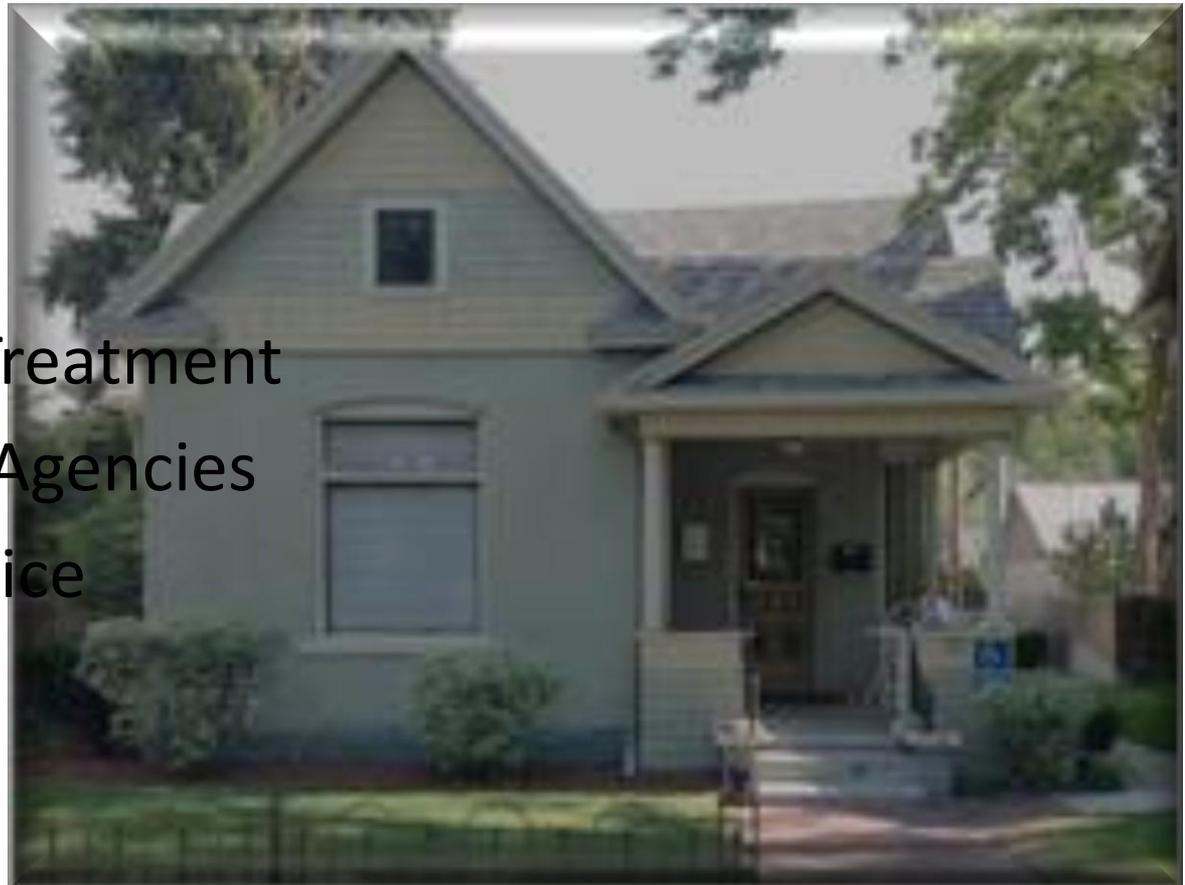


What Do Counselors Do?



Where Do Counselors Work?

- Schools and Universities
- Government
- Business
- Health Care
- Residential Treatment
- Community Agencies
- Private Practice



Counseling Philosophy



Comparable Training



Credits & Clinical Hours





Ranked 51st in
mental health

ICA

IDAHO

COUNSELING

ASSOCIATION



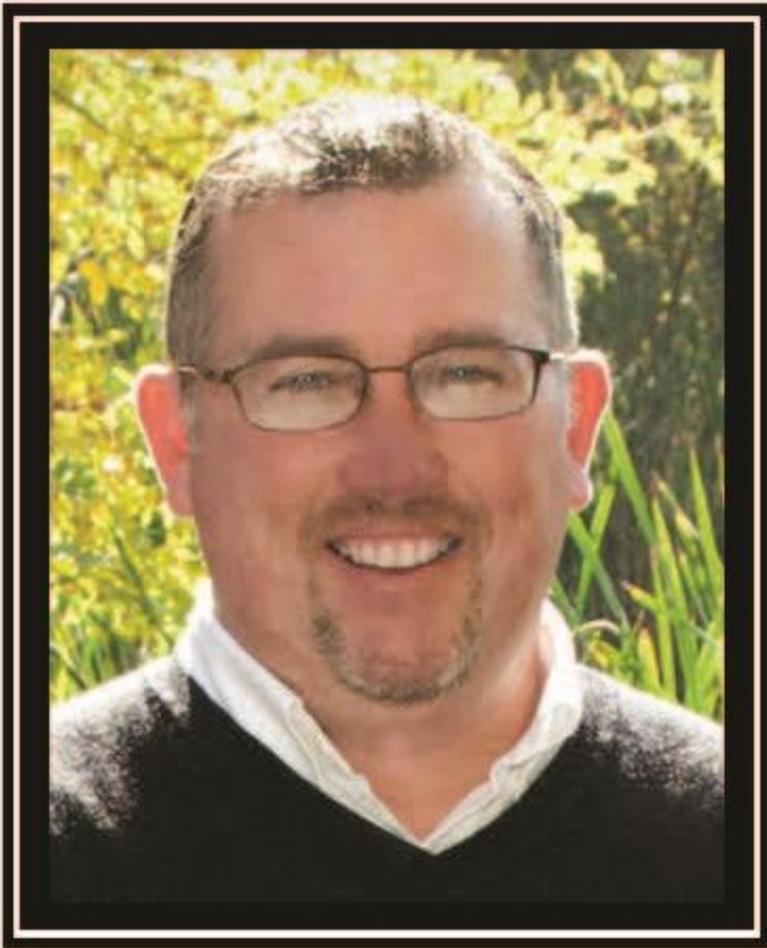
**IDAHO CAREER
DEVELOPMENT ASSOCIATION**





We're here to help





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<http://gov.idaho.gov/about/seal.html>



Who Are School Counselors?



<http://tinyurl.com/schoolcounselorsuccess>

**What
Do
They
Do?**

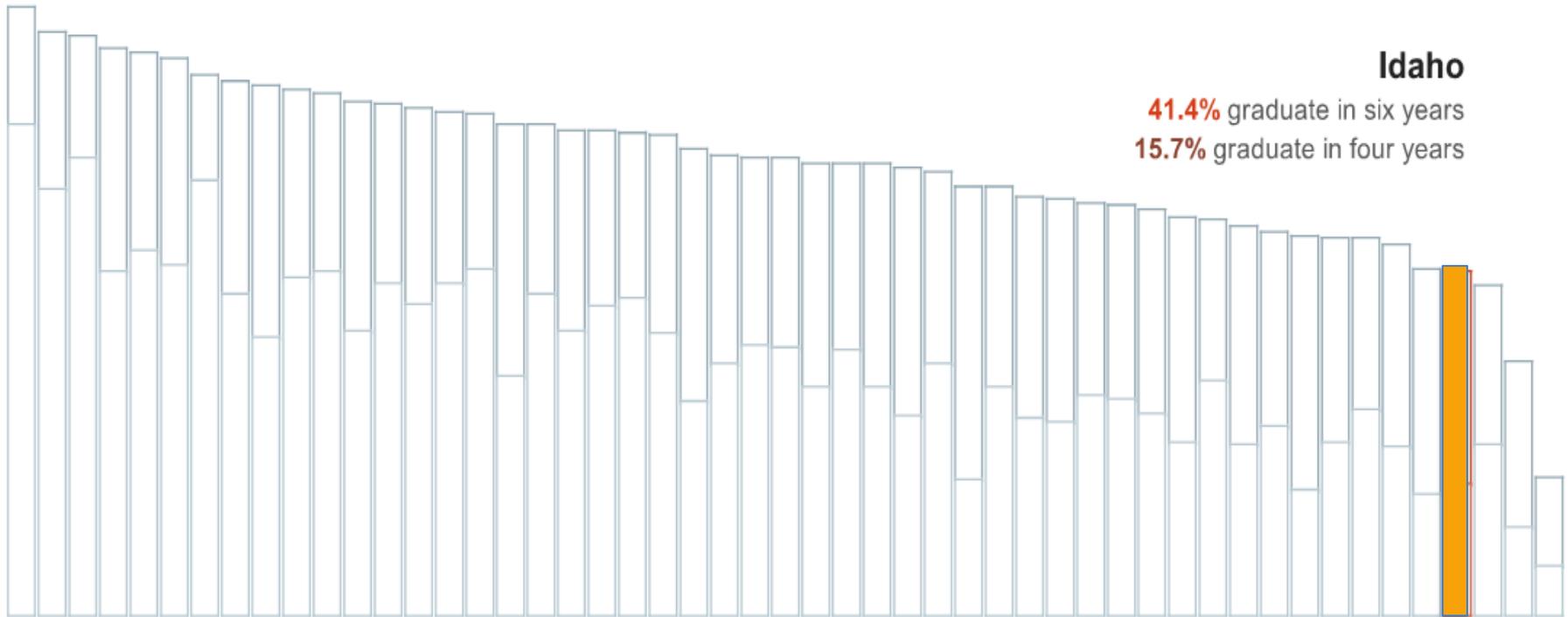
Leadership Skills Group Rules

1. Golden Rule: Treat others
As you would like to be
Treated → **Respect** each other
2. Only one person talks
3. Listen with your eyes, ears,
and your ♥
4. Confidentiality: What we say
here, stays here to **Respect**
Privacy

Importance



College Completion



RS23603

“This concurrent resolution acknowledges the importance and severity of the incidence of suicide in Idaho ... review the resources and opportunities available to this state to address this situation...”

*-Statement of Purpose
(Senator Dan J Schmidt)*

RS23521

“This legislation strengthens Idaho’s existing anti-bullying laws by ensuring that districts, schools, and school personnel have a role in preventing and intervening in bullying should it occur.”

-Statement of Purpose

(Rep Ilana Rubel)

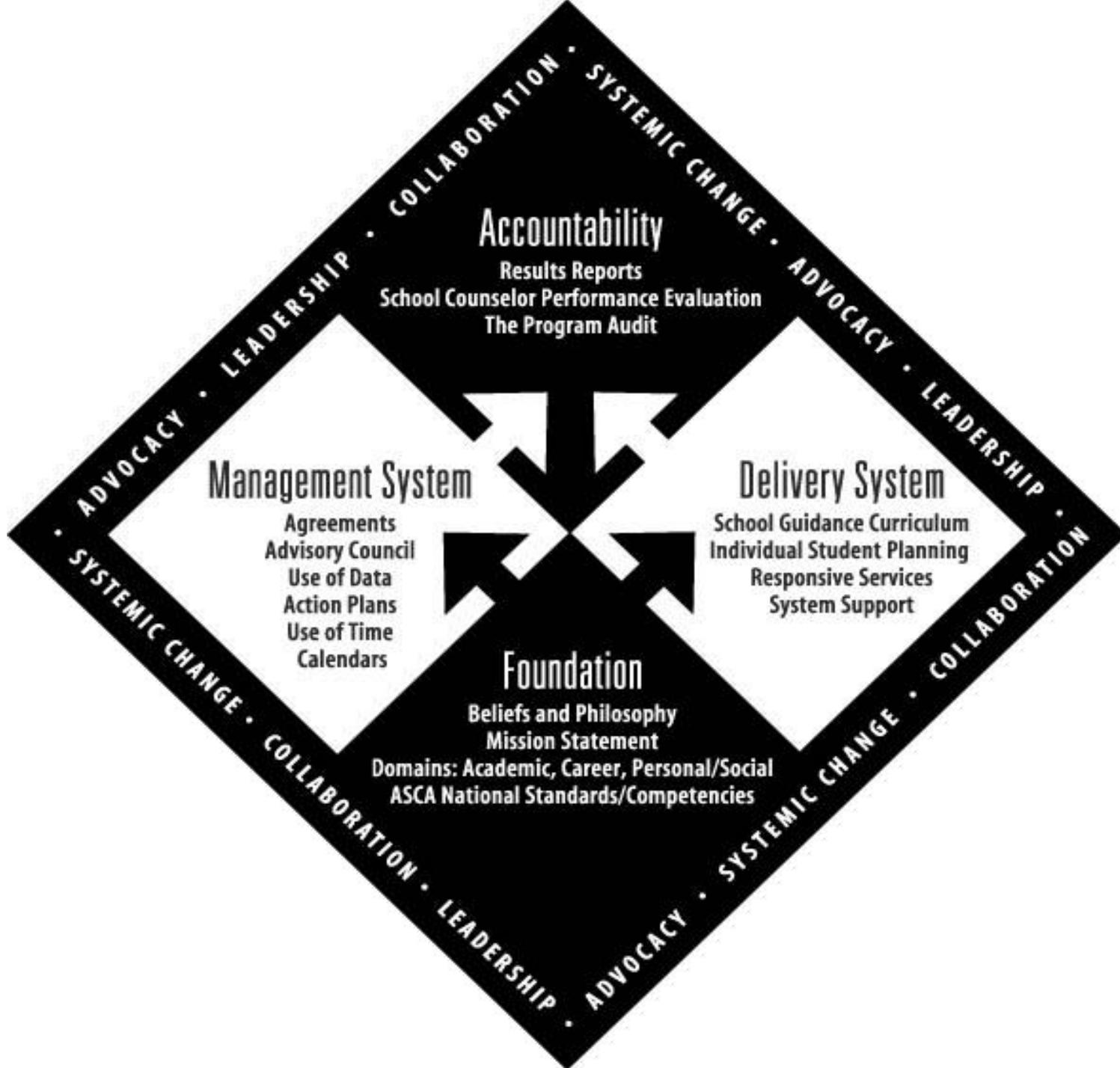
(Rep Patrick McDonald)

Idaho HOUSE BILL NO. 191

Section 2. 33-1630: ...

(1) “School districts and charter schools shall undertake all reasonable efforts to ensure that information on harrassment, intimidation and bullying of students is disseminated annually to all school personnel, parents and students ...”

(2) “... provide ongoing professional development to build skills of all school staff members ...”





<http://tinyurl.com/scpaycheck>

Future

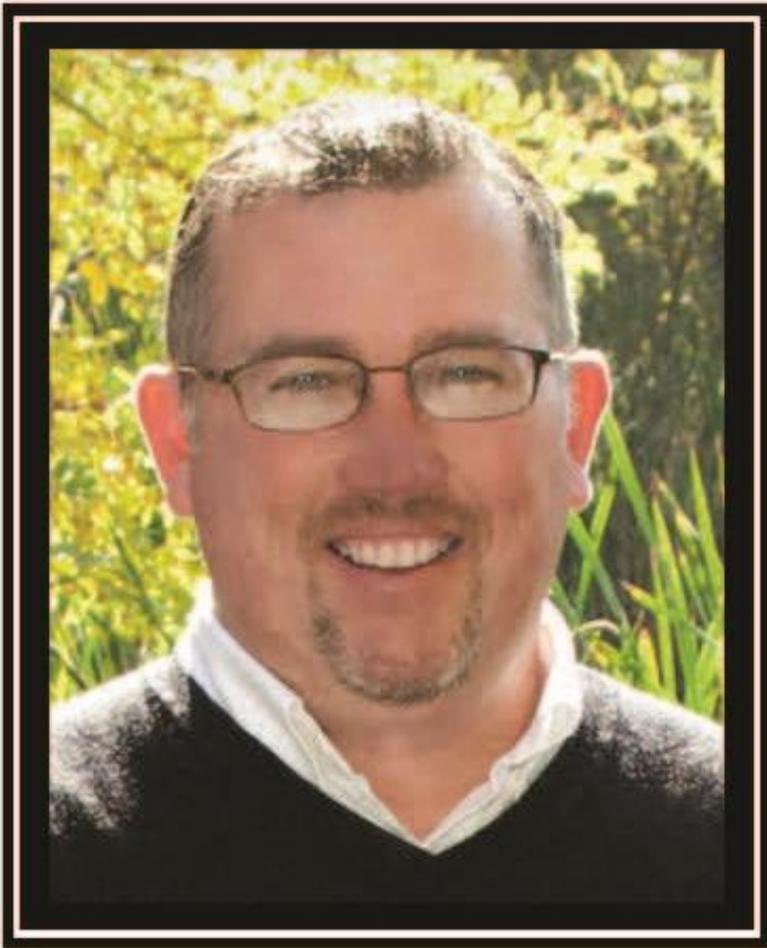


<http://www.malinikaushik.com/idaho/>



We're here to help





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Idaho Counseling Association

Senate Education Committee Presentation

March 9, 2015 Speaker notes

1. Introduce speakers: Susan Perkins, Sean Nixon, Dennis Baughman, Lori Lodge
2. What is counseling: According to the American Counseling Association, counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.
3. What do counselors do: Counselors assess, diagnose, and treat mental health problems for individuals, couples, and families. They do career counseling, group counseling, education, school counseling,
4. Where do counselors work: Counselors work in schools and universities, government, businesses and industries, health care, residential treatment facilities, community clinics, and private practice.
5. Counseling philosophy centers on personal growth and helping people reach their goals.
6. Comparable training for counselors, marriage and family therapists, and licensed social workers is addressed on a separate handout.
7. Idaho is consistently ranked in the low 10% of states on a variety of mental health topics.
8. Who is the Idaho Counseling Association? The Idaho Counseling Association is an organization of counseling and human development professionals who work in education, health care, residential treatment, private practice, community agency, governments and business/industry settings.
 - a. Our mission is to enhance human development throughout the life span and to promote the counseling and human development profession.
9. ICA has five divisions:
 - a. Idaho Association for Counselor Education and Supervision
 - b. Idaho Association of Marriage & Family Counselors
 - c. Idaho Career Development Association
 - d. Idaho Mental Health Counselors Association
 - e. Idaho School Counselor Association
10. ICA wants to be a resource for legislators.
11. What are current concerns and what is happening currently in Idaho legislature related to school counseling?
12. Career readiness is beginning in 8th grade—this needs to happen *much* sooner to be effective.
13. Who are school counselors? They are professionals with a 60-credit master's degree and 1,000 hours supervised experience.
14. What do school counselors do? Groups, support, class workshops, in-service training, crisis management, coordination of services, referrals, and much more.
15. The importance of school counselors is in helping students see their possibilities.

16. School counselors can help with many current concerns in Idaho:
 - a. Idaho has high drop-out rate in high school, low percent of students who attend college, and low percentage of students who complete college.
 - b. Regarding mental health, Idaho has one of the worst suicide rates across the states. RS23603 addresses the importance, and school counselors can be a significant component of the solution.
 - c. Bullying can be a problem across the state. RS23521 addresses this, and school counselors can aid in a variety of ways.
17. The ASCA model outlines how school counselors can most effectively be used. Unfortunately, in many schools, school counselors are not valued for what they can contribute.
18. School counselors are often the most highly trained and educated team member in a district, yet their pay is on the scale of new teachers.
19. In the future, ICA would like to request that legislators look to counselors to help fill the mental health needs in Idaho.
20. We are here to help—we are trained to find solutions and help people and systems reach their goals!
21. Contact us any time!



Strive For College is a national non-profit dedicated to providing every qualified high school student with the information and support necessary to successfully enroll in his or her best-fit college. A unique solution to the information gap surrounding college and financial aid application, Strive leverages the energy, influence and knowledge of volunteer college mentors to guide qualified high school students through the process.

HOW IT WORKS

- Strive recruits, organizes and trains college students to be volunteer mentors
- High school students enroll through partnerships with local school districts and national organizations
- Online platform "UStrive" connects college and high school students to engage in virtual mentoring
- Weekly curriculum walks mentoring pairs through college and financial aid application process

2014 NATIONAL RESULTS

- 95% of Strive students enrolled in college
- 76% enrolled into a four-year college
- 68% of Strive students enrolled with no financial debt



SUCCESS IN IDAHO

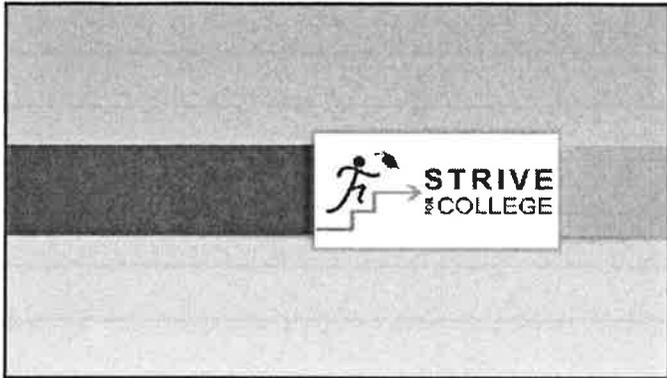
- Began Idaho virtual mentoring through partnership with J.A. & Kathryn Albertson Foundation
- Launched Fall 2013 in partnership with the Boise State University Honors College
- 376 Idaho high school students served in three semesters
- Over 1500+ hours of 1:1 mentoring delivered
- More than 200 volunteer college mentors from Boise State University and University of Idaho
- 24% of all students served by Strive national programs came from Idaho in 2014
- Idaho students account for 11% of national pilots with the College Board / SAT

IDAHO STATISTICS

Semester	College Mentors	Students Served	High Schools	College Chapters	Hours Served
Fall 2013	19	31	2	1	320+
Spring 2014	60	100	5	1	540+
Fall 2014	152	245	6	2	750+

2015 GOALS

- Expand statewide outreach for all Idaho high school students
- Establish chapters and recruit mentors at all Idaho colleges
- Upgrade curriculum to include Idaho specific resources (dual credit, colleges, scholarships, etc.)
- Host national conference at Boise State University



What is Strive For College?



- Strive For College is a national non-profit dedicated to providing every qualified high school student with the information and support necessary to successfully enroll in his or her best-fit college.

How it works...

- Strive mobilizes college student organizations, clubs or "chapters" to recruit and train undergraduate mentors.
- Mentors work with underrepresented juniors & seniors on the college selection, application, and financial aid process.
- Weekly mentoring sessions cover the comprehensive Strive curriculum and use online tools for meeting and collaboration.



What is Strive For College?



Strive in Idaho



- Strive in Idaho is funded by a partnership with the J.A. & Kathryn Albertson Foundation and Go On initiatives.
- First Chapter in Idaho at Boise State University, based in the Honors College.
- 2nd chapter started at University of Idaho January 2015

Virtual / e-Mentoring

Virtual mentoring expands rural reach by engaging students through email, text, instant messaging and video chat




Idaho Innovation

• Exciting national partnerships working in Idaho...



CollegeBoard
DIVERSITY. KNOWLEDGE. SUCCESS.



ACT



Bloomberg
Philanthropies

Idaho Success



• In the first 3 semesters:

- More than 200 college mentors volunteered
- 376 Idaho high schools students served
- Over 1500+ hours of individual mentoring

Strive in Idaho...

2014 National Results

• Strive Students in 2014....

- 95% enrolled in college
- 76% in a 4-year college
- 68% enrolled with no financial debt



What's next for Strive in Idaho?

- Expand statewide outreach for all Idaho high school students
- Establish chapters and recruit mentors at all Idaho colleges
- Upgrade curriculum to include Idaho specific resources (dual credit, colleges, scholarships, etc.)
- Host national conference at Boise State University
- Expand college course integration for service learning
- Pilot scholarship programs for college mentors and mentees

AGENDA- #2 Amended
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Wednesday, March 11, 2015

SUBJECT	DESCRIPTION	PRESENTER
Presenter:	National Alliance for Medicaid in Education NAME	John Hill, Executive Director
RS23813	To send Docket No. 08-0202-1401 to State Affairs - Rule Rejection	Chairman Mortimer
RS23814	To send Docket No. 08-0202-1403 to State Affairs - Rule Rejection	Chairman Mortimer
RS23817	To send Docket No. 08-0203-1401 to State Affairs - Rule Rejection	Chairman Mortimer
RS23818	To send Docket No. 08-0203-1403 to State Affairs - Rule Rejection	Chairman Mortimer
H 190	Fee for Criminal History Check & Technical Correction	Tim Corder, Special Assistant to the Superintendent, State Department of Education
H 126	Support Units	Representative Boyle

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer
Vice Chairman Thayn
Sen Keough
Sen Nonini
Sen Patrick

Sen Souza
Sen Den Hartog
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Wednesday, March 11, 2015

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Keough, Nonini, Patrick, Souza, Buckner-Webb and Ward-Engelking

ABSENT/ EXCUSED: Senator Den Hartog

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 3:09 p.m.

PRESENTATION: **John Hill**, Executive Director, National Alliance for Medicaid in Education (NAME), said he was in Boise at the request of Representative Daley. He met with people and agencies that have an interest in School Based Medicaid Billing (SBMB). He explained the make-up and the mission of the NAME organization. They formed with the goal of how to best maneuver SBMB in order to receive the funding for federally mandated programs in schools. He emphasized that every state in the nation is a participant in SBMB due to the federal education mandates. However, not every state is fully accessing all the funding that they are entitled to receive. He explained that NAME works with states to help them obtain the funds. **Mr. Hill** named the reasons that hinder reimbursement: 1) improper data collection and reporting, 2) auditing procedures, and 3) state policy making. He explained the remedies to these issues and how NAME can help states with clarification of funding, billing, and reimbursements. **Mr. Hill** concluded by emphasizing that when there is a federally mandated educational service that states must comply with, there will be federal funds available to pay for those services. States spend millions of state dollars on reimbursable federal mandates. When budgets are tight states should bill for those services (see attachment 1).

Chairman Mortimer asked what types of services are billable. **Mr. Hill** stated that states can only bill for programs that are in the state's plan. Typically, speech therapy is the largest program being billed, next is classroom aids, transportation, physical therapy, and many others.

UC REQUEST: **Chairman Mortimer** explained to the Committee that the rules that were rejected will be addressed with a Senate concurrent resolution.

Senator Patrick asked for an unanimous consent to send **RS 23813, 23814, 23817, and 23818** to the Senate State Affairs Committee for a print hearing. There were no objections.

H 190: **Tim Corder**, Special Assistant to the Superintendent, State Department of Education, presented **H 190**, fees for criminal history check and a technical correction. This concern was addressed in **S 1019**, which the full Senate passed. The House changed how the fees were to be paid, which resulted in the new bill, **H 190**. This bill outlines what fees the user pays and what fees the State pays for fingerprinting and a criminal background check for those working who have contact with children while working or volunteering in the schools.

MOTION: **Senator Keough** moved to send **H 190** to floor with a **do pass** recommendation. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**. Vice Chairman Thayn will carry the **H 190** on the floor.

H 126: **Representative Boyle**, District 9, presented **H 126**, pertaining to the calculation of support units and administration. She explained this is a change in the salary based apportionment. She outlined the current practice which counts the students in the first ten weeks of school for funding. When a student leaves a school after ten weeks the funding does not follow them. The virtual, charters, and alternative schools are hit hardest with the current funding structure thereby creating a disincentive for them to accept students after the first ten weeks of the school year. **Representative Boyle** presented the Committee with a map and a chart that illustrated the schools that were disadvantaged with funding issues in 2013 and 2014. The State Department of Education stated that approximately 30 percent of the school districts experienced this problem with an average \$2 million impact.

Representative Boyle said this legislation will change the salary based apportionment funding (those are not the discretionary or support unit numbers). Schools will be able to count students in either the first ten weeks or the full school weeks, whichever benefits them the most, in order to calculate teacher salaries and hire appropriately.

TESTIMONY: **David High**, Chairman of Idaho Connects Online, (ICON) spoke in favor of the **H 126**. He stated that at ICON the average daily attendance (ADA) goes up during the year and that the yearly average is 20 percent higher than what it is in the first 10 weeks of school. ICON is expanding because of the demand, and ICON better meets the needs of students. They would like to see the funding formula changed.

Michael Tetrault, Board Member DaVinci Charter School, explained that the movement for school of choice has received wide support but the manner of funding operations have not been equitable. There is a need for money to follow students as they move to schools and using the highest weeks of attendance more accurately reflects the financial needs of the school. He stands in support of **H 126**.

Harold Nevill, Superintendent of Canyon Owyhee School Service Agency (COSSA), explained this service oversees five rural school districts in the Western Treasure Valley and is responsible for all special education services, professional-technical services and the alternative school called COSSA Academy. He handed out a graph to the Committee that showed the past 5 years of attendance fluctuation and explained that the highest numbers do not occur in the first 10 weeks of school, instead the best 28 weeks tend to be at the end of the year. He revealed the amount of funds lost using the first 10 weeks verses using the best 28 weeks; it is enough to hire 2 new teachers. He asked that the Committee support **H 126**.

Vice Chairman Thayn asked if the many schools in that district could share the funds. **Mr. Neville** said that each school set its own budget. Once set, it is firm because the funds have already been used to contract staff for that particular school. There is no flexibility in moving funds from one school to another. **Vice Chairman Thayn** asked if the alternative school is funded on its own and not part of the composite. **Mr. Neville** replied in the affirmative.

Karen Echeverria, Executive Director, Idaho School Boards Association (ISBA), stated that ISBA understands the issues that occur when students move from school to school. She said that this legislation will be helpful to several districts and charter school, but it will not be beneficial to all. She explained that the Governor's Task Force (GTF) recognized these issues and is working towards a solution. She urged the Committee to hold **H 126**.

Chairman Mortimer asked Ms. Echeverria to explain past legislation of the 99 percent protection clause. **Ms. Echeverria** said that the clause is a self-funded program and explained how it is used by schools to pay salaries without impacting the State. **Chairman Mortimer** asked if there is a balance in that account and which school districts have drawn on that fund in the last two years. **Ms. Echeverria** said she didn't have that list but did know that several schools have been able to draw from that fund. She reminded the Committee that charter schools were never a part of the fund.

Senator Ward-Engelking stated the GTF had originally looked at changing how funds were distributed. Because a proposal has not been brought forth from the GTF is the formula still the Average Daily Attendance (ADA)? **Ms. Echeverria** replied in the affirmative. She explained the GTF has not completed their work, but she believes they are carving out some sort of exemption for this very issue.

Senator Souza asked if alternative schools struggle, is there funding available to help them. **Ms. Echeverria** stated that no school should struggle, and there is a solution coming forward from the GFT. She asserted that all they are asking is to delay this decision for a year until the GTF recommendation comes forth.

Laurie Correll spoke in favor of **H 126**. She recounted the success of three students from COSSA. She said the program is vital to young people's lives, and they need proper funding to maintain a successful program.

Kelly Edginton, Head of School Idaho Virtual Academy (IVA), stated she is in support of **H 126**. IVA has been waiting for a change in the funding formula. She explained the focus of the school and the demographics of the students. She stated that enrollment is very versatile, and the highest number of students enrolled in IVA occurs after the first reporting time frame.

Nathan Adleman, National Honor Student, IVA said he is in support of **H 126**. He spoke about his schooling experience and its positive effects on his life. He talked about the class load and its rigor. He concluded by asking the Committee to please support this bill to accommodate the influx of students.

Alicia Brodersen, IVA, is a second semester enrollee and explained why she chose to enroll in IVA. She is in support of **H 126**.

DISCUSSION: **Representative Boyle** concluded by saying that the GTF has been promising that they will be bringing a recommendation forward. These schools have waited for years for some sort of solution to the funding inequity. She stated that Mr. Taggart from the GTF suggested they move forward with this bill. All schools will benefit because they do not lose funding based on what weeks they choose for reporting.

Senator Ward-Engelking stated that the way the formula currently works is front loaded, which helps schools prepare for the year. However, when students move to another school, those schools should not be penalized and should have the funds to best serve the student. She stated she is in support of **H 126**.

Senator Patrick wanted reaffirmation that this bill is in regard to the money following students. **Representative Boyle** replied in the affirmative.

Senator Keough wanted clarity that this would impact all school districts regardless of whether they are charter districts. **Representation Boyle** replied in the affirmative.

Senator Souza stated these schools need support and cannot wait for the GTF to come forth with a bill. She remarked this could be the time to take action.

MOTION: **Senator Nonini** moved to send **H 126** with a **do pass** recommendation. **Senator Patrick** seconded the motion. The motion passed by **voice vote**.

Senators Patrick and Bayer will carry **H 126** on the floor.

ADJOURNED: There being no more business, **Chairman Mortimer** adjourned the meeting at 4:42 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

HB126 – SUPPORT UNIT CALCULATION

Mr. Chairman and members of the Committee, for the record, I am Karen Echeverria and I am here today on behalf of the Idaho School Boards Association (ISBA) membership. Thank you for the opportunity to testify on HB126.

ISBA certainly understands the issues that occur when students move from one school district or charter school to the next – whether that movement occurs in the middle of the year or when school districts or charter schools discover it at the beginning of the school year. It makes it incredibly difficult for school districts or charter schools to budget.

Protecting schools from the movement of students was the purpose of the 99% protection clause that this body removed several years ago. HB126 attempts to correct the same problem only in the mid-year.

The Governor's Education Task Force recognized that issue and, as such, included a recommendation that we look at the school funding formula so that it more accurately reflects how school districts are funded. That Committee, led by Tom Taggart, Executive Director of the Idaho School Business Officials and Business Manager at the Lakeland school district chairs that committee. That committee is still working on a solution and they hope to bring a recommendation back to the legislature

next year. My conversations with Mr. Taggart indicate that they will be addressing this issue.

While this legislation will be helpful to several districts and charter schools, it will not be beneficial to all. As such, ISBA is not able to support this legislation.

With that Mr. Chairman and members of the committee, I would ask that you hold HB126 in committee and allow the committee to finish their work and bring back legislation that will provide for a different or new funding formula rather than try to piecemeal it together.

I would be glad to stand for any questions.

N A M E

National Alliance for Medicaid in Education, Inc.

IDAHO Legislative Committees

March 11 & 12, 2015

MISSION:

***NAME
Advocates
Program
Integrity For
School Based
Medicaid
Reimbursement***

- **Provide leadership**
- **Promote integrity, collaboration and success**
- **Facilitate a network to share information**

N A M E

National Alliance for Medicaid in Education, Inc.

DATA

- Focusing on establishing reliable program data and program effectiveness

N A M E

National Alliance for Medicaid in Education, Inc.

State Decision

- **Each state's policy makers must decide if and how they will participate in school-based Medicaid**

N A M E

National Alliance for Medicaid in Education, Inc.

Federal Requirement

- Like it or not, under the Individuals with Disabilities Education Act (IDEA) the federal regulations mandate all states to provide services to students with eligible disabilities

N A M E

National Alliance for Medicaid in Education, Inc.

Evaluating
the
Options

- Why would anyone be against receiving federal funds available to the state for services required by federal law?

**... RESPONSIBILITIES
ATTACHED ...**

1. Matching Funds
2. Local and State Administration
3. Accurate Reporting

N A M E

National Alliance for Medicaid in Education, Inc.

Audit Exceptions

- **Fraud – Knowingly committing wrongful or criminal deception intended to result in financial or personal gain**
- **Errors due to not knowing or understanding the rules**
- **Human error**

N A M E

National Alliance for Medicaid in Education, Inc.

Best Practices

- **Transparent collaboration among all stakeholders**
- **Written guidance**
- **Collaborative training**

N A M E

National Alliance for Medicaid in Education, Inc.

Contact
Information

John Hill, NAME Executive Director

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<http://www.medicicaidforeducation.org>

N A M E

National Alliance for Medicaid in Education, Inc.

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Monday, March 16, 2015

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	Idaho No Child Left Behind (NCLB) Waiver	Tim Corder, Special Assistant to the Superintendent, State Department of Education
Minutes Approval:	February 17, 2015	Senator Patrick
Minutes Approval:	February 18, 2015	Senator Nonini
Minutes Approval:	February 19, 2015	Senator Keough
Minutes Approval:	February 23, 2015	Senator Den Hartog
Minutes Approval:	February 24, 2015	Senator Souza
Minutes Approval:	February 25, 2015	Senator Buckner-Webb

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Souza
Vice Chairman Thayn	Sen Den Hartog
Sen Keough	Sen Buckner-Webb
Sen Nonini	Sen Ward-Engelking
Sen Patrick	

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Monday, March 16, 2015

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Keough, Nonini, Patrick, Souza, Den Hartog and Ward-Engelking

ABSENT/ EXCUSED: Senator Buckner-Webb

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.

PRESENTATION: **Tim Corder**, Special Assistant to the Superintendent, State Department of Education (SDE), introduced his colleagues in the audience and State Superintendent of Public Instruction Ybarra, who presented the overview of Idaho's No Child Left Behind (NCLB) flexibility waiver. She explained the history of NCLB and the reauthorization of the Elementary and Secondary Education Act better known as ESEA. She stated that NCLB proved to not work, so under the Obama administration states could be awarded ESEA flexibility waivers (FW). Under the FW there states were to create plans in the following areas: teacher evaluations tied to test scores, college and career ready standards, and college and/or career aligned rigorous test. She declared the reason Idaho has a FW is because NCLB was not successful in the State; 43 other states have a FW.

Superintendent Ybarra detailed Idaho's FW. It is comprised of three sections: 1) college and career ready expectations, 2) develop differentiated recognition and accountability, and 3) supporting effective instruction and leadership. She explained the criteria and requirements that were developed in each section so that the State could meet the standards. She emphasized that the State is bound by all of the requirements until June 2015, which includes the involvement of Common Core.

Superintendent Ybarra said the new waiver for the 2015-16 school year is due March 31, 2015, and this is an opportunity for the State to make substantial changes in requirements. She commented that too often the accountability practices are looking at the negative situations. This administration will move towards best practices at the local level. She emphasized that in the application for the new waiver the SDE will no longer specify products, programs, and or contracts. She pointed out this is a federal document, and when specifics are named there is more intrusion and less flexibility to adjust programs.

Superintendent Ybarra stated for the new FW, the SDE is working diligently on the new accountability piece, and that is generating excitement with local superintendents and school boards. She illustrated testing requirements and the function of the Smarter Balanced Assessment Consortium (SBAC) test. She outlined that the new vision at the SDE is one which has shared accountability, mutual responsibility, and learning from best practices (see attachment 1).

Senator Souza asked if there are any states that suffered consequences from the federal government for not fulfilling FWs. **Superintendent Ybarra** deferred the question to Marcia Beckman, Associate Deputy Superintendent over Federal Programs, SDE.

Ms. Beckman stated the 95 percent participation rate has created concerns. The SDE has been in contact with the federal government regarding this requirement. She said that the state of Washington had decided to not fulfill one of the FW requirements which resulted in them losing their FW all together. This caused them to have to go back to the NCLB standards. That meant any school in Washington that did not have 100 percent proficiency by their students immediately became a failing school. She explained the consequences and possible remedies for schools.

Ms. Beckman explained that if the State didn't use the money set aside for the prescribed remedies in a specific time frame, the money goes back to the federal government.

Senator Ward-Engelking asked if the State was able to suspend the five-star rating for one year to work on social, emotional accountability which also includes attendance and assessment. **Superintendent Ybarra** replied in the affirmative.

Senator Ward-Engelking asked if there would be a penalty imposed if Idaho is awarded the suspension. **Superintendent Ybarra** replied in the negative.

Senator Ward-Engelking asked if it is her understanding that with this new test and somewhat new curriculum, student growth will not be realized this first year of the SBAC; that in fact there may be a reduction of student performance.

Superintendent Ybarra stated the SDE is anticipating a drop in scores. To contain any surprises, a campaign has been established to address that issue.

Vice Chairman Thayn asked if teacher accountability is tied to student achievement, how is it measured. **Superintendent Ybarra** explained the waiver process of teacher accountability. While there is flexibility in the accountability measures, teachers will still be held accountable. **Vice Chairman Thayn** asked if the possibilities for accountability is that the school districts make the quantitative decision or will that level be set statewide by SDE. **Superintendent Ybarra** explained accountability under NCLB. She stated with the FW the accountability measurement is much broader. There would be multiple levels of measurement.

Senator Den Hartog asked what educational issues should Legislators be reviewing in regards to the 2015-16 FW. **Superintendent Ybarra** replied when legislation is being written avoid placing school districts' requirements in an uncompromising situation with the FW. Use broader language in legislation and not pinpoint rules. The goal is to remain flexible so that there is the opportunity for change.

Vice Chairman Thayn asked what reduced testing means based on the federal government requirements. **Superintendent Ybarra** stated the minimum requirements are grades 3-8 and once in the high school level. She then explained some options for testing in Idaho. **Vice Chairman Thayn** asked if the new FW would state an accountability test and not name a specific test. **Superintendent Ybarra** replied in the affirmative and explained that the name specific test does not need to be stated in the FW.

Chairman Mortimer asked if there is an option to have a variety of tests available to access for college and career readiness. **Superintendent Ybarra** replied the intent of the SDE is to reduce the amount of testing on students. **Chairman Mortimer** asked if the FWs require proficiency levels. **Superintendent Ybarra** stated that the FW requires SDE to rank the schools that need some help based on four criteria.

Senator Souza asked if the SDE is looking to change the SBAC test to another national norm test. **Superintendent Ybarra** stated they would like to see the students' results from the SBAC before they move to something else. The FW requires that the state must administer a college and career readiness test, and SBAC meets that criteria. **Senator Souza** asked if it was because of the contractual agreement that the State will use the SBAC, but in the future the SDE would be open to looking at alternative tests. **Superintendent Ybarra** answered in the affirmative. She stated they are waiting to see the results of the SBAC test before they move forward with something else.

Pete Koehler, Interim Chief Deputy Superintendent, SDE, said that the FW as it currently exists, binds the schools and does not provide flexibility. He gave examples of a specified improvement tool that has been extremely cumbersome for schools to use. **Mr. Koehler** concluded by stating that the new FW will bring a new flexibility to schools that will in turn benefit students.

MINUTES APPROVAL: **Senator Patrick** moved to approve the Minutes of February 17, 2015. **Vice Chairman Thayn** seconded the motion. The motion passed by **voice vote**.

MINUTES APPROVAL: **Senator Nonini** moved to approve the Minutes of February 18, 2015. **Senator Keough** seconded the motion. The motion passed by **voice vote**.

MINUTES APPROVAL: **Senator Keough** moved to approve the Minutes of February 19, 2015. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.

MINUTES APPROVAL: **Senator Den Hartog** moved to approve the Minutes of February 23, 2015. **Senator Souza** seconded the motion. The motion passed by **voice vote**.

MINUTES APPROVAL: **Senator Souza** moved to approve the Minutes of February 24, 2015. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.

MINUTES APPROVAL: **Senator Patrick** moved to approve the Minutes of February 25, 2015. **Senator Keough** seconded the motion. The motion passed by **voice vote**.

ADJOURNED: There being no more business, **Chairman Mortimer** adjourned the meeting at 3:58 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

2001: NCLB (No Child Left Behind) was the reauthorization of the Elementary and Secondary Education Act (ESEA) by President George W. Bush, in which states were required to have their own academic standards and a yearly test for schools to maintain a higher quality of education. If your school did not meet the standards (called adequate yearly progress or AYP) they were marked as failing.

In 2011: The Obama administration announced it would award waivers-- from the No Child Left Behind Act (NCLB)-- to states that agreed to adopt certain education ideas (or plans) that were supposed to be designed to close achievement gaps, increase equity, and improve instruction. Included in these waivers were ideas (or plans) such as: teacher evaluations tied to student test scores, college and career ready standards, and a college and career aligned (rigorous) testing. In exchange, states would get flexibility from some of the sanctions under the NCLB laws.

These flexibility waivers are now referred to as the "ESEA" waivers because they fall under the "Elementary and Secondary Education Act." (Thus far, 43 states have received flexibility waivers.)

Under the waiver, there are 3 sections and I will briefly go over each section of what our waiver currently states we will do.

Section 1: **College and Career Ready Expectations**

There were two options under this first section.

A. Adopt college and career ready standards in at least ELA and Math that are common to a majority of a significant number of states and vetted through your states typical standard adoption process.

B. Adopt College and career -ready standards in at least ELA and Math that have been approved and certified by institutions of higher education and consistent with the definition of college and career ready (pg. 31)

Our current waiver states we chose “option B” to adopt the Common Core Standards, and then those standards were passed through legislation during the 2011 session. It also makes the statement that, “The Students Come First laws are “rooted” in the Common Core and that Idaho is making laws to implement pay for performance to tie student performance to teacher evaluations.” (pg. 27 and pg. 28) Also, that Idaho has been involved with the Common Core since 2008 (pg. 32)

Next, there is a second section of the waiver called:

Section 2: Develop Differentiated Recognition and Accountability

This is the part where we were to develop our own accountability system for our state-- that was intended-- to better meet the needs of our state and school districts in the local context, knowing that by the year 2014 that every child

was supposed to achieve proficiency in the academic domain— or schools would be subject to some pretty severe sanctions that include:

- Alternate governance
- districts paying to bus kids to other schools
- districts paying for additional educational services (such as after-school tutoring)
- or parents and communities opening charter schools

I often say --when we talk about this section—the accountability piece--we often talk about the negative.....or folks “getting it wrong....” Meaning we often associate accountability with bad behavior, poor performance, and negative consequences—and that’s not accountability, that’s just consequences. And I also say -- if our national and state’s accountability model were centered more around “catching folks getting it right”-- or helping others to get it right, then we probably wouldn’t be here today.....talking, because real accountability is about ownership, choices or autonomy, collaboration, challenge and opportunities that help others get it right.

But anyway--This is where the five-star school rating for Idaho was developed, aligned with the Students Come First laws—

where it specifically states this includes the 95% participation rate in the calculations in a punitive manner (pg. 87 and 28) For example, schools lose 2 stars if found not to make the “95%” participation rate, as set by federal law. It also requires the use of Schoolnet and the ISEE system as part of Idaho’s state-wide accountability system. . This is also where the state was committed to participation in the SBAC testing. This section also refers to the “Repeal of the Students Come First” laws, and specifically states that the “Task force for Education” and the legislature will pick up the vision, since the voters of Idaho repealed the Students Come First Laws. (Pg. 29)

Finally, there is the final section known as number 3:

Section 3: Supporting Effective Instruction and Leadership

This is the section where the Danielson Evaluation model was named and implemented-- and states that the teacher evaluations would be based on student performance. This section was also written for the State Department to monitor, approve, and correct what districts considered proficiency of their teachers. This is also where the specific program Teachscape (pg. 198) is written in-- as part of a requirement for certification of Principals to evaluate their teachers-- and it is required that a test be passed to show that training was taken—or lose your administrator’s endorsement. Also, it

states the board will promulgate rules to meet the requirements, since the Students Come First Laws were repealed (pg. 206).

In Moving Ahead:

This version of our waiver expires in June, and we are “bound” to these requirements for the remainder of this year. But a new waiver is due March 31, and any changes made will take effect for the upcoming 2015-2016 school year—and this is a real opportunity for us to make substantial change. One of the problems with NCLB was that we were judging schools, teachers and kids based on a single test score, but keeping in mind that the flexibility waiver was intended for us to ***not do that***. It was intended for us to better meet the needs of our state and school districts in the local context—it was intended to allow more flexibility, less emphasis on one test--and instead, we are attempting to tie the new SBAC test to evaluations, and we tied ourselves to specific programs, contracts, and products—we have actually bound ourselves--even tighter—than we did before the flexibility waiver.

So, with this current waiver expiring, it’s actually perfect timing. In moving forward, we will build our new model of

accountability upon the framework for us to “get it right” and actually offer flexibility to school districts with the notion of local control --that it was originally intended for. helps us to change our culture. We have a chance to ease the burden on school districts and reflect the needs of our students, as the unique individuals that they are, and address the concerns of the very public that we serve-this was the original intent of the waiver—that’s why it is called “The Flexibility Waiver.” How do we accomplish this?

1. Removal of all “Students Come First” references, (whether you liked it or not) especially removal of any “specific program, product, or contract” as this is not the appropriate document —this is a federal document—and the way it names these items currently-- invites more federal intrusion. These name references actually hinder our chance at flexibility by not allowing us to change our direction, when we need to, as it “binds us” to specific products and or programs. It names external service providers who do not know our kids best—like the local level does.

2. Build a new accountability model that is based on the basic framework, or notion, that we can “get it right,” that we are looking for what works in schools, and we would like to work

together for best practices that are happening in school districts, every day. For example, instead of our model being based on a 5- STAR rating-- that deducts 2 stars for things like the 95% participation rate ... give credit or recognition to a school on a point system-- for a range of acceptable participation rates, such as 85-95% participation will receive 10 points towards a maximum points a school can earn. This is an example of how the new accountability model will be built, or have-- at its basis-- or foundation, that we are getting this work right for our kids in Idaho--not "I caught you getting it wrong." That Superintendent's and school districts can get together and help to further create this accountability model. This is in no way to get away from accountability—but instead, to shift the accountability to a much broader view—that includes social emotional, attendance, cultural climate.....all those things that really shape academics and our educators are very enthused and well-aware of this piece.

We also need to reduce the testing requirements to the minimum federal requirement. It doesn't mean we don't believe in accountability—but, instead, we want to shift the accountability to a much broader view—again, to include social emotional, attendance, and cultural climate—all those things that educators know really shape academics—and our

educators and Superintendents are very motivated with this piece. Also, we recognize that over-testing our kids is taking away from valuable instructional time.

It also keeps from folks feeling like they need to “teach to the test” because whatever we place the most value on, will drive the actions of the programs and what is taught. Also, good educators know-- if you are waiting --to tell if your students are progressing or not—by using the end of the year assessment-- like the SBAC -- it’s just too late. We can get a good balanced assessment into practice by staggering the testing for our kids, or only testing grades 3-8, and once at the high school level. We do have other testing measurements in place now-- to still monitor student growth in the form of a motion picture (instead of one snapshot in the life of a child) all while showing accountability. Remember, accountability is showing how we do things right, all along the way-- not to “catch folks” doing it wrong!

3. The federal test (SBAC) is not required to be tied to a diploma for our students--so why is Idaho doing this? This is a brand new test that we still don’t know enough about. Again, this doesn’t build an accountability model of success --instead, we are making hurdles even higher for our students-- who have already completed numerous requirements for graduation, such as end of course assessments, senior projects, and taking

college entrance exams such as the ACT, SAT, or the Compass, and don't forget, 10th graders take the PSAT (pre- SAT), as well. Are we actually going to deny a student a diploma-- based on a brand new high stakes test, especially if it is not a requirement? This practice actually hurts our most vulnerable students: the minority, our English language learners, and students with disabilities. (again—the idea of the waiver is based on flexibility)

4. Add an “opt out” option for parents (proficiency will still need to be proven through a portfolio option, in which districts will assemble a team to review) show parents we care about their concerns—and they still have rights --which are not “stripped” at the schoolhouse gates.

Finally, will we help schools that aren't progressing? We pair them with schools that are progressing! This is an example of a whole new vision which is based on shared accountability, mutual responsibility and learning from what works, this is our vision of “Supporting and schools and students to achieve!”

With that, I stand for questions.

AGENDA #2 - Amended
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Thursday, March 19, 2015

SUBJECT	DESCRIPTION	PRESENTER
H 170:	Pay for Success Contractual	Senator Nonini
Minutes	February 26, 2015	Senator Souza
Approval:		
Minutes	March 2, 2015	Senator Patrick
Approval:		
Minutes	March 3, 2015	Senator
Approval:		Buckner-Webb
Minutes	March 5, 2015	Vice Chairman Thayn
Approval:		
Minutes	March 9, 2015	Senator Nonini
Approval:		

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Souza
Vice Chairman Thayn	Sen Den Hartog
Sen Keough	Sen Buckner-Webb
Sen Nonini	Sen Ward-Engelking
Sen Patrick	

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Thursday, March 19, 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 3:01 p.m.

H 170 **Senator Nonini**, District 3, presented **H 170**, contractual pay for success; a new section of code. He explained the reasoning and the process of this legislation. He stated that children who don't read at grade level by the third grade, typically never get caught up. As they move through the grades they have a tendency to drop out of school and often become part of the correctional system, costing the State money. He emphasized that anything that the State can do to alleviate that cycle interested him.

Senator Nonini said that in constructing this legislation he met with many stakeholders and Legislators. He gave examples of other states that use pay for success models in reading and in addressing recidivism. He believed this is something that Idaho should examine to improve reading proficiency. He explained the duties of the State Department of Education as outlined in the bill. He emphasized that the important part of the bill is how the metrics would be set and who would be the evaluators. **Senator Nonini** said that this bill was very well accepted by the House Education Committee and received a good vote on the House floor. He stated there is a bit more work to be done on the bill so he urged the Committee to send it to the 14th Order.

Senator Souza said she supports this idea. She asked if he was comfortable with the contracting procedures as written in this bill. **Senator Nonini** answered in the affirmative. He explained there are some specifics in this legislation that cover the contracting issues. One specific is a neutral oversight committee that would keep the controls stringent.

Kate Haas, Kestral West, representing Lee Pesky Learning Center (Pesky), explained their involvement in this legislation. She introduced the Committee to the work of Pesky and explained the "Train the Trainer" program. She said that Pesky is a data driven organization and has 12 years of evidence that shows children taught to read by a Pesky trained adult have better reading scores than similarly situated children.

Ms. Haas said that Pesky is in support of **H 170**, so that they could utilize pay for success contracting. She continued by stating that this could be an outstanding way of spurring innovation in the public education system by supporting the schools and finding improved ways of achieving intended outcomes. She explained that they are not here for the money, instead they would bring a structure to allow for innovation without the State or local districts having to bear the costs and the risks. She explained how the Pesky program works and detailed the pay for success model and the requirements of the legislation.

Ms. Haas explained that in meeting with Chairman Mortimer and others, some amendments need to be written into the legislation that will enhance the pay for success component and reduce risk to the State. She outlined and explained the recommended amendments (see attachment 1).

Senator Ward-Engelking said she is very supportive of this legislation. She wants to make sure that this legislation is not restricted to Pesky. **Ms. Haas** answered in the affirmative. She said this legislation is specific to education only, not certain contractors or vendors.

Chairman Mortimer asked if there were other examples where this type of contracting might apply. **Ms. Haas** explained the benchmarks that the legislation specifies must have an academic outcome and show that the contractor is using the money resourcefully. At any point that the data shows those two factors can be accomplished, pay for success could be used in the education realm.

Vice Chairman Thayn asked if there is enough educational improvement made in this program to have a financial effect on remediation in order for businesses to have enough cash flow to then want to be involved. **Ms. Haas** answered in the affirmative. She stated there have been financial experts looking at this, and they believe that it would be sufficient to make that return. It does end up being a net neutral; the investors cannot make more money than what the State would spend.

Chairman Mortimer asked if there are high school students who fail the 10th grade college career ready tests, would they be eligible for help under this legislation. **Ms. Haas** answered in the affirmative. She stated that would fall under the academic component. **Chairman Mortimer** asked if this program would work for those 3rd grade students who are below reading level. **Ms. Haas** answered in the affirmative.

TESTIMONY:

Rod Gramer, President, Idaho Business for Education (IBE), said this is an innovative program that could address many of the education issues that concern IBE, such as reading and college remediation. He said this bill has a market driven approach where private investors risk their own money to help strengthen the education system in Idaho. At the same time they can earn a fair return on their investment. **Mr. Gramer** explained that this approach can help solve some of the educational issues in the State. This model has been used successfully by other states. He concluded by saying this is a great bill; please support **H 170**.

Vice Chairman Thayn asked if he or Ms. Haas knew how Utah has been using this program. **Ms. Haas** said that the Utah model is slightly different with funding coming from a social impact bond, and the application has been limited to Salt Lake City. Their program is for bricks and mortar as well as an at home pre-kindergarten learning model.

Senator Nonini addressed the Committee members' concerns about using only specific program providers. He explained that the legislation has been written so that many contractors would have the opportunity to participate. He stated that his frustration has been that third graders are not achieving at the proper academic level. He asked for the Committee to send **H 170** to the 14th Order to help remedy this predicament.

MOTION: **Senator Souza** moved to send **H 170** to the 14th Order for possible amendment. **Senator Ward-Engelking** seconded the motion.

Vice Chairman Thayn stated there is risk in everything the Committee does. The benefits of this bill are good. He said he will be in support of **H 170**.

The motion passed by **voice vote**.

MINUTES APPROVAL: **Senator Souza** moved to approve the Minutes of February 26, 2015. **Senator Den Hartog** seconded the motion. The motion passed by **voice vote**.

MINUTES APPROVAL: **Senator Patrick** moved to approve the Minutes of March 2, 2015. **Vice Chairman Thayn** seconded the motion. The motion passed by **voice vote**.

MINUTES APPROVAL: **Senator Buckner-Webb** moved to approve the Minutes of March 3, 2015. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.

MINUTES APPROVAL: **Vice Chairman Thayn** moved to approve the Minutes of March 5, 2015. **Senator Nonini** seconded the motion. The motion passed by **voice vote**.

MINUTES APPROVAL: **Senator Nonini** moved to approve the Minutes of March 9, 2015. **Vice Chairman Thayn** seconded the motion. The motion passed by **voice vote**.

Chairman Mortimer announced to the Committee that there will be more bills coming so be prepared to meet for the next couple of weeks.

ADJOURNED: There being no more business, **Chairman Mortimer** adjourned the meeting at 3:41 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

The Problem

- Statewide, about 1 in 2 children enter kindergarten without basic readiness skills
- In some high-risk areas, as many as 3 in 4 children enter kindergarten without basic readiness skills
- These statistics persist for years, imposing extremely negative social, educational and economic consequences



The Opportunity

- Improve the quality of existing early learning experiences statewide
- Increase the number of children able to meet reading benchmarks
- Dramatically reduce the costs of mandatory, expensive, compensatory programs in later school years

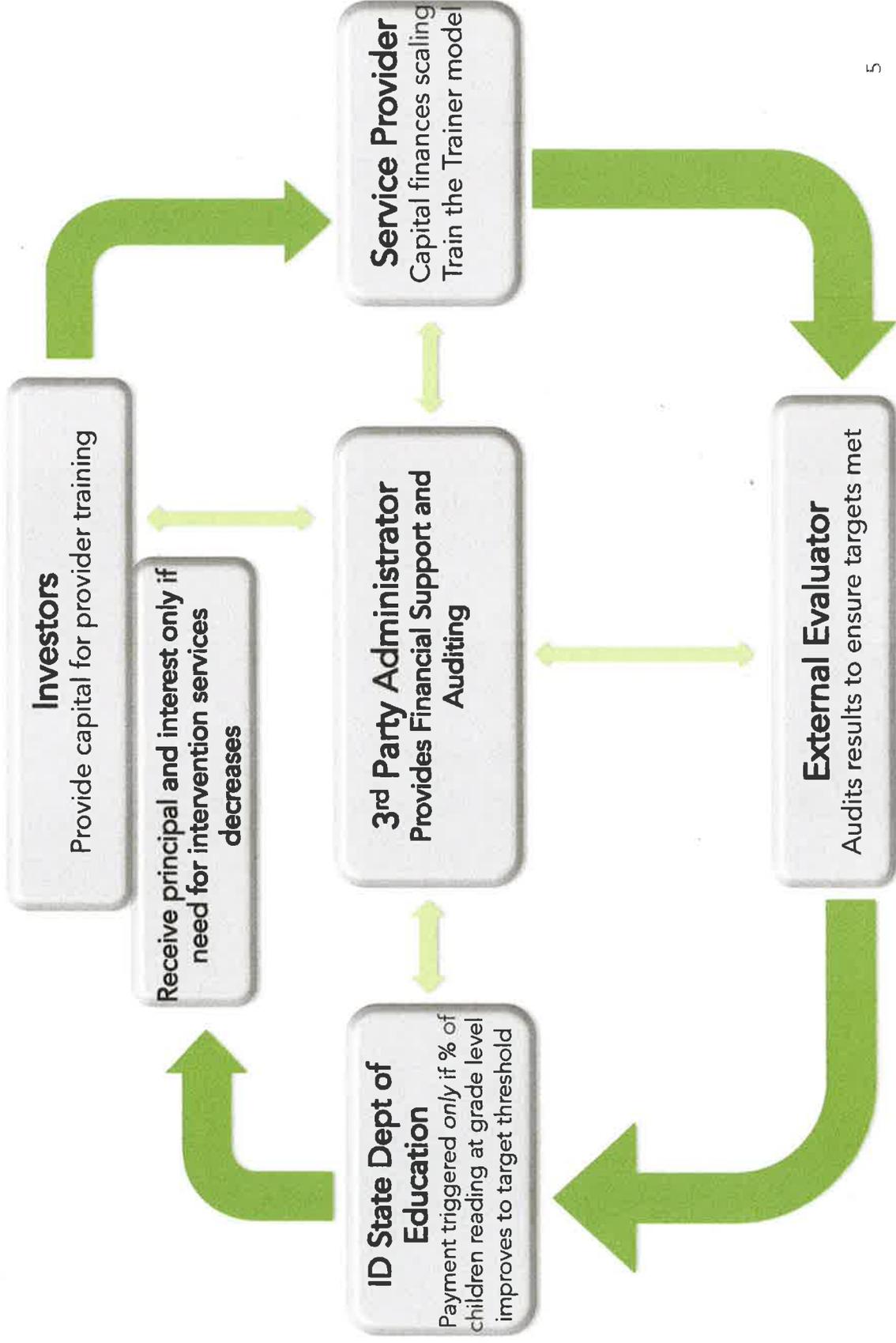


The Solution: Pay For Success

- Private capital funds early reading intervention
- Measurable outcomes include:
 - improved reading readiness
 - improved workforce quality
 - lower compensatory education costs,
 - lower rates of referral to special education programs
 - decrease in long-term negative social outcomes
- State savings flow to investors and to scale the intervention.



Pay for Success (PFS) Model



Example: Lee Pesky Learning Center

- Low-resource train the trainer model
- Consistent, significant, measurable improvement in the number of children who meet reading benchmarks
- Improved readiness leads to cost savings from reading intervention and special education services



AMENDED AGENDA #1
SENATE EDUCATION COMMITTEE
2:00 P.M.
Room WW55
Wednesday, March 25, 2015

SUBJECT	DESCRIPTION	PRESENTER
H 296	Career Ladder	Marilyn Whitney, Office of Governor

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Souza
Vice Chairman Thayn	Sen Den Hartog
Sen Keough	Sen Buckner-Webb
Sen Nonini	Sen Ward-Engelking
Sen Patrick	

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Wednesday, March 25, 2015

TIME: 2:00 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** convened the meeting of the Senate Education Committee (Committee) at 2:01 p.m. and welcomed Marilyn Whitney, Senior Special Assistant, Education and Government Services, Office of the Governor, for presentation of **H 296**.

H 296 **Marilyn Whitney** presented **H 296**, which she said seeks to establish a career ladder to provide a framework to recruit and retain highly effective teachers in Idaho.

Ms. Whitney said the 2013 Governor's Task Force for improving education presented its initial recommendations for public comment and made changes based on that feedback. Since that time, those ideas have been further refined based on input from Legislators and stakeholders.

Ms. Whitney said the legislation addresses fiscal instability and places Idaho on a trajectory to increase teachers' salaries and provide districts with a more stable source of salary funding. **Ms. Whitney** referred to handouts which speak to teacher recruitment and retention, including average and starting salaries compared to neighboring states (see attachment 1). She referred to statistics which show the number of students in Idaho has increased by 5 percent while the number of teachers has dropped by 7 percent. She said there has been a 27 percent decrease in Idahoans applying to receive a teaching certificate in Idaho. The number of teachers from outside Idaho who are applying to obtain an Idaho teaching certificate has decreased from 898 teachers in 2007 to just 68 teachers in 2013.

Ms. Whitney described typical salaries for professionals in the science, technology, engineering and math (STEM) professions and said the Task Force seeks to establish salaries for STEM teachers that are more in line with those professions.

Ms. Whitney reviewed costs related to the career ladder and General Fund growth revenue and emphasized the Governor has built the model into his budget request. While the legislation increases teacher salaries, the focus is on student outcome, which is the ultimate goal.

Ms. Whitney reviewed a provision in the bill that ensures teachers are evaluated fairly and that administrators receive the training and incentives necessary to perform those evaluations fairly and consistently.

Ms. Whitney reviewed the definitions portion of the bill which describes administrators, instruction staff, and people service staff. She said only the salaries of instructional staff are affected. It is expected that salaries of people service staff will be addressed by another committee. **Ms. Whitney** said student measurements and growth are not mandated and will be made at the local level. She said the provisions in the legislation will run from July 1, 2015 through June 30, 2019.

Chairman Mortimer asked Ms. Whitney to explain more fully the criteria for salary increases during the first four years. She reviewed the salary structure and ladder for beginning and current teachers and described how those teachers move to the professional rung.

Ms. Whitney said administrators will be thoroughly trained to properly evaluate teacher performance and referred the Committee to a sample evaluation written into the legislation.

Senator Thayne asked for clarification on the \$2,000 and \$3,500 teacher premiums. **Ms. Whitney** said the \$2,000 is for a bachelor's certification, and the \$3,500 is for a master's certification. The premiums are awarded separately and not collectively.

Additional questions by the Committee concerned salary calculations, apportionment for people service staff, and master teacher premiums. Regarding master teacher premiums, **Ms. Whitney** reviewed the criteria, which she emphasized is set at a high bar. She also described the parameters by which districts can award leadership premiums and detailed the budget increases set forth in the fiscal note.

Senator Keough asked for clarification on the mentoring program. **Ms. Whitney** described how new teachers will receive intensive mentoring from experienced teacher mentors.

Senator Souza asked if renewable contracts are renewed on a year-to-year basis. **Ms. Whitney** answered affirmatively.

MOTION: **Senator Nonini** moved to send **H 296** to the floor with a **do pass** recommendation. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**. Chairman Mortimer will carry the bill on the floor.

ADJOURNED: There being no further business, **Chairman Mortimer** adjourned the meeting at 3:01 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

Jeanne' Clayton
Assistant Secretary

Executive Summary

NEA Research collects, maintains, and analyzes data on issues and trends affecting the nation's public education systems and their employees. This report, *Rankings of the States 2014 and Estimates of School Statistics 2015*, contains data based on information from state departments of education and other, largely governmental, sources. Complete citations for sources in this report are provided in the References section. Significant highlights of these two reports are as follows:

Part I. *Rankings of the States 2014* Highlights

Population: State population data provide indicators of the relative demand for public education services and other public programs. From 2011 to 2012, the total U.S. resident population increased by seven-tenths percent (0.7%). States that experienced the greatest percentage gains in population were the North Dakota (2.5%), District of Columbia (2.5%), and Texas (1.5%). Rhode Island (-0.1%) and Vermont (-0.1%) experienced population declines (Table A-3). (All further references A-H refer to tables in the Rankings section.)

The total U.S. resident population increased by 9.1 percent during the decade from 2002 to 2012. Nevada (27.2%) experienced the greatest percentage gains in population over that 10-year period. Other states that had large 10-year gains include Arizona (20.2%) and Texas (20.0%) (A-4).

The most densely populated state in 2012 was New Jersey, with 1,195 persons per square mile of land area. The District of Columbia had a population density of 10,298 persons per square mile. The average population density for the United States and D.C. in 2012 was 89 persons per square mile. The least densely populated states in 2012: Alaska (1), Wyoming (6), and Montana (7) (A-11).

Enrollment: In fall 2013, U.S. public school enrollment was 49,568,215, up 0.3 percent over

fall 2012. The largest percentage enrollment changes from fall 2012 to fall 2013 were in Nevada (2.4%), Utah (2.0%), Idaho (1.6%), and Colorado (1.6%). Fifteen states experienced declines in student enrollment in fall 2013. The greatest declines were in Michigan (-3.8%), Rhode Island (-2.3%), New Hampshire (-1.2%), and Vermont (-1.0%) (B-2, B-3).

Classroom Teachers: Changes in the number of staff employed in education institutions as well as their levels of compensation reflect trends in enrollment; changes in the economy; and specific state, local, and national program priorities. There were 3,121,926 teachers in 2013–14 (C-5). The average number of students per teacher increased from 15.8 in 2012–13 to 15.9 in 2013–14. This ratio of students to teachers must not be confused with “Average Class Size,” which is the number of students assigned to a classroom for instructional purposes. Class size and student-teacher ratio are very different concepts and cannot be used interchangeably. According to recent studies, the difference between student-teacher ratio and average class size in K–3 is 9 or 10 students (Sharp 2002). Therefore, an elementary school with a schoolwide student-teacher ratio of 16:1 in kindergarten through third grade would typically have an average class size of 25 or 26 students in those same grades. The highest number of students enrolled per teacher in public elementary and secondary schools in fall 2013: Michigan (22.6), Utah (22.5), Oregon

(21.5), California (21.3), and Idaho (19.8). States with the lowest student–teacher ratios were Vermont (10.0), New Jersey (11.8), New Hampshire (11.9), North Dakota (12.1), and Maine (12.1). Thirty-three states and the District of Columbia had average student–teacher ratios below the U.S. average (15.9) (C-6).

Males comprised 23.8 percent of U.S. public school teachers in 2014. Many of them taught in Kansas (33.1%), Oregon (30.6%), or Vermont (30.2%). States with the lowest percentage of male faculty: Virginia (17.3%), Mississippi (18.3%), Louisiana (18.4%), and South Carolina (18.8%). The median was 24.2 percent (C-8).

Classroom Teacher Salaries: The U.S. average public school teacher salary for 2013–14 was \$56,610. State average public school teacher salaries ranged from those in New York (\$76,409), Massachusetts (\$73,195), and District of Columbia (\$73,162) at the high end to South Dakota (\$40,023), Mississippi (\$42,187), and Idaho (\$44,465) at the low end (C-11).

Over the decade from 2003–04 to 2013–14, in constant dollars, average salaries for public school teachers changed -3.5 percent. Wyoming (13.6%), New York (9.9%), North Dakota (8.4%), Massachusetts (8.1%), and Iowa (7.6%) had the largest real increases in salaries during that 10-year period. Thirty-four states saw real declines in average teacher salaries over those years, adjusting for inflation. Those with average salaries declining 6.5 percent or more: North Carolina (-17.4%), Indiana (-12.9%), Idaho (-12.0%), Illinois (-12.0%), Colorado (-9.1%), Arizona (-9.0%), Georgia (-8.7%), Mississippi (-7.5%), Washington (-7.5%), West Virginia (-7.0%), Utah (-7.0%), South Carolina (-6.7%), Florida (-6.6%), and Ohio (-6.6%) (C-14).

The U.S. average one-year change in public school teacher salaries from 2012–13 to 2013–14 was 1.0%. The largest one-year decrease was in Louisiana (-4.5%) and the largest one-year increase was in Vermont (4.1%) (C-15).

Expenditures per Student: The U.S. average per student expenditure for public elementary and secondary schools in 2013–14 fall enrollment

was \$11,355. States with the highest per student expenditures: Vermont (\$21,263), New York (\$20,428), New Jersey (\$20,117), Alaska (\$19,244), and Rhode Island (\$18,627). Arizona (\$7,143), Utah (\$7,476), Oklahoma (\$7,925), Indiana (\$8,135), and North Carolina (\$8,632) had the lowest per student expenditures (H-11).

General Financial Resources: Total personal income data indicate the overall economic activity within a specific geographic area. It is the aggregate income from all sources received by persons residing in a state, and it has a significant effect on the total revenue or financial resources available to government jurisdictions through taxation. Personal income largely drives state tax systems; sales and income tax collections respond rapidly to its changes. Between 2011 and 2012, U.S. total personal income changed 5.2 percent to yield \$281,819 per student enrolled (D-2, D-7), whereas revenue per K–12 student increased by 0.4 percent that year. For 2013–14, revenue per K–12 student increased 2.2 percent (F-1, F-2).

Government Revenues: State and local government revenue shares show little annual variation; given this well-established reality, it is easy to see why economic growth is the key to substantive improvement in education finance. State and local tax revenues per \$1,000 of personal income for 2011–12 were \$100 versus \$101 the prior year. This number has been fairly level over the past decade (E-4).

School Revenues: School funding continues to be state oriented, although the federal share increased somewhat in recent years. Between school years 2012–13 and 2013–14, the local share of K–12 public education funding increased from 43.8 to 44 percent (F-7, F-8) and the state share remained at roughly 46.4 percent (F-9, F-10). The federal share decreased to 9.6 percent (F-11, F-12). Throughout the past 10 years, state and local governments have each provided between 43 and 48 percent of the total revenues.

Government Expenditures: Expenditures for elementary and secondary schools and for higher education can serve as indicators of state and local government “effort” to fund these services. Between 2002 and 2012, expenditures for

A-4. PERCENTAGE CHANGE IN TOTAL RESIDENT POPULATION, 2002-12

1.	NEVADA	27.2
2.	UTAH	22.3
3.	ARIZONA	20.2
4.	TEXAS	20.0
5.	IDAHO	18.9
6.	NORTH CAROLINA	17.2
7.	WYOMING	16.0
8.	FLORIDA	15.8
9.	GEORGIA	15.5
10.	COLORADO	15.2
11.	SOUTH CAROLINA	15.1
12.	DELAWARE	14.1
13.	WASHINGTON	13.9
14.	ALASKA	13.6
15.	HAWAII	13.2
16.	NEW MEXICO	12.6
17.	VIRGINIA	12.4
18.	TENNESSEE	11.2
19.	OREGON	10.9
20.	NORTH DAKOTA	10.6
21.	MONTANA	10.5
22.	OKLAHOMA	9.5
24.	SOUTH DAKOTA	9.5
25.	DISTRICT OF COLUMBIA	9.2
26.	UNITED STATES	9.1
25.	ARKANSAS	9.1
26.	CALIFORNIA	9.0
27.	MARYLAND	8.2
28.	ALABAMA	7.7
29.	NEBRASKA	7.6
30.	MINNESOTA	7.2
31.	KENTUCKY	7.1
32.	KANSAS	6.4
33.	INDIANA	6.3
34.	MISSOURI	6.0
35.	WISCONSIN	5.1
36.	IOWA	5.0
37.	MISSISSIPPI	4.5
38.	CONNECTICUT	4.2
39.	NEW HAMPSHIRE	4.0
40.	NEW JERSEY	3.8
41.	PENNSYLVANIA	3.6
42.	MASSACHUSETTS	3.2
44.	WEST VIRGINIA	3.0
44.	LOUISIANA	3.0
45.	MAINE	2.7
46.	ILLINOIS	2.5
47.	NEW YORK	2.2
48.	VERMONT	1.8
49.	OHIO	1.2
50.	RHODE ISLAND	-1.5
51.	MICHIGAN	-1.6

U.S. Census Bureau (2014a).

A-5. POPULATION AGES 5-17, 2012 (THOUSANDS)

1.	CALIFORNIA	6,699
2.	TEXAS	5,044
3.	NEW YORK	3,096
4.	FLORIDA	2,931
5.	ILLINOIS	2,248
6.	PENNSYLVANIA	2,020
7.	OHIO	1,969
8.	GEORGIA	1,815
9.	MICHIGAN	1,691
10.	NORTH CAROLINA	1,667
11.	NEW JERSEY	1,499
12.	VIRGINIA	1,347
13.	ARIZONA	1,181
14.	INDIANA	1,166
15.	WASHINGTON	1,142
16.	TENNESSEE	1,090
17.	MASSACHUSETTS	1,086
18.	MISSOURI	1,024
19.	MARYLAND	979
20.	WISCONSIN	967
21.	MINNESOTA	928
22.	COLORADO	894
23.	ALABAMA	819
24.	LOUISIANA	803
25.	SOUTH CAROLINA	783
26.	KENTUCKY	739
27.	OKLAHOMA	675
28.	UTAH	630
29.	OREGON	628
30.	CONNECTICUT	600
31.	MISSISSIPPI	542
32.	IOWA	527
33.	KANSAS	521
34.	ARKANSAS	517
35.	NEVADA	480
36.	NEW MEXICO	371
37.	NEBRASKA	331
38.	IDAHO	311
39.	WEST VIRGINIA	281
40.	HAWAII	214
41.	NEW HAMPSHIRE	209
42.	MAINE	199
43.	MONTANA	161
43.	RHODE ISLAND	161
45.	DELAWARE	149
46.	SOUTH DAKOTA	145
47.	ALASKA	132
48.	NORTH DAKOTA	108
49.	WYOMING	97
50.	VERMONT	93
51.	DISTRICT OF COLUMBIA	71
	UNITED STATES	53,728

U.S. Census Bureau (2014a).

A-6. POPULATION AGES 5-17 AS PERCENTAGE OF TOTAL POPULATION, 2012

1.	UTAH	22.1
2.	IDAHO	19.5
3.	TEXAS	19.4
4.	GEORGIA	18.3
5.	ALASKA	18.1
	KANSAS	18.1
8.	MISSISSIPPI	18.1
8.	ARIZONA	18.0
9.	INDIANA	17.8
	NEBRASKA	17.8
	NEW MEXICO	17.8
12.	OKLAHOMA	17.7
13.	CALIFORNIA	17.6
14.	ARKANSAS	17.5
	ILLINOIS	17.5
16.	LOUISIANA	17.4
	NEVADA	17.4
	SOUTH DAKOTA	17.4
19.	COLORADO	17.2
	MINNESOTA	17.2
21.	IOWA	17.1
	KENTUCKY	17.1
	MICHIGAN	17.1
	NORTH CAROLINA	17.1
24.	ALABAMA	17.0
	MISSOURI	17.0
27.	OHIO	16.9
	NEW JERSEY	16.9
	TENNESSEE	16.9
	WISCONSIN	16.9
31.	WYOMING	16.8
32.	CONNECTICUT	16.7
33.	MARYLAND	16.6
	SOUTH CAROLINA	16.6
	WASHINGTON	16.6
36.	VIRGINIA	16.5
37.	DELAWARE	16.2
38.	OREGON	16.1
39.	MONTANA	16.0
40.	NEW HAMPSHIRE	15.8
	NEW YORK	15.8
	PENNSYLVANIA	15.8
43.	MASSACHUSETTS	15.6
44.	NORTH DAKOTA	15.5
45.	HAWAII	15.4
	RHODE ISLAND	15.4
47.	FLORIDA	15.2
48.	WEST VIRGINIA	15.1
49.	MAINE	15.0
50.	VERMONT	14.9
51.	DISTRICT OF COLUMBIA	11.1

Computed from Tables A-1 and A-5.

C-10. AVERAGE SALARIES OF PUBLIC SCHOOL TEACHERS AS PERCENTAGE OF NATIONAL AVERAGE, 2012-13 (REVISED)

1.	NEW YORK	134.3 *
2.	MASSACHUSETTS	127.7
3.	DISTRICT OF COLUMBIA	126.5 *
4.	CALIFORNIA	123.8
5.	CONNECTICUT	123.8
6.	NEW JERSEY	120.3
7.	ALASKA	116.8
8.	MARYLAND	114.6
9.	RHODE ISLAND	113.2 *
10.	PENNSYLVANIA	112.4
11.	MICHIGAN	109.8
12.	DELAWARE	106.4 *
13.	ILLINOIS	105.4 *
14.	OREGON	102.7
15.	WYOMING	101.3
16.	MINNESOTA	100.4 *
	UNITED STATES	100.0 *
18.	NEVADA	99.8 *
19.	NEW HAMPSHIRE	99.2 *
20.	HAWAII	96.9
21.	WISCONSIN	96.0
22.	VERMONT	95.8
23.	GEORGIA	94.3
24.	WASHINGTON	93.2
25.	LOUISIANA	91.6 *
26.	IOWA	90.9
27.	KENTUCKY	89.5
28.	INDIANA	89.3
29.	COLORADO	88.9 *
30.	VIRGINIA	87.4
31.	MONTANA	87.1
	NEBRASKA	87.1
	TEXAS	87.1
34.	MAINE	86.4
35.	SOUTH CAROLINA	86.3
36.	ALABAMA	85.5
37.	MISSOURI	84.8 *
	TENNESSEE	84.8
39.	KANSAS	84.7 *
40.	NORTH DAKOTA	84.4 *
41.	ARKANSAS	83.2
42.	FLORIDA	83.1
43.	NORTH CAROLINA	81.6
44.	UTAH	81.2
45.	NEW MEXICO	81.1
	WEST VIRGINIA	81.1
47.	ARIZONA	80.7
48.	IDAHO	79.7
49.	OKLAHOMA	79.1
50.	MISSISSIPPI	74.6
51.	SOUTH DAKOTA	69.6
	MEDIAN	90.9
	RANGE	64.7
	SDEV.	15.4
	CV	16.1

Computed from NEA Research, Estimates Database (2014).

C-11. AVERAGE SALARIES OF PUBLIC SCHOOL TEACHERS, 2013-14 (\$)

1.	NEW YORK	76,409
2.	MASSACHUSETTS	73,195
3.	DISTRICT OF COLUMBIA	73,162 *
4.	CALIFORNIA	71,396
5.	CONNECTICUT	70,583
6.	NEW JERSEY	68,238
7.	ALASKA	65,891
8.	RHODE ISLAND	64,696 *
9.	MARYLAND	64,546
10.	PENNSYLVANIA	63,701
11.	MICHIGAN	62,166
12.	ILLINOIS	60,124 *
13.	DELAWARE	59,305
14.	OREGON	58,638
15.	NEW HAMPSHIRE	57,057 *
	UNITED STATES	56,610 *
16.	WYOMING	56,583
17.	HAWAII	56,291
18.	VERMONT	55,958
19.	CHIO	55,913
20.	NEVADA	55,813
21.	MINNESOTA	54,752
22.	WISCONSIN	53,679
23.	WASHINGTON	52,969
24.	GEORGIA	52,924
25.	IOWA	52,032
26.	KENTUCKY	50,560
27.	INDIANA	50,289
28.	MONTANA	49,893 *
29.	VIRGINIA	49,826 *
30.	TEXAS	49,690
31.	COLORADO	49,615
32.	NEBRASKA	49,539
33.	MAINE	49,232
34.	LOUISIANA	49,067
35.	ALABAMA	48,720
36.	NORTH DAKOTA	48,666 *
37.	SOUTH CAROLINA	48,430
38.	KANSAS	48,221 *
39.	FLORIDA	47,780
40.	TENNESSEE	47,742
41.	ARKANSAS	47,319
42.	MISSOURI	46,750
43.	NEW MEXICO	45,727
44.	UTAH	45,695
45.	ARIZONA	45,335 *
46.	WEST VIRGINIA	45,086
47.	NORTH CAROLINA	44,990
48.	OKLAHOMA	44,549
49.	IDAHO	44,465
50.	MISSISSIPPI	42,187 *
51.	SOUTH DAKOTA	40,023
	MEDIAN	50,560
	RANGE	36,386
	SDEV.	8,964
	CV	17

NEA Research, Estimates Database (2014).

C-12. AVERAGE SALARIES OF PUBLIC SCHOOL TEACHERS AS PERCENTAGE OF NATIONAL AVERAGE, 2013-14

1.	NEW YORK	135.0
2.	MASSACHUSETTS	129.3
3.	DISTRICT OF COLUMBIA	129.2 *
4.	CALIFORNIA	126.1
5.	CONNECTICUT	124.7
6.	NEW JERSEY	120.5
7.	ALASKA	116.4
8.	RHODE ISLAND	114.3 *
9.	MARYLAND	114.0
10.	PENNSYLVANIA	112.5
11.	MICHIGAN	109.8
12.	ILLINOIS	106.2 *
13.	DELAWARE	104.8
14.	OREGON	103.6
15.	NEW HAMPSHIRE	103.8 *
	UNITED STATES	100.0 *
16.	WYOMING	100.0
17.	HAWAII	99.4
18.	CHIO	98.8
	VERMONT	98.8
20.	NEVADA	98.6
21.	MINNESOTA	96.7
22.	WISCONSIN	94.8
23.	WASHINGTON	93.6
24.	GEORGIA	93.5
25.	IOWA	91.9
26.	KENTUCKY	89.3
27.	INDIANA	88.8
28.	MONTANA	88.1 *
29.	VIRGINIA	88.0 *
30.	TEXAS	87.8
31.	COLORADO	87.6
32.	NEBRASKA	87.5
33.	MAINE	87.0
34.	LOUISIANA	86.7
35.	ALABAMA	86.1
36.	NORTH DAKOTA	86.0 *
37.	SOUTH CAROLINA	85.6
38.	KANSAS	85.2 *
39.	FLORIDA	84.4
40.	TENNESSEE	84.3
41.	ARKANSAS	83.6
42.	MISSOURI	82.6
43.	NEW MEXICO	80.8
44.	UTAH	80.7
45.	ARIZONA	80.1 *
46.	WEST VIRGINIA	79.6
47.	NORTH CAROLINA	79.5
48.	OKLAHOMA	78.7
49.	IDAHO	78.5
50.	MISSISSIPPI	74.5 *
51.	SOUTH DAKOTA	70.7
	MEDIAN	89.3
	RANGE	64.3
	SDEV.	15.8
	CV	16.5

Computed from NEA Research, Estimates Database (2014).

Executive Summary

NEA Research collects, maintains, and analyzes data on issues and trends affecting the nation's public education systems and their employees. This report, *Rankings of the States 2014 and Estimates of School Statistics 2015*, contains data based on information from state departments of education and other, largely governmental, sources. Complete citations for sources in this report are provided in the References section. Significant highlights of these two reports are as follows:

Part I. *Rankings of the States 2014* Highlights

Population: State population data provide indicators of the relative demand for public education services and other public programs. From 2011 to 2012, the total U.S. resident population increased by seven-tenths percent (0.7%). States that experienced the greatest percentage gains in population were the North Dakota (2.5%), District of Columbia (2.5%), and Texas (1.5%). Rhode Island (-0.1%) and Vermont (-0.1%) experienced population declines (Table A-3). (All further references A-H refer to tables in the Rankings section.)

The total U.S. resident population increased by 9.1 percent during the decade from 2002 to 2012. Nevada (27.2%) experienced the greatest percentage gains in population over that 10-year period. Other states that had large 10-year gains include Arizona (20.2%) and Texas (20.0%) (A-4).

The most densely populated state in 2012 was New Jersey, with 1,195 persons per square mile of land area. The District of Columbia had a population density of 10,298 persons per square mile. The average population density for the United States and D.C. in 2012 was 89 persons per square mile. The least densely populated states in 2012: Alaska (1), Wyoming (6), and Montana (7) (A-11).

Enrollment: In fall 2013, U.S. public school enrollment was 49,568,215, up 0.3 percent over

fall 2012. The largest percentage enrollment changes from fall 2012 to fall 2013 were in Nevada (2.4%), Utah (2.0%), Idaho (1.6%), and Colorado (1.6%). Fifteen states experienced declines in student enrollment in fall 2013. The greatest declines were in Michigan (-3.8%), Rhode Island (-2.3%), New Hampshire (-1.2%), and Vermont (-1.0%) (B-2, B-3).

Classroom Teachers: Changes in the number of staff employed in education institutions as well as their levels of compensation reflect trends in enrollment; changes in the economy; and specific state, local, and national program priorities. There were 3,121,926 teachers in 2013–14 (C-5). The average number of students per teacher increased from 15.8 in 2012–13 to 15.9 in 2013–14. This ratio of students to teachers must not be confused with “Average Class Size,” which is the number of students assigned to a classroom for instructional purposes. Class size and student-teacher ratio are very different concepts and cannot be used interchangeably. According to recent studies, the difference between student-teacher ratio and average class size in K–3 is 9 or 10 students (Sharp 2002). Therefore, an elementary school with a schoolwide student-teacher ratio of 16:1 in kindergarten through third grade would typically have an average class size of 25 or 26 students in those same grades. The highest number of students enrolled per teacher in public elementary and secondary schools in fall 2013: Michigan (22.6), Utah (22.5), Oregon

(21.5), California (21.3), and Idaho (19.8). States with the lowest student–teacher ratios were Vermont (10.0), New Jersey (11.8), New Hampshire (11.9), North Dakota (12.1), and Maine (12.1). Thirty-three states and the District of Columbia had average student–teacher ratios below the U.S. average (15.9) (C-6).

Males comprised 23.8 percent of U.S. public school teachers in 2014. Many of them taught in Kansas (33.1%), Oregon (30.6%), or Vermont (30.2%). States with the lowest percentage of male faculty: Virginia (17.3%), Mississippi (18.3%), Louisiana (18.4%), and South Carolina (18.8%). The median was 24.2 percent (C-8).

Classroom Teacher Salaries: The U.S. average public school teacher salary for 2013–14 was \$56,610. State average public school teacher salaries ranged from those in New York (\$76,409), Massachusetts (\$73,195), and District of Columbia (\$73,162) at the high end to South Dakota (\$40,023), Mississippi (\$42,187), and Idaho (\$44,465) at the low end (C-11).

Over the decade from 2003–04 to 2013–14, in constant dollars, average salaries for public school teachers changed -3.5 percent. Wyoming (13.6%), New York (9.9%), North Dakota (8.4%), Massachusetts (8.1%), and Iowa (7.6%) had the largest real increases in salaries during that 10-year period. Thirty-four states saw real declines in average teacher salaries over those years, adjusting for inflation. Those with average salaries declining 6.5 percent or more: North Carolina (-17.4%), Indiana (-12.9%), Idaho (-12.0%), Illinois (-12.0%), Colorado (-9.1%), Arizona (-9.0%), Georgia (-8.7%), Mississippi (-7.5%), Washington (-7.5%), West Virginia (-7.0%), Utah (-7.0%), South Carolina (-6.7%), Florida (-6.6%), and Ohio (-6.6%) (C-14).

The U.S. average one-year change in public school teacher salaries from 2012–13 to 2013–14 was 1.0%. The largest one-year decrease was in Louisiana (-4.5%) and the largest one-year increase was in Vermont (4.1%) (C-15).

Expenditures per Student: The U.S. average per student expenditure for public elementary and secondary schools in 2013–14 fall enrollment

was \$11,355. States with the highest per student expenditures: Vermont (\$21,263), New York (\$20,428), New Jersey (\$20,117), Alaska (\$19,244), and Rhode Island (\$18,627). Arizona (\$7,143), Utah (\$7,476), Oklahoma (\$7,925), Indiana (\$8,135), and North Carolina (\$8,632) had the lowest per student expenditures (H-11).

General Financial Resources: Total personal income data indicate the overall economic activity within a specific geographic area. It is the aggregate income from all sources received by persons residing in a state, and it has a significant effect on the total revenue or financial resources available to government jurisdictions through taxation. Personal income largely drives state tax systems; sales and income tax collections respond rapidly to its changes. Between 2011 and 2012, U.S. total personal income changed 5.2 percent to yield \$281,819 per student enrolled (D-2, D-7), whereas revenue per K–12 student increased by 0.4 percent that year. For 2013–14, revenue per K–12 student increased 2.2 percent (F-1, F-2).

Government Revenues: State and local government revenue shares show little annual variation; given this well-established reality, it is easy to see why economic growth is the key to substantive improvement in education finance. State and local tax revenues per \$1,000 of personal income for 2011–12 were \$100 versus \$101 the prior year. This number has been fairly level over the past decade (E-4).

School Revenues: School funding continues to be state oriented, although the federal share increased somewhat in recent years. Between school years 2012–13 and 2013–14, the local share of K–12 public education funding increased from 43.8 to 44 percent (F-7, F-8) and the state share remained at roughly 46.4 percent (F-9, F-10). The federal share decreased to 9.6 percent (F-11, F-12). Throughout the past 10 years, state and local governments have each provided between 43 and 48 percent of the total revenues.

Government Expenditures: Expenditures for elementary and secondary schools and for higher education can serve as indicators of state and local government “effort” to fund these services. Between 2002 and 2012, expenditures for

A-4. PERCENTAGE CHANGE IN TOTAL RESIDENT POPULATION, 2002-12

1.	NEVADA	27.2
2.	UTAH	22.3
3.	ARIZONA	20.2
4.	TEXAS	20.0
5.	IDAHO	18.9
6.	NORTH CAROLINA	17.2
7.	WYOMING	16.0
8.	FLORIDA	15.8
9.	GEORGIA	15.5
10.	COLORADO	15.2
11.	SOUTH CAROLINA	15.1
12.	DELAWARE	14.1
13.	WASHINGTON	13.9
14.	ALASKA	13.6
15.	HAWAII	13.2
16.	NEW MEXICO	12.6
17.	VIRGINIA	12.4
18.	TENNESSEE	11.2
19.	OREGON	10.9
20.	NORTH DAKOTA	10.6
21.	MONTANA	10.5
22.	OKLAHOMA	9.5
24.	SOUTH DAKOTA	9.5
25.	DISTRICT OF COLUMBIA	9.2
26.	UNITED STATES	9.1
25.	ARKANSAS	9.1
26.	CALIFORNIA	9.0
27.	MARYLAND	8.2
28.	ALABAMA	7.7
29.	NEBRASKA	7.6
30.	MINNESOTA	7.2
31.	KENTUCKY	7.1
32.	KANSAS	6.4
33.	INDIANA	6.3
34.	MISSOURI	6.0
35.	WISCONSIN	5.1
36.	IOWA	5.0
37.	MISSISSIPPI	4.5
38.	CONNECTICUT	4.2
39.	NEW HAMPSHIRE	4.0
40.	NEW JERSEY	3.8
41.	PENNSYLVANIA	3.6
42.	MASSACHUSETTS	3.2
44.	WEST VIRGINIA	3.0
44.	LOUISIANA	3.0
45.	MAINE	2.7
46.	ILLINOIS	2.5
47.	NEW YORK	2.2
48.	VERMONT	1.8
49.	OHIO	1.2
50.	RHODE ISLAND	-1.5
51.	MICHIGAN	-1.6

U.S. Census Bureau (2014a).

A-5. POPULATION AGES 5-17, 2012 (THOUSANDS)

1.	CALIFORNIA	6,699
2.	TEXAS	5,044
3.	NEW YORK	3,096
4.	FLORIDA	2,931
5.	ILLINOIS	2,248
6.	PENNSYLVANIA	2,020
7.	OHIO	1,969
8.	GEORGIA	1,815
9.	MICHIGAN	1,691
10.	NORTH CAROLINA	1,667
11.	NEW JERSEY	1,499
12.	VIRGINIA	1,347
13.	ARIZONA	1,181
14.	INDIANA	1,166
15.	WASHINGTON	1,142
16.	TENNESSEE	1,090
17.	MASSACHUSETTS	1,086
18.	MISSOURI	1,024
19.	MARYLAND	979
20.	WISCONSIN	967
21.	MINNESOTA	928
22.	COLORADO	894
23.	ALABAMA	819
24.	LOUISIANA	803
25.	SOUTH CAROLINA	783
26.	KENTUCKY	739
27.	OKLAHOMA	675
28.	UTAH	630
29.	OREGON	628
30.	CONNECTICUT	600
31.	MISSISSIPPI	542
32.	IOWA	527
33.	KANSAS	521
34.	ARKANSAS	517
35.	NEVADA	480
36.	NEW MEXICO	371
37.	NEBRASKA	331
38.	IDAHO	311
39.	WEST VIRGINIA	281
40.	HAWAII	214
41.	NEW HAMPSHIRE	209
42.	MAINE	199
43.	MONTANA	161
43.	RHODE ISLAND	161
45.	DELAWARE	149
46.	SOUTH DAKOTA	145
47.	ALASKA	132
48.	NORTH DAKOTA	108
49.	WYOMING	97
50.	VERMONT	93
51.	DISTRICT OF COLUMBIA	71
	UNITED STATES	53,728

U.S. Census Bureau (2014a).

A-6. POPULATION AGES 5-17 AS PERCENTAGE OF TOTAL POPULATION, 2012

1.	UTAH	22.1
2.	IDAHO	19.5
3.	TEXAS	19.4
4.	GEORGIA	18.3
5.	ALASKA	18.1
	KANSAS	18.1
8.	MISSISSIPPI	18.1
8.	ARIZONA	18.0
9.	INDIANA	17.8
	NEBRASKA	17.8
	NEW MEXICO	17.8
12.	OKLAHOMA	17.7
13.	CALIFORNIA	17.6
14.	ARKANSAS	17.5
	ILLINOIS	17.5
16.	LOUISIANA	17.4
	NEVADA	17.4
	SOUTH DAKOTA	17.4
19.	COLORADO	17.2
	MINNESOTA	17.2
21.	IOWA	17.1
	KENTUCKY	17.1
	MICHIGAN	17.1
	NORTH CAROLINA	17.1
24.	ALABAMA	17.0
	MISSOURI	17.0
27.	OHIO	16.9
	NEW JERSEY	16.9
	TENNESSEE	16.9
	WISCONSIN	16.9
31.	WYOMING	16.8
32.	CONNECTICUT	16.7
33.	MARYLAND	16.6
	SOUTH CAROLINA	16.6
	WASHINGTON	16.6
36.	VIRGINIA	16.5
37.	DELAWARE	16.2
38.	OREGON	16.1
39.	MONTANA	16.0
40.	NEW HAMPSHIRE	15.8
	NEW YORK	15.8
	PENNSYLVANIA	15.8
43.	MASSACHUSETTS	15.6
44.	NORTH DAKOTA	15.5
45.	HAWAII	15.4
	RHODE ISLAND	15.4
47.	FLORIDA	15.2
48.	WEST VIRGINIA	15.1
49.	MAINE	15.0
50.	VERMONT	14.9
51.	DISTRICT OF COLUMBIA	11.1

Computed from Tables A-1 and A-5.

C-10. AVERAGE SALARIES OF PUBLIC SCHOOL TEACHERS AS PERCENTAGE OF NATIONAL AVERAGE, 2012-13 (REVISED)

1.	NEW YORK	134.3 *
2.	MASSACHUSETTS	127.7
3.	DISTRICT OF COLUMBIA	126.5 *
4.	CALIFORNIA	123.8
5.	CONNECTICUT	123.8
6.	NEW JERSEY	120.3
7.	ALASKA	116.8
8.	MARYLAND	114.6
9.	RHODE ISLAND	113.2 *
10.	PENNSYLVANIA	112.4
11.	MICHIGAN	109.8
12.	DELAWARE	106.4 *
13.	ILLINOIS	105.4 *
14.	OREGON	102.7
15.	WYOMING	101.3
16.	MINNESOTA	100.4 *
	UNITED STATES	100.0 *
18.	NEVADA	99.8 *
19.	NEW HAMPSHIRE	99.2 *
20.	HAWAII	96.9
21.	WISCONSIN	96.0
22.	VERMONT	95.8
23.	GEORGIA	94.3
24.	WASHINGTON	93.2
25.	LOUISIANA	91.6 *
26.	IOWA	90.9
27.	KENTUCKY	89.5
28.	INDIANA	89.3
29.	COLORADO	88.9 *
30.	VIRGINIA	87.4
31.	MONTANA	87.1
	NEBRASKA	87.1
	TEXAS	87.1
34.	MAINE	86.4
35.	SOUTH CAROLINA	86.3
36.	ALABAMA	85.5
37.	MISSOURI	84.8 *
	TENNESSEE	84.8
39.	KANSAS	84.7 *
40.	NORTH DAKOTA	84.4 *
41.	ARKANSAS	83.2
42.	FLORIDA	83.1
43.	NORTH CAROLINA	81.6
44.	UTAH	81.2
45.	NEW MEXICO	81.1
	WEST VIRGINIA	81.1
47.	ARIZONA	80.7
48.	IDAHO	79.7
49.	OKLAHOMA	79.1
50.	MISSISSIPPI	74.6
51.	SOUTH DAKOTA	69.6
	MEDIAN	90.9
	RANGE	64.7
	SDEV.	15.4
	CV	16.1

Computed from NEA Research, Estimates Database (2014).

C-11. AVERAGE SALARIES OF PUBLIC SCHOOL TEACHERS, 2013-14 (\$)

1.	NEW YORK	76,409
2.	MASSACHUSETTS	73,195
3.	DISTRICT OF COLUMBIA	73,162 *
4.	CALIFORNIA	71,396
5.	CONNECTICUT	70,583
6.	NEW JERSEY	68,238
7.	ALASKA	65,891
8.	RHODE ISLAND	64,696 *
9.	MARYLAND	64,546
10.	PENNSYLVANIA	63,701
11.	MICHIGAN	62,166
12.	ILLINOIS	60,124 *
13.	DELAWARE	59,305
14.	OREGON	58,638
15.	NEW HAMPSHIRE	57,057 *
	UNITED STATES	56,610 *
16.	WYOMING	56,583
17.	HAWAII	56,291
18.	VERMONT	55,958
19.	CHIO	55,913
20.	NEVADA	55,813
21.	MINNESOTA	54,752
22.	WISCONSIN	53,679
23.	WASHINGTON	52,969
24.	GEORGIA	52,924
25.	IOWA	52,032
26.	KENTUCKY	50,560
27.	INDIANA	50,289
28.	MONTANA	49,893 *
29.	VIRGINIA	49,826 *
30.	TEXAS	49,690
31.	COLORADO	49,615
32.	NEBRASKA	49,539
33.	MAINE	49,232
34.	LOUISIANA	49,067
35.	ALABAMA	48,720
36.	NORTH DAKOTA	48,666 *
37.	SOUTH CAROLINA	48,430
38.	KANSAS	48,221 *
39.	FLORIDA	47,780
40.	TENNESSEE	47,742
41.	ARKANSAS	47,319
42.	MISSOURI	46,750
43.	NEW MEXICO	45,727
44.	UTAH	45,695
45.	ARIZONA	45,335 *
46.	WEST VIRGINIA	45,086
47.	NORTH CAROLINA	44,990
48.	OKLAHOMA	44,549
49.	IDAHO	44,465
50.	MISSISSIPPI	42,187 *
51.	SOUTH DAKOTA	40,023
	MEDIAN	50,560
	RANGE	36,386
	SDEV.	8,964
	CV	17

NEA Research, Estimates Database (2014).

C-12. AVERAGE SALARIES OF PUBLIC SCHOOL TEACHERS AS PERCENTAGE OF NATIONAL AVERAGE, 2013-14

1.	NEW YORK	135.0
2.	MASSACHUSETTS	129.3
3.	DISTRICT OF COLUMBIA	129.2 *
4.	CALIFORNIA	126.1
5.	CONNECTICUT	124.7
6.	NEW JERSEY	120.5
7.	ALASKA	116.4
8.	RHODE ISLAND	114.3 *
9.	MARYLAND	114.0
10.	PENNSYLVANIA	112.5
11.	MICHIGAN	109.8
12.	ILLINOIS	106.2 *
13.	DELAWARE	104.8
14.	OREGON	103.6
15.	NEW HAMPSHIRE	103.8 *
	UNITED STATES	100.0 *
16.	WYOMING	100.0
17.	HAWAII	99.4
18.	CHIO	98.8
	VERMONT	98.8
20.	NEVADA	98.6
21.	MINNESOTA	96.7
22.	WISCONSIN	94.8
23.	WASHINGTON	93.6
24.	GEORGIA	93.5
25.	IOWA	91.9
26.	KENTUCKY	89.3
27.	INDIANA	88.8
28.	MONTANA	88.1 *
29.	VIRGINIA	88.0 *
30.	TEXAS	87.8
31.	COLORADO	87.6
32.	NEBRASKA	87.5
33.	MAINE	87.0
34.	LOUISIANA	86.7
35.	ALABAMA	86.1
36.	NORTH DAKOTA	86.0 *
37.	SOUTH CAROLINA	85.6
38.	KANSAS	85.2 *
39.	FLORIDA	84.4
40.	TENNESSEE	84.3
41.	ARKANSAS	83.6
42.	MISSOURI	82.6
43.	NEW MEXICO	80.8
44.	UTAH	80.7
45.	ARIZONA	80.1 *
46.	WEST VIRGINIA	79.6
47.	NORTH CAROLINA	79.5
48.	OKLAHOMA	78.7
49.	IDAHO	78.5
50.	MISSISSIPPI	74.5 *
51.	SOUTH DAKOTA	70.7
	MEDIAN	89.3
	RANGE	64.3
	SDEV.	15.8
	CV	16.5

Computed from NEA Research, Estimates Database (2014).

AMENDED AGENDA #1
SENATE EDUCATION COMMITTEE
2:00 P.M.
Room WW55
Thursday, March 26, 2015

SUBJECT	DESCRIPTION	PRESENTER
<u>H 245</u>	Foreign Exchange Student Exception Removal	Representative Van Orden
<u>HCR 21</u>	Rule Rejection: Docket No. 08-0203-1406	Senator Thayn
<u>HCR 22</u>	Rule Rejection: Section 004., Subsection 03 only, under Docket No. 08-0202-1402	Senator Thayn
<u>H 246</u>	Anti Bullying	Senator Ward-Engelking

Testimony for H 246 will be limited to 45 minutes.

Each person testifying will have 3 minutes to present.

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer
Vice Chairman Thayn
Sen Keough
Sen Nonini
Sen Patrick

Sen Souza
Sen Den Hartog
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Thursday, March 26, 2015

TIME: 2:00 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** convened the meeting at 2:00 p.m.

H 245: **Representative Van Orden**, District 31, presented **H 245**; the removal of education restrictions for foreign exchange students. She explained this legislation would remove the words that restrict foreign exchange students from taking advanced placement (AP) classes and aligns code with current practices.

MOTION: **Senator Patrick** moved to send **H 245** to the floor with a **do pass** recommendation. **Senator Nonini** seconded the motion. The motion passed by **voice vote**. Senator Patrick will carry the **H 245** on the floor.

HCR 21: **Vice Chairman Thayn**, District 8, presented **HCR 21**; rejecting rules of **Docket No. 08-0203-1406**. He explained that this is to codify the rule rejections that were made by the House.

MOTION: **Senator Keough** moved to send **HCR 21** to the floor with a **do pass** recommendation. **Vice Chairman Thayn** seconded the motion. The motion passed by **voice vote**. Vice Chairman Thayn will carry **HCR 21** on the floor.

HCR 22: **Vice Chairman Thayn**, District 8, presented **HCR 22**; rejecting rules of Section 004. Subsection 03 only of **Docket No. 08-0202-1402**.

MOTION: **Vice Chairman Thayn** moved to send **HCR 22** to the floor with a **do pass** recommendation. **Senator Souza** seconded the motion. The motion passed by **voice vote**. Vice Chairman Thayn will carry **HCR 22** on the floor.

H 246: **Senator Ward-Engelking** presented **H 246**; relating to harassment, intimidation, and bullying. As a teacher, she has seen many instances of harassment in the classroom and school grounds. She emphasized that social media is making bullying even easier; it is far reaching and doing so much more harm. **Senator Ward-Engelking** explained that the current bill has allowances in it for the perpetrator to get help. She said that during the recession the funding for counselors and professional development was cut. This bill has provisions for professional development options in the local school districts.

Representative Rubel, District 18, explained this bill is an update to an original bill that began last year. She explained her interest and research into this topic and found that bullying is far reaching and devastating. She highlighted the book "Bullycide" written by an Idaho mother about the loss of her child and the destructive consequences of bullying. **Representative Rubel** detailed the statistics of what happens to students that are bullied. She stated that one out of every ten students will drop out or change schools due to bullying, and Idaho is 6th in the nation for teen suicide. Idaho is one of the last states to have any type of legislation to address the issue. She concluded by outlining the benefits and results of a good school based anti-bullying program.

Representative McDonald, District 15, explained the reason he has promoted this legislation is because of the disastrous effects bullying has on the person and also the community. He explained that those being bullied experience post-traumatic stress disorders (PTSD) much like police officers or those in the armed forces. He described the physical symptoms which can lead to poor school and/or job performance. He also stated that he was concerned for society as a whole, because those that have been bullied can become bullies or can lash out at society. **Representative McDonald** said that what happens to the victims of bullying needs to be understood, and it is time to protect the victims.

TESTIMONY:

Jacob Giffin, student, is in favor of **H 246**. He outlined the U.S.'s journey of freedom from tyranny. He stated that there is no difference between bullies and tyranny, and asked that people not concede to bullying. He concluded by saying that being bullied is not a builder of character.

Vice Chairman Thayn asked if he deals with bullying in school and wondered how much occurs in school and how much is on social media sources. **Mr. Giffin** said that it is tolerated in the schools, and teachers and administrator don't seem to be stepping in to stop the bullying. He explained in regards to social media, there is no break from the bullying and it is farther reaching; it goes to people that the victim doesn't know.

Jess Harrison, Policy and Government Affairs Officer, Idaho School Boards Association, said this bill is the best version of legislation dealing with bullying, harassment and intimidation and asked that **H 246** be passed. She stated that this ties the activities with the school setting and is flexible at the local level (see attachment 1).

Vice Chairman Thayn asked if she knew what type of professional development is available. **Ms. Harrison** said it is dependent on each district. The bill is flexible enough that districts can develop specific programs to address their specific issues.

Senator Souza asked if the fiscal impact statement is correct. **Ms. Harrison** stated funds and days have been allocated for professional development and bullying training would be in that allocated area.

Chairman Mortimer asked if there is a current reporting function for bullying. **Ms. Harrison** said bullying reporting is already occurring in the schools.

Matt McCarter, Director Student Engagement & Postsecondary Readiness, State Department of Education (SDE), said part of his job criteria is to deal with school safety, suicide prevention, bullying and harassment, and school violence. He explained that professional development is offered throughout the year around the State by SDE and other agencies. Through his interaction with districts, he helps identify the issues of concern and then directs districts to the proper training modules. He explained what the SDE offers for education professionals.

Mr. McCarter said in reference to bullying reporting what currently is being reported is what is required by the Federal Department of Education (FDE). The report includes all incidents of violence that result in at least a full day of suspension. The data that is collected with this bill is in the aggregate form. He explained the information will provide the SDE with data to address the issue.

Senator Den Hartog asked since this type of data collection is already being done, what is the additional benefit of this legislation. **Mr. McCarter** explained that currently the bullying reporting by school districts to the SDE is inconsistent. This bill will bring more uniformity. He reported the results from the past SDE threat assessment and explained the outcomes.

Senator Patrick asked if names are used in the reporting of bullying. **Mr. McCarter** stated when the SDE received money from FDE for safe and drug free schools that included a level of aggregate reporting. The SDE has no interest in the names; instead the SDE is looking to see if specific schools have control of their bullying issue.

Vice Chairman Thayn stated his concern that individuals were to be reported to the SDE by name.

Senator Souza asked if the current practice is to not report individual names to the SDE. **Mr. McCarter** said right now individual names are reported and the disciplinary action that was taken: That is FDE mandated. He emphasized that in terms of the data for this legislation, aggregate is all the SDE will have access to. **Senator Souza** asked since the FDE requires that names are reported, where are the collected names filed. **Mr. McCarter** explained that the SDE has those names in the secure server. Only his position has access to those names, he reports the incidents in aggregate to the FDE and then they stay on the secure server.

Gabriel Giffin asked the committee to vote yes on **H 246**. He has seen too many people's lives lost to bullying. He explained that the U.S. stood up to the bullying of England in order to be free. They fought to stop the bullying and now Idaho must stop individual bullying. He asked for the Legislature to not be idle on this issue. He gave an example of an incident where nothing was done to the assailants (attachment 2).

Jory Leshner showed a picture of her son and said that he committed suicide five months ago. She explained that she tried to work with the school and the police to have them stop the bullying and no one responded. When her son could take it no more, he killed himself.

Wynterly Korem said she came today to testify for her now deceased nephew who committed suicide at the age of 13. The bullying he received happened face-to-face and online, and after his death it continued online. She explained that he fought as long as he could until he could no longer take it. She asked the Committee to pass **H 246**.

Senator Keough asked Ms. Korem how she thought this bill would help in the school setting. **Ms. Korem** said those students that are being bullied need to know that they have someone to go to for help. The bullies need to know that there are consequences to their bad behavior, and administrators need to know that there are consequences to their lack of action.

DW Tranthem, student, explained how this bill would help those students that are being bullied during school. She stated that this bill would protect students and give administrators tools to better deal with the incidents. She pointed out that school administrators should be there to protect all children. She commented about the suicide level among Idaho's youth and how it can be attributed to bullying. **Ms. Tranthem** explained the positive attributes of **H 246** and asked the Committee to support the legislation.

Vice Chairman Thayn asked if teachers intervene when they see bullying. **Ms. Tranthem** replied in the negative. **Vice Chairman Thayn** asked what should a student who is being bullied do and where should they go. **Ms. Tranthem** stated currently there are few options. If this bill was passed there would be more resources for a safe learning environment.

Jaylene Lovell, Junior, Canyon Ridge High School, explained she represents those that have been bullied and those that have taken their lives due to bullying. She said while she has not experienced harsh bullying, she has seen it happen at school and on social media. She explained the Facebook page she started to counter bullying. She detailed a bullying situation and how school administrators did nothing to stop on campus bullying. **Ms. Lovell** stated that **H 246** addresses ways to reduce bullying.

Senator Patrick asked how do students fight the bullying in social media. **Ms. Lovell** said she started a Facebook page as a positive outline that gives tips to help put a stop to bullying. She said people need to turn off their Facebook page and phones. They must learn to ignore what they can.

Senator Keough stated high school settings are very different today. She asked if there are occasions where teachers would like to help but don't know what to do. **Ms. Lovell** said not really. In her experience, teachers have done nothing to intervene. Instead they come up with excuses about why the bullying may have happened and tell the victims to try to ignore it. Nothing is done to the bully.

Tim Tranthem said he is the father of a 13 year old child. He explained that from kindergarten to now, his daughter has attended Idaho schools, some big districts and some small districts, and in each she has faced bullying many times. He said that as her parent, he has tried to intervene for his child in each situation and has not had any satisfaction with how the administration and law enforcement have handled any of the bullying situations. **Mr. Tranthem** pointed out that schools are a place where children should be able to safely learn. Schools must provide an environment that does not tolerate bullying. Give the administrators the teeth to not allow bullying. He asked the Committee to not allow this to happen again to any other child. Please pass **H 246**.

Chairman Mortimer asked if he had interaction with the school and felt they listened and took appropriate action. **Mr. Tranthem** said he has seen minimal intervention without any punitive action toward the bully. He explained that his daughter gets bullied so much that she carries a phone, within the policies of the district, so she can reach him at all times. Also, she carries a bully camera to record bullying incidents. It is his hope that this bill will address the issues so they would not have to take the problems to the court.

Senator Patrick asked if the wording "shall" in the bill was intentional. **Senator Ward-Engelking** answered in the affirmative. She explained there are many ways to learn how to deal with bullying; by leaving the wording broad, it would allow for flexibility in the local districts.

Senator Buckner-Webb said that she has seen this bill develop over the last five years and is so pleased that the stakeholders are in agreement this year. She is in support of this legislation.

Vice Chairman Thayn said he was supportive of the bill because it builds strength for administrators with the professional development piece and also gives administrators guidelines for what should be done. Bullying can't be stopped with punishment, but if an attitude of respect is cultivated that could change the environment.

Senator Souza commented that it is so sad to hear the testimony. This is something that people are aware of, but what is difficult to hear is that parents had no recourse when they went to the school. This bill seems to empower parents and students to know that the structure of the school should protect students.

Senator Ward-Engelking said that social media is a new phenomena which parents and administrators are learning how to deal with its ramifications. This bill is about learning and changing.

MOTION:

Senator Keough moved to send **H 246** to the floor with a **do pass** recommendation. **Senator Buckner-Webb** seconded the motion.

Senator Keough stated that she had been working on bullying legislation in the past years, and what she likes about this bill is that it focuses on the professional development piece within the schools. She gave examples of her son's high school bullying encounters that he had never reported due to the lack of empowerment. She stated she was appalled that the educators who witnessed the incidents didn't do anything or felt powerless and didn't know what to do. The bullying that children experience today is incredibly vicious. This bill is the right step to remedying the problem.

The motion passed by **voice vote**.

ADJOURNED:

There being no more business, **Chairman Mortimer** adjourned the meeting at 3:10 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

Anti-Bullying Statutes of Neighboring States

MONTANA

10.55.719 STUDENT PROTECTION PROCEDURES

(1) A local board of trustees shall adopt a policy designed to deter persistent threatening, insulting, or demeaning gestures or physical conduct, including an intentional written, verbal, or electronic communication or threat directed against a student or students regardless of the underlying reason for such conduct, that:

(a) causes a student physical or emotional harm, damages a student's property, or places a reasonable fear of harm to the student or the student's property;

(b) substantially and materially interferes with access to an educational opportunity or benefit; or

(c) substantially and materially disrupts the orderly operation of the school.

(2) Behavior prohibited under (1) includes retaliation against a victim or witness who reports behavior prohibited under (1).

(3) "Persistent" as used in this rule can consist of repeated acts against a single student or isolated acts directed against a number of different students.

(4) The behavior prohibited in (1) includes but is not limited to conduct:

(a) in a classroom or other location on school premises;

(b) during any school-sponsored program, activity, or function where the school is responsible for the student including when the student is traveling to and from school or on a school bus or other school-related vehicle; or

(c) through the use of electronic communication, as defined in 45-8-213, MCA, that substantially and materially disrupts the orderly operation of the school or any school-sponsored program, activity, or function where the school is responsible for the student.

(5) Each local board of trustees has discretion and control over the development of its policies and procedures regarding behavior prohibited under (1), but each district's policies and procedures must include at a minimum:

(a) a prohibition on the behavior specified in (1), regardless of the underlying reason or reasons the student has engaged in such behavior;

(b) a procedure for reporting and documenting reported acts of behavior prohibited under (1);

(c) a procedure for investigation of all reports of behavior prohibited under (1)(a) that includes an identification of the persons responsible for the investigation and response;

(d) a procedure for determining whether the reported act is subject to the jurisdiction of the school district or another public agency, including law enforcement, and a procedure for referral to the necessary persons or entity with appropriate jurisdiction;

(e) a procedure for prompt notification, as defined in the district policy, of the alleged victim and the alleged perpetrator, or the parents or guardian of such students when the students are minors;

(f) a procedure to protect any alleged victim of behavior prohibited under (1)(a) from further incidents of such behavior;

(g) a disciplinary procedure establishing the consequences for students found to have committed behavior prohibited under (1); and

(h) a procedure for the use of appropriate intervention and remediation for victims and perpetrators.

NEVADA

NRS 388.133 Policy by Department concerning safe and respectful learning environment.

1. The Department shall, in consultation with the boards of trustees of school districts, educational personnel, local associations and organizations of parents whose children are enrolled in public schools throughout this State, and individual parents and legal guardians whose children are enrolled in public schools throughout this State, prescribe by regulation a policy for all school districts and public schools to provide a safe and respectful learning environment that is free of bullying and cyber-bullying.

2. The policy must include, without limitation:

(a) Requirements and methods for reporting violations of NRS 388.135; and

(b) A policy for use by school districts to train members of the board of trustees and all administrators, principals, teachers and all other personnel employed by the board of trustees of a school district. The policy must include, without limitation:

(1) Training in the appropriate methods to facilitate positive human relations among pupils by eliminating the use of bullying and cyber-bullying so that pupils may realize their full academic and personal potential;

(2) Training in methods to prevent, identify and report incidents of bullying and cyber-bullying;

(3) Methods to improve the school environment in a manner that will facilitate positive human relations among pupils; and

(4) Methods to teach skills to pupils so that the pupils are able to replace inappropriate behavior with positive behavior.

(Added to NRS by 2005, 704; A 2009, 687; 2013, 1656, 2138)

NRS 388.134 Policy by school districts for provision of safe and respectful learning environment and policy for ethical, safe and secure use of computers; provision of training to board of trustees and school personnel; posting of policies on Internet website; annual review and update of policies.

The board of trustees of each school district shall:

1. Adopt the policy prescribed pursuant to NRS 388.133 and the policy prescribed pursuant to subsection 2 of NRS 389.520. The board of trustees may adopt an expanded policy for one or both of the policies if each expanded policy complies with the policy prescribed pursuant to NRS 388.133 or pursuant to subsection 2 of NRS 389.520, as applicable.

2. Provide for the appropriate training of members of the board of trustees and all administrators, principals, teachers and all other personnel employed by the board of trustees in accordance with the policies prescribed pursuant to NRS 388.133 and pursuant to subsection 2 of NRS 389.520. For members of the board of trustees who have not previously been elected or appointed to the board of trustees or for employees of the school district who have not previously been employed by the district, the training required by this subsection must be provided within 180 days after the member begins his or her term of office or after the employee begins his or her employment, as applicable.

3. Post the policies adopted pursuant to subsection 1 on the Internet website maintained by the school district.

4. Ensure that the parents and legal guardians of pupils enrolled in the school district have sufficient information concerning the availability of the policies, including, without limitation, information that describes how to access the policies on the Internet website maintained by the school district. Upon the request of a parent or legal guardian, the school district shall provide the parent or legal guardian with a written copy of the policies.

5. Review the policies adopted pursuant to subsection 1 on an annual basis and update the policies if necessary. If the board of trustees of a school district updates the policies, the board of trustees must submit a copy of the updated policies to the Department within 30 days after the update.

(Added to NRS by 2005, 705; A 2009, 688; 2011, 2245; 2013, 2138)

NRS 388.1341 Development of informational pamphlet by Department; annual review and update; posting on Internet website; development of tutorial.

1. The Department, in consultation with persons who possess knowledge and expertise in bullying and cyber-bullying, shall, to the extent money is available, develop an informational pamphlet to assist pupils and the parents or legal guardians of pupils enrolled in the public schools in this State in resolving incidents of bullying or cyber-bullying. If developed, the pamphlet must include, without limitation:

(a) A summary of the policy prescribed by the Department pursuant to NRS 388.133 and the provisions of NRS 388.121 to 388.145, inclusive;

(b) A description of practices which have proven effective in preventing and resolving violations of NRS 388.135 in schools, which must include, without limitation, methods to identify and assist pupils who are at risk for bullying and cyber-bullying; and

(c) An explanation that the parent or legal guardian of a pupil who is involved in a reported violation of NRS 388.135 may request an appeal of a disciplinary decision made against the pupil as a result of the violation, in accordance with the policy governing disciplinary action adopted by the board of trustees of the school district.

2. If the Department develops a pamphlet pursuant to subsection 1, the Department shall review the pamphlet on an annual basis and make such revisions to the pamphlet as the Department determines are necessary to ensure the pamphlet contains current information.

3. If the Department develops a pamphlet pursuant to subsection 1, the Department shall post a copy of the pamphlet on the Internet website maintained by the Department.

4. To the extent the money is available, the Department shall develop a tutorial which must be made available on the Internet website maintained by the Department that includes, without limitation, the information contained in the pamphlet developed pursuant to subsection 1, if such a pamphlet is developed by the Department.

(Added to NRS by 2011, 2241; A 2013, 1656)

NRS 388.1342 Establishment of programs of training by Department; completion of program by members of State Board of Education and boards of trustees; completion of program by administrators in prevention of violence and suicide; annual review and update.

1. The Department, in consultation with persons who possess knowledge and expertise in bullying and cyber-bullying shall:

(a) Establish a program of training on methods to prevent, identify and report incidents of bullying and cyber-bullying for members of the State Board.

(b) Establish a program of training on methods to prevent, identify and report incidents of bullying and cyber-bullying for members of the boards of trustees of school districts.

(c) Establish a program of training for school district and charter school personnel to assist those persons with carrying out their powers and duties pursuant to NRS 388.121 to 388.145, inclusive.

(d) Establish a program of training for administrators in the prevention of violence and suicide associated with bullying and cyber-bullying and appropriate methods to respond to incidents of violence or suicide.

2. Each member of the State Board shall, within 1 year after the member is elected or appointed to the State Board, complete the program of training on bullying and cyber-bullying established pursuant to paragraph (a) of subsection 1 and undergo the training at least one additional time while the person is a member of the State Board.

3. Except as otherwise provided in NRS 388.134, each member of a board of trustees of a school district shall, within 1 year after the member is elected or appointed to the board of trustees, complete the program of training on bullying and cyber-bullying established pursuant to paragraph (b) of subsection 1 and undergo the training at least one additional time while the person is a member of the board of trustees.

4. Each administrator of a public school shall complete the program of training established pursuant to paragraph (d) of subsection 1:

- (a) Within 90 days after becoming an administrator;
- (b) Except as otherwise provided in paragraph (c), at least once every 3 years thereafter; and
- (c) At least once during any school year within which the program of training is revised or updated.

5. Each program of training established pursuant to subsection 1 must, to the extent money is available, be made available on the Internet website maintained by the Department or through another provider on the Internet.

6. The board of trustees of a school district may allow school district personnel to attend the program established pursuant to paragraph (c) or (d) of subsection 1 during regular school hours.

7. The Department shall review each program of training established pursuant to subsection 1 on an annual basis to ensure that the program contains current information.

(Added to NRS by 2011, 2242; A 2013, 1657, 2139)

School Safety Team

NRS 388.1343 Establishment by principal of each school; duties of principal. The principal of each public school or his or her designee shall:

- 1. Establish a school safety team to develop, foster and maintain a school environment which is free from bullying and cyber-bullying;
- 2. Conduct investigations of violations of NRS 388.135 occurring at the school; and
- 3. Collaborate with the board of trustees of the school district and the school safety team to prevent, identify and address reported violations of NRS 388.135 at the school.

(Added to NRS by 2011, 2243; A 2013, 1658)

NRS 388.1344 Membership; chair; duties.

1. Each school safety team established pursuant to NRS 388.1343 must consist of the principal or his or her designee and the following persons appointed by the principal:

- (a) A school counselor;
 - (b) At least one teacher who teaches at the school;
 - (c) At least one parent or legal guardian of a pupil enrolled in the school; and
 - (d) Any other persons appointed by the principal.
2. The principal or his or her designee shall serve as the chair of the school safety team.

3. The school safety team shall:

- (a) Meet at least two times each year;
- (b) Identify and address patterns of bullying or cyber-bullying;
- (c) Review and strengthen school policies to prevent and address bullying or cyber-bullying;
- (d) Provide information to school personnel, pupils enrolled in the school and parents and legal guardians of pupils enrolled in the school on methods to address bullying and cyber-bullying; and
- (e) To the extent money is available, participate in any training conducted by the school district regarding bullying and cyber-bullying.

(Added to NRS by 2011, 2243; A 2013, 1658)

Prohibition of Bullying and Cyber-Bullying; Reporting and Investigation of Violations

NRS 388.135 Bullying and cyber-bullying prohibited. A member of the board of trustees of a school district, any employee of the board of trustees, including, without limitation, an administrator, principal, teacher or other staff member, a member of a club or organization which uses the facilities of any public school, regardless of whether the club or organization has any connection to the school, or any pupil shall not engage in bullying or cyber-bullying on the premises of any public school, at an activity sponsored by a public school or on any school bus.

(Added to NRS by 2001, 1929; A 2009, 688; 2013, 1658)

NRS 388.1351 Staff member required to report violation to principal; written notice of reported violation to parent of each pupil involved; time period for initiation and completion of investigation; authorization for parent to appeal disciplinary decision.

1. A teacher or other staff member who witnesses a violation of NRS 388.135 or receives information that a violation of NRS 388.135 has occurred shall verbally report the violation to the principal or his or her designee on the day on which the teacher or other staff member witnessed the violation or received information regarding the occurrence of a violation.

2. The principal or his or her designee shall initiate an investigation not later than 1 day after receiving notice of the violation pursuant to subsection 1. The principal or the designee shall provide written notice of a reported violation of NRS 388.135 to the parent or legal guardian of each pupil involved in the reported violation. The notice must include, without limitation, a statement that the principal or the designee will be conducting an investigation into the reported violation and that the parent or legal guardian may discuss with the principal or the designee any counseling and intervention services that are available to the pupil. The investigation must be completed within 10 days after the date on which the investigation is initiated and, if a violation is found to have occurred, include recommendations concerning the imposition of disciplinary action or other measures to be imposed as a result of the violation, in accordance with the policy governing disciplinary action adopted by the board of trustees of the school district.

3. The parent or legal guardian of a pupil involved in the reported violation of NRS 388.135 may appeal a disciplinary decision of the principal or his or her designee, made against the pupil as a result of the violation, in accordance with the policy governing disciplinary action adopted by the board of trustees of the school district.

(Added to NRS by 2011, 2244; A 2013, 2140)

NRS 388.1352 Establishment of policy by school districts for employees to report violations to law enforcement. The board of trustees of each school district, in conjunction with the school police officers of the school district, if any, and the local law enforcement agencies that have jurisdiction over the school district, shall establish a policy for the procedures which must be followed by an employee of the school district when reporting a violation of NRS 388.135 to a school police officer or local law enforcement agency.

(Added to NRS by 2011, 2244)

OREGON

339.356 District policy required. (1) Each school district shall adopt a policy prohibiting harassment, intimidation or bullying and prohibiting cyberbullying. School districts shall develop the policy after consultation with parents, guardians, school employees, volunteers, students, administrators and community representatives.

(2) School districts must include in the policy:

(a) A statement prohibiting harassment, intimidation or bullying and prohibiting cyberbullying.

(b) Definitions of “harassment,” “intimidation” or “bullying” and of “cyberbullying” that are consistent with ORS 339.351.

(c) Definitions of “protected class” that are consistent with ORS 174.100 and 339.351.

(d) A statement of the scope of the policy, including a notice that the policy applies to behavior at school-sponsored activities, on school-provided transportation and at any official school bus stop.

(e) A description of the type of behavior expected from each student.

(f) A procedure that is uniform throughout the school district for reporting an act of harassment, intimidation or bullying or an act of cyberbullying. A procedure established under this paragraph shall:

(A) Identify by job title the school officials responsible for receiving such a report at a school.

(B) Require a school employee to report an act of harassment, intimidation or bullying or an act of cyberbullying to a person identified under subparagraph (A) of this paragraph.

(C) Identify any remedial action that may be imposed on a school employee for failure to make a report as required by subparagraph (B) of this paragraph.

(D) Allow a student or volunteer to report an act of harassment, intimidation or bullying or an act of cyberbullying voluntarily and anonymously to a person identified under subparagraph (A) of this paragraph. Nothing in this subparagraph may be construed to permit remedial action solely on the basis of an anonymous report.

(g) A procedure that is uniform throughout the school district for prompt investigation of a report of an act of harassment, intimidation or bullying or an act of cyberbullying. A procedure established under this paragraph shall identify by job title the school officials responsible for investigating such a report.

(h) A procedure by which a person may request a school district to review the actions of a school in responding to a report of an act of harassment, intimidation or bullying or an act of cyberbullying or investigating such a report.

(i) A statement of the manner in which a school and a school district will respond after an act of harassment, intimidation or bullying or an act of cyberbullying is reported, investigated and confirmed.

(j) A statement of the consequences and appropriate remedial action for a person found to have committed an act of harassment, intimidation or bullying or an act of cyberbullying.

(k) A statement prohibiting reprisal or retaliation against any person who reports an act of harassment, intimidation or bullying or an act of cyberbullying and stating the consequences and appropriate remedial action for a person who engages in such reprisal or retaliation.

(L) A statement of the consequences and appropriate remedial action for a person found to have falsely accused another of having committed an act of harassment, intimidation or bullying or an act of cyberbullying as a means of reprisal or retaliation, as a means of harassment, intimidation or bullying or as a means of cyberbullying.

(m) A statement of how the policy is to be publicized within the district. At a minimum, a school district shall make the policy:

(A) Annually available to parents, guardians, school employees and students in a student or employee handbook; and

(B) Readily available to parents, guardians, school employees, volunteers, students, administrators and community representatives at each school office or at the school district office and, if available, on the website for a school or the school district.

(n) The identification by job title of school officials and school district officials responsible for ensuring that the policy is implemented.

(3) A school district that does not comply with the requirements of this section is considered nonstandard under ORS 327.103. [2001 c.617 §3; 2007 c.647 §3; 2009 c.249 §2; 2012 c.57 §1]

339.359 Training programs; prevention task forces, programs and other initiatives. (1) School districts must incorporate into existing training programs for students and school employees information related to:

(a) The prevention of, and the appropriate response to, acts of harassment, intimidation and bullying and acts of cyberbullying; and

(b) The policy adopted under ORS 339.356.

(2) School districts are encouraged to form task forces and to implement programs and other initiatives that are aimed at the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying and acts of cyberbullying and that involve school employees, students, administrators, volunteers, parents, guardians, law enforcement and community representatives. [2001 c.617 §6; 2007 c.647 §4; 2009 c.249 §3; 2012 c.57 §2]

SOUTH DAKOTA

13-32-16. Bullying policy requirements. Each school district policy developed pursuant to §§ 13-32-14 to 13-32-19, inclusive, shall contain the following provisions:

- (1) A statement prohibiting bullying and a definition of bullying that includes the definition listed in § 13-32-15;
- (2) A description of the type of behavior expected from each student of the school district, and the consequences for a student of the school district who commits an act of bullying;
- (3) A procedure for reporting an act of bullying, including provisions that permit a person to anonymously report such an act, although formal disciplinary action may not be based solely on an anonymous report; and
- (4) A procedure for the prompt investigation and response to any report of bullying, including a requirement that an investigation be conducted on any alleged incident of bullying committed against a child while the child is aboard a school bus, at a school bus stop, or at a school-sponsored event.

13-32-19. Model bullying policy. The model bullying policy pursuant to §§ 13-32-14 to 13-32-18, inclusive, is as follows:

PROHIBITION OF HARASSMENT, INTIMIDATION, AND BULLYING

The School District is committed to maintaining a constructive, safe school climate that is conducive to student learning and fostering an environment in which all students are treated with respect and dignity.

Persistent bullying can severely inhibit a student's ability to learn and may have lasting negative effects on a student's life. The bullying of students by students, staff, or third parties is strictly prohibited and will not be tolerated.

Bullying consists of repeated physical, verbal, non-verbal, written, electronic, or any conduct directed toward a student that is so pervasive, severe, and objectively offensive that it:

- (1) Has the purpose of creating or resulting in an intimidating, hostile, or offensive academic environment; or
- (2) Has the purpose or effect of substantially or unreasonably interfering with a student's academic performance which deprives the student access to educational opportunities.

Any staff member observing or suspecting bullying toward another individual is required to report the issue to his or her building supervisor.

This policy is in effect while students are on property within the jurisdiction of the School Board; while students are in school-owned or school-operated vehicles; and while students are attending or engaged in school-sponsored activities.

The District will act to investigate all complaints (formal or informal, verbal or written) of bullying. A formal complaint may be submitted to the building principal. Any student engaging in an act of bullying

is subject to discipline pursuant to the District's student discipline procedure.

This policy may not be interpreted to prohibit civil exchange of opinions or debate protected under the state or federal constitutions if the opinion expressed does not otherwise materially or substantially disrupt the education process or intrude upon the rights of others.

UTAH

R277-609-3. LEA Responsibility to Develop Plans.

A. Each LEA or school shall develop and implement a board approved comprehensive LEA plan or policy for student and classroom management, and school discipline. The plan shall include:

- (1) the definitions of Section 53A-11-910;
- (2) written standards for student behavior expectations, including school and classroom management;
- (3) effective instructional practices for teaching student expectations, including self-discipline, citizenship, civic skills, and social skills;
- (4) systematic methods for reinforcement of expected behaviors and uniform methods for correction of student behavior;
- (5) uniform methods for at least annual school level data-based evaluations of efficiency and effectiveness;
- (6) an ongoing staff development program related to development of student behavior expectations, effective instructional practices for teaching and reinforcing behavior expectations, effective intervention strategies, and effective strategies for evaluation of the efficiency and effectiveness of interventions;
- (7) policies and procedures relating to the use and abuse of alcohol and controlled substances by students; and
- (8) policies and procedures related to bullying, cyber-bullying, harassment, hazing, and retaliation consistent with requirements of R277-613.

B. The plan shall also provide direction for dealing with bullying and disruptive students. This part of the plan shall:

- (1) direct schools to determine the range of behaviors and establish the continuum of administrative procedures that may be used by school personnel to address the behavior of habitually disruptive students;
- (2) provide for identification, by position(s), of individual(s) designated to issue notices of disruptive and bullying student behavior;
- (3) designate to whom notices shall be provided;
- (4) provide for documentation of disruptive student behavior prior to referral of disruptive students to juvenile court;
- (5) include strategies to provide for necessary adult supervision;
- (6) require that policies be clearly written and consistently enforced; and

(7) include administration, instruction and support staff, students, parents, community council and other community members in policy development, training and prevention implementation so as to create a community sense of participation, ownership, support and responsibility; and

(8) provide notice to employees that violation of this rule may result in employee discipline or action.

C. Plans required under R277-609-3 shall include gang prevention and intervention policies.

(1) The required plans shall account for an individual LEA's or school's unique needs or circumstances.

(2) The required plans may include the provisions of Section 53A-15-603(2).

(3) The required plans may provide for publication of notice to parents and school employees of policies by reasonable means.

R277-609-4. Implementation.

A. LEAs shall implement strategies and policies consistent with their plans.

B. LEAs shall develop, use and monitor a continuum of intervention strategies to assist students whose behavior in school falls repeatedly short of reasonable expectations, including teaching student behavior expectations, reinforcing student behavior expectations, re-teaching behavior expectations, followed by effective, evidence-based interventions matched to student needs prior to administrative referral.

C. As part of any suspension or expulsion process that results in court involvement, once an LEA receives information from the courts that disruptive student behavior will result in court action, the LEA shall provide a formal written assessment of habitually disruptive students. Assessment information shall be used to connect parents and students with supportive school and community resources.

D. Nothing in state law or this rule restricts LEAs from implementing policies to allow for suspension of students of any age consistent with due process and with all requirements of Individuals with Disabilities Education Act 2004.

R277-609-5. Parent/Guardian Notification and Court Referral.

A. Through school administrative and juvenile court referral consequences, LEA policies shall provide procedures for qualifying minors and their parents to participate in decisions regarding consequences for disruptive student behavior.

B. Policies shall provide for notice to parents and information about resources available to assist parents in resolving school-age minors' disruptive behavior.

C. Policies shall provide for notices of disruptive behavior to be issued by schools to qualifying minor(s) and parent(s) consistent with:

(1) numbers of disruptions and timelines in accordance with Section 53A-11-910;

(2) school resources available; and

(3) cooperation from the appropriate juvenile court in accessing student school records, including attendance, grades, behavioral reports and other available student school data.

R277-613-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of public education in the Board, Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities, and the responsibility of the Board to provide assistance with and ensure LEA compliance with Section 53A-11a-301.

B. The purpose of the rule is to require LEAs to implement bullying, cyber-bullying, hazing and harassment policies district and school wide; to provide for regular and meaningful training of school employees and students; to provide for enforcement of the policies in schools, at the state level and in public school athletic programs; to require LEAs to notify parents of specific bullying, cyber-bullying, hazing, harassment and suicide threat incidents; and to require LEAs to maintain documentation as required by law.

R277-613-3. Utah State Board of Education Responsibilities.

A. To the extent of resources available, the Board shall provide training opportunities or materials or both for employees of LEAs on bullying, cyber-bullying, hazing and harassment.

B. The Board may interrupt disbursements of funds consistent with Section 53A-1-401(3) for failure of an LEA to comply with this rule.

R277-613-4. LEA Responsibility to Create Bullying Policies.

A. Each LEA shall implement an updated policy prohibiting bullying, cyber-bullying, hazing, harassment and retaliation, and making a false report, consistent with Section 53A-11a-301.

B. Each LEA shall:

(1) post a copy of its policy on the LEA website; and

(2) provide a copy of the LEA policy or uniform resource locator (URL) to the State Superintendent of Public Instruction at the Utah State Office of Education.

C. The policy shall include parental notification of:

(1) a parent's student's threat to commit suicide; and

(2) an incident of bullying, cyber-bullying, hazing, harassment or retaliation involving the parent's student.

(3) This part of the policy shall also include:

(a) timely parent notification;

(b) designation of the appropriate school employee(s) to provide parent notification;

(c) designation of the format in which notification shall be provided to parents and maintained by the LEA;

(d) directives for secure maintenance of the notification record as required under Section 53A-11a-203(1);

(e) a retention period and destruction process for the notification; and

(f) an LEA definition of parent(s) consistent with Section 53A-11-203 and this rule.

D. The policy shall provide for student assessment of the prevalence of bullying, cyber-bullying, hazing and harassment in LEAs and schools, specifically locations where students are unsafe and additional adult supervision may be required, such as playgrounds, hallways, and lunch areas.

E. The policy shall include required strong responsive action against retaliation, including assistance to harassed students and their parents in reporting subsequent problems and new incidents.

F. The policy shall provide that students, staff, and volunteers receive training on bullying, cyber-bullying, hazing and harassment from individuals qualified to provide such training. The LEA shall determine how often training shall be provided.

(1) The training should be specific to:

(a) overt aggression that may include physical fighting such as punching, shoving, kicking, and verbal threatening behavior, such as name calling, or both physical and verbal aggression or threatening behavior;

(b) relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation;

(c) sexual aggression or acts of a sexual nature or with sexual overtones;

(d) cyber-bullying, including use of email, web pages, text messaging, instant messaging, three-way calling or messaging or any other electronic means for aggression inside or outside of school; and

(e) civil rights violations, appropriate reporting and investigative procedures. This includes bullying, cyber-bullying, hazing and harassment based upon the students' actual or perceived identities and conformance or failure to conform with stereotypes.

(2) Training should also include awareness and intervention skills such as social skills training for students and staff, including aides, custodians, kitchen and lunchroom workers, secretaries, paraprofessionals, and coaches.

(3) Training on bullying, cyber-bullying, hazing and harassment required of LEA policies under the rule should complement the suicide prevention program required for students under R277-620 and the suicide prevention training required for licensed educators consistent with Section 53A-1-603(9).

G. Policies shall also complement existing safe and drug free school policies and school discipline plans. Consistent with R277-609, the discipline plan shall provide direction for dealing with bullying, cyber-bullying, hazing, harassment and disruptive students. This part of the plan shall:

- (1) direct schools to determine the range of behaviors and establish the continuum of administrative procedures that may be used by school personnel to address the behavior of habitually disruptive students;
- (2) provide for identification, by position(s), of individual(s) designated to issue notices of disruptive student and bullying, cyber-bullying, hazing and harassment behavior;
- (3) designate to whom notices shall be provided;
- (4) provide for documentation of disruptive student behavior prior to referral of disruptive students to juvenile court;
- (5) include strategies to provide for necessary adult supervision;
- (6) be clearly written and consistently enforced;
- (7) include administration, instruction and support staff, students, parents, community council and other community members in policy development, training and prevention implementation so as to create a community sense of participation, ownership, support and responsibility; and
- (8) provide notice to employees that violation(s) of this rule may result in employment discipline or action.

Testimony on HB246 – Bullying Legislation

Mr. Chairman, members of the Committee, as you know I'm Jess Harrison, Policy & Government Affairs Director for the Idaho School Boards Association (ISBA). ISBA represents over 560 locally elected school board trustees and charter school board members throughout the State.

Thank you for the opportunity to testify in support of HB246 concerning bullying, harassment, and intimidation.

There have been many versions of this legislation over the past several years and we strongly believe this is the best version that we have seen. This legislation ties the activities with the school setting, something missing from previous bills as well as providing flexibility at the local level for dealing with this complex issue.

For these reasons, ISBA asks that you send HB246 to the floor with a do pass recommendation. With that, Mr. Chairman, I am glad to stand for any questions.

Gabriel Giffin, 18

Nampa, Idaho

Giffin.gabriel@gmail.com

Esteemed Chair, members of committee, Good afternoon.

I am here to testify and ask for your yes vote on House Bill 246.

We as a state have stood by the wayside far too long, and have watched as far too many lives have ended in the course of bullying

You in the Senate have the power to change that.

We as a nation have withstood the test of all nations seeking to be free.

It was a mere 235 years ago that this nation signed the most comprehensive anti bullying act. We as a nation declared that each of it's citizens must hold true to the value of defending those who were the least able to defend themselves. We as a nation affirmed the value that we dare not hold the life of one in less esteem than the life of another.

We stand here in committee bearing true faith and allegiance in the same.

In the past weeks of testimony we have seen the sheer damage caused at the hands of bullying, and two committees have agreed it must stop.

In as much as there are those who would contend that bullying is a trivial matter that is best dispensed at the local level we have had to stand and defend far too many who have been bullied in the localities

Far too many of us have born witness to the repercussion of bullying, as we have seen the bullying only ended long enough for the families of the victims to bury their dead.

Two committees before you have agreed that we as a state must move forward to reign the state of Idaho within the bonds of reason. The provisions of HB246 serve to consecrate that commitment.

The state of Idaho cannot afford to allow this bill to stand idle in the senate, for idle standing breeds stagnation, and stagnation breeds decay.

The historical vote of this bill show that two committees before you concur.

A vote of Aye on this bill is a consecration of the most basic principles outlined in the last anti bullying bill signed 235 years ago. A vote of Aye on HB246 is a confirmation of your diligence in bearing true faith and allegiance to the same.

We as a state owe it to our least defensible to consecrate ourselves to the principle that the most precious resource inherent to this state is the lives of its residents.

To avow the affirmation that it is necessary to legislate protections at the state level is to stand true to the defense of a nation. We as a state must continually stay the course in the defense of the dignity, and lives of every resident of Idaho.

HB246 saves lives.

Vote YES! for HB 246.

SUPPORT HB 246
Strengthening Idaho's anti-bullying statute

Testimony from Kathy Griesmyer, Public Policy Strategist
Senate Education Committee

The ACLU of Idaho stands before you today in support of HB 246 as it strengthens Idaho's anti-bullying statute – a much needed update in Idaho's schools to protect a student's right to be safe and free from harassment while in the classroom.

According to several national studies, youth struggling with issues of sexual orientation or gender identity are between three and four times as likely to attempt suicide as their heterosexual peers. Suicide is the second leading cause of death for Idahoans age 15-34 and in 2012 (the most recent reporting year available) Idaho had the 8th highest suicide rate, 44% higher than the national average. With a suicide rate among the highest in the country, Idaho has a clear need to protect those students who are most vulnerable in our state's education system. If bullying and harassment are not prevented, the schools will be unable to meet their obligation of providing every child with equal access to educational opportunities.

The United States Constitution imposes an obligation on schools to treat students equally, regardless of their sexual orientation or gender identity, the color of their skin, disability, national origin, or religious preference. And that equal treatment applies to the protection of these students to be free from harassment both in the classroom and during school activities. If schools fail to act and intervene in cases of bullying, they could be held legally liable if a student's constitutional right to equal protection was violated.

HB 246 is the solution that so many Idaho students, families, and educators have been asking for. This legislation would update Idaho's harassment, intimidation and bullying law by improving reporting, providing for ongoing professional development training for school staff, and puts in place graduated consequences for students found to have committed an offense.

Not only does this bill ensure that teachers and administrators are adequately equipped to identify, intervene, and stop cases of bullying and harassment in schools, it also strikes the appropriate balance between the right to safety, privacy, and free speech. By only allowing school officials to monitor and intervene in cases of bullying that occur on school grounds and during school activity, this legislation ensures the protection of student privacy outside of the school environment. HB 246 also does not advocate a zero-tolerance policy for bullying. Instead this legislation, through the use of graduated consequences, aims to address the underlying cause of bullying through counseling, diversion, and restorative justice principles.

Through training, reporting, and school intervention, HB 246 gives teachers and administrators the tools they need to successfully counter the pervasive nature of bullying and harassment in Idaho schools. And students can rest assured that despite of who they are, there are protections in place to ensure that they can go to school free from fear. For these reasons, we ask that you support HB 246 and send it forward with a do pass recommendation. I stand for any questions.



**10483 W. Shadow Rock Street
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March 26, 2015**

AAUW–Idaho Urges Education Committee to Vote “Yes” on H246

Chairman Mortimer & Committee Members:

My name is Sylvia Chariton and I represent the American Association of University Women (AAUW) in Idaho. On behalf of AAUW-Idaho, I urge you to vote in favor of H246. School personnel need more training to protect vulnerable students and to protect themselves as well as school districts from preventable law suits.

Since Line 2 of H 246 specifically states “relating to harassment, intimidation and bullying” this testimony will focus specifically on the differences between harassment and bullying; and the implications of these differences.

Several years ago, AAUW released a major research study entitled *Crossing the Line: Sexual Harassment at Schools*. Since sexual harassment is frequently misclassified by schools and the media as bullying, AAUW would like to discuss this distinction.

In the most basic terms, sexual harassment is defined as unwanted behavior that is sexual in nature. This can include making lewd comments, showing or sending someone sexually explicit photos, spreading sexual rumors, etc.; and it is usually more directed toward females.



Bullying involves a power dynamic in which perpetrators intend to harm their victim. Intent is a required component for a behavior to be classified as bullying. For sexual harassment, the person does not have to intend to harm someone else, the behavior is defined by the effect it has on the harassed person.

If both of these actions fall into categories that no one should have to tolerate, then why not brand them both as abusive and simply tell kids to be nice to each other?

Sexual harassment revolves around sex and gender and affects girls and boys differently. It also has a disproportionate negative impact on students who are not heterosexual. Harassers and bullies often differ in motivations, and parents and educators need to understand these differences to create effective prevention and response programs. H246 would help with this.

When we talk to young people about sexual harassment and not just bullying, we start a larger conversation about bodily rights, personal safety, and gender identity. In other words, we begin to teach students about consent, tolerance, and gender equity. And frankly, that's the type of education that all young folks deserve and what this law should help accomplish.

Additionally, sexual harassment and bullying are recognized as different issues under the law. Most states have some anti-bullying laws, but there is no federal law. Sexual harassment, on the other hand, is illegal under federal law — specifically Title IX and when it is brought to a school district's attention and they don't respond, schools can lose public funds and are susceptible to lawsuits.



Please be proactive and amend the existing law to provide training for school personnel, so that they can intervene where they see incidents of bullying; and ensure that all parties recognize bullying, harassment and intimidation where it occurs.

Hello, my name is Teresa Hessler and I am the mother of three girls that are currently in 5th, 6th and 7th grades.

While my younger two girls have managed for the most part to escape the bullies my 7th grader has suffered greatly. When she began elementary school everything was great. She is very smart and funny and at that age she was making friends and getting invited to birthday parties. It was in 3rd grade that things took a turn for the worse. By now she had been diagnosed w/what is known as an "invisible" diagnosis. Simply put meant that she had struggles that were in some cases more subtle. She struggled in the classroom academically and she struggled in the classroom emotionally.

At a parent teacher conference w/her 3rd grade teacher I was told by her teacher that she had told other students in the class that they didn't have to play with D because they said she was mean. I was stunned! Here was a well-liked teacher w/a class of 20 some students telling those kiddos that it was okay to stay away from my daughter. On the outside D put on a brave face and tried her hardest to fit in. How did that make D. feel on the inside? She felt even more awkward and left out. Having children shun her didn't help her w/her one bit. It perpetuated the problem. I felt it was discrimination and the teacher felt justified.

In 4th grade, school only became more difficult. However, I was told by many teachers and the school counselor that she was a beautiful girl w/a lot of friends ...a typical student. The teachers ignored the comments that were made by the girls on the playground and explained it was normal girl stuff. D. turned most of her pain inward. What she did show outwardly was what I like to call her "prickly" mood. It was simply a defense mechanism. The birthday party invitations stopped coming and she really didn't have any friends. There was a couple of girls that acted as if they were her friend. The mean girls. They would hang out w/her on some days and then the next day tell others not to hang out w/her. She wasn't sure who to trust. It's difficult to maintain friendships if you don't know who is genuine. I brought my concerns to teachers and the administration multiple times. What started out as maybe a nasty glare had turned in to more isolation and mocking.

In 5th grade it became more serious. I was actually at the school at the noon hour when a child that I knew approached me on the playground to ask if I had heard what the mean girls had said to D. I hadn't yet. The little girl relayed to me that she heard that one of D.'s so called friends was going to bring a knife to school and slit her throat. I was horrified. My other daughter confirmed it and told me that it was being talked about all over the playground. D was upset and confused. I of course immediately reported it to the office and I was told that they would look into it. That's where it stood. I took it upon myself to contact the SRO from a nearby middle school that would on occasion help at the elementary school. I had a meeting w/the officer and the principal. Long story short, the principal repeated several times that the incident never happened. Didn't happen? Yet all the kids were talking about it. This was bullying at it's finest , a physical threat against my child.

Of course the school's relatively lax attitude allowed the bullying to continue. D. was followed around on the playground and made fun of. She was an easy target. The mean girls knew they could get away w/it.

I decided I would become more educated about bullying. (Maybe I was blowing all of this out of proportion?) I attended a workshop at my girls' school about bullying. I left there feeling even more discouraged. According to the presenters (the school counselor and the principal) what most parents perceived as bullying was actually "peer conflict." They did go on to say that actual bullying would by definition involve an imbalance of power. So, my child diagnosed w/a disability who is already at a disadvantage because of her difficulties w/social interactions, that was getting picked on relentlessly and didn't know how to "defend" herself was just as powerful as her classmates? I think not! She felt powerless. For years she had talked to the school and I had talked to the school.

She is now in middle school and bears the scars of years of being made fun of and mocked. Things are a little different now because after fighting for several years at the elementary school she now has an IEP/a Behavior Plan and a Safety Plan. Last Wednesday, March 18, I was at a facilitated IEP meeting to discuss the most recent Functional Behavior Assessment done by the school psychologist. The FBA allows the school to see how D's behaviors (now learned behaviors) are affecting her at school. Not surprising the school psychologist came to the meeting to explain how peer issues are at the top of the list of concerns. I wasn't surprised. At a recent meeting also in March I expressed to the staff how another student had repeatedly called D names during class w/out of hearing range of the teacher. D. took her concern to the teacher and it was he said/she said and dismissed. Once again she felt not heard. Her years of being let down by school administrators, her teachers and her so called friends have really left a mark. I often wonder how better equipped she would be and how much happier she would be if the teachers had been able to do more. If the teachers were able to see it for what it was? Not a peer conflict. She was bullied. What if the teachers had put an end to the bullying years ago.

I've talked a lot about the school. I think it's important to say that as a parent I have had D. in counseling, at occupational therapy, tested by several neuropsychologists in the area and in September 2015 her invisible diagnosis had a name. She was on the autism spectrum. I had tried to do everything I could do to help her cope, help her w/her poor self-esteem, help her w/her depression.

There isn't an IEP, or a Behavior Plan, a Safety Plan or a diagnosis out there that lessens the long-lasting effects of being a victim of bullying.


Terisa L. Hessler

Top 10 facts parents, educators and students need to know

1. The facts -- Students with disabilities are much more likely to be bullied than their nondisabled peers.

Bullying of children with disabilities is significant but there is very little research to document it.

Only 10 U.S. studies have been conducted on the connection between bullying and developmental disabilities but all of these studies found that **children with disabilities were two to three times more likely** to be bullied than their nondisabled peers. One study shows that 60 percent of students with disabilities report being bullied regularly compared with 25 percent of all students.

2. Bullying affects a student's ability to learn.

Many students with disabilities are already addressing challenges in the academic environment. When they are bullied, it can directly impact their education.

Bullying is not a harmless rite of childhood that everyone experiences. Research shows that bullying can negatively impact a child's access to education and lead to:

- School avoidance and higher rates of absenteeism
- Decrease in grades
- Inability to concentrate
- Loss of interest in academic achievement
- Increase in dropout rates

For more information read PACER's "[Common Views About Bullying](#)"

3. The definition -- **Bullying based on a student's disability may be considered harassment.**

The Office for Civil Rights (OCR) and the Department of Justice (DOJ) have stated that bullying may also be **considered harassment** when it is based on a student's race, color, national origin, sex, **disability**, or religion.

Harassing behaviors may include:

- Unwelcome conduct such as verbal abuse, name-calling, epithets, or slurs
- Graphic or written statements
- Threats
- Physical assault
- Other conduct that may be physically threatening, harmful, or humiliating

4. The Federal Laws -- Disability harassment is a civil rights issue.

Parents have legal rights when their child with a disability is the target of bullying or disability harassment. Section 504 of the Rehabilitation Act of 1973 (often referred to as 'Section 504') and Title II

of the Americans with Disabilities Act of 1990 (Title II) are the federal laws that apply if the harassment denies a student with a disability an equal opportunity to education. The Office for Civil Rights (OCR) enforces Section 504 and Title II of the ADA. Students with a 504 plan or an Individualized Education Program (IEP) would qualify for these protections.

According to a [2000 Dear Colleague](#) letter from the Office for Civil Rights, "States and school districts also have a responsibility under Section 504, Title II, and the Individuals with Disabilities Education Act (IDEA), which is enforced by OSERS [the Office for Special Education and Rehabilitative Services], to ensure that a free appropriate public education (FAPE) is made available to eligible students with disabilities. Disability harassment may result in a denial of FAPE under these statutes."

The letter further outlines how bullying in the form of disability harassment may prevent a student with an IEP from receiving an appropriate education: "The IDEA was enacted to ensure that recipients of IDEA funds make available to students with disabilities the appropriate special education and related services that enable them to access and benefit from public education. The specific services to be provided a student with a disability are set forth in the student's individualized education program (IEP), which is developed by a team that includes the student's parents, teachers and, where appropriate, the student. Harassment of a student based on disability may decrease the student's ability to benefit from his or her education and amount to a denial of FAPE."

NEW! On August 20, 2013, ED's Office of Special Education and Rehabilitative Services (OSERS) issued guidance to educators and stakeholders on the matter of bullying of students with disabilities. This guidance provides an overview of school districts' responsibilities to ensure that students with disabilities who are subject to bullying continue to receive free appropriate public education (FAPE) under the Individuals with Disabilities Education Act (IDEA). Under IDEA, States and school districts are obligated to ensure that students with disabilities receive FAPE in the least restrictive environment (LRE). This guidance explains that any bullying of a student with disabilities which results in the student not receiving meaningful educational benefit is considered a denial of FAPE. Furthermore, this letter notes that certain changes to an educational program of a student with a disability (e.g., placement in a more restricted "protected" setting to avoid bullying behavior) may constitute a denial of FAPE in the LRE. [Learn more](#)

5. The State Laws – Students with disabilities have legal rights when they are a target of bullying.

Most states have laws that address bullying. Some have information specific to students with disabilities. For a complete overview of state laws, visit StopBullying.gov.

Many school districts also have individual policies that address how to respond to bullying situations. Contact your local district to request a written copy of the district policy on bullying.

6. The adult response is important

Parents, educators, and other adults are the most important advocates that a student with disabilities can have. It is important that adults know the best way to talk with someone in a bullying situation.

Some children are able to talk with an adult about personal matters and may be willing to discuss bullying. Others may be reluctant to speak about the situation. There could be a number of reasons for this. The student bullying them may have told them not to tell or they might fear that if they do tell someone, the bullying won't stop or may become worse.

When preparing to talk to children about bullying, adults (parents and educators) should consider how they will handle the child's questions and emotions and what their own responses will be. Adults should be prepared to listen without judgment, providing the child with a safe place to work out their feelings and determine their next steps.

It is never the responsibility of the child to fix a bullying situation. If children could do that, they wouldn't be seeking the help of an adult in the first place.

For more information, read PACER's ["Talking With Your Child About Bullying"](#)

7. The resources – Students with disabilities have resources that are specifically designed for their situation.

IEP

Students with disabilities, who are eligible for special education under the Individuals with Disabilities Education Act (IDEA), will have an Individualized Education Program (IEP).

The IEP can be a helpful tool in a bullying prevention plan. Remember, every child receiving special education is entitled to a free, appropriate public education (FAPE), and bullying can become an obstacle to that education.

For more information, read PACER's ["Individualized Education Program \(IEP\) and Bullying"](#)

Dear Colleague Letter

In 2000, a 'Dear Colleague' letter was sent to school districts nationwide from the U.S. Department of Education's Office for Civil Rights (OCR) and Office of Special Education and Rehabilitative Services (OSERS) that defined the term "disability harassment."

In 2010, another Dear Colleague letter from the Office for Civil Rights was issued that reminded school districts of their responsibilities under civil rights laws that prohibit discrimination and harassment on the basis of race, color, national origin, sex, disability, and religion.

Template Letters

Parents should contact school staff each time their child informs them that he or she has been bullied. Parents may use one of these template letters as a guide for writing a letter to their child's school. These letters contain standard language and "fill-in-the-blank" spaces so that the letter can be customized for each child's situation.

PACER Center's sample letter(s) can serve two purposes:

- First, the letter will alert school administration of the bullying and your desire for interventions.
- Second, the letter can serve as your written record when referring to events. The record (letter) should be factual and absent of opinions or emotional statements.

The two letters – "Student with an IEP, Notifying School About Bullying" and "Student with a 504, Notifying School About Bullying" – are for parents who have a child with an Individualized Education Plan (IEP) or Section 504. The bullying law of the individual state applies to all students as noted in the law. When bullying is based on the child's disability, federal law can also apply under Section 504, Individuals with Disabilities Act (IDEA), and Title II of the Americans with Disabilities Act.

8. The Power of Bystanders – More than 50 percent of bullying situations stop when a peer intervenes.

Most students don't like to see bullying but they may not know what to do when it happens. Peer advocacy – students speaking out on behalf of others – is a unique approach that empowers students to protect those targeted by bullying.

Peer advocacy works for two reasons: First, students are more likely than adults to see what is happening with their peers and peer influence is powerful. Second, a student telling someone to stop bullying has much more impact than an adult giving the same advice.

[Learn more about peer advocacy>>>](#)

9. The importance of self-advocacy

Self-advocacy means the student with a disability is responsible for telling people what they want and need in a straightforward way. Students need to be involved in the steps taken to address a bullying situation.

Self-advocacy is knowing how to:

- Speak up for yourself
- Describe your strengths, disability, needs, and wishes
- Take responsibility for yourself
- Learn about your rights
- Obtain help, or know who to ask, if you have a question

The person who has been bullied should be involved in deciding how to respond to the bullying. This involvement can provide students with a sense of control over their situation, and help them realize that someone is willing to listen, take action, and reassure them that their opinions and ideas are important.

Learn more about self advocacy for students, PACER's "[Tips for Teens: Use Your IEP Meetings to Learn How to Advocate for Yourself](#)"

The [Student Action Plan](#) is a self-advocacy resource. It includes three simple steps to explore specific, tangible actions to address the situation:

1. Define the situation
 2. Think about how the situation could be different
 3. Write down the steps to take action
2. You are not alone

When students have been bullied, they often believe they are the only one this is happening to, and that no one else cares. In fact, they are not alone.

There are individuals, communities, and organizations that do care. **It is not up to one person to end the bullying** and it is never the responsibility of the child to change what is happening to them. **No one deserves to be bullied.** All people should be treated with dignity and respect, no matter what. Everyone has a responsibility – and a role to play – as schools, parents, students, and the community work together for positive change.

Teens, learn more about what you can do, read PACER's "[Drama: Is it Happening To You?](#)"

Parents, learn more about what you can, read PACER's "[Steps to Take If Bullying is Happening To You](#)"

[Privacy](#) [Accessibility](#)

Visit our other sites:



HB 246 – Anti-bullying Legislation

March 25, 2015

Idaho Parents Unlimited, Inc. (IPUL) is the Statewide Parent Training and Information Center mandated under Section 671, Part D, of the Individuals with Disabilities Act (IDEA); funded under the US Department of Education, and the Family to Family Health Information Center; funded under the US Health Resources Services Administration. As such, we assist families who have children with disabilities and special health care needs throughout the state of Idaho.

Our office takes many calls throughout the year from parents who are concerned about the effects of bullying on their child, and who are seeking assistance to end the behavior. We provide parents training and information on understanding risk factors and intervention strategies for bullying utilizing our curriculum, “Bullying Prevention – Everyone’s Responsibility - What Parents Can Do.” We typically ramp up our training activities in October during National Bullying Prevention month; however, we offer the training year round upon request. Last year we provided the training seven times in all regions of the state, in Spanish, and via webinar. A request for a Spanish language presentation came in just today.

Additionally, we provide handouts and information from the US DOE/HRSA/OCR/CDC/SAHMSA joint supported stopbullying.gov campaign.

It is well recognized that bullying is a problem that affects children’s self-esteem and academic performance. Most of all, it can have dire effects on their health including anxiety, depression, and suicidal ideation. While approximately 20-25% of the general student population report experiences with bullying, one study reveals that approximately 60% of students with disabilities report being bullied regularly according to PACER’s National Bullying Prevention Center (2015). The effects can be monumental to the children being bullied as well as their families.

IPUL has long supported consistency in how public school personnel are to respond to bullying behaviors, especially because the vast majority of bullying takes place at school (Sampson, 2015). Educators frequently express frustration at a lack of training or understanding of best practices in intervention.

Therefore, we are in support of HB246 and strengthening Idaho’s anti-bullying statute by providing guidance and professional development for school personnel, as well as graduated consequences for students who are bullying others.

Sincerely,

A handwritten signature in blue ink that reads "Angela Lindig". The signature is written in a cursive style.

Angela Lindig
Executive Director

4619 Emerald, Ste. E, Boise, Idaho 83706
TEL: 208-342-5884, 800-242-4785
TDD & FAX: 208-342-1408

References:

PACER'S national bullying prevention center. (2015). Retrieved from <http://www.pacer.org/bullying/resources/students-with-disabilities/>

Sampson, R. (2015). *Center for problem oriented policing*. Retrieved from <http://www.popcenter.org/problems/bullying/>

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Senate Education Committee

Re: HB 246

Esteemed committee members~ thank you for allowing me to share with you today the story of my son Ryan Joel Zicha. My son Ryan passed away of a completed suicide in January of 2011 in Pocatello, Idaho at the age of 19. He was an amazing kid who seemed to really touch the lives of everyone he met and my family and I miss him dearly every day.

My family and I moved to Pocatello from Spokane Washington when my son Ryan was 15. The young man who moved with us to Pocatello was an incredibly confident and self-reliant young man who up until that time in his life had really enjoyed school, receiving mostly A's and a few B's his whole life. At that time in my son's life if someone were to ask me to pick one person to be stranded on a desert Island with, other than my husband, I would have absolutely chosen my son Ryan because he was so strong and capable after having spent 9 years with the Boy Scouts of America and earning a Life Scout designation with them. At age 14, my husband and I allowed Ryan to spend a full 30 days away from home backpacking in the Sisters mountain range in Oregon with a family friend and we never once worried about him while he was away.

When Ryan began school in Pocatello, he began to have issues in school almost right away. Ryan was openly gay~~ he hadn't ever had a problem with being so in Spokane so it hadn't even occurred to us that it would be a problem for Ryan there. Within 3 days at Highland High School in Pocatello, the bullying and harassment began for him. At first things started off small, with things like name calling and Things became progressively worse though and the abuse turned to physical bullying in the hallways in between classes and off campus as well. One night my son went to a party where he was literally dragged out into the snow by a group of at least three of the popular kids and they beat him up badly, leaving him throwing up in a snowbank.

By mid year my son was almost failing. That confident, capable young man had been torn apart, piece by piece until there was nothing left.

One night while my husband and I were out of town on business our son took a firearm from our home and drove to Pebble creek ski resort where he somehow managed to get his 2 wheel drive truck up the 7 miles of steep, snowy roads to the top. He then walked up the side of the mountain in knee deep snow, with little to no winter gear on until he ran out of path and could walk no further; Ryan sat down under a tree and took his own life.

At home We found a letter that said

"Please do not remember me as a failure.instead please remember me as someone who fought as long as he could"

Bullying is not a right of passage. It is a systematic method of tearing kids to pieces and H246 will go a long way to ending I in Idaho schools. The administrator from Ryan's school said to me at his memorial "Highland High school failed your son. We could have done more for him to make his integration easier but we didn't" H246 will change that.

Thank you

Julie Zicha



Best Practices in Bullying Prevention and Intervention

Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength. Often, it is repeated over time and can take many forms. In many respects, research on bullying prevention is still in its infancy. Although researchers have documented success of some comprehensive programs in reducing bullying, we still have much to learn about which aspects of these programs are most important.

However, a review of existing bullying prevention programs and feedback from educators in the field led us to suggest ten strategies that represent “best practices” in bullying prevention and intervention.

1. Focus on the social environment of the school. To reduce bullying, it is important to change the climate of the school and the social norms with regard to bullying. It must become “uncool” to bully, “cool” to help out students who are bullied, and normative for staff and students to notice when a child is bullied or left out. This requires the efforts of everyone in the school environment—teachers, administrators, counselors, other non-teaching staff (such as bus drivers, nurses, school resource officers, custodians, cafeteria workers, and school librarians), parents, and students.

2. Assess bullying at your school. Intuitively adults are not always very good at estimating the nature and extent of bullying at their school. Frequently we are quite surprised by the amount of bullying that students experience, the types of bullying that are most common, or the “hot spots” where bullying happens. As a result, it is often quite useful to assess bullying by administering an

anonymous questionnaire to students about bullying. What are the possible benefits of conducting a survey of students?

- Findings can help motivate adults to take action against bullying;
- Data can help administrators and other educators tailor a bullying prevention strategy to the particular needs of the school; and
- Data can serve as a baseline from which administrators and other educators can measure their progress in reducing bullying.

3. Garner staff and parent support for bullying prevention. Bullying prevention should not be the sole responsibility of an administrator, counselor, teacher—or any single individual at a school. To be most effective, bullying prevention efforts require buy-in from the majority of the staff and from parents.

4. Form a group to coordinate the school’s bullying prevention activities. Bullying prevention efforts seem to work best if they are coordinated by a representative group from the school. This coordinating team (which might include an administrator, a teacher from each grade, a member of the non-teaching staff, a school counselor or other school-based mental health professional, a school nurse, and a parent) should meet regularly to digest data from the school survey described in Strategy 2; plan bullying prevention rules, policies, and activities; motivate staff, students, and parents; and ensure that the efforts continue over time. A student advisory group also can be formed to focus on bullying prevention and provide valuable suggestions and feedback to adults.

5. Train your staff in bullying prevention.

All administrators, faculty, and staff at your school should be trained in bullying prevention and intervention. In-service training can help staff to better understand the nature of bullying and its effects, how to respond if they observe bullying, and how to work with others at the school to help prevent bullying from occurring. Training should not be available only for teaching staff. Rather, administrators should make an effort to educate all adults in the school environment who interact with students (including counselors, media specialists, school resource officers, nurses, lunchroom and recess aides, bus drivers, parent volunteers, custodians, and cafeteria workers).

6. Establish and enforce school rules and policies related to bullying. Although many school behavior codes implicitly forbid bullying, many codes do not use the term or make explicit our expectations for student behavior. It is important to make clear that the school not only expects students not to bully, but that it also expects them to be good citizens, not passive bystanders, if they are aware of bullying or students who appear troubled, possibly from bullying. Developing simple, clear rules about bullying can help to ensure that students are aware of adults' expectations that they refrain from bullying and help students who are bullied. For example, one comprehensive program, the Olweus Bullying Prevention Program (see resources section on the Web site) recommends that schools adopt four straightforward rules about bullying:

- We will not bully others.
- We will try to help students who are bullied.
- We will make it a point to include students who are easily left out.
- If we know someone is being bullied, we will tell an adult at school and an adult at home.

School rules and policies should be posted and discussed with students and parents. Appropriate

positive and negative consequences also should be developed for following or not following the school's rules.

7. Increase adult supervision in hot spots where bullying occurs. Bullying tends to thrive in locations where adults are not present or are not vigilant. Once school personnel have identified hot spots for bullying from the student questionnaires, look for creative ways to increase adults' presence in these locations.

8. Intervene consistently and appropriately in bullying situations. All staff should be able to intervene effectively on the spot to stop bullying (i.e., in the 1–2 minutes that one frequently has to deal with bullying). Designated staff should also hold sensitive follow-up meetings with children who are bullied and (separately) with children who bully. Staff should involve parents of affected students whenever possible.

9. Focus some class time on bullying prevention. It is important that bullying prevention programs include a classroom component. Teachers (with the support of administrators) should set aside 20–30 minutes each week (or every other week) to discuss bullying and peer relations with students. These meetings help teachers to keep their fingers on the pulse of students' concerns, allow time for candid discussions about bullying and the harm that it can cause, and provide tools for students to address bullying problems. Anti-bullying themes and messages also can be incorporated throughout the school curriculum.

10. Continue these efforts over time. There should be no "end date" for bullying prevention activities. Bullying prevention should be woven into the entire school environment.

AGENDA
SENATE EDUCATION COMMITTEE
2:00 P.M.
Room WW55
Monday, March 30, 2015

SUBJECT	DESCRIPTION	PRESENTER
H 300	EDUCATION - Amends existing law to provide that computation of alternative school support units shall include grades 6 through 12	Representative Clow
H 302	SCIENCE AND TECHNOLOGY – Adds to existing law to create in the Office of the Governor the Science, Technology, Engineering and Math Action Center and the STEM Action Center Board, to provide powers and duties and to provide for reports.	Senator Nonini
H 308	308 PUBLIC CHARTER SCHOOLS – Amends existing law to provide that certain code provisions relating to pupil service staff allowance do not apply to public charter schools.	Marilyn Whitney, Office of Governor
	Minutes Approval:	
	March 4, 2015	Senator Den Hartog
	March 11, 2015	Senator
	March 16, 2015	Buckner-Webb Senator Patrick
	March 19, 2015	Senator Nonini
	Page Graduation	Kayla Christensen

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Souza
Vice Chairman Thayn	Sen Den Hartog
Sen Keough	Sen Buckner-Webb
Sen Nonini	Sen Ward-Engelking
Sen Patrick	

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Monday, March 30, 2015

TIME: 2:00 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 2:05 p.m.

H 300: **Representative Clow**, District 24, presented **H 300** which amends existing law to provide that computation of alternative school support units shall include grades 6 through 12. He explained in the funding for alternative schools, which consist of middle and high schools, there is a missing component for funding the 6th grade alternative school student. He stated this legislation is to change the funding formula for schools to include the 6th graders in the alternative school funding units. He highlighted the changes in the bill and explained the new funding formula. **Representative Clow** said if passed, this will be implemented in 2017.

Vice Chairman Thayn asked if the word secondary was taken out would that then include the grades before 6th grade. **Representative Clow** stated that in the bill the reference is to 6th through 12th grade and it doesn't change anything else.

TESTIMONY: **Penni Cyr**, President, Idaho Education Association (IEA), spoke in support of **H 300**. She emphasized that as more districts configure their schools on a middle school system that includes 6th graders, it is important to have funding to support that structure (see attachment 1).

Peggy Hoy, 6th grade teacher, Vera C. O'Leary Middle School, Twin Falls, spoke in favor of **H 300**. She explained her experience teaching 6th graders in an alternative middle school and the importance of this educational option for students. She expressed the necessity of this program and the need for funding to help these students move forward in getting quality education (see attachment 2).

Vice Chairman Thayn asked how students are selected to attend alternative schools. **Ms. Hoy** explained the process that students go through to get enrolled into an alternative school.

Wiley Dobbs, Superintendent, Twin Falls School District 411, spoke in support of **H 300**. He explained that at the Idaho School Boards Association Convention he presented a resolution calling for alternative school funding for 6th graders in alternative schools. He referred to the handout (see attachment 3) which outlined the reasons and costs associated with this issue. He concluded by saying passing this legislation is an investment in Idaho's youth (see attachment 4).

Senator Souza asked if 6th grade classrooms could be consolidated to save funding. **Mr. Dobbs** answered in the affirmative.

Vice Chairman Thayn asked how are alternative school established. **Mr Dobbs** replied that the local level decides that an alternative school is needed, then they apply to the State Department of Education (SDE) to open a school. Once approved the district can open a school.

Rob Winslow, Executive Director, Idaho Association of School Administrators (IASA), is in support of **H 300**.

Senator Patrick asked if he knew how many alternative schools are in Idaho. **Mr. Winslow** stated he was unsure of that number.

Jess Harrison, Policy and Government Affairs Director, Idaho School Boards Association (ISBA), is in support of **H 300**. This proposal overwhelmingly passed their membership and they are eager to make this effective in 2017.

Representative Clow explained that when 6th grader is in the middle school there are more teachers per student than when 6th grade is housed in an elementary school, thereby the necessity for funding formula change.

MOTION: **Senator Patrick** moved to send **H 300** to the floor with a **do pass** recommendation. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**. Senator Patrick will carry **H 300** on the floor.

H 302: **Senator Nonini**, District 3, presented **H 302**, which adds to existing law to create in the Office of the Governor a science, technology, engineering and math (STEM) Action Center and the STEM Action Center (Center) Board, to provide powers and duties and to provide for reports. He stated that this legislation is a new section of code and is modeled after the Utah legislation. He explained that at the first STEM Caucus the discussion suggested that STEM is not just about education it is about Idaho's economic development. **Senator Nonini** explained the process of gathering the stakeholders together to form this legislation. He outlined the bill explaining the makeup and duties of the Board, where the Center will be housed, and the goals to be achieved. He referred the Committee to the many articles he handed out explaining STEM educational opportunities (see attachment 5).

Senator Ward-Engelking stated that she is very supportive of this legislation. She asked if in the Board make-up would include educators from all levels. **Senator Nonini** explained that the legislation outlines where the Board members would come from. He said it is important to have the private sector on the Board because they bring to the table the needs of the community. He indicated that educators could possibly be a part of the Board.

Senator Den Hartog said that she is hesitant to establish another task force in the Governor's office. She asked if he knew where the funding would go. **Senator Nonini** stated that funding is not an ongoing request, and most likely it would be used for the salary of the executive director and staff members.

Chairman Mortimer asked if he knew what amount of funding would be expected from private contributors. **Senator Nonini** replied he didn't have a specific amount. However, the groups in support of this legislation would help to find the additional funds. He explained Idaho lacks a STEM hub and this legislation could remedy the issue. He said that having the Center housed in the Governor's office increases visibility with a high level of focus on STEM opportunities and achievements, which could increase private donations.

TESTIMONY: **Lorna Finman**, President LCF Enterprises, Post Falls, stated that she stands with Idaho Business Education, Micron, Idaho National Laboratories, and Hewlett Packard in support of **H 302**. She explained the urgency for more STEM education in Idaho, and explained how STEM educated majors operate in many different occupations. **Ms. Finman** said due to the lack of STEM educated Americans, many industries must look outside the U.S. for employees. The reason to boost STEM education is to boost Idaho's economic prosperity. She explained the work that she and her husband have done to promote more STEM learning. She concluded by saying that this bill is about collaboration and it is an investment in Idaho.

Chairman Mortimer asked how she thought the private industry sector would respond to the Center and Board. **Ms. Finman** said they will support and participate in this organization. She thinks by housing it in the Governor's office businesses will trust and feel confident that more will be done to educate in the areas of STEM.

MOTION: **Senator Ward-Engelking** moved to send **H 302** to the floor with a **do pass** recommendation. **Senator Keough** seconded the motion. The motion passed by **voice vote**. Senator Nonini will carry **H 302** on the floor.

H 308: **Marilyn Whitney**, Office of the Governor, presented **H 308** which amends existing law to provide that certain code provisions relating to pupil service staff allowance do not apply to public charter schools. She stated the change is needed to reflect the new definition of instructional staff contained in the career ladder bill. **Ms. Whitney** said charter schools face different funding challenges, therefore they are exempt from some of the statutory requirements.

MOTION: **Senator Souza** moved to send **H 308** to the floor with a **do pass** recommendation. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**. Chairman Mortimer will carry **H 308** on the floor.

MINUTES APPROVAL: **Senator Den Hartog** moved to approve the Minutes from March 4, 2015. **Senator Souza** seconded the motion. The motion passed by **voice vote**.

MINUTES APPROVAL: **Senator Buckner-Webb** moved to approve the Minutes from March 11, 2015. **Senator Keough** seconded the motion. The motion passed by **voice vote**.

MINUTES APPROVAL: **Senator Patrick** moved to approve the Minutes from March 16, 2015. **Senator Keough** seconded the motion. The motion passed by **voice vote**.

MINUTES APPROVAL: **Senator Nonini** moved to approve the Minutes from March 19, 2015. **Senator Keough** seconded the motion. The motion passed by **voice vote**.

ADJOURNED: There being no more business, **Chairman Mortimer** adjourned the meeting at 3:07 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

Attachment 3.

Most Idaho public middle schools are 6th through 8th grade.



Early intervention will help students get back on track sooner.



There are 233 7th graders attending alternative middle schools in Idaho.



There are 329 8th graders attending alternative middle schools in Idaho.



Idaho could fund alternative 6th grade at just \$3,057.14 extra per student.



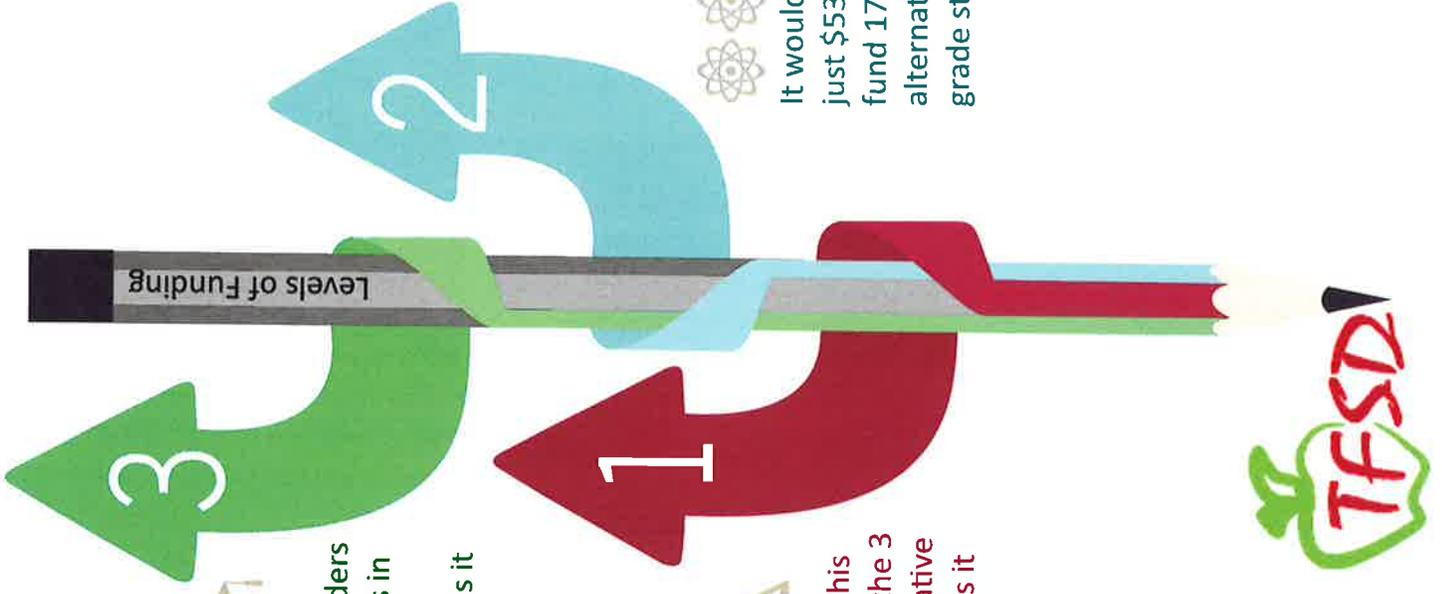
Bridge Academy in Twin Falls is a 4 Star School.



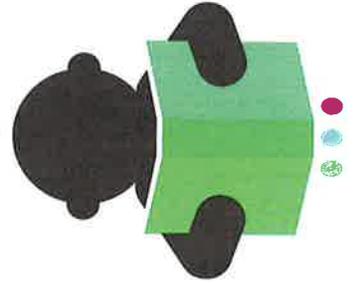
If we fund as many 6th graders in alternative middle schools it would cost \$712,000.



If we piloted this funding with the 3 largest alternative middle schools it would cost \$446,000.



It would cost just \$535,000 to fund 175 alternative 6th grade students.



Attachment 3.

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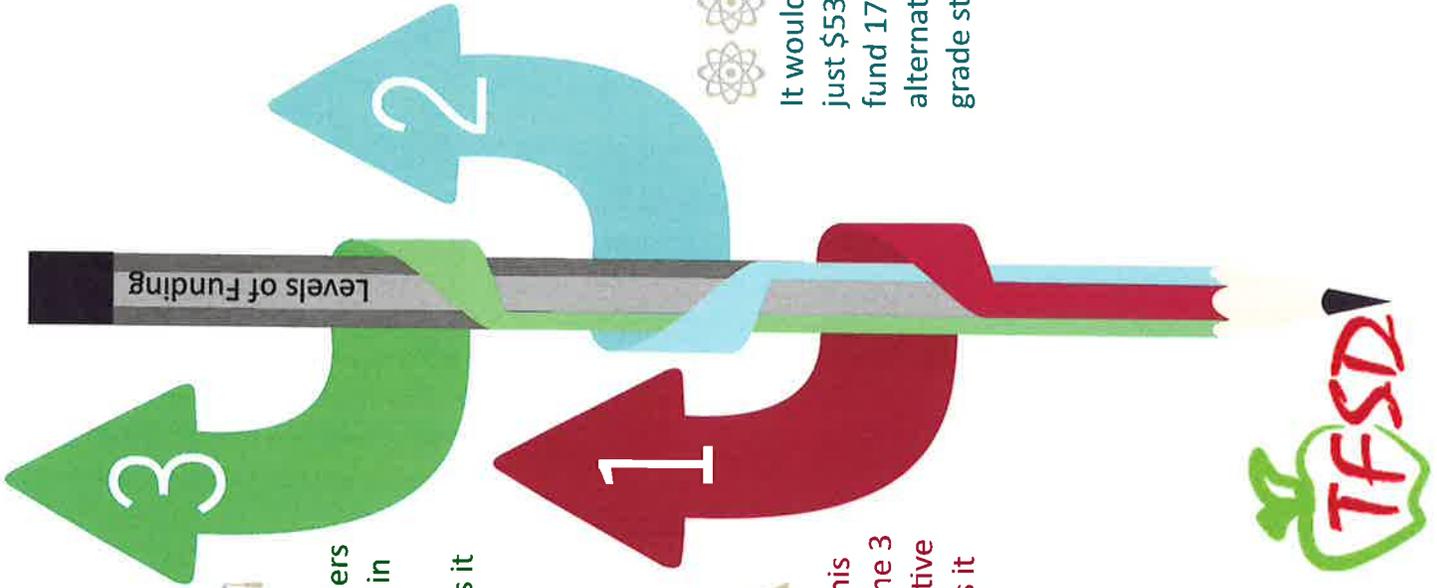
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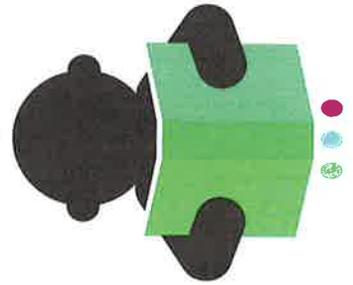
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It would cost just \$535,000 to fund 175 alternative 6th grade students.



Thank you, Chairman Thayne and Members of the Senate Education Committee:

For the record, my name is Wiley Dobbs and I am the superintendent of the Twin Falls School District #411. Thank you for this opportunity to address the subject of 6th grade alternative school funding. I brought several copies of a handout that goes with my testimony this ~~morning~~ ^{afternoon}.

I believe the committee members have received this. If not, let me know and I'll be happy to pass some forward.

Back in November, the TFSD Board of Trustees and I presented a resolution at the Idaho School Boards Association Convention calling for 6th grade alternative school funding in Idaho. The full body of Idaho school board trustees voted overwhelmingly (3285 ayes – 429 nays) in favor of supporting sending this idea to the legislature...so, here we are.

The two main arguments that we have made in favor of this idea becoming a bill and hopefully ultimately a part of Idaho Code are:

- #1 - The majority of Idaho public middle schools are configured 6th grade through 8th grade. Therefore, alternative middle schools should be allowed to organize accordingly and HB 300 would allow this to occur.
- #2 - Intervention opportunities should be supported as early as possible to help students get back on track.

In Twin Falls, we have a very effective alternative middle school named Bridge Academy Middle School for 7th and 8th graders. It has a 4-star rating and an outstanding success rate.

- 97% of all Bridge Academy students matriculate on to high school.
- Over 90% of those students graduate from high school.

I would love to have the opportunity to provide an alternative education setting for our at-risk 6th graders in Twin Falls. I am confident that we will have equally great results with our 6th grade students as we have seen with our 7th and 8th graders.

I know that this bill, if passed, would allow for 6th grade alternative school funding beginning in 2017^{FY}; however, I thought it pertinent to share with you the estimated costs:

- Idaho could fund alternative 6th grade at approximately \$3,000 per student.
- Currently, Idaho funds 329 8th grade alternative middle school students and 233 7th grade students attending alternative middle schools.
- If the legislature were to fund as many 6th graders as there are 7th graders in Idaho alternative middle schools right now, the total cost would be a little over \$700,000. I believe there will be fewer 6th grade students who will be enrolled in alternative schools, but this provides a good ballpark figure.
- I have also provided some ideas on the handout for pilot programs and funding scenarios that could be considered next year.

HB 300 paves the way for funding opportunities for 6th grade at-risk students. I view this as an investment. I hope you do too. I'd be happy to answer any questions if you have them.

Dr. Wiley Dobbs, TFSD #411 Superintendent of Schools - (208) 731-0019

Attachment 2

Good morning Chairman Mortimer and Members of the Senate Education Committee:

My name is Peggy Hoy and I teach 6th grade math at Vera C. O'Leary Middle School in Twin Falls. It is my honor and pleasure to stand before you today in support of HB 300.

Alternative education is very important to me. In 1997, I had the honor of being a member of the very first staff of the Twin Falls Bridge Academy, the first alternative middle school in the Magic Valley. Opening a new program was exciting, but the best part was having the opportunity to work with 7th and 8th grade students who struggled in a regular classroom setting, helping them find success in learning. I was able to work with students who may have needed a small class environment, a clear focus on core subjects, or removal from outside distractions. I wanted to help them find success in school. It was a pleasure to watch them rise to the occasion, succeed, and in many cases transition back to the regular classroom. Since that time, many of Idaho school districts have moved to the middle school format, grades 6-8 instead of the traditional junior high 7-9.

In 2007, the Middle Level Task Force was created by the State Department of Education. Its purpose was to examine middle school issues as recommended by the high school redesign efforts. Two goals of the task force were to ensure all students are prepared to be successful in high school, and to increase academic engagement and student accountability for Middle level students. The task force came up with the Middle Level Credit System. That system was put into place following the 2010 legislative session. The rule change required each local district to design and implement a credit system. If students fail to meet the credit requirements then an alternative mechanism would be put in place to help them become successful. Many districts across the State of Idaho, including the Twin Falls School District, successfully implemented an alternative school as their alternative mechanism for grades 7th and 8. However, we currently have no mechanism for failing 6th graders. Sixth graders who, a majority of them in Idaho, attend a traditional middle school with 7th and 8th graders.

Let me tell you a story of one of my students, we will call Ann. Ann is a 13 year old 6th grader, the average 6th grader is 11. Ann is smart, both academically and street smart. She has a huge desire to learn, but there are many distractions in her life. Just last month her mom was arrested in Nevada on charges of possession and being under the influence of Meth. Ann now lives with her grandmother. Her grandmother provides basic living needs for her but does not seem to have the energy to help guide her through her schooling. Ann has absolutely no educational support from home when it comes to completing homework or preparing for tests. Without outside intervention and support, Ann has a high likelihood to fail, become a dropout, another statistic of a failing Idaho student. Let me remind you, she is 13 and in 6th grade, and already you can see her struggling and headed in the wrong direction. If the intent of the Middle Level Task Force was to provide a setting to prepare these students for the rigor of high school, we are failing students like Ann. She needs the small setting, the strict structure and the rigor our alternative school can provide for her to be successful.

I would also like to share a story of a student we will call John. John entered my 6th grade classroom two years ago as a very angry student. He hated school, and anyone else who tried to hold him accountable. He was on our weekly team meeting agenda, we had parent meeting after parent meeting. We made arrangements for him to stay 3 nights after school for one on one help. It didn't matter, he spent the majority of his 6th grade year on probation and many nights at the juvenile detention facility. As a seventh grade student John qualified to attend our alternative school. He was in a small class, got the one on one attention he desperately needed and by the end of 8th grade, he was ready to transition into

Twin Falls High School. I saw John recently working at a local fast food restaurant. He is passing school, and doing quite well. I am confident that without our alternative environment, he would never have felt the success he did and would not be where he is today. Just imagine if we could have intervened a full year sooner.

Ann and John are only two of many stories concerning 6th grade students who would benefit from an alternative school setting. Studies have shown that the earlier interventions are established, the greater likelihood that a struggling student will succeed. Your support of HB 300 would allow districts around the State of Idaho to tap into the same resources we have established for 7th and 8th grade students and extend them to the 6th grade. We need to meet the needs of students like Ann and John at an earlier age...helping them be future successful citizens of our state and nation.

Peggy Hoy
TFEA Co-President
6th grade Math Teacher

~~Madame~~
Chairwoman Mortimer

Attachment 6 - H 302

March 24, 2015

Dem, member educ committee thy you
for letting me speak

Speaker:

Lorna Finman, CEO of LCF Enterprises a high tech engineering and manufacturing firm, Post Falls, Idaho

NEED: Representing Microm, INL, HP today

STEM fields are at the core of everything we do; mining, lumber, paper, agriculture, medicine, finance, technology, architecture, auto mechanics, and ~~yes even the artist who uses their laptop and the custom paints they use, and the acoustically designed room for the musician.~~ STEM is the key to the economic well being of a state and country.

Its also in the STEM fields where the need is most urgent - its where the growth and opportunities are -yet we have a significantly widening gap. In 1978, 40% of the worlds scientists and engineers resided in the US - today that number is 15%.

More than half of the STEM graduates working in America today are from other countries. We are not raising our own students to be able to take these jobs and boost our economy. Businesses do what they have to do to be competitive and if that means expanding the Visa program they will do that, but the tragedy of this direction is that we do not engage and develop our own youth to take these jobs. We need to grow our own.

IDAHO VISION - Prosperity and Capability

What is Idaho's Vision for the future - economic prosperity through good paying jobs and opportunities for families which means we need to attract and retain businesses.

For this vision, we should be producing 30,000 STEM workers not 300 per year.

US News
70K
600K
Being 50K

The need for greater emphasis on STEM education and careers in Idaho is clear.



We must move from pockets of excellence to a system of excellence

HB302

The bill addresses the implications for future workforce readiness and the talent shortage affecting Idaho businesses. It will help align Idaho's educational outcomes with workforce needs and place awareness on STEM. It will be a resource where industry and education come together to form new strategies around efforts to produce the workforce of the future. Its a center with strong collaboration within the state and outside the state to establish best practices. With Industry collaboration we can leverage state dollars.

We are years behind other states and being outperformed internationally - we must not let another generation go by.

Knowing our kids can't wait, I invested in them by starting Discover Technology, a high tech non-profit that engages 30,000 kids per year with on campus events to engage them in STEM. What I found over the course of our exponential growth is that every child has the aptitude for success in STEM. They are hungry for it. When our bus arrives at a school, they cheer. They scream and cheer throughout our assembly.

Stem Charter

f Bvs

Six years ago, we met a young man who by all judgement was going nowhere in life-- his parents were on drugs, he was kicked out of his house, flunking out of school, living in a tent. We engaged him through an after school robotics program where he found something in himself.... we ultimately took him to a robotics competition where he beat my husband's alma mater, MIT. He then went off to college. There are many stories like this, where given a chance to engage kids with STEM, they succeed.

This bill is about a system of collaboration throughout our state between business, government, and education. A partnership for a

stronger workforce in Idaho. It gives businesses in our state a reason to stay here and grow, and it gives businesses outside of our state a reason to consider moving here. It shows we all just got very serious about our workforce. The country WILL notice us take this big leap.

We are more than a beautiful place to live. We can do this together. Idaho can't wait. Our kids can't wait. Thank you for considering this bill today.

Senator Bob Nonini

From: Jess Whiting [jessicacwhiting@gmail.com]
Sent: Tuesday, March 03, 2015 9:51 PM
To: Senator Bob Nonini
Subject: Venture Investment - VIP

Dear Senator Bonini,

We are honored to extend to you this private invitation to discuss Venture Investment + Boise with our special guest, Scott Kupor.

Scott is the COO, Partner and Managing Partner of Andreessen Horowitz and also serves as Director of the NVCA, the most prestigious venture capital association. Andreessen Horowitz (\$4 billion) is known for being the #1 early-stage venture company in the world with a portfolio of companies including: Facebook, Airbnb, Twitter, Zynga, Lyft, Skype, Pinterest and more. You can learn more by clicking on Scott's bio here: <http://startupgrind.com/boise/>

This is an incredible opportunity to learn from one of Silicon Valley's top minds so please feel free to come with thoughtful questions prepared.

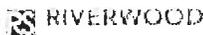
Please join us for a discussion on:
**Trends in Venture Investment &
An Open Dialogue about Boise**

with special guest:

SCOTT KUPOR
COO ANDREESSEN HOROWITZ



Presented by



- 1) an awareness & education problem
- 2) partner w/ government
- 3) partner w/ universities

Thank you for all you have done to support entrepreneurship and innovation within Idaho and for your friendship with Startup Grind.

Cheers,

Jessica Whiting
Startup Grind Boise

SENATE EDUCATION COMMITTEE
MINUTES REVIEW

For Mar 9

Please review the attached minutes and let me know if there are any changes so they can be put on the agenda for Mar 19. Thank you.

LeAnn: 332-1321

Senator Nonini

OK - B.N.

MINUTES

SENATE EDUCATION COMMITTEE

March 09, 2015

N55

Mortimer, Vice Chairman Thayn, Senators Keough, Nonini, Patrick, Den Hartog, Buckner-Webb and Ward-Engelking

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.

PRESENTATION:

Dr. Patti Mortensen, Idaho State University (ISU), presented the report on the teacher shortage in Idaho. She stated this information has been a part of her research which she began in 2013. She outlined her career and the current position she holds at ISU. She explained the study was to quantify teacher shortages. She shared the data of her research with the Committee. She stated that her assumption was correct; Idaho does have a teacher shortage.

Dr. Mortensen explained which school districts participated in the survey, what the results were, and how they worked to accommodate the educational requirements without contracted certified teachers or specialists. Idaho lists shortages in 14 of the 19 subject areas, with math and science being the most prevalent. **Dr. Mortensen** concluded by noting that teacher shortages are not the norm nationwide. Idaho ranks 4th in the nation for having a shortage of teachers. Idaho educators and policymakers must recognize and address this problem as a statewide economic issue (see attachment 1).

Senator Patrick stated there are almost qualified teachers in schools who have mentors that are helping them. He asked if she saw much of that in her research. **Dr. Mortensen** said yes, districts do have mentor programs and first year teachers are mentored. She explained the problems and processes in rural districts.

Senator Ward-Engelking stated that this report reaffirms what she thought was occurring out in the schools and teaching profession of Idaho.

Senator Den Hartog asked why so many teachers in Idaho are not qualified to teach. **Dr. Mortensen** replied the voids are in the specialties, math, science and special education and those are the positions that are not qualified.

Chairman Mortimer asked if she knew if the rural schools looked to online courses to fill the voids. **Dr. Mortensen** stated that option was not in the survey. However, she had personally worked with IDLA and knows that the rural schools do use that service.

PRESENTATION:

Susan Perkins, President, Idaho Counseling Association (ICA); introduced her colleagues. She presented an overview of the merits of counseling and the different areas of counseling: career, school, mental health, marriage and family. She illustrated the differences between psychology and counseling, and emphasized the many hours of training they undertake.

Young women to success in STEM

(208) 769-3311
www.nic.edu/hvac

Careers in science, technology, engineering and math (STEM) are growing and quickly. By 2023, STEM will generate a projected 2.6 million new jobs, creating a high demand for qualified employees with STEM backgrounds in the coming years, according to Georgetown Public Policy Institute's Center on Education and the Workforce.

Despite attractive career opportunities for the next generation of STEM workers, the industry continues to be predominantly male. Women make up only 24 percent of the STEM workforce, the U.S. Department of Commerce reports.

Several programs nationwide are working to close the gender gap by encouraging participation among female students in STEM projects, activities and lessons early on in their education. DeVry University's HerWorld is one such program. Its mission is to educate high school girls about STEM-related fields and connect them with real-life role models.

Throughout March, designated National HerWorld Month by DeVry University, thousands of young women interacted with their peers, learned from experienced women in high-



visibility STEM careers, and participated in confidence-building activities and hands-on workshops at HerWorld events across the country.

"HerWorld was created 17 years ago to fill a need for programs that support and develop high school girls' interest in STEM," says Dr. Donna M. Loraine, provost/vice president of academic affairs at DeVry University. "While we have made great progress, our focus for HerWorld today is to encourage girls' interest in these subjects in high school and beyond by connect-

ing them with mentors who can show them that careers in STEM are challenging but realizable."

One-third of women who enter STEM bachelor's degree programs after high school switch their major to a non-STEM field by the time they graduate, according to a study by the U.S. Department of Education and National Center for Education Statistics. Demonstrating to teenage girls that there are women who will support them through their journey in STEM is an important part of HerWorld's objective.

This year for National HerWorld Month, DeVry University partnered again with Mayim Bialik, best known for her television roles on "The Big Bang Theory" and "Blossom." The renewed partnership between Bialik and DeVry is a natural fit given Bialik's own STEM background: she earned her Doctorate of philosophy in neuroscience in 2007.

"My biology tutor on the set of 'Blossom' was a tremendously significant mentor for me, inspiring me to look at science and my academic skills in a different way," says Bialik. "Though I am currently employed primarily as an actress and not a neuroscientist, I still benefited from a role model showing me what I could achieve in the sciences. I think young girls today deserve the same thing and I want to give them the confidence they need to succeed in STEM."

The STEM industry has garnered national attention recently, most notably in President Obama's 2014 State of the Union Address. "Teachers and principals in schools from Tennessee to Washington, D.C. are making big strides in preparing students with skills for the new economy — problem solving, critical thinking, science, technology, engineering, and math," says President Obama. "Some of this change is hard. It requires everything from much more challenging curriculums and more demanding parents to better support for teachers and new ways to measure how well our kids think, not how well they can fill in a bubble on a test. But it's worth it — and it's working."

HerWorld is part of this national momentum. Bialik and guest speakers who are role models from a variety of STEM backgrounds show high school girls how they can apply their skills and intelligence to unique and interesting careers in STEM. Programs like HerWorld address a vital need to provide girls interested in STEM with mentors who can guide and motivate them throughout their educational and professional journeys. Closing the gender gap requires opening the eyes of the next generation to the many possibilities in STEM, and no one can do that better than the women who have seen their own aspirations come to fruition.

— Brandpoint

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ANDREW HARRER,
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GEORGE L. FREY FOR USA TODAY

Chandler Bradford reviews an experiment at BioInnovations Gateway, which pairs start-ups with young students interested in STEM jobs -- science, technology, engineering or math.

Want a hot job, good pay? Major in this

Pick the right field and recruiters will come knocking

Hadley Malcolm and MaryJo Webster
USA TODAY

Andre Jones is making more money a year and a half out of college than he ever would have solely on the merits of his geography degree. When the 25-year-old was laid off from his job as a digital mapper, he decided to do something about his nascent interest in building a website.

Jones started taking online courses in coding languages, and spent the past summer at an intensive boot camp for coders. He had three job offers by the end of June. Now he makes double his previous technician salary as a developer for a Pittsburgh-based start-up called Geospatial Corp.

"The job market is really strong, and they desperately need people," Jones says.

And his isn't the only kind of job companies are desperate to fill. Computer engineers, data analysts, physician assistants, software developers and petroleum engineers, to name a few,

are expected to become the most lucrative and highest demand professions in the next three years, according to a USA TODAY analysis of workforce projections by Economic Modeling Specialists International, a division of CareerBuilder.

The analysis shows 1.8 million new high-skill jobs are expected to be created by 2017, about a 6% increase from 2013. These jobs, which require at least a four-year bachelor's degree, will account for 27% of all new jobs in the next three years.

Four metros in Texas, three in Utah and three in the Pacific Northwest are expected to see significant job growth across most high-skill occupations, creating nearly 260,000 jobs.

Jobs with the highest expected growth rates include relatively rare ones as interpreters (projected growth of 19%) and genetic counselors (17%). But traditional jobs such as teachers, managers and accountants are adding the greatest number of

new jobs. STEM jobs -- those requiring a mastery of science, technology, engineering or math skills -- are overwhelmingly in high demand and will account for about 38% of all high-skill jobs created;

they are also typically among the highest paid.

Not all college grads have great prospects though. While the economy gained nearly 250,000 jobs in September, wage growth has remained flat and initial jobless claims are still at pre-recession levels, making pockets of demand especially notable.

Still, the country faces a serious problem when it comes to filling the jobs that require the highest level of skill and education: Not enough qualified job candidates, companies forced to leave positions open, hire unqualified people, recruit non-local talent or move business operations to new locations.

States are prepping for the del-



MORE ONLINE AT USATODAY.COM

The start-up scene helps make Portland, Ore., one of the top job-growth areas

ADDS GRAVI AT API

Investor kees as new iPad

Trish Regan
Special for USA TODAY

NEW YORK The n Thursday, and a sales numbers ha some of their lust ticipate much of tl we've seen befor sold-out stores ar from die-hard App company has "do introducing anoth to the marketplace

Ahead of the launch, activist Icahn, one of shareholders, is n for why he's an Ap: not just because o Icahn says there a matical and funda why he is commi 53 million shares i

Icahn never doe etly. So, last week, ed it was time fo back more stock i crease its earnings thus, its overall va so with a bang.

Icahn issued a letter to Apple CEO creating suspense teasing the letter account the prec Icahn argued tha incorrectly valui that shares shoul twice its current p

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While Icahn se numbers guy ("I bers don't lie" he

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and more people have health care than ever. High physician assistant practitioner jobs, with wages of about \$44 an hour, are expected to increase by 15% by 2017.

In areas of the country, such as health care providers, wages are especially high, particularly in areas where 217 of the counties face shortfalls, according to the U.S. Dept. of Health and Human Services. At the seven physician assistant programs at universities, only take students on average for a waiting class.

Washington state faces a similar problem in turning out graduates in STEM-related fields. The Seattle metro area has the top 10 areas of the state where high-skill jobs are expected to grow the most by 2017, according to companies Boeing, Microsoft and Amazon. The biggest demand will be for information security, computer systems and software developers. At the University of Washington, which has 700 students at the Institute of Health Care, the school has seen a decline in the number of students admitted each of the past three years, says director Brian Friedman. Nearly all graduates are immediately hired into jobs, he says, "meaning they don't have to ever re-examine."

GETTING AHEAD
 Colleges can't shoulder the cost of preparing a high-skill workforce, Friedman says. Universities can't move fast in hiring faculty and creating degree programs. Schools are adding cybersecurity and electrical engineering programs at UW Tacoma.



MICHAEL MUELLER FOR USA TODAY
 Career as a physician

TOP HIGH-SKILL OCCUPATIONS

Occupations expected to add the most new jobs by 2017:

Occupation	New jobs by 2017	% chg. from 2013
Postsecondary teachers	115,321	8%
General and operations managers	103,652	5%
Elementary school teachers ¹	86,643	7%
Accountants and auditors	70,064	6%
Software developers (applications)	64,281	11%
Computer systems analysts	54,061	11%
Marketing specialists and research analysts	53,614	13%
Management analysts	48,361	9%
Middle school teachers ²	39,330	7%
Software developers (systems software)	38,472	9%

¹ - except special education

² - except special and career/technical education

Sources: Economic Modeling Specialists Intl., CareerBuilder

WWW.FORTUNE.MAGAZINE.COM

have been ongoing for the past year-and-a-half to two years, Friedman says. And even once the programs become available next fall, they'll each have room for only 30 students.

Some also argue that the college system as a whole doesn't do enough to prepare young adults for the workforce. Colleges don't give students enough information about job and wage prospects by degree or require them to take enough classes in their major, says Anthony Carnevale, director at Georgetown University Center on Education and the Workforce.

If colleges don't prepare people for work, "they won't achieve their other missions," Carnevale says. "If you can't get a job you're not going to be a lifelong learner."

Plus, there's an issue of time when it comes to the education system. "The challenge is you can't snap your fingers and suddenly get people through 15 years of school," says Chris Harder, economic development director at the Portland Development Commission in Portland, Ore., another high-growth area with a burgeoning tech start-up scene. Portland is the fifth-ranked metro area expected to have significant job growth across nearly all high-skill occupations, behind Houston, Austin, San Antonio and Salt Lake City.

Retraining programs are popping up across the country. Portland-based Treehouse is an online coding school that teaches Web and mobile app development. An account costs \$25 a month and students can "gradu-

CEO Ryan Carson.

The advantage of programs like his, Carson says, is that they can get away with an extremely high student-to-teacher ratio. Treehouse works with 86,000 students around the world but has a staff of about 70.

Community colleges are also stepping up with more degree programs, graduating students in half the time it typically takes to finish from a university. Washington has more than 30 community and technical colleges, compared with just six public, four-year institutions. Many of them are adding degree programs such as a bachelor of applied science in application development and electrical engineering.

In other areas, states are dealing with the growing skills gap by trying to capture kids' interest in subjects such as engineering and math at a young age.

In Utah the governor's office created a STEM Action Center. The center provides funding for hands-on digital programs that teach students math skills, coding and engineering as early as seventh grade, and training opportunities for teachers in STEM curriculum.

Companies including Oracle, eBay and Adobe all have major operations in the Salt Lake City area, which some have dubbed Silicon Slopes for its concentration of tech companies against snowy mountains.

In the Granite School District in Salt Lake County, a program called BioInnovations Gateway provides lab space to local start-

upies employ high school and college students as interns. Some get hired straight out of high school.

With more than 7,000 new jobs in STEM fields expected across Provo, Salt Lake City and Ogden metro areas by 2017, getting future graduates interested now is crucial to filling the jobs gap, says Tami Goetz, director of the STEM Action Center.

"You can bring people out of state as a short-term fix, but if we don't address it internally we're just putting a Band-Aid on the problem," she says.

NOT JUST THE MONEY

Some tech companies say finding talent isn't the problem. Particularly on a global scale, there are plenty of data scientists and computer engineers, says Jeff Vijungco, vice president of global talent acquisition and development at Adobe. It's competing for the same high-skilled employee base as so many other data-driven companies that makes recruiting people difficult.

The top jobs Adobe is hiring for right now are designers, data scientists and software engineers, Vijungco says. Adobe has more than two dozen offices around the world, including one in Seattle and one in Lehi, Utah, outside of Salt Lake City.

"I can find them pretty quickly," Vijungco says, but "great talent has options."

As areas that have perhaps historically been viewed as second-tier markets expand, companies also have to persuade potential hires to come to cities such as Portland and Salt Lake City.

Surveys find Millennials in particular are prioritizing quality of life and work-life balance more than previous generations — convincing them to move to outdoors destinations like Oregon and Utah isn't necessarily a hard sell.

Pamela Ju, 27, moved to Portland from Cincinnati six months ago to work as a marketing analyst at Puppet Labs, an IT automation software company.

"Portland seemed like a really exciting place to live because of a lot of the lifestyle benefits that we hear so much about in the rest of the country," she says. "The public transit, the delicious food, beer, wine and coffee, the proximity to the mountains and the ocean."

Attracting the right talent to these growth areas will also be crucial to the local economies, say John Wenstrup and Joel Janda, partners at Boston Consulting Group in Seattle. Both contributed to a study out last year on the lack of locals who could fill a mounting jobs gap in Washington state. They found that if the gap is closed, it could mean 160,000 jobs and \$720 million a year in new state revenue.

Says Wenstrup, "There probably is no greater return on investment than doing things that attract people to fill these unfilled

~~Good morning~~ ^{afternoon} Chairman Mortimer and members of the committee, I am Penni Cyr, President of the Idaho Education Association. I am here today to ask you to support HB 300.

Next week, nearly 500 educators who are members and leaders of the IEA will converge for two days in Boise to attend our yearly Delegate Assembly. During those two days, these dedicated professionals will develop the specific course of action they expect the IEA to focus on over the next year.

Several years ago, one of those members— Twin Falls middle school teacher Peggy Hoy—came to the annual meeting with a concern. As a middle school teacher, she was appreciative of the work that the Middle Level Task Force had done to ensure that junior high/middle school students were held accountable for their preparation as they matriculated into high school. She believed this was critically important work and that her students would benefit from these decisions.

However, her district is set up for middle school. Unlike districts using the junior high system, students in Twin Falls move to the middle school as 6th graders.

Peggy knew that the credit system implemented as a part of the middle level task force recommendations was going to require that something be put in place to help those 6th graders who were at risk of failure to get the necessary credits to move to the next grade.

She knew that her district's ability to offer more support would require additional funding and she asked the IEA to help address this concern at the legislative level.

As she will speak to, we believe HB 300 is the mechanism that will ensure that districts that configure their schools on the middle school system instead of the junior high system will have the ability to offer alternative measures to struggling 6th graders.

Peggy is here today to testify in favor of HB 300; she will be able to tell you in real terms why she believes this piece of legislation is so important to her and her students.

Mr. Chairman and members of the committee, on behalf of the members of the IEA, I am asking you to send HB 300 to the floor with a do pass recommendation.

#1 Amended - AGENDA
SENATE EDUCATION COMMITTEE
2:00 P.M.
Room WW55
Tuesday, March 31, 2015

SUBJECT	DESCRIPTION	PRESENTER
H 309	Charter School - To create the Public Charter School Debt Reserve	Representative Clow
H 313	College and Career Advising	Tracie Bent, Policy Planning Officer State Board of Education
H 314	Waiver - Grant the State Board of Education rule making authority concerning the flexibility document associated with the Federal elementary and secondary education act.	Tim Corder, Special Assistant to the Superintendent, State Department of Education
	Page Graduation	Kayla Christensen

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer
Vice Chairman Thayn
Sen Keough
Sen Nonini
Sen Patrick

Sen Souza
Sen Den Hartog
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Tuesday, March 31, 2015

TIME: 2:00 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** convened the meeting at 2:02 p.m.

H 309: **Representative Clow**, District 24, presented **H 309** legislation to create the Public Charter School Debt Reserve. He explained the history of charter schools and that they are a school of choice. During the recession there were cuts made to the charter schools' budget. Most of the charter schools have thrived and have done well through creative methods of funding. This bill is to help charter schools fund their properties with the possibility in securing loans with a lower rate of interest. **Representative Clow** said it will also establish a debt reserve which would be housed in Idaho's Department of the Treasury with the understanding that the Joint Finance-Appropriation Committee (JFAC) would hold those funds and monitor the appropriation. Lenders would have more confidence to make loans, which would enable charter schools to secure loans at a lower interest rate. He reminded the Committee that charter schools are public schools, which are assured the student appropriations dollars but not property tax or bond dollars.

Emily McClure, Idaho Charter School Network, introduced her colleagues. She explained the process that charter schools encounter when trying to obtain loans for buildings. She highlighted the fact that they are viewed as a lending risk, and the interest rate for their loans are high. She explained the reasoning for this legislation and the rules imposed to make sure the funds would not be appropriated to other entities in the State. She highlighted the organizations that helped with the writing of this legislation. Their expertise was important to ensure that the procedures and funding mechanisms would be adequate. **Ms. McClure** explained the process a charter school would have to undertake to acquire a loan. She detailed how the funds would be repaid and what funds would be used in the case of default. She concluded saying that higher interest rates take money out of the classroom (see attachments 1 and 2).

Senator Ward-Engelking asked if the State would be responsible for some of the debt status of the charter schools. **Ms. McClure** replied in the negative. She explained that the money appropriated for the repayment fund is the only resource the State will have to allocate.

Senator Souza asked if the charter schools would be paying into the reserve fund. **Ms. McClure** answered that the legislation requires that the charter schools pay about ten basis points into the fund. That creates ownership for the charter schools and make sure that the fund will be used wisely and responsibly.

Senator Buckner-Webb asked which type of public school would not be eligible for this benefit. **Ms. McClure** said the online charter schools probably would not benefit from this legislation. Existing traditional schools have statutes that support their funding concerns.

Vice Chairman Thayne asked for an explanation of 1.2 times. **Chairman Mortimer** replied typically a lender is looking for sufficient cash flow to cover the payment 1.2 times annually.

TESTIMONY: **Bill Russell**, Northstar Charter School (NCS) Board Member, Idaho Charter School Network Board Member, said that NCS is the largest brick and mortar charter school in the State. He explained NSC's past debt and the renegotiation of the loan, and that he had witnessed the problems charter schools have had in trying to grow. He expressed his frustration about the funding process for charter schools, but indicated that this bill is a good start to helping charter schools grow. He asked the Committee to support **H 309**.

Don Keller, Executive Director, Sage International Charter School (SICS), spoke in support of **H 309**. He explained the expansion work that SICS is hoping to do, but said the high interest rates make that prohibitive. He detailed the risk that charter schools have and why that keeps the model from growing into the rural areas of the State (see attachment 3).

Karen Echeverria, Executive Director, Idaho School Boards Association (ISBA), stated that they are in opposition to **H 309**. She said they are concerned with the funding piece of the legislation, and would like the legislation to be more definitive. She explained the rigorous process the traditional schools must undertake to get building funding. **Ms. Echeverria** asked that **H 309** be held in Committee so that stakeholders can come to a consensus.

Senator Ward-Engelking asked if there is the ability to acquire matching funds or private donations for the debt reserve fund. **Ms. McClure** replied the bill has a provision for private donations.

Representative Clow concluded by explaining that JFAC requested that there be no specific appropriation funding component; the fiscal note is at the discretion of JFAC. He pointed out that districts can attempt a two-thirds bond election or supplemental and school facilities levies at 50 percent election. Each type of election can be difficult, yet none of those options are available to charter schools. He concluded by informing the Committee that this bill has created interest in the lending market, and two new lenders have come forward indicating their interest in lending to charter schools.

MOTION: **Senator Souza** moved that **H 309** be sent to the floor with a **do pass** recommendation. **Senator Patrick** seconded the motion. The motion passed by **voice vote**. Senator Mortimer will carry **H 309** on the floor.

H 313: **Tracie Bent**, Chief Policy and Planning Officer, State Board of Education (SBE), presented **H 313**, college and career advising. She stated this legislation is a result of the Governor's Task Force Committee's (GTFC) recommendation as well as the work SBE has doing regarding the importance of career and college advising, mentoring and coaching. She walked the Committee through the specifics of the legislation and explained the areas of funding, spending, technical wording, and job descriptions. **Ms. Bent** said that included in the bill is the flexibility for local districts to have the type of counseling that is best for their students. She described each of the different types of counselors listed in the legislation and explained the training that they must have secured in order to be a career counselor.

TESTIMONY: **Harold Ott**, Director of Rural Schools Association, Idaho Association of School Administrators (IASA), thanked those who worked on the bill. He explained they are in support of **H 313** because it is in direct line with the GTFC work and the 60 percent goal set by the SBE, and it is very supportive of STEM education. He expressed that the flexibility in the bill is beneficial to districts so they can use the most effective individualized delivery method.

Jess Harrison, Policy and Government Affairs Director, Idaho School Boards Association (ISBA), is in support of **H 313**. ISBA worked with the sponsors of this bill and believes that this legislation gives the districts the flexibility they need to implement this important program which will aid students in college and career decisions.

Ms. Bent concluded by saying this legislation is working in other districts. She emphasized that it is important to get something legislated so other districts will begin or continue working on career and college advising.

MOTION: **Senator Patrick** moved to send **H 313** to the floor with a **do pass** recommendation. **Senator Thayn** seconded the motion. The motion passed by **voice vote**. Senator Patrick will carry **H 313** on the floor.

H 314: **Tim Corder**, Special Assistant to the Superintendent, State Department of Education (SDE), presented **H 314**, which is the flexibility waiver to grant the SBE rulemaking authority concerning the flexibility document associated with the Federal Elementary and Secondary Education Act (ESEA). The legislation adds a new section to support the flexibility waiver, which will provide testing requirements to satisfy the minimum federal requirements of the consolidated state performance report.

Vice Chairman Thayn asked how long will the new waiver be in place. **Mr. Corder** replied this is year-to-year for three years.

Senator Souza said she would like the reassurance from the SDE that they will be rebranding the Common Core standards to be more reflective of Idaho. **Superintendent Ybarra** explained that due to copyright laws the Common Core standard cannot be rebranded. The SDE could make changes to the standards and customize a new standardized test. She explained that the SDE can vet it through the normal process and publish the standards pertinent to Idaho. She detailed how using past standards would be used to create new standards.

Senator Souza asked if the new standardized test would still be controlled by the Common Core board at the Federal Department of Education (FDE). **Superintendent Ybarra** replied in the negative. The FDE requires that the tests be college and career aligned standards. FDE does not oversee which specific test would be used.

MOTION: **Senator Den Hartog** moved to send **H 314** to the floor with a **do pass** recommendation. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**. Senator Den Hartog will carry **H 314** on the floor.

PAGE GRADUATION: **Kayla Christensen** stated that she really enjoyed her time here as a Page. She said that she learned Senators are real people doing the best for Idaho. She explained her future plans for graduation and further education.

Senator Souza asked what if she has defined an area of study after her secondary schooling is completed. **Ms. Christensen** replied currently she is interested in nutrition.

Vice Chairman Thayn said he knew where she lived in Emmett and there are a lot of mosquitoes in that area, maybe she should consider a way to save the world from them.

Chairman Mortimer thanked her for her service and presented her with a letter of recommendation and a gift.

ADJOURNED: There being no more business, **Chairman Mortimer** adjourned the meeting at 3:02 p.m.

Senator Mortimer
Chair

LeAnn South
Secretary

HB 309 - Charter School Debt Reserve Fund

Thank you Mr. Chairman and Members of the Committee, I am Don Keller, Executive Director of Sage International School, a K-12th IB charter school here in Boise. I am here to testify in favor of HB 309 and will use my experience as Executive Director of Sage International to highlight the tremendous budget savings the proposed Charter School Debt Reserve Fund will create.

HB 309 WILL KEEP MORE EDUCATION DOLLARS GOING INTO THE CLASSROOM V. PAYING INTEREST

First, the Reserve Fund will help cut the pipeline of education dollars going to banks, instead of into the classroom, in the form of high interest rates on charter facilities debt.

There are over 40 charter schools in Idaho all struggling with facilities costs. The most costly option for a charter is to rent their facility: (1) the owner will look to make an 8-12% return on investment; (2) leases typically provide for rent increases every 3-5 years; (3) the school never builds up any equity in the property; and (4) rents go on forever - you never 'pay off' the building. So these 40+ charters should all be looking to buy their facility to decrease annual costs and to build an equity position.

As an example, Sage International is currently working to secure financing to purchase it's 8-acre, 100,000 SF campus at a cost of \$11,800,000 or \$118 per SF - that is a very low price point. Let's suppose Sage International could secure a 25 year loan at 7% for 100% of the purchase price. Now, let's suppose HB 309 is enacted and funded and Sage International could secure the same loan at 4% - a 3% decrease in our interest rate. Based on our experience, these are realistic figures.

With a 7% loan, in rough terms, each year for 25 years Sage International would pay the bank \$826,000 in interest (not accounting for principal). That is \$826,000 taken from our already-stressed education budget every year to pay bank interest. Over 25 years, Sage will hand over \$20,650,000 of taxpayer education funds to the bank in interest payments.

With a 4% loan made possible by HB 309, Sage International would pay \$472,000 per year in annual interest for a total of \$11,800,000 in interest over 25 years. Still a lot of education funding to spend on interest, but compared to 7% this is a game changer.

With the 4% loan, each year Sage International (Idaho taxpayers) will save \$354,000 in interest payments. Sage International will spend these taxpayer funds where they should be spend - educating Idaho public school children. \$354,000 could mean 7 more teachers each year!!! Over 25 years, with the 4% loan, Sage International could repurpose \$8,850,000 of taxpayer money back into the classroom rather than paying interest to a bank.

HB 309 WILL ALLOW HIGH-PERFORMING CHARTERS TO REPLICATE AND EXPAND INTO RURAL IDAHO

Next, I would like to discuss the how HB 309 will increase the feasibility of replicating high-performing Idaho charter schools, particularly in rural Idaho. Sage International recently explored the feasibility of opening a second Sage International in a rural location and ultimately tabled the idea in large part because of the facilities barrier. Banks and prospective private owners see a school in a rural area as an even higher risk meaning they either are not interested in the project or they demand a very high rate of return -

one developer indicated they would want an 18-20% return to even consider our project. Even as an existing charter with 5 years of solid financials, a record of high academic performance, an enrollment increase from 218 to 854 students, a sophisticated board, and an 850-student waitlist for our school in Boise, as a stand-alone entity, lenders and developers see us as too risky to invest in - particularly when looking at rural markets with smaller student populations. With the state support provided in HB 309 for high performing schools meeting the qualifying standards, maybe Sage International could replicate in rural Idaho, that option is not available to us as a stand-alone entity without some form of state backing.

IN CONCLUSION - WHAT HAVE I LEARNED AS E.D. OF SAGE INTERNATIONAL?

We need the Debt Reserve Fund proposed in HB 309 just to get lenders to the table. Even having done everything right, six of the eight banks we met with walked away after our first meeting. They simply saw us as too risky as 'stand-alone' entities.

We need the Debt Reserve Fund proposed in HB 309 to make replication of high-performing charter schools feasible, particularly in rural Idaho. We need to be able to purchase our facilities (recall renting in perpetuity is the worst option) and at the lowest possible interest rates.

Finally, and most importantly, we need the Debt Reserve fund proposed in HB 309 to stop charters from sending millions of dollars of education funding to banks in the form of interest payments. As I discussed, for Sage International alone, helping us obtain 4% financing would allow us to spend an additional \$354,000 of our annual budget on kids, on classrooms, on teachers. That is just Sage International - there are 40+ charters in Idaho - HB 309 could

push millions of dollars back into the classroom each year and hundreds of million dollars back into the classroom over the next few decades.

As Executive Director of a growing, thriving Idaho charter school, I have learned that facilities costs are the primary barrier to new charters, to charter growth and to possible replication. HB 309 helps address this challenge by making facility financing more efficient and less costly. There is nothing more painful or dissapointing then spending 20% of my education budget each year on a building. I want to spend all of those funds educating students - HB 309 represents a significant step in that direction.

Thank you and I will stand for any questions.



Advancing Quality
Improving Achievement

IDAHO PUBLIC CHARTER SCHOOL FACT SHEET

How many charter schools are there in Idaho and how many students do they serve?

There are 48 charter schools serving about 19,600 students.

How many students are on charter school wait lists?

There are about 11,000 students on wait lists to get into a public charter school?

Are public charter schools free and open to anyone?

Public charter schools are free and open to anyone who applies. Charter schools with waiting lists have a lottery process for new students.

How many charter schools have closes since the program's inception in 1998?

Nine schools have closed since 1998 and most for financial reasons.

What percentage of the charter school population is considered in poverty?

According to the Office of Performance Evaluation, the statewide average poverty rate for charter schools in 2011-12 was 46 percent, while the statewide average for traditional schools was 50 percent. These numbers have probably inched up for each sector in recent years.

What is the percentage of charter school students receiving special education services?

According to the Office of Performance Evaluation, students receiving special education services in charter schools average eight percent, while the district average is 10 percent.

How many Idaho charter schools are "for profit?"

Idaho has four schools – all online models – run by "for profit" school management companies.

How do charter school students perform academically compared to students in traditional Idaho public schools?

Overall, Idaho's charter school students perform well in comparison to other Idaho public school students. On the 2014 "SAT" five of the top six scoring high schools were charters. Idaho charter school students as a group perform better on the National Assessment of Educational Progress (NAEP) reading and math assessments than their traditional district school peers. In 2013, fourth and eighth grade charter students outpaced their district peers in both reading and math. But not all charters are high-flyers academically. Some of the state's lowest graduation rates are found in charter schools.

Who governs Idaho charter schools?

Charter schools are started and governed by parents, educators, or school innovators, but to operate a charter school, a governing board needs to get approval from a charter school authorizer. In Idaho, school districts, the Idaho Charter School Commission and state and private (non-denominational) universities and colleges are the only organizations that may authorize public charter schools.

Good afternoon Mr. Chairman, Members of the Committee. My name is Emily McClure. I'm an attorney and a lobbyist and am here today on behalf of the Idaho Charter School Network to ask for your support for House Bill 309.

- Terry Ryan
- Marc Carnignan
- Cory Phelps

Introduction

As you've heard from lenders and charter school leaders, Idaho's public charter schools struggle to build, buy, expand or improve facilities.

- Charter schools are public schools, and are largely funded by public dollars appropriated by the Legislature.
- However, they're not able to participate in bond and levy elections.
- So when they want to expand, or need a new roof, they go out onto the private lending market to get loans
- Unfortunately, most lenders view charter schools in Idaho as a poor credit risk.
 - o They usually don't have a significant down payment, or much equity.
 - The money they bring to the table is whatever combination they can pull together from state funds, private donations, grants, and other fundraising efforts.

What it does

This bill would create a bucket that will sit in the treasury. When public charter schools go out to lenders to borrow money, they could point to this pot of money and say “if for some reason we default on this loan, money can be withdrawn from this fund to pay our monthly payments until we can renegotiate the terms of the loan.”

With that assurance, which is similar – but smaller - to the assurance traditional public schools are able to give banks, the banks offer lower interest rates on the loan.

However, there are some really important sideboards here.

- The idea is for this pot of money to sit in the treasury where it will work for public charter schools by not going anywhere.
- In an effort to ensure that this money will not go anywhere, we've included some very strict criteria for which charter schools can qualify to point to this fund.

Funding

- Finally, we consulted with some key folks on JFAC to ensure we got the funding language right.
- With help from the budget analysts, this bill is drafted in such a way that it can receive funds any number of ways:
 - o surplus funds, one time appropriations, continuing appropriations, whatever the legislature decides.
- We have also not requested a specific dollar amount. It will hold whatever the legislature decides – the more money, the more schools it can help.
- It is also drafted with a delayed effective date of July 2016, giving it a couple of years – and the budgeters advanced notice - to start accumulating funds.

Risk

Now, even though we've tried the best we can to minimize the risk, there is risk.

- If something happens and a public charter school that met all these criteria, and was approved by the lender and by IHFA to point to this fund, actually defaults on the loan, money could be withdrawn from the fund.
- However, first, the charter school would have to show that no other money is available to make its payment.
- Then, IHFA and the superintendant could start paying those monthly payments while they renegotiate the terms of the loan.

However, there are clear limits to minimize the risk to the state.

- The language specifies that the fund could be used to pay not more than 24 months of payments.
 - o For example, if a public charter school makes payments of \$10k per month, this fund could never be used to pay more than \$240,000.
- and it can only come from this fund – not from the full faith and credit of the state, or from the tax base, or from any other source, so it is further limited to the amount that actually exists in this fund.

Moreover, again, with the criteria in 2(b), these are the schools that are the least likely to default.

Amount in Fund

Again, this bill does not request a specific dollar amount. That is up to the legislature. The more in the fund, the more schools this can help.

- For example, if there is \$5m in the fund, that \$5m could be used to back up 24 months of payments at an estimated 5%, which would allow for total borrowing of around \$33m spread out over several schools at reduced interest rates, which would result in a savings of public dollars to the tune of approximately \$250,000 every year.

- Similarly, if the amount in the fund is \$10m, that could be used to back of 24 months of payments at an estimated 10% which would allow for total borrowing of around \$65m at reduced interest rates, and would result in a savings of approximately \$500,000 of public money every year.



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How many charter schools have closes since the program's inception in 1998?

Nine schools have closed since 1998 and most for financial reasons.

What percentage of the charter school population is considered in poverty?

According to the Office of Performance Evaluation, the statewide average poverty rate for charter schools in 2011-12 was 46 percent, while the statewide average for traditional schools was 50 percent. These numbers have probably inched up for each sector in recent years.

What is the percentage of charter school students receiving special education services?

According to the Office of Performance Evaluation, students receiving special education services in charter schools average eight percent, while the district average is 10 percent.

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Idaho has four schools – all online models – run by "for profit" school management companies.

How do charter school students perform academically compared to students in traditional Idaho public schools?

Overall, Idaho's charter school students perform well in comparison to other Idaho public school students. On the 2014 "SAT" five of the top six scoring high schools were charters. Idaho charter school students as a group perform better on the National Assessment of Educational Progress (NAEP) reading and math assessments than their traditional district school peers. In 2013, fourth and eighth grade charter students outpaced their district peers in both reading and math. But not all charters are high-flyers academically. Some of the state's lowest graduation rates are found in charter schools.

Who governs Idaho charter schools?

Charter schools are started and governed by parents, educators, or school innovators, but to operate a charter school, a governing board needs to get approval from a charter school authorizer. In Idaho, school districts, the Idaho Charter School Commission and state and private (non-denominational) universities and colleges are the only organizations that may authorize public charter schools.

- How many students are in Charter Schools?

According to the state department of education, there are currently 49 charter schools serving just over 19,605 students

- How many Charter Schools have closed since inception? Which I believe is 8, can I get a list of when and why?

According to the Office of Performance Evaluation there are nine that have closed since 1998, these are the schools that have closed and the reasons why:

- Lost Rivers Charter School in Arco - Not Renewed
 - Renaissance Charter School in Moscow - Not Renewed
 - Hidden Springs Charter School in Boise - Financial
 - Idaho Leadership Academy in Pingree - Financial
 - Nampa Classical Academy in Nampa - Financial
 - Owl Charter in Nampa - Financial
 - DaVinci Charter in Boise - Financial
 - Wings Charter School in Twin Falls - Financial
 - Odyssey Charter School in Idaho Falls - Financial and inability to get accredited
- What percentage of the Charter School population is free and reduced lunch program?

According to the Office of Performance Evaluation, the statewide average poverty rate in charter schools in 2011-12 was 46%, while the statewide average for traditional schools was 50%. I suspect these numbers are very similar for 2014-15 with both inching up a little.

It is also worth noting that when it comes to students receiving special education services charter schools average 8% while districts average 10%

- How many Charter Schools have a cafeteria to provide free and reduced lunches?

This isn't tracked by the state. We could survey schools and get this number to you if needed. As facilities are a challenge for charters, most of the schools I've visited have multi-purpose rooms that also serve as cafeteria's and gymnasiums and theaters, etc.

- How many schools are "for profit".

AGENDA
SENATE EDUCATION COMMITTEE
8:30 A.M.
Room WW55
Wednesday, April 08, 2015

SUBJECT	DESCRIPTION	PRESENTER
H 323	Education, renewable contracts	Marilyn Whitney, Office of the Governor
Minutes Approval:	March 25, 2015	Senator Ward-Engelking
Minutes Approval:	March 26, 2015	Senator Den Hartog
Minutes Approval:	March 30, 2015	Senator Nonini
Minutes Approval	March 31, 2015	Vice Chairman Thayn

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer
Vice Chairman Thayn
Sen Keough
Sen Nonini
Sen Patrick

Sen Souza
Sen Den Hartog
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

LeAnn South
Room: WW39
Phone: 332-1321
email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Wednesday, April 08, 2015

TIME: 8:30 A.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** opened the meeting at 8:30 a.m.

H 323: **Traci Bent**, Chief Policy Planning Officer, State Board of Education, presented **H 323** which makes technical corrections to Section 33-515, Idaho Code. She explained this resolves a conflict that was created with the passage of **H 296** and **S 1088**.

Vice Chairman Thayn asked for further clarification on the sunset clause in **H 296**. **Ms. Bent** replied there is no sunset because **S 1088** removed it. **H 323** is a trailer bill to correct the language in Idaho Code § 33-515.

MOTION: **Vice Chairman Thayn** moved to send **H 323** to the floor with a **do pass** recommendation. **Senator Nonini** seconded the motion. The motion passed by **voice vote**. Chairman Mortimer will carry **H 323** on the floor.

MINUTES APPROVAL: **Senator Ward-Engelking** moved to approve the Minutes of March 25, 2015. **Senator Den Hartog** seconded the motion. The motion passed by **voice vote**.

MINUTES APPROVAL: **Senator Den Hartog** moved to approve the Minutes of March 26, 2015. **Senator Souza** seconded the motion. The motion passed by **voice vote**.

MINUTES APPROVAL: **Senator Nonini** moved to approve the Minutes of March 30, 2015. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**.

MINUTES APPROVAL: **Vice Chairman Thayn** moved to approve the Minutes of March 31, 2015. **Senator Nonini** seconded the motion. The motion passed by **voice vote**.

ADJOURNED: There being no more business, **Chairman Mortimer** adjourned the meeting at 8:36 a.m.

Senator Mortimer
Chair

LeAnn South
Secretary