

MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Tuesday, February 06, 2018

TIME: 8:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman VanOrden, Vice Chairman McDonald, Representatives Shepherd, Boyle, Clow, Mendive, Kerby, Cheatham, Amador, DeMordaunt, Moon, Syme, Ehardt, Kloc (Chilcote), McCrostie, Toone

**ABSENT/
EXCUSED:** None

GUESTS: Marilyn Whitney, Governor's Office; Gidion Tolman, Division of Financial Management; Harold Ott, Idaho Association of School Administrators; Quinn Perry, Idaho School Boards Association; Jason Kreizenbeck, Lobby Idaho, LLC

Chairman VanOrden called the meeting to order at 8:05 a.m.

MOTION: **Rep. Amador** made a motion to approve the minutes of January 25, 2018. **Motion carried by voice vote.**

MOTION: **Rep. Amador** made a motion to approve the minutes of January 26, 2018. **Motion carried by voice vote.**

MOTION: **Rep. Moon** made a motion to approve the minutes of January 23 and January 24, 2018. **Motion carried by voice vote.**

RS 25904: **Rep. Toone** spoke to **RS 25904**. She said Idaho's rural school districts have challenges of closing the academic gap and facing a teacher shortage. Thirty-three of Idaho's eighty-three school districts started the year with unfilled teaching positions, said Rep. Toone, and there were 120 total vacancies on the first day of school, in thirty-three school districts. From the year 2011 to 2014, Idaho's student population had increased by 14,000 students, but only gained 400 new teachers in that time. Idaho's student population is increasing, and its teacher supply is decreasing, said Rep. Toone. Twelve states have loan forgiveness programs for teachers, and this legislation is designed to attract and retain Idaho teachers. The state wants the next generation of teachers to come back to Idaho, she said. The small loan forgiveness amount will give new teachers one less expense to worry about as they start their careers, and if new teachers are not supported, they will leave teaching within five years, said Rep. Toone.

MOTION: **Rep. Syme** made a motion to introduce **RS 25904**. Motion carried by voice vote.

RS 25888: **Duncan Robb**, Chief Policy Advisor, State Department of Education, spoke to **RS 25888**. The legislation makes revisions to Idaho Code § 33-1632. It allows more schools to participate in the mastery-based learning pilot, by removing the statutory cap on participation. It also adjusts the statute to support Idaho's transition to more long-term use of a mastery-based model. Subsection 3 creates a mastery education network, which reflects current practice, said Mr. Robb. Subsection 4 removes the cap on the number of participating schools, and subsection 4c adds language about which districts may apply for funds, and charges them with creating a sustainability plan. Subsection 6 describes how the school does not need to reapply, and the definition of "incubator" is removed, as it is no longer used.

MOTION: **Rep. Kerby** made a motion to introduce **RS 25888**.

In response to questions from the committee, **Mr. Robb** said funds are available to districts willing to participate. **Rep. Clow** said he thought there is a fiscal impact.

**VOTE ON
MOTION:**

Motion carried by voice vote.

RS 25943:

Mr. Robb spoke to **RS 25943**. He said the subcommittee reviewing administrative rules had recommended approval of the docket which adds an educational certification option for occupational therapists and physical therapists working in schools, so they can be considered certified staff, not classified staff. This legislation places the occupational therapists and physical therapists on the career ladder. Because they have previously not had the opportunity to apply for certification before, the legislation allows them to use past school experience, while holding an occupational license, to be placed on the career ladder.

MOTION:

Rep. Kerby made a motion to introduce **RS 25943**. **Motion carried by voice vote.**
Chairman VanOrden turned the gavel over to **Vice-chairman McDonald**.

RS 25857:

Rep. VanOrden spoke to **RS 25857**. She gave the history of the literacy committee, formed in 2014 as a subcommittee of the governor's task force on improving education. She said the legislative intent of requiring testing using the IRI was to use the IRI test results as a screener for teachers to identify children at risk for reading problems. This intent conflicts with using it as a measure of student achievement, for purposes of teacher evaluation, she said. The legislation amends Idaho Code § 33-1001. It removes the Idaho Reading Indicator as an assessment tool which may be used for measuring student achievement and growth. There are still many tools left to measure student achievement and growth, said Rep. VanOrden. Because students don't take the ISAT until third grade, there was not another tool to measure growth in the K-3 ages, but now there are other tools listed in this section of Idaho Code, she said.

MOTION:

Rep. Amador made a motion to introduce **RS 25857**. **Motion carried by voice vote.**
Vice-chairman McDonald turned the gavel over to **Chairman VanOrden**.

Matt McCarter, Director of Student Engagement, State Department of Education, explained the progress of the Advanced Opportunities Program. He said the program, which gives \$4,125 in post-secondary education funds to students in high school, has received national recognition. Approximately 28,000 students participated last year, and 150,000 dual credits were awarded. Thirteen million dollars were spent in 2017, said Mr. McCarter, providing Idaho families a cost savings of forty-six million dollars. Dual credit classes provide a cost savings of four to one, he added. Students who were undecided about college are more likely to participate in post-secondary education when they participate, he said, and the program was recently opened to students younger than juniors and seniors in high school. Students who take overload courses are able to free up time in their junior and senior years to take college credits, he added. The Idaho Digital Learning Academy is the largest provider. Last year, 1,674 CTE certification exams were paid for by the Advanced Opportunities Program. It also paid for 12,671 AP Exams, 469 IB Exams, and 369 CLEP Exams.

Mike Keckler, Chief Communications and Legislative Affairs Officer, Office of the State Board of Education, spoke about dual-credit outcomes. He said the number of students who take dual-credit classes rose from 18% in 2010-11 to 42% in 2015-16. Students are also earning more credits, often more than ten credits per student. Dual-credit earners are more likely to attend college, said Mr. Keckler, and the more credits a student earns, the more likely that student is to attend post-secondary institutions. There is also a correlation between whether or not a student takes dual-credit classes and that student's GPA during the first year of college. College retention is also correlated to taking dual-credit classes, he said. As the program grew, it allowed more students to attend college.

The number of students graduating high school with an associate's degree has also risen from 34 students in 2012-13 to 126 students in 2016-17. Mr. Keckler said there is still a 12% gap between the low socio-economic students, those who are eligible for free or reduced lunch, and those who are not. Minority students are also less likely to take dual-credit classes, he said, and a study is being done to determine the reasons. Females are more likely to graduate high school with dual-credit classes, said Mr. Keckler, with 49% female students to 35% male students. From 2008 to 2017, the number of students taking dual-credit classes has increased by 400%. Fifteen percent of students graduate with more than ten dual credits, said Mr. Keckler. In response to questions from the committee, Mr. Keckler said there are efforts to point out Idaho's success stories, and the Board will do everything in its power to make sure taxpayers are aware of the opportunities provided to students by the Advanced Opportunities Program.

In response to questions from the committee, **Tracie Bent** said the Board expects to see the numbers of students completing post-secondary education go up as the largest number of students taking dual-credit classes enters college next year. She said the Idaho Digital Learning Academy does offer degrees. In response to questions from the committee, **Mr. McCarter** said the Board is identifying good practices and helping districts with low numbers of students taking dual-credit classes. A school district's revenue includes all the money the district receives from various sources, not just the state appropriation, he added. In response to questions from the committee, **Tina Polishchuk**, Advanced Opportunities Statewide Coordinator, said New Plymouth is an example of a rural district which has created dual-credit paths, but the extent to which other rural districts have been able to create those paths varies. In response to questions from the committee, Mr. McCarter said Advanced Opportunities Funds may be used to pay for CTE industry-recognized exams.

In response to questions from the committee, **Ms. Bent** said that the funds can also be used to pay for one-to-one dual-credit CTE and technical competency credits. There has been an increase in the number of students taking dual-credit CTE and technical competency credits, she added. It is true that some students may not go to post-secondary institutions, if obtaining a CTE certificate is their goal, said Ms. Bent. The credit for AP classes is granted based on the score the student receives on the exam at the end of the course, said Ms. Bent. Approximately 7,000 students took AP Exams and received credit for the class last year. She said some CTE classes are not identified as a dual-credit class, but as a college class.

In response to questions from the committee, **Mr. McCarter** said the Department is investigating ways to support populations of students whose parents and grandparents have not attended post-secondary education. The addition of funding for career and college advisors has helped, he added. Caldwell and Blaine County have sent Hispanic Students to Boise State University to take CLEP Tests in Spanish. Students who do well on the exam can receive up to sixteen credits. Mr. McCarter said both the general student population use of Advanced Opportunity Program resources and the gap population use appear to be improving at the same rate. He said there is a cultural paradigm in place, which makes it difficult to close the gap, and the Department needs to change the message for students that college is not viable to the message that college is a viable option. The Department is looking at factors influencing the gap and using ideas from schools which are closing the gap, he said.

In response to questions from the committee, **Ms. Bent** said the credit for AP Classes depends on the exam score and on the post-secondary institution. Not all institutions accept them. Dual-credit classes require a teacher certified by the post-secondary education, so those are always accepted by that institution. Ms. Bent said the majority of post-secondary institutions, especially those in neighboring states, will accept credits transferred from Idaho institutions. However, some institutions are now looking at when the credits were earned, and if they were earned before high school graduation, they don't accept them. If a student scores highly enough on the AP Exam, credit is awarded. A score of three is standard for English and Math, but the score needed for credit varies in science and engineering classes, said Ms. Bent.

ADJOURN: There being no further business to come before the committee, the meeting was adjourned at 9:11 a.m.

Representative VanOrden
Chair

Jenifer Cavaness-Williams
Secretary