

MINUTES
HOUSE EDUCATION COMMITTEE

- DATE:** Wednesday, January 17, 2018
- TIME:** 8:30 A.M.
- PLACE:** Room EW41
- MEMBERS:** Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Mason), McCrostie, Toone
- ABSENT/
EXCUSED:** None
- GUESTS:** Rob Winslow, Idaho Association of School Administrators; Harold Ott, Idaho Rural School Administrators; Quinn Perry, Idaho School Boards Association; Dr. Linda Clark, Mike Keckler, State Board of Education; Marilyn Whitney, Governor's Office; Roger Brown, Boise State University;
- Chairman VanOrden** called the meeting to order at 8:35 a.m.
- MOTION:** **Chairman VanOrden** made a motion to approve the Interim Task Force Minutes of June 27, 2017. **Motion carried by voice vote.**
- MOTION:** **Rep. McCrostie** made a motion to approve the minutes of January 9, 2018 and January 11, 2018. **Motion carried by voice vote.**
- RS 25613:** **Chairman VanOrden** explained there would be more details about the legislation available after they were introduced. Today's meeting was to determine whether or not to send the legislation for introduction.
- Tracie Bent**, Chief Planning and Policy Officer, State Board of Education, spoke to **RS 25613**. She explained the three community colleges receive distributions from the state liquor fund, in the amount of \$200,000 each, for a total of \$600,000 from the state liquor fund. With the addition of another community college, that amount would be reduced to \$150,000 each, without this legislation. RS 25613 authorizes the state liquor fund to distribute \$800,000 to the community colleges. In response to questions from the committee, Ms. Bent said the amount in the liquor fund varies each year. She will provide the committee with the current amount at the bill hearing.
- MOTION:** **Rep. Amador** made a motion to introduce **RS 25613**. **Motion carried by voice vote.**
- RS 25624:** **Ms. Bent** spoke to **RS 25624**. She explained work study students at college currently have workman's compensation both through the college and through the company for which they work, as part of work study. This legislation removes the requirement for the college to provide coverage if the business is providing coverage.
- MOTION:** **Rep. DeMordaunt** made a motion to introduce **RS 25624**. **Motion carried by voice vote.**

RS 25625: **Tracie Bent** spoke to **RS 25625**. She explained some college students who may choose to do their undergraduate work in another state may not qualify for residency status when they return to Idaho for graduate work. Current Code requires residency within the last six years, and the gap of three to six months between graduating from the out-of-state college, and beginning graduate work at an Idaho college, means these students do not qualify for residency status and tuition in Idaho. This RS extends the requirement to the previous seven years. In response to questions from the committee, Ms. Bent said only four to five students who experienced this barrier to qualifying for residency status contacted their office, but their could be more students for whom this is a consideration. This type of student is part of a group of students the state wants to encourage to return to Idaho.

MOTION: **Rep. DeMordaunt** made a motion to introduce **RS 25625**. Motion carried by voice vote.

RS 25663: **Ms. Bent** spoke to **RS 25663**. She explained that Idaho Code requires school districts to maintain personnel files. The wording is "past job performance." The Board has found that, in some cases, school districts did not understand that they should keep more than a summative evaluation score, and this RS clarifies what should be kept in the personnel file. In response to questions from committee, Ms. Bent said the Board found that, in some cases, only a proficient or distinguished rating was in the file, with no supporting evidence, such as observation notes, which support the score. State employees, for example, have an evaluation form which supports the evaluation rating. In some cases, the Board found administrators had limited or no training in how to conduct evaluations, and legislation will be coming to the committee dealing with training.

Rep. Kerby said he hoped the Board would be able to explain how this change will improve student scores, in a full hearing.

Chairman VanOrden reminded the committee that introducing legislation does not mean the committee will pass it. Those details can come out in a bill hearing.

MOTION: **Rep. Amador** made a motion to introduce **RS 25663**.

ROLL CALL VOTE: **Chairman VanOrden** requested a roll call vote on **RS 25663**. **Motion failed by a vote of 4 AYE and 11 NAY. Voting in favor of the motion: Reps. VanOrden, McDonald, Amador, DeMordaunt. Voting in opposition to the motion: Reps. Shepherd, Boyle, Mendive, Kerby, Cheatham, Moon, Syme, Ehardt, Kloc (Mason), McCrostie, Toone.**

RS 25665: **Tracie Bent** spoke to **RS 25665**. She said this rule docket concerns the optional retirement program, and removes out-dated sections about leaving PERSI.

MOTION: **Rep. McCrostie** made a motion to introduce **RS 25665**. **Motion carried by voice vote.**

Dr. Linda Clark, State Board of Education, gave a presentation on the governor's higher education task force. She praised it, saying the work was done by a large committee, with many stakeholders, in a small amount of time. She introduced **Bob Lokken**, Chairman, Idaho Businesses for Education.

Mr. Lokken said the main purpose of the task force was to better understand the problem of Idaho's go-on rate for post-secondary education. The economy requires more cognitive digital work, and there is a need for more employees with post-secondary education. He said there are currently 100,000 students in post-secondary education in Idaho, which is 42% of Idaho high school graduates. Idaho needs to add 46,000 more students to reach the 60% goal, which will cost an extra 260 million dollars a year. Idaho has been working on the goal of 60% for seven years, and the numbers haven't moved, he said. Even if Idaho could afford 46,000 more students in post-secondary education, he added, the numbers would not show up. The task force identified the need for a new delivery system, which solves the go-on problem for rural and low-income students. Youth from higher socio-economic backgrounds are already attending post-secondary education at a rate of 60%, but rural and low-income youth are only attending post-secondary school at a rate of 10%. The question the task force studied was how Idaho can design and afford a new system.

Dr. Clark said many recommendations of the task force concern the system of delivery. She expressed a need for a single Board which oversees kindergarten through graduate education. The task force looked at places of duplication, and areas of difficulties with this type of system. Cost savings would be re-invested in programs of higher education. One misperception, she added, is that the need is only for employees with four-year degrees. There are also needs for employees with certificates from industries and two-year degrees. Dr. Clark talked about a kindergarten through age twenty pipeline of education, saying structural differences will remove barriers, prepare students for the reality of life, and increase the rigor and relevance of the senior year of high school.

Mr. Lokken said Idaho needs 18% growth to get to 60%. The task force discussed a system which includes a digital campus. All eight post-secondary schools are working on online classes for people in rural areas and for people who cannot relocate to a physical campus. However, the digital campus system would need to have a centralized curriculum, and would need portals to the education, such as libraries. The current system is a disservice to students, when their credits from one institution do not transfer to another institution, he added. Mr. Lokken also addressed the idea of having guided pathways in education, starting in kindergarten, which includes the following: parent engagement, student academic and career planning, proactive advising with early and urgent intervention, work-based learning, and community engagement. The guided pathways would improve certificate and degree completion, he added. Mr. Lokken said Idaho's existing system is continually improving, but the statewide digital delivery system discussed by the task force has a different structure, including how it is built and how it delivers education. A need exists for a central system of delivery, which partners with local libraries and educational institutions. This would increase access to higher education, to a diverse range of populations throughout the state, and make post-secondary education more affordable. The statewide digital delivery system would bring education to students at the time and place of their choosing, in an affordable way. It is designed to target those students for whom the current system is not working.

Mr. Lokken said one recommendation of the higher education task force is for the state to increase funding for scholarships, to remove cost barriers for new and returning students who don't qualify for merit-based assistance. He said the task force recommends adding five million dollars to the Opportunity Scholarship and to increase the adult learner scholarship. The task force discovered there is a large section of adults with some college but no certificate or degree. Another recommendation is to work on an outcomes-based funding formula. He recommended working with a technical committee and outside experts, such as National Center for Higher Education Management Systems, to ensure the outcomes-based funding model is fully vetted and that proper weighting is provided for each of the formula's metrics. Other recommendations are the following: shift CTE classes to mastery and not seat time, expand internships and apprenticeships, allow industry certificates to be used towards a degree, and partner with industry.

In response to questions from the committee, **Dr. Clark** said CTE classes are already aligned with industry standards, and are using a mastery-based system to measure the skills necessary to succeed in the industry. CTE is a good place to start competency-based learning models, she added. Dr. Clark explained the statewide digital delivery system would not be associated with one educational institution, which should help with credit transfer. The Board is committed to solve the problem of credit transfer, she added.

In response to questions from the committee, **Mr. Lokken** said the new educational system cannot be created or supported by a single campus or institution. There needs to be leadership which can consolidate functions without requiring new funds, he said, such as an executive of this state-wide campus. The task force looked at other states, and many use chancellor systems. However, the task force felt a shared services model would be more efficient. One part of the consolidation will be to consolidate the eight distance learning systems, he added.

Dr. Clark explained the request for \$500,000.00 was for the study and consulting work required to look at other states' systems. Some states use a chancellor system, and others use a commissioner. The state of Maine coordinates seven universities under a single Board, she added. In response to questions from the committee, Dr. Clark said the presidents of Idaho's community colleges were on the task force. Idaho could begin with the four universities in the system, and the community colleges could opt in to the system. However, she added, the statewide system would coordinate more than post-secondary resources. The system would be a kindergarten through post-secondary system.

In response to questions from the committee, **Mr. Lokken** said the digital campus would combine elements of distance learning with local support, such as libraries. Currently, existing institutions use distance learning as an extension of their campuses. A distance learning class at an Idaho institution of higher education currently costs the same or more than a regular campus class. The digital campus would partner with current systems to make the best use of resources, he added. If it is built correctly, it can provide higher education to rural and low-income people at an affordable price, said Mr. Lokken.

In response to questions from the committee, **Dr. Clark** said the task force has absolutely no interest in moving towards a regency model. The statewide system is about restructuring the office of the State Board of Education. The Board is currently understaffed, she added. It will be necessary to restructure the agency and hire a director of the statewide system.

In response to questions from the committee, **Mr. Lokken** said the task force envisions a post-secondary system with many options for Idaho Citizens, to fit their lives and circumstances. The idea is to present citizens options. The scope of the problem means Idaho needs another delivery option available, he added.

In response to questions from the committee, **Dr. Clark** said Maine began this task during the economic downturn. Maine has saved over 200 million dollars during the last seven years, and have invested the money back into the system, to make a bigger impact for students. The Board is requesting \$500,000.00 to help determine where to start, and to determine a timeline for completion.

Mr. Lokken said the members of the task force bench marked savings in two different ways. The economy of scale will save approximately forty million dollars. The Board will bring in a specialist to determine how to use Idaho's educational resources more efficiently. **Rep. Ehardt** commented that BYU-Idaho is doing this on a national level. Dr. Clark said the Board is using that institution as a resource, because it is currently doing a number of the things discussed.

Rep. Moon commented that a trend in Idaho is for young people to find jobs, rather than go to post-secondary education. Idaho has the lowest rate of unemployment rate in years, she added, and the economics of today are taken into consideration.

Mr. Lokken replied that the unemployment rate does not take into account the jobs which could not be filled with Idaho workers. Idaho mirrors the nation, in that both have low employee participation, he added, meaning citizens are opting out of employment. Those numbers are not reflected in the unemployment rate. If Idaho creates this system at a slow, thoughtful rate, he added, it won't need to lay off a large number of employees, like Maine did. Mr. Lokken added that many jobs which did not previously require post-secondary education now do require it. A forklift operator at Simplot now needs computer skills too, he added.

In response to questions from the committee, **Dr. Clark** said the Board does not know the number of rural students who choose to remain on the family farm. However, she added, there are a significant number who would like to get a degree but who are reluctant to leave home, and are place bound. Changing the delivery system is how we can meet the changing reality, she said. Dr. Clark said the intent of the Board is for legislation to come to the committee to make the necessary changes.

ADJOURN:

There being no further business to come before the committee, the meeting was adjourned at 10:03 a.m.

Representative VanOrden
Chair

Jenifer Cavaness-Williams
Secretary