AGENDA

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Wednesday, January 10, 2018

SUBJECT	DESCRIPTION	PRESENTER
	Welcome	Chairman Mortimer
Page Introduction	Welcome and Introduction of Committee Page	Ara Omotowa
Rules	2018 Rules	Senator Thayn
Committee Work	Review of 2017 Presentations & Discuss 2018 Presentations	Chairman Mortimer
	Discuss Current & Future Educational Issues	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 Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE:	Wednesday, January 10, 2018
TIME:	3:00 P.M.
PLACE:	Room WW55
MEMBERS PRESENT:	Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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 3:01 p.m. and welcomed the Committee. He welcomed the new page, Ara Omotowa, Idaho Falls, Idaho and invited her to the podium to introduce herself and share her interest and future aspirations.

Chairman Mortimer said he is continuing the weekly tradition of reading a poem from the book, *A Heap O'Living Along Life's Highway*, by Eager A. Guest. He then read the poem, "Results and Roses."

RULES BRIEFING: **Vice Chairman Thayn** outlined to the Committee the process for reviewing the rules. He stated the committee will review the rules from the Office of the State Board of Education (SBE) first and then move to the rules from the State Department of Education (SDE). He said there is a rule regarding seed certification and he would like the Agriculture Committee to review.

MOTION: **Chairman Mortimer** asked for unanimous consent to send **Docket No: 08-0501-1701** be sent to the Agriculture Committee for review. There were no objections.

Chairman Mortimer explained the letter from former Representative Lyndon Bateman which serves as a reminder of the importance of Idaho Day. Representative Bateman wrote that Idaho history should be one of the priorities of the Legislature.

DISCUSSION: **Chairman Mortimer** said prior to this meeting he asked the Committee to answer four specific questions seeking input as to how to make the time spent in Committee meetings better. The four questions were as follows:

- What presentations or subjects would you liked addressed this session?
- Did you like the format of last year's meetings? What could be changed to make the use of time better?
- Are there three or four overreaching objectives or goals that you think should govern our discussions this legislative session?
- If there were three or four things that you could do to enhance student achievement this year, what would they be?

Presentation recommendations were as follows:

- Higher Education Task Force
- Funding Formal update from the Interim Committee
- Latinos in Action - peer mentoring program
- Master Teacher Premiums
- K-3 Literacy
- Mastery Education
- Discretionary Funding for School Districts

Regarding the format of the presentations, the recommendation is presenters consider the following:

- Present a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis
- Presentations need to be more concise and to the point
- Presentations need to have an action step: what policy(s) are they addressing
- Financial discussions should be in more depth

Chairman Mortimer stated that he is giving more thought to the presentations and will be more selective of the presentations to be scheduled. He is making sure the information presented is relevant to the work of the Committee.

Committee members reviewed the objectives that they would like to govern the presentations. They would like to hear the following:

- Address the disconnect between K-12 and Higher Education
- Return on the investment on education programs, especially K-3 literacy and career counseling
- Review the education increase in the budget proposal
- Education model that fits the business model
- Address the disconnect with education and business readiness
- Workforce readiness and Career Technical Education
- The use of technology by teacher to enhance learning
- Recruiting and retaining teachers
- School training relevant to business needs

Senators Crabtree and **Den Hartog** emphasized the importance of the student. They agreed that programs and budgets are a concern; however, the objective of education should be focused on the children. Committee discussions should be about how the student is achieving and how all children are advancing through the system.

Lastly, the Committee discussed the items they believed would enhance student achievement:

- Ask the student what they would like to learn
- Streamline testing and reporting
- Drug usage in schools
- Teacher recruitment and retention with the Career Ladder
- Flexibility in school choice
- Mastery Based Education
- Career and Technical Education
- Technology in the classroom
- Remediation coursework in colleges and universities
- Return on investment from purchased learning programs
- Career counseling

Chairman Mortimer expressed his gratitude to the Committee members for their input. He stated his hope for the Committee is that the meetings are germane to the topics which were specified.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 3:59 p.m.

Senator Dean M. Mortimer
Chair

LeAnn Mohr
Secretary

AMENDED AGENDA #1

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Monday, January 15, 2018

SUBJECT	DESCRIPTION	PRESENTER
RS25773	Honoring Lewis-Clark State College 125th Anniversary	Senator Dan Johnson District 6
Stakeholder Overview	Governor Office	Marilyn Whitney Special Assistant for Education and Government Services
	Office of the State Board of Education	Matt Freeman Executive Director
	State Department of Education	Superintendent Sherri Ybarra
	Career Technical Education	Dwight Johnson State Administrator
	Idaho Education Association	Kari Overall President
	Idaho Association of School Administrators	Rob Winslow Executive Director
	Idaho School Boards Association	Karen Echeverria Executive Director
	Idaho Charter School Network	Terry Ryan CEO
	Coalition of Idaho Charter School Families	Jane Wittmeyer
	Parent Teacher Organization	Maria Johnson-Lorcher State President

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.

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SENATE EDUCATION COMMITTEE

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MEMBERS PRESENT:	Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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 Education Committee (Committee) to order at 3:01 p.m. He opened with a reading from the book, *A Heap O'Living Along Life's Highway*, by Eager A. Guest, "Failures."
RS 25773	**A Concurrent Resolution; Honoring Lewis-Clark State College 125th Anniversary, Senator Dan Johnson**, District 6, explained this resolution recognizes the contributions of Lewis–Clark State College (LCSC), Lewiston, Idaho, in furthering higher education and its goal of connecting learning to life. He stated that LCSC will be celebrating the 125th anniversary later in the month. This resolution is to honor the school and all the positive work it has done for the State of Idaho. **Senator Johnson** asked the Committee to send **RS 25773** to print and send to the second reading.
MOTION:	**Vice Chairman Thayn** moved to send to **RS 25773** to print. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**.
STAKEHOLDER OVERVIEW:	**Marilyn Whitney**, Senior Special Assistant for Education and Government Services, Office of the Governor (Governor) said that education is the Governor's top priority with a proposal of $100 million in new funding and remains the top budget priority. She explained what the Governor would like to do and those issues that are his top priority (Attachment 1). **Ms. Whitney** explained the Governor's funding priorities in the following areas: Higher Education Task Force, mastery education, technology in the classroom, professional development, college and career advising, literacy initiative to include a larger student segment, STEM expansion, a new position on the State Board of Education to oversee all of Idaho's higher education, Opportunity Scholarship, degree audits and analytic systems, Workforce Development Task Force and Career Technical Education (CTE) counseling, expansion of CTE programs, and the medical residency programs. **Ms. Whitney** detailed the achievements, the future intentions, and the financial proposals of the priority programs.

Matt Freeman, Executive Director, Idaho State Board of Education (SBE), introduced members of the SBE staff in the audience. **Mr. Freeman** answered the question from the Education Committee: what SBE is doing differently now from last year to enhancing student achievement. These are as follows (Attachment 2):

1. Apply Idaho: a common online application process for all Idaho college admissions

2. College and Career Advisors Training: SBE funded a College and Career Program Manager position housed in the SBE.

3. FAFSA Portal: high school counselors can access the information that has been sent to SBE by the United States Department of Education to better understand which of their students are applying for financial aid.

Mr. Freeman explained to the Committee the items SBE would like to acquire to assist students. These are as follows:

1. Open educational resources (OER): this is an open source option online, free textbook portal.

2. Common course numbering: to provide greater transparency and seamlessness within the transfer processes. SBE has directed institutions to develop a common indexing convention for a core set of curricula.

3. Higher Education Task Force recommendations: SBE has those prioritized.

Sherri Ybarra, Superintendent of Public Instruction, Idaho State Department of Education (SDE), introduced the SDE staff present in the audience and thanked Idaho teachers for the hard work they do to ensure student academic achievement. She explained that the SDE's mission and focus is supporting schools and students achievement. The SDE has also worked to foster a "how can we help" culture.

Superintendent Ybarra updated the Committee on the programs that they are doing differently from the past year that will enhance student growth and achievement. These are as follows (Attachment 3):

1. Advanced Opportunities: students by earning college credits while still in high school save families money.

2. Mastery Based Education: personalized learning where students progress at their own pace

3. Idaho Reading Indicator (IRI): SDE is working on the replacement for this 20-year-old assessment. The new IRI gives up-to-date feedback to teachers allowing them to intervene on any reading problems encountered.

4. Smarty Ants: a reading program available in English or Spanish to build literacy skills for four-year-olds.

5. Red Tape Committee: addressing the burden of increased reporting paperwork at the local

6. Stat Team (Statewide Assistance Team): a SDE team that is helping districts get ready for the new Every Students Succeeds Act (ESSA) implementation.

Superintendent Ybarra stated two things she would like to see from the Legislature that would enhance student growth:

1. Address educator shortages: SDE initiated the "Be an Educator" campaign, which promotes the profession. The career ladder has also helped with teacher retention.

2. Rural schools support: 70 percent of Idaho districts are rural. Supporting those could be a fiscally responsible business approach to education

Superintendent Ybarra concluded her presentation by introducing the SDE staff members in the audience.

Dwight Johnson, State Administrator, Idaho Division of Career – Technical Education (CTE), introduced his staff members in the audience and explained to the committee the two new initiatives CTE has launched this last year to enhance growth and achievement. Those are as follows (Attachment 4):

1. New CTE cohort model to attract and retain teachers or to bring individuals from the private sector into the CTE teaching profession.

2. Program quality initiative for CTE secondary programs.

Administrator Johnson detailed the two programs CTE would like to employ in the future. These are as follows:

1. Middle school career exploration program: this program would begin in the seventh grade with career exploration and put students on a path to a career plan beginning in eighth grade.

2. Workforce readiness incentive program: specific criteria to award incentive funds to school districts and CTE programs based on the number of secondary career technical participants.

Administrator Johnson said the CTE staff looks forward to working with the Committee and the new career and technical opportunities.

Kari Overall, President, Idaho Education Association (IEA), explained the make-up of the IEA. She introduced the IEA members in the audience who serve on the government relations committee. She said the priority of the IEA is the recruitment and retention of quality educators.

Ms. Overall explained what the IEA is doing differently from last year and how those changes enhance student growth and achievement. These are as follows (Attachment 5):

1. Providing professional development opportunities.

2. Collaborating with Idaho Digital Learning Academy (IDLA) in developing online courses through the IEA portal.

3. Partnering with the National Education Association Foundation peer mentoring program for teachers, especially in rural schools.

Ms. Overall outlined the two things the IEA would like to achieve and address. These are as follows:

1. Virtual mentoring for early career educators in rural areas.

2. School behavior, specifically bullying, in the school environment and electronic platforms.

Ms. Overall concluded by emphasizing the impact that a well-trained, highly-qualified teacher can have on student achievement.

Harold Ott, Idaho Association of School Administrator (IASA), addressed the Committee on behalf of Rob Winslow, Executive Director, who was unable to attend. He complimented Lewis-Clark State College (LCSC) for that institution's excellent teaching program.

Mr. Ott addressed the subject of student growth and achievement. He shared the following:

1. College and Career Advising and Advanced Opportunities: budget requirements indicate the success of these programs.

2. K – 3 Literacy: strong successes yet overall testing scores need to be improved.

3. Technology: more professional training in reading and mathematics.

Mr. Ott explained the areas the IASA would like to see improve. He shared his philosophy of "no shame, no blame, no excuses" as a precursor in addressing to the following points:

1. Reduction in reporting: administrators spend too much time on paperwork.

2. Recruitment and retention of effective teachers: perhaps a loan forgiveness program, especially for those teachers in rural and remote areas.

Mr. Ott emphasized the importance of a good teacher; they can have a meaningful impact on a student's success.

Karen Echeverria, Executive Director, Idaho School Boards Association (ISBA), introduced the ISBA staff members in the audience. She emphasized that effective school boards have a positive impact on student achievement

She shared with the Committee what ISBA is doing differently to enhance student growth and achievement. These are as follows (Attachment 6):

1. Board training: statewide opportunities and workshops at the ISBA annual convention.

2. Provide data to help boards make informed decisions.

Ms. Echeverria said ISBA has only one request:

1. Remove line items and allow boards to make the decisions at the local level.

She concluded her presentation by thanking the Chairman for giving them the opportunity to share their requests.

Terry Ryan, Chief Executive Officer, Idaho Charter School Network (ICSN) and Bluum, explained that many of his comments have been heard from the other presenters.

Mr. Ryan outlined what they are doing differently from last year that enhances student growth and achievement. Those are as follows (Attachment 7):

1. Effective principals: investments in the leadership pipeline.

2. Collection of student data: awareness of student performance.

Mr. Ryan explained the two areas of educational operations ICSN would like to emphasize in order to enhance student growth. These are as follows:

1. Teachers: invest in recruiting and retaining high-quality teachers.

2. Education Savings Account: allow parents to have a choice in their child's education delivery system.

Jane Wittmeyer, Coalition of Idaho Charter School Families (ICSF), introduced Murphy Olmstead, Lobbyist, ICSF, to present their report. **Mr. Olmstead** said he was here to testify on behalf of ICSF president, Tom LeClaire.

Mr. Olmstead responded to the question regarding what ICSF is doing differently this year to enhance student growth and achievement. These are the following (Attachment 8):

1. Request equal funding for charter schools and virtual schools.

2. Advocate for a student-centered system which meets state and federal accountability measures.

Mr. Olmstead answered the question regarding what ICSF would like to do to enhance student growth and achievement. Those are as follows:

1. Increase advocating for virtual schools: often they are the last options for some students.

2. Hold hearing opportunities statewide to understand educational issues.

Maria Johnson-Lorcher, Vice President of Advocacy, Parent Teacher Association (PTA), introduced State PTA board members in the audience.

Ms. Johnson-Lorcher addressed what the PTA is doing differently from prior years that enhances student growth and achievement. Those are as follows:

1. New chapters across the state are opening, which is increasing parental involvement.

2. Member of the SDE's Task Force on Assessment: giving parents information for better educational choices for their child or children.

3. Collaborating with IDLA and SDE to develop a parent portal for educational resources for student achievement.

Ms. Johnson-Lorcher explained what they would like to do in the future to enhance student growth and achievement. These are as follows:

1. Bilingual communication to enable parents to better understand educational issues.

2. Advocate for more school counseling at all grade levels.

3. Support Keep Idaho Safe Act: a do-not-call registry for children under the age of 18.

4. Support pre-K education.

Chairman Mortimer thanked all the presenters and expressed his gratitude for taking time to answer questions.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:16 p.m.

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Senator Dean M. Mortimer
Chair

_____

LeAnn Mohr
Secretary

Thank you Mr. Chairman and committee members.

For the record, I'm Marilyn Whitney, Deputy Chief of Staff and Sr. Special Assistant for Education for Governor Otter.

As you know, education remains the Governor's top budget priority. I'll run through a few highlights of what the Governor has recommended to continue the focus on student growth and achievement in Idaho's K through Career education system. While not all of these are necessarily "different" some will take a different approach this year.

The Governor is recommending more than $101 million in new funding for an increase of just over 6% for K-12 schools.

While the Task Force recommendations are not new initiatives, there are still areas the Governor recommends for additional investments.

Mastery-based Education - $1,400,000. This funds a second phase to expand the Mastery Education Network.

Technology - $10,000,000. This would bring the state to $36m – still well short of the TF rec of $60m. Use of devices and a blended learning model are part of the mastery-based model Idaho is seeking to create.

Professional Development - $4,000,000. We continue to hear from educators that getting closer to one-to-one devices for students is critical and that time for teacher PD and collaboration is a necessity.

College and Career Counseling - $5,000,000. Both the Governor's Workforce Development Task Force and Higher Education Task Force recommended consolidating and centralizing college and career advising tools identified. The Governor is proposing to transfer the Career Information System from the Department of Labor to the Office of the State Board of Education (OSBE). OSBE already plays a significant role in aiding students as they prepare for life after high school through coordination of statewide college-to-career activities and its Next Steps Idaho initiative and website. CIS will complement and enhance OSBE's efforts to provide tools for college and career planning to students, school districts, and public postsecondary institutions. It will also eliminate duplicative efforts across state agencies.

Literacy Phase Two - $6,500,000. The funding approved by the Legislature two years ago addressed only those students who scored below basic, or at the very lowest level on the state's reading indicator. For the 2017-2018 school year, there were more than 19,500 students who scored at the basic level (still below proficient).

The Governor is continuing his focus on STEM with a recommendation of $2,000,000 for another year of the STEM Action Center's Computer Science Initiative to support efforts to ensure that all students are learning computational thinking skills essential for their success in tomorrow's increasingly technology driven economy. Idaho is nationally recognized by Code.org as one of 4 "lighthouse" states (WA, CT, AR) who are setting policies to advance CS instruction.

In the higher education budget, the Governor's recommendations reflect the recommendation of the Higher Education Task Force that funding be student-centric and focused on system-wide needs.

The Governor recommends a new position at the State Board of Education and $500,000 is for a consultant to assess and scope how to create an integrated higher education system for the purpose of eliminating inefficiencies and generating cost savings. Part of this integrated system will include the implementation of a shared services operation to support back office functions including information technology, finance, human resources, and procurement across higher education.

An additional $5,000,000 for the Opportunity Scholarship. The Governor is taking a different approach this year to address adult completers. You will see legislation to amend the Opportunity scholarship that would allow the SBOE to use up to 20% of the funds appropriated to the Opportunity Scholarship to support adults returning to finish a certificate or degree.

A Degree Audit/Data Analytics System. This funding is to implement a degree audit and data analytics system, as recommended by the Higher Education Task Force, that will enable early identification of students who need additional support or guidance and help students track their progress toward degree completion.

To create more focused attention on the state's workforce needs, the Governor has proposed creating the Workforce Development Council in the Office of the Governor. The Council will have additional industry representatives to help ensure that the state's efforts are aligned with workforce needs as well as carrying out the federal Workforce Innovations and Opportunity Act requirements as well as the intent of the Workforce Development Training Fund, including the deployment of grants for training and retraining needs of the Idaho workforce.

Expanding Career Technical Education to seventh and eighth graders will result in greater skill development and career preparation for post-secondary credits, industry certifications, and apprenticeship programs.

Career Technical Education Secondary Incentive Funding to expand CTE programs in business management and marketing, engineering and technology, family consumer sciences, health sciences, and skilled and technical sciences.

Additional support to enhance the efforts of the regional Workforce Training Centers

The Governor remains committed to addressing the shortage of physicians and medical residencies in Idaho.

To address the shortage of mental health professionals in Idaho, the Governor has recommended funding to support psychiatric residency programs.

He is also recommending creating 10 medical residency seats at the Eastern Idaho Regional Medical Center and state funding for residency seats at the Bingham Internal Medicine Program

I would be happy to meet with you at any time to answer questions or provide more information and I look forward to working with you. Thank you Mr. Chairman for this time.

After recognizing Sherri Ybarra as a member of the State Board, I introduced my staff in the audience:

- Tracie Bent, Chief Policy & Planning Officer
- Mike Keckler, Chief Communications & Legislative Affairs Officer
- Tamara Baysinger, Director, Public Charter School Commission
- Randall Brumfield, Chief Academic Officer

Then I responded to the assigned questions.

1. What are you now doing differently from last year that enhances student growth & achievement?

Apply Idaho: A new online common college application for Idaho high school seniors to use apply to Idaho's public colleges and universities. In four easy steps, students populate about 10 fields of data. They select which college(s) they want to apply. Once they click submit, their transcript data are sent directly from the state's longitudinal data system to their institution(s) of choice.

College & Career Advisor Training: The new college & career advising position funded by the Legislature last year is providing training to counselors and college & career advisors in the public high schools.

FAFSA Portal: Free Application for Federal Student Aid (FAFSA) data are obtained from the U.S. Dept. of Ed. High School counselors have been asking for data about whether student have started, completed and submitted their FAFSA. A new online FAFSA portal was developed, so counselors can access these data as well as which Direct Admissions letter a student received, and the students Apply Idaho status.

2. Name 2 things that you would like to do, that you are not currently doing, that will enhance student growth and achievement?

Open Educational Resources (OER): Board staff are actively working to make OER available for postsecondary students. OER are open-source (often online) free textbooks. The cost of textbooks are often a barrier to access to college for low income students.

Common Course Numbering: In order to provide greater transparency and seamlessness within transfer processes the State Board of Education (Board) has directed institutions to develop a common indexing convention for a core set of curricula. Common course indexing includes common course number and common course title. Institutions are expected to update these courses with common course indexing for inclusion in their course catalog no later than the 2019-20 academic year. Regular updates will be provided by OSBE to the Board throughout the 2018 calendar year regarding progress on these items.

Higher Education Task Force recommendations

Superintendent of Public Instruction Sherri Ybarra
Prepared remarks for the Senate Education Committee
Monday, January 15, 2018

Chairman Mortimer and members of the committee, and folks in the audience—

For the record, I am Sherri Ybarra, State Superintendent of Public Instruction--- and I am thrilled that the Senate Committee has asked for an update on how my department is enhancing student growth and achievement.

Why? Because I cannot think of anything more important in our state than having our nearly 300,000 children well educated, so that once they leave our schools, we have some assurance they will be successful … regardless of the college or career path they choose.

Before I begin-- I want to take a minute to give a huge thank you to Idaho's teachers, who work hard every day to ensure our students grow in academic achievement – they are the folks who really make a difference --- and the ones who really do the boots on the ground work — so thank you to Idaho's teachers-- as we begin to see increases in achievement across our state.

Next to the parent and the teacher, there is nothing that affects academic growth and achievement more than our principals, superintendents, and administrators.

And when I was elected as our State Superintendent, one of my first actions was to recognize this very reality --- if we want to impact student growth and achievement — these folks are the gateway to that —so the department's mission and my staff— needed to focus on: "supporting schools and students to achieve" which as you know is our vision and mission statement.

And we've worked hard to foster a culture of "how can we help?" so let me start with two programs that are continuing—that Idaho is taking the lead on--and both are getting national attention:

The first is Advanced Opportunities: this program is where students can earn college credit while still in high school—it saves our families thousands of dollars in college costs-and students love it—I should know—my own son is taking advantage of this program this year.

Next is the Mastery Based Program: Idaho is taking the lead in the Nation -- on Mastery Based Education, matter of fact—West Virginia is planning to copy Idaho's legislation -- to begin the program in their state. And simply put: this program is letting students take charge of their own learning— it's personalized learning at its best….and with the personalized learning conversation this would be a great Segway into what is new for growth and achievement in my department:

IRI

For our youngest students in Idaho: Let's start with "staying the course" with our state plan to improve early literacy, and ensure every child in Idaho is on grade level for reading by the third grade — because we all know what the research says about closing the gap by the third grade.

So — my team is working with teachers from across Idaho — and there was thoughtful due diligence and teacher input to identify a high quality, research-based replacement for our 20 year old assessment — affectionately known as the Legacy IRI—so this year, about sixty schools are test driving this NEW computerized assessment.

I've visited the sites and talked with teachers. They are excited and — Here's feedback from our pilot sites :

"I love the different graphs and the specific information so we can work on what kids need"

"Teachers are really impressed because it is so user friendly"

This new test is allowing teachers to fine tune instruction to fit their student's needs…..(personalized learning at its best) and

I want to share with you a quick story that relates to this subject: Our own Governor shared with me in a public meeting — he shouted at me — where's Sherri — did you know I moved 12 times during my educational career — and he stated it was hard on his academics — our students still endure these same challenges in the 21st century – maybe even more — because we are now in a highly mobile society because of technology — but with your support — we can have an up-to-date test that detects reading difficulties early — before it affects growth and achievement — even if a child (like our Governor) moves 12 times.

SMARTY ANTS

This next topic we may never agree upon….but I tell parents all the time — learning actually starts before you child enters public school….

I don't know how many of you remember the Andy Griffith Show?? Barney Fife use to say: "We have to Nip it in the Bud" highlights support for early learning for our 4-year-olds in Idaho.

State Board President-- Linda Clark and I—are exploring an opportunity to provide a free quality research-based early literacy program called Smarty Ants to our Idaho 4-year olds.

I want to be clear, this isn't a brick-and-mortar state-required preschool program, it's not in the budget, and it doesn't require policy changes.

But it is a support we can provide parents who speak either English or Spanish – to build literacy skills and helps to "nip it in the bud" before the gap starts.

It also should give us data to inform the conversation about early learning in Idaho — and if you have seen the recent data—about 80% of Idahoans support the concept of early learning in Idaho — and our districts are concerned – as am I — that we are seeing a continued drop in children "at grade level" as they enter kindergarten.

RED TAPE COMMITTEE

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And I'm pleased to say that I saw many of you at the legislative breakfasts — or at regional meetings — as I met with superintendents and many of us heard concerns from about every region-- about the increased burden in reporting and paperwork — as federal deregulation is starting — our old regulation and rules remain.

Therefore, I sought volunteers from across the state to form the Red Tape Committee to help identify what we can fix — so they can have more time to focus on their main job — which is to improving learning and achievement. The group met with my staff and staff from the Charter School Commission, the Office of the State Board of Education, and Career Technical Education last week and began identify areas for improvement.

I look forward to their continue work.

STAT TEAM

You folks know we are getting ready to roll out a new accountability model through our ESSA plan, and within that plan we have to address our schools that are in "comprehensive improvement status."

Well, we will do it through the STAT team, or "Statewide Assistance Team" and as its name implies — just like in an emergency room —this will be assistance "STAT" — for our schools that need it.

I want to be sure you know that we are not waiting until our plan is finalized before we provide supports, so STAT is working with volunteer schools right now — across Idaho — to test drive this research-based system. This Phase I effort is going very well. Our approach isn't to hammer a school.. that's already been tried…..and proven….it doesn't work … instead we will work with principals and teacher leaders to provide training and support by helping them to analyze data and identify research-based strategies for improvement. At the heart of this research-based approach — are our professional development opportunities the department provides as well — these trainings help local administrators lead big change in their schools and districts.

These trainings include: Idaho Superintendents Network, Idaho Principals Network, and the Idaho Principal Mentoring Network, to name a few. …—because as I stated earlier --Professional Development is the GATEWAY to achievement and growth.

EDUCATOR SHORTAGE

I've also heard as I've traveled the concerns about a shortage of educators-- and now we have the data to support those stories.

Later this month, I'll provide you a report prepared by Education Northwest looking at the teaching landscape—specific to Idaho. This report along with the companion report from the Teacher Pipeline Committee paint a compelling picture for action. I've said before: addressing the teacher shortage will take many strategies.

I want to put a plug in that folks in districts are thankful for the investment in the Career Ladder-- because pay is important. And my team is working to support job fairs in communities and ensure our certification and background process are streamlined.

And earlier this year, we launched a "Be an Educator" campaign to promote the profession, but this crisis will take many more strategies and possible legislation to address it properly, it's the kids that are the real victims here, so my department stands ready to assist you, should you be interested in employing any legislation or statutes to address this issue.

There are so many other developments the Department has been working on, such as bullying and harassment (which members of this very committee have attended meetings on), the new PAC (parental advisory council); the new FACE (family and community engagement group) but I am limited in time so I want to talk about just one more item, and I hope you can predict what I'm about to say:

RURAL SCHOOLS SUPPORT

Folks you've heard me talk about this before, and as I traveled this state this past weekend, I had several stakeholders ask about what we are doing to support our rural communities—so I will ask again—for you to consider this modest proposal to support our local districts to collaborate and connect to get resources out to our students.

This ask — in the budget and the legislation — gives respect to the culture of our great state — if you think about Idaho being mostly rural , and about 70% of our districts are rural….that could be about 210,000 students who could benefit from these rural networks. And, I will end with a quote from the business community: "This is the fiscally responsible business approach in education we have been looking for….it's just plain common sense."

Mr. Chairman, members of the committee, thank you again, at this time, I want to take a minute to thank my team—who is here with me today—because they do the

boots on the ground work to carry out the vision --they do all of the the hard work you have heard about here today, that the department does on behalf of Idaho's children. With that, my team and I will stand for any questions that you may have.

Report to Senate Education Committee

Jan. 15, 2019

Introduction

My name is Dwight Johnson and I am the State Administrator for Idaho Career & Technical Education. I'd like to introduce Steve Rayborn, my Deputy Administrator, and Amy Lorenzo, the Director of Policy and Organizational Planning, who are with me today.

We are passionate about the mission of CTE to prepare Idaho's youth and adults for high skill, in-demand careers. **So, we are excited to share two new initiatives we have launched this last year to enhance student growth and achievement.**

- The first is a new CTE teacher cohort model to help attract and retain more individuals from the private sector into the CTE teaching profession.
  - This is important because, as you know, we are facing a teacher shortage
  - Without teachers we cannot expand CTE programs and opportunities for students.
  - We have two sources for CTE teachers. One is the traditional route through Colleges of Education that train teachers. The other is from the private sector as a second or third career.
  - Before this year, we gave a limited occupational license to new teachers from the private sector and then required them to take 4 colleges courses over 3 years on pedagogy, classroom management, etc. to assure they had the necessary skills to be successful in the classroom. Once they had those classes we gave them their standard occupational license.
  - However, the cost of those classes came out of their own pocket. The cost, some $4 to 5,000 dollars was a serious impediment to attracting teachers.
  - So, this last fall we started a new program that allows new teachers from the private sector to obtain their standard occupational license without any out of pocket expense and, we believe will provide a much better on boarding process leading to improved retention as well.
  - The new model provides for an intensive one-week academy in August before school starts, a one Saturday a month training in their region with other CTE teachers, a stipend for a mentor in their school and a visit in their classroom 4 times a year to provide feedback.
  - This model is repeated for their first two years and then they receive their standard occupational license without any out of pocket expenses.
  - We have 76 CTE teachers in our first cohort and are very excited about the launch of this new program.

- We are also in the middle of launching a new Program Quality initiative for CTE secondary programs.
  - We want to thank the legislature for appropriating $300,000 for this effort and we will be proposing legislation this year that will codify this program.

- These funds can be used for both program incentive grants based on high performance or program improvement grants to help struggling programs.
- And in this initial year of the program we have focused on technical assistant grants.
- As part of our agency's implementation strategy, CTE staff conducted a total of 15 regional training sessions this fall with lead CTE teachers and administrators statewide.
- We had nearly 450 people attend these sessions from across the state where they learned about their programs' performance on three key CTE performance measures:
    - How their students performed on Technical Skills Assessments,
    - How their students performed on Workplace Readiness Assessments, and
    - What their participation rate was in Career Technical Student Organizations, where students have practical application of what they learn and participate in leadership opportunities.
- Programs and districts that fall below the statewide average on any one of those measures will be eligible to apply for a technical assistance grant as part of the initiative.
- The grant applications must clearly specify how these additional funds will lead to program improvement and must also explicitly state how and where the funds will be spent within their CTE program that will positively impact these key metrics.
- Invitations to apply for the improvements grant will be sent to districts by the end of January, with grant awards anticipated no later than the end of March 2018.
- We are very excited about launching this new initiative that ties spending to performance metrics.
- The Governor is recommending an additional $300,000 for FY2019. This will provide a total of $600,000 in ongoing funds for both incentive grants and program improvement grants.

Based on recommendations of the Governor's Workforce Development Taskforce we are preparing two other initiatives to enhance student growth and achievement.

One of task force recommendations was to better "Connect Education to Careers" and that Idaho's K-through-Career education system should value and support <u>all</u> pathways for students to achieve education, training and workforce skills that align to their career aspirations.

- So one of the things we want to do in the future that we are not doing now is to develop a strong <u>Middle School Career Exploration</u> program.
    - There is a great need in Idaho for students and their families to have greater exposure to career opportunities.
    - Currently, CTE programs in Idaho start in 9th grade and help prepare students for high-skill, in demand careers. So we are proposing legislation this session that would allow CTE programs to begin in 7th grade.

- This new CTE Middle School program would focus on career exploration opportunities for students, helping ensure that Idaho 8th graders will have greater context and content for developing their required 8th grade career plan.
- The goal will be to make this career exploration a more meaningful experience for students and their parents and help ensure that the 8th grade plan will not be a one-time event, but an on-going process that will involve their families as they explore career opportunities.
- Increasing student career exploration opportunities in middle school would provide for more informed student choices on whether to participate in secondary CTE programs and increase student readiness and effective planning for college and career.
- Where appropriate, this proposal would also allow CTE programs of study to start earlier, leading to greater skill development and career preparation for postsecondary credits, industry certifications, and apprenticeship programs.

Another recommendation from the Workforce Development Taskforce was to Incentivize Idaho school districts to incorporate workforce readiness skills through secondary curriculum.

- So, we are proposing legislation that would establish a framework for creating Workforce Readiness Incentive program.
  - If this legislation is adopted the division will develop specific criteria to award incentive funds to school districts and CTE programs based on the number of secondary career technical concentrators who have demonstrated workforce readiness at the completion of their career technical education program.
  - This incentive-based approach would more clearly demonstrate the return on investment provided by career technical education. This approach will also help ensure more CTE students are ready for the workforce and able to meet the demands of business and industry.
  - The performance measures and procedures would be established by the Idaho Division of Career Technical Education and approved by the State Board of Education.

Conclusion

We are excited about these new initiatives and appreciate the opportunity to present today. We look forward to working with the Committee and we are available to assist in any way we can.

KARI OVERALL-SENATE ED TESTIMONY, MONDAY, JANUARY 15, 2018

MR. CHAIRMAN, MEMBERS OF THE COMMITTEE, THANK YOU VERY MUCH FOR INVITING US TO SPEAK TODAY. MY NAME IS KARI OVERALL AND I AM THE PRESIDENT OF THE IDAHO EDUCATION ASSOCIATION. I AM A 14 YEAR TEACHER FROM BOISE AND I AM HERE ON BEHALF OF IEA MEMBERS FROM ACROSS THE STATE. OUR MEMBERSHIP IS A TERRIFIC CROSS-SECTION OF EARLY CAREER AND VETERAN TEACHERS, ELEMENTARY AND HIGH SCHOOL TEACHERS, BUS DRIVERS, CAFETERIA WORKERS, LIBRARIANS, PARAPROFESSIONALS, AND SCHOOL COUNSELORS. WE HAVE MEMBERS FROM LARGE, SMALL, URBAN, AND REMOTE DISTRCITS. WE VALUE THE EXPERTISE, INSIGHT, AND OPINIONS OF ALL OF THESE DEDICATED PROFESSIONALS. TEACHERS KNOW BEST WHAT THEY NEED TO BE SUCCESSFUL IN THE CLASSROOM AND WHAT CAN HELP THEM REACH AND INSPIRE STUDENTS.

I AM EXCITED TODAY TO BE JOINED BY MEMBERS WHO SERVE ON OUR GOVERNMENT RELATIONS COMMITTEE AND I WOULD LIKE TO TAKE A MOMENT TO INTRODUCE THEM TO YOU.
-LAYNE MCINELLY- 6TH GRADE TEACHER FROM BOISE
-LORI STEINIKER, 8TH GRADE SOCIAL STUDIES TEACHER FROM PAYETTE
-RUSS GEE, FROM LEWISTON
-JOEL WILLIAMS, BAND TEACHER FROM FRUITLAND
-PEGGY HOY, MIDDLE SCHOOL MATH TEACHER FROM TWIN FALLS
-SHAUNA WHEELWRIGHT, SPECIAL ED TEACHER FROM SNAKE RIVER
-CARLA CORBRIDGE, FROM JEFFERSON COUNTY
-ALLIE BINGHAM, INSTRUCTIONAL COACH FROM BOISE
-BOB SOLOMON, SCHOOL COUNSELOR FROM VALLIVUE
-JAMES ORR, ENGLISH TEACHER FROM WEST ADA
TIFFANY WATTS, SENIOR AT THE UNIVERSITY OF IDAHO

YOU ASKED US TO ANSWER A COUPLE OF SPECIFIC QUESTIONS, AND WE HAVE PUT A GREAT DEAL OF THOUGHT AND INTROSPECTION INTO THE FEEDBACK WE GIVE YOU TODAY.

THE PRIORITY OF THE IEA IS THE RECRUITMENT AND RETENTION OF QUALITY EDUCATORS AND WORKING TO ENSURE THEY ARE PROVIDED WITH THE TOOLS TO HELP THEM SUCCEED AND STAY IN THE CLASSROOM.

THE FIRST QUESTION YOU ASKED US TO RESPOND TO WAS: “WHAT ARE YOU NOW DOING DIFFERENTLY FROM LAST YEAR THAT ENHANCES STUDENT GROWTH AND ACHIEVEMENT?”

WHILE NOT COMPLETELY NEW OR DIFFERENT, THE IEA CONTINUES TO RAMP UP ITS EFFORTS TO PROVIDE MEMBERS WITH THE BEST POSSIBILE PROFESSIONAL DEVELOPMENT OPPORTUNITIES. WE TAKE GREAT PRIDE IN THE ASPECT OF OUR ORGINATIONAL MISSION, AND IT IS A BIG PART OF WHO WE ARE AS AN ASSOCIATION TODAY.

WE CONTINUE TO INCREASE THE SCOPE AND ACCESSIBILITY OF OFFERINGS AT OUR ANNUDAL “SUMMER INSTITUTE A THREE-DAY CONFERENCE WHERE MEMBERS SHARE THEIR INSIGHT AND EXPERTISE WITH THEIR COLLEAGUES. TEACHERS LEARNING FROM ONE ANOTHER IS THE BEST TYPE OF PROFESSIONAL DEVELOPMENT AND WE ARE PROUD TO BRING THIS OPPORTUNITY TO EDUCATORS FROM ACROSS THE STATE. .

LET ME SHARE A COUPLE OF EXAMPLES OF THE COURSES OFFERED AT OUR SUMMER INSTITUTE, WITH THE CAVEAT THAT THIS IS BARELY SCRATCHING THE SURFACE OF WHAT IS AVAILABLE.

IEA MEMBER MEG ROWE OF BOISE LED A COURSE CALLED “ARITHMETALK: WHERE MATH AND LANGUAGE MEET. THE GOAL OF THIS PRESENTATION IS TO SHOW HOW POWERFUL THE PARTNERSHIP BETWEEN LANGUAGE DEVELOPMENT AND CORE CONTENT CAN BE, PARTICULARLY FOR ENGLISH LANGUAGE LEARNERS; BUT THE SAME CONCEPTS APPLY FOR MORE TRADITIONAL STUDENTS AS WELL.

IEA MEMBER GREG FELTON OF WEST ADA LED A COURSE CALLED “TECHNOLOGY OPTIONS FOR FORMATIVE ASSESSMENTS”. WE KNOW THAT OBJECTIVE ARTIFACTS ABOUT STUDENT GROWTH ARE VALUED BY PARENTS, STUDENTS, AND ADMINISTRATORS. THIS COURSE FOCUSES ON IDEAS FOR COLLECTING DATA IN CLASS, AND THE USE OF TECHNOLOGY TOOLS SUCH AS KAHOOT, NEARPOD, PLICKERS, AND PROMETHEAN CLICKERS IN INCORPORATING THOSE IDEAS.

IN ADDITION TO OUR SUMMER INSTITUTE, WE ARE ALSO INCREASING ONGOING PROFESSIONAL DEVELOPMENT OPPORTUNITIES THROUGHOUT THE YEAR. THESE INCLUDE:

- OUR NEW ADVANCED TRAININGS ON THE MASTER EDUCATOR PREMIUMS. ABOVE AND BEYOND TRYING TO HELP OUR MEMBERS OBTAIN THE TOOLS THEY NEED TO SUBMIT PORTFOLIOS WITH THE BEST CHANCE OF BEING AWARDED THE PREMIUMS, THESE TRAININGS FOCUS ON THE INSTRINSIC VALUE OF BEING ORGANIZED AND STRATEGIC IN YOUR APPROACH, AS WELL AS HOW THE INFORMATION-GATHERING CAN BENEFIT, TEACHERS, STUDENTS, AND ADMINISTRATORS. THIS TRAINING ALSO HELPS TEACHERS PRACTICE REFLECTING ON STUDENT ARTIFACTS AND MEASURE HOW SUCCESSFUL A LESSON WORKED. THIS ENSURES LESSONS DAY IN AND DAY OUT INCREASE STUDENT ACHIEVEMENT.
- WE ALSO OFFER TRAINING SUCH AS THE ONE LED BY IEA MEMBER SHERRY BELKNAP OF WEST ADA ON “STUDENTS WITH DIFFICULT BEHAVIORS”. SHERRY SHOWS OTHER TEACHERS HOW TO LOOK DEEPER AT THE “LANGUAGE” UNDERNEATH THE BEHAVIOR SO THEY CAN APPLY THE APPROPRIATE RESPONSE INSTEAD OF JUST REACTING IN THE MOMENT.

NEW AND DIFFERENT THIS YEAR IS A COLLABORATION WITH IDLA TO DEVELOP COURSES FOR OUR ONLINE PORTAL, WHERE ONLINE PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR EDUCATORS WILL BE READILY AVAILABLE. THE ADDITION OF THESE COURSES WILL HELP US REACH A WIDER ARRAY OF EDUCATORS TO ENSURE THEY HAVE ACCESS TO QUALITY PROFESSIONAL DEVELOPMENT, WHICH IN TURN POSITIVELY AFFECTS STUDENT GROWTH AND ACHIEVEMENT.

WE ARE CURRENTLY WORKING ON A NEW PILOT PROGRAM WITH THE STATE BOARD OF EDUCATION AND IDLA TO CONNECT HIGH SCHOOL STUDENTS WITH RETIRED TEACHERS IN AN ON LINE ENVIRONMENT. THESE RETIRED TEACHERS WILL PROVIDE INDIVIDUAL ONE ON ONE ASSISTANCE WITH COLLEGE AND CAREER QUESTIONS. THIS PROGRAM WILL BE HOUSED ON THE “NEXT STEPS IDAHO” WEBSITE AND WILL BE PILOTED IN FIVE OR SIX HIGH SCHOOLS WHERE THE ‘GO ON’ RATE COULD USE ASSISTANCE.

IN ITS MOST INFANT STAGES WE ARE PARTNERING WITH THE NEA FOUNDATION ON A PROGRAM TO PROVIDE PEER MENTORING FOR TEACHERS, ESPECIALLY IN RURAL AREAS. WE KNOW THAT GOOD MENTORING IS KEY TO ENSURING A TEACHER STAYS IN THE CLASSROOM AND WE ALSO KNOW RURAL DISTRICTS STRUGGLE THE MOST TO SUPPORT THEIR TEACHERS. WE WANT TO HELP LOWER IDAHO'S 15% TEACHER ATTRITION RATE, THUS ENSURING IDAHO'S STUDENTS ARE TAUGHT BY EXPERIENCED TEACHERS.

THE SECOND QUESTION POSED WAS, "NAME TWO THINGS THAT YOU WOULD LIKE TO DO THAT YOU ARE NOT CURRENTLY DOING THAT ENHANCES STUDENT GROWTH AND ACHIEVEMENT."

WE HAVE A NUMBER OF IDEAS THAT CAN MAKE A DIFFERENCE FOR STUDENTS AND PROFESSIONAL EDUCATORS. FINDING SUFFICIENT RESOURCES AND APPROPRAITE PERSONNEL WILL BE CRITICAL IN TURNING THESE IDEAS INTO VIABLE, SUCCESSFUL PROGRAMS.

THE FIRST DIRECTLY CORRELATES WITH OUR ONGOING WORK VIRTUAL MENTORING FOR EARLY CAREER EDUCATORS IN RURAL AREAS IS SOMETHING THAT CAN HAVE A SIGNFICANT IMPACT ON SUPPORTING OUR NEW TEACHERS AND KEEPING THEM IN THE CLASSROOM LONGTERM. LAST YEAR WE PARTNERED ON A PROGRAM WITH BETTER LESSON TO PROVIDE MENTORING TO TEN TEACHERS ACROSS THE STATE. THE MENTORING WAS ALL DONE VIRTUALLY AND PROVIDED FREE TO THE DISTRICT. ALL 10 TEACHERS WHO PARTICIPATED HAVE RETURNED TO TEACH IDAHO STUDENTS THIS YEAR AND FEEL BETTER PREPARED BECAUSE OF THE ADDITIONAL SUPPORT RECEIVED THROUGHOUT THE YEAR. THIS IS A PROGRAM WITH GREAT GROWTH POTENTIAL.

THE SECOND FOCUSES ON SCHOOL BEHAVIOR. BULLYING IN THE SCHOOL ENVIRONMENT AND ON ELECTRONIC PLATFORMS IS AN ONGOING PROBLEM, BUT ONE THAT WE HAVE THE CAPABILITIES TO HELP ADDRESS. THIS IS AN AREA WHERE EDUCATION AND INTERVENTION CAN HAVE A SUBSTANTIAL IMPACT ON STUDENT GROWTH AND ACHIEVEMENT. WE KNOW THAT SUPPORTING THOSE WHO FEEL BULLIED OR THREATENED, ALONG WITH PROVIDING TRAINING FOR THE STUDENT POPULATION CAN DECREASE THE AMOUNT AND SEVERITY OF BULLYING IN OUR CLASSROOMS. THE IEA HAS TRAININGS AND RESOURCES

RELATED TO THIS TOPIC, BUT A COMPREHENSIVE, COLLABORATIVE, MULTI-PLATFORM APPROACH AT THE STATE LEVEL COULD MAKE A BIG DIFFERENCE.

ALL OUR RESEARCH AND ANECDOTAL EVIDENCE TELLS US THAT SUPPORTING OUR PROFESSIONAL EDUCATORS, ESPECIALLY THOSE JUST STARTING OUT, CAN PLAY A HUGE ROLE IN HELPING US RETAIN TEACHERS. WE HAVE HEARD IT SAID TIME AND TIME AGAIN, THAT "THE SINGLE MOST IMPORTANT FACTOR IN STUDENT ACHIEVEMENT IS HAVING A WELL-TRAINED, HIGHLY-QUALIFIED TEACHER". WE ARE EXCITED ABOUT THE WORK WE ARE DOING TO SUPPORT OUR TEACHERS, HELP IDAHO RECRUIT AND RETAIN TEACHERS, AND ENSURE THAT EVERY CHILD IN OUR STATE HAS ACCESS TO A GREAT PUBLIC EDUCATION AND AN OPPORTUNITY TO SUCCEED. WE LOOK FORWARD TO WORKING WITH THIS COMMITTEE, THE LEGSILATURE AT LARGE, AND THE EDUCATION STAKEHOLDERS TO ENSURING EVERY STUDENT LEAVES IDAHO PUBLIC SCHOOLS PREPARED FOR COLLEGE OR CAREER NEXT STEPS.

THANK YOU, AND I WILL STAND FOR QUESTIONS.

TESTIMONY FOR SENATE EDUCATION
RESPONSE TO QUESTIONS

Mr. Chair, members of the Committee. For the record, I am Karen Echeverria, Executive Director of the Idaho School Boards Association. I'm here today representing school districts, charter schools, and the Board members who govern them.

I would like to take a minute and introduce two of my colleagues who will also be staffing this committee this year. Quinn Perry is our Policy and Governmental Affairs Director and replaces Jess Harrison. Some of you may recognize Quinn from her previous work with the Idaho Trial Lawyers Association. Misty Swanson is our Deputy Director and has worked for ISBA for 12 years. You will see at least one of us in each of your meetings.

Thank you asking us to respond to your questions related to student achievement.

To address your question about what we are doing differently to address student achievement and growth, I want to focus on effective school Boards. There is significant research through the Iowa Lighthouse Project and from education experts and authors Tom Alsbury and Phil Gore that effective Boards have a definitive positive impact on student achievement.

Dr. Tom Alsbury, at Northwestern University, conducted a study that compared district political and apolitical board turnover, combined with targeted training, to student performance change on the state criterion-referenced test. Results showed student test scores decline as board turnover increased and Board training decreased. Conversely, student performance increased where Board training had increased.

As you know, the legislature appropriated funds for school boards and superintendents and charter administrators to receive training. This past year ISBA provided training all over the state to numerous school Boards to assist them in becoming more informed by providing them with data about the students in their district, to be more effective, and to understand their roles and responsibilities. In addition, we provided numerous workshops at our Annual

Convention specifically related to student achievement. We had over 500 school Board members, superintendents and administrators at the Convention.

We believe that school Boards are more informed today than they ever have been in years past. The data they have at their fingertips allows them to make better informed decisions that will assist the students in their districts to improve on achievement and growth.

That leads me into your second question about two things that we would like to do that would further enhance student achievement and growth. We actually only have one thing. That is where all of you come in. One of the K12 Education Task Force recommendations was to remove all the line items and allow school districts and charter schools to be more creative and reactive to their student's needs.

As you all know, we have long supported local governance – the ability for school districts and charter schools to make decisions at a local level that are best for their students. Because of the training that Boards have received that have provided them with the skills and data they need, we believe they are more ready than ever for the legislature to take the step and start removing line items from the budget.

We know that decisions about students are best made closest to the student. Districts and charters know what is most needed in their individual communities to increase student achievement. By removing the line items, providing the funding to the school district or charter school as a lump sum of money, and allowing them to make these decisions on a local level, we believe that student achievement will increase.

Thank you again Mr. Chair and members of the committee. I appreciate your time today and I would be glad to stand for any questions.

Senate Education Committee

Investing in Idaho's Children and Families

What Are You doing differently from last year that enhances student growth & achievement

"Effective principals are key to strengthening teaching and schools, but there has been an insufficient investment in recruiting, preparing, and supporting great principals, particularly for high-poverty schools."

(Leithwood et al., 2004)

- Invested $300,000 in Idaho New School Leadership in 2017. Will invest $560,000 in 2018. Outstanding fellows in pipeline.

"Collecting student data is an important factor in increasing student achievement despite frequent controversy over privacy and security concerns."

Aimee Rogstad Guidera, CEO Data Quality Campaign (*Education World*, September 2015)

- Invested $41,000 in NWEA MAP, $100,000 in Education Northwest evaluation, and $31,0000 in student based budgeting simulator in 2017. In 2018, up to $75,000 in NWEA MAP, up to $200,000 in Credo study of charter performance and partnership with Charter School Growth Fund.

NAME 2 THINGS THAT YOU WOULD LIKE TO DO, THAT YOU ARE CURRENTLY NOT DOING, THAT WILL ENHANCE STUDENT GROWTH AND ACHIEVEMENT

"Teachers are very important; no other measured aspect of schools is nearly as important in determining student achievement… The magnitude of the differences (between teachers) is truly large, with some teachers producing 1.5 years of gain in achievement in an academic year while others with equivalent students produce only 1/2 year of gain."

(Eric A. Hanushek, 2010)

- Work with partners to get the best teachers possible for every school we support, and ultimately for all schools in Idaho.

"If money were not an issue, 73% of Idaho's parents would prefer that their child attend a private or charter school, while only 26% would opt for the regular public schools."

"What Idahoans Really Think About Education in Idaho," J.A. and Kathryn Albertson Family Foundation, 2016

- Work with families, lawmakers and other partners in expanding school choice opportunities to include private school options and even Education Savings Accounts.

Thank You

COALITION OF IDAHO CHARTER SCHOOL FAMILIES

Presented by: Jane Wittmeyer & Murphy Olmstead

1. What are you now doing differently from last year that enhances student growth & achievement?

Mr. Chairman and Committee Members,

Thank you for having me today, my name is Murphy Olmstead I am a newly registered lobbyist with the Coalition of Idaho Charter School Families. I may be new but the Coalition has been around for a long time and has had a long track record of success.

For today, I am going to briefly testify (for my first time) on behalf of our Coalition President, Tom LeClaire. Tom was unable to make it and regrets that he cannot be here today. So again, we really appreciate the opportunity to present and we hope you find this informative and useful.

We as a coalition consist of parents, grandparents, students and teachers who support the expansion of school choice in Idaho, the provision of equal funding, and that the funding "follows the child" to the school of their choice. We are here to represent the families that have chosen the right education model that is the most suitable for their child.

In response to the committee's first question as to what we are doing now that is different from last year that enhances student growth and achievement.

We have in the past, and will continue to ask for equal funding for charter schools as well as for virtual schools.

We know that some brick-and-mortar schools drop lower-scoring students after state "final funding" allocations are made. Many of these students that are dropped are then encouraged to go to virtual schools. The virtual charter schools that take on these at-risk students work very hard to get the students back on track to graduate. There are times when the student is too far behind in credits and feels all is lost so they dropout. With that being the case, the school that had taken on the at-risk student is then penalized in their graduation rates. We as a coalition feel this may be an unfair judgement of the charter school. So to answer the first question, we are going to advocate for a student-centered system that meets state and federal accountability measures and also presents a well-rounded picture of school performance.

COALITION OF IDAHO CHARTER SCHOOL FAMILIES

2. Name 2 things that you would like to do, that you are not currently doing, that will enhance student growth and achievement?

In response to the second question, we as a coalition will continue our advocacy for school choice, innovation in the classroom and adequate funding for virtual students. Our ultimate goal is to help parents find the right education model that fits the student and makes them successful. We believe that parents should have the ultimate decision making in choosing where their student goes to school.

There has been a dual-track of measurement from the state and the Charter Commission on the virtual schools that requires them to do more to keep their school open. This regulation and reporting has been a burden for many virtual schools. With that being said, one thing that we are going to improve on as a coalition is to advocate more to make sure that these schools stay open as they are the only option some of these students have left.

The last thing that the coalition would like to do this year to enhance school growth and achievement is to travel across state and talk with families in rural communities. We feel that in order to fully represent the charter school families of Idaho, we need to hear from everyone. This will be done by holding state-wide events where we can converse with families and see what is going well for them or see what issues they feel need changed.

With that, I wanted to thank you again Mr. Chairman and committee for your time and attention. We look forward to working with all of you this legislative session to continue helping Idaho education.

I will leave it open for any questions and I will be sure to answer them the best I can.

COALITION OF
IDAHO
CHARTER
SCHOOL
FAMILIES

Senate Education Committee Remarks 01/15/2018

My name is Maria Lorcher & this is my 3rd year as Advocacy Chair with the Idaho PTA. Along with me today are Erin McCandless our President Elect and Leslie Anderson our Secretary with Idaho PTA.

Thank you for the opportunity to Address & answer the 2 questions put forth by the committee:

First: What are we doing differently to enhance student growth & achievement?

For the 2018 school year, we are growing: we have added 4 new units in eastern Idaho which shows the importance of organized parental involvement in schools.

Our PTA Board Members continue to be involved with Superintendents Education Parents Advisory Council & the School Safety & Security Advisory Board to give a parent perspective to the Superintendent and the DOE on issues important in education.

New this year, Idaho PTA is part of the DOE Task Force on Assessments which is addressing concerns about the testing of our students in the State of Idaho.

On our annual Legislative Day on January 25th, here at the Capitol, we have invited our parents to be part of a focus group with the DOE to get valuable feedback from families on assessments as well as making report cards for schools. This will help parents make better decisions for their children, place them in the right learning environment & make sure they are aware of all the educational resources
available to them to help their student succeed in school.

Also new this year, Idaho PTA is collaborating with the IDLA and the DOE to develop a parent portal
as a 1 stop shop of resources for parents to help their kids & hopefully improve student achievement.

Idaho PTA members shine the most in our schools all day, everyday making a difference in the classroom & our school community. Our PTA units help build infrastructures for school whether is it new playground equipment, sound systems for gymnasiums as well as make available creative ways for learning through math nights, awards in reading programs, volunteer art parents and intervention tutors in the classroom. We make available money so that no student is denied breakfast or lunch.
A well nourished student is one that can concentrate on learning and not worry about their next meal.

The Second question:
What we would like to do to help student growth and achievement:

In many of our units we are starting to communicate with bi-lingual notifications to parents to help them understand first- hand what is happening in school.

In our middle schools, we have started to volunteer with educational interventions to help students master a subject and succeed.

We would like to continue to work with the DOE & help parents understand ESSA implementation in Idaho & how the new federal guidelines will help student achievement & accountability.

In our school communities, we work with our school counselors to provide them with whatever tools
& resources we can, but as a 501(c)3 we are limited on funds. We would like to advocate to the Idaho Legislature for more resources available for school counselors at all grade levels. It is important now more than ever because students are dealing with more adult issues at every age including poverty, hunger, homelessness, depression, anger and bullying to name a few which all limit the ability to learn.

We will continue to support the proposed legislation Keep Idaho Safe (KIDS) Act.
This do-not-contact registry for e-mail, fax, mobile phone and instant messenger technology belonging to children under the age of 18 will block content marketed for adults which may include but not limited to tobacco, alcohol, pornography and other products and services geared toward adults.
As on-line learning continues to be made available to the students in Idaho, making sure filters are in place is more important than ever to keep our children away from inappropriate adult content on-line.

Idaho PTA invites children of all ages to participate in our programs & activities in schools but there is only so much we can do for Pre-K kids. Idaho PTA supports more resources to go to Pre-K education.

A significant body of research shows that high-quality preschools produce long-term academic and social benefits for children. The best thing we can do for our families in Idaho is give our families options. By funding, subsidizing or offering affordable Pre-K programs give working families, single parent, financially challenged OR families who do not have the emotional, educational resources or support to help their children at home. It is not for everyone but giving families options will help student achievement because these little ones will be better prepared for school. If these programs are available, our membership is prepared to dedicate the volunteer time & resources to help these children enjoy and succeed.

Thank you for your time to listen about the important issues concerning Idaho PTA and what contribution we are making to student growth and achievement.

AGENDA

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Tuesday, January 16, 2018

SUBJECT	DESCRIPTION	PRESENTER
RS25626	Relating to Career Technical Education; Amend and Revise	Amy Lorenzo, Director of Policy and Organizational Planning, Career and Technical Education
RS25660	Relating to Higher Education; Amend and Technical Corrections	Tracie Bent Chief Planning and Policy Officer, Office of the State Board of Education
RS25667	Relating to Education; Amend, Revise, and Technical Corrections	Ms. Bent
Docket No: 08-0111-1701	Registration of Postsecondary Educational Institutions and Proprietary Schools	Ms. Bent
Docket No: 08-0113-1701	Rules Governing the Opportunity Scholarship Program	Ms. Bent
Docket No: 08-0202-1703	Rules Governing Uniformity - Accreditation	Ms. Bent
Docket No: 08-0202-1705	Rules Governing Uniformity - Definitions	Ms. Bent
Docket No: 08-0202-1707	Rules Governing Uniformity - Program Operations	Ms. Bent
Docket No: 08-0202-1708	Rules Governing Uniformity - Idaho Educator Credential	Ms. Bent

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 Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE:	Tuesday, January 16, 2018
TIME:	3:00 P.M.
PLACE:	Room WW55
MEMBERS PRESENT:	Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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.
RS 25626	**Relating to Career Technical Education; Amend and Revise. Amy Lorenzo**, Director of Policy and Organizational Planning, Career and Technical Education (CTE) presented **RS 25626**. She said this legislation is to modify Idaho code § 33-2202 to formally expand the definition of CTE to include grades seven and eight, as appropriate.
MOTION:	**Senator Nonin**i moved to send **RS 25626** to print. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**.
RS 25660	**Relating to Higher Education; Amend and Technical Corrections. Tracie Bent**, Chief Planning and Policy Officer, Office of the State Board of Education (SBE) presented **RS 25660** and explained this legislation pertains to the provisions for Eastern Idaho Technical College (EITC) and the formation of the new community college in eastern Idaho. Any wording pertaining to Eastern Idaho Technical College needs repealed and updated to the College of Eastern Idaho (CEI).
DISCUSSION:	**Chairman Mortimer** asked if there are changes other than the technical name changes. **Ms. Bent** replied in the negative. She explained this legislation contains only technical changes. Additional legislation will be coming forward tol address CEI financial requests. **Senator Winder** asked if there will be legislation for seed money and funding the new college. **Ms. Bent** replied most of the funding for CEI will be through the Joint Finance - Appropriations Committee (JFAC). She stated the other legislation she referenced, should this Committee choose to hear it, would be related to the distribution from the liquor fund that are designated for the community colleges.
MOTION:	**Senator Thayn** moved to send **RS 25660** to print. **Senator Crabtree** seconded the motion. The motion passed by **voice vote**.
RS 25667	**Relating to Education; Amend, Revise, and Technical Corrections. Ms. Bent** presented **RS 25667** and said this legislation pertains to the Professional Standards Commission (PSC). She detailed the makeup and purpose of the professional standards commission which can be found in Idaho code § 33-1252. She said the majority of changes in this bill are to update language to meet current standards. There is an additional section that will clarify the PSC board's ability to appoint its members.
MOTION:	**Senator Guthrie** moved to send **RS 25667** to print. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**.

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

DOCKET NO. 08-0111-1701 **Registration of Postsecondary Educational Institutions and Proprietary Schools. Ms. Bent** said that all the proposed changes to the rules before the Committee have been negotiated. She then described the process of negotiated rule making.

Ms. Bent presented **Docket No. 08-0111-1701** and explained this rule pertains to the authorization of postsecondary and proprietary schools. She defined each type of school and explained that the changes to the rule are to simplify the process for the schools to become registered. It also adds language to assure that schools attest to meeting the occupational requirements. The changes also state that the SBE does not review course curriculum.

MOTION: **Senator Guthrie** moved to accept **Docket No. 08-0111-1701**. **Senator Winder** seconded the motion. The motion passed by **voice vote**.

DOCKET NO. 08-0113-1701 **Rules Governing the Opportunity Scholarship Program**. **Ms. Bent** presented **Docket No: 08-0113-1701** and stated the proposed change updates the statutory reference. The update also includes technical changes and the process whereby a student who has received a General Education Diploma (GED) can establish a grade point average (GPA). This gives them the ability to apply for the Opportunity Scholarship. The rule changes also establish guidelines for the SBE to round up a GPA as necessary. The technical changes in the document reflect current, accurate terminology and guidelines for online applications. The rule outlines the process for priority eligibility for receiving the scholarship. She stated the wording of the appeals section of the rule has been modified to align with statute.

MOTION: **Senator Ward-Engelking** moved to accept **Docket No. 08-0113-1701**. **Chairman Mortimer** seconded the motion. The motion passed by **voice vote**.

DOCKET NO. 08-0202-1703 **Rules Governing Uniformity – Accreditation**. **Ms. Bent** presented **Docket No. 08-0202-1703** and refers to section Idaho code § 33-119. She said the current language conflicts with Idaho Code and has been stricken to avoid confusion. She explained there is some redundancy in the rules and those areas have been stricken. The technical changes align with the current language. **Ms. Bent** explained the addition of the section pertaining to Residential Schools is to meet health and safety standards as established by Idaho code § 39-1210 to become an accredited school.

DISCUSSION: **Senator Winder** asked if the children's home in Lewiston, Idaho is a residential school. **Ms. Bent** referred the question to Dale Kleinert, Director, AdvancED Idaho. He replied in the affirmative and said the school is under the purview of the Idaho Department of Health and Welfare (DHW).

Senator Winder asked if this change will have a negative impact on that school. **Mr. Kleinert** replied they are in support of this rule change and have worked with DHW and SBE. He explained some of their residential institutions have used this gap to bypass the DHW requirements. He explained some institutions are accredited, but do not meet health and welfare safety standards. Currently, accreditation is based on academic standards not on building safety. He concluded this rule change is important for the safety of children.

Vice Chairman Thayn asked if this would have a negative impact on the schools to the point of shutting them down. **Mr. Kleinert** replied it could add cost to an institution to comply to the safety standards to achieve accreditation.

Senator Den Hartog asked if the SBE is approaching it from a rule due to the failed legislation last year. **Ms. Bent** replied last year's legislation may have been viewed as an overreach. SBE decided to bring it back through rules with only the health and safety of a school meeting the standards set by the DHW.

Chairman Mortimer asked if the SBE received any public comment from the residential schools and asked how many residential schools would be affected. **Ms. Bent** replied the only public comment came from advanced education, who expressed support for the rule.

Senator Winder asked if this was a negotiated rule. **Ms. Bent** replied in the affirmative. She explained it was for both the accreditation and the residential school portions of the rule. She said none of the schools contacted about the rule change responded. **Senator Winder** asked how notice was given. **Ms. Bent** replied it was posted on the SBE website and in the press releases for the SBE Board meetings.

Senator Guthrie said because of the potential shutdown and additional costs to residential schools, he would like some time to review the rule and what the ramifications would be to the residential schools.

Vice Chairman Thayn asked Ms. Bent if the SBE could contact some of the residential schools and inquire about the possible impact if this rule was approved. **Ms. Bent** replied she would send notification to the residential schools the SBE is aware of and request that information.

Vice Chairman Thayn asked how long it would take to receive the information. **Ms. Bent** replied she would report back to the Committee as to how long it would take the residential schools to supply that information.

MOTION: **Senator Winder** asked for unanimous consent to hold **Docket No: 08-0202-1703** for two weeks and contact the House Education Committee Chairman regarding this decision. This will give the Committee time to get information from the schools and to appreciate the impact to the schools. There were no objections.

DOCKET NO. 08-0202-1705 **Rules Governing Uniformity – Definitions**. **Ms. Bent** presented **Docket No: 08-0202-1705** and explained the proposed amendments of this rule are technical corrections. She explained the definition for institutional recommendation was written specific to teachers, yet the rule also applies to administrators. The terminology changes throughout the rule updates the wording to current usage and aligns with Idaho Code.

Ms. Bent explained the additional rule language is regarding both professional endorsements and requirements for administrators for the recertification process. This addition provides wording that permits consistent and uniform reviews of the applications for recertification. **Ms. Bent** said the section regarding the code of ethics for interim certificated educators is identical to the requirements for a standard certificate. She stated the unnecessary language in the rule is no longer applicable and has been removed. She explained the proposed additions in the sections are for clarification. She detailed the impact of the changes.

Ms. Bent spoke about the proposed changes in the evaluation process which clarify the process and procedures. She explained the additional language was removed due to expiration. She stated the other changes are to eliminate and align rules to meet the statutes enacted from the prior year. She said the additions to the evaluation define which staff member are subject to the rules.

DISCUSSION: **Vice Chairman Thayn** asked if the SBE conducts those reviews for the recertification application process. **Ms. Bent** replied it is typically performed by the State Department of Education (SDE).

Vice Chairman Thayn asked what criteria had been used before this rule change. **Ms. Bent** replied this change defines the criteria and makes it easier for the administrator to select a course that meets the criteria outlined in Idaho Code.

Chairman Mortimer asked which staff members are included in the interim code of ethics. **Ms. Bent** replied this applies to individuals who are on an interim certificate.

Senator Den Hartog asked which agency is responsible for ensuring the professional in-service is in alignment with the individualized professional learning plan. **Ms. Bent** replied the school districts are responsible and explained how they accomplish the in-service training.

Vice Chairman Thayn asked what happened to an individual's certificate if the credits are not taken in the specified time. **Ms. Bent** replied there are provisions through the SDE for that individual.

Chairman Mortimer asked why the percentage in the principal evaluation changed from 67 percent to a majority percentage. **Ms. Bent** replied it is to bring it into alignment with the same language for professional practice and student achievement for instructional staff.

Senator Guthrie asked who approved the preparation programs prior to the proposed rule change of the SBE. **Ms. Bent** replied all preparation programs pursuant to Idaho Code must be approved by the SBE. She gave an example of a out-of-state candidate seeking certification.

MOTION: **Senator Crabtree** moved to accept **Docket No. 08-0202-1705**. **Senator Ward-Engelking** seconded the motion.

Vice Chairman Thayn relayed his concerns about the details and stated the renewal process is very prescriptive. **Ms. Bent** replied the wording is in line with current practices. She said administrators suggested this section of the rules and the SBE worked with the groups to design this section. While they are detailed, there is room for variation between the programs.

The motion passed by **voice vote**.

DOCKET NO. 08-0202-1707 **Rules Governing Uniformity – Program Operations**. **Ms. Bent** presented **Docket No. 08-0202-1707** and explained in the prior year there were amendments to the transportation portions of Idaho Code, particularly in Idaho code § 33–1006, that allow for school activities to be reimbursable expenses for transportation. The proposed language adds more specificity to the reimbursable activities.

MOTION: **Chairman Mortimer** moved to approve **Docket No. 08-0202-1707**. **Senator Nonini** seconded the motion. The motion passed by **voice vote**.

DOCKET NO: 08-0202-1708 **Rules Governing Uniformity – Idaho Educator Credential**. **Ms. Bent** presented **Docket No: 08-0202-1708** and reported this rule was negotiated; over 100 people testified regarding this rule. She explained these proposed code changes pertain to the certificates for the occupational specialists: Career Technical Education (CTE) teachers and administrators. **Ms. Bent** explained the changes are to clarify which agency will issue their certificate. Removal of irrelevant language and rules have been updated to meet current practices. She said the most significant changes are to time requirements for certification and the requirements to maintain the certificate. Many of the additions are a duplication of information for the ease of reference.

Ms. Bent explained the options and requirements available to candidates to receive the CTE administrator certificate. She detailed the requirements and criteria necessary for an industry based occupational specialist certificate. She addressed the age increase for certification. **Ms. Bent** reviewed the changes made to the hours and years of experience necessary to be certified. She explained to qualify for an occupational certificate they must meet one of the outlined options. **Ms. Bent** explained the standards to the three occupational certificates and how a candidate can work to achieve the certificate. The proposed changes in the rule include updating the language to current usage and standards.

Senator Den Hartog asked what is the reason for the age change. **Ms. Bent** replied it was based on feedback from those who attended the negotiated meeting and the Division of CTE. She explained the consensus was that an 18-year-old applicant would not have the life experience necessary to be certified.

Senator Den Hartog stated if a person has met all the requirements, an age restriction is unnecessary. **Ms. Bent** replied during the negotiated process the result was an increase in age rather than the proposal to strike the age.

Senator Crabtree asked if eliminating the age limitation was discussed. **Ms. Bent** replied in the affirmative. She replied the discussion revolved around age, experience, and hours of work experience.

Senator Ward-Engelking said it seems the new requirements are more restrictive. She asked if it will make it difficult to fill the position. **Ms. Bent** replied the criteria is the same, however, the language has been written to be more understandable. She stated CTE participated in the process and supports the changes.

Senator Den Hartog stated it seems these changes make it difficult to obtain a certificate and creates a barrier for the CTE programs.

MOTION: **Senator Den Hartog** moved to accept **Docket No. 08-0202-1708**. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**.

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

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

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Senator Dean M. Mortimer
Chair

_____

LeAnn Mohr
Secretary

AMENDED AGENDA #1

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Wednesday, January 17, 2018

SUBJECT	DESCRIPTION	PRESENTER
Approval of Minutes	June 27, 2017 Joint Education Committee Meeting	Senator Ward-Engelking
Docket No: 08-0203-1707	Rules Governing Thoroughness - Definitions	Tracie Bent Chief Planning and Policy Officer, Office of the State Board of Education
Docket No: 08-0203-1709	Rules Governing Thoroughness - College and Career Readiness	Ms. Bent
Docket No: 08-0203-1710	Rules Governing Thoroughness - Idaho Content Standards	Ms. Bent
Docket No: 08-0203-1712	Rules Governing Thoroughness - Data Collection	Ms. Bent
Docket No: 08-0204-1701	Rules Governing Public Charter Schools	Ms. Bent
Docket No: 08-0301-1701	Rules of the Public Charter School Commission	Ms. Bent
Docket No: 08-0401-1701	Rules of the Idaho Digital Learning Academy	Ms. Bent

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 Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE:	Wednesday, January 17, 2018
TIME:	3:00 P.M.
PLACE:	Room WW55
MEMBERS PRESENT:	Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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 3:03 p.m.
APPROVAL OF MINUTES:	**Senator Den Hartog** moved to approve the Minutes of June 27, 2017, Joint Education Committee Meeting. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote.**
PASSED THE GAVEL:	Chairman Mortimer passed the gavel to Vice Chairman Thayn.
DOCKET NO. 08-0203-1710	**Rules Governing Thoroughness – Idaho Content Standards. Tracie Bent**, Chief Planning and Policy Officer, Office of the State Board of Education (SBE) presented **Docket No. 08-0203-1710**. She reminded the Committee in 2017 that part of the Division of Career Technical Education (CTE) contents were approved. She began the review with the Business and Marketing section and explained that the standards are divided by the different standards necessary for student learning.
DISCUSSION:	**Vice Chairman Thayn** asked the Committee if they would like time to review this rule at a later date. **Senator Nonini** requested more time to review before voting. **Senator Winder** expressed his concern and stated he would like more time to review the 100-page document. **Vice Chairman Thayn** said the rule will be held until next week.
DOCKET NO. 08-0203-1707	**Rules Governing Thoroughness – Definitions. Ms. Bent** presented the **Docket No. 08-0203-1707**. She explained the changes include the addition of a definition of the word "diploma" and the criteria needed to issue such a document; she emphasized that the disability specifications must be met.
DISCUSSION:	**Senator Winder** asked to what the word "agency" refers. **Ms. Bent** specified that "agency" is a generic term that includes both school districts and charter schools and is defined in other sections of code. **Senator Nonini** requested clarification regarding the state requirement for high school graduation being three years of math and science. **Ms. Bent** answered in the affirmative and stated that the last one year be in the senior year of high school. **Senator Nonini** asked if students who take four years of math and science will also fall into this category. **Ms. Bent** replied in the negative. She said the state graduation requirements are framed as a minimum.
MOTION:	**Senator Mortimer** moved to accept **Docket No. 08-0203-1707**. **Senator Winder** seconded the motion. The motion passed by **voice vote.**

DOCKET NO. 08-0203-1709

Rules Governing Thoroughness – College and Career Readiness Competencies/Standards. Ms. Bent presented **Docket No. 08-0203-1709**. The proposed changes will establish a standard set of competencies for college and career readiness. She explained that in the work of the SBE with other State agencies. A common set of standards would be helpful to establish standard expectations for students graduating from high school. Common standards would also help to align State education initiatives and goals, and help to move forward with a more seamless alignment of graduation requirements and expectations for students once they leave. The categories of competencies include the knowledge of core subjects (math, humanities, social studies), critical thinking and creative problem solving, oral and written communications, teamwork, collaboration, digital literacy, leadership, professionalism, work ethic, career exploration and development, citizenship and civic responsibility, and financial literacy.

Ms. Bent added that when the rule was negotiated, it was questioned whether new classes were needed to teach these competencies. She said this is not the expectation. The competencies were derived from discussion with a wide array of stakeholders and differ from the standards established by the National Association of Colleges and Employers.

DISCUSSION: **Senator Den Hartog** said she wished this was the only standard the State used and likes the simplicity and brevity of this docket.

MOTION: **Senator Den Hartog** moved to accept **Docket No. 08-0203-1709**. **Senator Mortimer** seconded the motion. The motion passed by **voice vote.**

DOCKET NO. 08-0203-1712

Rules Governing Thoroughness – Data Collection. Ms. Bent presented **Docket No. 08-0203-1712**. She stated this docket was the only one not negotiated and explained change in this area is done through the Legislature. Currently, students applying for scholarships enter their grade point average (GPA) manually into the system to be verified; this change would automatically enter and verify data through the longitudinal data system.

DISCUSSION: **Senator Den Hartog** asked why the GPA was not already in the data system. **Ms. Bent** said she was unable to answer that question, as most of those who developed the original data system are no longer employed by SBE.

MOTION: **Senator Crabtree** moved to accept **Docket No. 08-0203-1712**. **Senator Den Hartog** seconded the motion. The motion passed by **voice vote.**

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

DOCKET NO. 08-0204-1701

Rules Governing Public Charter Schools. Ms. Bent presented **Docket No. 08-0204-1701**. She said H 279, which was enacted at the end of the 2017 Legislative Session, amended provisions regarding the petitioning process for charter schools and streamlined the application process and timelines. The negotiations were robust, and all parties impacted were involved in the changes. **Ms. Bent** explained the changes reflected the legislation.

DISCUSSION: **Senator Buckner-Webb** asked if the elimination of the sufficiency review would impact any charter schools in her district. **Ms. Bent** clarified the sufficiency review was in the original statute and was removed because of the time it took to get through the petitioning process. Charter school stakeholders felt that the sufficiency review was unnecessarily increasing the timeline. **Senator Den Hartog** said the sufficiency review did not have all the correct components. The application requirements are now clearer and more appropriate.

MOTION: **Senator Den Hartog** moved to accept **Docket No. 08-0204-1701**. **Senator Winder** seconded the motion. The motion passed by **voice vote.**

DOCKET NO. 08-0301-1701 **Rules of the Public Charter School Commission. Ms. Bent** presented this docket and explained that new wording regarding accreditation reports is added to comply with the current statute.

DISCUSSION: **Chairman Mortimer** asked if most of the deletions are those which apply to the statute passed last year and put into the previous rule; taken out of the compliance section of the code. **Ms. Bent** replied in the affirmative.

MOTION: **Senator Crabtree** moved to accept **Docket No. 08-0301-1701**. **Senator Den Hartog** seconded the motion. The motion passed by **voice vote.**

DOCKET NO. 08-0401-1701 **Rules of the Idaho Digital Learning Academy (IDLA). Ms. Bent** presented **Docket No. 08-0401-1701**. She noted the address update of IDLA. She stated the reference to specific grades IDLA serves was removed, this allows IDLA to serve students based on school district needs. **Ms. Bent** clarified the accreditation standards for IDLA. She explained an update was made to the reference to class syllabus and consequences regarding plagiarism were to be found in the student handbook. **Ms. Bent** said the language change reflects the current usage and the behavior policy was slightly changed. She finished by specifying the ways teacher interactions have been updated to reflect current practices.

MOTION: **Senator Den Hartog** moved to accept **Docket No. 08-0401-1701**. **Senator Crabtree** seconded the motion. The motion passed by **voice vote.**

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 3:55 p.m.

Senator Dean M. Mortimer
Chair

LeAnn Mohr
Secretary

Samuel Griffin
Assistant Secretary

AGENDA

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Thursday, January 18, 2018

SUBJECT	DESCRIPTION	PRESENTER
RS25693	Relating to Higher Education; Amend, and Establish Provisions	Tracie Bent Chief Planning and Policy Officer, Office of the State Board of Education
RS25695	Relating to Career Education; Provide Legislative Intent, Amend, Establish Provisions, and Sunset Date	Ms. Bent
Docket No. 47-0101-1701	Rules of the Idaho Division of Vocational Rehabilitation	Ms. Bent
Docket No: 55-0103-1701	Rules of Career Technical Schools	Ms. Bent
Docket No: 55-0104-1701	Rules Governing Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-Up Grants	Ms. Bent

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 Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE:	Thursday, January 18, 2018
TIME:	3:00 P.M.
PLACE:	Room WW55
MEMBERS PRESENT:	Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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 3:01 p.m.
RS 25693	**Relating to Higher Education; Amend, and Establish Provisions**. **Tracie Bent**, Chief Planning and Policy Officer, Office of the State Board of Education (SBE), presented **RS 25693** and explained the changes regarding the transfer of credits for the individuals who have received an Associate degree from a regionally accredited institution recognized by the SBE. She detailed the two amendments to the existing sections. The proposed legislation includes notification requirements to students regarding transfers. **Vice Chairman Thayn** said he is interested in the process of the reporting requirement and wonders if this might create an extra burden for institutions. He said he hopes Ms. Bent will be able to address that question when she returns to present the bill.
MOTION:	**Senator Buckner-Webb** moved to send **RS 25693** to print. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.
RS 25695	**Relating to Career Education; Provide Legislative Intent, Amend, Establish Provisions, and Sunset Date**. **Ms. Bent** presented **RS 25695** and said this legislation expands the program for agricultural and natural resources. She reminded the Committee of the 2014 enactment of incentive and start up grant programs. The proposed legislation would create a similar program for the following Career Technical Education (CTE) areas: business management and marketing, engineering and technology, family and consumer sciences, health sciences, and skilled and technical sciences. It would also provide technical assistance for all of the programs. **Ms. Bent** said the legislation is two part; the creation of the program would begin in the next fiscal year. A year later, a third program, a workforce readiness incentive funding would begin. She explained the funding process for the programs.
MOTION:	**Senator Nonini** moved to send **RS 25695** to print. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.
PASSED THE GAVEL:	Chairman Mortimer passed the gavel to Vice Chairman Thayn.

DOCKET NO: 47-0101-1701

Rules of the Idaho Division of Vocational Rehabilitation. **Ms. Bent** presented **Docket No. 47-0101-1701** and stated the changes in this rule are to the incorporated by reference section. The proposed changes amend the date of the new version. She explained the policy manual outlines the procedures and practices for the individuals who work in the field for the Division of Vocational Rehabilitation (DVR). This change is to align the program's policy with the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act of 2014. She outlined the proposed changes and additions to the manual for the Committee. She said the changes are based on the federal requirements, which are referenced in each section.

Chairman Mortimer asked if there was any public input for the policy changes. **Ms. Bent** replied there was extensive input. The DVR worked with the Idaho State Rehabilitation Council and the providers of the services to gather input. **Ms. Bent** outlined the changes in the specific areas.

Senator Den Hartog asked if Ms. Bent knew how long these versions would be in practice. **Ms. Bent** replied she believes it will be an extended period of time before they amend the Rehabilitation Act again. The act is a federal law and is quite encompassing; taking a great deal of time to adjust. She explained DVR's desire to move those policies out of the manual and into the rule.

MOTION:

Senator Mortimer moved to accept **Docket No. 47-0101-1701**. **Senator Den Hartog** seconded the motion. The motion passed by **voice vote**.

DOCKET NO: 55-0103-1701

Rules of Career Technical Schools. **Ms. Bent** presented **Docket No. 55-0103-1701** and explained the changes amend the section of the rule regarding to the Career Technical Education (CTE) schools added cost funding and program components. She said the proposed amendments will update the rule to current terminology and remove outdated language that no longer conforms to Idaho Code. She stated these were last updated in 2001. The additional changes streamline the requirements for identifying different CTE schools and make the provisions more transparent. She said CTE worked extensively with the schools and CTE educators. She stated all were in support of the changes. **Ms. Bent** explained none of the changes will adversely impact the schools in CTE programs.

Ms. Bent explained the definition changes; she said they are intended to eliminate confusion and to bring the rules into compliance with Idaho Code. She clarified the changes to the program criteria for the CTE schools and outlined the required CTE courses and competency standards for students and instructors.

Chairman Mortimer asked if the program requirement of five semesters is a barrier for participation. **Ms. Bent** referred the question to Amy Lorenzo, Policy Director, CTE. **Ms. Lorenzo** said CTE analyzes the breadth and depth of course offerings. The key distinction of the five-semester direction is to ensure the program will meet the program standards. The intent is to provide the student a high-end CTE experience which exceeds comprehensive high school education.

Vice Chairman Thayn asked Ms. Lorenzo to provide an example of a five-semester course. **Ms. Lorenzo** gave as an example the certified nursing assistant (CNA) program. In that instance, more semesters experience allows the student to have more practice and a better understanding of the profession, which makes the student more likely to pass the exam. She emphasized the local districts determine the course offerings.

Chairman Mortimer expressed concern regarding semester requirements. He stated it makes the programs inflexible and potentially incompatible with the ever-changing demands in industry. He asked if these requirements should be in rule. **Ms. Lorenzo** replied this rule is in place to keep CTE schools accountable. She stated the programs in the CTE schools need to be better and more comprehensive than those available in a traditional high school.

Chairman Mortimer said he does not believe this proposed change will accomplish those objectives. He said this is restricted by time, not by content. He concluded CTE should be moving to content mastery-based education as opposed to time spent in the classroom.

Vice Chairman Thayn asked how this fits with the capstone project. **Ms. Lorenzo** said it depends on the composition of the program. She explained there are specific sets of standards for each area of knowledge and detailed how a student will demonstrate proficiency. **Vice Chairman Thayn** asked how a student would be impacted if they demonstrate their competencies and are certificated in less than five semesters. **Ms. Lorenzo** explained the delivery of the education is linear and sequential and it would be difficult for a student to be certified before completing the five-semester requirement. The time frame ensures the standards are being met.

Senator Guthrie stated workforce needs are changing rapidly. His concern is this rule is too restrictive based on the demands of industry. Students may be able to attain mastery in less than five semesters.

Ms. Bent continued to review the changes in the docket and explained the deletions regarding interpersonal and cross-functional skills offered in CTE programs. She said the CTE schools added cost funding unit has been removed because it is addressed in Idaho Code § 33-102g. She explained the changes to definitions, program titles, and funding requirements were made to align with Idaho Code.

Vice Chairman Thayn said this section pertains to career technical schools. He asked if Ms. Bent would explain to the Committee the difference between CTE schools and typical high schools. **Ms. Bent** explained the differences and described the students and regions in the State. She stated there are 17 CTE schools in Idaho.

MOTION: **Senator Mortimer** moved to accept **Docket No. 55-0103-1701** except **Section 102.02.f** . **Senator Guthrie** seconded the motion.

Chairman Mortimer explained his motion. He commented the section is too restrictive and unnecessary.

Vice Chairman Thayn said he will allow comments from CTE.

Ms. Bent replied CTE can work with these programs without the required five semesters to ensure that the standards are met while new language is crafted for the docket to be acceptable to the Committee.

Senator Den Hartog called for a point of order. She said because there is a motion on the table the discussion should be amongst the Committee members only.

Vice Chairman Thayn acknowledged the point of order is correct. He said he would like to allow testimony because of the work CTE conducted to bring this rule forward.

Ms. Lorenzo said the reason for the five semester requirement is funding. CTE schools are funded based on the average daily attendance formula. For those programs to be fully funded at a level that will meet industry requirements, schooling timeline requirements are necessary.

The motion passed by **voice vote**.

DOCKET NO. 55-0104-1701

Rules Governing Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-Up Grants. **Ms. Bent** presented **Docket No. 55-0104-1701** and said this pertains to high-quality agricultural programs and agricultural startup programs that are based on legislation from 2014. She said the proposals allow for priority funding when there is not enough grant money to fulfill all eligible requests. She explained the process for startup programs to be eligible for the incentive grant requests and the change increases from one year to three years. She said this also clarifies eligibility restrictions and the payment process of the grant funds to the recipients.

Senator Den Hartog said she understands the reasons for the priority ranking for funding. She asked what would happen if during the next application cycle, there are better candidates than those who were deemed eligible to receive priority status for funding. **Ms. Bent** replied the prioritizing does not guarantee that they would receive the funds. She explained a scenario where priority candidate would receive the funding.

TESTIMONY:

Shawn Dygert, Legislative Liaison, Idaho Agricultural Teachers Association (IATA) spoke in support of the rule change. He stated IATA worked in conjunction with CTE to develop this rule change. He addressed Senator Dan Hartog's question and explained how the ranking process works. This change will move the grant from a competitive grant to a granting process that rewards many deserving programs across the state. He explained the process to determine which group qualifies for the initiative grant.

Senator Guthrie asked how many applications are submitted each year, and of those submitted, how many qualify. He asked if the program is expected to grow.**Mr. Dysart** replied over 40 teachers applied and 30 received grants. He said the program is growing each year.

Chairman Mortimer asked if those who apply but don't meet the criteria will they qualify for the grant funds. **Mr. Dygert** replied he understands the rule to mean those who qualify for the grant are part of the rotation.

MOTION:

Senator Guthrie moved to accept **Docket No. 55-0103-1701**. **Senator Ward-Engelking** seconded the motion. The motion passed by**voice vote**.

PASSED THE GAVEL:

Vice Chairman Thayn passed the gavel to Chairman Mortimer.

ADJOURNED:

There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 3:54 p.m.

Senator Dean M. Mortimer
Chair

LeAnn Mohr
Secretary

AGENDA

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Monday, January 22, 2018

SUBJECT	DESCRIPTION	PRESENTER
Presentation	College of Eastern Idaho	Rick Aman, PhD., President
	College of Northern Idaho	Rick MacLennan, Ed.D, President
	College of Southern Idaho	Dr. Jeff Fox, President
	College of Western Idaho	Dr. Bert Glandon, President

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 Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE: Monday, January 22, 2018

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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.

He opened the meeting with a reading from the book, *A Heap O'Living Along Life's Highway*, by Edgar A. Guest, "Stuck."

Chairman Mortimer welcomed the presidents from Idaho's four community colleges and explained the presentations would be slightly different from previous years.

PRESENTATION: **College of Eastern Idaho, Rick Aman, PhD,** President,(CEI), began his presentation by stating the CEI is the newest community college in Idaho and described the time line for the establishment of CEI.

President Aman indicated there are four priorities that CEI is expanding. Those are as follows:

1. Academic transfer/career technical class degrees that can transfer to other universities.
2. Dual credits which includes hiring a dual credit coordinator.
3. Online learning.
4. Workforce development.

President Aman explained the five sources of revenue for CEI. One of CEI's focus is the "speed to degree" helping students to get in to school, obtain their education, and move into employment. Community colleges play an important role in providing a two-year associate degree for students. He indicated CEI wants to be valuable in helping high school seniors get either a technical degree or an associate degree. CEI has regional educational partnerships in nine of the State's counties and have begun relationships with five universities in the State (Attachment 1).

PRESENTATION: **North Idaho College (NIC), Rick MacLennan, Ed. D.,** President, said NIC' is committed to investing in student success and shared a student's life story. Leaders from NIC view the campus as the "sweet spot" between education and employment and are working hard to fulfill the mission. He said NIC is expanding the workforce training programs and they are realizing the economic impact. He spoke about the number of students enrolled in the non-credit workforce training and elaborated about the manufacturing companies NIC is working with to solve common problems. He reported the outcome of the collaboration.

President MacLennan reported the amount of scholarship dollars to CTE and workforce development programs during the years 2007 through 2017, is nearly $5 million. He said dual credit enrollment is strong and is expanding all types of educational programs. He explained the newlly establish Co-Creation Center, C-3; it is a hub for entrepreneurship, creativity, and collaboration for broad community access to relevant STEM centered educational programs, small business development, hands-on learning and cross-discipline education (Attachment 2).

PRESENTATION: **College of Southern Idaho (CSI), Dr. Jeff Fox** , President said CSI has a variety of course delivery methods, including campus classes, dual credit classes, off-campus centers, and online classes. They work to maintain low-cost tuition. He stated the retention rates have increased from fall 2012 to fall 2015 from 53 percent to 60 percent. **Dr. Fox** said the key elements in this steady increase may be due to having transition coordinators employed in area high schools helping students and parents be prepared for the college transition.

Dr. Fox said workforce development is important component at CSI and the region it serves. He detailed the number of people enrolled in the programs. He stated CSI has been present at every visit from new employers looking to locate in the Magic Valley. **Dr. Fox** discussed the reasons for enrollment flattening out and emphasized the increase in dual credits; combined enrollment is the highest enrollment figures for CSI.

Dr. Fox explained how CSI is adapting to the change in student demographics. He said the four Idaho Community Colleges (ICC) have a strong working relationship. He elaborated on some of the issues they are working to remedy (Attachment 3).

PRESENTATION: **College of Western Idaho, Dr. Bert Glandon** ,President, stated CWI will serve over 30,000 students at the end of the spring semester and has exceptional growth in dual credit courses. CWI received the National Alliance of Concurrent Enrollment Partnership accreditation in May 2017. In effort to maintain curricular rigor of college courses being offered in high school, CWI hires faculty based on qualifications set and approved by the college's academic departments. He explained the process to ensure the dual credit course meets the rigor.

Dr. Glandon said CWI has not increased the tuition in the last four years. By keeping the cost of tuition as low as possible, retention levels are high. He stated dual credits are difficult on budgeting because more students are enrolling in the program and the revenue does not cover the cost of the courses. He cited the biggest weakness for CWI is the lack of buildings and facilities.

Dr. Glandon said CWI has achieved accreditation, but are they sustainable? He said online classes enhance student achievement. CWI is expanding the online class offerings to assist students in the completion of their degree. He said they are working to increase the help offered to the Hispanic student population. **Dr. Glandon** explained the keys to future achievement for CWI include short and long-term facility training, adult completion courses, and sustainable funding (Attachment 4).

Chairman Mortimer asked if the presidents had any other concerns they would like to address. **President MacLennan** replied he is concerned about workforce development programs and the pressure that all the community colleges were feeling to make the courses shorter so students could enter the workforce sooner.

Vice Chairman Thayn asked if they were using dual credits for CTE courses. **President MacLennan** said dual enrollment classes count for high school credit and college credit. The high schools have been asked to look at their CTE classes and align them with what would be required for college credit. **President Glandon** stated the four community colleges have been working on dual enrollment for several years with the State CTE group. He explained the design of the bridge program and how it can shorten the time it takes for a student to earn an associates degree. He said it is very challenging to set up this type of program and there is concern there will be little interest by students.

Senator Guthrie said CEI is growing fast and asked what they are doing to engage private industry in developing program curriculum. He also asked if they would be able to do four, six or eight week crash courses if the need arose. **President Aman** replied in developing the curriculum, CEI engaged about 30 advisory committees; many were engaged with them when it was a technical college. CEI enlist industry experts to teach specific subjects. He stated CEI works with the Regional Economic Development Agency for Eastern Idaho (REDI) to help determine the kinds of topics students need to learn to be marketable.

President Glandon said CWI had a working relationship with a large construction manufacturing company which helped CWI develop curriculum with industry standards built into the program. He explained the success of the program. It has been very successful with a 100 percent graduation and 100 percent placement. **President Fox** added Southern Idaho Economic Development Organization has been a leader in business development and in attracting businesses to the Magic Valley. The CTE programs have a mandatory advisory committee made up of professionals who specialize in specific areas. CSI also offers companies the opportunity to send employees to classes to update their skills.

Chairman Mortimer asked if the academic coursework for CTE certification could be abbreviated. **President Fox** stated credit bearing courses depend on approved accreditation. The CTE classes are regulated by accrediting agencies. Most require a general education component in addition to the CTE skills set. The programs which have melded into the short-term trainings and on-demand trainings may not have the required components for general education. He stated It is an ongoing process and they are working to determine how to find the most effective combination.

Senator Thayn expressed his concern regarding the dual credit programs. He asked if those courses are preparing students for college. **President Aman** replied there are steps in place to have qualified master teachers work and mentor a high school faculty member. CEI is encouraging concurrent credits which requires the student to be physically present in the class to exhibit college readiness. The key for dual credit course is a proficient instructor and the final exam be the same as it is in the college/institution.

President Fox replied high schools make the decision to accept the credits as part of the high school curriculum. He emphasized dual credit students have a higher grade point average than their peers.

President Glandon stated the cost involved with dual credit classes is higher than the $65 and with so many students taking advantage of those classes, it is creating a financial burden for the colleges.

Vice Chairman Thayn asked how the education landscape in Idaho is changing with the increase in dual credit classes. **President MacLennan** indicated the instructional staff is changing and the average age of the student has gone down.

President Fox said dual credit courses enable students to get a head start on their education and enhances their ability to either go to work or to go on to college more quickly. He stated CSI strives to reach not only the best students but the other 50 percent who are not planning on going to college. There are transition coordinators working with students and their parents when they are sophomores in high school, discussing whether going on to college could be a reality.

Senator Den Hartog asked if adult completers have other barriers than financial that keep them from attending post-secondary education. **President Glandon** said many adults are already working and are comfortable. He explained the hurdles older students face when walking on campus. He stated online or hybrid classes appear to be the best way for adults to finish their degrees.

President Fox said in the Magic Valley there are many students who went to CSI and never finished because there are not enough programs available. **President MacLennan** said many adults wonder if it is worth the effort to return to school. He emphasized the importance for colleges to have a strong relationship with the community so they are aware of local needs.

Senator Guthrie stated he believes community colleges provide an important niche in education. He asked if the community college model is disruptive to the four year institutions. **President Aman** said the demographic for CEI is not to attract students who want the amenities of a university experience. Their targeted demographic is the 50 percent who would not necessarily go to college. CEI will education a student through the sophomore year of college. They have enough credits, have less debt, and achieve comparable to the university educated peer. He said community colleges should address the veteran population. They have good benefits for more education but are less inclined to return to school. **President Glandon** said the one challenge facing higher education is how to deliver better education at lower costs. He stated community colleges can help with that challenge.

Chairman Mortimer asked each community college president to report the two things not currently being done that they would like to see done in the future.

President Fox stated CSI is working to get a bachelor's degree in food processing and education which would meet the needs of companies in the Magic Valley. **President MacLennan** said in the region NIC serves there is a need for applied baccalaureate degrees in areas such as health occupations and the aerospace industry. **President Aman** said he would like to see baccalaureate degrees being offered at EIC. He stated he would like to see an increase in the reimbursement for dual credits. **President Glandon** added it is important to do a study to determine what the actual cost is for dual credit courses. .

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:24 p.m.

Senator Dean M. Mortimer
Chair

LeAnn Mohr
Secretary

Sharon Pennington
Assistant Secretary

College of Eastern Idaho

Idaho Legislative Education Committees

College of Eastern Idaho

January 22-23, 2018

Rick Aman, President

Timeline for College of Eastern Idaho Creation

- May 16, 2017 – Successful Bonneville County Vote
- June 28, 2017 – Northwest Commission on Colleges and Universities (NWCCU) recognition of new Community College – AA and AS Transfer Degrees
- July 5, 2017 - Trustees appointed by State Board
- August 22, 2017 - First Day of Fall Classes
  - Credit headcount: 802 (32 Gen Ed), Full Time Faculty and Staff: 155
- November 2017 – Major $1.2M ERP system upgrade of Colleague, Awarded IF Chamber Large Business of Year
- December 2017 - Permanent president selected, $1.7M Maeck Gift, UI/CEI Joint-Admit MOU
- January 8, 2018 - First Day of Spring Classes
  - Credit headcount: 1,050 (545 Gen Ed), Full Time Faculty and Staff: 170
- June 30, 2018 - EITC merged into CEI for a fully autonomous Community College
  - One time $5M startup funding – Projecting $108K remaining

College of Eastern Idaho

Sources of Funding/Revenue for CEI

Funding Sources	FY 18	FY 19
Tuition -	$ 800,000	$ 4,726,400
Property Tax -	$ 0	$ 860,000
Liquor Funds -	$ 0	$ 200,000
CTE -	$ 7,500,000	$ 6,400,000
General Fund -	$ 0	$ 4,977,300*
Total Funding -	$ 8,300,000	**$17,163,700**

* $1.1M transfer from CTE, $3.9M state allocation

College of Eastern Idaho

CEI - Innovative College Model

- Associate of Arts -- Associate of Science (transfer degrees vs emphasis degrees)
  - Aggressive advising by CEI and Universities
  - Guided Pathways, Block Schedules, Student Cohorts
  - University Partnerships
- Trimesters vs 2 semesters and summer session (year around college)
- Online/Extended Learning
  - Full Online Courses (20% of Gen Ed), Flipped Classroom, F2F with Online supplements, Online Degrees (2 fully online)
  - Extended Campus Locations
- Outreach to Students (recruitment)
  - Attraction -- Expand Capacity/Retention -- Completion (time-to-degree)
  - Student Life, Service Learning
  - Demographic Target: High School Seniors, Veterans, Non-Traditional Students (some college no degree)
- Competency Based Learning (emphasis on “outputs”)
  - Skill gap analysis
  - Badging, Credit for Prior Learning, Competency Demonstration, Western Governors University Model

College of Eastern Idaho

Regional Business and Industry Partnerships

Academic Path – K-Career - (many on and off ramps toward a degree or certificate)

Concept of T-2-4 (Technical Certificates, 2 year degrees, 4 year bachelors)

- **Degrees and Certificates**
  - AAS – Technical 2 year degrees
  - Associate of Arts and Science Transfer (Guided Pathways)
- **Customized Workforce Training -- Just-in-Time Training**
  - Industry Recognized Certifications
  - "Competency-Based Certifications" -- documented through badging processes

College of Eastern Idaho

Regional Educational Partnerships

- K-12 Districts in 9 Counties – Region 6
  - Dual/Concurrent Credit (In high schools with high school teachers)
  - STEM (Educate Idaho, Growing Together, iSTEM, Summer Science Camps, YourFIT)
  - Idaho Digital Learning - IDL
- Four Community Colleges Consortium - ICCC
  - **CSI, CWI, NIC**
  - Common Degrees, Statewide Workforce Mission
- Universities
  - **ISU, UI, BSU, BYUI, NNU**
    - 2+2 Agreements, Co-Enrollment, Consortium Agreements

College of Eastern Idaho

Investing in Student Success.

Creating Student Experiences That Matter.

North Idaho College

Our Commitment.

We Create Success Stories.

Workforce
Higher Ed
North Idaho College
K-12

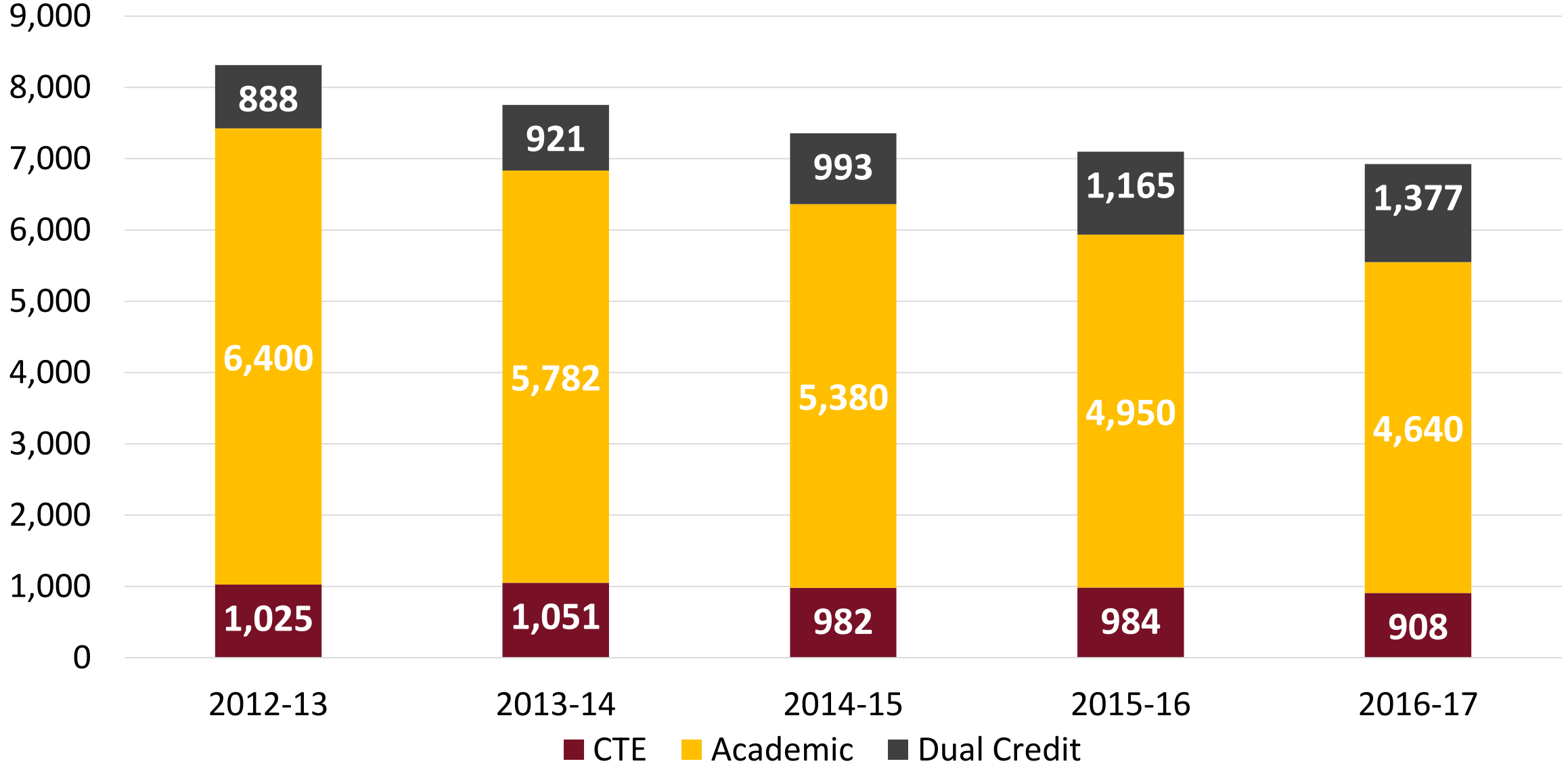
Expand
Workforce Training

Impact
Economic Development

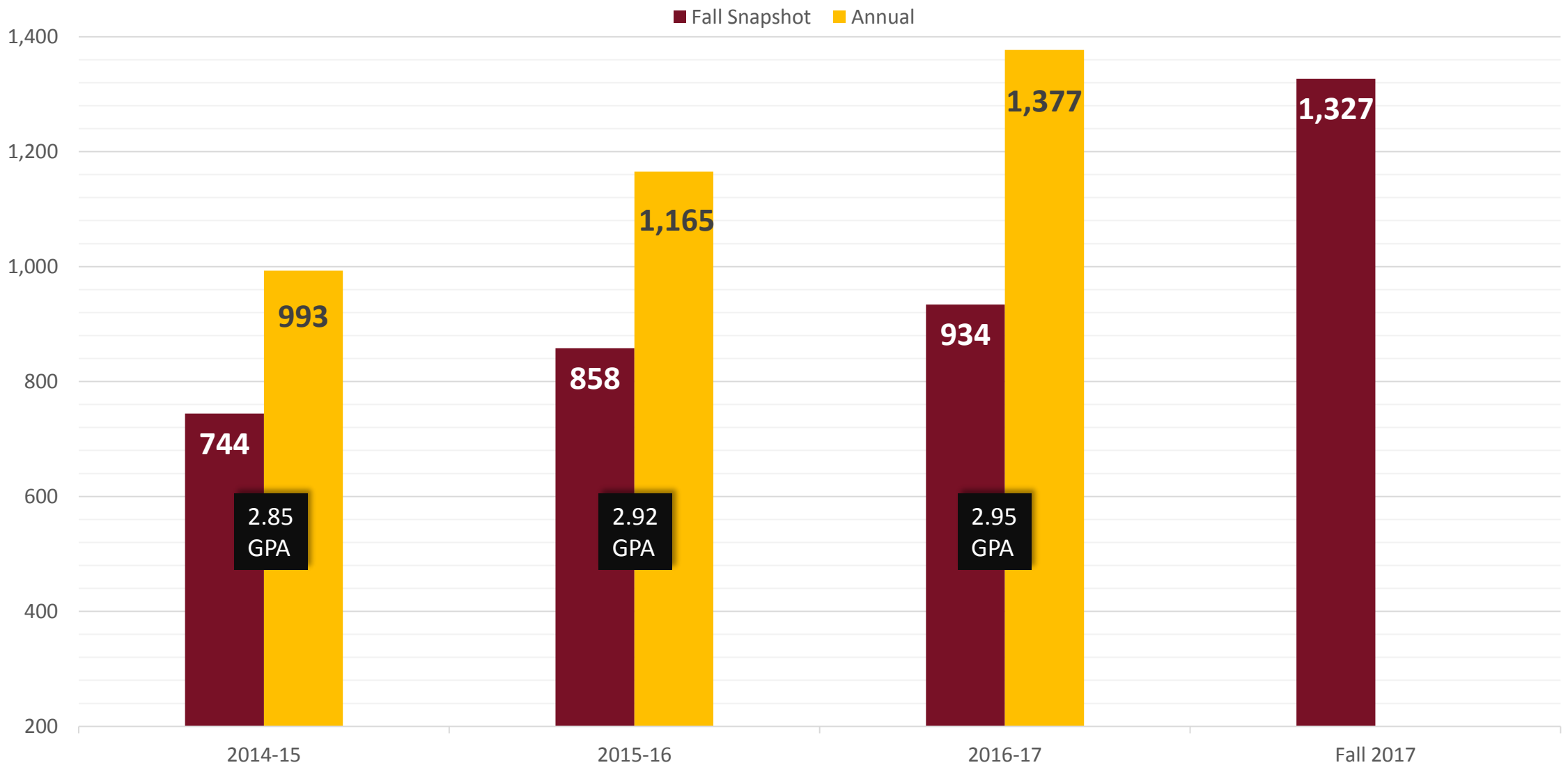
Connect K-12

Strengthen Access & Exploration

Annual Enrollment



Dual Credit Enrollment



Preparing for the Future

Co-Creation
Entrepreneurship
Innovation

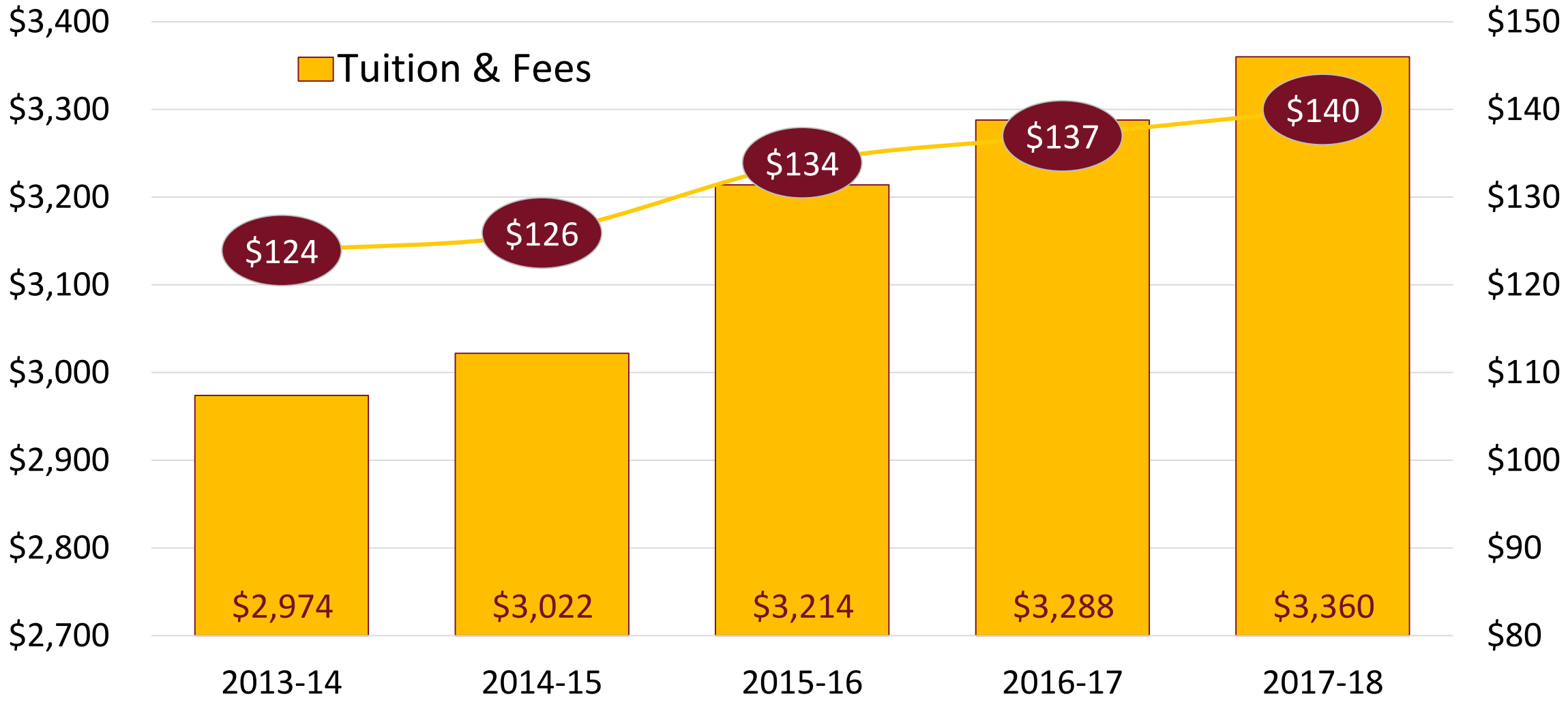
Initiated, Expanded & Launching…

Advanced Manufacturing
Medical Assistant
Composites Technology
Aviation Maintenance Tech
Veteran to RN
Mill Sharpening
Cybersecurity/ Defense
Entrepreneurship
Log Scaling

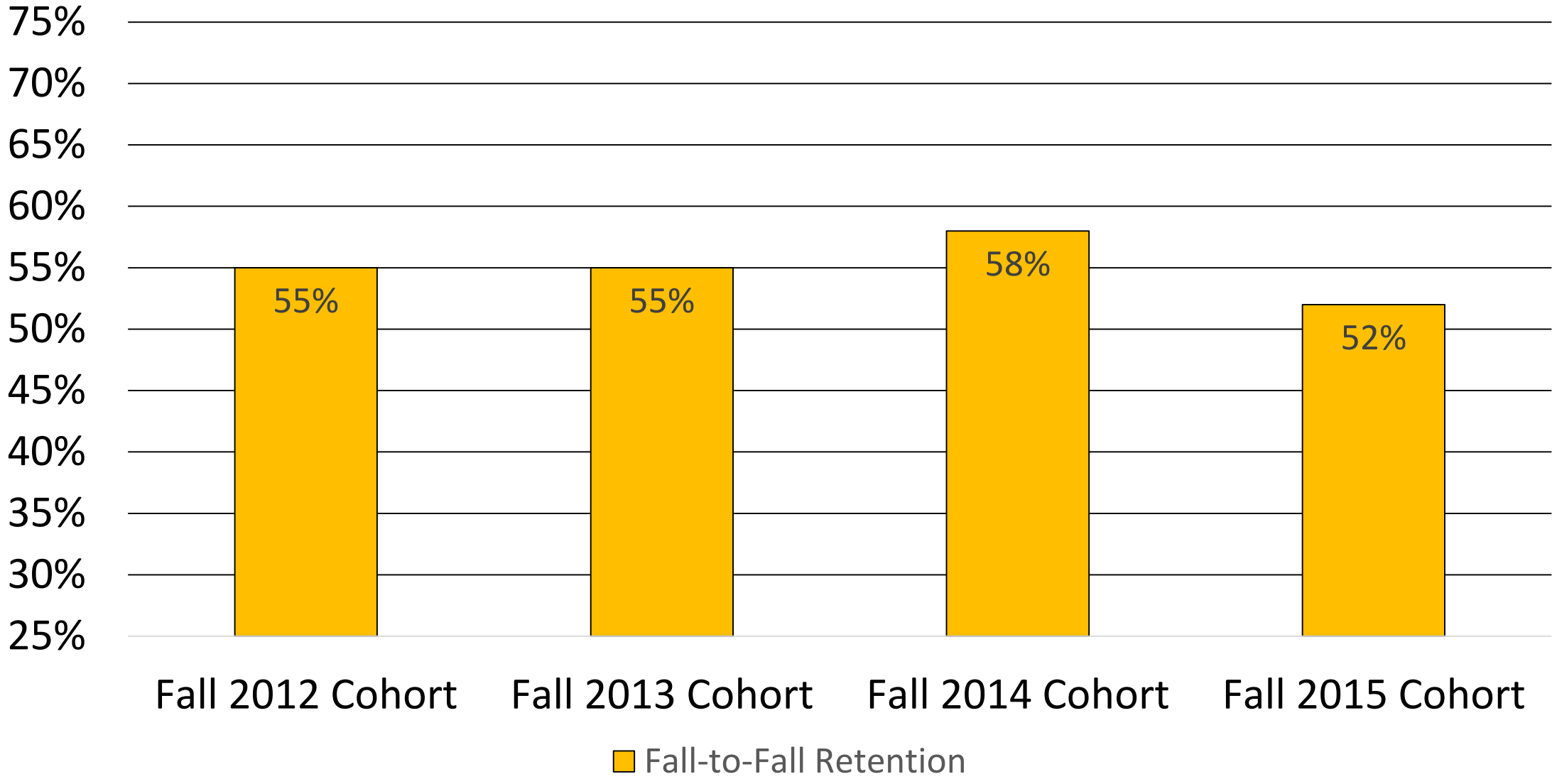
Certified Nursing Assistant
Boiler Operator
Patient Care Technician
Dental Assistant
Physical Therapist Assistant
Non-Destructive Testing
Mechatronics
Pharmacy Tech
Programmable Logic
Aviation Flight Science
Surgical Tech (Fall 18)
Dental Hygiene (Spring 19)
Paramedic (in development)

North Idaho College

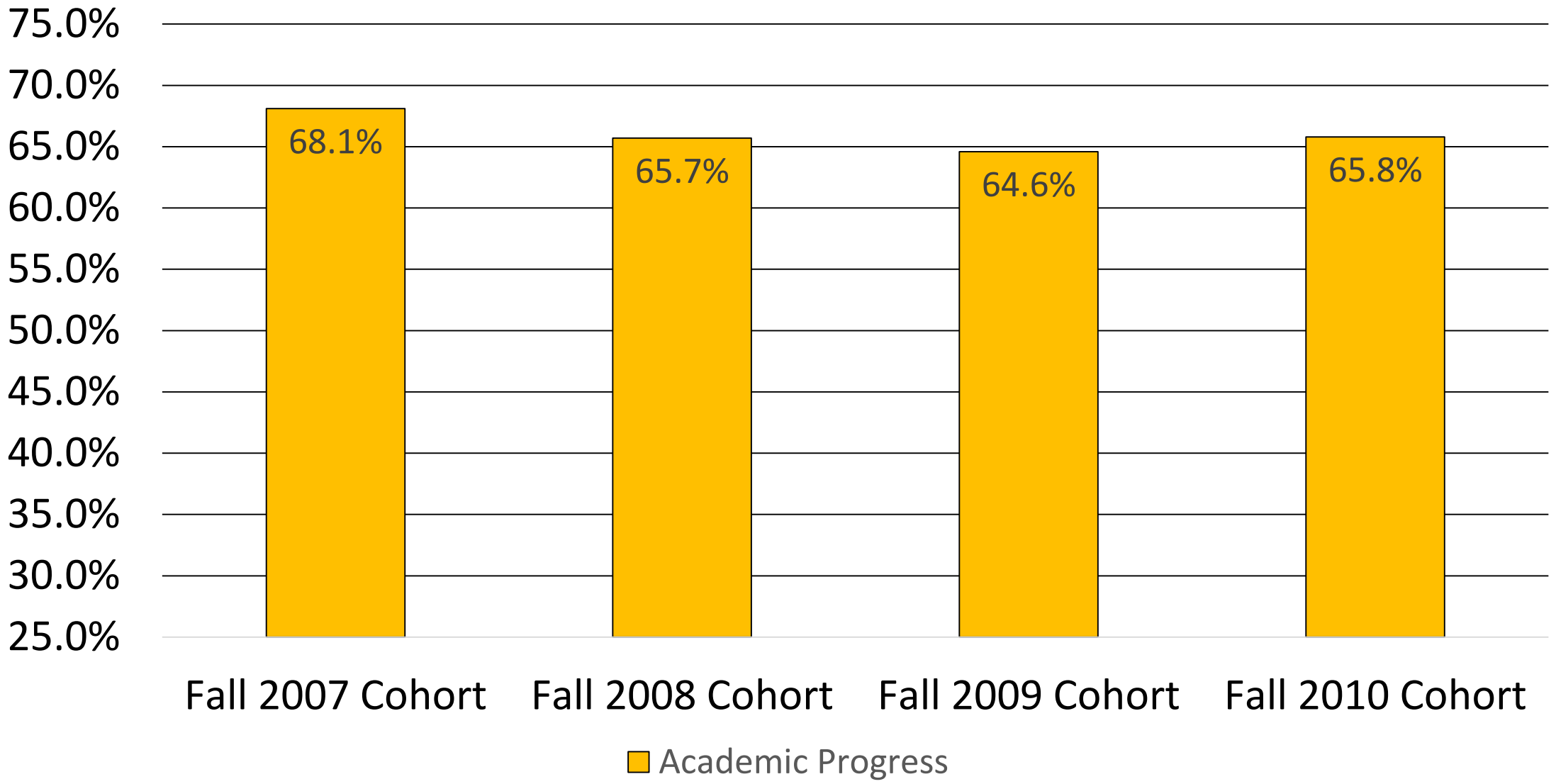
Cost of Full Time Attendance at NIC



Fall-to-Fall Retention Rates



Academic Progress



Percentage of students, who were awarded a degree or certificate, transferred without an award, or are still enrolled after six years.

Volunteer Framework of Accountability (VFA)

Collaborative Partnerships

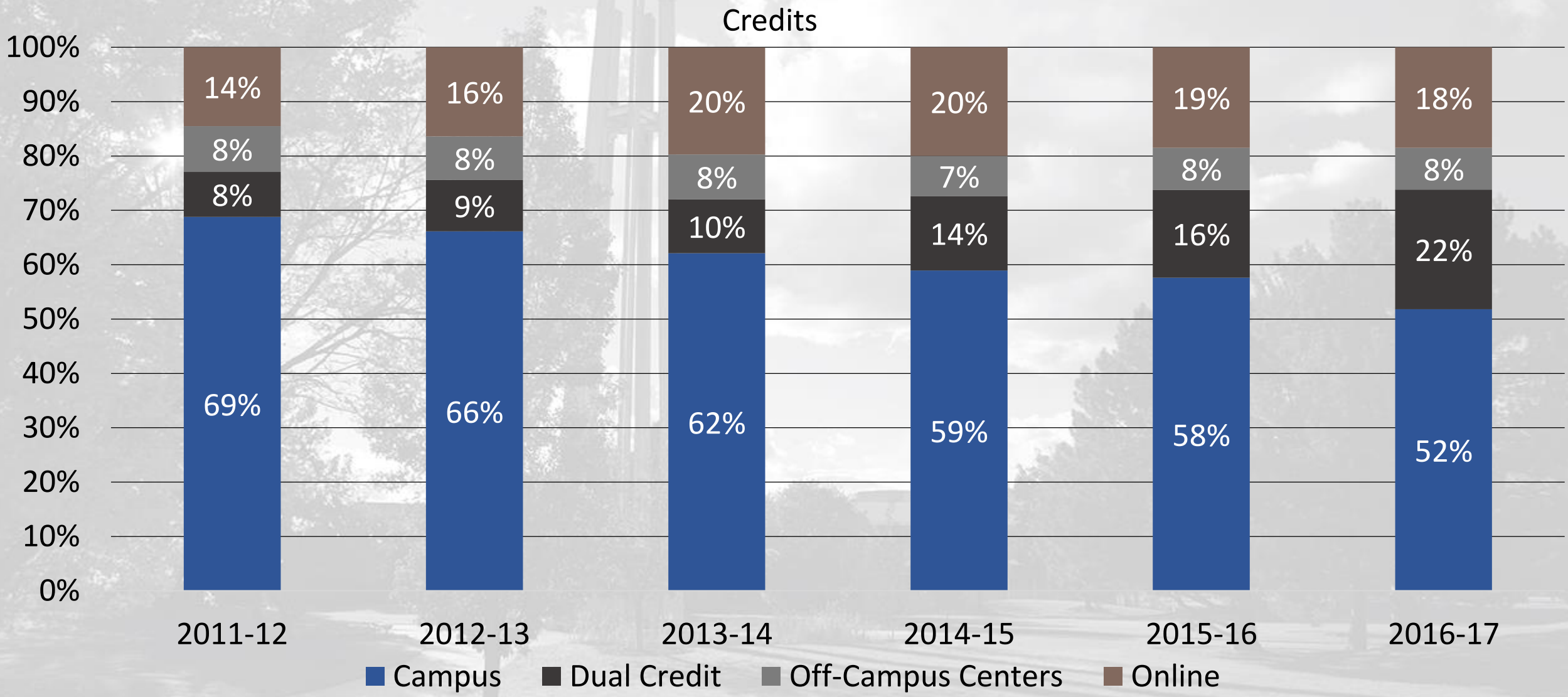
Bridges to Bachelor-Level Opportunities

CSI

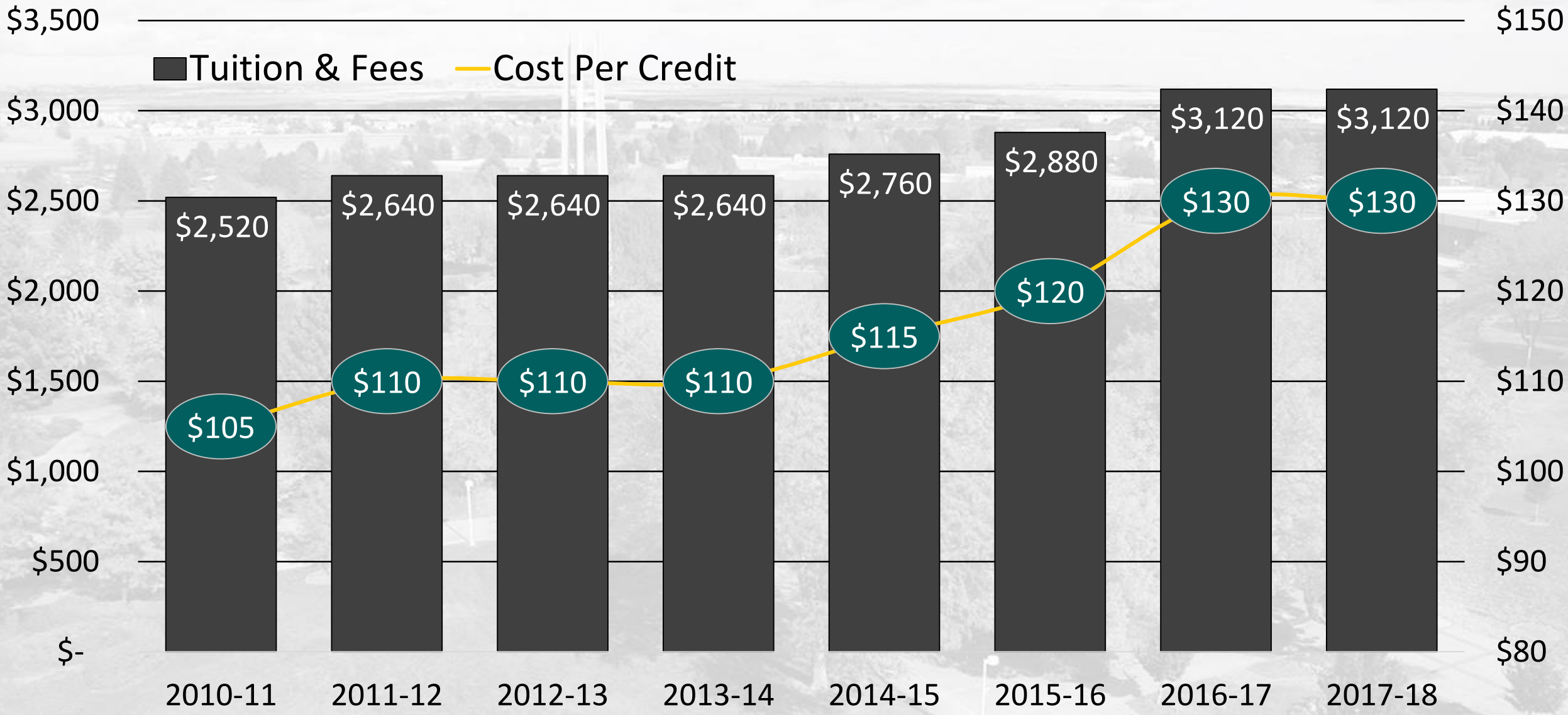
COLLEGE OF

SOUTHERN IDAHO

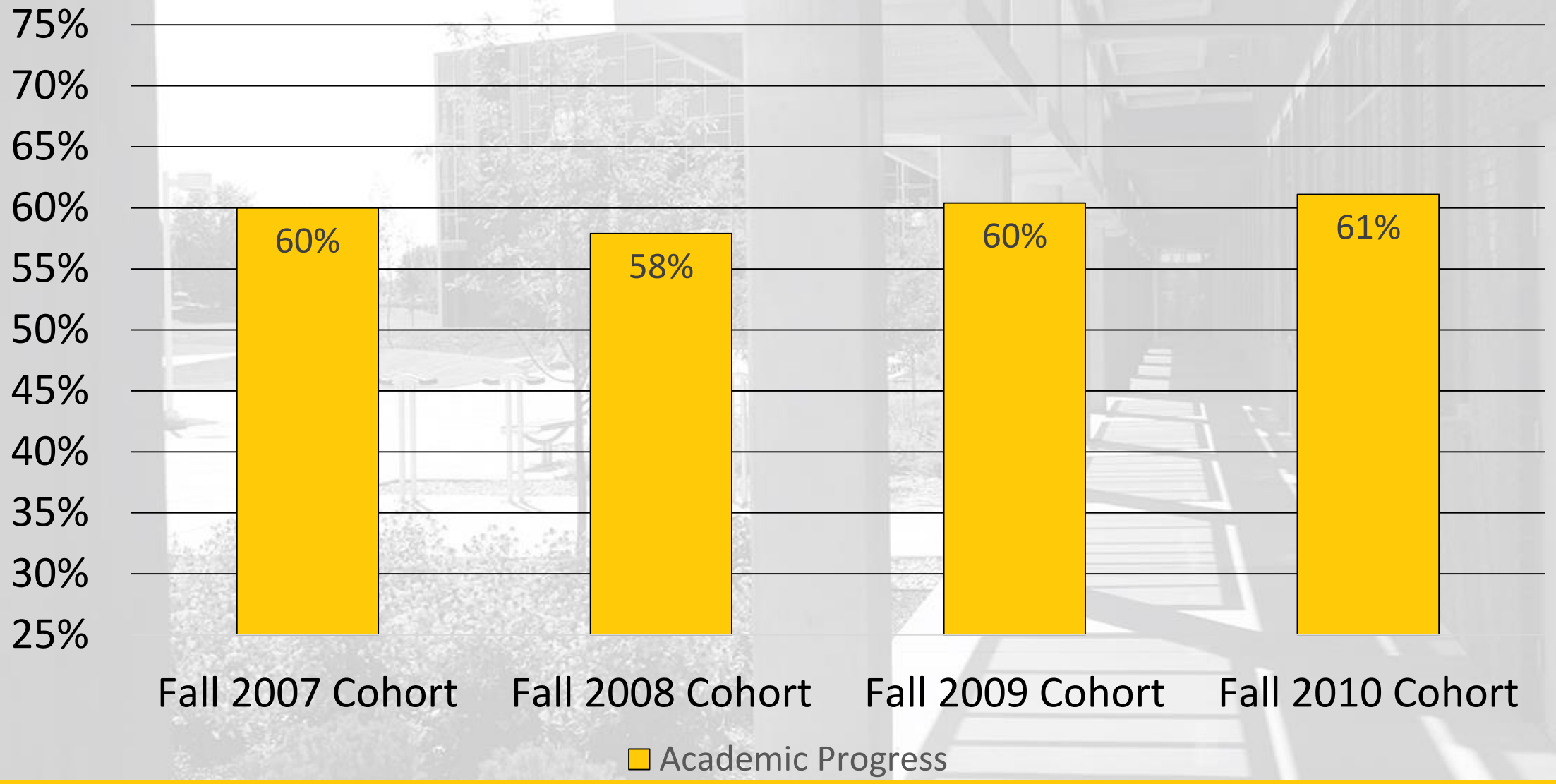
VARIETY OF COURSE DELIVERY METHODS



STUDENT COST OF FULL TIME ATTENDANCE AT CSI

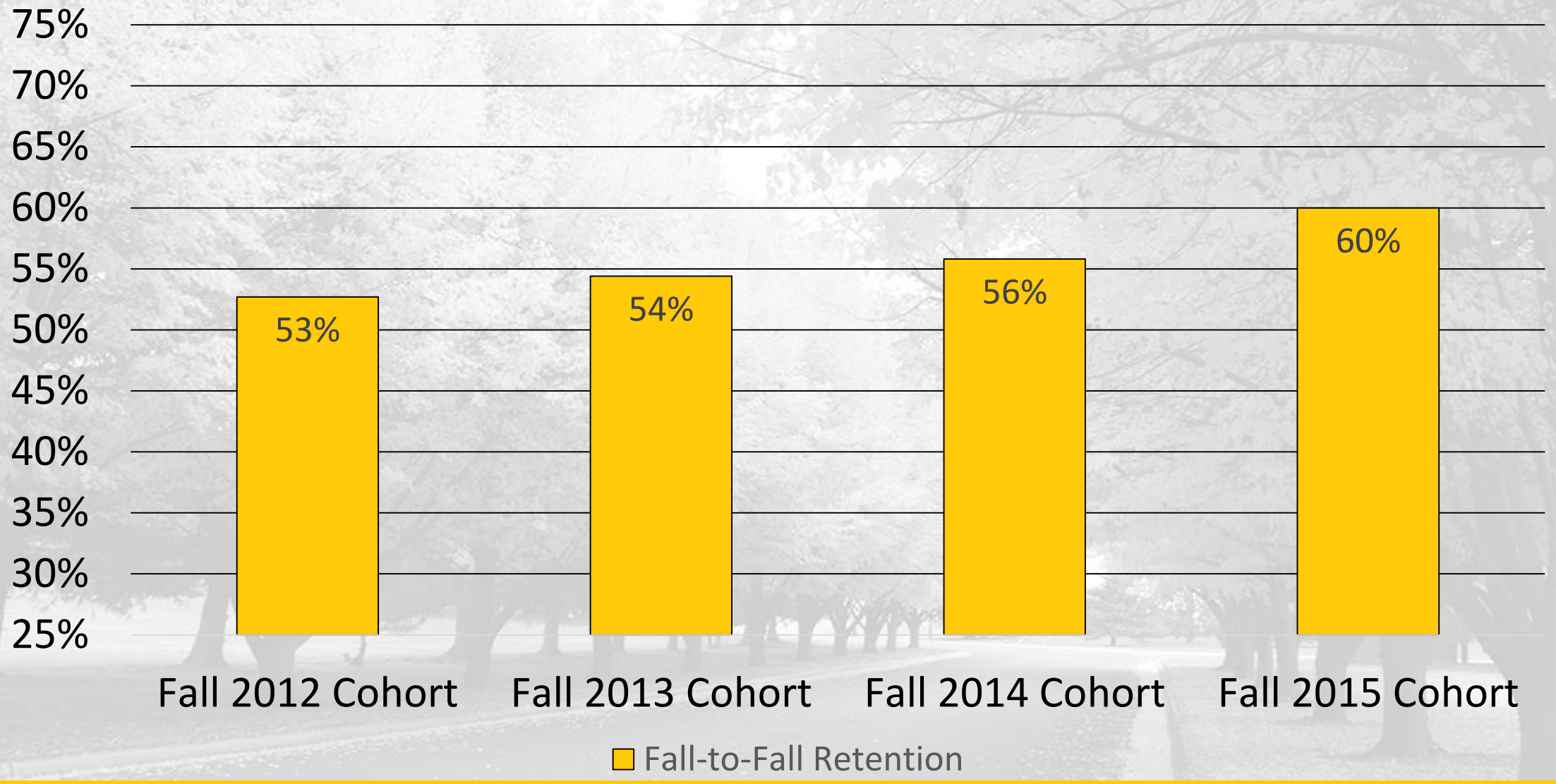


ACADEMIC PROGRESS



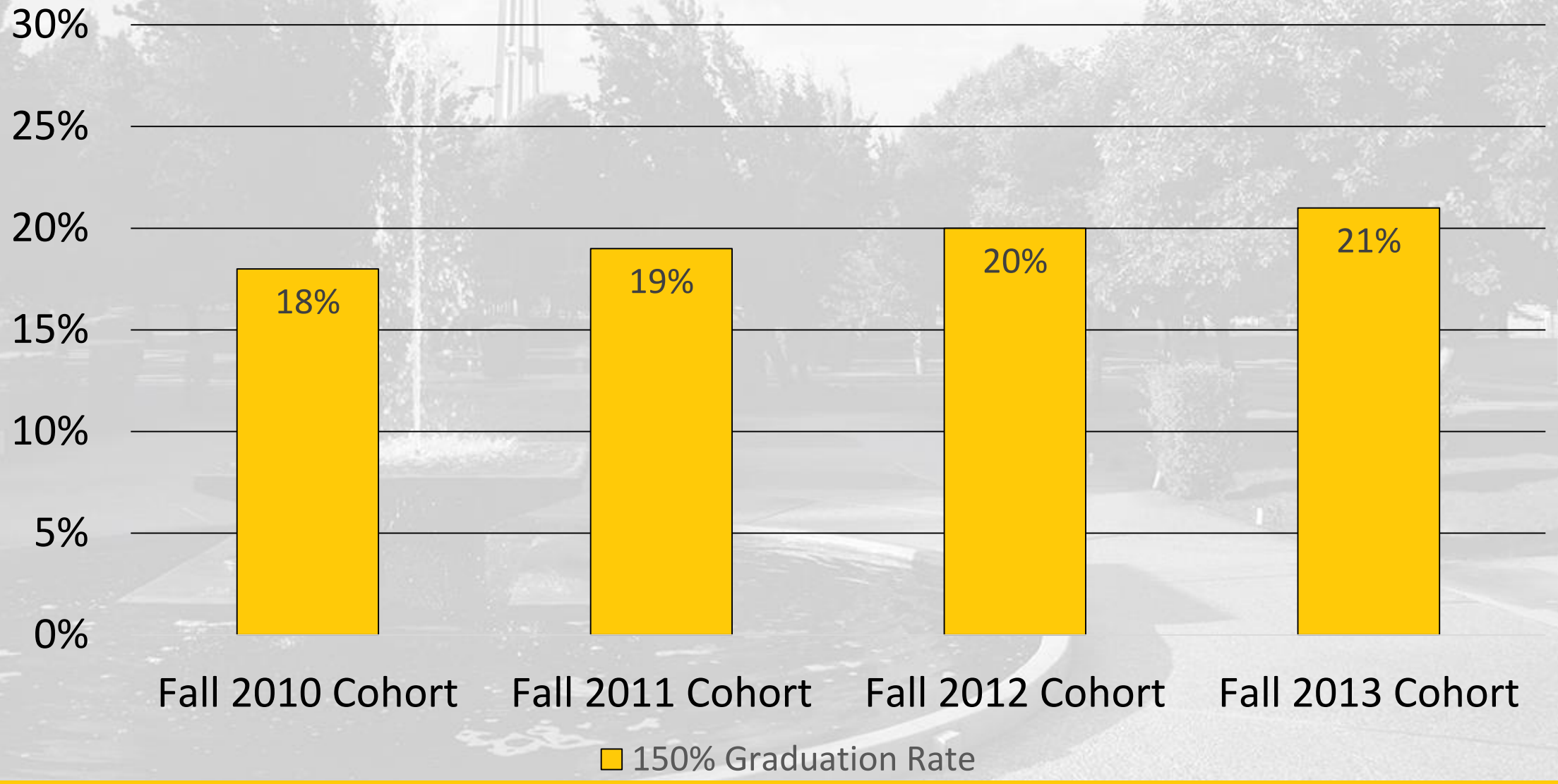
Source: Voluntary Framework of Accountability Six Year Completion Rate - vfa.aacc.nche.edu

Fall-to-Fall Retention Rates



Source: IPEDS Fall-to-Fall Retention

GRADUATION RATES



Source: IPEDS 150% of Time Graduation Rate

WORKFORCE DEVELOPMENT

Training Project Partners

2017

- 6,446 enrollments

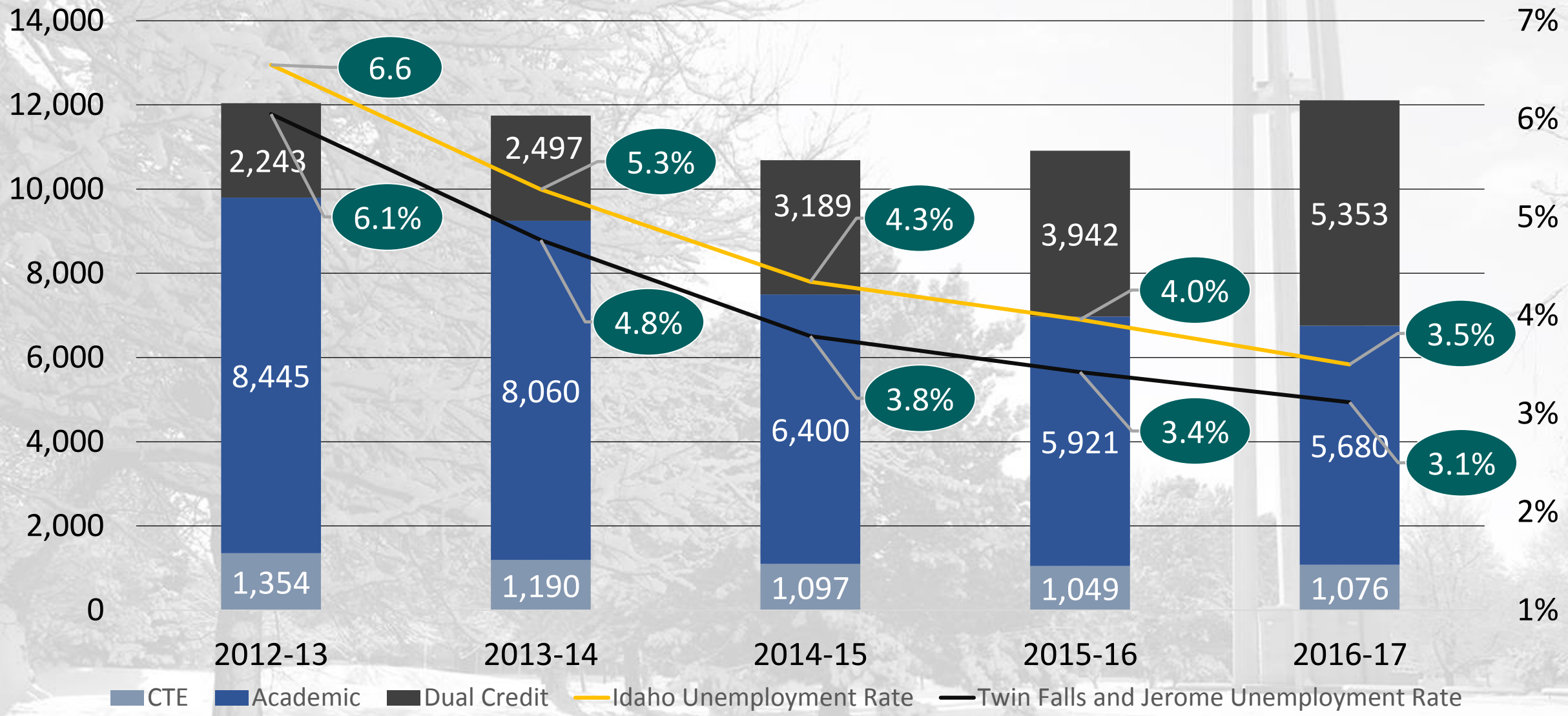
Programs

- Electrical
- Plumbing
- Maintenance
- Machine Operator (NEW)

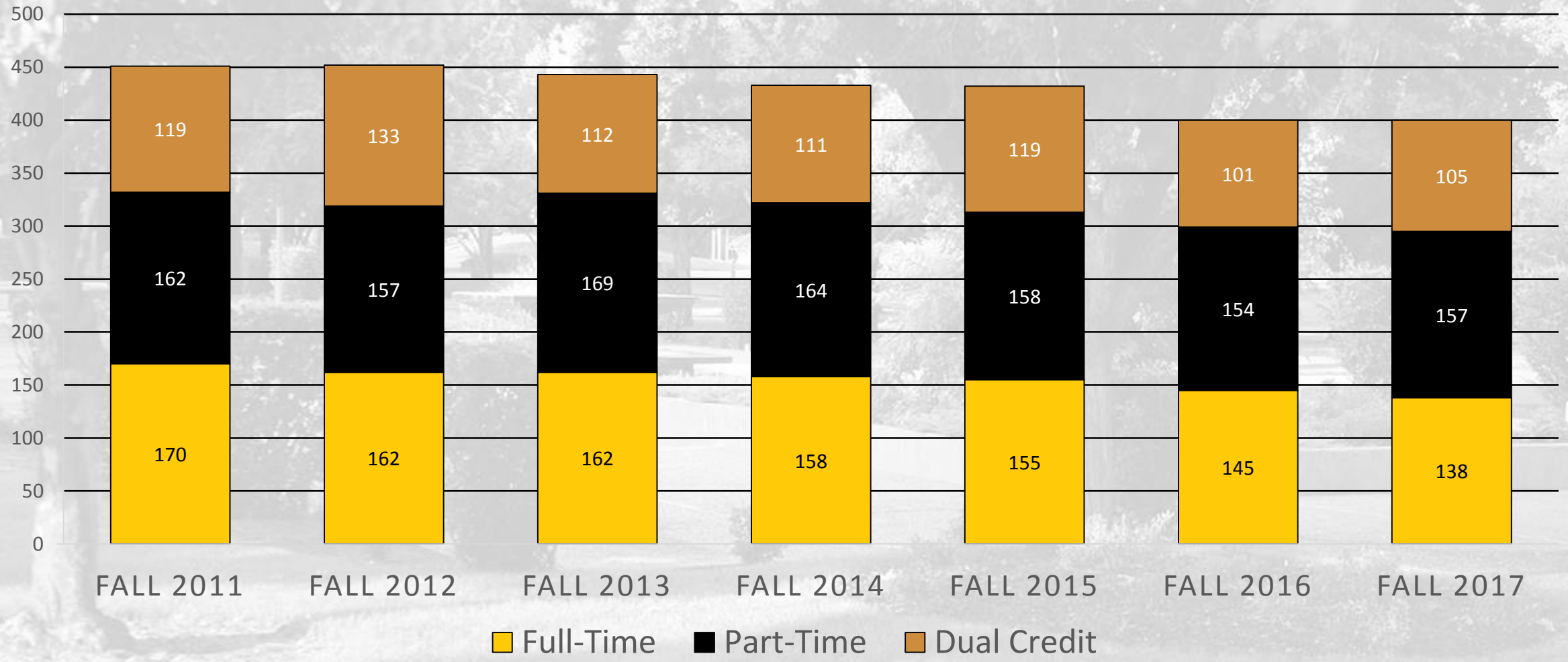
Targeted Training

- Advanced Manufacturing/Food Processing
- Healthcare
- Business Operations
- Welding
- Registered Apprenticeships
- Leadership and Employee Development

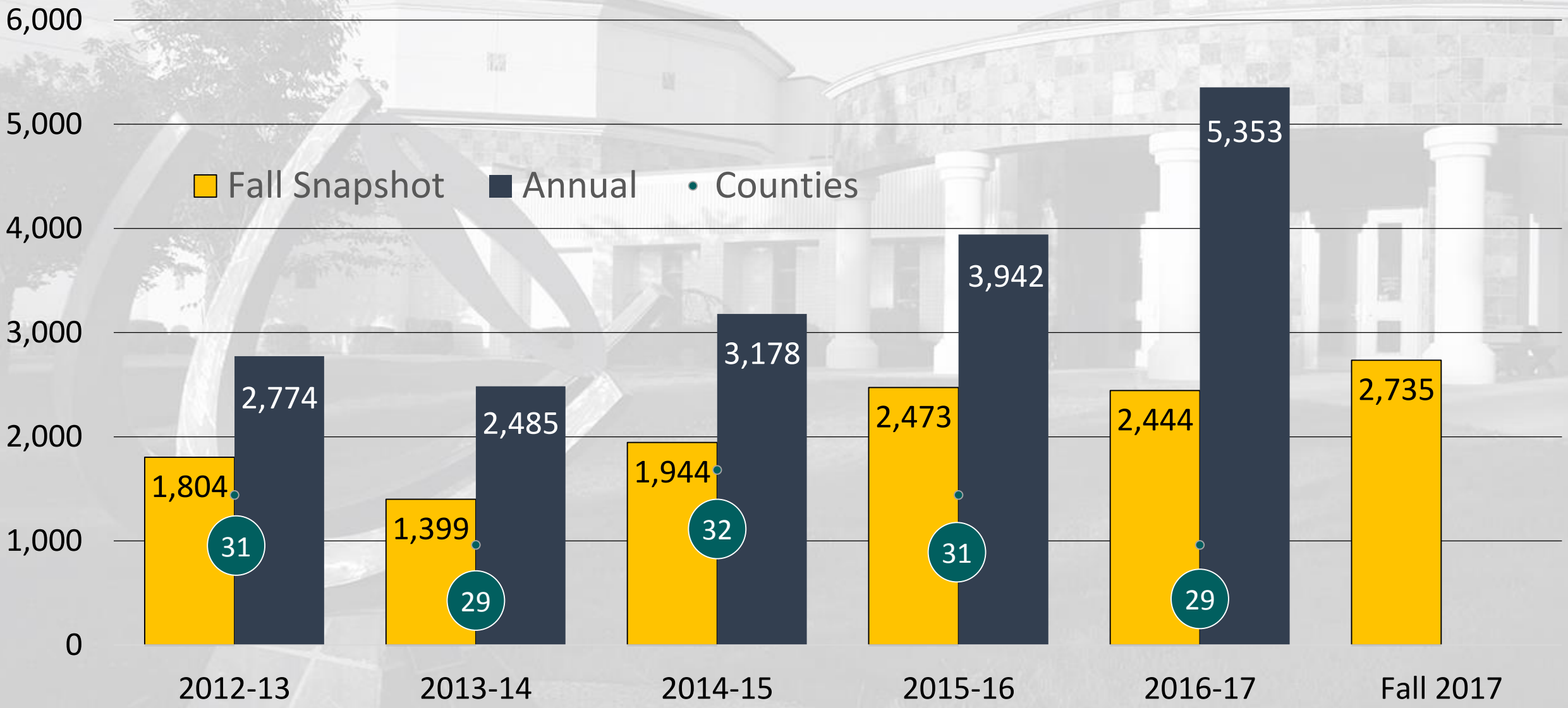
ANNUAL ENROLLMENT



FACULTY TYPE AND STAFFING LEVELS



DUAL CREDIT ENROLLMENT



College of Southern Idaho Status Report

Reasons for celebration

- Institutional investment in web enterprise now online
- Significant growth in workforce training
- More than 25,000 credits offered in dual credit last year
- Affordability
- Steady gains in retention and time to completion
- Financial stability
- Office of Early College
- Dual Credit General Education Academy

Areas of focus

- Declining on campus enrollment
- Finding ways to reach underrepresented populations
  - Hispanic/Latino
  - Non-Traditional
- Getting ahead of the curve in Information Technology
- Addressing workforce shortages in the Magic Valley
  - Teacher education
  - Food processing

CWI

College of Western Idaho

Enrollment Update

Total Students Served Annually: **28,825***

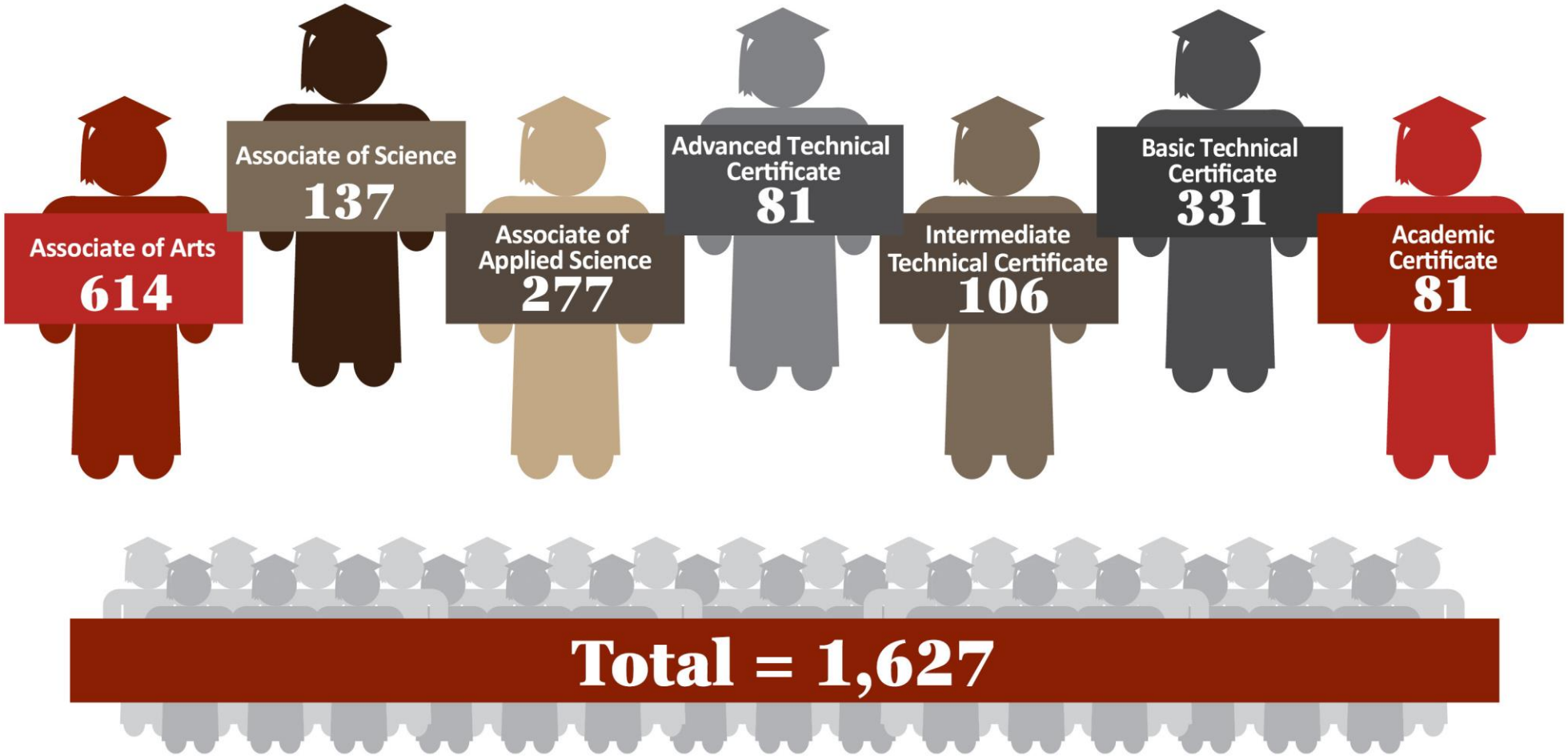
17,289	11,536
Credit Students (Fiscal Year 2017)	**Noncredit Students (Fiscal Year 2017)**

Credit Students (Fiscal Year 2017)		Noncredit Students (Fiscal Year 2017)	
Academic Transfer	7,981	Basic Skills Education	2,795
Dual Credit	8,121	Workforce Development	8,741
Career & Technical	1,187		

* Includes Fiscal Year (FY) 2017 credit and noncredit student enrollment. Duplicates may exist for noncredit and total students served.

College of Western Idaho

Degrees and Certificates

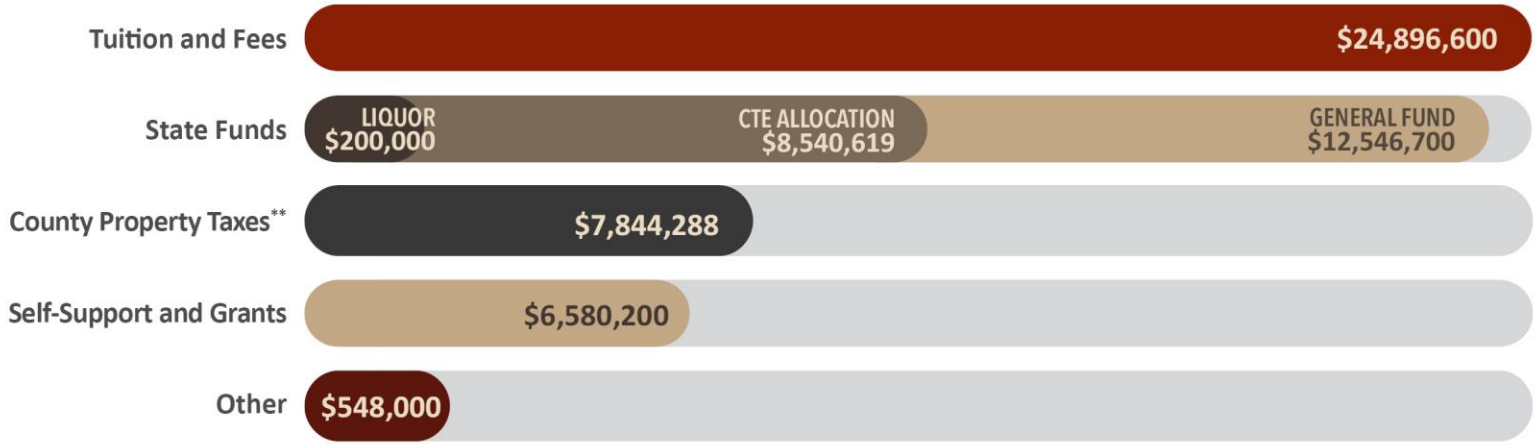


College of Western Idaho

Budget

Budget: Fiscal Year 2018*

40.7% OF CWI BUDGET COMES FROM TUITION & FEES



TOTAL:
$61,156,407

* As approved by the CWI Trustees on September 7, 2017. **2017 levy rate of $15.95 per $100,000 for Ada and Canyon County property owners.

No Tuition Increase in 4 years

and

Only a $3 Increase in Tuition and Fees **Since 2011**

Idaho public universities on average receive **6 times the public funding** per student served as **Idaho's largest educational institution, CWI.**

College of Western Idaho

Current State of CWI

- Strengths: **Adaptable, Nimble, Young** – not bound with institutional history
- Weaknesses: **Buildings and Facilities** – need operating capital
- Opportunities: **Building Economy, Workforce Training** – Healthcare, Technology, Computer Science
- Threats: **Growing Fast, Buildings and Facilities, Sustainable Funding** – growing big enough that we risk becoming too bureaucratic

Enhancing Student Achievement

- Expanded Online Offerings
- New Advising Model
- Expanded Student Services' Hours
- Hispanic Initiative

College of Western Idaho

Keys to Future Student Achievement

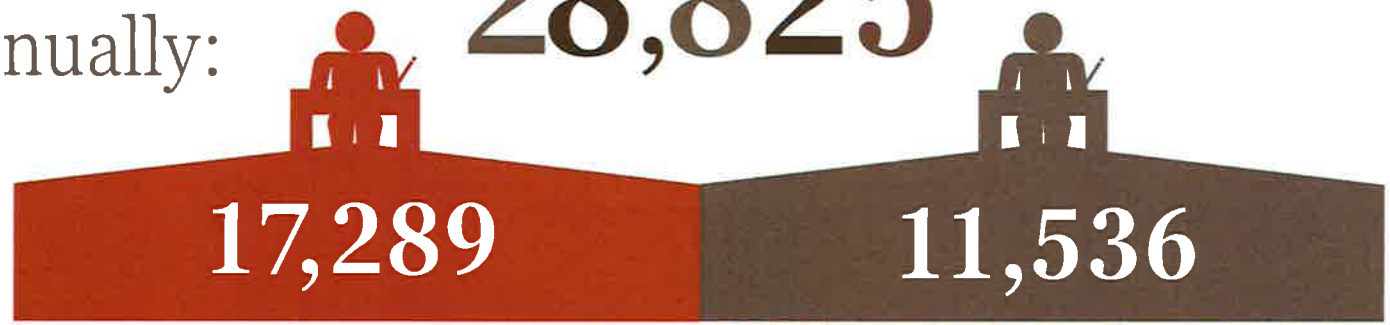
- Short Term and Long Term Facilities
- Adult Completion Scholarship
- Sustainable Funding

College of Western Idaho

College of Western Idaho

Enrollment Update

Total Students Served Annually: 28,825*



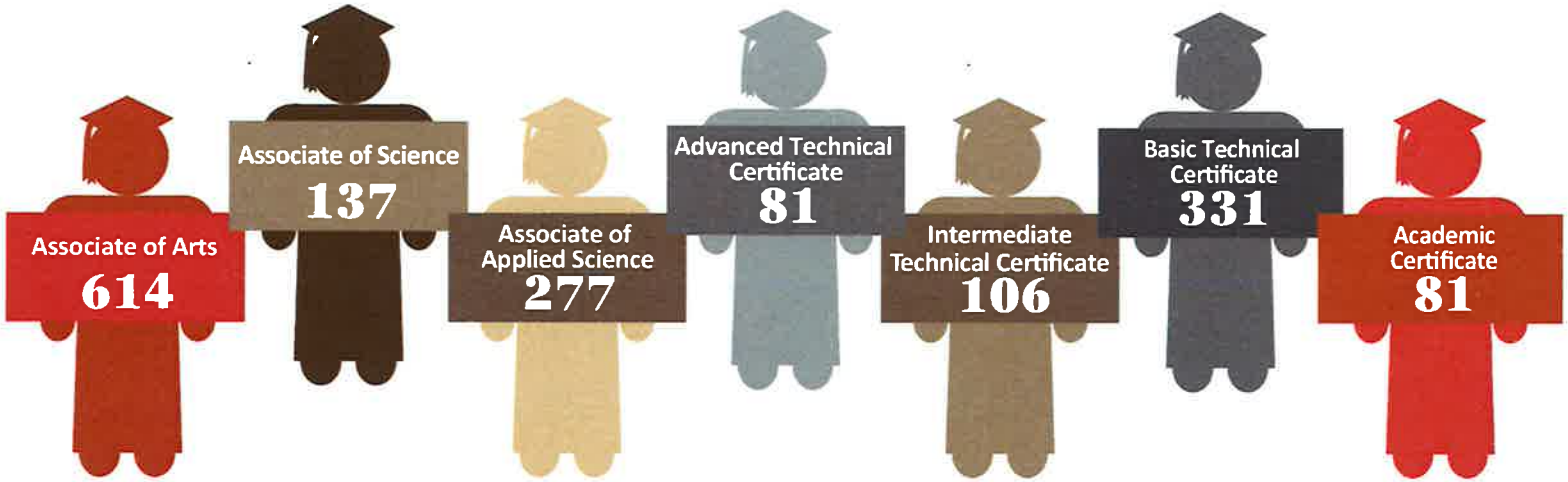
Credit Students (Fiscal Year 2017)	
Academic Transfer	7,981
Dual Credit	8,121
Career & Technical	1,187

Noncredit Students (Fiscal Year 2017)	
Basic Skills Education	2,795
Workforce Development	8,741

* Includes Fiscal Year (FY) 2017 credit and noncredit student enrollment. Duplicates may exist for noncredit and total students served.

College of Western Idaho

Degrees and Certificates



Total = 1,627

College of Western Idaho

Budget

Budget: Fiscal Year 2018*

40.7% OF CWI BUDGET COMES FROM TUITION & FEES

TOTAL:
$61,156,407

* As approved by the CWI Trustees on September 7, 2017. **2017 levy rate of $15.95 per $100,000 for Ada and Canyon County property owners.

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College of Western Idaho

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College of Western Idaho

Keys to Future Student Achievement

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- Sustainable Funding

CWI
College of Western Idaho

AGENDA

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Tuesday, January 23, 2018

SUBJECT	DESCRIPTION	PRESENTER
Presentation	Lewis-Clark State College	Dr. Anthony Fernandez, President
Docket No: 08-0202-1702	Rules Governing Uniformity - The Standards for Idaho School Buses and Operations.	Duncan Robb, Chief Policy Advisor, State Department of Education
Docket No: 08-0203-1702	Rules Governing thoroughness - College Entrance Exam Graduation Requirement	Mr. Robb
Docket No: 08-0203-1703	Rules Governing thoroughness - The Idaho Extended Content Standards	Mr. Robb
Docket No: 08-0203-1704	Rules Governing Thoroughness - Idaho Special Education Manual - Deaf or Hard of Hearing	Mr. Robb

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 Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE: Tuesday, January 23, 2018

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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 3:01 p.m.

PRESENTATION: **Lewis-Clark State College (LCSC), Dr. Anthony Fernandez**, President, introduced the LCSC staff in the audience and announced LCSC is celebrating the 125-year anniversary of the founding of the LCSC Normal School. He explained the Normal School was established during an economic depression with no appropriations from the state.

Dr. Fernandez stated LCSC reduces costs and increases accessibility for students with minimal tuition increases and the elimination of administrative fees. He stated the increase in internal scholarship dollars available through the LCSC Foundation and the continual pursuit of external scholarship funding has allowed LCSC to earn the ranking of first in the nation for servicing the needs of non-traditional and working adult students.

Dr. Fernandez stated the quantity and quality of dual-credit classes is important at LCSC. He said more than 1,000 students are taking advantage of the program. The quality of the LCSC dual-credit program is maintained by properly credentialed high school teachers delivering the program and course evaluations which correspond with LCSC.

Dr. Fernandez highlighted student employability and explained it is ensured by a partnership at the local Idaho Department of Labor office. Customized degrees are offered so students can combine multiple areas of interest into a degree at the associate or even the baccalaureate level.

Dr. Fernandez explained the student retention and incentive standards at LCSC and the programs for at-risk-students; such as TRiO Student Support Services, and College Assistance Migrant Program (CAMP).

Dr. Fernandez stated the following needs for higher education:

- Recognition and affirmation of the different roles, missions, and students of Idaho public higher education institutions.
- Competitive salaries to attract the best faculty and staff. He said current faculty salaries are 86 percent less than their peers in other states.
- Increase in need-based scholarships. He stated nearly half LCSC students are part-time due to work. They would enjoy the benefits from tuition assistance.
- LCSC is currently looking for more institutional autonomy to quickly meet the changing needs of students, faculty, staff, and local industry.

DISCUSSION: **Senator Den Hartog** asked what the roadblocks are to institutional autonomy. **Dr. Fernandez** replied purchasing and explained State contracts limit their ability to get the best price for products. He gave examples of some instances.

Senator Thayn asked if an executive to oversee institutions was implemented what would be the ramifications. **Dr. Fernandez** said each institutions' presidents understand the merits. He believed it would be best to hire a consultant to help with the decision. **Dr. Fernandez** stated until all the factors are determined it is difficult for him to answer that question. .

Chairman Mortimer asked what are the opportunities for autonomy in the areas of human resources and personnel. **Dr. Fernandez** stated that LCSC does use the State to process their payroll and work with them to resolve any issues. Currently, LCSC is not equipped to take over the personnel responsibilities in the same manner as the State offers.

Chairman Mortimer clarified his question. He asked if LCSC has the right to hire and dismiss employees without consulting the State's personnel department. **Dr. Fernandez** responded in the affirmative and explained they must use the appropriate forms.

Dr. Fernandez announced his retirement and thanked the Committee for their support of higher education.

Chairman Mortimer thanked Dr. Fernandez for his years of service. He said the Committee will miss working with him.

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

DOCKET NO. 08-0202-1702 **Rules Governing Uniformity – The Standards for Idaho School Buses and Operations. Duncan Robb,** Chief Policy Advisor, Idaho State Department of Education (SDE) presented **Docket No. 08-0202-1702** and stated the changes are in regards to the changes in the national landscape and changes in the procedures at SDE. This rule is designed to get students to and from school safely. Idaho Code §33-1006 requires that all Idaho school buses adhere to the manual and comply with the national-level and the Idaho-level for reimbursements.

Mr. Robb said the sections of the purposed rule change include: Standards for construction, standards to withdrawal buses from service, and standards regarding school bus operation. He said the language changes reflect what is currently being practiced and standards set by law enforcement.

Chairman Mortimer asked if there are additional reporting requirements to SDE. **Mr. Robb** stated to the best of his knowledge those are all of them. **Derek Newland**, Director of Student Transportation, SDE commented he is not aware of any new changes.

Chairman Mortimer stated there appears to be many alternate routes for school buses to use. He asked if those routes are communicated to Mr. Newland. **Mr. Newland** explained safety routes of travel are dictated by the local districts and the standards are set by the local board; those standards are reviewed annually.

Chairman Mortimer asked if any additional safety requirements are imposed upon the districts by the new manual. **Mr. Newland** responded in the negative.

Senator Thayn asked if seatbelts would be implemented on school buses. **Mr. Newland** responded in the negative. He said other states have had them implemented.

Senator Guthrie questioned if, on the conformity or nonconformity issue, there is anything in this rule change that will make it more limiting to school districts. **Mr. Newland** emphasized that these are the current safety standards that are be being followed.

Senator Guthrie asking if these rules will make things more or less restrictive. **Mr. Robb** replied the contents of the manual reflect what is already in practice at the SDE. He said the approval of the docket would not change how the State reimburses districts for vehicle usage.

Senator Den Hartog noted that, last year, there was much discussion on the safety standards for school buses specified in Idaho Code §33-1006. She asked if the buses must be conventional yellow school buses. **Mr. Robb** stated it is his understanding the school bus reference in the standards must be the yellow buses. He said it is to be more aligned with federal safety laws. He emphasized with the passage of the purposed rules, school districts will not experience any changes in expectations.

Senator Thayn asked if the past have any school districts been reimbursed for transportation on something other than a yellow school bus. **Mr. Robb** replied in the negative.

Chairman Mortimer asked if there are schools that use other types of vehicles to transport students. **Mr. Newland** said it is up to the discretion of the district to use other colored buses.

Chairman Mortimer questioned whether non-yellow buses are allowed for extracurricular activities (i.e. other than transporting students to/from school) or if those are restricted to just yellow school buses. **Mr. Newland** believes that is up to the district.

Chairman Mortimer requested clarification on the section regarding emergency evacuation plans within the bus. He asked if those rules are rewrites or revisions. **Mr. Newland** stated his belief that it is a revision.

Senator Guthrie brought up a previous question as to whether buses need to be yellow. **Mr. Newland** thinks it is in Title 49 CFR that bus color is defined. Mr. Newland specified that he does not have oversight of coach buses and others used, so he can not verify their safety standards.

Senator Guthrie expressed frustration at the reimbursement process and the confusion as to which buses can be reimbursed. **Mr. Newland** believes the new system will help with the process.

Senator Den Hartog was not ready to accept who has oversight of the non-yellow buses that are used by districts and expressed frustration that school districts have found efficiencies, but are unable to be reimbursed. She concludes that, if this is an efficiency oversight, this manual has not solved the problem.

Senator Thayn, when rereading the rule regarding what is reimbursable and what is not, found that sporting events are still not reimbursable, which are the types of events that Senator Thayn believes the coach buses are used.

MOTION: **Senator Guthrie** moved to accept **Docket No. 08-0202-1702**. **Senator Mortimer** seconded the motion. The motion passed by **voice vote.**

DOCKET NO: 08-0203-1702 **Rules Governing Thoroughness - College Entrance Exam Graduation Requirement. Mr. Robb** presented **Docket No. 08-0203-1702**. He said this rule has two components; the first change is to undo a premature change. He explained the language impacts the current testing rules regarding student graduation. Mr. Robb said the second component in the rule addresses rare situations for some students where the requirements for the entrance exams created a barrier to going to college. The purposed rule changes will benefit students going on to college. **Karlynn Laraway**, Director of Assessment and Accountability, SDE, explained the changes are from the counselors and reviewed the language changes made to the language to meet current standards.

MOTION: **Senator Mortimer** moved to accept **Docket No. 08-0203-1702. Senator Guthrie** seconded the motion. The motion passed by **voice vote.**

DOCKET NO. 08-0203-1703 **Rules Governing Thoroughness – The Idaho Extended Content Standards. Mr. Robb** said this **Docket No. 08-0203-1703** will replace the standards for the one percent of students in the State with cognitive disabilities. He said the proposal repeals the prior standards because they were out-of-date and not in alignment with current State standards.

DISCUSSION: **Dr. Charlie Silva,** Director of Special Education, SDE, explained the process to develop the new standards and said teachers were from across the State and collaborated with 24 other states to develop The Idaho Content Standards Core Content Connectors (The Connectors). **Senator Thayn** requested more clarification about the collaboration. **Dr. Silva** said they wanted to achieve the following: align The Connectors with the Idaho standards; align with the assessment; and set priorities for establishing what needs to be taught to the students.

Senator Mortimer asked if there was a basic format standard used to begin this discussion or if it The Connectors were developed from scratch. **Dr. Silva** explained that the work was driven by a national and state collaborative which was put into place to assist all states in aligning their standards. **Dr. Silva** said she did not personally participate in the process. She said a framework was provided to the group to begin the conversation regarding aligning the requirements to the State standards.

Senator Mortimer asked if replacing a 50 page document with a 650 page document was necessary. **Dr. Silva** explained she is not familiar with the old standards. She said those using the new Contents find them to be useful and are appreciated.

MOTION: **Senator Den Hartog** moved to hold **Docket No: 08-0203-1703** until the call of the chair. **Senator Guthrie** seconded the motion. The motion passed by **voice vote.**

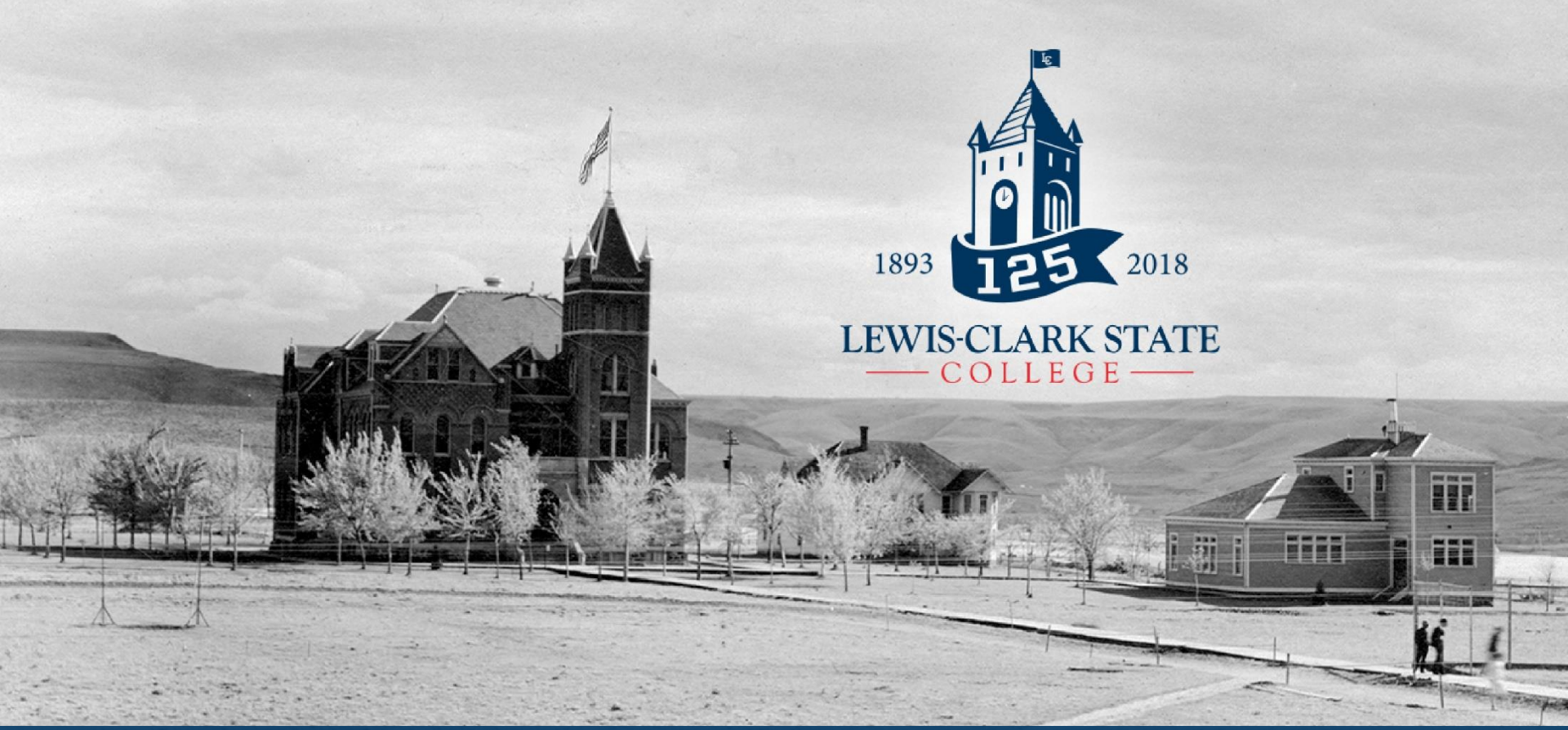
PASSED THE GAVEL: Vice Chairman Thayn passed the gavel to Chairman Mortimer.

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

Senator Dean M. Mortimer
Chair

LeAnn Mohr
Secretary

Samuel Griffin
Assistant-Secretary



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LEWIS-CLARK STATE COLLEGE

Senate Education Committee

Jan. 23, 2018 | J. Anthony Fernández, President

REDUCED COST & INCREASED ACCESSIBILITY

- Minimal tuition increases
- Eliminated administrative fees
- Increased internal scholarship dollars
- Continued pursuit of external scholarship funding
- Lower cost Adult Learning Center for basic instruction
- Increased access through online coursework and programs
- Outreach centers for student testing and other support services

DUAL CREDIT QUANTITY & QUALITY

Quantity

- Dual Credit delivered in 20 regional high schools, 44 classes, 112 sections
- 1,000+ students completed coursework (2016-17)
- 3,208 total credit hours

Quality

- Ensure high school teachers properly credentialed
- Assign all high school teachers a supervising faculty member
- Syllabus, course outcomes, final assessment same as college courses
- Teachers visit campus to discuss pedagogy and course content
- Course evaluations shared with high school teachers, reviewed by the Dean
- High school counselor to ensure students are ready for Dual Credit
- Dual Credit personnel visit schools regularly to ensure good flow of communication between school administration and LCSC
- Seeking Accreditation

STUDENT EMPLOYABILITY

- Workforce Training continually assesses the needs of local and regional industry to provide advanced or upgraded training
- Cooperation with Department of Labor
- All CTE and many academic programs have Advisory Committees:
  - ✓ Who help keep the curriculum fresh and relevant
  - ✓ Provide assessment of student performance in the work place
  - ✓ Keep faculty apprised of industry changes
  - ✓ CTE faculty return-to-industry to upgrade skills
- State-of-the art equipment for students
- Customized degrees
- Prior Learning Assessment
- Short term certificates
- BAS / BASAT degrees
- Work Scholars

Connecting College to Career
LC Work Scholars and the Snake River Clinic

In the fall semester of 2017, LC Work Scholars began working with Snake River Community Clinic (SRCC). The partnership was prompted by Levi Jeppson's change of plans. A biology major, Jeppson shifted his professional goals from dentistry to becoming a physician's assistant (PA). In this role, Jeppson helps clinic staff get patients ready to see the doctors before examinations. Charlotte Ash, the clinic's director and Jeppson's supervisor, says "Levi has helped other new students not feel isolated and has helped empower them to step up, not step back."

Joining Jeppson at SRCC this spring, 2018, is nursing student Cassy Glaser. Like Jeppson, Glaser's excitement stems from the ability to learn hands-on while building her resume with real life work experience. Glaser is interested in learning the procedural differences between a hospital and clinic and believes learning in both types of environments will help shape her education.

Levi Jeppson - Lewiston, ID
Title: Physician's Assistant Student/Pre-Med Resident
Major: Biology

Cassy Glaser - Nampa, ID
Title: Nursing Student Assistant
Major: Nursing

STUDENT RETENTION & INCENTIVES

- Required orientation and 12-week one credit class
- Peer mentors
- Increased scholarships for students who maintain eligibility and complete 30 credits per year
- Required degree planning / mapping and career exploration
- Aggressive follow-up with students during their first year
  - ✓ Check-in call two weeks into the term
  - ✓ Outreach from advisors to discuss mid-term grades
  - ✓ Encouragement to register for classes for the following semester
- Regular staff advisor training throughout the year
- Federally funded programs focusing on at-risk students
  - ✓ TRIO
  - ✓ CAMP

Resilience and Achievement
A Family Affair

Brooke and Alyssa Hallman are a mother-daughter duo from Lewiston. Both rebounded from personal tragedy and have consistently appeared on the Honor Roll at Lewis-Clark State College.

Brooke is a math/secondary education major, with two teenagers at home, and an impressive GPA. Brooke applies what she has learned in the classroom each day while working as the Lead Developmental Math Tutor in LCSC's Math & Science Tutoring Center.

Alyssa a justice studies major, with two young children at home, yet again made the Dean's List. Alyssa works in the Security Office as an office assistant.

Brooke Hallman *(Mother)* **-** Lewiston, ID
Title: *Lead Developmental Math Tutor, Math & Science Tutoring Center*
Major: Education

Alyssa Hallman *(Daughter)* **-** Lewiston, ID
Title: *Office Assistant, LCSC Security*
Major: Criminal Justice

HIGHER EDUCATION NEEDS

- Recognition and affirmation of the different roles, missions, and students of Idaho public higher education institutions
- Competitive salaries to attract the best faculty and staff
- Increased need based scholarships
- Industry support
- More institutional autonomy to quickly meet changing needs of students, faculty, staff and local industry

1893 125 2018

LEWIS-CLARK STATE COLLEGE

Questions?

AGENDA

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Wednesday, January 24, 2018

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	University of Idaho	Dr. Chuck Staben, President
Presentation:	Idaho State University	Dr. Arthur Vailas, President
RS25707	Relating to Science, Technology, Engineering and Math Education; Revise, Amend, and Technical Changes	Marilyn Whitney, Senior Special Assistant for Education and Government Services, Office of the Governor
S 1210	Relating to Higher Education; Amend and Technical Corrections	Tracie Bent, Chief Planning and Policy Officer, Idaho State Board of Education
S 1222	Relating to Career Education; Provide Legislative Intent, Amend, Establish Provisions, and Sunset Date	Ms. Bent

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 Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE:	Wednesday, January 24, 2018
TIME:	3:00 P.M.
PLACE:	Room WW55
MEMBERS PRESENT:	Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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.

RS 25707 **Relating to Science, Technology, Engineering and Math Education (STEM); Revise, Amend, and Technical Changes**. **Marilyn Whitney**, Senior Special Assistant for Education and Government Services, Office of the Governor (Governor) presented **RS 25707**. She stated this legislation is to clarify responsibilities and functions of the STEM Action Center Board (Center). She explained the history of Center and stated the changes were expected based on how the Center grew and how the board functioned. **Ms. Whitney** said this legislation clarifies the nature of the Center's board to reflect the current practices and board member terms.

MOTION: **Senator Nonini** moved to send **RS 25707** to print. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.

PRESENTATION: **University of Idaho (UI), Dr. Chuck Staben**, President, said he will share the progress of the UI and the background of higher education. He shared the three myths about higher education and spoke to the three facts of higher education. He reported the breakdown of student debt percentages and the groups that rely on it (Attachment 1).

Dr. Staben updated the Committee on the UI's progress in three key areas: 1.) improving the state's college going culture by enrolling more qualified students from Idaho; 2.) Ensuring more UI students persist from enrollment through graduation and on to their careers; and 3.) connecting students to the UI research enterprise, which engages with communities across Idaho to fulfill the land-grant university mission.

Dr. Staben addressed the questions which were sent out prior to the presentation and explained each in detail. Those questions and responses follow:

1. What is UI doing to reduce costs to students and provide greater accessibility. **Dr. Staben** said UI has $25 million in institutional student aid, they serve 37 percent first-generation students and 40 percent of the students are Pell Grant eligible. Scholarships are renewable for four years, they are in engaged with the SBE's direct admissions program, eliminate all application fees to Idaho residents, joined the Applied Idaho Common Application system, conduct outreach systems in the outlying areas, online degrees, and have signed a joint enrollment agreement with the College of Eastern Idaho.

2. What are you doing to ensure dual credits and concurrent classes have the necessary rigor and credibility that college courses require. **Dr. Staben** explained UI's commitment to the Fast Forward Program, and detailed how dual credit students get through school faster, with less debt, and hold a higher GPA.

3. As workplace requirements continue to rise, more jobs will require individuals to possess advanced credentials and degrees in the broad mix of academic, technical, and workplace skills that employers prefer. How does your coursework and curriculum meet the workforce needs and demands to make students more employable. **Dr. Staben** said every college at the UI works closely with the advisory boards which are composed of segment industry leaders. The partnership allows the colleges to possess an understanding of the need in the workforce. He gave a variety of examples of how courses have been modified to meet those demands. He outlined internship programs.

4. What is being done to retain students year-to-year. What incentives and resources are available to ensure on time degree completion. **Dr. Staben** explained the programs: VandalStar, a data management tool; centralized advising; Vandal Ideas Project; supplemental instruction; co-remediation approaches; and Complete College America.

Dr. Staben explained two things that are not being done today that he would like to see done for the future of higher education. Those were as follows:

1. Enhance need-based financial aid for students.

2. Deliver more targeted programs to ensure college go-on. Summer access to guidance counseling. He recommended embedding UI counselors into the high schools.

Dr. Staben emphasized the importance of higher education. He noted emerging jobs require higher education and result in better wages. He reported the low go-on rate and stated that less than half of the qualified Idaho students attend college right after high school. He said he was on the Governor's Higher Education Task Force. He emphasized the UI is dedicated to the improvement of the college-going culture and detailed the programs available from UI. He highlighted the graduate and research programs and cited the important work of the WWAMI (Washington, Wyoming, Alaska, Montana, and Idaho) medical school. He said as the land-grant university for Idaho, the UI's presence is in almost every county and extension offices in each of the regions help farmers and 4-H programs.

Senator Winder stated there is a decline in student enrollment and asked if it is impacting the financial condition of UI. **Dr. Staben** replied the financial condition is good; the result is a good bond rating. He stated UI is meeting industry standards for financial well-being.

Chairman Mortimer asked if there are incentives to get new students on to the campus for summer programs. **Dr. Staben** replied it is important to remain engaged with high school students through the summer. He suggested more innovative counseling approaches be undertaken. He explained the plans to get students on the campus during the summer and said he is concerned this program will only attract the best students when the goal is to get more students on campus.

Senator Crabtree asked if there is a way to influence high school students to go on to college, rather than continue to work in a minimum wage position. **Dr. Staben** said 53 percent of women and 38 percent of men will go on to college right after high school. Idaho has the lowest go-on rate for men and biggest differential between men and women in the United States. He explained the best way to get high school students to go to college is with counseling and discussion of the merits of a college education.

Vice Chairman Thayn commented on the importance of embedding counselors in high schools. He said $5 million has been proposed in the budget for high school counselors. He asked if those monies should go to colleges and universities to provide the counselors. **Dr. Staben** replied those monies should be prioritized to make a real difference. It probably would be better to not thinly distribute those funds across all Idaho high schools. He gave the example of Georgia State University's approach to addressing the go-on rate in their state. He emphasized the importance and effectiveness of innovative and broad-based statewide approaches.

PRESENTATION: **Idaho State University (ISU), Dr. Arthur Vailas**, President, remarked that he has spent the last 40 years in higher education and is looking forward to his retirement.

Dr. Vailas said he appreciated the questions that were given to him to discuss for today's presentation. His responses were as follows:

1. What is ISU doing to reduce costs to students and provide greater accessibility. **Dr. Vailas** stated that 85 percent of the students at ISU are on financial aid. ISU is sensitive to the finances of the student. He elaborated on the following programs: financial bridge program, counseling to encourage students to stay in school, tuition lock program, discounted credits, the acceptance of all credits from integrated learning, and curriculum alignment activities.
2. What are you doing to ensure dual credits and concurrent classes have the necessary rigor and credibility that college courses require: **Dr. Vailas** said ISU has over 2,000 students in this program. The retention and graduation rate from this type a student is high. They work with the high schools to ensure the courses meet the ISU standards.
3. As workplace requirements continue to rise, more jobs will require individuals to possess advanced credentials and degrees in the broad mix of academic, technical, and workplace skills that employers prefer. How does your coursework and curriculum meet the workforce needs and demands to make students more employable? **Dr. Vailas** said all the colleges have advisory boards and there are industry members as faculty staff. He detailed the career path internship program.

Dr. Vailas said many adult learners attend ISU. He outlined the specific provisions needed for their degree completion.

Dr. Vailas described the two things that are not being done today that he would like to see done for the future of higher education. Those were as follows:

1. Tuition and residency flexibility to the border states' students.
2. Incentives to get businesses to contribute to higher education

Senator Guthrie said involving the business community is a key to the institutions' success. He expressed his gratitude in getting to know Dr. Vailas and appreciates his candidness and courage in tackling tough issues. He said that universities need different people at different times and Dr. Vailas was the right person at the right time. He thanked him for his service.

Chairman Mortimer thanked Dr. Vailas for his service to ISU and wished him well in his retirement.

Senator Den Hartog relayed the story of professors reaching out to student recruits to make those students feel welcomed on the campuses. She said she is encouraged to hear that ISU is doing more individual outreach. **Dr. Vailas** replied ISU is looking to do more of the type of outreach. He said personal contact can help first-generation students succeed in higher education.

Senator Nonini stated he and Dr. Vailas served on the same subcommittee for the Governor's Higher Education Task Force Committee (HETFC). He asked for Dr. Vailas' opinion regarding the HETFC recommendation of an executive to oversee the institutions. **Dr. Vailas** replied higher education is a business. He stated 25 percent of the mission is supported by State funds. Higher education institutions must raise the other 75 percent to execute their mission. He reviewed for the Committee how the institutions must operate to be in alignment with the set requirements. He said he believes it would be in the best interest of Idaho to study this proposal. It is a reasonable investment to have efficiencies in higher education.

S 1210 **Relating to Higher Education; Amend and Technical Corrections**. **Tracie Bent**, Chief Planning and Policy Officer, Idaho State Board of Education (SBE) presented **S 1210**. She said the proposed legislation is regarding the formation of the College of Eastern Idaho (CEI). She explained the transition process from the Eastern Idaho Technical College (EITC) to CEI. She said many of the changes are technical changes to complete the transition. She explained colleges are established in Idaho Code. This legislation removes EITC from Idaho Code and updates the sections that previously referenced EITC to CEI. She explained the accreditation process makes the transition seamless for students. She explained the proposed changes to the Committee.

MOTION: **Vice Chairman Thayn** moved to send **S 1210** to the floor with a **do pass** recommendation. **Senator Crabtree** seconded the motion. The motion passed by **voice vote**.

S 1222 **Relating to Career Education; Provide Legislative Intent, Amend, Establish Provisions, and Sunset Date**. **Ms. Bent** presented **S 1222** and explained the proposed legislation will create two programs; the first in this fiscal year and the second starting the following year.

Ms. Bent detailed the proposed legislation which will establish the programs and revealed the sunset dates. She briefed the Committee about the 2014 program which was established for high-quality agricultural and natural resource programs. The proposed legislation would create similar programs for the following Career Technical Education (CTE) areas: business management and marketing, engineering and technology, family and consumer science, health sciences, and skilled technical sciences. **Ms. Bent** said the legislation includes the ability to use funding towards technical assistance. She outlined for the Committee all the changes in the proposed legislation and explained the legislation stipulates the SBE can promulgate rules. She stated the Division of CTE supports this legislation.

Vice Chairman Thayn wondered if this is a bill to promulgate rules. He said he would like to hear the details CTE has for the program.

Senator Nonini stated his concerns with the fiscal note and asked what will be funded. **Ms. Bent** stated the funding for either program will be based on appropriation. The reason for the ambiguity in the funding amounts is dependent on what the Legislature chooses to appropriate.

Senator Guthrie asked if the monies for the quality programs incentives will be kept separate of the agricultural and natural resources funds. **Ms. Bent** replied in the affirmative. She cited Idaho Code § 33-1629, which specifies funding for the agricultural and natural resources program.

TESTIMONY: **Dwight Johnson**, Administrator, CTE, spoke in support of the proposed legislation. He explained the overall goals and detailed the process taken to develop meaningful matrixes. He gave examples of the student skill matrixes to determine student progress and spoke about the funding incentives.

Vice Chairman Thayn asked what is the monetary value of the grant. **Mr. Johnson** replied the grant amounts will be similar to the agricultural and natural resources grants and are based on need. **Vice Chairman Thayn** asked for more information about the grant rewarding process. **Mr. Johnson** replied grants will be given for high-quality performance and for program improvement. **Vice Chairman Thayn** asked if this approach is successful. **Mr. Johnson** replied the high-quality grants are successful and the funds for improvement grants will help programs become successful. The high-quality and the improvement incentive grants are a two-pronged approach to developing better quality programs.

Senator Nonini asked if the appropriation will fund the teaching of soft skills such as timeliness and professionalism. **Mr. Johnson** replied the soft skills are embedded into the CTE programs. The expectation is that attending class is the same as going into the workplace.

Senator Den Hartog asked if the reason the standards are being placed into the rules is to allow for more flexibility in the program. **Mr. Johnson** replied in the affirmative.

Rod Gramer, President, Idaho Business for Education, spoke in support of the incentive program. He emphasized the shortage of CTE students in the workplace. He explained this incentive program is being used in other states to encourage more students to study CTE and earn workforce ready certificates.

Chairman Mortimer asked Mr. Gramer how he believes this funding will incentivize increased enrollment. **Mr. Gramer** explained the dilemma of the CTE careers. He said to change the cultural bias against CTE is to create a financial incentive to get more students to consider CTE as an educational pathway.

MOTION: **Senator Guthrie** moved to send **S 1222** to the floor with a **do pass** recommendation. **Senator Ward-Engelking** seconded the motion.

Vice Chairman Thayn stated this vote is a recognition of the successes from the division of CTE. He said the bill is short on details, but he is voting based on trust.

The motion passed by **voice vote**.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:32 p.m.

Senator Dean M. Mortimer Chair	LeAnn Mohr Secretary

University of Idaho

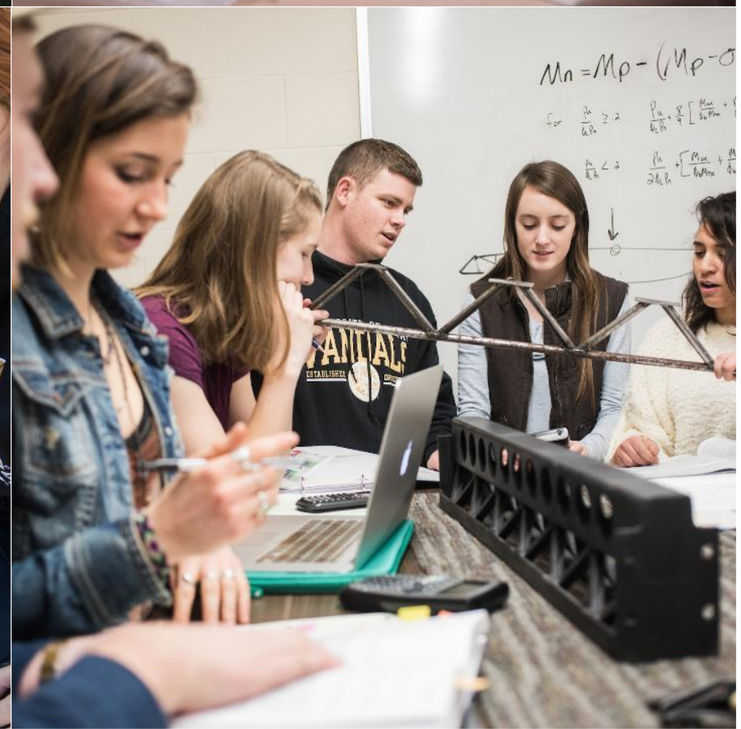
SENATE EDUCATION COMMITTEE

PRESIDENT CHUCK STABEN
UNIVERSITY OF IDAHO
JANUARY 24, 2018

UNIVERSITY OF IDAHO PROGRESS

KEY AREAS OF FOCUS

- Reducing cost and providing greater accessibility
- Ensuring dual credit and concurrent classes have rigor and credibility
- Offering coursework and curriculum that prepares students for employment
- Retaining students from year to year and ensuring on-time completion
- Enhancing college-going with targeted programs and approaches



IMPROVING IDAHO'S COLLEGE-GOING CULTURE

- Direct Admissions
- Apply Idaho
- Raise.Me microscholarships
- Vandal Ideas Project: Engage

ENSURING STUDENT SUCCESS

- VandalStar data management tool
- Centralized advising
- Vandal Ideas Project: Transform pilot programs
- Supplemental instruction, co-remediation approaches
- Complete College America

ACADEMIC EXCELLENCE

STEM DEGREE LEADERSHIP

- Degree production: U of I 1,034, BSU 522
- U of I: 53% of degrees STEM (BSU 27%)

IDAHO WWAMI MEDICAL EDUCATION PROGRAM

- 40 students per year
- Curricular changes – Idaho focus
- Project ECHO

U OF I LAW SCHOOL

- Full three-year programs in Boise and Moscow
- Top value in legal education

ADVANCED EDUCATION

- 36 science and engineering doctorates

LAUNCHING CAREER SUCCESS

"I grew up in a small town in North Idaho, and although I had an interest in science, I didn't know much about jobs in technical fields.

I was delighted to find out that UI had an excellent engineering school just 70 miles from my hometown."

"The choice of schools was easy."

RESEARCH UNIVERSITY DISTINCTION

RESEARCH THAT MATTERS: IKEEP

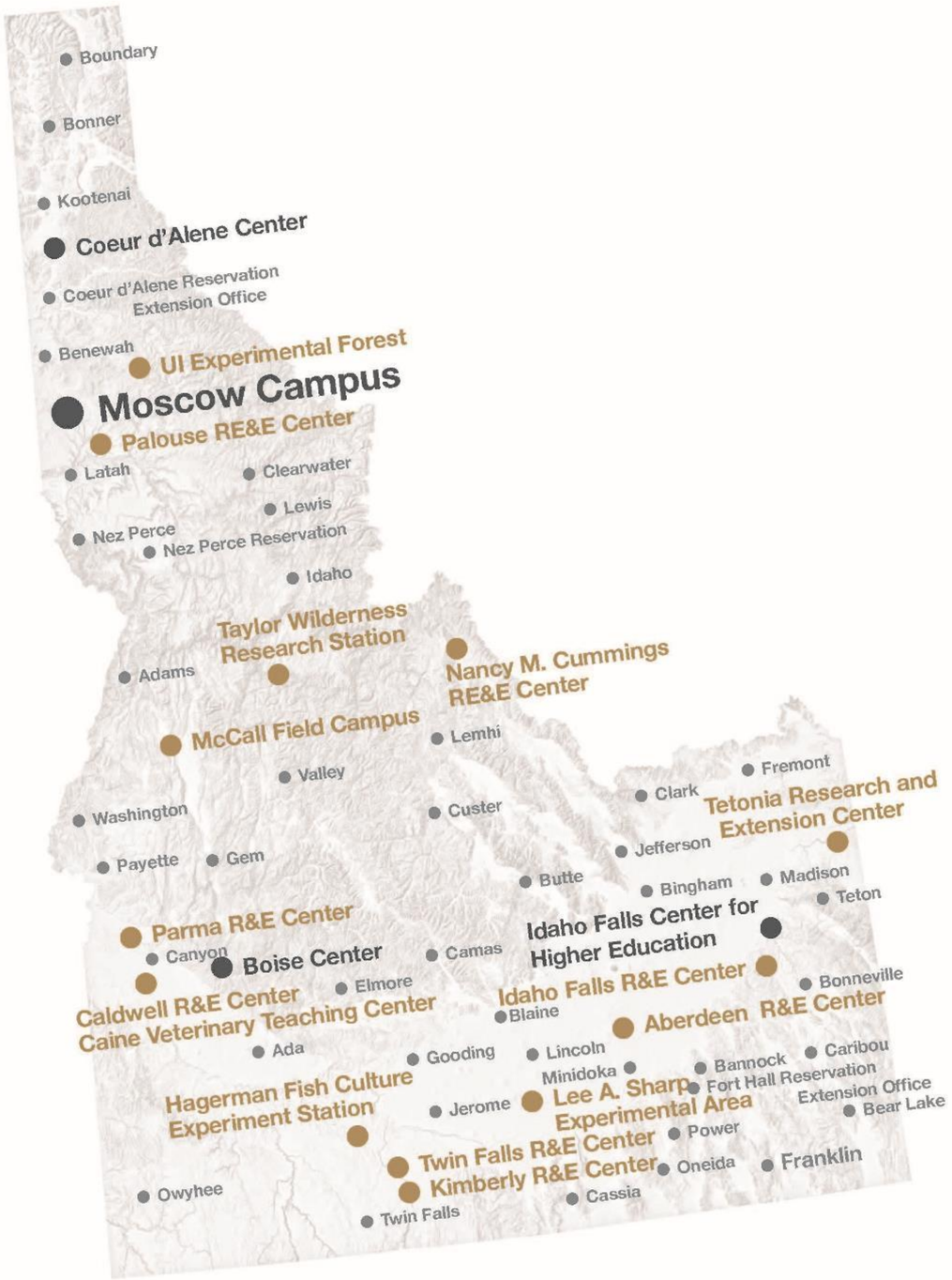
- Led by researchers in the College of Education, Health and Human Sciences, with a $1.2 million federal grant
- Helps Native American teaching students learn the best ways to serve native communities through a cultural lens
- IKEEP students work with Native students, examine current research and meet with Idaho tribal leaders to prepare for teaching careers

RESEARCH AND SCHOLARSHIP WITH IMPACT

- New record in annual expenditures - $109.5 million
- Integrated with education for high-impact learning experiences
- Connected with K-12 system, helping promote STEM education and pipeline

IKEEP COMPLEMENTS OTHER EFFORTS:

- HOIST: Helping Orient Indian Students and Teachers into STEM, offered to 15-20 Native American K-12 students each summer
- The Indigenous Mentors Program – helps those seeking advanced STEM degrees
- ISTEM - $750,000 NSF grant to create a national network of institutions



IDAHO'S NATIONAL RESEARCH UNIVERSITY

LAND-GRANT LEADERSHIP

- Statewide presence across all of Idaho
- Outreach and engagement a land-grant priority
- Economic development critical issue

University of Idaho

THANK YOU

AGENDA

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Thursday, January 25, 2018

SUBJECT	DESCRIPTION	PRESENTER
Gubernatorial Appointment	Re-appointment by the State Board of Education of Dr. David Hill of Boise Idaho to serve a term commencing July 1, 2017 and expiring July 1, 2022.	Matt Freeman, Executive Director Office of the State Board of Education
Presentation	Boise State University	Dr. Bob Kustra, President
Docket No: 08-0501-1701	Rules Governing Seed and Plant Certification	Vice Chairman Thayn
Docket No: 08-0203-1704	Rules Governing Thoroughness - Idaho Special Education Manual - Deaf or Hard of Hearing	Duncan Robb, Chief Policy Advisor, State Department of Education
Docket No: 08-0203-1708	Temporary and Proposed Rule - English Language Proficiency Assessment	Mr. Robb
Docket No: 08-0203-1711	Rules Governing Thoroughness - Assessment	Mr. Robb
Docket No: 08-0202-1701	Rules Governing Uniformity - The Professional Standards Commission	Mr. Robb

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 Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

LeAnn Mohr
Room: WW39
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MINUTES

SENATE EDUCATION COMMITTEE

DATE:	Thursday, January 25, 2018
TIME:	3:00 P.M.
PLACE:	Room WW55
MEMBERS PRESENT:	Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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.

GUBERNATORIAL APPOINTMENT: **Re-Appointment by the State Board of Education of Dr. David Hill of Boise, Idaho to serve a term commencing July 1, 2017 and expiring July 1, 2022**. **Matt Freeman**, Executive Director, Office of the State Board of Education (SBE) introduced Dr. Hill and explained Dr. Hill's past participation with the SBE.

Dr. Hill said it is an honor to be asked to continue to serve on the SBE. He told about his work at Idaho National Laboratory (INL) and life experiences in science and technology. He explained he is retired from INL but prefers to stay busy and highlighted his volunteer work and other science education based entities.

Senator Nonini asked him to update the Committee about the STEM Action Center Board. **Dr. Hill** replied the STEM Action Center is growing and making a difference. He said many teachers and students have been impacted and the funding has been evenly distributed across the State. He acknowledged the work of the STEM Action Center staff.

Vice Chairman Thayn spoke about the changes in K-12 education. He asked what would be good changes to higher education. **Dr. Hill** explained his role on the SBE; he stated he has pushed "systemness" behavior for public institutions. He explained digital learning in education will force the State to modify the systems to be able to keep up with or be ahead of the trends. He said one of the recommendations from the Governor's Higher Education Task Force the creation of a digital university.

Senator Nonini asked in light of the changes in the State's university presidents, will the SBE have an opinion regarding the new institutional leadership. **Dr. Hill** replied the SBE considers each institution individually when deciding what qualities to seek in a university presidential candidate; each college is quite different. He said the SBE believes this is an opportunity to further systemness. One of the criteria is how effectively each candidate is able to look at the statewide system and work together.

Chairman Mortimer asked what the most difficult issue has been in the past and what the most difficult issue is for the future. **Dr. Hill** replied the hardest past issue is how to incorporate change. He stated change is difficult and education is slow to change. He said future issues face the same concern; the pace of change is so fast that education has a difficult time

PRESENTATION: **Boise State University (BSU)**, **Dr. Bob Kustra**, President, said the questions provided to him were a perfect way address the endeavors at BSU. Those are as followed:

1. What are you doing to reduce the cost to students and provide greater accessibility to students. **Dr. Kustra** said they have a variety of scholarship programs available to students. He detailed the most current scholarship campaign and said BSU raised $52 million through 18,000 donors. He highlighted the True Blue and Opportunity scholarships. He said there is a great need for more funds to help students move through school; to reduce costs for students, they need to move through the system faster. **Dr. Kustra** reported BSU has an 80 percent student retention rate from the first to second year. He stated flexibility in course offerings help students to move through school much faster. He detailed the many online courses and degrees available.

2. What are you doing to ensure dual credits and concurrent classes provided have the necessary rigor and credibility that college courses require. **Dr. Kustra** stated concurrent enrollment moves students through school faster. He stated BSU has served 6,000 students with a total 21,000 credits. He reported some of the problems of dual credits. BSU belongs to the National Alliance of Concurrent Enrollment Partnerships which is an accrediting body to help ensure the rigor of the program. **Dr. Kustra** stated the dual credit students have higher grade point averages, higher retention rates, and higher graduation rates.

3. As workplace requirements continue to rise, more jobs will require individuals to possess advanced credentials and degrees and a broad mix of academic, technical and workplace skills employers prefer. How does your coursework and curriculum offered meet the workforce needs and demands to make students more employable? **Dr. Kustra** said in the past, academics didn't focus on technical and workplace skills. He outlined the program called Beyond the Major and explained the successes. He spoke about the importance of liberal arts and the programs that integrate students into the workforce. He detailed the collaborative efforts with area businesses to develop better employees.

4. What is being done from year-to-year to retain students? What incentives and resources do you have to ensure on time completion? **Dr. Kustra** said BSU has reformed math education and composition. He explained the classroom structure and detailed students' use of the software programs to improve their completion rates. He spoke about the Learning Assistant Program which helps students succeed in the STEM classes. **Dr. Kustra** explained the 15 to Finish program and stated it is vital if students are to complete college in four years. The Finish in Four Program is a contract between the University and the student. If the student is unable to complete college in four years due to an issue from the University, BSU will pay the extra tuition.

Dr. Kustra addressed the two things not done today that he would like to see done in the future for higher education. Those are as follows:

1. A more precise and accurate way of funding higher education. He explained the current funding program, the Enrollment Workload Adjustment, and the problems that have occurred due to funding issues. He said outcomes-based-budgeting would be the preferred way to budget for higher education.

2. Reworking the higher education structure. He said he would like to see the universities have governing boards like the State's community colleges.

Senator Den Hartog commented about the increased focus on sports in college. She stated the highest paid state employee in Idaho is the BSU football coach. She asked if the revenue recognized by athletics benefits the entire university. **Dr. Kustra** concurred and stated he is writing an article which addresses the issues of football coaches' salaries and buyout contracts. He explained the football stadium expansion repayment process to BSU. He said the football program provides a marketing source and has brought students to the campus.

Senator Nonini said he likes Dr. Kustra's honesty. He told Dr. Kustra he will be missed. He affirmed Dr. Kustra's comment concerning football's positive impact on other university programs. **Dr. Kustra** stated the large coaching salaries provide great public relations for universities. His concern is the amount of money that goes to the buyout contracts for poorly performing coaches.

Senator Winder thanked Dr. Kustra for his service. He said his time at the BSU has impacted the awareness of the University. He explained there are many local corporations that have contributed to BSU to help build it into the successful institution.

Senator Winder asked if the Math 25 program is a credit offering course. **Dr. Kustra** replied in the affirmative. **Senator Winder** asked in regard to the coaches salary, what percentage comes from donors. **Dr. Kustra** replied 75 percent comes from donors.

Senator Winder said the discontinuation of the wrestling program was a disappointment. He stated it was a great program. **Dr. Kustra** replied he appreciates his understanding and agreed it was a difficult decision. He noted all the wrestling scholarship students have been accommodated with transfers or completion of schooling. The goal was to make sure all were able to find a program in which they were able to compete.

Vice Chairman Thayn asked if freedom of expression on campus is discouraged. He explained an incident regarding a BSU professor who wrote a controversial article; this lead to the students calling for his termination. **Dr. Kustra** replied the professor in question is a conservative member of the faculty. He stated that his constitutional right to speak was adhered. His academic freedom and tenure were recognized. Never once was he threatened by the administration with termination. From this situation, BSU has a student led initiative to discuss the issue of civility and free speech.

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

DOCKET NO. 08-0501-1701 **Rules Governing Seed and Plant Certification**. **Vice Chairman Thayn** explained to the Committee that **Docket No: 08-0501-1701** was sent to the Agricultural Affairs Committee to review the rule for content expertise. The Agricultural Affairs Committee heard the testimony and determined the proposed changes were acceptable.

MOTION: **Senator Ward-Engelking** moved to accept **Docket No: 08-0501-1701**. **Senator Winder** seconded the motion. The motion passed by **voice vote**.

DOCKET NO. 08-0203-1704

Rules Governing Thoroughness – Idaho Special Education Manual – Deaf or Hard of Hearing. **Duncan Robb**, Chief Policy Advisor, Idaho State Department of Education (SDE), presented **Docket No. 08-0203-1704** . He said this is the Special Education Manual which also includes changes in the incorporated by reference manual. He said the Special Education Manual is a resource for teachers who are serving students with special needs. He said the proposed changes to the definitions regard deafness and hard of hearing students. These adjustments will allow students to receive the appropriate services to succeed in school. **Mr. Robb** acknowledged the writers of the Manual and thanked them for their work. He detailed for the committee the proposed changes and stated the updates are in alignment with the current practices.

MOTION:

Chairman Mortimer moved to accept **Docket No. 08-0203-1704**. **Senator Crabtree** seconded the motion. The motion passed by **voice vote**.

DOCKET NO. 08-0203-1708

Temporary and Proposed Rule – English Language Proficiency Assessment. **Mr. Robb** presented **Docket No. 08-0203-1708**.He said the proposed changes are included in an incorporated document. He said the rule incorporates Idaho English Language Proficiency Assessment Achievement Standards; these are the standards for English language learners. He deferred all questions and further commentary to Karalyn Laraway, Director of Assessment and Accountability, SDE. She explained the charts in the incorporated by reference document reveal the ranges for the cut/achievement scores in each particular grade level of the subtests and composite level scores for the English language proficiency test. She detailed the different levels.

Chairman Mortimer asked if the cut scores are new. **Ms. Laraway** said the assessment is new; this is the second year it has been administered. **Chairman Mortimer** asked if this changes the reporting. **Ms. Laraway** replied the old test no longer meets the new standards for English language learners.

MOTION:

Chairman Mortimer moved to accept **Docket No. 08-0203-1708**. **Senator Guthrie** seconded the motion. The motion passed by **voice vote**.

DOCKET NO. 08-0203-1711

Rules Governing Thoroughness – Assessment. **Mr. Robb** presented **Docket No. 08-0203-1711**. He said the proposed rule incorporates by reference the Alternate Assessment Achievement Standards. This document works with the content standards that apply to the one percent of severely cognitive disabled students. He explained the universal strikethrough and universal new text exist because there are new standards which will need new assessment standards to be in alignment with the content.

Chairman Mortimer asked what is the impact if the proposed assessment rule is approved and the proposed content standards are not. **Mr. Robb** replied the new assessments would be aligned with the old standards and would not be relevant.

Chairman Mortimer asked if these prorposed rules could be used for both the standards and the assessment. **Ms. Laraway** replied standards, by definition, provide a guide of what students know and are expected to do. The core content connectors take the very basic premise of the grade level standards for students K-12 and break it down to a learning progression framework for students. She explained because of the severe nature of a student's disability, not all students enter learning at the same level or will reach the same level. Standards provide a roadmap for teachers to follow. **Ms. Laraway** said the assessment is a reflection of those standards at the basic premise of what is expected at a particular grade level. The skill scores of those assessments reflect where the student may be and their learning progression at a particular grade level. The new standards and the new assessments work together for the benefit of student learning.

Chairman Mortimer expressed his concerns regarding the length of the new standards; he asked for more clarification. **Ms. Laraway** explained the new core content standards are in a different format to show special education teachers, parents, and the students with the most significant cognitive disabilities, how their learning aligns with the same expectations for all students.

MOTION: **Chairman Mortimer** moved to hold **Docket No. 08-0203-1711** at the call of the Chair. **Senator Nonini** seconded the motion.

Chairman Mortimer stated the proposed assessment docket is tied to the connectors docket. He believes this should be addressed after the connectors docket is decided. These proposed changes are dependent on the passage of the standard docket.

The motion passed by **voice vote**.

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

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:39 p.m.

Senator Dean M. Mortimer
Chair

LeAnn Mohr
Secretary

JOINT

SENATE EDUCATION COMMITTEE
AND
HOUSE EDUCATION COMMITTEE

3:00 P.M.
Lincoln Auditorium
Monday, January 29, 2018

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	Idaho School Funding Education Commission of the States	Michael Griffith, School Finance Strategist Emily Parker, Policy Analyst

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 Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES
JOINT MEETING

SENATE EDUCATION COMMITTEE
HOUSE EDUCATION COMMITTEE

DATE: Monday, January 29, 2018

TIME: 3:00 P.M.

PLACE: Lincoln Auditorium

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, Buckner-Webb, and Ward-Engelking

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

ABSENT/ EXCUSED: Senator Cherie 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 VanOrden** called the Joint Senate and House Education Committees to order at 3:00 p.m. She thanked everyone for their attendance.

Chairman VanOrden stated that Representative Horman would give an update on the Interim Committees (Committees) and their findings concerning the education funding formula.

PRESENTATION: **Representative Horman**, Co-Chairman, Interim Funding Committee (IFC) said the IFC was organized as a result of two resolutions from 2016 and 2017. The Committee, co-chaired by Representative Horman and Senator Winder, was tasked with solving the current school funding formula designed in 1994. She said during that time period education delivery has changed. In reviewing the issues, IFC examined mastery-based education, student mobility, health insurance, and student count.

Representative Horman explained the IFC's initial meeting which included a presentation from the Education Commission of the States who reported on national funding trends. She stated Idaho is one of seven states with a resource allocation model. **Representative Horman** explained the initial meetings and gave an overview of the past meetings and reported on the topics that were discussed. The Committee met in the 2016 Session and approved a report summarizing their findings, which showed in what areas action could be taken.

Representative Horman stated one of the major changes needed was school finance must be reported on a per pupil basis by school building. The project has been apportioned to subcommittees of the IFC with the goal to have a new funding formula for the fall of 2018. She said tools created for this process are available on the IFC's website.

Representative Horman said Dr. Marguerite Roza, a national school funding formula expert, worked the with the Committee to help analyzes the current formula, outline the integrity of the simulator, and update on state's student-based formulas. It was agreed that Idaho should move ahead to an enrollment count which facilitates mastery type programs as well as a student-based formula. It was also suggested the removal of many budgeted line items; discretionary spending by the districts is encouraged.

Representative Horman said the Committee unanimously agreed Idaho should complete the implementation of the five-year career ladder program which will be purposed in the 2018 Legislature. She outlined the areas the IC will continue to address.

Senator Nonini asked if the IC received feedback from school superintendents. **Representative Horman** replied the comments varied. She said there is great support from the school district for having additional flexibility than what is allowed by the current formula. During the transition phase, the IC is committed to ensure that every school district will not lose any funding.

Representative Horman introduced Michael Griffith and Emily Barker from the Education Commission of the States. She said they have previously presented information to the IFC and have good insight into other states' formulas.

PRESENTATION: **Emily Parker**, Policy Analyst, Education Commission of the States (ECS), stated ECS is a national nonprofit group founded in 1965. which works on educational policy issues across the entire education spectrum. They are a resource for states to help them implement policies and answer questions pertaining to the policies.

Ms. Parker explained the funding sources for Idaho schools, which come from three areas; federal, state, and local. She revealed the statistics showing the comparison of Idaho averages to national averages (Attachment 1).

Senator Guthrie asked if the numbers that had been given were adjusted for cost of living. He stated if the cost of living was not factored in there is the possibility the numbers would not be accurate. **Ms. Parker** replied they are base level numbers but the various comparisons do adjust for cost of living differences.

Senator Thayn stated if the tax rate is not increased it would not have relevance to the funding formula; there will not be more money. **Ms. Parker** responded that Mr. Griffith would be providing that information.

Chairman Van Orden welcomed Mr. Griffith to the Committee.

PRESENTATION: **Michael Griffith**, School Finance Strategist, ECS listed the four major components of a high-quality funding formula; 1.) adequate funds; 2.) equitable distribution; 3.) flexibility; and 4.) and adaptability. He said Idaho currently uses a resource allocation system to fund their schools. This provides school districts with a predictable level of funding and allows the State to control most of the expenditure decisions.

Mr. Griffith said the primary school funding formula, which has evolved over the generations, varies from flat payments to one that factors many variables, such as district wealth and student needs. He said a majority of the states use a foundation formula program because it is easy to establish, easy to adjust to meet various needs, and provides districts with autonomy in decision making. He stated other states are adopting new funding formulas and the process must be gradual because it is a difficult process. He detailed how other states made an easy transition (Attachment 1).

Senator Den Hartog asked what are the major issues in the current formula that restricts flexibility. **Mr. Griffith** replied Idaho allocates for school districts specific budgeted line items. He explained the school district must raise money at the local level to pay for the expenses incurred beyond what was appropriated. **Senator Den Hartog** asked if the formula change would cause confusion in spending. **Mr. Griffith** replied if the process is gradual, very little change is witnessed during the first couple of years. Districts will have more freedom to allocate the funds as they determine. He said mistakes will be made. The objective should be directed towards outcomes rather than investigating small discrepancies.

Representative Kirby asked in the transition process when should states decide the prescribed expectations. **Mr. Griffith** replied the expectations should be stated in the beginning. He said the school district should list the expectation, how they are to be measured, ramification of not meeting them, and how they are tied to the funding formula.

Representative DeMourdant asked which states have made effective changes and how they moved toward the stated outcomes. **Mr. Griffith** replied Massachusetts coordinated the assessment and accountability system with the funding system and student outcomes significantly improved. He stated the Idaho State Department of Education may have to bring in someone who is trained in student learning to help with the transition.

Representative DeMourdant asked which states were the most flexible in education. **Mr. Griffith** replied Michigan and Arizona are leaders in school choice. He explained Arizona's funding formula and the problems they have encountered. Both states are experiencing an increase in charter schools. He stated an increase of schools will decrease capacity which results in other issues and occasionally, academic bankruptcy occurs. **Mr. Griffith** emphasized the formula should be designed to help schools help kids maximize their learning.

Representative Boyle asked what measures Massachusetts as taken to address the schools that haven't meet their expectations. **Mr. Griffith** replied the state gave the schools a matrix and time frame to address the issues and were a source of aid. If the schools were unable to improve, the state made administrative changes to the staff.

Representative Clow asked if Idaho's funding formula was the problem or if the problem was inadequate money in the budget. **Mr. Griffith** replied it usually is the funding levels. Idaho's formula is an older generation formula and not adaptable to today's educational needs.

Representative Clow said he did not understand how Idaho could make this major funding change without a significant increase in the education budget. He asked how can districts be responsible with the funds if they are "held harmless" during the transition. **Mr. Griffith** replied the funding formula change takes several years before a difference is realized. It is necessary to have a "hold harmless" time frame as the program is being implemented. He emphasized the need for perimeters during the process.

Senator Guthrie asked if a template that would fit Idaho's needs is available. He asked Mr. Griffith to name the first three things he would change in the current system. **Mr. Griffith** said Utah's foundation formula is similar to Idaho's funding formula. He explained how Arizona's expenditure budget allows students to acquire education through a nontraditional route. He detail the three things he would change; 1.) allow nontraditional education; 2.) allow virtual learning; and 3.) let the student enroll in the school of their choice. **Mr. Griffith** said a foundation formula allow for greater flexibility for the student, their families, and the school districts.

Representative Toone asked if the foundation formula had a impact on the rural states that are similar to Idaho. **Mr. Griffith** said North Dakota has many more small rural school district than Idaho and are successfully using the foundation formula. He explained the foundation formula provides greater funding for the smaller school districts. He emphasized to accommodate the district size, provisions can be built into the foundation formula.

Vice Chairman Thayn stated Idaho allows parents and students to control some of the funds through various educational programs and detailed the variety of Advanced Opportunity programs. He stated he did not believe changing the current funding formula would help Idaho.

Representative Kirby asked if there is no equalization and expectations of outputs for students, would they have a fair chance of receiving an equitable education. **Mr. Griffith** responded under the foundation formula, there are ways to create equalization; Idaho's current formula has factored an equalization component. He said the goal is to have every student progressing.

Chairman Mortimer thanked Mr. Griffith and Ms. Parker for their presentation. He stated over the next twelve months the Interim Funding Committee will be working to find a funding solution.

ADJOURNED: There being no further business, **Chairman Mortimer** adjourned the meeting at 4:53 p.m.

Senator Mortimer, Chair

LeAnn Mohr, Secretary

Sharon Pennington, Asst. Secretary

IDAHO SCHOOL FUNDING

Emily Parker and Michael Griffith

January 29, 2018

EDUCATION COMMISSION
OF THE STATES

Your education policy team.

Presentation Overview

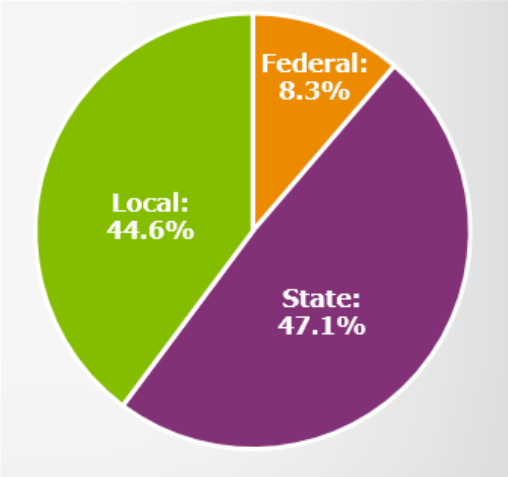
- How does Idaho compare to other states?
- What are the components of a high-quality funding system?
- How does Idaho currently fund schools?
- How do other states fund schools?
- What would it take to modernize the state's school funding formula?

How does Idaho compare to other states?

National Overview

Breakdown of school funding sources (FY 2015)

	Federal	State	Local
Idaho	10.7%	63.7%	25.5%
Montana	12.0%	47.6%	40.4%
Nevada	9.1%	63.2%	27.7%
Oregon	8.2%	52.1%	39.8%
Utah	8.5%	52.9%	38.5%
Washington	7.6%	60.9%	31.4%
Wyoming	6.1%	57.0%	36.9%



Source: Census Public Education Finances: 2015, Percentage Distribution of Public Elementary-Secondary School System Revenue by Source and State (Table 5)

National Overview: Per-Pupil Spending

- Idaho per-pupil: $6,923
- Idaho ranks **49th** in the country
- National Average: $11,392

	Amount	Rank
Idaho	**$6,923**	**49**
Utah	$6,575	50
Nevada	$8,615	45
Oregon	$10,442	29
Washington	$10,735	27
Montana	$11,028	24
Wyoming	$16,055	6

Source: Census Public Education Finances: 2015, Per Pupil Amounts for Current Spending of Public Elementary-Secondary School Systems by State: Fiscal Year 2015 (Table 8)

National Overview: Teacher Salaries (2016)

- Average Teacher Salary in Idaho: **$46,122**
  - Minimum salary (in state law) is $32,700
  - National Average: **$58,353**

	Amount	Rank
Idaho	**$46,122**	**47**
Oregon	$48,218	38
Montana	$51,034	29
Washington	$53,738	25
Utah	$60,359	13
Wyoming	$58,140	16
Nevada	$56,943	18

Source: NEA Rankings of the States 2016 and Estimates of School Statistics 2017

Teacher Salaries in Idaho

- Between 2015 and 2016, the average salary in Idaho increased by 2.0% from **$45,218** to **$46,122.**
- Idaho's rank increased from 48th to 47th.
- NEA predicts that the average salary will increase again in 2017 to **$47,504**.

National Overview: High School Graduation Rate

- Idaho High School graduation rate: **78.9%**
- National Average: **83.2%**

State	High School Graduation Rate	Rank
Idaho	**78.9%**	**39**
Montana	86.0%	19
Utah	84.8%	27
Wyoming	79.3%	37
Washington	78.2%	41
Oregon	73.8%	48
Nevada	71.3%	49

Source: NCES: Table 1. Public high school 4-year adjusted cohort graduation rate (ACGR), by race/ethnicity and selected demographics for the United States, the 50 states, and the District of Columbia: School year 2014–15

National Overview: NAEP Scores

- National average:
  - 8th grade mathematics: 32%
  - 8th grade reading: 33%

State	Proficient or Above on 8th Grade Math	Proficient or Above on 8th Grade Reading
Idaho	**34**	**37**
Nevada	26	27
Oregon	34	36
Wyoming	35	36
Utah	38	38
Washington	39	37
Montana	39	37

Source: Nation's Report Card (NCES), 2015 Mathematics and Reading Assessments

What are the components of a high-quality funding system?

High-Quality Funding Formula

Adequate: Funding is sufficient to meet current state education requirements, these can include:

- Inputs: seat time, class sizes, 1-to-1 computers
- Outcomes: test scores graduation rates, college going

Equitable:

- All districts have access to a relatively equal level of resources and
- All students have access to relatively equal educational offerings

High-Quality Funding Formula

Flexible: Districts have the ability to use their resources to meet their unique needs

Adaptable: The formula can handle changes in the way that educational services are delivered with little to no adjustment

How does Idaho currently fund schools?

Idaho's Current Funding System

- The state currently uses a "resource allocation" system
- Resource allocation systems:
  - Provide districts with a predictable level of resources
  - Allow policymakers to see what their education dollars are buying
  - Allow for the state to control most of the education policy expenditure decisions

Idaho's Current Funding System

- Resource allocation systems:
  - Were designed at a time when almost all students attended brick & mortar schools
  - Do not allow districts to easily move funding around based on the district or students' needs
  - Requires the state to constantly adjust for the non-teacher related costs of education *(Energy, M&O, supplies, technology, testing, etc.)*

Idaho's Current Funding System

- Resource allocation systems require the state to adjust the formula on a regular basis
- Every time that districts want to change the way that they deliver education services or create new services the state has to adjust its formula

Example:

Which programs would work best for at-risk students? (Summer learning, after-school, class-size reduction)

Idaho's Current Funding System

- Due to its inflexibility - resource allocation systems have a difficulty adapting to new(er) education programs, such as:
  - Charter schools
  - Competency based education
  - Dual/concurrent enrollment
  - Non-traditional career and tech programs
  - Open enrollment programs
  - Student mobility during the school year

Idaho's Current Funding System

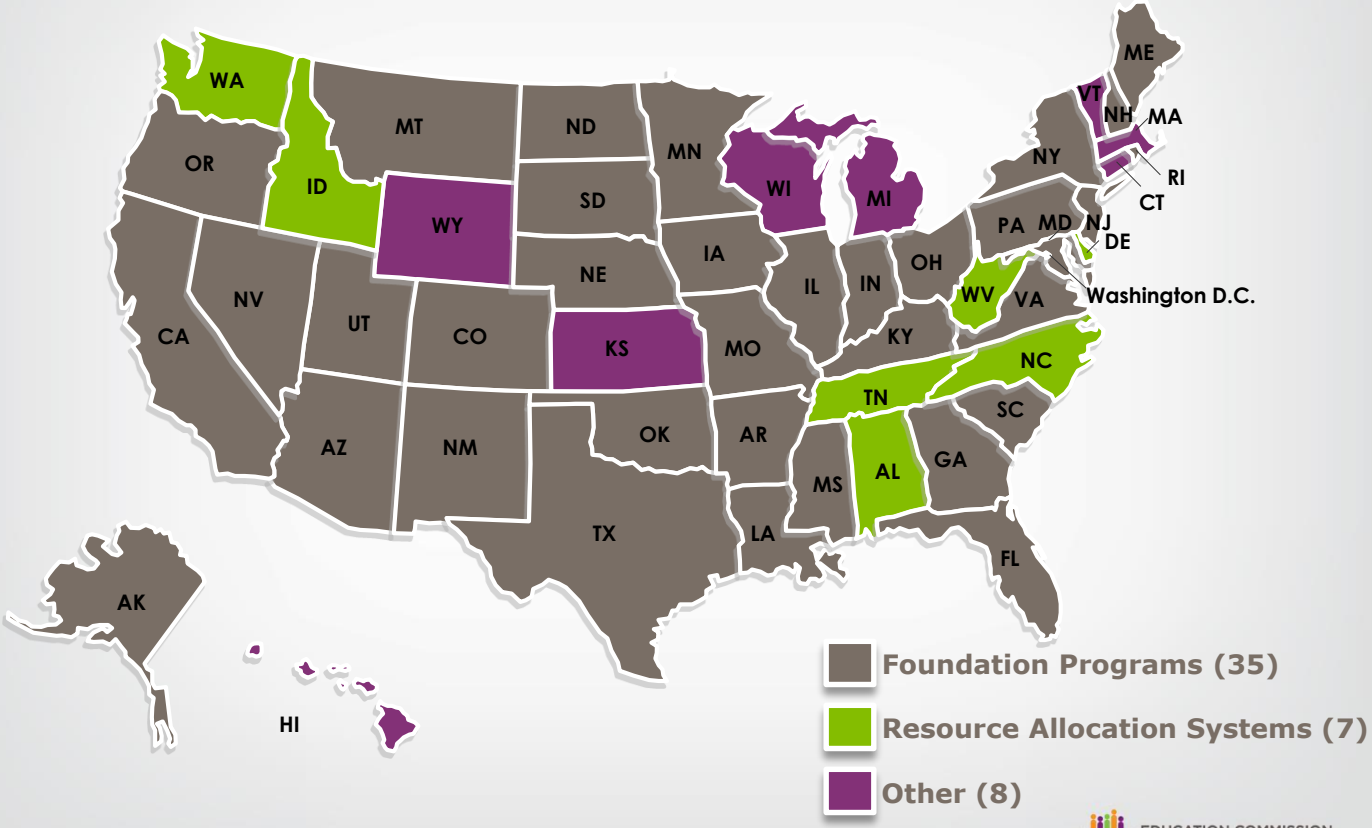
- **Adequate**: Hard to determine
- **Equitable**: "Quality Counts" grade – C
- **Flexible**: The current system has limited flexibility
- **Adaptable**: The current system is not adaptable to changes in the educational environment

How do other states fund schools?

Primary School Funding Formula

- 1st Generation: Flat payment
- 2nd Generation: Take district wealth into account
- 3rd Generation: Take both relative wealth & student needs into account
- 4th Generation: 3rd gen plus provides flexibility to districts
- 5th Generation: Ensuring that the resources are targeted to the student

School Funding Formulas in Each State



EDUCATION COMMISSION OF THE STATES

Foundation Formula *(33 States)*

1. Determine foundation/base amount
2. Count students with weights
3. Multiply student count by the foundation amount
4. Determine state vs. local split
5. Add on outside funding *(capital, transportation, other)*

Why do so Many States Use a Foundation Formula?

- Easy to establish
- Easily adjusted to meet a state's/district's educational needs and economic circumstances
- Provides districts with greater autonomy in decision making

Foundation Formulas

These types of formulas can be adjusted to include various policy choices, such as:

- Class size requirements
- Teacher salary schedules
- Targeted funding for certain programs/student groups

The more mandates that are added the less flexibility districts will have

What would it take to modernize the state's school funding formula?

States Adopting New Formulas

Since 2000 several states have adopted new school funding formulas:

- *Arkansas (2002)* — *Litigation*
- *California (2013)* — *Governor/voter approved*
- *Kansas (2014)* — *First litigation then legislative*
- *Maryland (2002)* — *Legislative led change*
- *Ohio (2013)* — *First litigation then legislative*
- *Pennsylvania (2015)* — *Legislative led change*
- *Rhode Island (2010)* — *Legislative led change*
- *Wyoming (2001)* — *Litigation*

School Funding Transition Process

1. Determine what you will/won't be changing in the formula
2. Create a general outline of the new formula
3. Draft a "working" outline that includes all of the components of the new formula
4. Create the new formula and run the numbers
5. Refine the formula while constantly running numbers
6. Produce the final formula

Note: Between each step you should be receiving public input

School Funding Transition Process

Topics that have come-up in most states:

- Will current grant programs be maintain or will they be rolled into the formula?
- Will any area of funding not be addressed in the new formula (capital, transportation, food services)?
- How will students be counted?
- Will funding be adjusted for district size, cost of doing business or geographic location?
- How will the state determine the "wealth" of a district?

What states have done to ease the transition:

- Gradually transition to the new funding formula
- Ensure that funding levels for individual districts are "held harmless"
- Create minimum payments in the formula
- Allow for certain mandates or programs be retained
- Educate the public & train district staff about the new formula

Questions?

Michael Griffith
School Finance Strategist
mgriffith@ecs.org

Emily Parker
Policy Analyst
eparker@ecs.org

AGENDA

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Tuesday, January 30, 2018

SUBJECT	DESCRIPTION	PRESENTER
Gubernatorial Confirmation Vote:	David Hill of Boise, ID was re-appointed to the State Board of Education to Serve term commencing July 1, 2017 and expiring July 1, 2022.	Chairman Mortimer
Presentation:	Higher Education Task Force Report	Dr. Linda Clark & Bob Lokken, Co-Chairs, Higher Education Task Force
Docket No: 08-0202-1701	Rules Governing Uniformity - The Professional Standards Commission	Duncan Robb, Chief Policy Advisor, Idaho State Department of Education
Docket No: 08-0203-1703	Rules Governing Thoroughness - Idaho Extended Content Standards	Mr. Robb
Docket No: 08-0203-1711	Rules Governing Thoroughness - Assessment	Mr. Robb

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 Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE:	Tuesday, January 30, 2018
TIME:	3:00 P.M.
PLACE:	Room WW55
MEMBERS PRESENT:	Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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.
GUBERNATORIAL APPOINTMENT:	**Senator Nonini** moved to send the gubernatorial appointment of Dr. David Hill to the State Board of Education to the floor with the recommendation that he be confirmed by the Senate. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.
PRESENTATION:	**Higher Education Task Force (Task Force) Report**. **Dr. Linda Clark**, President, Idaho State Board of Education, **Bob Lokken**, Chairman, Idaho Business for Education, Co-Chairs of the Task Force introduced themselves and offered opening remarks. **Dr. Clark** explained the Task Force was established by the Governor in February 2017 to extend the charter of the K-12 task force efforts to higher education in Idaho. It works in conjunction with the Workforce Development Task Force to address higher education and job training needs. She detailed the make-up and functions of the Task Force. **Mr. Lokken** put the 60 percent goal into context and discussed the associated challenges (Attachment 1). He stated that only 42 percent of Idaho's workers hold a post-secondary credential. About 60 percent of jobs created in Idaho require a one-to-four year, or higher, credential. While there is a low unemployment rate, many high wage jobs are unfilled. This lack of qualified workers puts Idaho's economy at risk. Businesses face the possibility of not being able operate within the State. **Mr. Lokken** emphasized the gap needs to be closed and the Task Force was formed to focus on this goal. **Mr. Lokken** stated the importance of understanding the context of the problem. The primary problem is not just affordability and access, it is affordability and access at scale. He said the current gap to get to 60 percent is 43,000 students, the bulk of which are rural and low-income students, and the cost to achieve the 60 percent is approximately $260 million. **Mr. Lokken** specified working harder will not close the gap from 42 to 60 percent. However, greater efficiency within the system could be achieved if funding was shifted from administration to academics. **Mr. Lokken** commented that, while this will not be easy and is a multi-year process, the recommendations the Task Force offers are budget neutral.

Dr. Clark presented the recommendations to the Committee. She emphasized that all recommendations had unanimous support from the Task Force. The recommendations encompass five areas of focus (Appendix 1, Page 3):

1. Access and Affordability
   a. Statewide digital delivery system
   b. Increasing funding for non-merit scholarships
2. Communication and Execution
   a. Establish a "systemness" leadership structure
   b. Restate the 60 percent goal
3. K-20 Pipeline
   a. Structural change and system improvement
   b. Guided pathways
   c. Improved certificate and degree completion
4. Outcomes Supporting Workforce
   a. Adopting the Governor's Workforce Development Task Force recommendations
   b. Industry partnerships
   c. Workforce training applied toward a degree or certificate
5. Funding Formula
   a. Outcomes-based funding formula

Mr. Lokken addressed the recurring costs savings. He said there is savings involved when four different financial management systems are consolidated into one. The recommendations of the Task Force are to study the potential for cost savings, which requires several months of meticulous work.

Mr. Lokken remarked as operations become digitized and move toward information technology, a natural shift towards shared services will occur. He explained shared services offer better efficiency by eliminating redundancies and duplications. **Dr. Clark** added Idaho could learn the concept from other states and choose what works best for the State.

Mr. Lokken said many ideas and opinions have been expressed about the higher education executive position. He emphasized to accomplish this change, they will need leadership with experience to implement the multi-step, evolutionary process.

Mr. Lokken explained the difference between distance learning and a statewide digital campus. He said the point of a Statewide digital delivery system is to bring the cost of education down. Premiums are charged for online courses and access in rural communities is limited. He emphasized the system needs to be accessible and affordable to reach the 60 percent goal.

Dr. Clark detailed the process taken by the Task Force to define and identify the requirements and skills for an executive education officer. She emphasized the massiveness of the undertaking and said that person must understand systems and change. The Idaho State Board of Education will need funding for a full-time employee, once funded, they can begin their study.

DISCUSSION: **Vice Chairman Thayn** said the number of students enrolled in post-secondary is substantial. He asked if there was information regarding what the enrollment of specific degrees or coursework. He asked if the scholarship program can be based on degrees in high-demand. **Dr. Clark** replied they will get a report showing who is taking what coursework. She explained the high-demand degrees is one of the premises for the outcomes-based funding model: rewarding for outcomes.

Vice Chairman Thayn said the needs of the institutions should be weighed with the needs of the students, placing more emphasis on the students. He explained how the advanced opportunities allocating money to students and wondered if that would be a viable approach. **Dr. Clark** agreed it is about the students and making sure a system is in place where they can advance for the betterment of themselves and the economy.

Senator Den Hartog asked if adding the new position for higher education would create another level of bureaucracy. **Dr. Clark** replied in the negative. She explained the role of the proposed position; it is a position to manage the consolidation of services. **Senator Den Hartog** asked if the position is permanent or temporary. **Dr. Clark** replied both models exist in states that have implemented the model. **Mr. Lokken** said the Task Force was in favor of centralizing function. He explained the centralizing services reduces bureaucracy and standardizes polices. He emphasized the ability for organizations to offer better service at lower costs **Mr. Lokken** said each institution would have a president.

Senator Guthrie said he is having a difficult time with the proposed position. He asked why the problem cannot be solved internally. **Mr. Lokken** replied the Task Force is looking to align the organizational structures to seek efficiencies and provide better service at a lower cost. Systemness is complex and time-consuming and the recommendation from the Task Force is to recruit someone with the needed skill set. **Dr. Clark** added the position will be supervised by the State Board of Education.

Senator Buckner-Webb said she is concerned with a system-wide change. Three universities are in the process of hiring new presidents. She asked if the university presidents would understand the role of the proposed position. **Dr. Clark** replied that concern has been discussed with the hiring consulting group. They are being transparent with the candidates regarding the possibility of a change.

Senator Den Hartog asked if the savings from consolidation were dedicated to make the new position budget neutral. **Mr. Lokken** replied they are working to get to budget neutral. Studies have yet to be completed on the potential savings.

Senator Ward-Engelking asked if a long-term strategic plan was being developed. **Dr. Clark** replied a committee has started working on a strategic plan. The consensus is that many of the concerns will be addressed as they move toward an outcomes-based model. **Senator Ward-Engelking** asked if they knew when the outcomes-based model will be implemented. **Dr. Clark** answered it is their intent to start now and bring it to the Legislature next year.

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

DOCKET NO. 08-0202-0701 **Rules Governing Uniformity - The Professional Standards Commission.** **Duncan Robb**, Chief Policy Advisor, State Department of Education (SDE), presented **Docket No. 08-0202-0701**. He stated SBE and the SDE have reviewed the proposed rule changes. He explained the rule would add endorsements for occupational and physical therapists.

DISCUSSION: **Chairman Mortimer** asked how many people will be impacted with the new certifications. **Mr. Robb** replied the certifications would be optional. If the legislation is approved, those individuals would be placed on the career ladder.

Senator Ward-Engelking asked if the intent of the rule was to place people on the career ladder. **Mr. Robb** replied in the affirmative. **Senator Ward-Engelking** asked if it was optional. **Mr. Robb** replied in the affirmative.

Senator Den Hartog asked what the individuals would be required to do receive certification. **Mr. Robb** replied they would need to complete the application process, pay a fee, and fulfill the requirements for recertification. **Senator Den Hartog** asked what is the amount of the application fee and if the fee is necessary. **Mr. Robb** replied the application fee is $75. He said the Professional Standards Commission looks at the renewal process for all individuals that currently hold Bureau of Occupational Licenses (BOL) and there is a cost for that process.

MOTION: **Chairman Mortimer** moved to accept **Docket No. 08-0202-1701**. **Senator Ward-Engelking** seconded the motion.

Senator Den Hartog stated she will support the motion, but encouraged the SDE and SBE to make the process as minimal as possible. It is her understanding that the individuals report to their own professional boards, not the BOL. **Chairman Mortimer** asked if they report to both the professional and occupational licensing boards. **Lisa Colon**, Director of Certification and Professional Standards, SDE stated they do report to both agencies, followed by the code of ethics.

Vice Chairman Thayn asked if fingerprinting was required in parochial schools. **Ms. Colon** stated background checks for parochial schools were optional.

The motion passed by **voice vote**.

DOCKET NO. 08-0203-1703 **Rules Governing Thoroughness - Idaho Extended Content Standards. Mr. Robb** presented **Docket No. 08-0203-1703**. He stated the proposed changes replace the outdated content standards with new content standards for the one percent of students with significant cognitive impairment. The changes would link the expectations of those students to Idaho's other current standards.

Chairman Mortimer expressed his gratitude and appreciation for the hard work and effort. He said it is important to help special education teachers achieve the standards for their students.

MOTION: **Chairman Mortimer** moved to accept **Docket No. 08-0203-1703**. **Senator Guthrie** seconded the motion. The motion passed by **voice vote**.

DOCKET NO. 08-0203-1711 **Rules Governing Thoroughness - Assessment**. **Mr. Robb** presented **Docket No. 08-0203-1711**. He stated the docket incorporated the assessment standards that are aligned with the alternative content standards.

MOTION: **Senator Guthrie** moved to accept **Docket No. 08-0203-1711**. **Chairman Mortimer** seconded the motion. The motion passed by **voice vote**.

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

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:19 p.m.

Senator Dean M. Mortimer
Chair

LeAnn Mohr
Secretary

Diane James
Assistant Secretary

Overview: Recommendations of the Governor's Higher Education Task Force

Dr. Linda Clark and Bob Lokken
Task Force Co-Chairs

January 30, 2018

Our Discussion

- **Opening Remarks**
  - Dr. Clark
  - Mr. Lokken
- **The 60% Goal and the 60% Challenge**
- **The Taskforce Recommendations**
- **Common Questions & Clearing Up Some Confusion**
- **Questions and Discussion**

The 60% Goal

- Unfortunately, Idaho is facing a perilous economic future.
- Only 42% of our workers hold a post-secondary credential (1, 2, 4+) -- While over 60% of new jobs require such a credential.
- Without closing this gap, existing businesses will have trouble growing, we risk losing others, and it will be difficult to attract good jobs to our state.
- Our citizens, our businesses, and our state will suffer

The 60% Challenge

- 8 Years .... No Progress
- What is the Scale and the Nature of the Problem?
- Big Picture in Round Numbers

	Today	What 60% Looks Like (all else held equal)	The Gap
Students Enrolled	100,000	143,000	43,000
Spending*	$600,000,000	$858,000,000	$258,000,000
General Fund	$350,000,000	$500,500,000	$150,500,000
Tuition and Fees	$250,000,000	$357,500,000	$107,500,000
Spending per Student	$6,000	$6,000	

- ***Affordability, Access, and Scale is the Problem***

** - Excludes research spending, as that is not directly spend on instruction*

Higher Education Task Force

Areas of Focus

- Recommendations support five areas of focus to improve higher education
  - Access and Affordability
  - Communication and Execution
  - K-20 Pipeline
  - Outcomes Supporting Workforce
  - Funding Formula

Higher Education Task Force

Recommendations: Access & Affordability

- **Statewide Digital Delivery System**
  - Establish a statewide digital delivery system – a digital campus that integrates and incorporates the current public system, communities, and partnering private institutions
    - ✓ Increase accessibility for all levels of postsecondary instruction to a diverse range of populations throughout the state
    - ✓ Makes post secondary education more accessible and affordable and provides a path to engage in higher learning
- **Increased Funding for Scholarships**
  - Boost available scholarship dollars to levels that fund all eligible high school students while not losing sight of goal to lower cost and improve access
    - ✓ Remove affordability barriers for new and returning students who don't qualify for merit-based assistance

Higher Education Task Force

Recommendations: Communication and Execution

- **Efficiencies, Cost Savings and Service**
  - Put **leadership structure** in place to consolidate college and university back office functions to move higher education towards "Systemness"
    - ✓ **Establish cost-savings goal and reinvest those funds into academic programming and students**
  - Restate the 60% Goal and establish a clear, credible, and measurable roadmap on how Idaho gets to the 60% Goal
    - ✓ Focus on the key outcomes that are critical to the state's economic future and to the continued standard of living and quality of life for Idaho citizens

Higher Education Task Force

Recommendations: K-20 Pipeline

- **Structural Change and System Improvements**
  - Make enhancements, remove barriers and better prepare high school students for postsecondary academic or career technical education/training
    - ✓ **Build statewide digital campus that integrates the system and uses community outreach centers to support students removing barriers created by time or location**
    - ✓ Improve relevancy and rigor of the high school senior year
    - ✓ Fully implement the Complete College America "Game Changers" through the strategies adopted by the Board's Complete College Idaho Plan
    - ✓ Align the K-20 pipeline outcomes with workforce skills

Higher Education Task Force

Recommendations: K-20 Pipeline

- **Guided Pathways (P-20)**
  - Implement guided pathways program with early learning opportunities that are culturally relevant, providing support and guidance for the student
    - ✓ Parent engagement
    - ✓ Student academic and career planning
    - ✓ Proactive advising with early and urgent intervention (targeted/relevant)
    - ✓ Work-based learning
    - ✓ Community engagement
- **Improved Certificate and Degree Completion**
  - Leverage guided pathways to improve postsecondary completion leading to on-time completion in certificate and degree programs for all students
    - ✓ Provide intentional advising and early intervention services to increase retention and completion
    - ✓ Increase access to courses through the statewide digital campus

Higher Education Task Force

Recommendations: Outcomes Supporting Workforce

- **Adopt the Governor's Workforce Development Task Force Recommendations**
  - Establish a coordinated implementation effort between higher education, industry and state government to meet Idaho's future workforce needs
    - ✓ Higher education becomes a more agile responsive system to industry workforce needs
- **Partner with Industry**
  - Partner with industry to include more workplace experiences as part of certificate and degree programs
- **Workforce Training Towards Degree or Certificate Completion**
  - Count workforce training completed by an individual towards degree or certificate completion

Higher Education Task Force

Recommendation: Funding Formula

- **Outcomes-Based Funding Formula**
  - Work with a technical committee and outside experts, such as National Center for Higher Education Management Systems (NCHEMS), to ensure the outcomes-based funding model is fully vetted and that proper weighting is provided for each of the formula's metrics

Higher Education Task Force

- Full Task Force Report available at: **boardofed.idaho.gov**

Common Questions and Clearing Up Some Confusion

1. What is all of the debate about $6M v. $43M, and the waste paper baskets? What is the savings estimate?
2. Who else is working on moving back-office to shared services?
3. Why doesn't the State Board do the study this year, and then purpose the executive position next year?
4. The new executive position, why is that needed? Don't we already have an Executive Director?
5. Aren't our schools already doing distance learning? What is the difference with the digital campus strategy?
6. There is a lot of confusion about who is going to report to whom, can you explain that?
7. What about the 2 year schools?

AGENDA

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Wednesday, January 31, 2018

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	Career Technical Education - Students	Dwight Johnson, Administrator Division of Career Technical Education
Presentation:	Career Technical Education	Mr. Johnson
Presentation:	Career Technical Educators of Idaho	Clay Long, President Career Technical Educators of Idaho
Presentation:	Idaho Office of the State Board of Education	Matt Freeman, Executive Director, Idaho State Board of Education
RS25940	Relating to Education; Amend	Senator Ward-Engelking
S 1233	Relating to Science, Technology, Engineering and Math Education; Revise, Amend, and Technical Changes	Marilyn Whitney, Senior Special Assistant for Education and Government Services, Office of the 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
Vice Chairman Thayn
Sen Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE: Wednesday, January 31, 2018

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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 Education Committee (Committee) to order at 3:00 p.m.

PRESENTATION: **Dwight Johnson**, Administrator, Idaho Career & Technical Education (CTE), explained the seven different CTE programs and their composition. He introduced CTE students in the audience.

Lyndi Loveland, Family Career and Community Leaders of America (FCCLA), State President, explained her life on an Idaho dairy farm. She said FCCLA is a student organization that prepares students for future careers and provides workforce development skills. She said it has helped her develop her goals for her future career. She praised the opportunities she received from the organization.

Chance Rushman, Idaho SkillsUSA, State President, Timberline High School, Boise, Idaho spoke about his experiences as a student and stated he is a third-year welding student and a first-year precision machinist student. He explained the confidence he has gained through the CTE organizations and coursework. He outlined for the Committee, the college credits he has acquired and his future educational plans.

Vice Chairman Thayn asked if his high school experience has prepared him for adulthood. **Mr. Rushman** replied his experiences have been unexpected. He explained the opportunities he experienced through CTE. He believes he has the knowledge to help him move forward into successful career.

PRESENTATION: **Mr. Johnson** said CTE is enthusiastic in preparing Idaho's youth and adults for high-skill, in-demand careers. He explained today's presentation will detail CTE's organizational structure, funding, and how CTE fits in the larger workforce development system in Idaho.

Mr. Johnson said there are two important reasons for CTE's mission: 1.) provide outstanding career opportunities for Idaho students; and 2.) provide the talent pipeline for businesses. He detailed the challenges in filling CTE positions**. Mr. Johnson** reviewed for the Committee the six CTE program areas which provide a broad spectrum of career opportunities. He said there is an image problem associated with CTE programs. He emphasized the importance of applied learning and detailed its impact on students.

Mr. Johnson explained CTE's placement in the State Board of Education's (SBE) organizational structure; in almost all high schools, 17 CTE schools, and six technical colleges. He explained the programs, graduation rates, and the job placement rates. He said there are workforce training centers located at each of the technical colleges. **Mr. Johnson** detailed the salary structure for secondary and postsecondary faculty and explained the CTE funded Statewide initiative trainings for staff.

Mr. Johnson explained the funding made available for on-going incentive funding for high quality agricultural and natural resource programs. He thanked the Committee for passing S 1222, which will allow CTE to establish a program quality initiative for the other CTE programs. **Mr. Johnson** explained where the State and federal government funding sources for programs are allocated. He thanked Governor Otter's Office for identifying workforce development as one of the top two public priorities for Idaho. He explained the industry led Workforce Development Task Force's report and detailed the nine recommendations (Attachment 1).

Vice Chairman Thayn asked what are the costs for the apprenticeship programs and who bears the cost. **Mr. Johnson** replied the hope is the school registered apprenticeships would be designated as programs of study within CTE and would be eligible for general education funding. He said programs partner with businesses and when the student is at the workplace, they are paid wages by the business.

Vice Chairman Thayn said the Boise School District is participating in this program. He asked him to report on their funding source. **Mr. Johnson** replied the Boise School District is receiving funding from the general education fund.

Senator Den Hartog asked if the CTE programs affect the licensing requirements in certain professions. **Mr. Johnson** replied CTE is working with the different licensing boards to ensure specific competencies are being taught and met by their students for licensure.

Senator Den Hartog asked if the skill stacking program from CTE is being marketed to the local business communities. **Mr. Johnson** replied CTE is working with the Idaho Departments of Labor and Commerce to communicate the program to area businesses. He explained a certification program they accomplished with an aeronautics company in north Idaho. He said the hope is eventually companies will tell one another.

PRESENTATION: **Clay Long**, President, Career & Technical Educators of Idaho (CTEI), introduced the CTEI Board members in the audience. He said over the last 18 months CTEI conducted a strategic and long-range planning session and formally adopted the plan. He detailed the three goal areas they identified: 1.) provide quality membership services; 2.) provide dynamic programs; and 3.) ensure organizational stability and growth. **Mr. Long** explained the importance of recruiting and retaining CTE professionals. He said they worked on strategies to help support teachers. He stated they are working with industry leaders to recruit their retired professionals to teach CTE programs (Attachment 2).

Chairman Mortimer stated his enthusiasm regarding the organization. He asked for the history of CTEI. **Mr. Long** explained the organization began in 1974. In the last two years, they have reenergized the organization and are seeking information from CTE teachers as to how they can better help them in their fields. The strategic plan was developed from that information.

PRESENTATION: **Matt Freeman**, Executive Director, Idaho State Board of Education (SBE) said the intent of the presentation is to relay how the SBE is serving students across the State, supporting educators at all levels, and working hard to develop a well-educated and productive workforce. He spoke about the current appointed SBE Board members and explained the role they serve for the SBE.

Mr. Freeman stated the SBE is charged by the Idaho constitution and Idaho Code with general supervision of the state educational institutions and public school system of the State of Idaho. He explained the role of the SBE support staff.

Mr. Freeman said there are almost 400,000 students enrolled in Idaho public schools, colleges, and universities. He stated almost 63 percent of the General Fund appropriation is dedicated to education (Attachment 3).

He discussed in detail the four main topics the SBE is addressing:

1. K-12 Task Force
   a. funding for the K-12 Initiative
2. Higher Education Task Force
   a. system integration consultant
   b. executive administrator
   c. degree audit system
3. Idaho's Go-On rate
   a. graduate projections
   b. Go-On rate by county
   c. higher education enrollment numbers
4. Access and Affordability
   a. tuition
   b. dual credit enrollment
   c. Opportunity Scholarship
   d. 60 percent goal
5. Education as an Economic Imperative
   a. unemployment rates
   b. wage rates

Committee members asked questions regarding scholarship application criteria, funding concerns, the Go-On rate, dual credits, advanced placement classes, and the 60 percent goal. All questions were answered to the satisfaction of the Committee.

RS 25940 **Relating to Education; Amend**. **Senator Ward-Engelking** presented **RS 25940**. She said this amends a change in the Idaho Code. She said teachers do not receive a buy out for their unused sick leave, but are able to use it to offset the cost of their health insurance. She explained the current legislation at the time of retirement and the proposed legislation would ensure that they get credit for the sick leave in the same way they earned it. She explained the strike out wording and detailed the new wording.

MOTION: **Senator Crabtree** moved to send **RS 25940** to print. **Senator Nonini** seconded the motion. The motion passed by **voice vote**.

S 1233 **Relating to Science, Technology, Engineering and Math**. **Marilyn Whitney**, Deputy Chief of Staff and Senior Special Assistant for Government Services and Education, Office of the Governor, presented **S 1233**. She said it seeks to clarify the responsibilities and functions of the STEM Action Center Board (Action Center). She explained the Action Center has operated for two years and they have a better idea of how the board functions. This proposed legislation will align the statute with the current actions and functions. It also addresses term for board members. She said the proposed changes were vetted with the current Action Center board members and no concerns were expressed.

Ms. Whitney detailed the changes. She stated it is being clarified that the board is an advisory board. She named the current board members. She said the terms limits for board members is now staggered. There was concern that all the industry members terms would expire at the same time and create a troublesome void. There is added clarification which states the Action Center will engage with other public or government entities. Other changes in the proposed legislation align wording with actual practices.

Chairman Mortimer asked if the legislation addresses the appointment of the director of the Action Center. **Ms. Whitney** replied in the negative. She said Action Center is established in the Office of the Governor. Therefore, those administrators are appointed by the Governor.

Senator Nonini asked if the current Action Center Board discussed the proposed changes. **Dr. Angela Hemingway**, Executive Director, STEM Action Center, replied the Action Center Board had unanimous support for the changes.

MOTION: **Senator Nonini** moved to send **S 1233** to the floor with a **do pass** recommendation. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4.53 p.m.

_____

Senator Dean M. Mortimer
Chair

_____

LeAnn Mohr
Secretary

We prepare Idaho's youth and adults for high-skill, in-demand careers.

IDAHO Career & Technical Education

Better Connecting Education to Careers

Report to Idaho Senate Education Committee

Dwight Johnson, State Administrator

Wednesday, Jan. 31, 2018

Our Mission

We prepare Idaho's youth and adults for high-skill, in-demand careers.

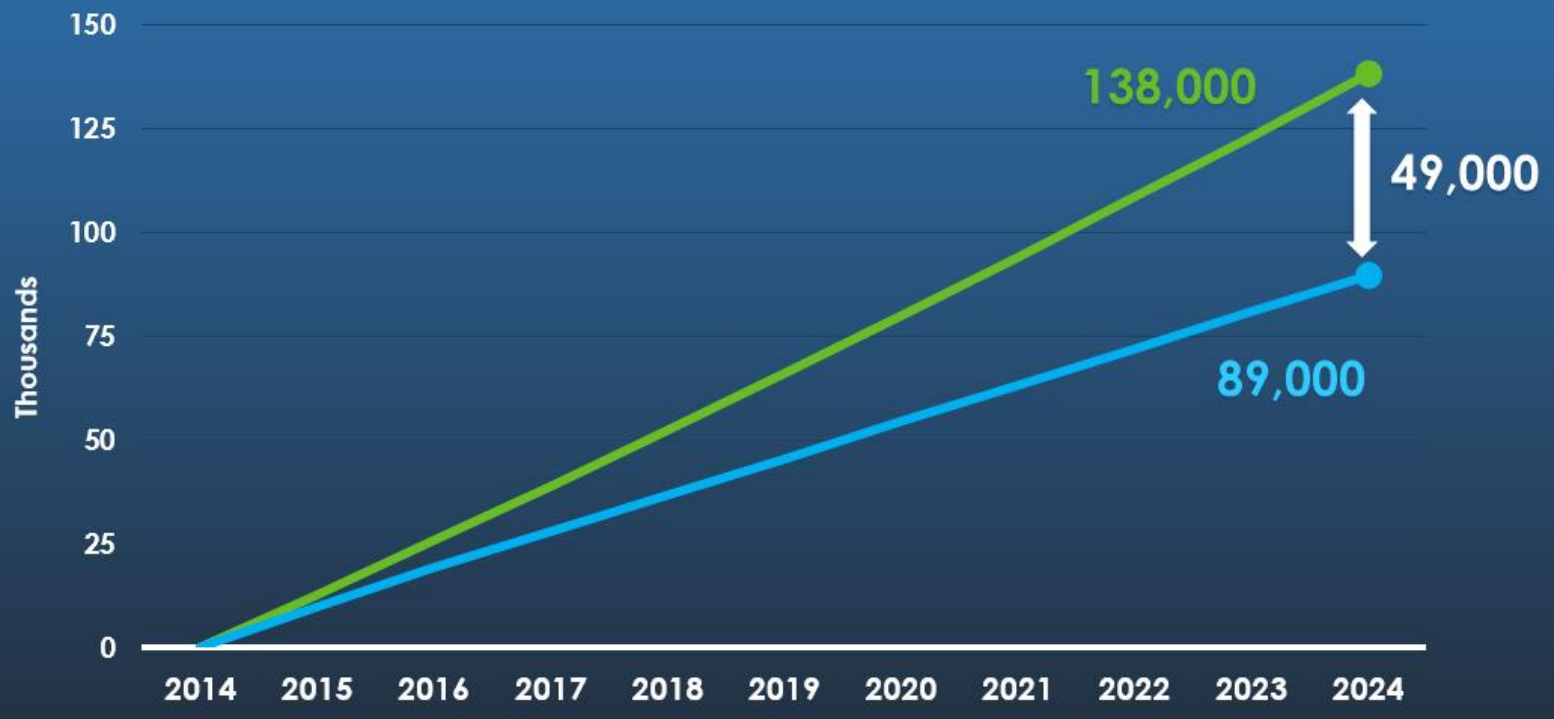
Why is our Mission Important?

We provide outstanding career opportunities for Idahoans!

- Of the top 20 in-demand occupations in Idaho with the highest vacancy rates 17 are tied to CTE programs.
- The starting wages in those 17 occupations range from $16.50 to $43 an hour.

Our Challenge: Labor Supply

Projected Growth in Jobs and Workforce 2014 – 2024



Source: Idaho Department of Labor Long Term Industry Projections and Population Forecast

We prepare Idaho's youth and adults for high-skill, in-demand careers.

IDAHO Career & Technical Education

What is Career & Technical Education?

Agriculture & Natural Resources

Family & Consumer Sciences

Health Sciences

Engineering & Technology

Business Management & Marketing

Skilled & Technical Sciences

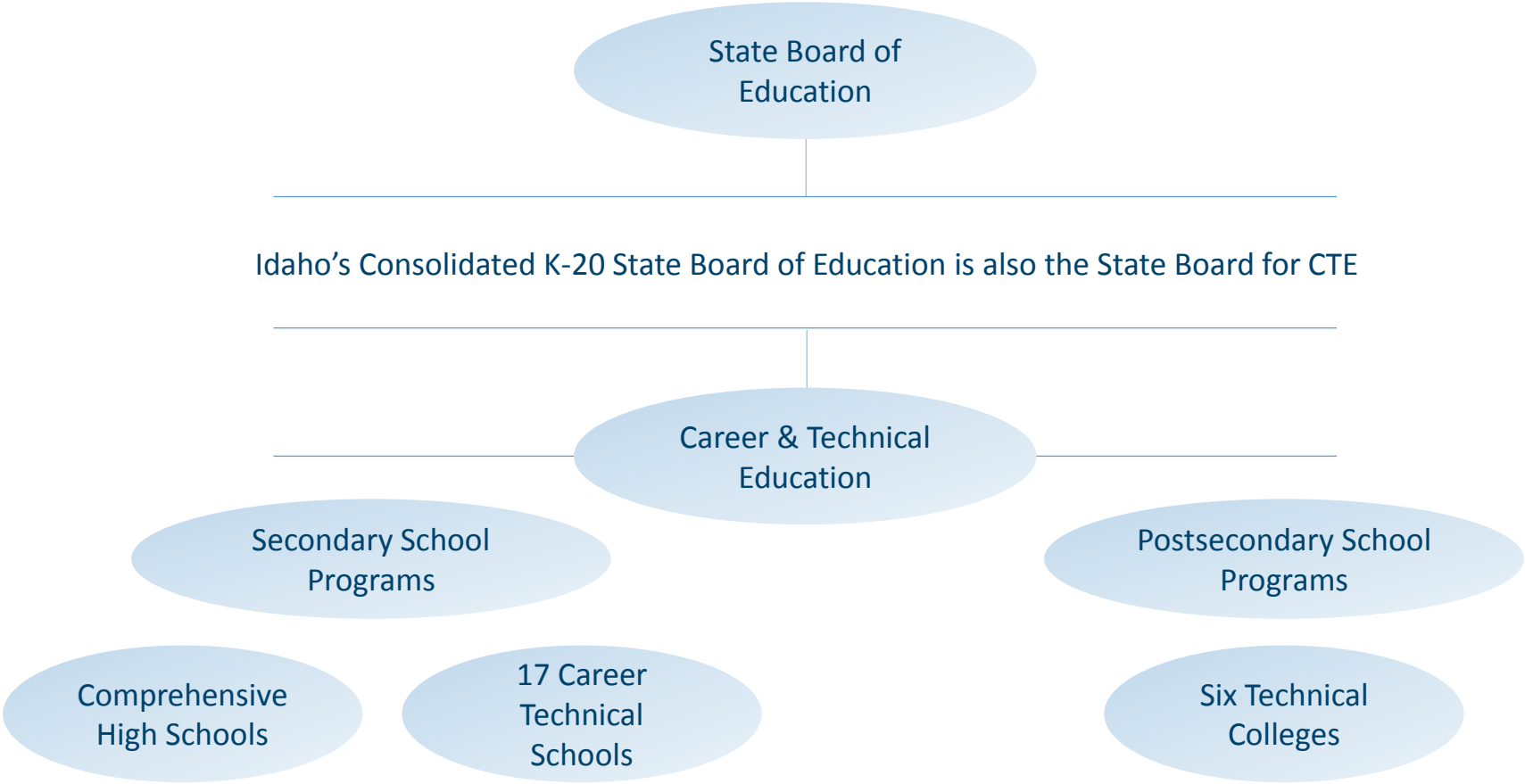
IDAHO
Career & Technical Education

The value of Career & Technical Education

- Connects students to real careers
- Provides a talent pipeline for Idaho's business
- Makes education meaningful through applied learning

IDAHO Career & Technical Education

Organizational Structure



We prepare Idaho's youth and adults for high-skill, in-demand careers.

IDAHO Career & Technical Education

North Idaho College

CTE Postsecondary

- 5,754 students enrolled
- 3,222 degrees / certificates earned in 2016
- 44,801 students participated in non-credit workforce training

Lewis-Clark STATE COLLEGE

College of Eastern Idaho

CWI College of Western Idaho

CSI College of Southern Idaho

Idaho State University

96% of technical college completers found jobs or continued their education.

IDAHO Career & Technical Education

Secondary CTE

- 718 programs
- 59,575 students enrolled in CTE courses
- 7,783 CTE concentrators (taking a sequence of CTE courses)
- 10,132 students enrolled in career & technical high schools

66% went on to college compared to **49%** of all Idaho students

96% of CTE high school graduates found a job or moved into postsecondary education

IDAHO Career & Technical Education

ICTE FY18 Budget Overview

Postsecondary CTE	$53.69 Million
Secondary CTE*	$16.53 Million
Statewide Initiatives	$1.35 Million
Division Support (4.2%)	$3.18 Million
Total:	**$74.75 Million**

NOTE:

* Secondary CTE Teacher salaries from General Education Budget – $40 million

We prepare Idaho's youth and adults for high-skill, in-demand careers.

IDAHO Career & Technical Education

FY18 Secondary Budget: $16.53 Million

Added Cost	CT Schools	Ag Incentive	Program Quality	Federal Perkins
$7.9 million	$4.8 million	$325,000	$300,000	$3.2 Million

We prepare Idaho's youth and adults for high-skill, in-demand careers.

IDAHO Career & Technical Education

FY18 Postsecondary Budget: $53.69 Million

CTE For Tech Degrees	Adult Education	Centers for New Directions	Workforce Training Centers	Federal Perkins
$45.9 million	$3.44 Million	$1.14 million	$483,100	$2.6 Million

“Meeting the employer demand for more skilled workers is among our most serious challenges.”

Governor C.L. Otter (2018 State of the State Address)

We prepare Idaho's youth and adults for high-skill, in-demand careers.

IDAHO Career & Technical Education

Governor's Workforce Development Task Force

Recommendations Regarding:

- *Workforce Development Council and Industry Partnerships*
- *Workforce Development Training Fund*
- *Public Engagement*
- *Connecting Education to Careers*
- *Workforce Training Centers and Adult Training Support*
- *Strengthen Career Advising*
- *Workforce Readiness*
- *Apprenticeships*
- *Expand Career and Technical Education Programs*

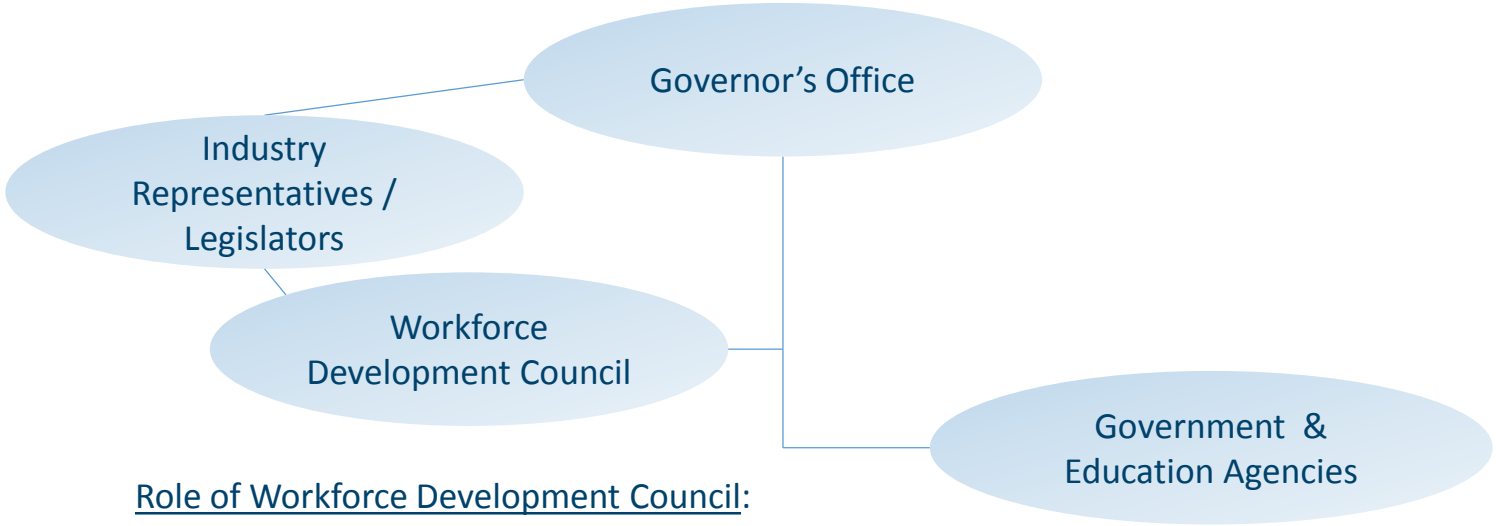
June 2017

Final Report

STATE OF IDAHO USA

IDAHO Career & Technical Education

Workforce Development System

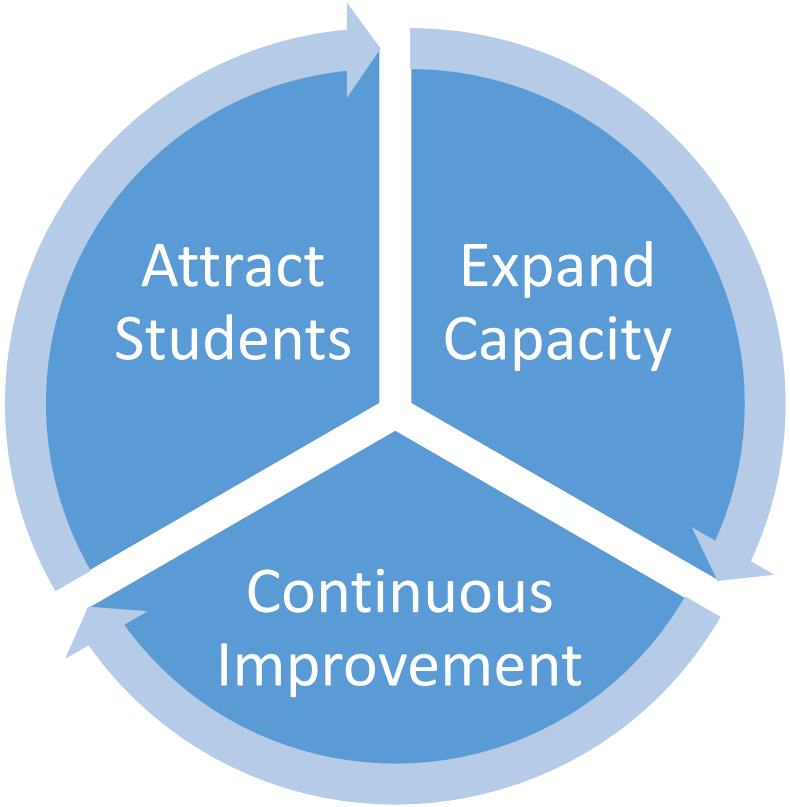


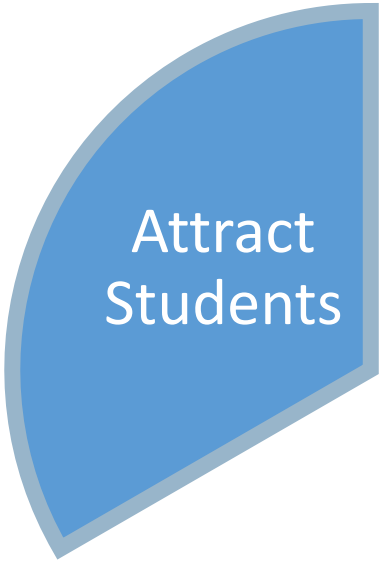
Role of Workforce Development Council:

- Advise Governor and State Board on Workforce Strategy & Policies
- Oversee Workforce Development Training Fund
- Oversee federal WIOA funds

- State Board of Education
  - State Department of Education
  - Colleges & Universities
  - Career & Technical Education
  - Division of Voc-Rehabilitation
- Department of Labor
- Department of Commerce
- Department of Health and Welfare
- STEM Action Center

Talent Pipeline for Business
Career Pipeline for Students





CTE Image

Continue to increase visibility, enhance perceptions, and inform students & families of the opportunities available through CTE high schools and Idaho's technical college programs

New Postsecondary CTE Facilities

LCSC, NIC, CEI, ISU, CWI

Expand CTE to Middle Schools for Career Exploration

Legislation proposed to allow ICTE to begin funding CTE programs starting in seventh grade. Develop program curriculum and implementation budget to expand career exploration program for middle schools.

Secondary CTE Capacity Expansion - $300,000

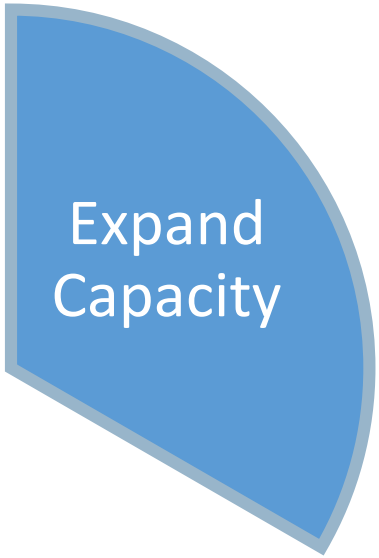
Increase funding for Program Quality Incentive grants for high quality CTE programs and to improve low performing programs

Expand Workforce Training Center Capacity - $750,000

To respond to business training needs. 44,801 Idahoans received short-term occupational training in 2017 with 90% completion rate.

Postsecondary CTE Capacity Expansion - $978,000

Expand 7 programs in business, health care, information technology, manufacturing, and transportation for high-wage, high-demand careers.



Postsecondary Capacity Expansion

7 Programs	Business, Health Care, Information Technology, Manufacturing, and Transportation
High Demand	793 annual job openings
Current Graduates	161 (253 on waitlist)
High Wages	Median Hourly Wage: $26.85
Request	$978,900
Projected Results	107 additional graduates

Learn & Earn Models of Education

Continue to expand apprenticeships, School-To-Registered-Apprenticeship Programs (STRAP), internships, Co-ops, Career Technical Student Organizations.

Career Ready Incentives:

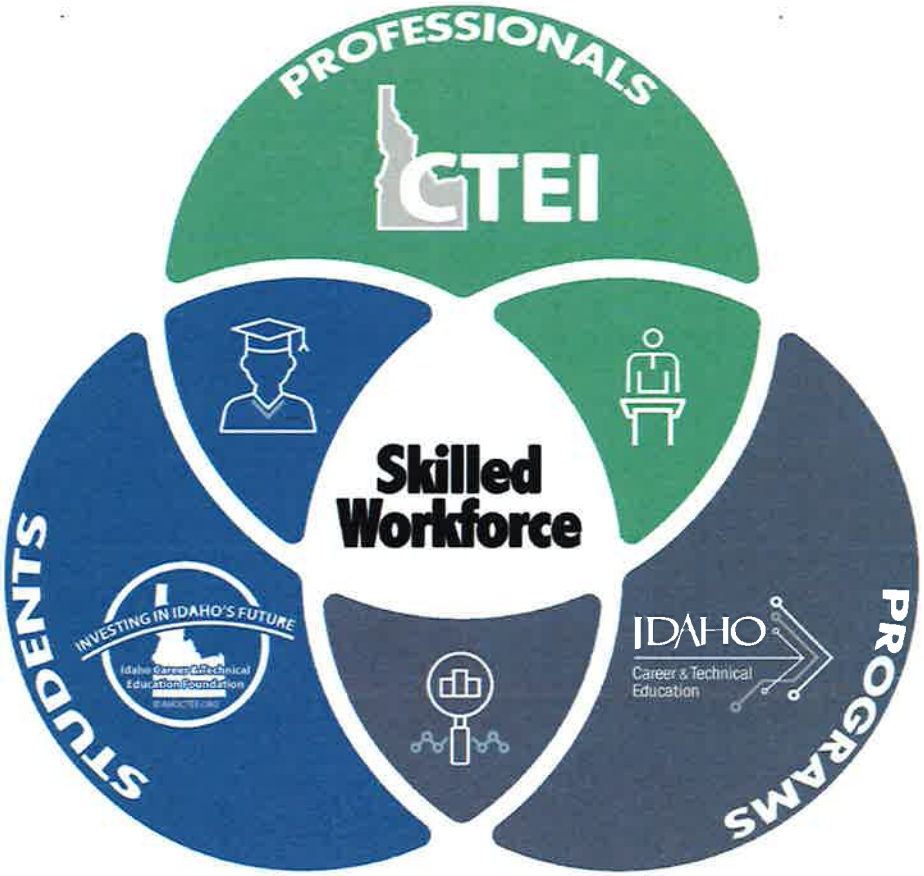
ICTE is working with the Governor's office and Idaho Business for Education to develop a program to incentivize school districts who graduate career ready students

Thank you!

IDAHO
Career & Technical Education

Partners in Idaho's

CAREER & TECHNICAL EDUCATION



Idaho Career Technical Education Foundation (ICTEF)

Committed to stimulating and promoting quality Career & Technical Education to fill the needs of Idaho's growing workforce.
www.idctef.org

Career Technical Educators of Idaho (CTEI)

Serving the Career & Technical Educator by promoting opportunities for continual personal and professional development.
www.ctei.org

Idaho Career & Technical Education (ICTE)

Preparing Idaho's youth and adults for high-skill, in-demand careers.
cte.idaho.gov

STRATEGIC & LONG-RANGE PLAN
2017-2022

CTEI Mission Statement:

To serve the Career & Technical Educator by promoting opportunities for continual personal and professional development.

Goals:

I. **Provide quality membership services.**
II. **Provide dynamic programs.**
III. **Ensure organizational stability and growth.**

GOAL	RESPONSIBLE	STRATEGY
I. Provide quality membership services.		
A. Maintain open dialog by and between all CTEI Stakeholders		1. Gather/Review/Respond to information provided by all stakeholders 2. Create and use a variety of tools to solicit positive/negative feedback, success stories, and other important data from various stakeholders 3. Establish and facilitate roundtable discussion with Idaho CTE Administrator, CTEI Executive Board, and other stakeholders
B. Ensure CTEI teachers are the best qualified, prepared, and effective in the industry		1. Create and maintain a support system that ensures teacher success 2. Create and maintain a support system which ensures local, regional, and state affiliate success
C. Provide frequent communication to members and stakeholders as appropriate		1. Produce timely communications focused on professional development opportunities, member profiles/spotlights, legislative updates, and roundtable briefs. Ensure communication of high level and not program area specific
II. Provide dynamic programs.		
A. Provide a premiere annual conference		1. Collaborate and assist Idaho CTE to ensure opportunities foster professional and personal growth 2. Collaborate and assist Idaho CTE Foundation to provide professional networking opportunities 3. Increase annual conference attendance 4. Provide quality leadership training 5. Recognize member success and achievement 6. Ensure professional development is recognized through university credit
B. Provide sustaining mentorship framework for novice instructors		1. Develop and share mentor framework for novice teachers with each teacher organization 2. Assist with the framework for collection and maintenance of high-quality, successful, veteran instructors 3. Provide framework with Idaho CTE for frequent and updated names and contact information of new Idaho CTE teachers to each teacher organization 4. Solicit feedback from mentorship programs and identify areas for improvement and share best practices
C. Ensure success of professional organizations		1. Provide quality organizational leadership training 2. Collaborate with each organization's leadership team on ways to partner and expand services/programs 3. Encourage recognition of member success and achievement

Approved October 4, 2017

Career Technical Educators of Idaho

STRATEGIC & LONG-RANGE PLAN
2017-2022

GOAL	RESPONSIBLE	STRATEGY
III. Ensure organizational stability and growth.		
A. Ensure CTEI leadership highly qualified and educated in organizational success		1. Recruit and maintain a well-trained leadership team 2. Provide opportunities for professional growth 3. Create an environment of mutual respect between all stakeholders
B. Ensure the structural stability of CTEI		1. Ensure that all organization communications are multi-directional and transparent 2. Create and maintain a documented organizational history to guide future decisions 3. Vigorously promote Career Technical Educators of Idaho 4. Provide programs and services that promote our mission and meet our future goals 5. Ensure organization documents are current and reflective of our mission and vision statements 6. Research, compare, and contrast best practices to implement organizational practices
C. Ensure the financial stability of CTEI		1. Ensure adequate funding to sustain operations 2. Implement fiscally responsible programs 3. Oversee fiscal integrity of organization's use of funds 4. Adopt and maintain a fiscally responsible operational budget 5. Develop and maintain 5-year fiscal operation plan
D. Maintain Positive and Influential Relations		1. Adopt a specific Local and State Government Relations Strategy 2. Identify potential public relations opportunities by and between politicians, Division of Career & Technical Education, Department of Education, Career Technical Education Foundation, Industry, members, etc. 3. Influence government funding source decisions through relevant and current data
E. Use Technology to Advance the Success of the Organization		1. Research, implement, and maintain appropriate technology platforms and tools necessary to serve members 2. Establish partnerships to provide advancements in technology necessary for the growth of our organization
F. Increase CTEI Membership		1. Create strategies to support and promote membership growth
G. Enhance our positive organizational image		1. Provide resources to assist in the internal promotion of a positive organizational image 2. Provide resources to assist in the external promotion of a positive organizational image

Approved October 4, 2017
Career Technical Educators of Idaho

Senate Education Committee

Wednesday| January 31, 2018

Matt Freeman, Executive Director
Idaho State Board of Education

Page 1

Board of Education Members

Dr. Linda Clark, President

Debbie Critchfield, Vice President

Dr. David Hill Secretary

Emma Atchley

Andrew Scoggin

Don Soltman

Richard Westerberg

Sherri Ybarra, State Superintendent

Page 2

IDAHO CONSTITUTION | Article IX, Section 2

*"The general supervision of the state educational institutions and public school system of the state of Idaho, shall be vested in a **state board of education**...."*

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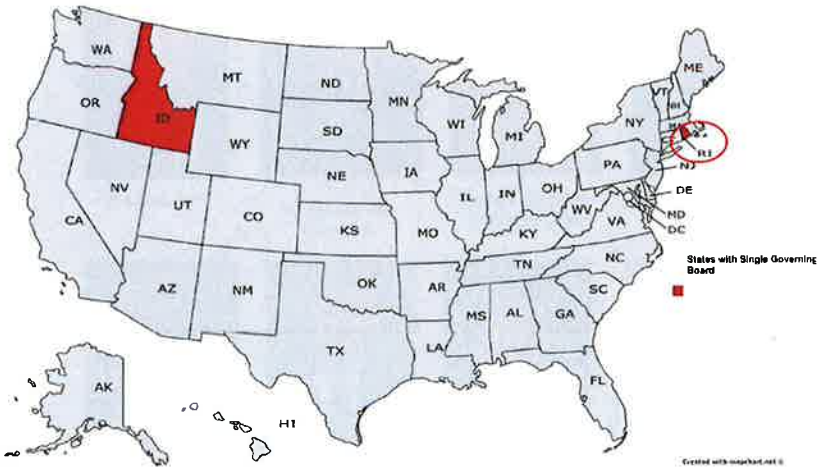
Education Governance



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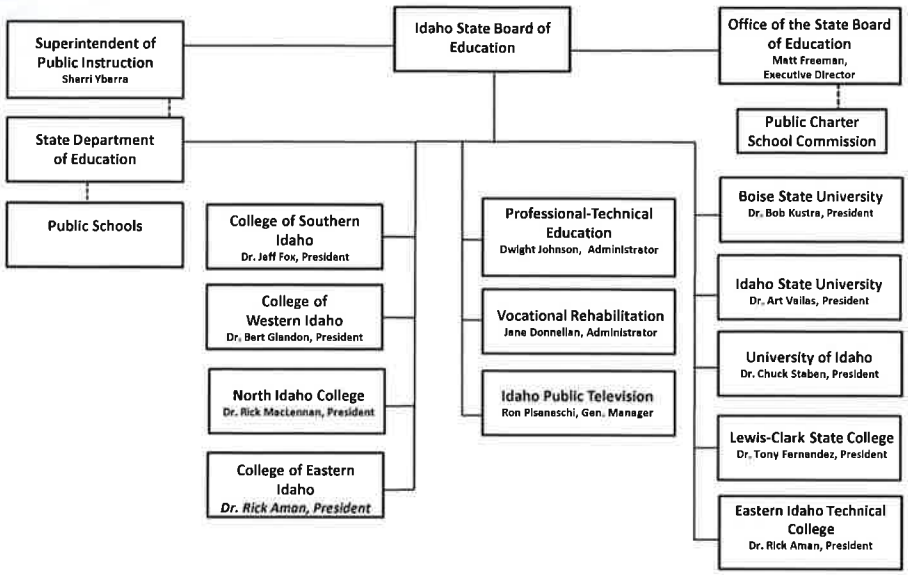
State Board of Education | Organization Chart



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Idaho Public Schools, Colleges and Universities Fall 2017 Enrollment

Public Schools	# of Students
Elementary	164,033*
Secondary	138,299*
Postsecondary	76,014
TOTAL	**378,346**

* includes charter school students

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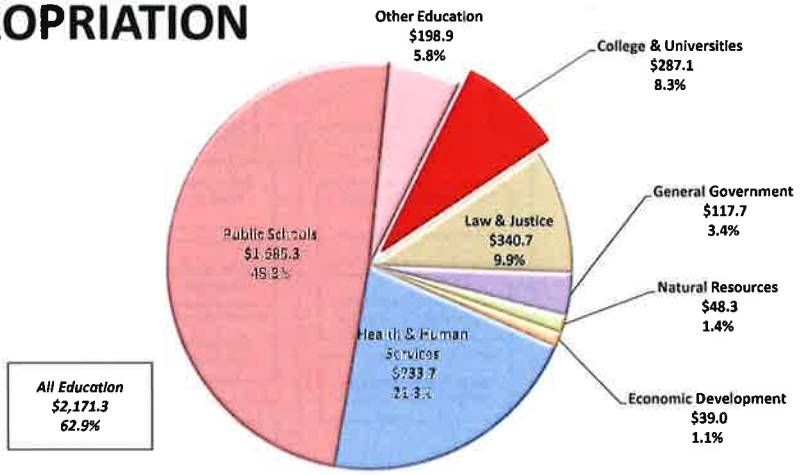
FY 2018 ORIGINAL APPROPRIATION



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FY 2019 Priorities

- K-12 Task Force
- Higher Education Task Force
- Idaho's Go On rate
- Access & Affordability
- Education as an Economic Imperative

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K-12 Task Force Initiatives

- $41.6M career ladder
- $10M technology
- $4M professional development
- $5M college & career advisors (bringing total to $12M)
- $8M advanced opportunities (bringing total to $15M)
- $6.5M literacy
- $1.4M mastery-based education

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Higher Ed Task Force

- System Integration Consultant
- Executive administrator
- Degree Audit System

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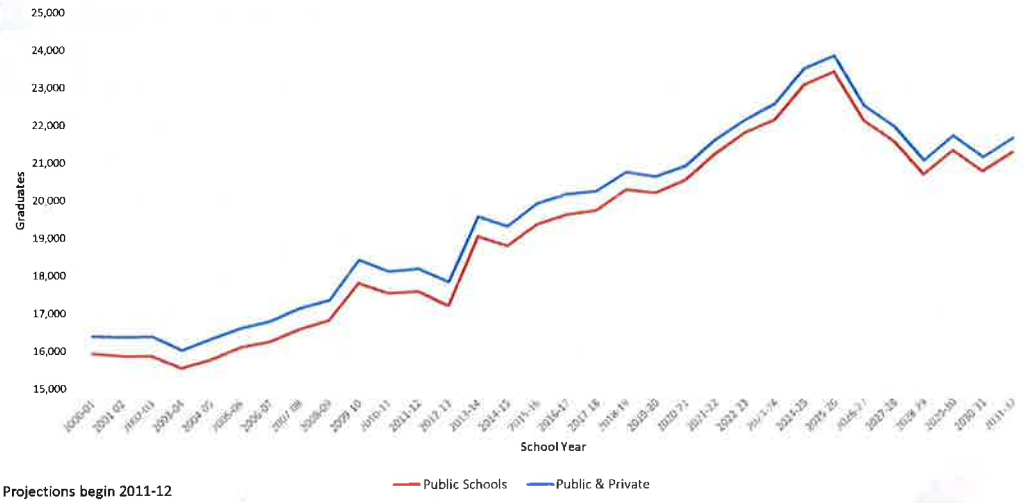
Idaho High School Graduate Projections



Projections begin 2011-12

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2016.*

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Idaho Ranks 5th in the Nation for Postsecondary Enrollment Growth

	Fall 2017		Fall 2016	
State	Enrollment	% Change from Prior Year	Enrollment	% Change from Prior Year
Utah	317,839	4.2%	305,137	7.2%
Arizona	451,539	3.5%	436,400	1.3%
Texas	1,489,865	2.4%	1,455,418	-0.8%
Kansas	193,733	1.7%	190,521	-1.2%
Idaho	100,851	1.6%	99,283	2.5%

Source: National Student Clearinghouse Research Center, *Current Term Enrollment Estimates*, Fall 2017

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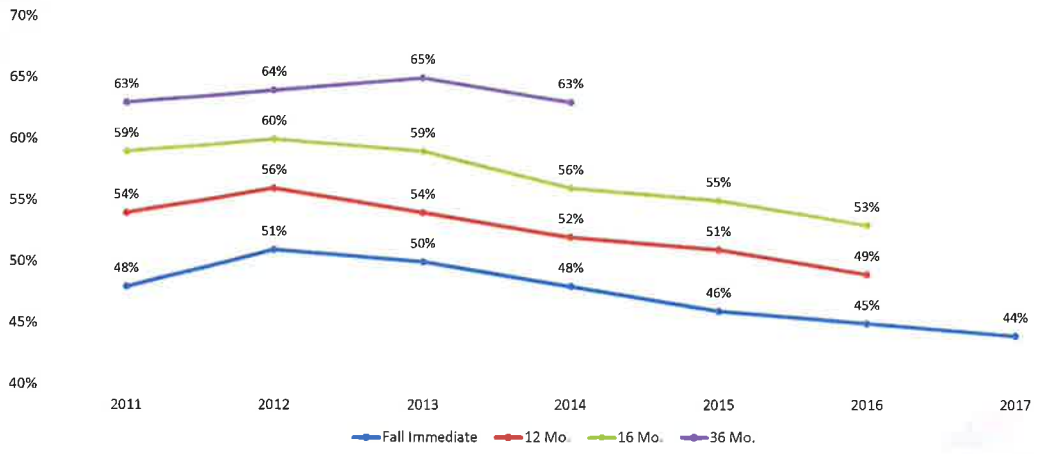
Idaho's Go On Rate



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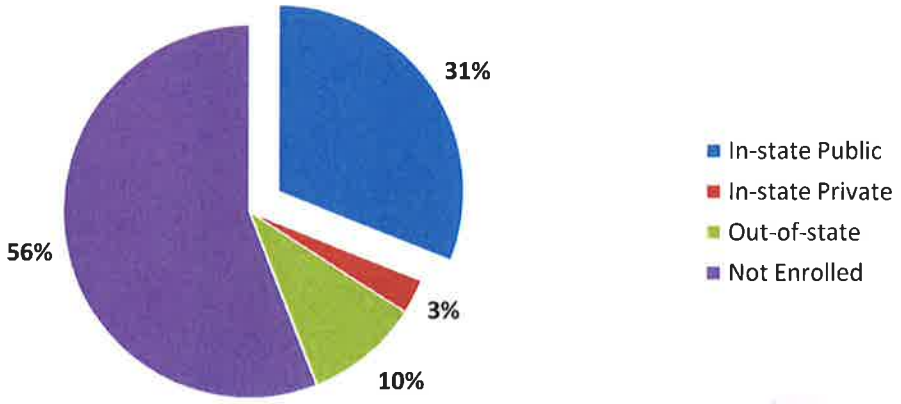
Idaho's Go On Rate

2016-2017 HS Graduating Class
Enrolled Fall Immediate



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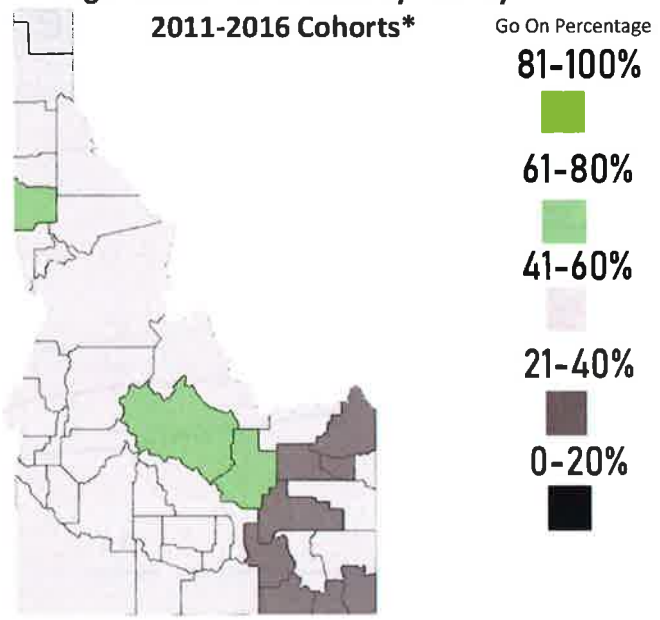
High School Go On Rate by County
2011-2016 Cohorts*



* Within one year of H.S. graduation

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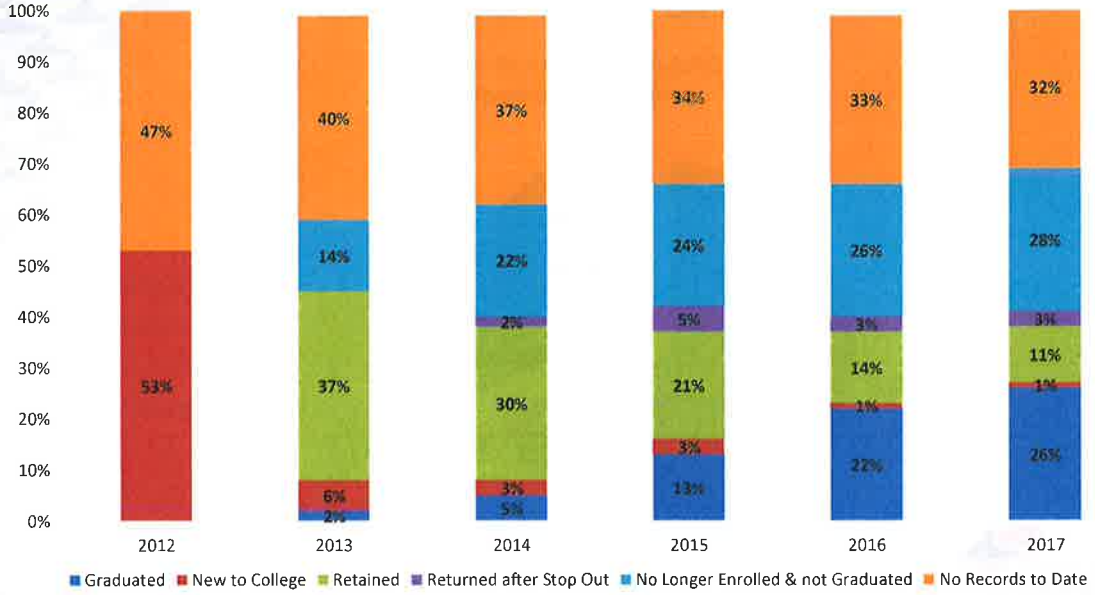
Idaho Postsecondary Progress Report (as of January 2018) | H.S. Class of 2011



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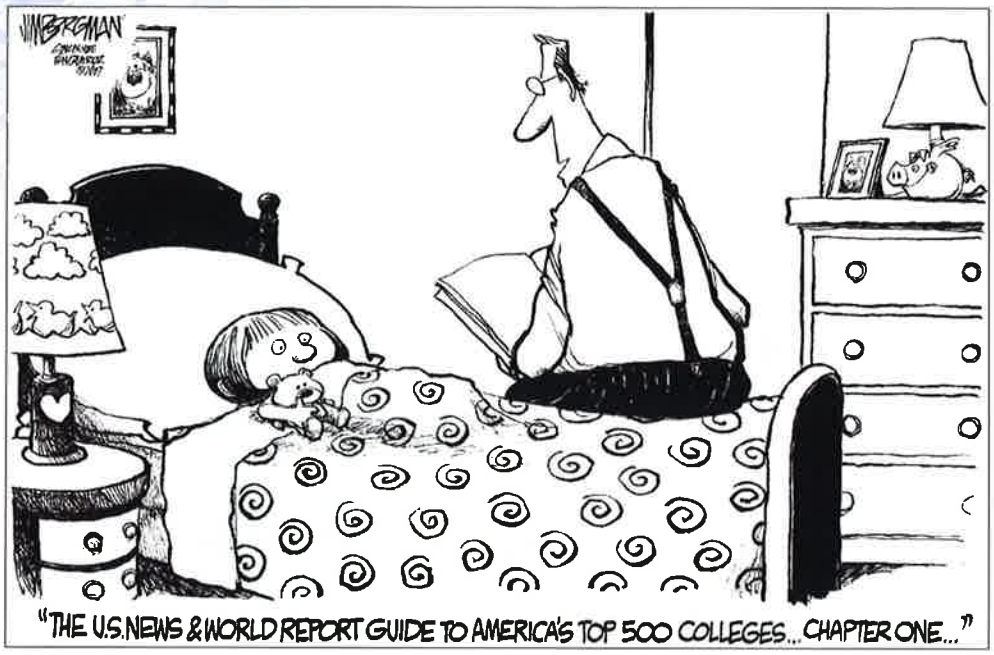

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Enrollment

Legislative District	Direct Admissions	Apply Idaho	Group of 6	Group of 8
3	1,704	25%	58%	42%
7	350	53%	47%	53%
8	484	43%	52%	48%
18	1,954	39%	40%	60%
19	1,954	39%	40%	60%
20	3,010	44%	40%	60%
22	3,395	44%	41%	59%
28	1,155	25%	38%	62%
30	1,698	28%	49%	51%

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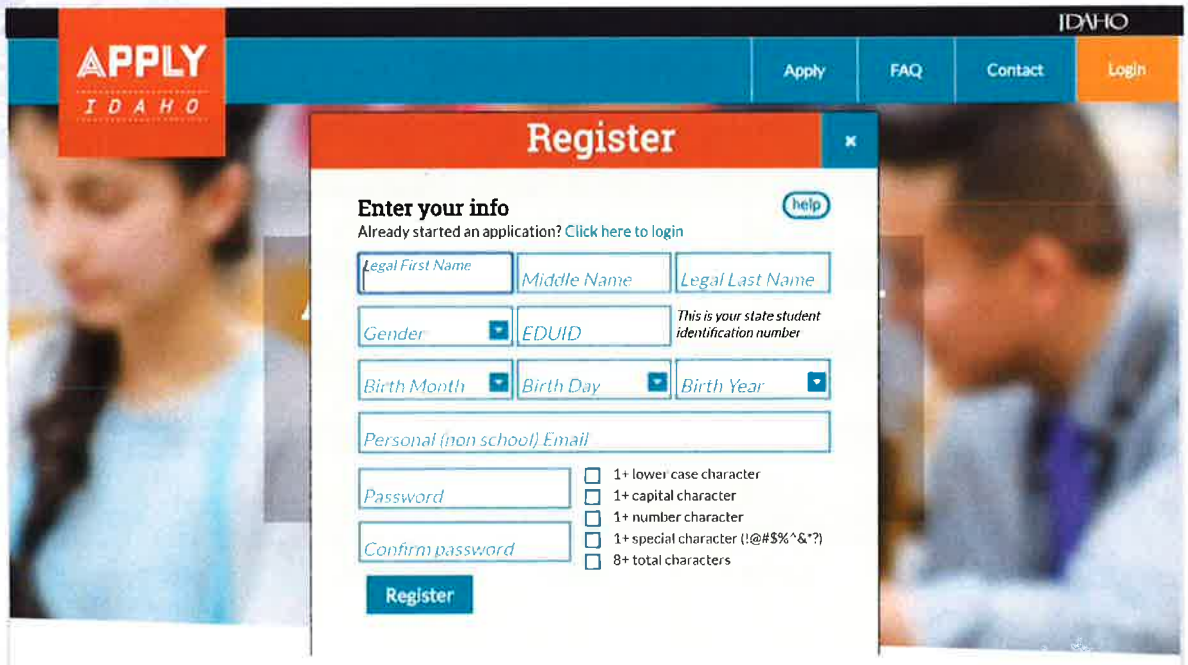
- Participating High Schools: 81 (↓ 9%)
- Participating Seniors: 10,503 (↑ 20.5%)
- College Applications Submitted: 15,412 (↑ 15%)

Page 19



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Applications for Admission
Resident Undergraduate

	2016-17	2017-18	Percent increase
BSU	2,326	6,897	197%
ISU	1,949	4,858	149%
LCSC	1,269	2,210	74%
UI	3,543	5,042	42%
CEI	205	1,207	489%
CSI	1,825	2,934	61%
CWI	3043	3,398	12%
NIC	1,059	1,869	76%
Total	**15,219**	**28,415**	**87%**

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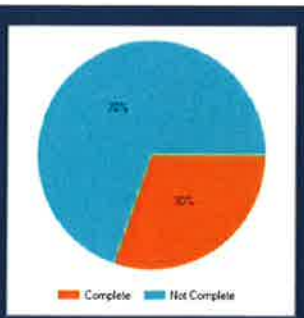
FAFSA Completion

Register Log in

Summary Resources



2018-2019 FAFSA Completion Project

Student Cohort: 23,845 | Submitted: 7,750 (32.5%) | Completed: 7,212 (30.2%)

Disclaimer: Data in this table are compiled from the U.S. Department of Education and other sources. Various matching techniques have been applied to maximize identification of eligible students. This information is dynamic and changes occur on a regular basis. As a result, representations may be slightly higher or lower than that shown in an earlier reporting period. Please check the Contact page for information on how to reach us.

-> **Now matching on Student and Schools - may cause some duplication.**
**** removes some issues with incorrect data entered by student ****
If you see any issues, please let me know.

Data updated 1/25/2018 4:57:02 PM

Paging: Yes Size: 10

The filter options below use "Begins with" logic. Type a whole or partial value and tab/click out of the textbox. Data will refresh automatically.

District Name: Bonneville School Name:

* is shown in place of cohort counts 5 or less

Export to Excel Export to CSV

District Name	School Name	# Cohort	# Submitted	% Submitted	# Complete	% Complete
Bonneville Joint School District #93	BONNEVILLE HIGH SCHOOL	299	113	37.8	110	36.5

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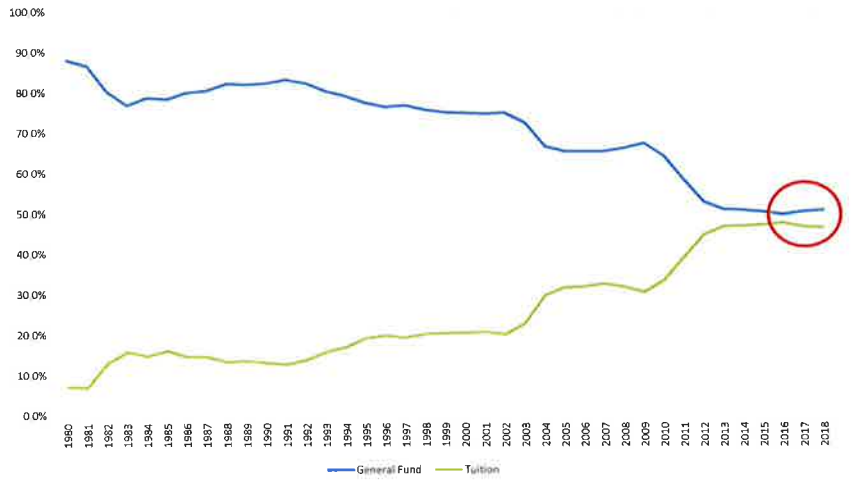
College & Universities

General Fund & Tuition Appropriation History



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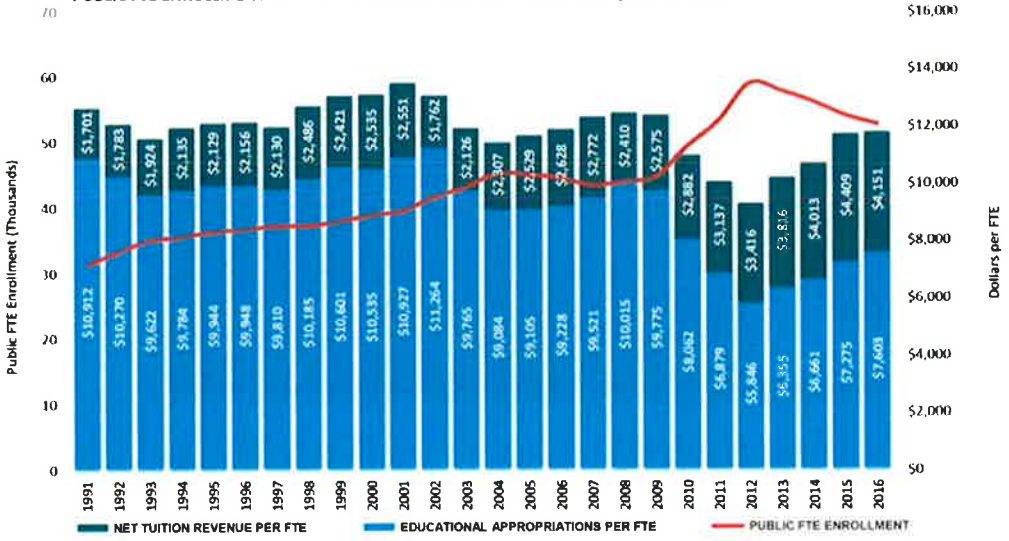
IDAHO

PUBLIC FTE ENROLLMENT AND EDUCATIONAL APPROPRIATIONS PER FTE, FY 1991-2016



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2017-18 Tuition & Fees

- Boise State University = +3.47%
- Idaho State University = +3.02%
- Lewis-Clark State College = +3.54%
- University of Idaho = +3.5%

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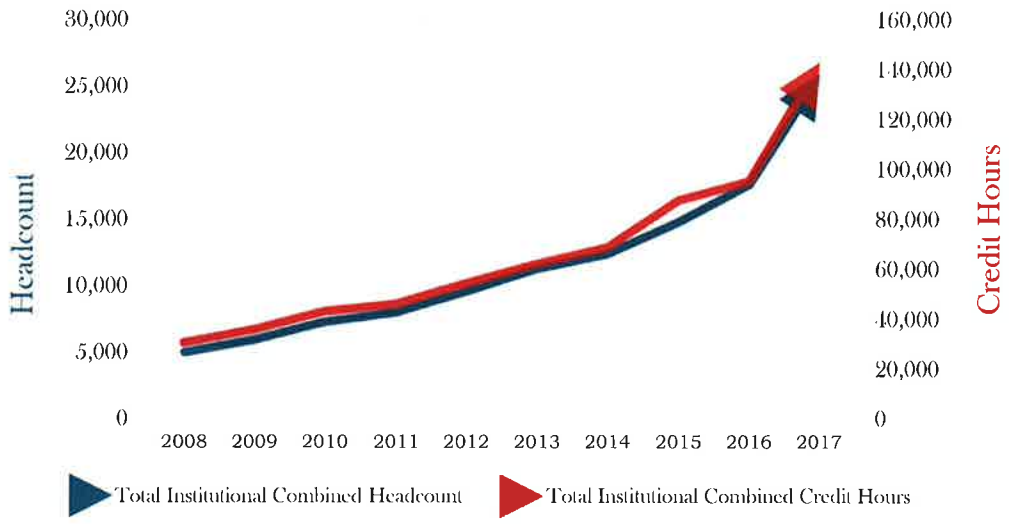
Statewide Dual Credit

Annual Credit Hours Taken & Enrollment



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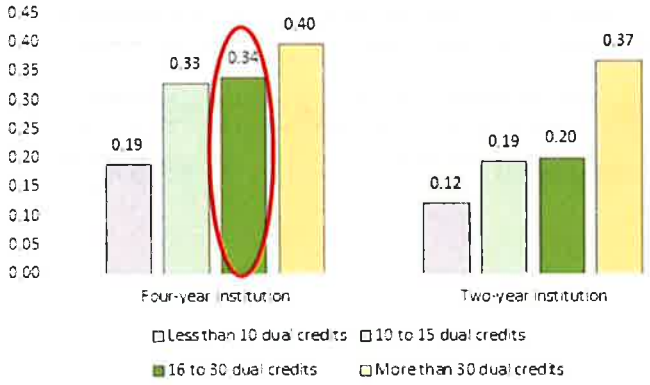
Correlation between Dual Credit and First Year College GPA

Estimated difference in fall term GPA for students without dual credit and students with different levels of dual credit



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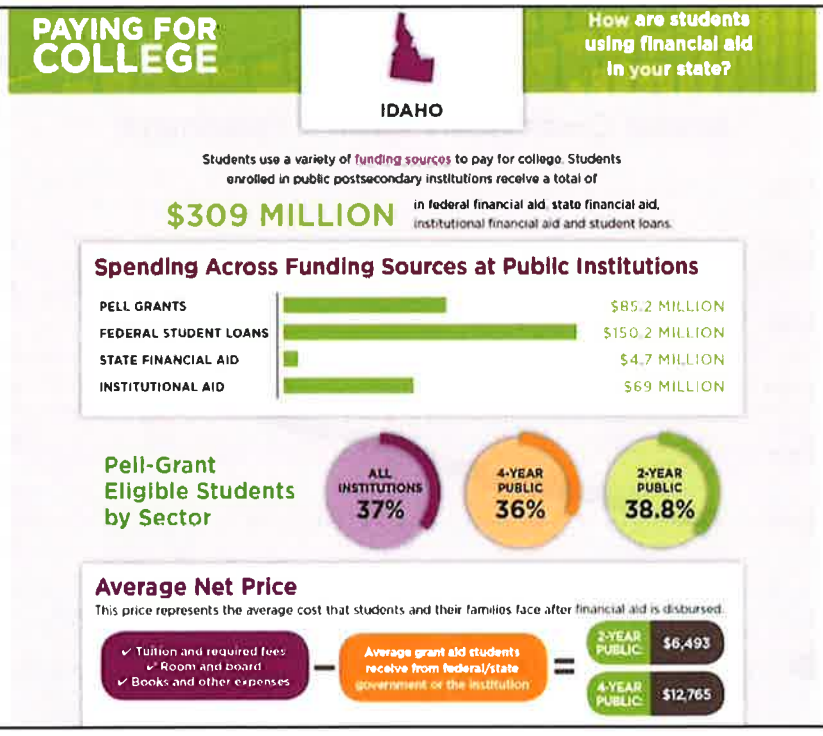

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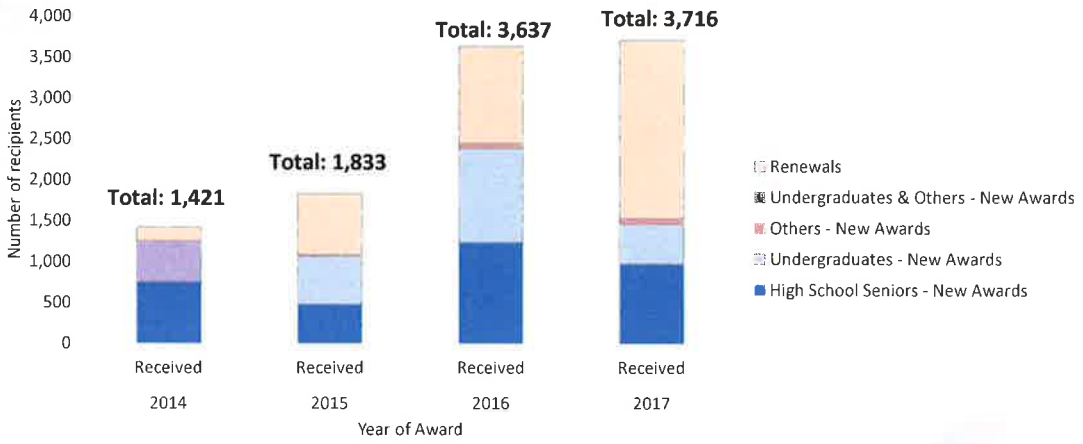
Opportunity Scholarship



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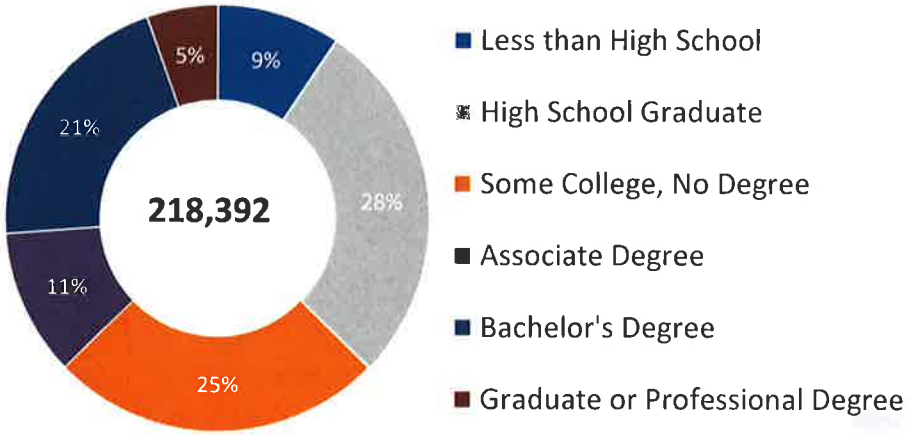
Levels of Education for Idaho Residents, ages 25-34



Source: U.S. Census Bureau, 2016 American Community Survey, 1-year Public Use Microdata Sample

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State Board of Education | 60% Goal

60% of Idahoans ages 25 – 34 hold a postsecondary certificate or degree by the year 2020

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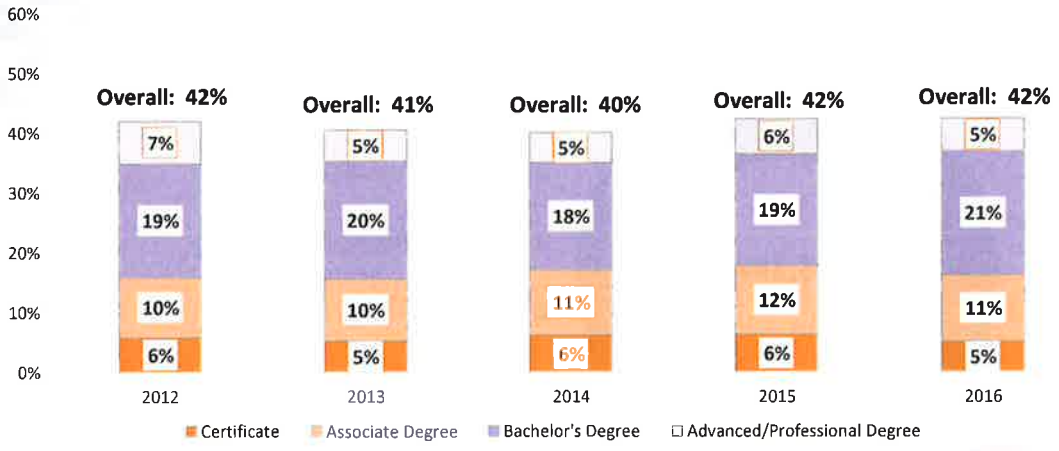
60% Goal Progress



Source: U.S. Census Bureau, 2012 through 2016 American Community Survey, 1-year Public Use Microdata Sample

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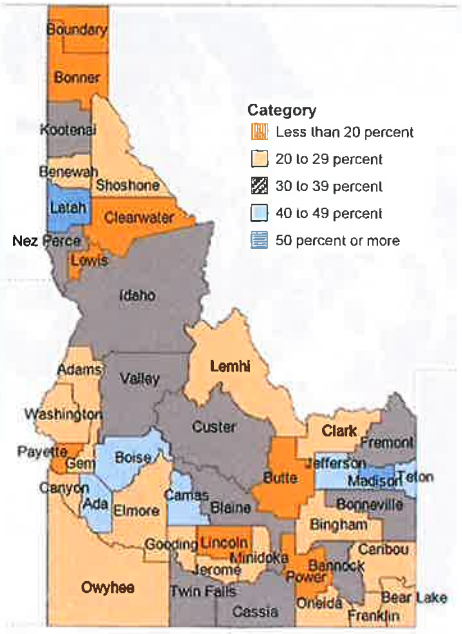
Percentage of Idaho residents (age 25-34) with at least an associate degree, by county

Ada	45%	Adams	29%	Bannock	35%	Bear Lake	24%
Benewah	21%	Bingham	28%	Blaine	36%	Boise	40%
Bonner	19%	Bonneville	37%	Boundary	19%	Butte	17%
Camas	41%	Canyon	26%	Caribou	28%	Cassia	31%
Clark	22%	Clearwater	19%	Custer	34%	Elmore	24%
Franklin	28%	Fremont	32%	Gem	25%	Gooding	26%
Idaho	32%	Jefferson	44%	Jerome	22%	Kootenai	32%
Latah	62%	Lemhi	24%	Lewis	18%	Lincoln	15%
Madison	54%	Minidoka	28%	Nez Perce	37%	Oneida	21%
Owyhee	21%	Payette	15%	Power	14%	Shoshone	29%
Teton	47%	Twin Falls	32%	Valley	31%	Washington	21%

Source: U.S. Census Bureau, 2016 American Community Survey, 5-year Estimates



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Education as an Economic Imperative

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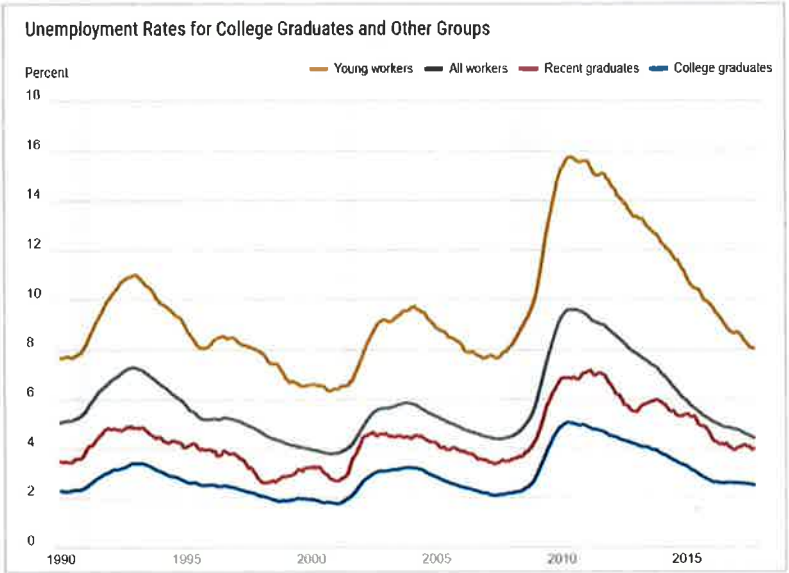
Last Updated: January 12, 2018, with 2017:Q3 data

Unemployment



Source: U.S. Census Bureau and U.S. Bureau of Labor Statistics, Current Population Survey (IPUMS)

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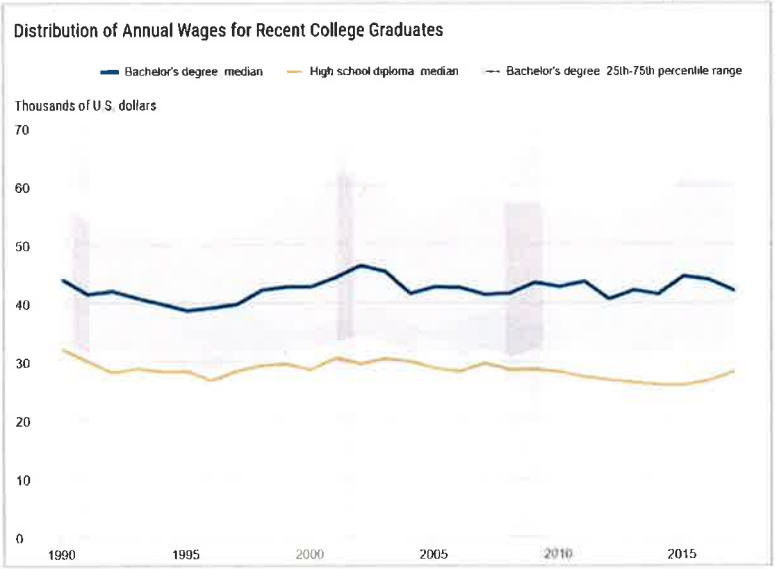
Last Updated: January 12, 2018

Wages



Sources: U.S. Census Bureau and U.S. Bureau of Labor Statistics, Current Population Survey, March Supplement (IPUMS)
U.S. Bureau of Labor Statistics, Consumer Price Index

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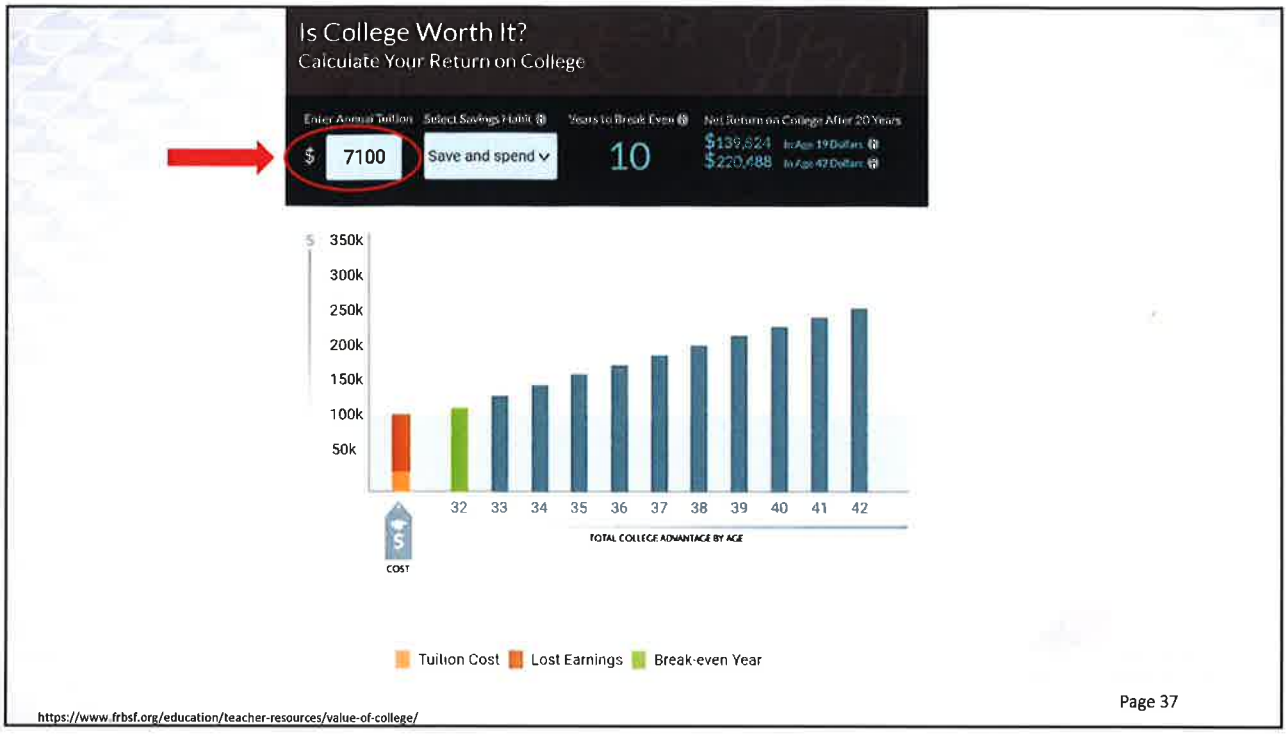


Idaho State Board of Education

BOISE STATE UNIVERSITY

Idaho State UNIVERSITY

University of Idaho

LEWIS-CLARK STATE COLLEGE

College of Eastern Idaho

COLLEGE OF SOUTHERN IDAHO

College of Western Idaho

North Idaho College

IDAHO Career & Technical Education

IDAHO PUBLIC TELEVISION idahoptv.org

Idaho Division of Vocational Rehabilitation

AGENDA

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Thursday, February 01, 2018

SUBJECT	DESCRIPTION	PRESENTER
RS26021	Relating to Education; Amend and make Technical Corrections	Senator Thayn
RS25851C1	Relating to STEM Education; Amend and Establish Provisions	Senator Nonini
Minutes Approval	January 15, 2018	Senator Winder
Docket No: 08-0202-1703	Rules Governing Uniformity - Residential Schools	Tracie Bent, Planning and Policy Officer, Idaho State Board of Education
Docket No: 08-0203-1710	Rules Governing Thoroughness - Idaho Content Standards	Ms. Bent

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 Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE:	Thursday, February 01, 2018
TIME:	3:00 P.M.
PLACE:	Room WW55
MEMBERS PRESENT:	Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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.
RS 26021	**Relating to Education; Amend and Make Technical Corrections. Vice Chairman Thayn** presented **RS 26021**, the purposed legislation removes the code making math a requirement in the senior year of high school. Six semesters of math are still required throughout a high school education.
MOTION:	**Senator Nonini** moved to send **RS 26021** to print. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote.**
RS 25851C1	**Relating to STEM Education; Amend and Establish Provisions. Senator Nonini** presented **RS 25851C1**. He stated the proposed legislation develops a new section of code granting a STEM diploma. He highlighted the credit requirements in math and science, which exceed the state graduation requirements.
DISCUSSION:	**Senator Winder** questioned the purpose of an emergency clause. **Senator Nonini** replied there is a school in north Idaho with students graduating in May who would not be eligible to receive the diploma if not for the emergency clause. **Senator Winder** stated the reason does qualify as an emergency.
MOTION:	**Vice Chairman Thayn** moved to send **RS 25851C1** to print. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote.**
MINUTES APPROVAL:	**Senator Winder** moved to approve the January 15, 2018 minutes. **Senator Nonini** seconded the motion. The motion passed by **voice vote.**
PASSED THE GAVEL:	Chairman Mortimer passed the gavel to Vice Chairman Thayn.
DOCKET NO. 08-0202-1703	**Rules Governing Uniformity – Residential Schools. Tracie Bent,** Chief Planning and Policy Officer, Idaho State Board of Education (SBE) presented **Docket No. 08-0202-1703** and explained this rule was held due to the need for additional information. The requirement would require residential schools to meet health and safety standards to be fully accredited.
MOTION:	**Senator Guthrie** moved to accept **Docket No. 08-0202-1703. Senator Winder** seconded the motion. The motion passed by **voice vote.**

DOCKET NO. 08-0203-1710 **Rules Governing Thoroughness – Idaho Content Standards. Ms. Bent** presented **Docket No. 08-0203-1710** and explained this is regarding Career & Technical Education (CTE) content standards and the early childhood section is being amended. **Ms. Bent** explained the early childhood standards have been decreased. The incorporated rules standards are now found in the proposed changes.

DISCUSSION: **Senator Den Hartog** requested to learn more about performance standard, which outlines applying the knowledge of developmental theories. **Ms. Bent** referred to Steve Rayborn, Deputy Administrator, CTE. **Mr. Rayborn** stated the original rules were developed to educate a teen-parent regarding childhood development and how to be a better educated parent. **Senator Den Hartog** asked if the current change is to provide education standards for early-childhood educators. **Mr. Rayborn** responded in the affirmative.

MOTION: **Senator Ward-Engelking** moved to accept **Docket No. 08-0203-1710. Chairman Mortimer** seconded the motion. The motion passed by **voice vote.**

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

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 3:26 p.m.

Senator Dean Mortimer
Chair

LeAnn Mohr
Secretary

Samuel Griffin
Assistant-Secretary

AGENDA

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Monday, February 05, 2018

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	Idaho Teacher of the Year Becky Mitchell Vision Charter School	Sherri Ybarra, Superintendent of Public Instruction, Idaho State Department of Education
Presentation:	Celebrating Idaho Teachers and Public Schools	Kari Overall President, Idaho Education 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 Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE: Monday, February 05, 2018

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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 3:08 p.m.

PRESENTATION: **Idaho Teacher of the Year, Becky Mitchell, Vision Charter School. Sherri Ybarra**, Superintendent of Public Instruction, Idaho State Department of Education (SDE) introduced Mrs. Mitchell. She told the Committee of Mrs. Mitchell's extensive skill set; she has taught courses in Spanish, physics, engineering, English, and chemistry. **Superintendent Ybarra** said as the 2018 Teacher of the Year, Mrs. Mitchell would like to be the spokeswoman for the go-on rate.

Mrs. Mitchell gave a brief background on herself and what brought her to Vision Charter School. In 2009, she moved to Caldwell, Idaho to accept a position as a science consultant at Vision Charter School. **Mrs. Mitchell** stated she has taught dual credit physics, engineering, chemistry, and language arts.

Mrs. Mitchell discussed three topics and how they apply in her school: 1.) technology; 2.) teacher mentoring; and 3.) student growth and achievement. She remarked how technology has changed since she first started teaching. Classrooms are now equipped with short-throw projectors, interactive whiteboard pens, and document cameras. She stated the way to use technology is to model it to students.

Mrs. Mitchell remarked two years of teacher mentoring is required by the State of Idaho and Vision Charter School will mentor their teachers regardless of prior training. She discussed how Vision Charter works with student growth and achievement in the classroom. She stated they differentiate instruction in two ways: 1.) standardized testing and 2.) goal setting

Mrs. Mitchell offered suggestions for improvements regarding standardized testing and assessments. The first suggestion is the use of the Measurement of Academic Progress (MAP) as Idaho's standard achievements test. Secondly, she mentioned offering the Armed Services Vocational Aptitude Battery (ASVAB) in place of the SAT for those opting for a military career. Finally, she mentioned the possibility of offering the PSAT for all 11th graders for support through Khan Academy in preparation for their SAT's.

Mrs. Mitchell concluded her presentation with a discussion regarding the go-on rate. She expressed her concern about how the go-on rate is calculated. She said she appreciates the funding from the Fast Forward program as it gives students the availability to take dual credits where they could not before. She said the challenge to this is in the area of career technical education.

Vice Chairman Thayn asked if money being raised for Career Technical Education (CTE) courses will be used for the classes or assessments because Advanced Opportunity money can be used for assessments. **Mrs. Mitchell** replied the Fast Forward funds could be used for $245 for a class; yet an Emergency Medical Training class is $1,200. The money raised would be used to pay the additional cost for the class. **Vice Chairman Thayn** commented that Advanced Opportunity funding was originally created for assessments, but they see the need for CTE classes, and are reviewing a way to address the need.

PRESENTATION: **Celebrating Idaho Teachers and Public Schools. Kari Overall**, President, Idaho Education Association (IEA) thanked the Committee for hearing the perspectives of her fellow IEA members from across the State. She stated how educators in public schools take on varied roles in often diverse environments.

Hannah Henry, Early Career Educator. **Ms. Henry** said she is an elementary school teacher, teaching a combination first and second grade classroom. **Ms. Henry** discussed her classroom strategies and explained the leveled rotations in her classrooms. She said the focus is primarily on reading and math, where she works with students' individual needs. **Ms. Henry** remarked she would like the option for more hands-on and project based learning.

Vice Chairman Thayn asked three questions: 1.) what is she using for the Star Literacy test and is she familiar with Istation; 2.) is mastery-based learning being used in her classroom; and 3.) how is the K-3 literacy money being used? **Ms. Henry** replied that she is familiar with Istation; however, her school was not selected as a pilot for it. She stated she is using the Star Literacy test and the Star Reading test. **Ms. Henry** stated her district does not currently use mastery-based learning; she is implementing a version of it in her classroom. In regard to the K-3 literacy money, **Ms. Henry** said a large portion went to literacy night, and in purchasing a three-year agreement with Lexia Reading Core5 program.

Senator Nonini inquired as to what district Ms. Henry was from. **Ms. Henry** replied the Bonneville School District. **Senator Nonini** asked if she was aware of the STEM Science Festival and Hands-on Learning event at Boise State University. **Ms. Henry** replied she was not aware of the event.

Shelly Hopkins, Kuna Middle School. **Ms. Hopkins** introduced herself and stated she is a seventh grade language arts teacher at Kuna Middle School. She is also the president of the Kuna Education Association. She focused on three classroom strategies: 1.) direct instruction, 2.) learning space, and 3.) technology. **Ms. Hopkins** stated her school is a pilot for mastery teaching and standards based grading. Direct instruction allows for greater feedback and interaction with the students. Modern updated equipment and flexible seating would make the classrooms more functional and welcoming for the children. Finally, she remarked as a young educator, she was trained to teach with technology.

Senator Crabtree asked what are the reasons for the reading disparity levels in the classroom. **Ms. Hopkins** replied it could be attributed to a variety of factors: exposure to content, changing population of students, ability to attend to tasks, learned behaviors, or other outside factors. She said it takes times to isolate the source of the problem and then individualize instruction.

Karen Lauritzen, Second Grade Teacher, Mullan Trail Elementary, Postfalls, Idaho. **Ms. Lauritzen** explained the complex needs of her students and how she provides targeted instruction to every student. She said she focuses on reading comprehension and critical reading and thinking skills. **Ms. Lauritzen** expressed concern for Kindergarten education. She explained the merits of full-day Kindergarten. Studies show children who have attended full-day show greater reading, math, and achievement gains than those in half-day programs. She emphasized students confidence in their abilities leads to greater classroom success.

Senator Guthrie asked if Ms. Lauritzen felt there would ever be a time when children could advance in school based upon the merits of competency. **Ms. Lauritzen** replied in the affirmative. She said it would allow everyone an equal opportunity.

Senator Den Hartog asked if were possible within her district to use the K-3 Literacy money to help fund full-day kindergarten. **Ms. Lauritzen** replied the funds in her district are being used for staffing purposes.

Senator Ward-Engelking asked if enrichment was still available when a child masters a concept. **Ms. Lauritzen** stated they try to get every child to the enrichment level.

Aaron McKinnon, Veteran Teacher, Athletic and Academic Coach, Science Teacher, South Junior High, Boise, Idaho. **Mr. McKinnon** stated he has taught for 22 years; He is a hands-on teacher and trains other teachers. **Mr. McKinnon** answered three questions: 1.) What are you doing in your classroom that is having a direct impact on student achievement?, 2.) What would you be doing in your class if you could?, and 3.) How can the legislature help you? **Mr. McKinnon** said for student achievement he creates engaging, entertaining, and fun activities that can assess his students' progress. He also uses standards based grading and a reassessment policy to help the students evaluate progress and areas of weakness. In terms of what he would be doing in the classroom if he could, **Mr. McKinnon** remarked that he uses project-based learning to develop his students critical thinking skills and to challenge them to apply knowledge to real world situations. **Mr. McKinnon** responded to the final question by saying the legislature could protect the time and efforts of the teachers.

Crystal Tibbals, Troy Elementary School, Troy, Idaho. **Ms. Tibbals** stated she is a sixth grade teacher from a rural community. There are approximately 342 students K-12 that share one building. **Ms.Tibbals** focused on the importance of parental and community involvement in the students' education. It takes a community to raise a child and it benefits the education of the child to have the family actively involved. Persistence, determination and innovation, allowed them to turn parental involvement in the child's education around.

Senator Guthrie complimented the work Troy Elementary School is making in the best available use of limited resources.

Vice Chairman Thayn asked if their school used Istation. **Ms. Tibbals** replied her school was selected to pilot the program; so far, teacher feedback is positive. **Vice Chairman Thayn** asked if she knew how long it took to administer the test. **Ms. Tibbals** replied in the negative.

Dave Gibson, K-5 Music Teacher, Morningside Elementary School, Twin Falls, Idaho. **Mr. Gibson** discussed how he uses technology in the classroom. **Mr. Gibson** detailed for the Committee the variety of technological applications he uses to teach music. Mr. Gibson feels music instruction is important for all students and tries to keep all his students actively engaged.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:52 p.m.

Senator Dean M. Mortimer
Chair

LeAnn Mohr
Secretary

Diane James
Assistant Secretary

AGENDA

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Tuesday, February 06, 2018

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	Department of Corrections	Julie Ole-Johnson, Director of Education
Minutes:	Approval of the January 10, 2018 Minutes	Senator Crabtree
Minutes:	January 16, 2018	Senator Guthrie
S 1266	Relating to Education; Amend and Make Technical Corrections	Vice Chairman Thayn
S 1263	Relation to Education; Amend and Make Revisions	Senator Ward-Engelking
S 1212	Relating to Career Technical Education; Amend and Revise	Tracie Bent, Chief Planning and Policy Officer, State Board 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
Vice Chairman Thayn
Sen Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE:	Tuesday, February 06, 2018
TIME:	3:00 P.M.
PLACE:	Room WW55
MEMBERS PRESENT:	Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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.
PRESENTATION:	**Julie Ole-Johnson**, Director of Education, Idaho Department of Corrections (IDOC). **Ms. Johnson** introduced the IDOC staff members in the audience.

Ms. Johnson stated she was asked to answer two questions: What is your program doing differently from the presentation two years ago? and What are projects the Committee can help you with? She said the most important project completed was the implementation of the career ladder for non-traditional teachers at IDOC. She detailed the following areas of expansion and improvement: 1.) data reporting and offender class scheduling; 2.) Robert Janss School accreditation; 3.) pre-release classes; 4.) program delivery coordination; 5.) Idaho Maximum Security Institution instructor; 6.) inmate education incentive program; and 7.) employability skills framework.

Ms. Johnson said two areas where IDOC would like additional support are: 1.) grant-funded instructors; and 2.) technology support for inmate computer use (Attachment 1).

Chairman Mortimer asked if IDOC used any E-rate funding for their computer labs and networks. He wondered if she was aware how the program worked. **Ms. Johnson** replied in the negative. **Chairman Mortimer** recommended she pursue the E-rate funds, as it is available for educational entities.

Senator Nonini referenced "soft skills" and asked why inmates are not be able to get to their classes on time. **Bill Hale**, Education Program Manager, Idaho State Correctional Institution, replied inmates are not required to take coursework. He said experience has shown it is difficult to educate individuals who do not want to be educated. **Senator Nonini** asked if literacy skills statistics are available. **Ms. Johnson** replied the average reading level of offenders at IDOC is the tenth grade. About 14 percent are below the sixth grade reading level.

MINUTES APPROVAL: **Senator Crabtree** moved to approve the Minutes of January 10, 2018. **Senator Thayn** seconded the motion. The motion passed by **voice vote**.

Senator Guthrie moved to approve the Minutes of January 16, 2018. **Senator Winder** seconded the motion. The motion passed by **voice vote**.

S 1266 **Relating to Education; Amend and Make Technical Corrections**. **Vice Chairman Thayn** presented **S 1266**. He said the proposed legislation is to revise high school graduation requirements. The bill would delete the requirement for students to take a math class their senior year. He emphasized the requirement for six semesters of math in high school will remain. **Senator Thayn** provided written testimony from two teachers supporting the proposed legislation (Attachment 2 and 3).

TESTIMONY: Testimony was taken from audience members. The following people spoke in favor of **S 1266** :

Katie Bosch-Wilson, Secondary Math Coordinator, Nampa School District.

Dr. Teri Thaemart, Math Supervisor, Boise School District.

Vice Chairman Thayn thanked Ms. Bosch-Wilson and Dr. Thaemart for the data. He reminded the Committee this proposed change does not alter the graduation requirements in rule.

MOTION: **Senator Ward-Engelking** moved to send **S 1266** to the floor with a **do pass** recommendation. **Senator Nonini** seconded the motion. The motion passed by **voice vote**.

Senator Winder thanked those who testified and indicated they were responsible for his "yes" vote.

S 1263 **Relating to Education; Amend and Make Revisions. Senator Ward-Engelking** stated **S 1263** would impact few people in the area of education. She said teachers do not receive a cash buyout for their sick leave when they retire; however, they are able use the value to offset their health insurance costs. Currently, the statute reads: "The value of the unused sick leave is calculated at the rate of pay for such employee at the time of their retirement." **Senator Ward-Engelking** said some teachers decide to change their position in a school, thereby earning a lower wage. When they retire, their sick leave is calculated at the lower wage level. She emphasized the need to compensate the individual at their higher wage rate.

Senator Thayn asked if this bill would allow teachers who wanted to take a lower paying opportunity to be compensated for their sick leave at the earlier career level. **Senator Ward-Engelking** replied in the affirmative.

TESTIMONY: The following people spoke in favor of **S 1263**:

John K. Hanson, Paraprofessional, Jefferson Elementary, Boise School District. **Mr. Hanson** gave a brief background on his work experience. He stated after many years of classroom teaching, he decided to move to a non-classified position in the school: at a lower pay scale. When he retires, his sick leave is measured at the last wage level and he is not able to capture what he paid into the program.

Senator Nonini asked how much of a difference this makes in his retirement. **Mr. Hanson** replied several thousand dollars.

Kari Overall, President, Idaho Education Association (IEA).

Don Drum, Executive Director, Public Employees Retirement System of Idaho (PERSI), said PERSI is the administrator of the sick leave program for public employees and it is well-funded. He stated employees normally have their highest salary at the end of their careers. This legislation would enable PERSI to take the highest annual wage in the 42 month period and use that salary to calculate the sick leave account. The 42 month figure is a part of the PERSI code. It is justified and easily administered.

Senator Thayn said the language reads "during the employee's highest year of salary" rather than highest 42 months. **Mr. Drum** replied his interpretation of the code is to factor the highest annual salary in the 42 month period. This would be the salary used to calculate the sick leave balance.

Senator Nonini asked what the minimal fiscal impact would be to the account. **Mr. Drum** stated the majority of individuals earn their highest salary in their last year of work. Amounts contributed were on both the low salaries and high salaries. He stated about 98 percent of the employees contributed enough to the fund to off-set whatever they receive in their sick leave account. **Senator Nonini** asked if this minimal impact would reduce the 160 percent in the fund. **Mr. Drum** stated there would be an insignificant impact on the fund.

Chairman Mortimer asked for clarification on either a highest 12 month or 42 month amount of sick leave. **Mr. Drum** responded the proposed legislation states it is the "highest annual salary" in a 42 month period to calculate the sick leave benefit; the average 42 months are not necessarily the last 42 months of employment. He emphasized the highest consecutive 42 months are calculated.

Senator Ward-Engelking reiterated to the Committee the small impact the proposed legislation would have on the retirement fund. She emphasized the importance of allowing former teachers to receive full retirement benefits.

Senator Den Hartog asked if this encourages teachers to remain in schools and not have a regular classroom. **Senator Ward-Engelking** replied in the affirmative. She said the expertise of those teachers can be a great resource for new teachers.

Senator Winder asked if the plan which permits teachers to donate sick leave days to a bank for use by other teachers is still available. **Senator Ward-Engelking** replied in the affirmative. She said each district handles it differently.

Senator Nonini stated PERSI is the highest performing fund in the nation and he has great confidence in its continued performance.

MOTION: **Senator Nonini** moved to send **S 1263** to the floor with a **do pass** recommendation. **Senator Crabtree** seconded the motion. The motion passed by **voice vote**.

S 1212 **Relating to Career Technical Education; Amend and Revise**. **Tracie Bent**, Chief Policy and Planning Officer, State Board of Education ("SBE"), stated the proposed legislation allows Career Technical Education (CTE) programs to be moved into seventh and eight grades and have the same cost funding as ninth through twelfth grades. The proposed legislation includes technical changes to update terminology to current usage.

TESTIMONY: **Dwight Johnson**, Administrator, CTE, explained the proposed legislation was a result of a Governor's Task Force on Education. The recommendation was to increase career advising by focusing on career opportunities beginning in seventh and eighth grades. There will be two new full-time employment positions added to the program.

Senator Den Hartog said she is concerned with an emphasis on careers in these grades. **Mr. Johnson** replied this will introduce students to applied learning CTE classes, helping to make learning more meaningful. He stated seventh grade is an excellent time to start considering different career options.

Senator Buckner-Webb expressed concern about some students not being encouraged to pursue an academic education and being directed to a technical field. **Mr. Johnson** stated due to teachers' backgrounds, they tend to direct students to pursue an academic career. By adding CTE in the seventh grade, students will be exposed to more career options.

MOTION: **Senator Buckner-Webb** moved to send **S 1212** to the floor with a **do pass** recommendation. **Senator Thayn** seconded the motion. The motion passed by **voice vote**. **Senator Den Hartog** voted **nay**.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:25 p.m.

_____

Senator Dean M. Mortimer
Chair

_____

LeAnn Mohr
Secretary

_____

Sharon Pennington
Assistant Secretary

IDAHO DEPARTMENT OF CORRECTION

ROBERT JANSS SCHOOL

IDOC INSTRUCTOR CAREER LADDER

IDOC teacher recognition by Governor's Taskforce to create a level of equity with traditional public school teachers who are on the career ladder.

Kim Wardwell
Idaho State Correctional Institution

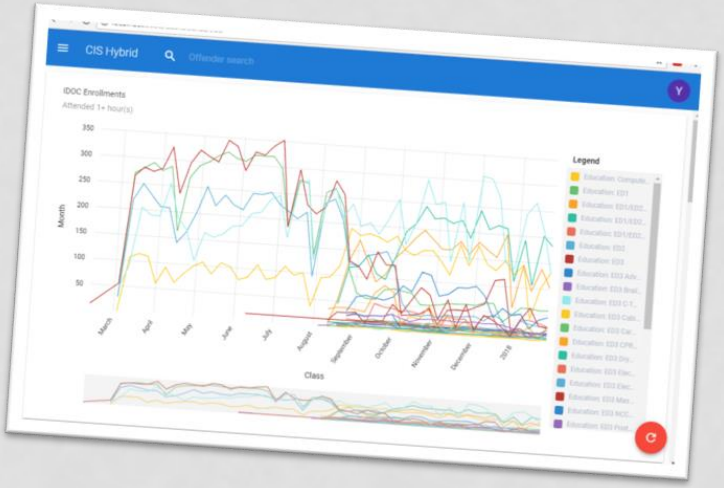
Teamwork Award

Jack Dujanovic
Idaho State Correctional Institution

DATA REPORTING AND OFFENDER CLASS SCHEDULING

- CIS-H Hybrid to the IDOC data base – Corrections Integrated System

Greg and Nick developed an IDOC web application that has streamlined class enrollment and reporting.



Greg Tyler and Nick Yordy, Central Office

Cutting Edge Award

Greg Tyler and Nick Yordy automated the reports necessary to implement the Teacher Career Ladder.

ROBERT JANSS SCHOOL ACCREDITATION

- The IDOC education program, Robert Janss School, earned Special Purpose School accreditation by AdvancED through June, 2022.

Audrey Spence Award – Lifetime Achievement
Sarah Corona, Idaho State Correctional Institution

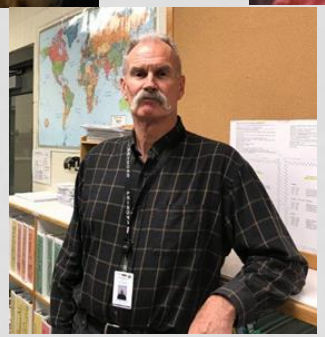
Sarah has worked with adult learners for 20 years. The majority of Sarah's students are at or below the 4th grade level in reading and math. Her patience, ability to differentiate learning and dedication to her students has made an impact on her students.

PRE-RELEASE

- Limited internet accessibility for inmates compliments PreRelease programming and preparation for reentry.

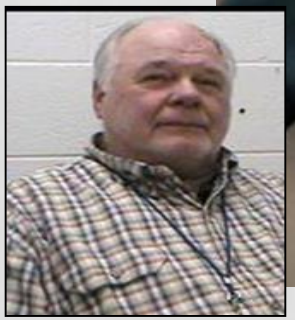
Bette Stone- Idaho's Brightest Star in 2018 for volunteers over 55

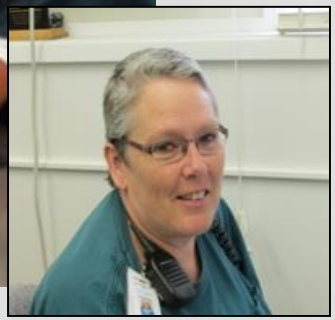
PROGRAM DELIVERY



IDAHO MAXIMUM SECURITY INSTITUTION INSTRUCTOR

INMATE EDUCATION INCENTIVE





EMPLOYABILITY SKILLS FRAMEWORK

- Employment "soft skills" are embedded in daily classroom expectations, aligning with the Department of Correction's vision of providing normalcy for offenders.

Five of the nine IDOC institutions have education programs that can be taught by two teachers with one instructional assistant.

INFORMATION LITERACY

Information literacy is the ability to "recognize when information is needed and have the ability to locate, evaluate, and use the needed information effectively."

EXPANDED POST-SECONDARY EDUCATION OPPORTUNITIES

Computer labs offer instruction in both basic and advanced computer literacy.

140 Computer Stations

4 Computer Stations Designated as “Ease of Access” for Disabled Inmates

EXPANDED POST-SECONDARY EDUCATION OPPORTUNITIES

- **Administrative Services**

ISU Videos + PWCC classes → Certificate from ISU's College of Technology

- Self-paced, independent study with teacher direction as needed.

- Aligns with Skillstack for credentialing
- Meets state standards and uses the competencies met in Pre-Release classes.

CORRECTIONAL EDUCATION – BRIDGING THE GAP BETWEEN PRISON AND FINDING EMPLOYMENT

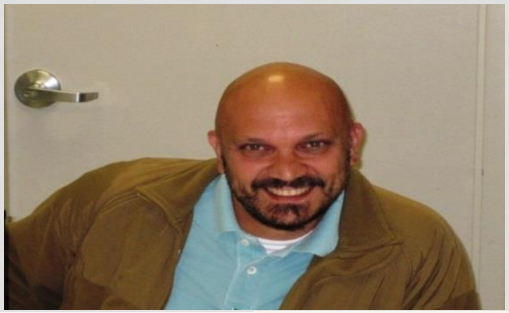
Unique needs of female offenders based on IDOC data:

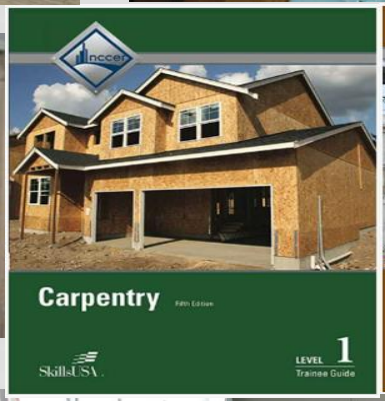
- Substance Abuse
- Financial Problems
- Mental Health
- Shorter Sentences

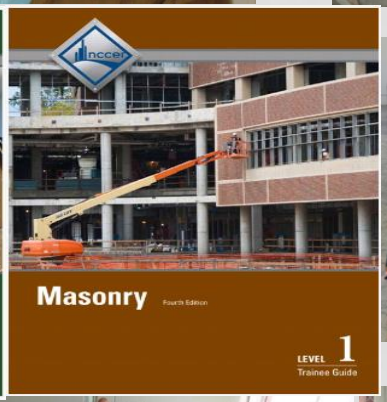
Ace Industrial Supply
Ms. Gray

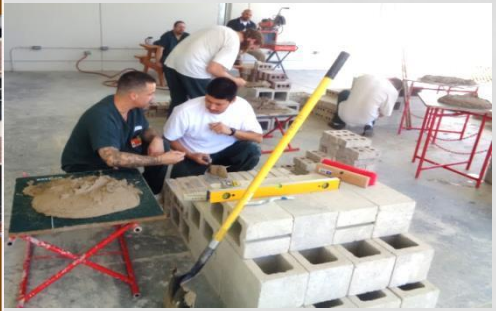
CORRECTIONAL EDUCATION – BRIDGING THE GAP BETWEEN PRISON AND FINDING EMPLOYMENT

CORRECTIONAL EDUCATION – BRIDGING THE GAP BETWEEN PRISON AND FINDING EMPLOYMENT

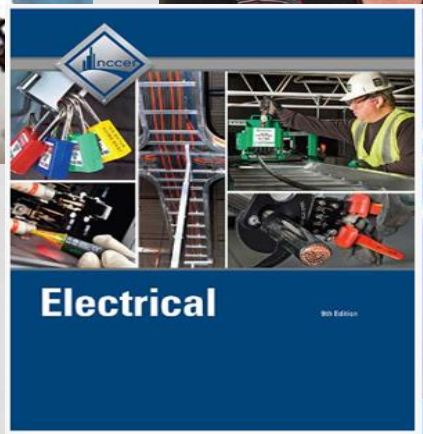


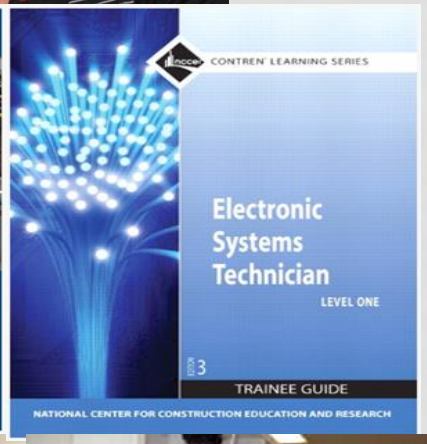


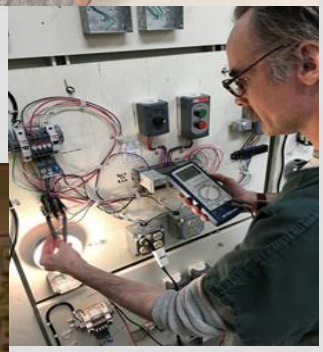




CORRECTIONAL EDUCATION – BRIDGING THE GAP BETWEEN PRISON AND FINDING EMPLOYMENT







CORRECTIONAL EDUCATION – EFFECT ON RECIDIVISM IN IDAHO

	Recidivation Rates after 6 mos. to 1 yr. of Community Supervision	Recidivation Rates after 1 yr. – 1.5 yr. of Community Supervision	Recidivation Rates after 1 .5+ yr. of Community Supervision
Community Population w/Education program	15.60%	22.50%	25.70%
Community Population w/o Education program	19.10%	29.60%	37.60%

Caralee Workman,
Pocatello Women's Correctional Center

Extra Mile Award

During the past year, Caralee organized the first resource fair at Pocatello Women's Correctional Center, consisting of 21 providers or agencies to assist female offenders with re-entry. Approximately 200 inmates attended the event.

PROGRAM OBJECTIVES

- General fund support for grant funded instructors

Four IDOC instructors are currently funded by federal grants. During the recent recession, grant award amounts have been precarious. Current grant awards will no longer support the positions in FY20.

- Technology support for inmate computer use.

Provide technical support funding for computer labs and networks in the 9 site schools.

Life doesn't get better by chance. It gets better by change.
- Jim Rohn

AGENDA

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Wednesday, February 07, 2018

SUBJECT	DESCRIPTION	PRESENTER
RS25886C1	Relating to Education; Amend and Revise	Duncan Robb, Chief Policy Advisor, State Department of Education
RS25719	Relating to the Idaho Opportunity Scholarship; Amend, Provide Funds, Make Technical Corrections	Marilyn Whitney, Senior Special Assistant for Education and Government Services, Office of the Governor
RS26085	Relating to School Districts; Amend, Make Technical Corrections, Revise Certain Dates	Senator Souza
Presentation:	Advanced Opportunities	Matt McCarter, Director, Student Engagement and Postsecondary Readiness, 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
Vice Chairman Thayn
Sen Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE:	Wednesday, February 07, 2018
TIME:	3:00 P.M.
PLACE:	Room WW55
MEMBERS PRESENT:	Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Guthrie, Crabtree, Buckner-Webb, and Ward-Engelking
ABSENT/ EXCUSED:	Senator Nonini
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.
RS 26085	**Relating to School Districts; Amend, Make Technical Corrections, Revise Certain Dates**. **Senator Mary Souza**, District 4, presented **RS 26085**. She stated this legislation has been discussed in the past. This proposed legislation changes school board elections to city elections. The elections will be held in November of odd years. She said the Idaho School Boards Association (ISBA) heard a resolution for this compromise at their annual convention; the membership overwhelmingly approved. **Senator Souza** said the proposed legislation changes the election date and aligns ISBA activities with the new election dates.
MOTION:	**Vice Chairman Thayn** moved to send to **RS 26085** to print. **Senator Den Hartog** seconded the motion. The motion passed by **voice vote**.
RS 25886C1	**Relating to Education; Amend and Revise**. **Duncan Robb**, Chief Policy Advisor, State Department of Education (SDE) presented **RS 25886C1**. He said the proposed legislation addresses the wireless technology standards in Idaho Code § 33-1025. He explained the updated legislation would remove outdated wireless technology standards from code. It would task the existing Education Opportunity Resource Committee (EORC) with annually reviewing and recommending necessary changes of the standards to the SDE. He said the recommendation came from EORC. He explained the reason for the C1 is to keep the filtering requirements. **Mr. Robb** said under the Internet Privacy Act, federal law requires any entity receiving E-rate funds to use filtering.
MOTION:	**Senator Guthrie** moved to send **RS 25886C1** to print. **Senator Winder** seconded the motion. The motion passed by **voice vote**.
RS 25719	**Relating to the Idaho Opportunity Scholarship; Amend, Provide Funds, Make Technical Corrections**. **Marilyn Whitney**, Deputy Chief of Staff and Senior Special Assistant for Government Services and Education, Office of the Governor, presented **RS 25719**. She said the proposed legislation seeks to amend the State's Opportunity Scholarship. It is to provide the State Board of Education (SBE) the flexibility to use a portion of the funds appropriated for the scholarship to target adults who have earned some college credits, but have not earned a degree or certificate. She said this does not establish a new program nor is it dependent on an additional appropriation. This proposed legislation does address the recommendations from the Higher Education Task Force (Task Force) on access and affordability.

Ms. Whitney explained the Task Force's recommendations to remove affordability barriers to higher education to meet the 60 percent goal. She said the provisions in the proposed legislation add flexibility to the existing scholarship program with the intent the SBE would work with legislators, higher education institutions, and other stakeholders to bring specifics through administrative rulemaking.

MOTION: **Senator Winder** moved to send **RS 25719** to print. **Senator Crabtree** seconded the motion.

Vice Chairman Thayn said he is interested to learn what rules the SBE will be considering.

The motion passed by **voice vote**.

PRESENTATION: **Advanced Opportunities (Adv Ops)**. **Matt McCarter**, Director, Student Engagement and Postsecondary Readiness, SDE, said Adv Ops is gaining recognition statewide and nationally. He explained the inquiries the SDE receives regarding Adv Ops. He said this program is exciting, cutting-edge and shifts the high school experience for Idaho students. He handed the Committee the detailed data of the program (Attachment 1).

Mr. McCarter detailed the per-student funding for grades seven through twelve to spend on advanced coursework and exams, the number of student participants, the credits earned, the total cost to the State, and the savings to families He reviewed the coursework data and stated many aligned with career technical education coursework, as well as core educational courses. **Mr. McCarter** said overload credits are part of Adv Ops which help students earn an early graduation scholarship. He reported the number of overload credits taken in 2017. He said Idaho Digital Learning Academy (IDLA) is the largest provider of overload credits.

Mr. McCarter said the legislation to provide funding for the College Advisors and Career Mentors programs have helped students navigate the options available through the Adv Ops program. He detailed the advising programs across the State to help students.

Mike Keckler, Chief Communication and Legislative Affairs Officer, SBE, presented information regarding the steady increased percentage of students earning dual credits and the increase per student of dual credits. He detailed the attributes of a dual credits student. He said the research conducted by the staff at the SBE showed students who completed dual credit earned higher GPA and have a higher retention rate. The number of high school graduates earning an associate degree is increasing. **Mr. Keckler** addressed the overall trends and gaps in the dual credit participation in the areas of economic status, ethnic groups, and gender. He stated the SBE is conducting more research as to how to best address those concerns (Attachment 2).

Senator Buckner-Webb asked if dual and advanced placement credits are accepted by colleges outside of Idaho. **Tracie Bent**, Chief Planning and Policy Officer, SBE replied advanced placement credits are accepted nationally. She said the variances are "how" they are accepted.

Senator Buckner-Webb asked if there is a cost benefit to taking dual credits over AP courses. **Ms. Bent** replied it varies based on the student goals or the specific high school's programs.

Senator Guthrie said the go on rate is stagnant yet there is growth in dual credits. He asked if there is a way to target those students who are not going on to post-secondary schooling. **Ms. Bent** said there are more students going on, but the overall percentage does not show a statistically significant increase. She said the SBE is examining the underserved populations with largest dual credit and go on gap to identify the barriers. She said the initiative on College and Career advising is important. It provides additional funding to the school districts, so they can work directly with students.

Mr. McCarter replied there is a time lag. More students in the lower grade levels are enrolling in dual credits. The hope is the go on rate will increase in the near future.

Chairman Mortimer asked if there are problems or concerns with the Adv Ops program. **Mr. McCarter** replied there are two challenges: schools which have a difficulty implementing the dual credits; and the group of students not served. The SDE and the SBE are gathering data to work to solve those problems

Chairman Mortimer asked Mr. McCarter to provide the Committee the high school dual credit data.

Vice Chairman Thayn reported the history of the program and said the goal was to have the parents as the instigators of their students' education. He stated this program has been very organic and is growing substantially. He said he is tracking two things: increase in SAT scores; and greater participation in the unserved population.

Senator Guthrie asked if there is a way to address the gender gap. **Mr. McCarter** said CTE programs may help.

Senator Crabtree said there are many things that ready a child for college. He asked if we are pushing students into academics and foregoing extracurricular activities. **Mr. McCarter** the statute requires a parent's signature for a student to participate in the hope there is a discussion regarding the rigor of the classes.

Chairman Mortimer asked if the SBE is seeing problems with the Adv Ops program. **Ms. Bent** replied barriers are student advising prior to the senior year and resources in the student's school district.

Chairman Mortimer asked what the SBE would like for the Adv Ops program. He stated the budget request is $15 million. **Ms. Bent** replied they would like to see an increase in availability of the general education courses. She explained how the courses offered are determined in the school district.

Matt Freeman, Executive Director, SBE, replied the SBE is trying to identify the dual credit courses delivered through the institutions and offered on IDLA so a student could earn an associate degree through IDLA. He explained they are working with the College of Southern Idaho and the College of Western Idaho to develop that program.

Vice Chairman Thayn asked if an associate degree could be earned through a virtual campus with IDLA being the foundation. **Mr. Freeman** replied the Task Force discussed the merits of a digital campus with IDLA. He stated IDLA is not a degree granting school; the student's home school transcripts the credits. He explained IDLA could help with the delivery of the content.

Chairman Mortimer said Tina Polishchuk is an integral part of this program. He asked her to comment about the program.

Tina Polishchuk, Statewide Coordinator of Advanced Opportunities, SDE, said this is the most exciting program she has helped develop. She said the advising piece has been a challenge and explained the high school and college advisors see their roles differently. The SDE is trying to formulate a bridge which will facilitate the transition between high school and college. The goal is to help the retention rate. She detailed why the go on rate at the end of high school does not matriculate to the fall college enrollment. She stated the out-of-district tuition and textbook fees are a barrier for some students.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 3:52 p.m.

Senator Dean M. Mortimer
Chair

LeAnn Mohr
Secretary

Outcomes for FY 17

Advanced Opportunities

Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Outcomes

27,859 students served

153,728 dual credits earned

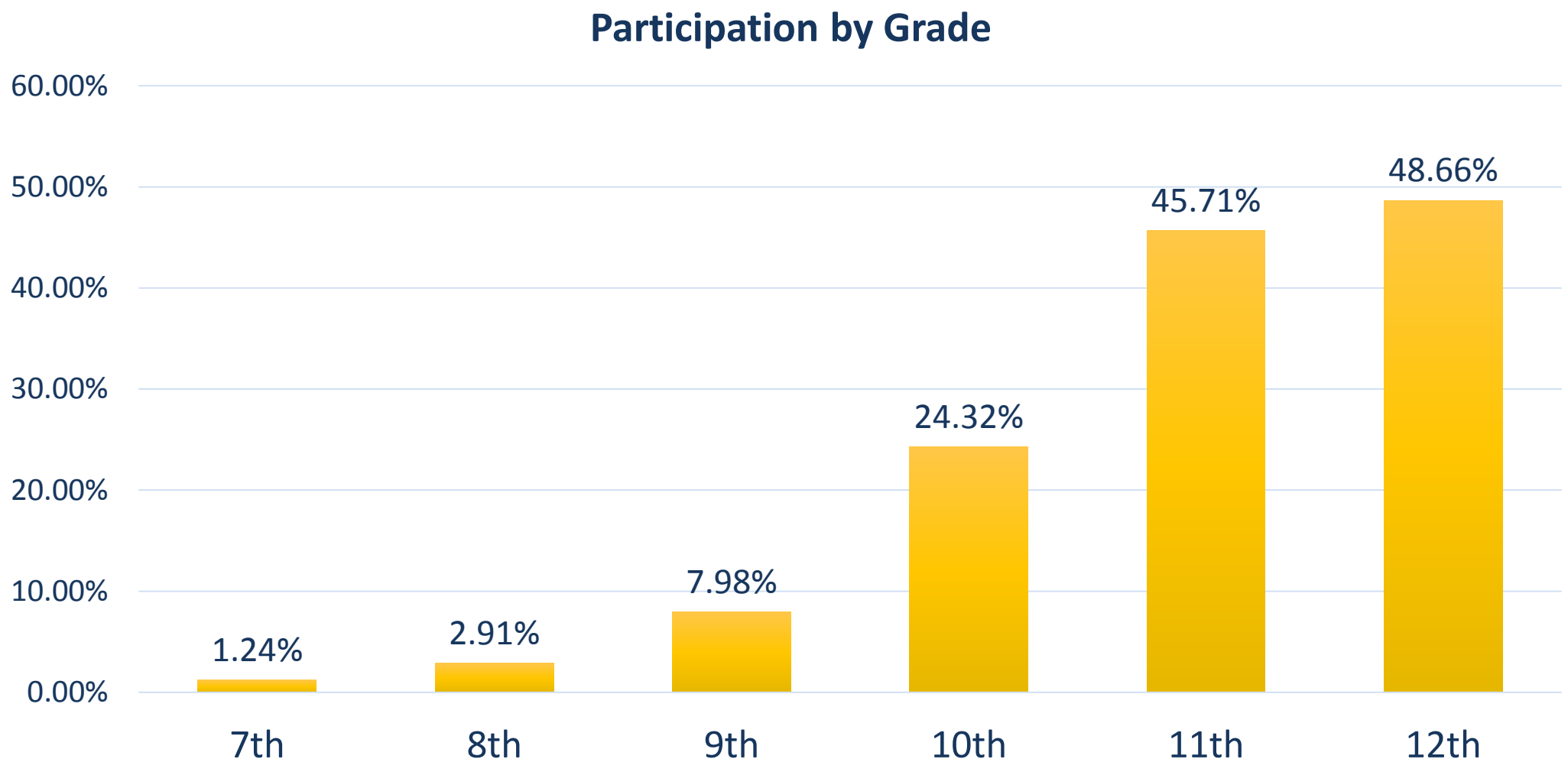
126 associate degrees by high school students

$13 million spent

$46 million in college tuition savings

4 to 1 Return on Investment

Grade Level Breakdown



General Education Core

69% of dual credits taken align with general education core courses

Course Choice

- High school campus
- Online
- College-Campus
- Mix and match

- College
- Technical School
- Military
- Trade School
- Workforce

Overload Courses

4,936 students took 7,530 overload courses

Exams

1,674 Professional Certification (CTE)

12,671 Advanced Placement (AP)

469 International Baccalaureate (IB)

369 College Level Examination Program (CLEP)

Early Graduation Scholarships

86 scholarships awarded to early graduates

College Advisors & Career Mentors

Communication

Meet Abby and Emma

$22,901.08
in tuition savings for the Childress Family

27 credits by the end of junior year

49 credits while in high school

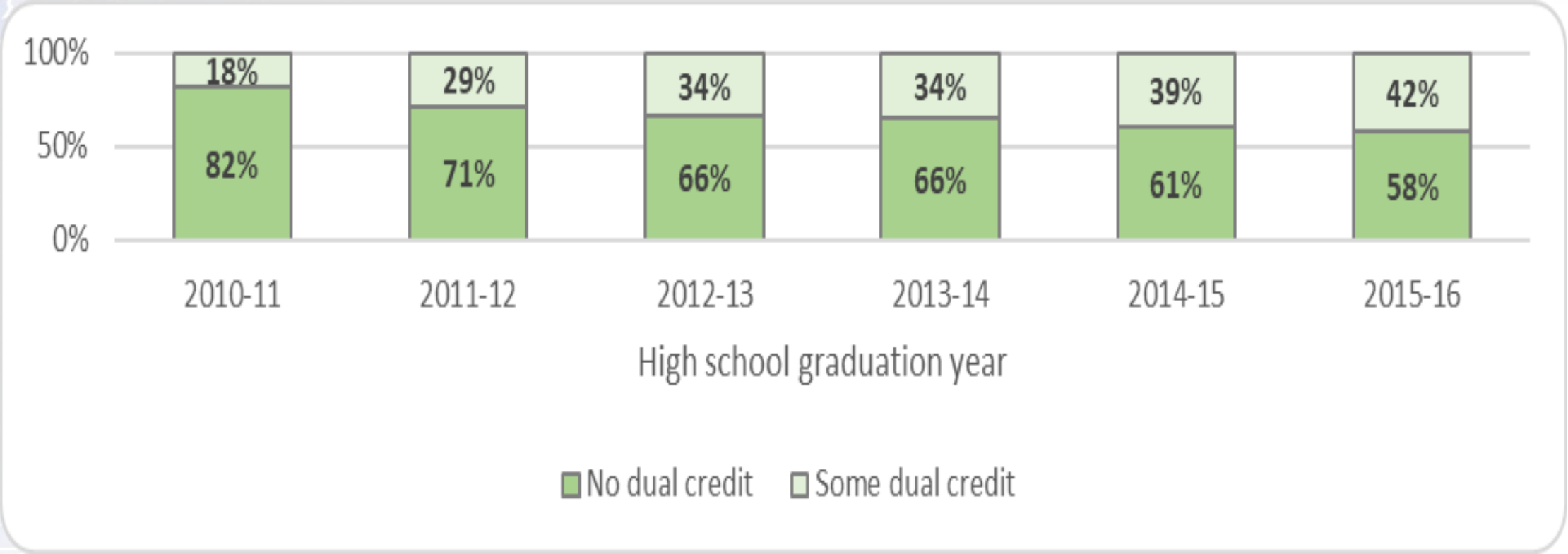
Advanced Opportunities

Dual Credit Outcomes

Idaho State Board of Education

More High School Graduates are Earning Dual Credits

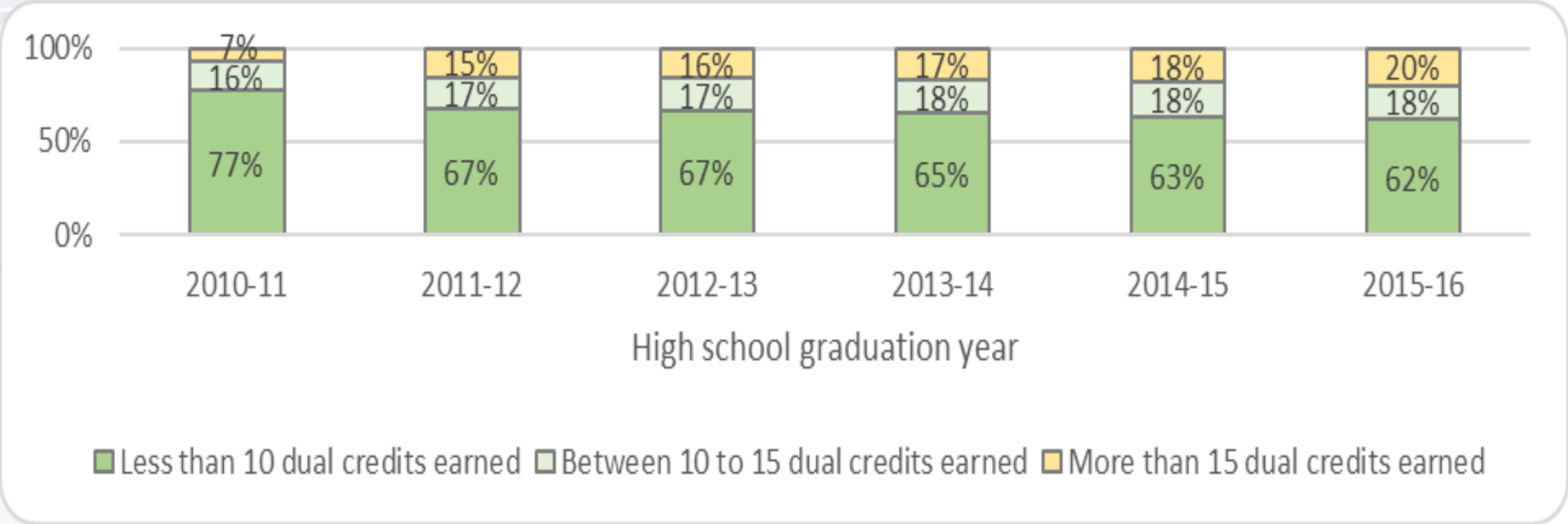
Share of high school students who earned some dual credit



Idaho State Board of Education

Graduates are Earning more Dual Credits

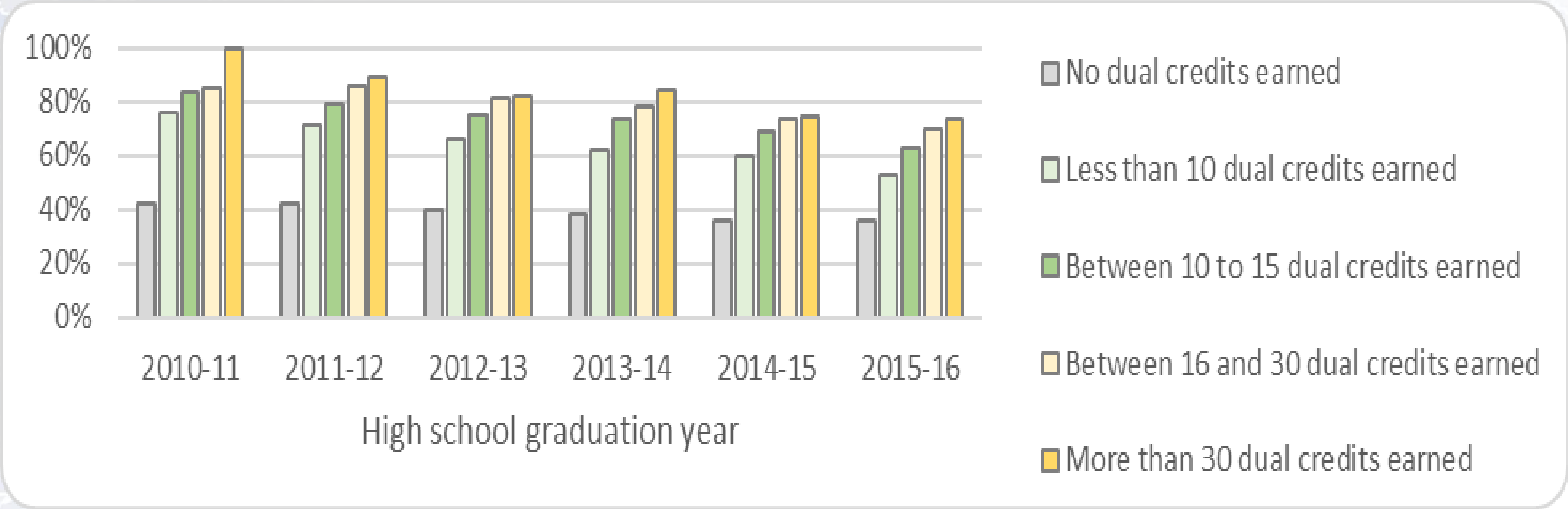
Share of high school students who earn some dual credit



Idaho State Board of Education

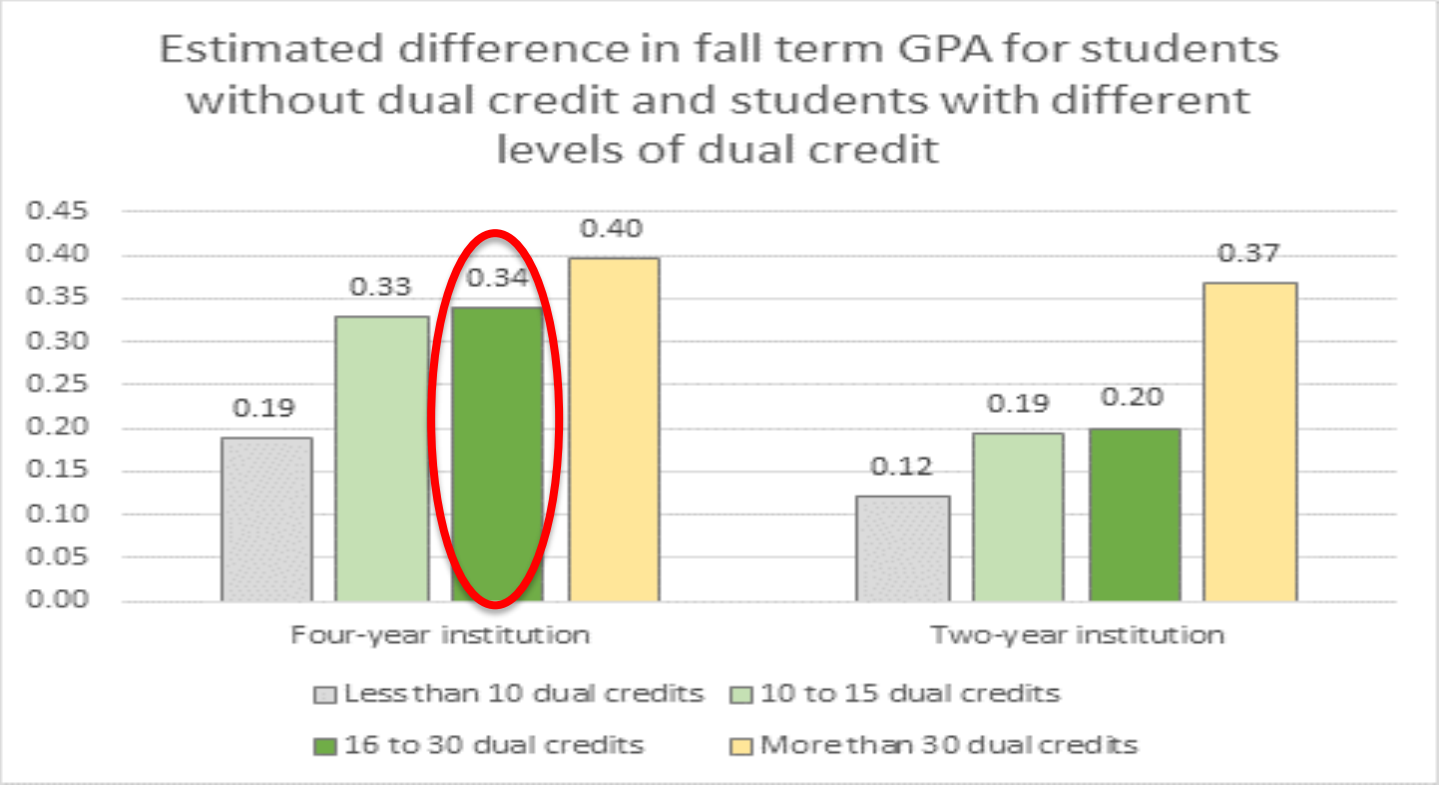
Dual Credit Graduates Go On to College

Immediate college attendance rates by dual credits earned



Idaho State Board of Education

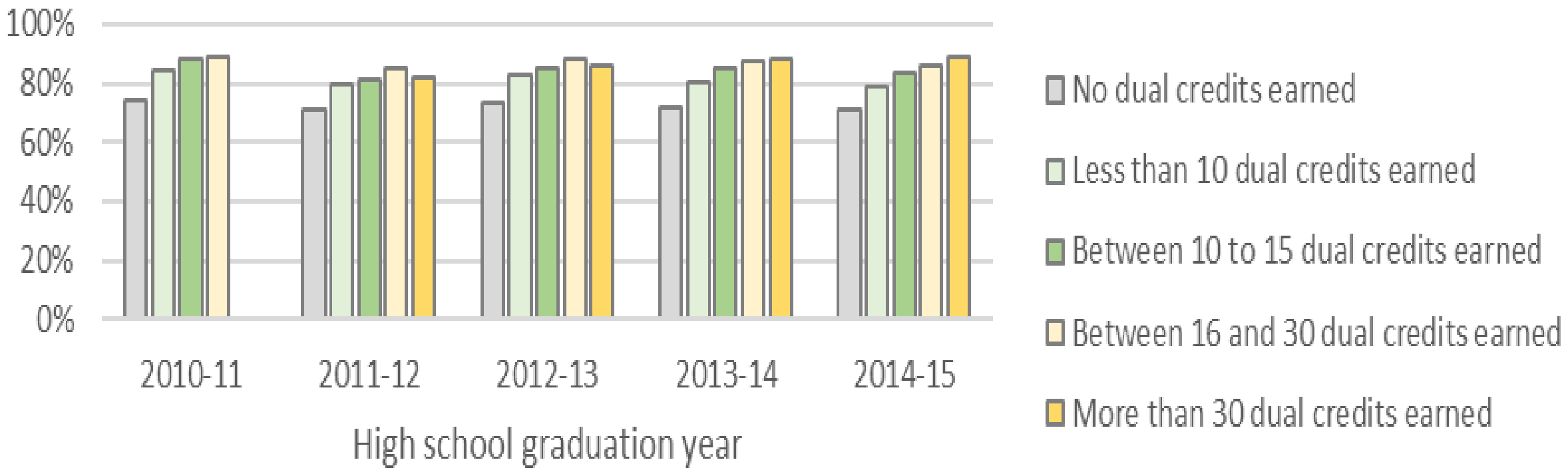
Correlation between Dual Credit and First Year College GPA



Idaho State Board of Education

Dual Credit Graduates likely to stay in College

First year retention rates by dual credits earned



Idaho State Board of Education

High School Students Graduating With Associate Degrees

Graduation year	Number of Students
2012-13	34
2013-14	24
2014-15	65
2015-16	86
2016-17	126

Idaho State Board of Education

Results by Demographic Group

Underserved Students	Percentage who graduated with some form of dual credit (2014-15)
Students eligible for free and reduced price lunch (FRPL)	31%
Students not FRPL eligible	43%

Ethnicity	Percentage who graduated with some form of dual credit (2015-16)
Hispanic Students	32%
Native American Students	29%
African American Students	28%
Asian Students	39%
Caucasian Students	44%

Idaho State Board of Education

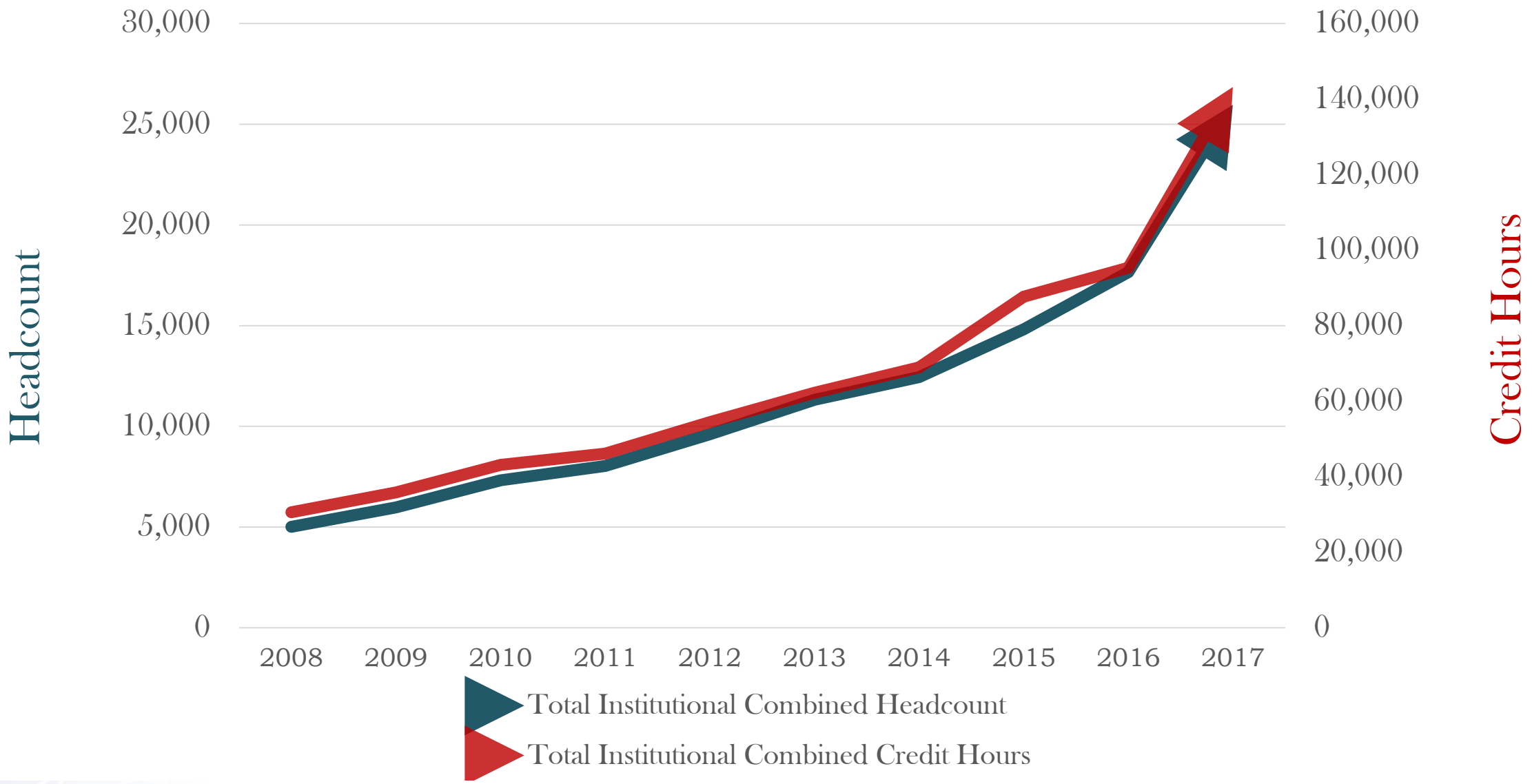
Results by Gender

Students	Percentage who graduated with some form of dual credit (2015-16)
Female	49%
Male	35%

Idaho State Board of Education

Statewide Dual Credit

Annual Credit Hours Taken & Enrollment



Idaho State
Board of Education

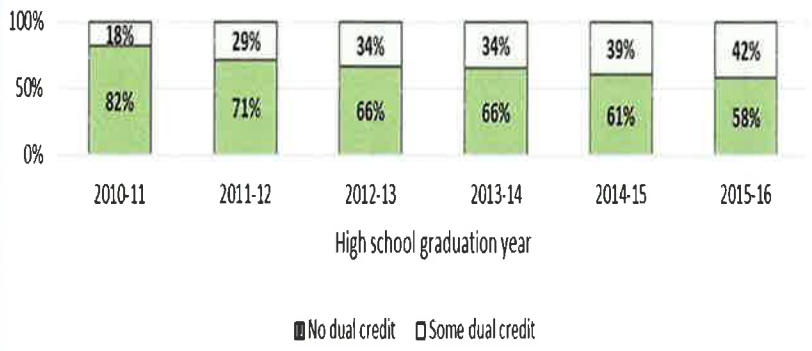
Idaho State
Board of Education

Advanced Opportunities

Dual Credit Outcomes

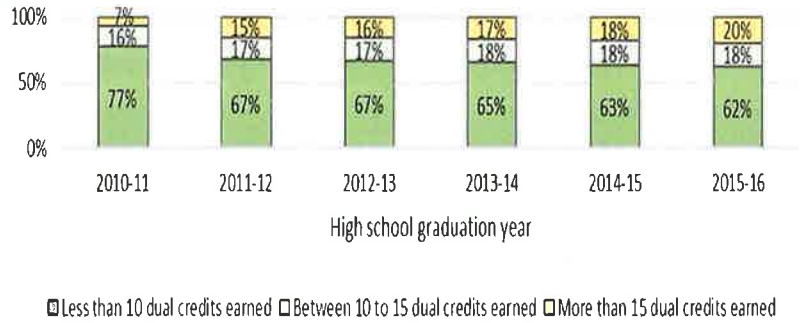
More High School Graduates are Earning Dual Credits

Share of high school students who earned some dual credit



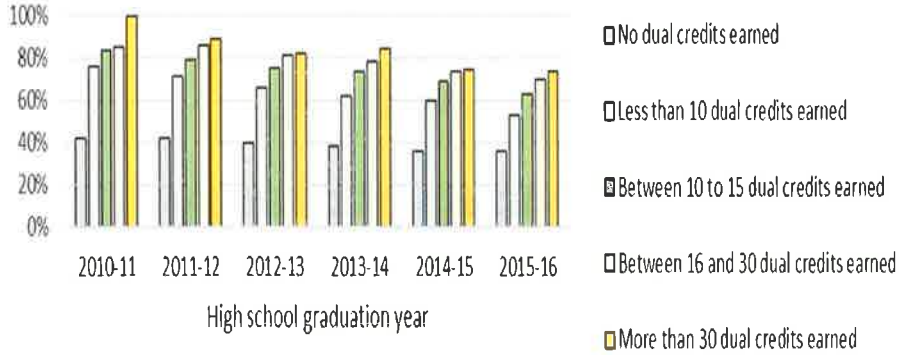
Graduates are Earning more Dual Credits

Share of high school students who earn some dual credit

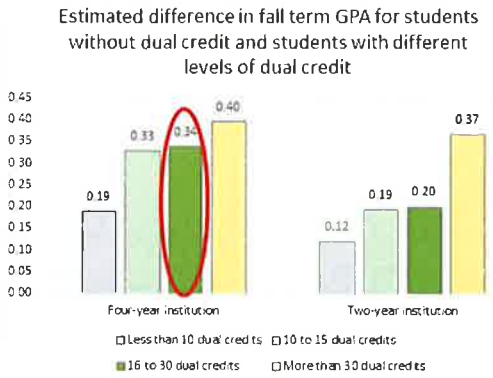


Dual Credit Graduates Go On to College

Immediate college attendance rates by dual credits earned



Correlation between Dual Credit and First Year College GPA



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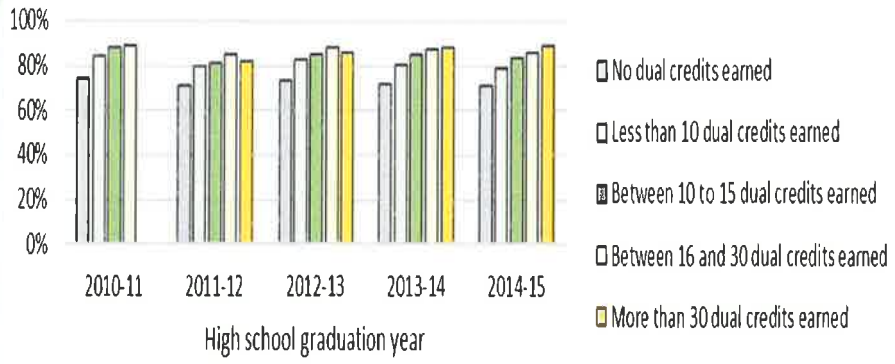

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7

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8

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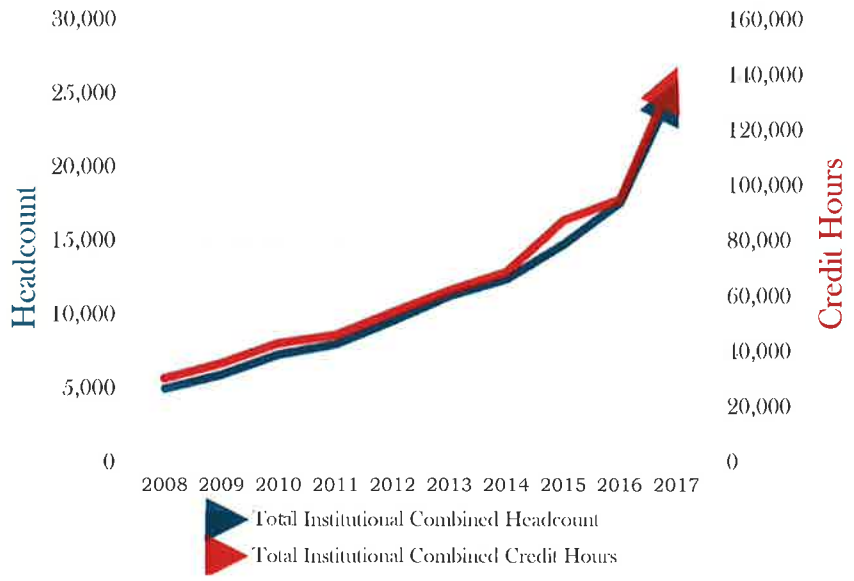
9

Statewide Dual Credit

Annual Credit Hours Taken & Enrollment



Idaho State
Board of Education

AMENDED AGENDA #2

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Thursday, February 08, 2018

SUBJECT	DESCRIPTION	PRESENTER
RS26029	Relating to the Advanced Opportunities Scholarship; Amend, Clarify, and Make Technical Corrections	Senator Thayn
RS25982	Relating to Education; Amend and Establish Provisions	Karen Echeverria, Executive Director, Idaho School Boards Association
RS25885C1	Relating to Taxation; Amend, and Revise	Duncan Robb, Chief Policy Advisor, State Department of Education
RS25694	Relating to Education; Revise Provisions	Tracie Bent, Chief Planning and Policy Officer, State Board of Education
RS26081C1	Relating to the School Turnaround Act; Amend, Establish Provisions, and Provide Rulemaking	Chairman Mortimer
S 1267	Relating to Education; Amend and Revise STEM Diploma	Senator Nonini
Presentation:	Education Budget	Robyn Lockett, Principal Analyst, Janet Jessup, Analyst, Budget and Policy Analysis, Legislative Services

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 Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE:	Thursday, February 08, 2018
TIME:	3:00 P.M.
PLACE:	Room WW55
MEMBERS PRESENT:	Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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.
UNANIMOUS CONSENT:	**Senator Nonini** asked for unanimous consent to send **RS 26029**, **RS 25982**, **RS 25885C1**, **RS 25694**, and **RS 26081C1** to print. There were no objections.
S 1267	**Relating to Education; Amend and Revise STEM Diploma**. **Senator Bob Nonini**, District 3, presented **S 1267**. He said the proposed legislation is for the student who receives more than the minimum requirements of science and math credits to obtain a STEM diploma. He emphasized this is for students who exceed the minimum requirements and outlined the requirements which are overseen by the State Board of Education (SBE). He explained the necessity of the emergency clause; students graduating in 2018 would be able to receive the STEM diploma. He provided and detailed for the committee written testimony to support the legislation (Attachments 1, 2, 3, 4, and 5). **Senator Ward-Engelking** commented this is a good idea; it will help students obtain scholarships and enhance college applications. She asked if there is a high level of proficiency for the diploma. **Senator Nonini** replied the students receiving the diploma are proficient. There are minimum graduation standards set by the SBE which the students must meet; this diploma exceeds those standards. **Senator Den Hartog** asked how the STEM diploma is intended to be used. She asked if this is being done in other states. **Senator Nonini** replied his focus is on STEM and Idaho is trying to be aggressive and a leader in this arena. He said this designation would be helpful for student resumes, scholarship applications, and college admittance. **Senator Nonini** stated there is an error in paragraph two, line 12. He said if the Committee chooses to send it to the floor he is asking that it be sent to the 14th Order to make the correction.
TESTIMONY:	**Dr. Angela Hemingway**, Executive Director, STEM Action Center, said Ohio and Colorado have a STEM school designation on the diploma. She explained students who enter STEM education have taken more difficult coursework and may have a slight shift in their GPA. The designation shows that they may have taken more rigorous courses; a higher level than what is required by the State. **Chairman Mortimer** asked if there should be a minimum proficiency for this diploma. **Dr. Hemingway** replied often the STEM diploma students are high achieving students. There are minimums built in the matrix from the SBE that all students must meet in order to receive a high school diploma.

MOTION: **Senator Ward-Engelking** moved to send **S 1267** to the **14th Order** for amendment. **Senator Den Hartog** seconded the motion. The motion passed by **voice vote**.

PRESENTATION: **Education Budget**. **Robyn Lockett**, Principal Analyst, Legislative Services Office, reviewed the State Department of Education's requests verses the Governor's recommendations (Attachment 6). The requested increase for 2019 is 6.8 percent versus the Governor's recommendation of 6 percent.

Committee members asked for clarification on items which included: health insurance costs, discretionary funding, centralized services, literacy, and advanced opportunities.

Janet Jessup, Analyst, Budget and Policy Analysis, Legislative Services works with the higher education budget (Attachment 7). She reviewed the higher education budget as it pertains to colleges and institutions. The requested increase for 2019 is 5.7 percent versus the Governor's recommendation of 3 percent.

Chairman Mortimer advised the Committee to study the budget schedule. If needed, they may request additional clarification from Ms. Lockett and Ms. Jessup at the budget priority setting meeting.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:17 p.m.

Senator Dean M. Mortimer
Chair

LeAnn Mohr
Secretary

February 8, 2018

To: Senate Education Committee members

From: Deborah Pence

RE: S1267

The bill under review to set a criteria for students to earn a STEM high school diploma is a step in the right direction for students across the state of Idaho. I have been working with students for many years as they attempt to transition successfully to postsecondary education. Having students place into freshman English has not posed a significant hurdle; on the whole, we do a pretty good job of preparing students to read, write, and speak as they are required to take 8 semester credits of English and one additional credit in Public Speaking. However, placement into freshman-level math and success in college-level lab sciences has proven more elusive. This bill encourages students to take classes that will address this gap and make that transition smoother.

I believe this bill would accomplish a few key goals: 1) Setting a clear criteria for students desiring to achieve more from their high school experience without a need to take any more than the current 46 credits, 2) Send a message to industry that Idaho is serious about creating a talent pipeline in STEM skills by fostering foundational skills in high school, 3) Encouraging all students to gain the math and science knowledge necessary to make a successful transition to postsecondary education, and 4) Allow students to earn a STEM diploma that carries a clear designation to businesses and postsecondary institutions that the graduate has met a higher standard than the traditional high school diploma. These are clear benefits that will help our students and the economic future of our state, with no fiscal impact. I encourage you to pass this legislation as it is written.

PASS Senate Bill 1267

A STEM Diploma is an important step in ensuring education is more aligned with business and industry needs. This will recognize a student has gone above and beyond traditional requirements and be a mark of distinction in STEM. It will provide industry and higher education a clear signal of a students' STEM knowledge and skills as well as their ability to further excel in such fields.

Dr. Lorna Finman

Since I have started high school, I have taken challenging classes in an effort to prepare myself for higher education. I started taking high school level classes in middle school in preparation to take college classes as a high school student through the Advanced Opportunities-Fast Forward program. My high school, STEM Charter Academy, requires students to take STEM (Science, Technology, Engineering, and Mathematics) courses to graduate, which are above and beyond the current Idaho standard requirements to graduate.

We live in a competitive society, and I want to be ahead of the curve. Currently, in Idaho, the required standardized assessments do not have any expectations of proficiency; the only expectation is that we participate. There are 46 high school credits required by Idaho to graduate, and 17 of those credits are undesignated elective credits. The highest math course specifically required by the state is Geometry. At my school, students meet that requirement by the end of ninth grade. We live in a world of technology, yet the majority of high schools in Idaho have no graduation requirement for basic technology competency. As Bill Gates said, “Our current expectations for what our students should learn in school were set fifty years ago to meet the needs of an economy based on manufacturing and agriculture. We now have an economy based on knowledge and technology.” For some of us, the high school experience goes far beyond these state requirements.

If Idaho had the option of a “STEM diploma” for high school students who put in the extra effort to take more STEM-related courses than what is required by the state, it would give those students a competitive edge in regards to higher education and the job market. I am asking policy makers to reimagine what the high school experience could

be with higher expectations, and recognize those students who are willing to do the work to achieve them. I am extremely thankful that I attend a school that encourages students to go above and beyond the standard requirements, and I will receive a transcript that reflects my efforts. I firmly believe that if a student goes far beyond what is required of them, they should be recognized for their hard work.

Sincerely,

Paige Pence

North Idaho STEM Charter Academy's Class of 2018

February 8, 2018

On January 18th the Idaho Statesman ran a story about the 7,000 plus high wage math and science jobs in Idaho that are unfilled because we don't have the labor force to fill them. Every year we hear our political and business leaders say we need to make the state more attractive to businesses with a more skilled and better educated labor force. The STEM diploma is a huge step in the right direction.

The STEM diploma shows schools and students that the state recognizes and holds in high regard those who do more than the minimum by putting up a goal to which ALL Idaho students who want can aspire. In recent years, we have been so focused on graduation rates that we have forgotten to focus whether the skills they are graduating with will do them any good.

The number of students receiving STEM diplomas will increase every year because it shows a tangible goal for students, parents, and guidance counselors. This will be good data to track going forward as to how students that have a STEM diploma fair in college and the workforce as compared to their non- STEM peers.

Our seniors at North Idaho STEM Charter Academy have an average SAT score that is 200 points above the national average and 300 points above the state average. Why? Because we have a higher standard, and it shows in our graduates.

This increase in the quality of our high school graduates has no fiscal impact on the general fund. What have you got to lose??

- Please show businesses that Idaho is serious about providing a workforce worth investing in.
- Please provide students with a roadmap that will help them be more successful in college, thus helping to meet our 60% goal.
- Please show students, parents, teachers, and businesses that we are as serious about the quality of our graduates as we are about the quantity of them.
- Please vote to send **Senate Bill 1267** to the floor with a "Do Pass" recommendation.

Scott Thomson
Executive Director
STEM Charter Academy
A Free K-12 Public School of Choice

North Idaho STEM Charter Academy
PO Box 434, 15633 Meyer Rd, Rathdrum, ID 83858
(208) 687-8002

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As part of the curriculum at the Rathdrum STEM Charter Academy, I have been able to work on higher level classes since I first enrolled in 2012. Not only has having these opportunities enabled me to spend more time on difficult subjects, but also to go beyond the required credits in other classes.

After four years at the school and meeting the qualifications to begin dual credit, I was encouraged to start taking college level classes at STEM Charter, online, and even on the North Idaho College campus. This year, I have transitioned to a schedule almost exclusively filled with dual credit classes.

Our school requires additional credits in STEM courses to the ones currently required by the state of Idaho. While most schools require a total of 46 high school credits—with 17 going towards electives—STEM Charter puts these to the best use by repurposing them to fit our STEM-driven modern world.

Students who decide that dual credit and after-school classes are not for them, graduate with four math credits to the three required by a by-the-book institution. Additionally, these students take part in project classes designed to teach vital teamwork skills for future careers. Moreover, many students are on track to graduate above and beyond the STEM Charter bar.

An Idaho high school diploma emphasizing additional STEM credits would recognize the extra skills and knowledge gained by students who work hard in the technology age. STEM major students in schools statewide would benefit from this acknowledgement.

I strongly believe that students who excel in the STEM subjects will help create a more technology oriented Idaho.

Sincerely,

Justin Kugler
Junior at North Idaho STEM

Senate Education Committee

February 8, 2018

Robyn Lockett, Principal Budget Analyst
Legislative Services Office, Budget & Policy Analysis

FY 2019 Public Schools K - 12 Budget Request Review

1. FY 2019 Legislative Budget Book, https://legislature.idaho.gov/lso/bpa/pubs/lbb/

    a. 22-year General Fund Appropriation History
        - Page 28

    b. Historical Summary of FY 2019 Public Schools Budget Request and Governor's Recommendation
        - Page 1 - 4

    c. Comparison of the FY 2019 Public Schools Budget Request by Superintendent Ybarra and the Governor's Recommendation
        - Pages 1 - 5 and 1 - 7

2. Public Schools Discretionary Funding History
    - Chart Included

3. Public Education Stabilization Fund (PESF) Funding History
    - Chart Included

Twenty-Two Year History of General Fund

Original Appropriations: FY 1997 to FY 2018

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
2018	$1,685.3	$287.1	$198.9	$2,171.2	$706.1	$262.1	$311.1	$3,450.6
2017	$1,584.7	$279.5	$187.5	$2,051.7	$677.1	$256.2	$288.0	$3,273.0
2016	$1,475.8	$258.8	$169.7	$1,904.3	$649.5	$247.4	$270.7	$3,071.9
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

Percentage of Total

Fiscal Year	Public Schools	College & Universities	All Other Education	Total Education	Health & Welfare	Adult & Juv Corrections	All Other Agencies	Total
2018	48.8%	8.3%	5.8%	62.9%	20.5%	7.6%	9.0%	100%
2017	48.4%	8.5%	5.7%	62.7%	20.7%	7.8%	8.8%	100%
2016	48.0%	8.4%	5.5%	62.0%	21.1%	8.1%	8.8%	100%
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%

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".*

Public School Support

Historical Summary

OPERATING BUDGET	FY 2017 Total App	FY 2017 Actual	FY 2018 Approp	FY 2019 Request	*FY 2019 Gov Rec*
BY DIVISION					
Administrators	86,798,500	86,798,500	90,616,400	94,210,600	*93,724,700*
Teachers	855,733,000	855,733,000	924,988,500	974,201,300	*976,479,600*
Operations	613,571,500	613,571,500	653,649,000	694,434,700	*676,412,900*
Children's Programs	296,015,800	296,015,800	298,637,800	309,410,900	*315,854,300*
Facilities	49,410,500	49,410,500	48,486,600	55,761,000	*53,545,700*
Central Services	14,662,500	14,662,500	13,975,800	15,304,100	*15,304,100*
Deaf & Blind, Educational Srvs for the	10,312,300	10,312,300	10,884,300	11,132,600	*10,974,400*
Total:	**1,926,504,100**	**1,926,504,100**	**2,041,238,400**	**2,154,455,200**	***2,142,295,700***
BY FUND CATEGORY					
General	1,584,669,400	1,584,669,400	1,685,262,200	1,799,106,000	*1,786,946,500*
Dedicated	77,496,200	77,496,200	91,637,700	91,010,700	*91,010,700*
Federal	264,338,500	264,338,500	264,338,500	264,338,500	*264,338,500*
Total:	**1,926,504,100**	**1,926,504,100**	**2,041,238,400**	**2,154,455,200**	***2,142,295,700***
Percent Change:		0.0%	6.0%	5.5%	*5.0%*
BY OBJECT OF EXPENDITURE					
Personnel Costs	0	0	0	8,648,100	*8,499,300*
Operating Expenditures	14,662,500	14,662,500	13,975,800	17,576,100	*17,576,100*
Capital Outlay	0	0	0	212,500	*203,100*
Trustee/Benefit	10,312,300	10,312,300	10,884,300	0	*0*
Lump Sum	1,901,529,300	1,901,529,300	2,016,378,300	2,128,018,500	*2,116,017,200*
Total:	**1,926,504,100**	**1,926,504,100**	**2,041,238,400**	**2,154,455,200**	***2,142,295,700***

Department Description

The Public School Support budget provides state and federal funding to local school districts and public charter schools for public education, grades K-12, to meet the requirements of Article IX, Section 1, of the Idaho Constitution, which reads: "Legislature to establish system of free schools. The stability of a republican form of government depending mainly upon the intelligence of the people, it shall be the duty of the legislature of Idaho, to establish and maintain a general, uniform and thorough system of public, free common schools."

Public School Support

Comparative Summary

Decision Unit	Request FTP	Request General	Request Total	Governor's Rec FTP	Governor's Rec General	Governor's Rec Total
FY 2018 Original Appropriation	**0.00**	**1,685,262,200**	**2,041,238,400**	**0.00**	**1,685,262,200**	**2,041,238,400**
Noncognizable Funds and Transfers	0.00	0	0	0.00	0	0
FY 2018 Estimated Expenditures	**0.00**	**1,685,262,200**	**2,041,238,400**	**0.00**	**1,685,262,200**	**2,041,238,400**
Removal of Onetime Expenditures	0.00	(2,342,800)	(5,342,800)	0.00	(2,342,800)	(5,342,800)
FY 2019 Base	**0.00**	**1,682,919,400**	**2,035,895,600**	**0.00**	**1,682,919,400**	**2,035,895,600**
Benefit Costs	0.00	5,656,500	5,656,500	0.00	(197,900)	(197,900)
Replacement Items	0.00	182,500	182,500	0.00	178,100	178,100
Public School Salary Change	0.00	2,346,400	2,346,400	0.00	7,021,100	7,021,100
Change in Employee Compensation	0.00	31,600	31,600	0.00	92,800	92,800
Nondiscretionary Adjustments	0.00	71,337,100	70,427,100	0.00	68,977,800	68,067,800
Endowment Adjustments	0.00	(3,276,000)	7,000	0.00	(3,276,000)	7,000
FY 2019 Program Maintenance	**0.00**	**1,759,197,500**	**2,114,546,700**	**0.00**	**1,755,715,300**	**2,111,064,500**
Line Items						
Administrators						
11. Administrators Addl 2% Salary Increase	0.00	1,808,600	1,808,600	0.00	0	0
Teachers						
1. College/Career Advisors and Mentors	0.00	2,000,000	2,000,000	0.00	5,000,000	5,000,000
10. Professional Development	0.00	0	0	0.00	4,000,000	4,000,000
Operations						
3. Classroom Technology	0.00	10,000,000	10,000,000	0.00	10,000,000	10,000,000
5. Classified Addl 4% Salary Increase	0.00	5,780,700	5,780,700	0.00	0	0
6. Discretionary: Health Insurance	0.00	7,209,300	7,209,300	0.00	0	0
7. Discretionary: Other	0.00	7,133,400	7,133,400	0.00	0	0
Children's Programs						
2. Mastery-Based System Development	0.00	1,050,000	1,050,000	0.00	1,050,000	1,050,000
8. Limited English Proficiency	0.00	1,000,000	1,000,000	0.00	1,000,000	1,000,000
13. Literacy Proficiency	0.00	0	0	0.00	6,500,000	6,500,000
Central Services						
2. Mastery-Based System Development	0.00	350,000	350,000	0.00	350,000	350,000
4. Literacy Intervention and IRI Replacement	0.00	433,800	433,800	0.00	433,800	433,800
6. Content and Curriculum	0.00	300,000	300,000	0.00	300,000	300,000
9. Student Achievement Assessments	0.00	1,341,500	1,341,500	0.00	1,341,500	1,341,500
10. Professional Development	0.00	250,000	250,000	0.00	250,000	250,000
12. Wireless Infrastructure	0.00	795,000	795,000	0.00	795,000	795,000
Educational Services for the Deaf & Blind						
1. Career Ladder Equivalence	0.00	426,200	426,200	0.00	185,900	185,900
2. Hydraulic Snowplow Attachment	0.00	5,000	5,000	0.00	0	0
3. Portable Auditory Response Testing	0.00	25,000	25,000	0.00	25,000	25,000
FY 2019 Total	**0.00**	**1,799,106,000**	**2,154,455,200**	**0.00**	**1,786,946,500**	**2,142,295,700**
Chg from FY 2018 Orig Approp.	0.00	113,843,800	113,216,800	0.00	101,684,300	101,057,300
% Chg from FY 2018 Orig Approp.		6.8%	5.5%		6.0%	5.0%

Public School Support

Analyst: Lockett

Agency Profile

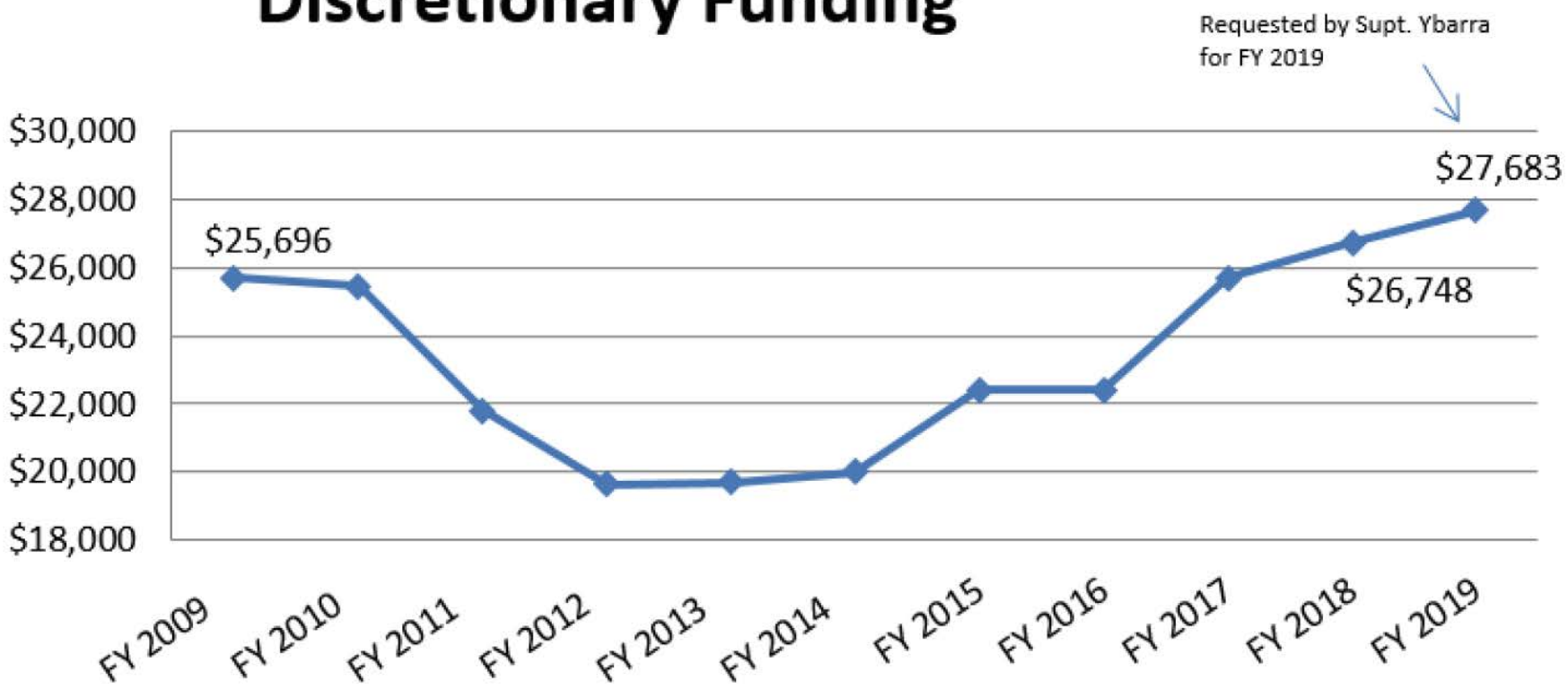
FY 2018 Appropriation, FY 2019 Request, and FY 2019 Governor's Recommendation

Source of Funds	FY 2018 Original Appropriation	FY 2019 Supt. Ybarra Request	FY 2019 Governor's Recommendation
General Fund	$1,685,262,200	$1,799,106,000	$1,786,946,500
Dedicated Funds	$91,637,700	$91,010,700	$91,010,700
Federal Funds	$264,338,500	$264,338,500	$264,338,500
TOTAL FUNDS	**$2,041,238,400**	**$2,154,455,200**	**$2,142,295,700**
General Fund Percent Change from Previous Year:	*6.3%*	*6.8%*	*6.0%*
Total Funds Percent Change from Previous Year:	*6.0%*	*5.5%*	*5.0%*

	Statutory Distributions	**Idaho Code**			
1	Transportation	§33-1006	$71,643,800	$73,900,400	$73,900,400
2	Border Contracts	§33-1002(2)(d), §33-1403	1,200,000	1,200,000	1,200,000
3	Exceptional Contracts/Tuition Equivalents	§33-1002(2)(e), §33-2004	5,390,900	5,390,900	5,390,900
4	Salary-based Apportionment	§33-1002(2)(f), §33-1004E(4)(5)	195,929,000	205,950,200	203,518,300
5	State Paid Employee Benefits	§33-1004F	36,834,700	39,913,200	38,180,000
6	Career Ladder Salaries	§33-1004B	726,236,400	761,566,200	761,566,200
7	Career Ladder Benefits	§33-1004F	136,532,400	147,591,500	142,869,800
8	Bond Levy Equalization	§33-906, -906A, -906B	20,500,000	25,399,800	23,184,500
9	Idaho Digital Learning Academy	§33-1020	9,122,000	9,845,100	9,788,500
10	Idaho Safe & Drug-Free Schools	§63-2506, -2552A(3), -3067	4,024,900	4,024,900	4,024,900
11	Math and Science Requirement	§33-1021	5,478,100	5,930,000	5,930,000
12	Advanced Opportunities	§33-4602	7,000,000	15,000,000	15,000,000
13	National Board Teacher Certification	§33-1004E(2)	90,000	90,000	90,000
14	Facilities (Lottery)	§33-905, §67-7434	18,075,000	18,562,500	18,562,500
15	Facilities State Match (General Fund)	§33-1019	3,827,500	3,905,000	3,905,000
16	Facilities - Charter School Funding	§33-5208(5)	6,084,100	7,893,700	7,893,700
17	Leadership Premiums	§33-1002(2)(o),§33-1004J	17,401,600	17,773,600	17,773,600
18	Continuous Improvement Plans and Training	§33-320(4)	652,000	652,000	652,000
19	Mastery Based System	§33-1002(2)(s),§33-1632	1,400,000	2,800,000	2,800,000
20	Online Class Portal	§33-1024	150,000	150,000	150,000
21	Literacy Proficiency	§33-1002(2)(r),§33-1614-1616	11,416,200	11,850,000	18,350,000
22	Academic & College/Career Advisors	§33-1002(2)(q), -1212A	7,000,000	9,000,000	12,000,000
23	Innovation Schools	§33-5804(3)	100,000	100,000	100,000
24	**Sub-total -- Statutory Requirements**		**$1,286,088,600**	**$1,368,489,000**	**$1,366,830,300**

	Other Program Distributions			
25	Math Initiative	$1,817,800	$1,817,800	$1,817,800
26	Remediation Based on ISAT	5,456,300	5,456,300	5,456,300
27	Limited English Proficiency (LEP)	3,870,000	4,870,000	4,870,000
28	IT Staffing	7,500,000	7,500,000	7,500,000
29	Technology (Classroom, WiFi Contract/Distribute, IMS)	28,142,000	36,795,000	36,795,000
30	Student Achievement Assessments	1,758,500	3,100,000	3,100,000
31	Prof. Development and Gifted & Talented	20,950,000	21,200,000	25,200,000
32	Content and Curriculum	5,050,000	5,350,000	5,350,000
33	Bureau of Services for the Deaf & Blind (Campus)	6,921,100	7,086,400	7,018,000
34	Bureau of Services for the Deaf & Blind (Outreach)	3,963,200	4,046,200	3,956,400
35	Federal Funds	264,115,000	264,115,000	264,115,000
36	**Sub-total -- Other Program Distributions**	**$349,543,900**	**$361,336,700**	**$365,178,500**
37	**TOTAL CATEGORICAL EXPENDITURES (row 24 + row 36)**	**$1,635,632,500**	**$1,729,825,700**	**$1,732,008,800**
38	**STATE DISCRETIONARY FUNDS (Total Funds - row 37)**	**$405,605,900**	**$424,629,500**	**$410,286,900**
39	**ESTIMATED SUPPORT UNITS**	**15,164**	**15,339**	**15,339**
40	**STATE DISCRETIONARY $ PER SUPPORT UNIT (row 38 / row 39)**	**$26,748**	**$27,683**	**$26,748**
	Discretionary Funding per Support Unit, Change from Previous Year:	*4.1%*	*3.5%*	*0.0%*

Public Schools
Funds Per Support Unit of Discretionary Funding



	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
STATE DISCRETIONARY FUNDS	$357,174,300	$356,553,300	$308,286,000	$280,952,900	$283,073,100	$287,961,500	$326,541,500	$351,308,700	$382,516,200	$405,605,900	$424,629,500
ESTIMATED SUPPORT UNITS (Mid-Term)	13,900	14,005	14,145	14,315	14,365	14,398	14,577	14,719	14,886	15,164	15,339
STATE DISCRETIONARY $ PER SUPPORT UNIT	$25,696	$25,459	$21,795	$19,626	$19,706	$20,000	$22,401	$22,401	$25,696	$26,748	$27,683
Percent Change		-0.92%	-14.39%	-9.95%	0.40%	1.49%	12.00%	0.00%	14.71%	4.09%	3.50%

Public Education Stabilization Fund (PESF)

The Public Education Stabilization Fund (PESF) was created by H463 of 2003 to stabilize payments to school districts and charter schools when there are either instances of downturns in the economy or higher than expected expenditures. Because the appropriation to the Public School Support Program is built on numerous program estimates, PESF ensures that the obligations to school districts and charter schools are funded. For example, if insufficient funding is available in the annual public school appropriation at the end of the fiscal year, then funds are withdrawn to meet those obligations. Conversely, if there is more funding than necessary in the appropriation, then a deposit is made into the fund. Both of these scenarios have happened since PESF was created, with the largest single withdrawal of $85.1 million in FY 2009 during the last recession. Withdrawals typically happen in years of relatively large increases in student population and deposits typically happen when the economy slows down and fewer than expected students enroll in Idaho schools.

Other than deposits to PESF due to excess appropriation, there is no automatic transfer of moneys into the fund.

The PESF balance peaked in FY 2008 at $112 million; the current balance is $65 million.

Balance June 30, 2003	$ 0.000
Balance June 30, 2004	$ 7.135
Balance June 30, 2005	$ 12.135
Balance June 30, 2006	$ 7.771
Balance June 30, 2007	$ 109.030
Balance June 30, 2008	$ 112.046
Balance June 30, 2009	$ 17.979
Balance June 30, 2010	$ 23.174
Balance June 30, 2011	$ 11.154
Balance June 30, 2012	$ 36.968
Balance June 30, 2013	$ 49.049
Balance June 30, 2014	$ 72.851
Balance June 30, 2015	$ 90.948
Balance June 30, 2016	$ 88.551
Balance June 30, 2017	$ 85.545
FY 2018	
Interest Earnings and Revenues	0.519
Disbursements	(20.780)
Estimate June 30, 2018	$ 65.284

Senate Education Committee

8 February 2018

Janet Jessup, Budget Analyst
Legislative Services Office – Budget & Policy Analysis

FY 2019 Higher Education Budget Review

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1. State Board of Education, Historical Summary

2. State Board of Education, Comparative Summary

State Board of Education

Historical Summary

OPERATING BUDGET	FY 2017 Total App	FY 2017 Actual	FY 2018 Approp	FY 2019 Request	*FY 2019 Gov Rec*
BY DIVISION					
Ag Research & Ext Service	30,540,700	30,516,700	31,287,300	34,080,600	*31,331,100*
College and Universities	716,253,100	564,667,400	564,958,700	583,957,000	*574,630,200*
Community Colleges	38,719,000	38,719,000	40,000,900	50,933,200	*46,233,900*
Education, State Board of	14,715,300	4,598,400	9,036,500	9,145,000	*10,240,200*
Health Education Programs	14,159,000	13,573,500	15,905,800	22,214,400	*18,125,200*
Car Tech Education	78,159,600	71,460,500	74,754,900	76,770,300	*75,258,800*
Idaho Public Television	9,294,600	8,463,500	9,633,100	9,422,000	*9,448,600*
Special Programs	18,154,500	16,482,900	19,686,600	25,437,400	*24,625,300*
Supt of Public Instruction	40,890,800	29,330,600	38,818,000	39,657,200	*39,451,800*
Vocational Rehabilitation	27,794,900	24,878,800	28,175,900	28,149,800	*28,257,400*
Total:	**988,681,500**	**802,691,300**	**832,257,700**	**879,766,900**	***857,602,500***
BY FUND CATEGORY					
General	468,203,900	466,367,100	485,936,100	534,141,100	*507,408,800*
Dedicated	464,984,000	299,511,800	299,695,900	298,803,100	*303,045,100*
Federal	55,493,600	36,812,400	46,625,700	46,822,700	*47,148,600*
Total:	**988,681,500**	**802,691,300**	**832,257,700**	**879,766,900**	***857,602,500***
Percent Change:		(18.8%)	3.7%	5.7%	*3.0%*
BY OBJECT OF EXPENDITURE					
Personnel Costs	646,347,000	488,898,300	585,218,500	606,696,000	*604,639,700*
Operating Expenditures	214,266,800	135,175,900	143,840,100	146,006,900	*143,259,800*
Capital Outlay	39,190,600	24,564,000	21,881,600	34,616,100	*21,087,700*
Trustee/Benefit	88,351,000	153,573,400	81,317,500	92,447,900	*88,615,300*
Lump Sum	526,100	479,700	0	0	*0*
Total:	**988,681,500**	**802,691,300**	**832,257,700**	**879,766,900**	***857,602,500***
Full-Time Positions (FTP)	5,707.96	5,707.96	5,904.44	6,141.51	*6,041.91*

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 FTP	Request General	Request Total	Governor's Rec FTP	Governor's Rec General	Governor's Rec Total
FY 2018 Original Appropriation	**5,904.44**	**485,936,100**	**832,257,700**	**5,904.44**	**485,936,100**	**832,257,700**
Reappropriation	0.00	0	180,636,500	0.00	0	180,636,500
Supplementals						
Division of Career Technical Education						
1. Dental Hygiene Funds to Nursing	0.00	0	0	0.00	0	0
FY 2018 Total Appropriation	**5,904.44**	**485,936,100**	**1,012,894,200**	**5,904.44**	**485,936,100**	**1,012,894,200**
Noncognizable Funds and Transfers	115.05	0	283,700	115.05	0	283,700
Expenditure Adjustments	0.00	0	(3,057,300)	0.00	0	(3,057,300)
FY 2018 Estimated Expenditures	**6,019.49**	**485,936,100**	**1,010,120,600**	**6,019.49**	**485,936,100**	**1,010,120,600**
Removal of Onetime Expenditures	0.00	(4,867,800)	(187,590,400)	0.00	(4,867,800)	(187,590,400)
Base Adjustments	8.57	0	402,400	8.57	0	402,400
FY 2019 Base	**6,028.06**	**481,068,300**	**822,932,600**	**6,028.06**	**481,068,300**	**822,932,600**
Benefit Costs	0.00	(7,013,900)	(10,866,100)	0.00	(5,577,900)	(8,601,100)
Inflationary Adjustments	0.00	1,505,200	2,849,000	0.00	566,200	1,910,000
Replacement Items	0.00	8,203,700	11,985,700	0.00	747,400	4,513,700
Statewide Cost Allocation	0.00	198,100	203,700	0.00	198,100	204,300
Annualizations	0.00	1,000	1,000	0.00	1,000	1,000
Change in Employee Compensation	0.00	3,305,500	5,181,000	0.00	9,446,200	14,692,500
Nondiscretionary Adjustments	0.00	4,034,700	4,034,700	0.00	4,034,700	4,034,700
Endowment Adjustments	0.00	0	510,100	0.00	0	347,400
FY 2019 Program Maintenance	**6,028.06**	**491,302,600**	**836,831,700**	**6,028.06**	**490,484,000**	**840,035,100**
Line Items						
Agricultural Research & Extension Service						
1. Nuclear Seed Potato Facility	0.00	3,000,000	3,000,000	0.00	0	0
College and Universities						
1. Personnel Costs Fund Shift	0.00	0	0	0.00	0	0
2. Idaho Regional Optical Network (IRON)	0.00	800,000	800,000	0.00	0	0
3. Degree Audit and Data System	0.00	350,000	350,000	0.00	350,000	350,000
4. BSU, Public Service Initiative	16.66	2,147,900	2,147,900	0.00	0	0
5. BSU, Career Readiness and Graduate Pro	27.00	2,575,000	2,575,000	0.00	0	0
6. ISU, Health Sci and Workforce Exp	21.00	3,351,400	3,351,400	0.00	0	0
7. LCSC, Access and Completion	8.00	649,200	649,200	0.00	0	0
8. LCSC, Compliance Efforts	2.00	177,900	177,900	0.00	0	0
9. UI, Library Investment - Phase II	5.75	1,801,300	1,801,300	0.00	0	0
10. UI, Student Success & Support	3.85	319,900	319,900	0.00	0	0
11. Occupancy Costs - BSU, ISU, UI	8.20	1,621,100	1,621,100	8.20	1,631,700	1,631,700
Community Colleges						
1. CSI, IT Platforms	0.00	774,800	774,800	0.00	0	0
2. CSI, Weekend College	0.00	195,600	195,600	0.00	0	0
3. CSI, Center for Education Innovation	0.00	67,500	67,500	0.00	0	0
4. NIC, Pathfinders Program	0.00	364,100	364,100	0.00	0	0
5. NIC, Computer Science Prog Faculty	0.00	312,900	312,900	0.00	0	0
6. NIC, Summer Completion Initiative	0.00	302,900	302,900	0.00	0	0
7. NIC, First Year Experience Program	0.00	174,500	174,500	0.00	0	0
8. CWI, Balance Funding	0.00	1,658,600	1,658,600	0.00	0	0
9. CWI, Addl Staff and Student Retention	0.00	576,200	576,200	0.00	0	0
10. CEI, Funds Transferred from CTE	0.00	1,081,200	1,081,200	0.00	1,111,100	1,111,100
11. CEI, Instruction Expansion	0.00	3,896,100	3,896,100	0.00	3,902,700	3,902,700
12. CEI, Administration Expansion	0.00	0	200,000	0.00	0	200,000
Office of the State Board of Education						
1. IT/Telecommunications	0.00	11,000	11,000	0.00	0	0
2. Accreditation for Psychology Internships	0.00	125,000	125,000	0.00	125,000	125,000
3. Graduate Medical Education Council	0.40	114,000	114,000	0.00	0	0

State Board of Education

Comparative Summary

Decision Unit	Request FTP	Request General	Request Total	Governor's Rec FTP	Governor's Rec General	Governor's Rec Total
4. Systems Integration Consultant	0.00	0	0	0.00	500,000	500,000
5. Transfer CIS to Board of Education	0.00	0	0	3.00	389,300	389,300
6. EO of the State Board of Education	0.00	0	0	1.00	269,500	269,500
Health Education Programs						
1. WWAMI, 18 Month Curriculum	4.35	887,200	887,200	4.35	802,200	802,200
2. UUSOM, Year 3 Build-out	0.00	87,600	87,600	0.00	87,600	87,600
3. FMR, Residency Costs & Prgm Growth	5.00	2,825,000	2,825,000	0.00	0	0
4. BIM, Residency Costs	0.00	405,000	405,000	0.00	0	0
5. PE, Residency Costs	0.00	240,000	240,000	0.00	82,200	82,200
6. EIMR, Residency Prgm Creation	0.00	705,000	705,000	0.00	405,000	405,000
7. Bingham IM, Residency Prgm Creation	0.00	825,000	825,000	0.00	465,000	465,000
Division of Career Technical Education						
1. CTE Middle School Quality Program	2.00	173,700	173,700	2.00	176,900	176,900
2. CTE Secondary Incentive Funding	0.00	700,000	700,000	0.00	300,000	300,000
3. Postsecondary Capacity Expansion	14.30	2,079,500	2,079,500	7.30	978,900	978,900
4. Workforce Training Centers	0.00	750,000	750,000	0.00	750,000	750,000
5. Centers for New Direction	0.00	200,000	200,000	0.00	0	0
6. Ag Startup Funding	0.00	25,000	25,000	0.00	0	0
7. Program Alignment	0.00	178,000	178,000	0.00	178,000	178,000
8. Online CTE Course Development	0.00	70,000	70,000	0.00	70,000	70,000
9. Standard Alignment for Trades	0.00	0	82,000	0.00	0	82,000
10. Reorganization Correction	0.00	0	0	0.00	0	0
11. Shift of Funds to CEI	(17.00)	(1,081,200)	(1,081,200)	(17.00)	(1,111,100)	(1,111,100)
12. IT/Telecommunications	0.00	26,900	26,900	0.00	500	500
14. Increase Funds for Adult Ed	0.00	0	100,000	0.00	0	100,000
Idaho Public Television						
1. Fund Shift - Personnel Sustainability	0.00	345,200	0	0.00	0	0
2. FCC Engineering Requirements	1.00	89,100	89,100	1.00	76,500	76,500
3. Educational Outreach Project Coord.	1.00	89,100	89,100	0.00	0	0
4. Office of Spec. Ed. And Rehab. Serv. Gran	0.00	0	0	0.00	0	74,100
5. Idaho Experience Grant	0.00	0	0	1.00	0	125,000
6. American Graduate Grant	0.00	0	0	1.00	0	0
Special Programs						
1. FUR, Wood Utilization/Bldg Faculty	1.00	137,900	137,900	0.00	0	0
2. FUR, Livestock Impacts on Rangeland	0.00	185,400	185,400	0.00	0	0
3. IGS, Publication Editor and Staff	1.48	101,900	101,900	0.00	0	0
4. IMNH, Digital Outreach	1.00	93,500	93,500	0.00	0	0
5. SBDC, Small Business Development	0.96	53,500	53,500	0.00	0	0
6. TH, Business Development	2.50	310,800	310,800	0.00	0	0
7. S&G, Opportunity Scholarship	0.00	5,000,000	5,000,000	0.00	5,000,000	5,000,000
Superintendent of Public Instruction						
1. Rural Education Support Network	0.00	300,000	300,000	0.00	0	0
2. Advanced Opportunities	0.00	25,000	25,000	0.00	0	0
3. Student Assessment Growth	0.00	305,000	305,000	0.00	305,000	305,000
4. Bias and Sensitivity Committee	0.00	75,000	75,000	0.00	0	0
5. IT FTP for Accountability Report Card	1.00	99,700	99,700	1.00	78,800	78,800
Vocational Rehabilitation						
1. Community Outreach Coordinator	1.00	82,600	82,600	0.00	0	0
2. Social Security Reimbursement Coord.	1.00	0	59,900	1.00	0	61,500
Budget Law Exemptions	0.00	0	0	0.00	0	0
FY 2019 Total	**6,141.51**	**534,141,100**	**879,766,900**	**6,041.91**	**507,408,800**	**857,602,500**

State Board of Education

Comparative Summary

Decision Unit	Request FTP	Request General	Request Total	Governor's Rec FTP	Governor's Rec General	Governor's Rec Total
Chg from FY 2018 Orig Approp.	237.07	48,205,000	47,509,200	137.47	21,472,700	25,344,800
% Chg from FY 2018 Orig Approp.	4.0%	9.9%	5.7%	2.3%	4.4%	3.0%

AGENDA

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Monday, February 12, 2018

SUBJECT	DESCRIPTION	PRESENTER
RS26083C1	Relating to the Public School Transportation Support Program; Amend and Revise	Senator Dan Johnson
RS26119	Relating to the State Board of Education; Amend and Revise Provisions	Marilyn Whitney, Senior Special Assistant for Education and Government Services, Office of the Governor
Presentation:	STEM	Angela Hemingway, Executive Director,
	Set Budget Priorities	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 Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE:	Monday, February 12, 2018
TIME:	3:00 P.M.
PLACE:	Room WW55
MEMBERS PRESENT:	Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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. He opened the meeting with a reading from the book, "A Heap O'Living, Along Life's Highway", by Edgar A. Guest, "Tomorrow."
RS 26083C1	**Relating to the Public School Transportation Support Program; Amend and Revise**. **Senator Den Hartog** presented **RS 26083C1**. She said during the economic downturn the transportation reimbursement model was changed. Some costs were covered at 85 percent and other costs were lowered to 50 percent. The proposed legislation changes the reimbursement model back to where all types of transportation are reimbursed at 85 percent. She explained school districts' confusion regarding which items are reimbursed at what level. **Senator Den Hartog** said the State Department of Education (SDE) was consulted about the legislation.
MOTION:	**Senator Guthrie** moved to send **RS 26083C1** to print. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**.
RS 26119	**Relating to the State Board of Education; Amend and Revise Provisions**. **Marilyn Whitney**, Deputy Chief of Staff Senior and Special Assistant for Government Services and Education, Office of the Governor, presented **RS 26119**. She said the proposed legislation seeks to amend current statute to provide the State Board of Education (SBE) with the flexibility to hire executive-level staff and to determine a structure that can best support development of plans to implement the recommendations of the Governor's Higher Education Task Force (Task Force). **Ms. Whitney** said the Task Force unanimously supported the recommendation to take immediate action. The recommendation is to put a leadership structure in place to execute the change in management needed to move higher education towards "systemness." She detailed the specifics in the proposed legislation. She emphasized the legislation does not specify titles or duties of the position; the SBE will make the decisions about how to structure staff and allocate resources. **Ms. Whitney** said the Governor's recommendation is to add this position in fiscal year 2019. This would ensure the new officer would be able to participate in the scoping study on consolidation. She emphasized this position will create savings for the State by eliminating duplication of systems and duplication of administrative staff at individual institutions. She said there are many questions around this system. She asked for the Committee's support to introduce **RS 26119**, so it is in the public domain for further discussion.
MOTION:	**Senator Buckner-Webb** moved to send **RS 26119** to print. **Senator Nonini** seconded the motion. The motion passed by **voice vote**.

PRESENTATION: **STEM Action Center (Action Center)**. **Dr. Angela Hemingway**, Executive Director, STEM Action Center, presented the overview of the work in the Action Center. She spoke about the job market in the State and the needs of the industry. She stated the goals based on the legislation and detailed the variety of educational events sponsored by the Action Center. The goals are as follows: 1.) coordinate and facilitate implementation of STEM programs throughout Idaho; 2.) align education and workforce needs throughout Idaho; and 3.) increase awareness of STEM throughout Idaho. **Dr. Hemingway** explained the activities the Action Center has undertaken to encourage each of the goals (Attachment 1).

Senator Winder asked if the Action Center is doing more oral coding. **Dr. Hemingway** replied many schools are implementing programs into the classroom that are voice responsive. She stated it is important for teachers to be leaders in new technology trends. She said it is important that we partner with technology businesses, so they can help educate teachers as to new programs.

Senator Den Hartog asked Dr. Hemingway to explain how the financial officer for the Action Center can also work for the 501(c)(3) foundation. **Dr. Hemingway** replied they are following the same models set up by other State agencies, such as, Idaho Public Television and the Idaho State Historical Society. She stated having a single person in that position helps to streamline financial tracking processes.

Chairman Mortimer asked if she was familiar with what the military is doing with STEM programs. **Dr. Hemingway** explained the program hosted with the Air National Guard at Gowen Field, Boise, Idaho.

DISCUSSION: **Public School Funding Budget Discussion**. **Chairman Mortimer** outlined to the Committee the important issues regarding the education budget. He led the review and discussion of the Committee's budget priorities prior to his presentation to the Joint Finance-Appropriations Committee (JFAC).

Chairman Mortimer asked Committee members to prioritize the budget request items. The preferences are as follows: 1.) career counseling; 2.) technology for the classroom; 3.) health care for education professionals; 4.) attention to English language learners; 5.) mastery-based learning; and 6.) professional development.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 3:57 p.m.

Senator Dean M. Mortimer
Chair

LeAnn Mohr
Secretary

IDAHO STEM ACTION CENTER

Senate Education Committee Presentation
February 12, 2018

Dr. Angela Hemingway
Executive Director

Connecting STEM education and industry to ensure Idaho's long-term economic prosperity.

Engineering innovative STEM opportunities for educators, students, communities and industry to build a competitive Idaho workforce and economy.

Idaho STEM Action Center

Facts About Idaho Jobs

Idahoworks.gov has over 20,000 job opening with ~5,000 that are hard-to-fill, open for 90+ days

Idaho has the fastest population growth, the 3rd fastest job growth, and 2nd fastest tech sector growth

100% of Idaho industry believe employees should possess both technical and 21st century skills

Facts About Idaho Jobs

Within 20 years,
80% OF JOBS
will require skills in
TECHNOLOGY.

Idaho's tech sector is the second fastest growing in the nation at **6.3%.**

In Idaho, **STEM JOBS** are expected to grow
23% by 2024.

16 of the 20
FASTEST GROWING
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STEM Jobs in 2017

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If these **STEM JOBS** were filled, state tax revenues would **INCREASE BY NEARLY $24 MILLION.**

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(Idaho Code §67-823, §33-1633, and §33-4701)

- Support high-quality STEM and CS **professional development** for educators
- Distribute **grants** to students, educators, and communities
- Engage **industry** to support STEM/CS education outcomes
- Support student STEM and CS **competitions**
- Support STEM and CS **pilot projects**
- Serve as a **resource** center for instructional materials and best practices
- Support **traditionally underrepresented population** in STEM and CS
- Identify and recognize high quality **STEM Schools**
- **Work well with other** agencies and partners!

Legislated Goals of STEM AC

- **GOAL #1**: Coordinate & facilitate implementation of STEM programs throughout Idaho
- **GOAL #2**: Align education and workforce needs throughout Idaho
- **GOAL #3**: Increase awareness of STEM throughout Idaho

GOAL #1: Coordinate & facilitate implementation of STEM programs throughout Idaho

- **Professional Development** - High quality STEM/CS PD (next slide)
- **Grants**: PK12, CS Device, Camps, Competitions, Family/Career STEM Events, and Sponsorships
- **Camp Scholarships**: STEM, CS, and Coding

- **Competitions**: Next slide
- **Awareness Events**: Family Day at the Fair, STEM Matters Day at Capitol, and Hour of Code

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- Workforce Development Council, Apprenticeships, Internships, Mentorships
- Project-Based Virtual Mentorship Platform (slide later)

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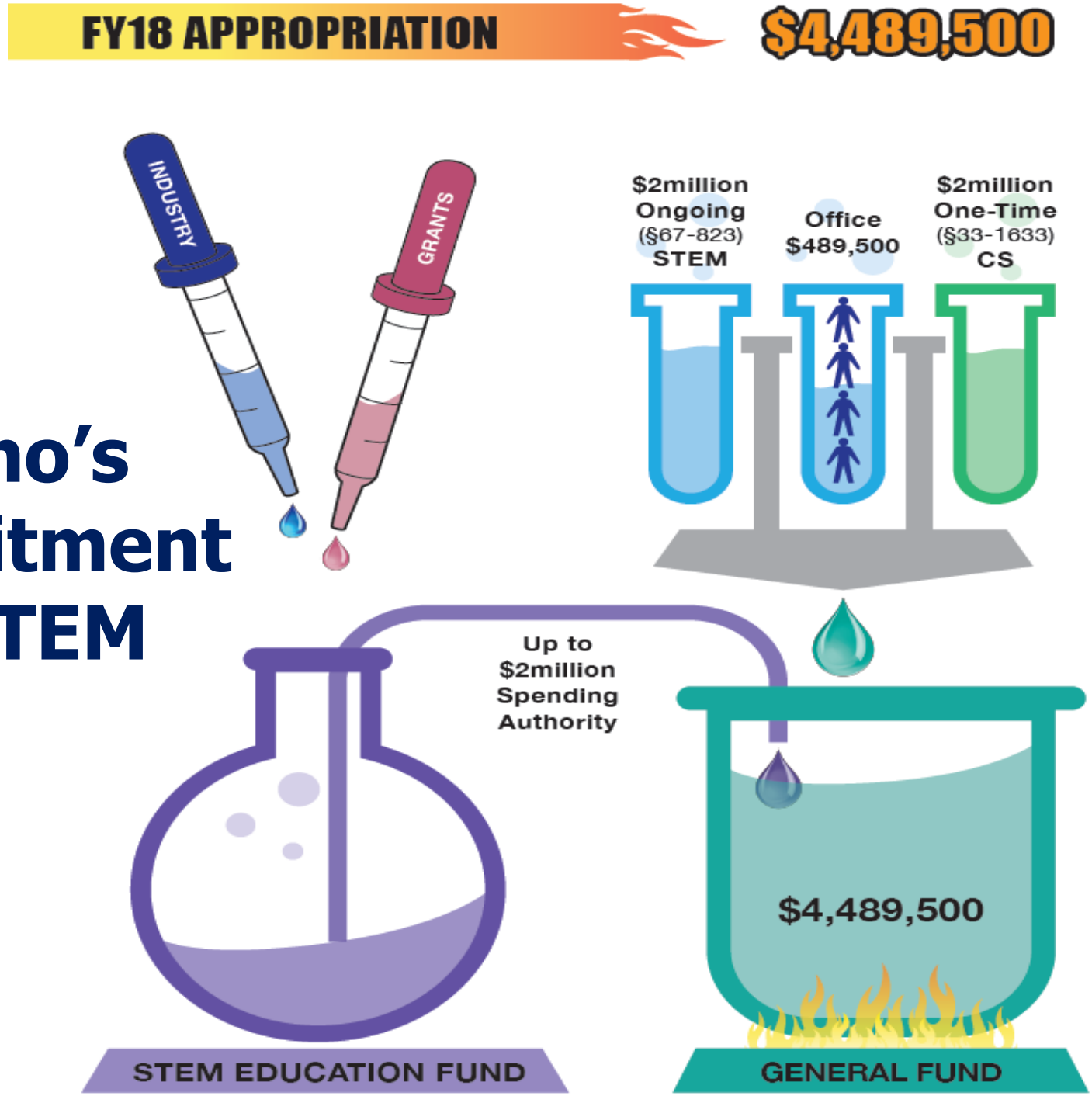
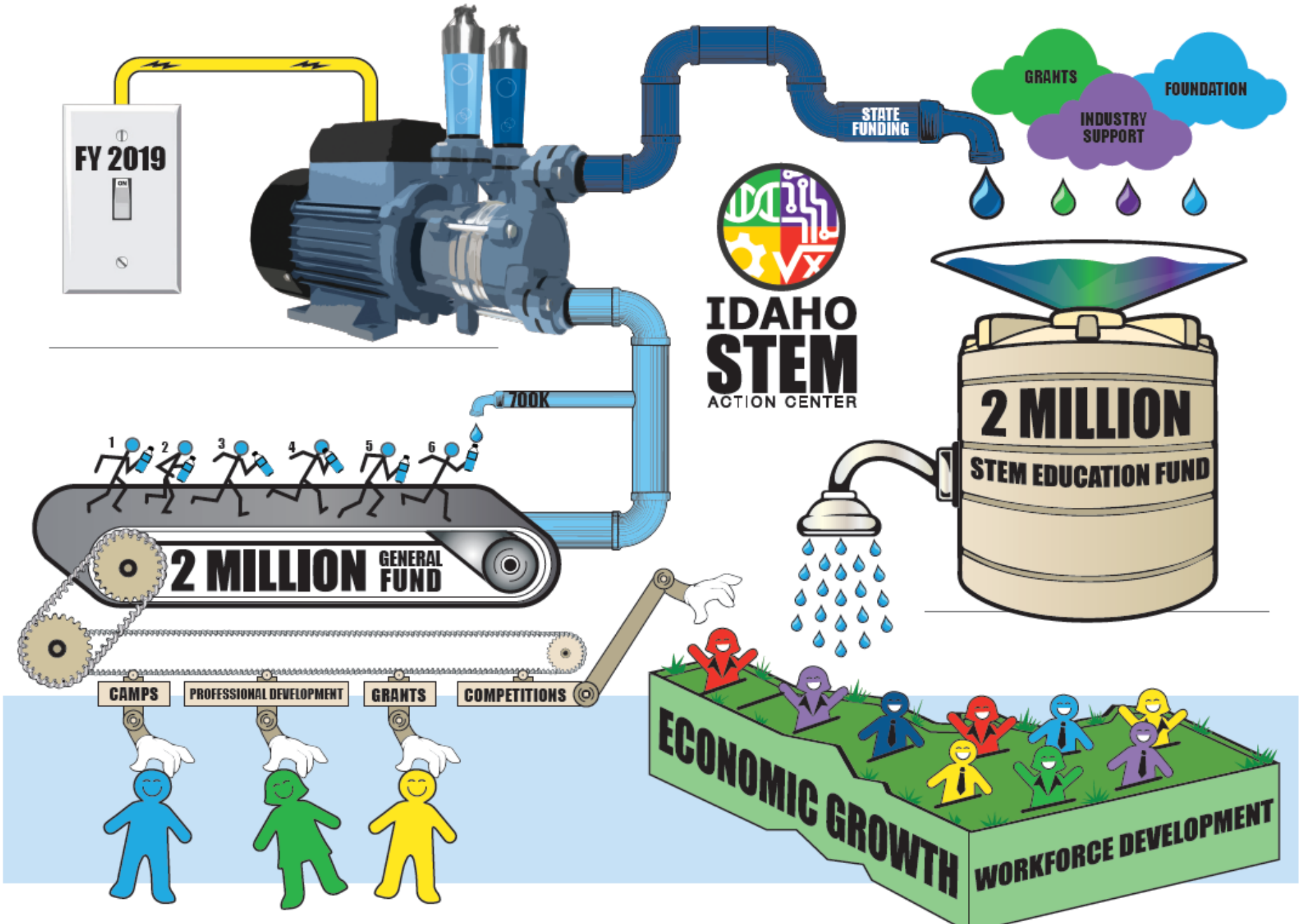
- Hour of Code, Code.org, and IDLA
- CS Co-Op, Higher Ed and Industry
- CS dual credit training
- Expansion of *I Do Code* CS teacher endorsement

Idaho's Commitment To STEM

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What is the STEM AC Foundation Role?

- Create 501c3/Foundation Status
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- Apply for Grants
- Raise awareness of the need for STEM education and opportunities

GOAL #2: Align education and workforce needs throughout Idaho

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- **In talks with Simplot, Clearwater, Verizon, Fluor, Switzer, etc.**

GOAL #2: Align education and workforce needs throughout Idaho

Top 5 Programs Donors are Choosing

- **Educator PD and Resources:** $305K
- **Camp Support:** $185K
- **Competitions:** $77K
- **Family STEM Events:** $11K
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Other funding sources: ESSA and STEM

- ESSA puts a greater emphasis on ensuring a **well-rounded education** and **ensuring equity.**

- **ESSA recognizes that:**
  - High-quality STEM education opportunities are essential to achieving both these goals
  - STEM learning opportunities and support for STEM teachers is very important
  - States need flexibility to set new policy and funding priorities, and they can do that to support STEM learning

In-Kind Total

- Over $1.1M as of February 1, 2018 (7 months)
- In the areas of judges, mentors, industry partnerships, awareness events, and media coverage

GOAL #3: Increase awareness of STEM throughout Idaho

- **Presentations**: Local, state, and national
- **Interviews** on radio, news, blogs, and magazines
- **Sponsorships of Key Events:** Hispanic Youth Conference, Inspire to Hire, IASA, ISBA, Super Conference, Western Idaho Fair, Gowen Thunder, Lights On Afterschool, etc.

- **Grants:** Family STEM Awareness and Career Awareness
- **National STEMx** Board Member
- **Governor's Designee** on Workforce Development Council

Data From Family STEM/Career Awareness Events

Students

- 36% increase in awareness of STEM careers
- 83% want to study STEM in post-secondary
- 95% say STEM is fun!

Parents

- 92% believe their community should invest more in STEM
- 99% would like their child to pursue a STEM career
- 98% want their child to have access to a mentor

Virtual, Project-Based, Statewide Mentorship Platform

- Focused on student projects, especially related to competitions
- Industry and higher ed support for educators whose students are working on projects that could benefit from additional outside-the-classroom support
- One of the most powerful tools for retention of students (especially females) in STEM is having a strong mentor
- Available NOW!
- https://mentorship.stem.idaho.gov/

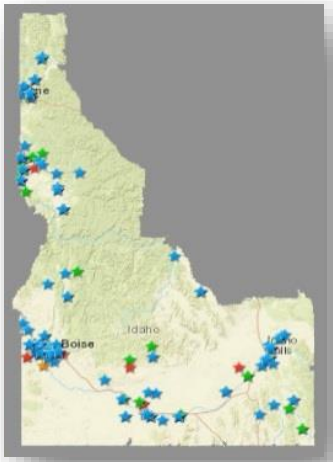
mentor

GOAL #3: Increase awareness of STEM throughout Idaho

Impact data map available:

- Map contains funding opportunities and legislative districts for all funded opportunities

Data Map Link



Other Impact Number

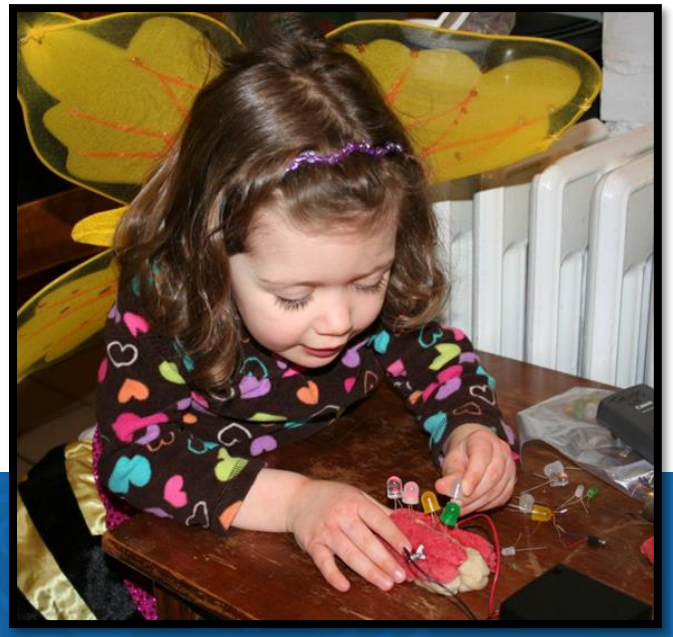
	FY16	FY17	FY18 (estimates)
Student Engagements	10,428	210,000	210,000+
Educator Engagements	1,200	4,800	5,000+
Community STEM Events	36	45	75+
Cash	$72,000	$205,000	$600,000
In-Kind (and cash equivalent)	Did not track	$662,000	$1,100,000+

Legislative Awareness Areas

- Connect us with mentors, judges, volunteers, and donors
- Two additional STEM Team Members: Financial Officer and Research Analyst
- STEM School Designation Rollout
- I Do Code, CS endorsement – 20 vs 14 credits?
- CS Co-Op at UI?
- Ask all secondary schools to offer CS in-person or online?
- CTE vs Academic Certification?
- CTE designation tied to course not teacher?

Stay In Touch!

- Visit our **Website**: STEM.Idaho.gov
- Like Us on **Facebook**!
- Follow Us On **Twitter** @IdahoSTEMAC
- Sign up for our monthly **e-newsletter**
- **Get Involved**



Contact Information

Dr. Angela Hemingway

-Executive Director

-STEM Action Center

-Executive Office of the Governor

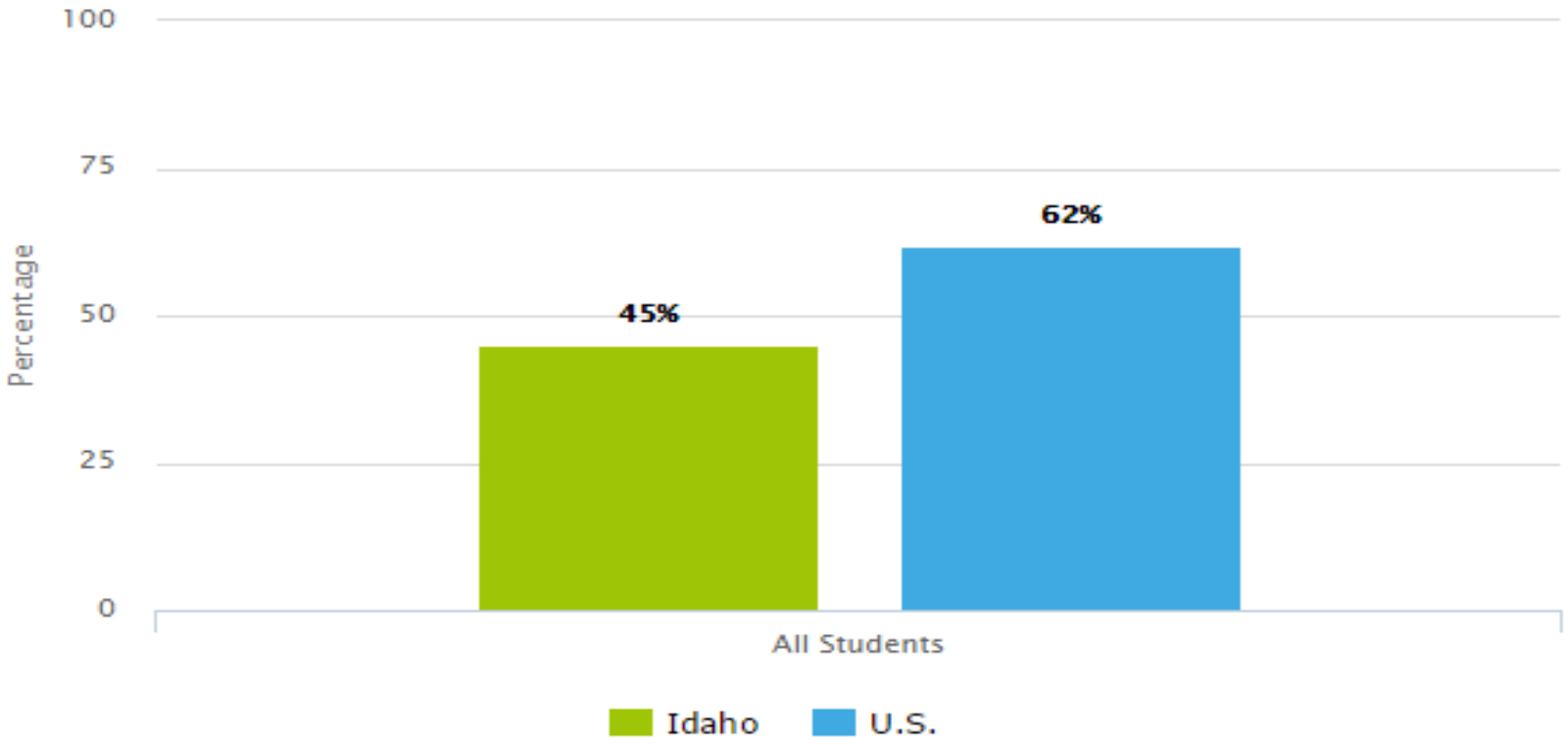
Phone: 208-332-1726

Email:
Angela.Hemingway@STEM.Idaho.gov

Questions? Ideas? Feedback? Suggestions? What are we missing?

Idaho Teachers Need Resources –

8th Grade Idaho Science Teachers who say they have <u>all or most</u> of the resources that they need

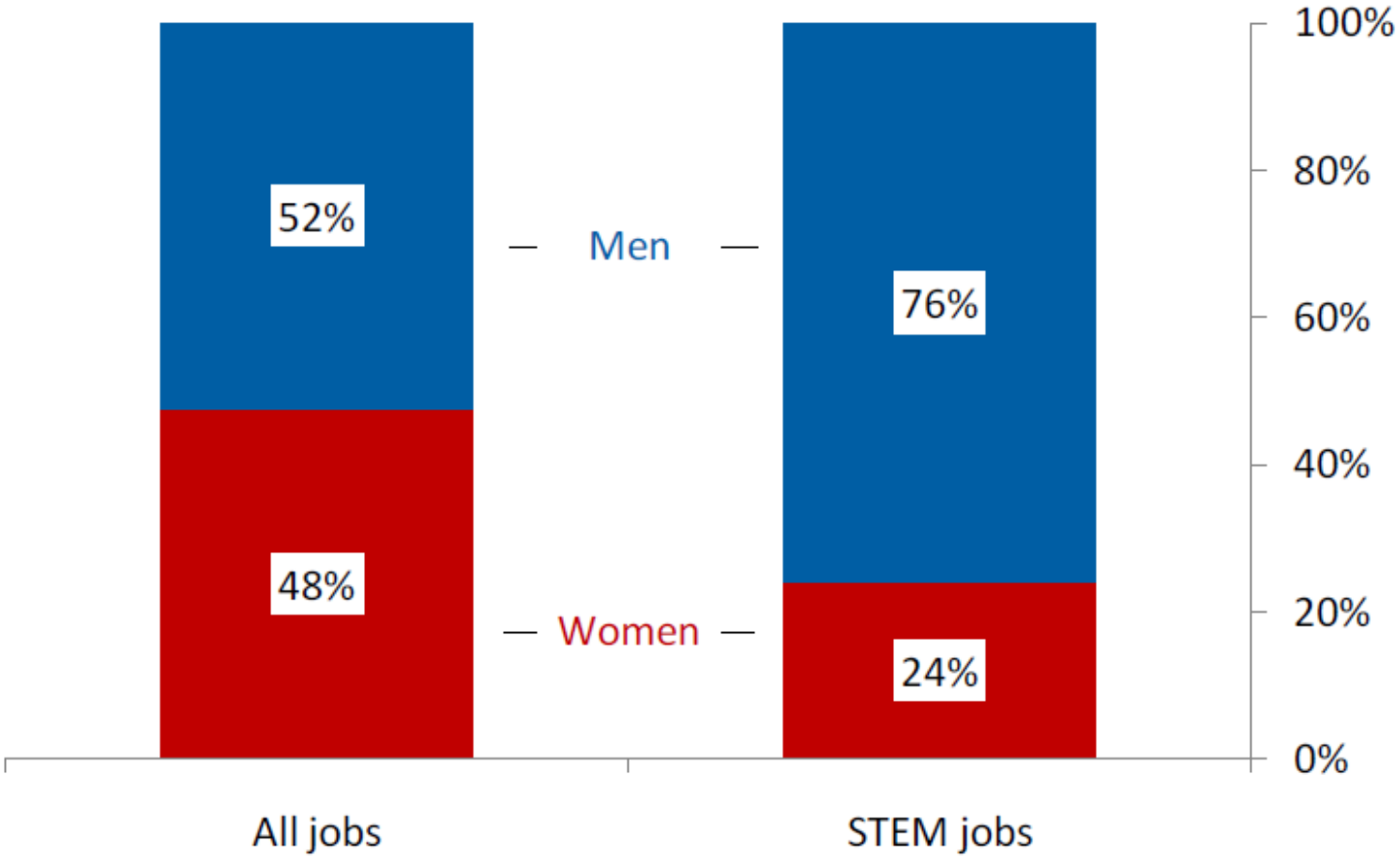


Source: U.S. Dept of Education, 2015

2017 Idaho AP Test Taking by Gender Calculus AB and Computer Sci	CALCULUS AB	CALC AB % Boys/Girls	COMPUTER SCIENCE PRINCIPLES	CSP % Boys/Girls	AP COMPUTER SCIENCE A	AP CS A % Boys/Girls
TOTAL	976	--	190		114	--
MALES	505	52%	127	67%	86	75%
FEMALES	471	48%	63	33%	28	25%

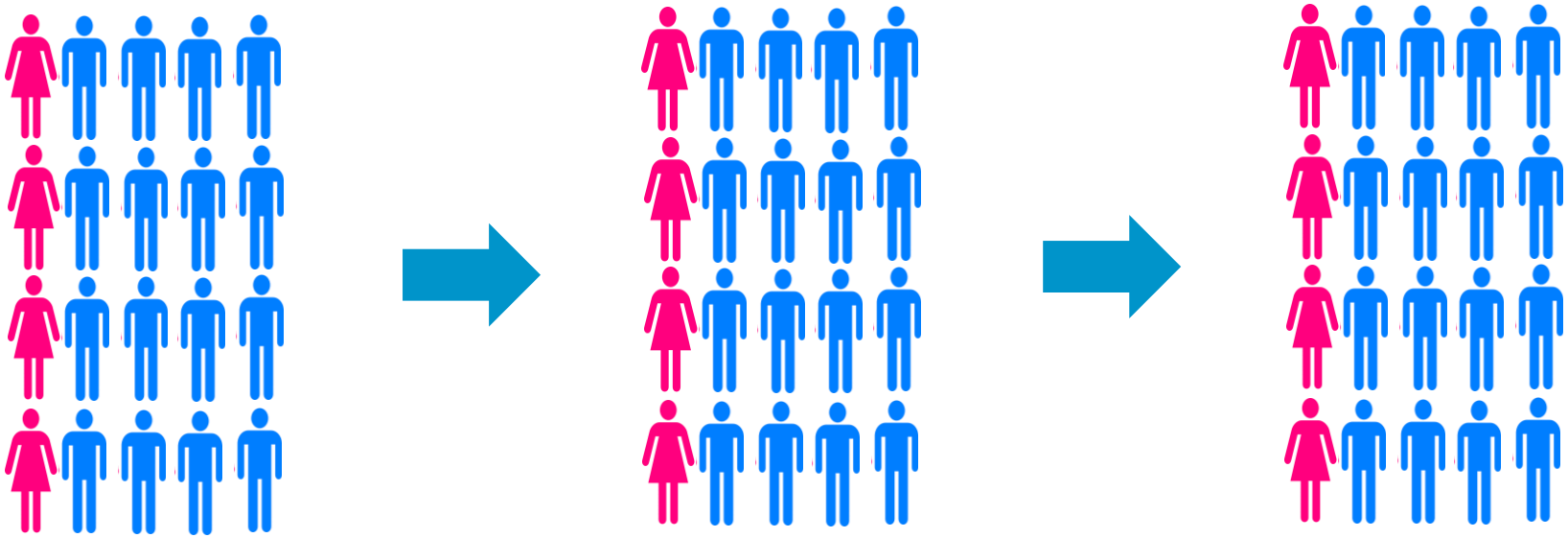
Source: Idaho State Board of Education

Percentage of Women and Men in ALL Jobs vs STEM Jobs



Source: ESA calculations from American Community Survey public-use microdata

The Diversity Issue Starts in K-12



High school computer science

University computer science

Software workforce

Women who try AP Computer Science in high school are ten times more likely to major in it in college, and Black and Hispanic students are seven times more likely.

Sources: College Board, National Center for Education Statistics, Bureau of Labor Statistics

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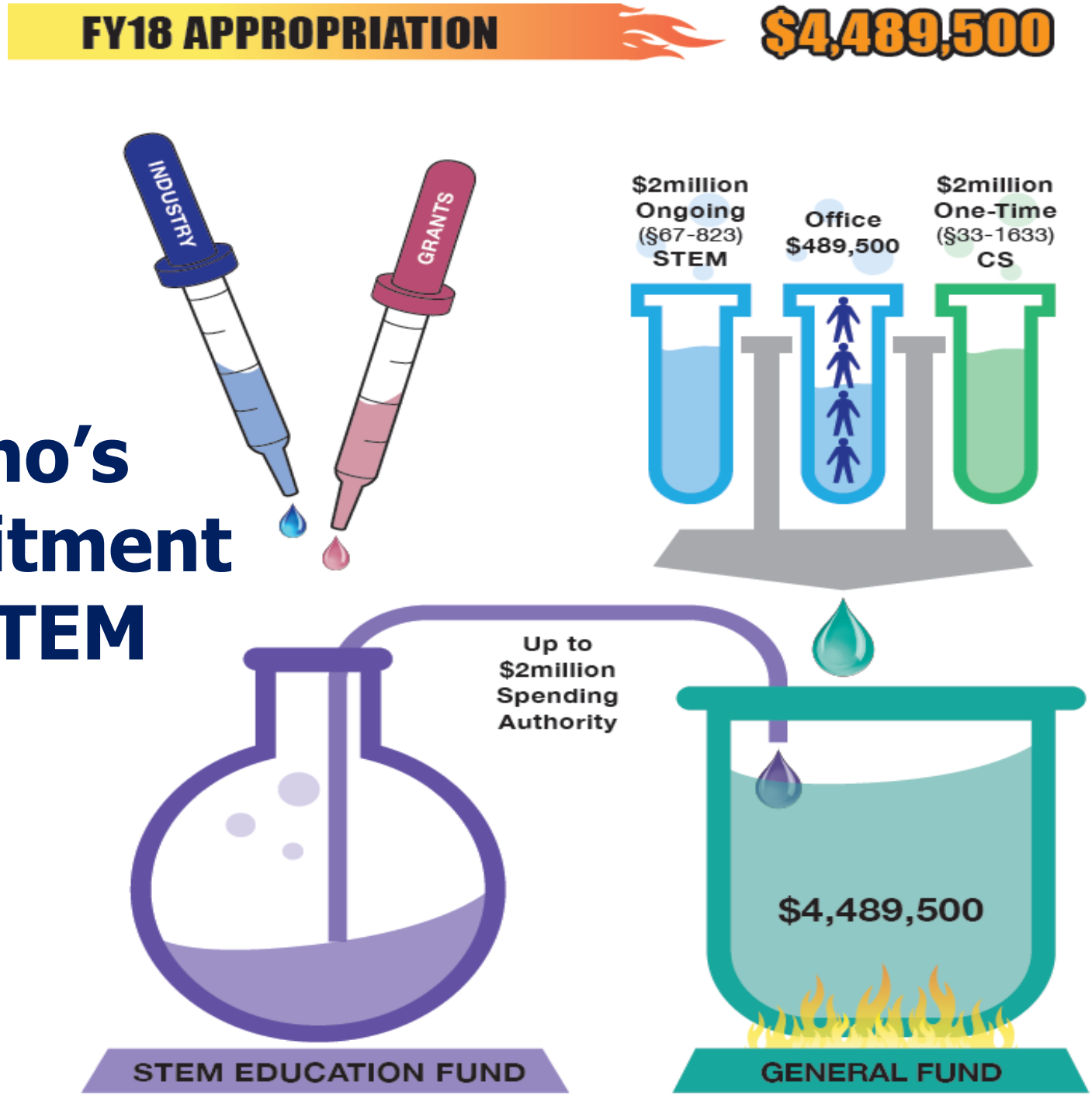

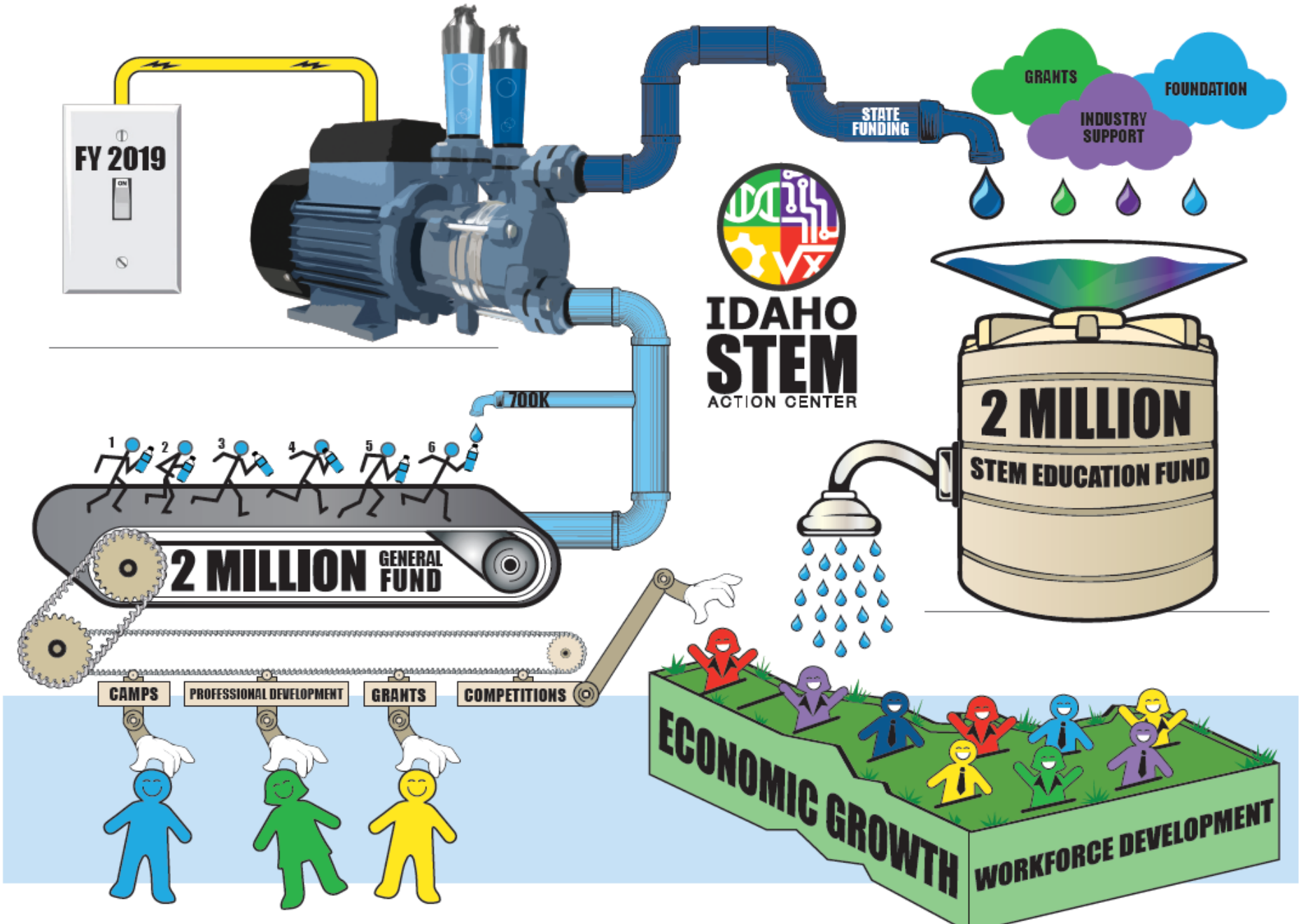
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- **Presentations**: Local, state, and national
- **Interviews** on radio, news, blogs, and magazines
- **Sponsorships of Key Events:** Hispanic Youth Conference, Inspire to Hire, IASA, ISBA, Super Conference, Western Idaho Fair, Gowen Thunder, Lights On Afterschool, etc.

- **Grants:** Family STEM Awareness and Career Awareness
- **National STEMx** Board Member
- **Governor's Designee** on Workforce Development Council

Data From Family STEM/Career Awareness Events

Students

- 36% increase in awareness of STEM careers
- 83% want to study STEM in post-secondary
- 95% say STEM is fun!

Parents

- 92% believe their community should invest more in STEM
- 99% would like their child to pursue a STEM career
- 98% want their child to have access to a mentor

Virtual, Project-Based, Statewide Mentorship Platform

- Focused on student projects, especially related to competitions
- Industry and higher ed support for educators whose students are working on projects that could benefit from additional outside-the-classroom support
- One of the most powerful tools for retention of students (especially females) in STEM is having a strong mentor
- Available NOW!
- https://mentorship.stem.idaho.gov/

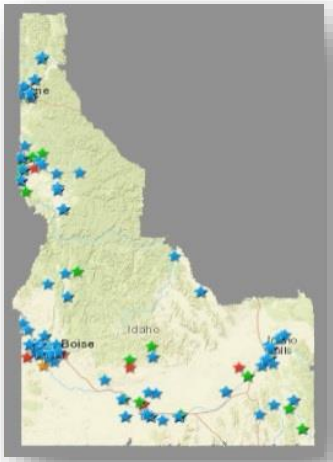
mentor

GOAL #3: Increase awareness of STEM throughout Idaho

Impact data map available:

- Map contains funding opportunities and legislative districts for all funded opportunities

Data Map Link



Other Impact Number

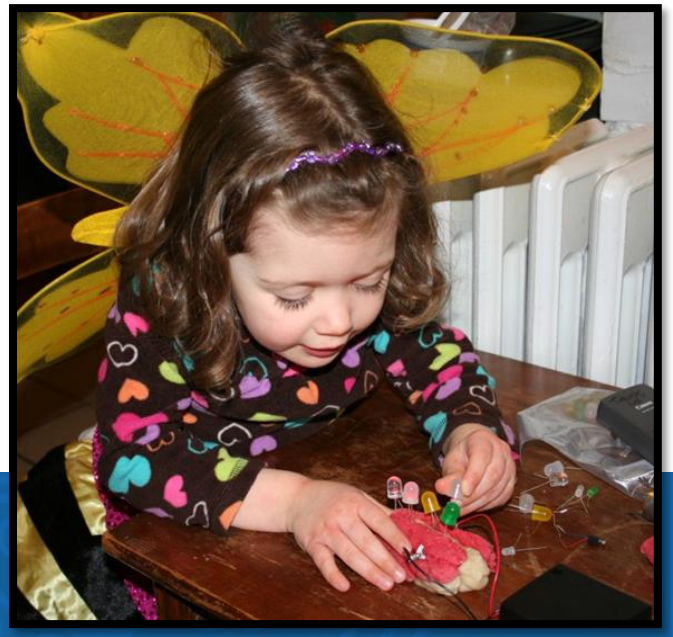
	FY16	FY17	FY18 (estimates)
Student Engagements	10,428	210,000	210,000+
Educator Engagements	1,200	4,800	5,000+
Community STEM Events	36	45	75+
Cash	$72,000	$205,000	$600,000
In-Kind (and cash equivalent)	Did not track	$662,000	$1,100,000+

Legislative Awareness Areas

- Connect us with mentors, judges, volunteers, and donors
- Two additional STEM Team Members: Financial Officer and Research Analyst
- STEM School Designation Rollout
- I Do Code, CS endorsement – 20 vs 14 credits?
- CS Co-Op at UI?
- Ask all secondary schools to offer CS in-person or online?
- CTE vs Academic Certification?
- CTE designation tied to course not teacher?

Stay In Touch!

- Visit our **Website**: STEM.Idaho.gov
- Like Us on **Facebook**!
- Follow Us On **Twitter** @IdahoSTEMAC
- Sign up for our monthly **e-newsletter**
- **Get Involved**



Contact Information

Dr. Angela Hemingway

-Executive Director

-STEM Action Center

-Executive Office of the Governor

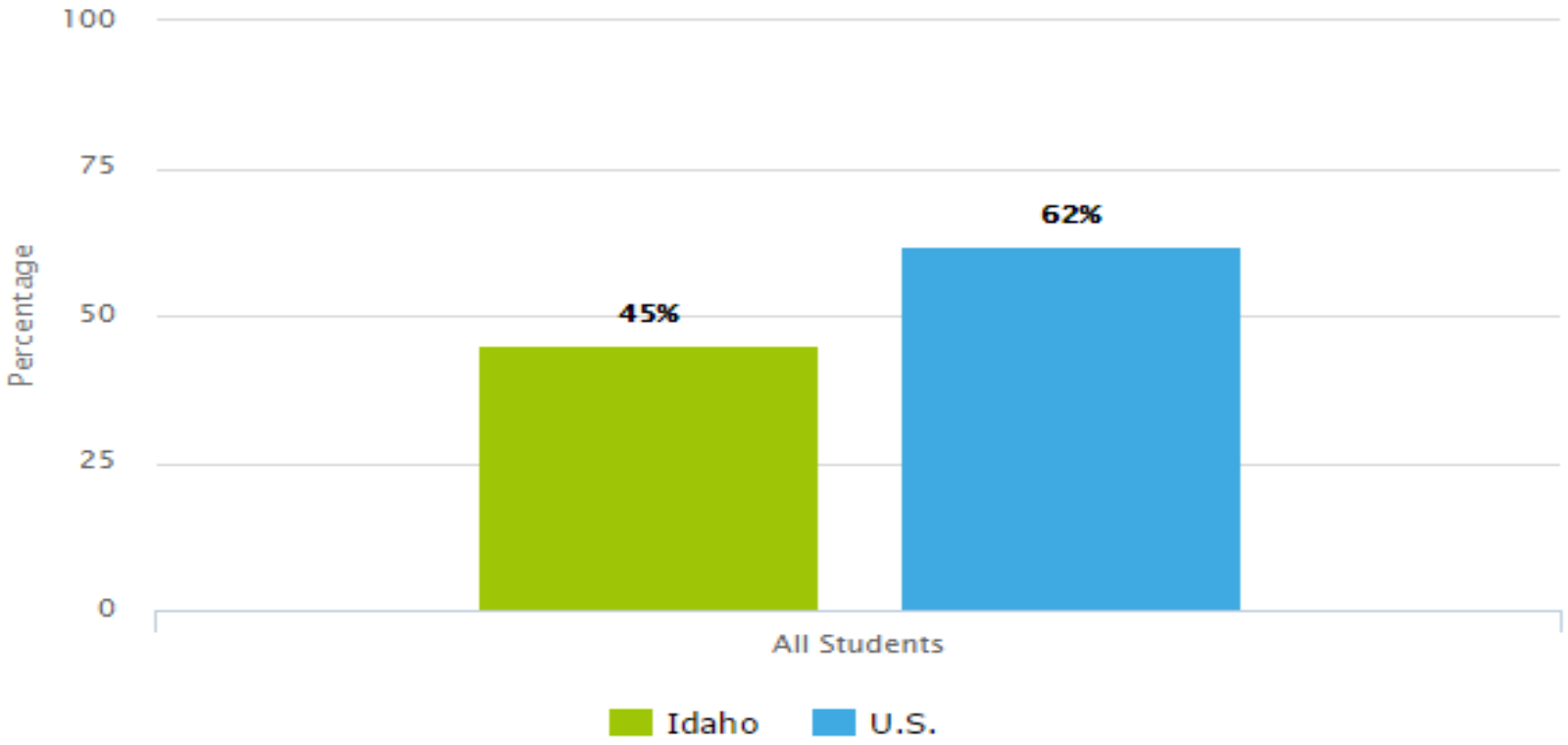
Phone: 208-332-1726

Email:
Angela.Hemingway@STEM.Idaho.gov

Questions? Ideas? Feedback? Suggestions? What are we missing?

Idaho Teachers Need Resources –

8th Grade Idaho Science Teachers who say they have <u>all or most</u> of the resources that they need

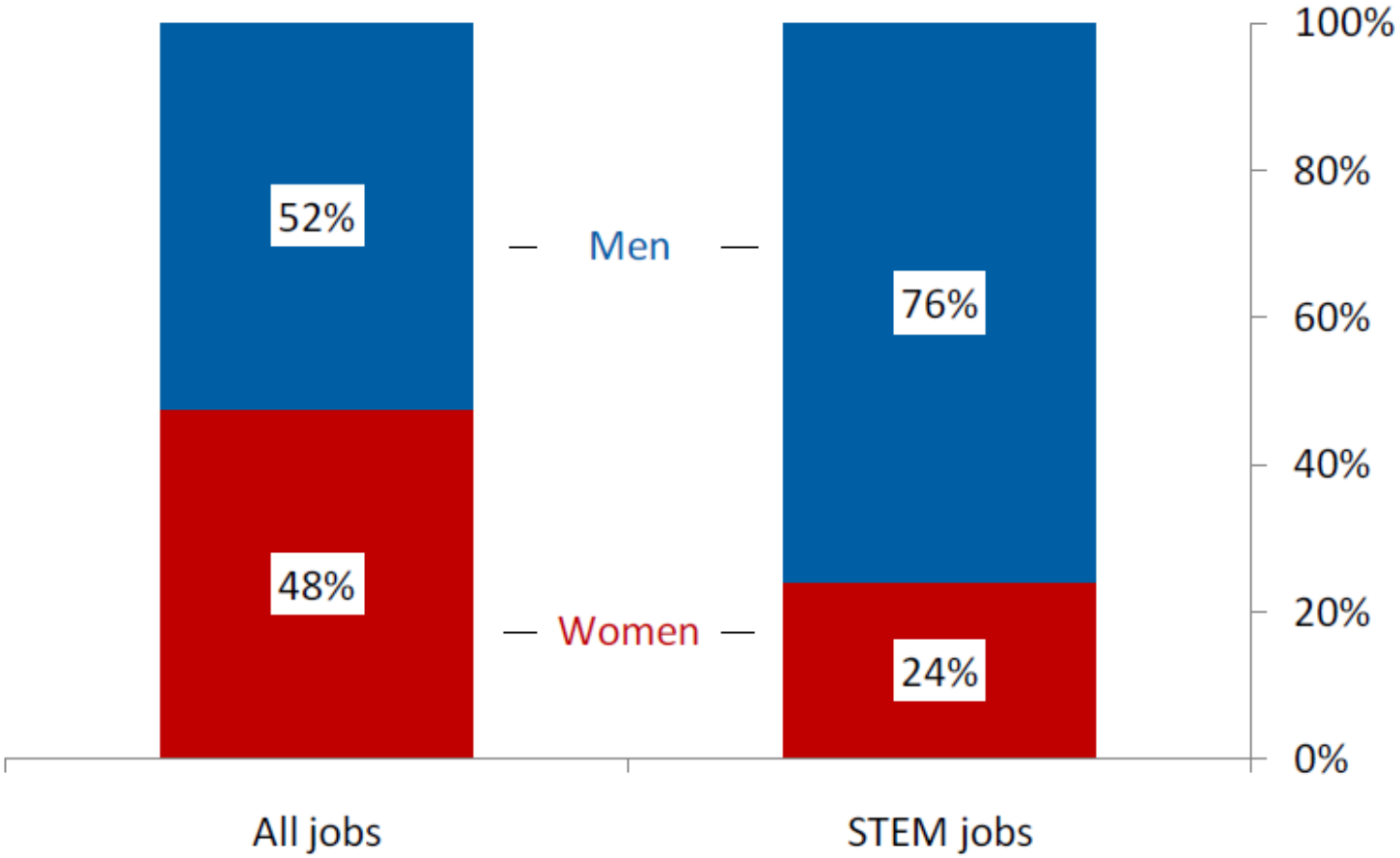


Source: U.S. Dept of Education, 2015

2017 Idaho AP Test Taking by Gender Calculus AB and Computer Sci	CALCULUS AB	CALC AB % Boys/Girls	COMPUTER SCIENCE PRINCIPLES	CSP % Boys/Girls	AP COMPUTER SCIENCE A	AP CS A % Boys/Girls
TOTAL	976	--	190		114	--
MALES	505	52%	127	67%	86	75%
FEMALES	471	48%	63	33%	28	25%

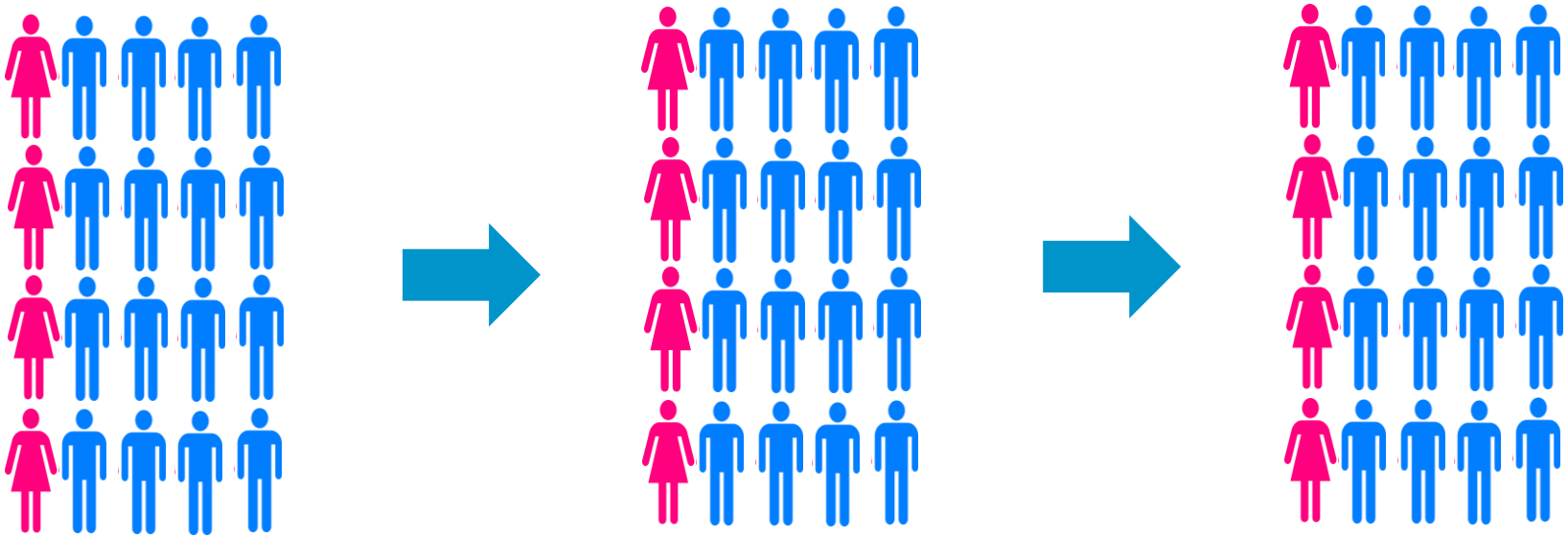
Source: Idaho State Board of Education

Percentage of Women and Men in ALL Jobs vs STEM Jobs



Source: ESA calculations from American Community Survey public-use microdata

The Diversity Issue Starts in K-12



High school computer science

University computer science

Software workforce

Women who try AP Computer Science in high school are ten times more likely to major in it in college, and Black and Hispanic students are seven times more likely.

Sources: College Board, National Center for Education Statistics, Bureau of Labor Statistics

AMENDED AGENDA #1

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Tuesday, February 13, 2018

SUBJECT	DESCRIPTION	PRESENTER
HCR 34	Stating Findings of the Legislature and Recognizing the Boundary County Library District as the Best Small Library in America in 2017	Senator Shawn Keough
S 1221	Relating to Higher Education; Amend Provide Certain Postsecondary Credits Shall Transfer	Tracie Bent, Chief Planning and Policy Officer, State Board of Education
H 366	Relating to Worker's Compensation; Amend and Revise Provisions Regarding Public Employment	Tracie Bent, Chief Planning and Policy Officer, State Board of Education
Presentation:	Work Force Development Day • Work Force Development Council • Career Technical Education • Department of Labor • Community Colleges	Wendy Secrist, Executive Director, Workforce Development Council

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 Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE:	Tuesday, February 13, 2018
TIME:	3:00 P.M.
PLACE:	Room WW55
MEMBERS PRESENT:	Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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.
HCR 34	**Stating Findings of the Legislature and Recoginizing the Boundary County Library District as the Best Small Library in America in 2017. Senator Shawn Keough,** presented **HCR 34** and stated the Boundary County Library (BCL) in Bonner's Ferry, Idaho was recognized by the *Library Journal* magazine as the "Best Small Library in America." She explained how the library has become the focal point of the community. Through its creative use of limited resources, the library offers a wide variety of programs and is an engaging environment for residents. She said this resolution honors the library for all it does. **Ann Joslin**, State Librarian, Idaho Commission for Libraries read a statement from Craig Anderson, current director of BCL. He stated they were honored to receive the recognition and thanked all who made it possible. **Ms. Joslin** credited Sandy Ashworth, former director of BCL, for developing the library's vision. She saw a need within her community to improve the technology skills of the residents, and actively worked to fulfill that need. **Ms. Joslin** stated the library continues to add value to its community and is deserving of the award and recognition. **John Thill**, Public Services Manager, Meridian Library District, spoke on behalf of Gretchen Caserotti, Director, Meridian Library District, who nominated BCL. He stated it is an honor be selected; the small library category is one of the largest categories which only selects one library each year. This is the first time a library in Idaho has won this award. **Senator Keough** stated she appreciated the Committee's time and the consideration given to the resolution. She remarked it honors a small-town library, which is representative of Idaho's libraries, and how hard they work.
MOTION:	**Senator Ward-Engelking** moved to send **HCR 34** to the floor with a **do pass** recommendation. **Senator Den Hartog** seconded the motion. The motion carried by **voice vote**.

S 1221 **Relating to Higher Education; Amend to Provide Certain Postsecondary Credits Shall Transfer**. **Tracie Bent**, Chief Planning and Policy Officer, Idaho State Board of Education (ISBE), presented **S 1221** and stated it adds a new section which mirrors current board policy; it also adds procedures regarding notifications to students and annual reporting on credits that transfer. She outlined the framework and noted section three as the new section. Subsection three states how credits transfer; subsection four states the requirements for transfer; and subsection five contains provisions requiring notifications to students.

Vice Chairman Thayn asked how Career Technical Education (CTE) degrees would transfer. **Ms. Bent** replied they could pursue a bachelor of applied science with their associate of applied science.

Vice Chairman Thayn inquired as to the nature of an associate of applied science degree. **Dr. Todd Schwartz**, Executive Vice President and Chief Academic Officer, College of Southern Idaho (CSI) replied it is applied learning.

TESTIMONY: **Senator Grant Burgoyne** District 16, remarked he is glad **S 1221** has reached this point, as it has been a two-year effort (Attachment 1).

MOTION: **Senator Ward-Engelking** moved to send **S 1221** to the floor with a **do pass** recommendation. **Senator Den Hartog** seconded the motion. The motion carried by **voice vote**.

H 366 **Relating to Worker's Compensation; Amend and Revise Provisions Regarding Public Employment.** **Tracie Bent**, Chief Planning and Policy Officer, Idaho State Board of Education (ISBE), presented **H 366** and stated it makes a minor amendment to Idaho Code § 72-205. The amendment proposes to add language that would require a postsecondary institution to cover a work study student if the employer has not covered the student with its own workers' compensation policy.

MOTION: **Senator Guthrie** moved to send **H 366** to the floor with a **do pass** recommendation. **Vice Chairman Thayn** seconded the motion. The motion carried by **voice vote**.

PRESENTATION: **Work Force Development Day.** **Wendy Secrist**, Executive Director, Idaho Workforce Development Council (WDC). **Ms. Secrist** introduced the presenters and gave an overview on Idaho's work-based learning initiative. She stated successful work toward collaboration amongst the agencies began in 2016 when the Idaho Department of Labor (IDOL) and Idaho Career and Technical Education (CTE) were awarded a $1.4 million grant. In 2017, the Governor's Workforce Development Task Force and Higher Education Task Force were created with a recommendation to invest in workforce-based learning (Attachment 1).

After comparing current practices with best practices, the two task forces developed a comprehensive, Statewide, strategic workforce development plan comprised of related recommendations. **Ms. Secrist** noted Idaho was selected to participate in the second cohort of the National Governor's Work-Based Learning Police Academy. This program helps to streamline decision making. Knowing their areas of focus, they analyzed their strengths and weaknesses, compared benefits and risks, then developed a vision and action plan.

Vice Chairman Thayn asked for insight into the spending across agencies for workforce development programs. **Ms. Secrist** replied they could provide follow-up information. **Senator Nonini** asked if the private sector is contributing. **Ms. Secrist** replied she believes the majority of the private sector contributes directly through the colleges.

Registered Apprenticeship Idaho. Melinda Smyser, Director, IDOL. **Ms. Smyser** stated apprenticeship programs are driven by a need for skilled workers with specific industry needs and hands-on skills. The apprenticeship program provides benefits to both the employers and employees. Seen as a viable solution to meet needs, non-traditional apprenticeships are being set-up in several industries. She remarked, since last year, the number of registered apprenticeships in the State has doubled (Attachment 2).

Vice Chairman Thayn asked for clarification regarding who is included in the count in the total number of registered apprentices. **John Russ**, Southwest Area Manager, IDOL, answered the number of registered apprentices include those individuals who are enrolled in a program and are connected to employment. **Vice Chairman Thayn** inquired as to the age groups. **Mr. Russ** replied they do not have a way to access that data at this time.

Mr. Russ asserted the apprenticeship program is the "gold standard" of workforce learning. For every dollar invested by employers in registered apprenticeships, they could expect a return of $1.47. The program gives employers an opportunity to train their workers to a specific standard while meeting an industry standard.

Chris Southard, Workforce Manager, St. Luke's Health System (St. Luke's) spoke about the apprenticeship program at St. Luke's. She remarked the new apprenticeship program started in January 2018 to fulfill a shortage for Certified Medical Assistants. The training takes approximately nine to twelve months and the apprentices are paid through a grant. She expressed gratitude for the program, as it is it allows the recruits to develop necessary skills through hands-on training (Attachment 3).

Vice Chairman Thayn asked about the ages of the apprentices. **Ms. Southard** said the age range varies; one participant is a recent high school graduate and some are in the 30-to-40-year old range.

Mr. Russ indicated the need to correct misunderstandings and miscommunications regarding the nature and purpose of an apprentice. He noted a need for greater communication, industry awareness, and a searchable database with system wide access.

Shelley Roberts, CEO, Idaho Rural Water Association, shared the Association's experience working with WDC, CTE, and IDOL in developing an apprenticeship program. Advancements in technology have increased the amount of skills needed in the field. She stated much of today's youth are not aware of the career opportunities available in water management. Apprenticeship programs help direct students into this career path and provide them with the necessary hands-on training.

Nanna Hanchett, Deputy Administrator, Idaho Division of Vocational Rehabilitation, stated they are a state-federal program that assists individuals with disabilities in attaining gainful employment. She related information regarding a paid summer work experience program they offer students. She stated the agency works closely with school districts and with the Idaho Educational Services for the Deaf and Blind to identify students and individuals who would like to receive the opportunity to work.

Senator Winder asked if their agency deals with Witco, Inc. **Ms. Hanchett** replied they are a provider of their services.

Dwight Johnson, State Administrator, CTE, stated their mission is to prepare youth and adults for high-skill and in demand careers. As such, they are pleased with the opportunity to collaborate with other agencies to expand work-based learning models through applied learning. He emphasized the importance of increasing the skill attainment of the current workforce through the acquisition of degrees, certifications, and industry credentials to meet the State's 60 percent goal.

Senator Den Hartog asked if apprenticeships lead toward a certificate so they can be counted toward the 60 percent goal. **Mr. Johnson** replied apprenticeships now count toward the 60 percent goal.

Marie Price, Director, Workforce Training and Community Education, North Idaho College (NIC), stated their focus is not only on access, but completion which leads to careers and living wage jobs. She discussed how workforce training was unique from traditional college courses, noting a steady increase in workforce training growth. Their regional focuses are on the healthcare, construction, and wood products-manufacturing industries.

Brandi Turnipseed, Executive Director Workforce Training Center, College of Southern Idaho (CSI), stated their regional focus is in the food processing and advanced manufacturing industries. Their current trends include business expansions, outreach and training programs.

Michelle Holt, Director Workforce Training Center, College of Eastern Idaho (CEI) remarked how the Idaho National Laboratory (INL) has a large impact on their region. There has been a slow, yet steady increase in apprenticeships and customized contract training. Industries with a driving need are healthcare, advanced manufacturing, and construction. Rural outreach programs continue to be a challenge.

Christi Rood, Executive Director, College of Western Idaho (CWI), stated their regional focus is in the HVAC, electrical, plumbing, and manufacturing industries. She noted a shortage of nursing assistants in the healthcare industry. Their current trends include increasing engagement with regional economic development agencies and scaling programs for demand and growth. She stated they plan on doing more industry outreach and noted how, overall, the workforce centers collaborate well across the State.

Chairman Mortimer asked for clarification on what is counted toward the 60 percent goal in regards to workforce training. **Ms. Rood** replied those programs which are nine months or longer in length.

Trent Clark, Chairman, WDC, commented how workforce development was unique not only in the political area via consensus between parties, but in varied groups as well. He concluded by emphasizing the importance of deploying rural outreach programs.

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

Senator Dean M. Mortimer
Chair

LeAnn Mohr
Secretary

Diane James
Assistant Secretary

Idaho's Work-Based Learning Initiative
February 13, 2018

Today's Presentation

- Overview and NGA Work-Based Learning Policy Academy
  Wendi Secrist, Idaho Workforce Development Council
- ApprenticeshipIdaho
  John Russ, Idaho Department of Labor
  - Chris Southard, St. Luke's Health System
  - Shellie Roberts, Idaho Rural Water Association
- Work-Based Learning Experience & On-the-Job Training
  Nanna Hanchett, Idaho Division of Vocational Rehabilitation
- CTE & the Workforce Training Centers
  - Dwight Johnson, Idaho Career & Technical Education
  - Marie Price, North Idaho College
  - Christi Rood, College of Western Idaho
  - Brandi Turnipseed, College of Southern Idaho
  - Michelle Holt, College of Eastern Idaho
- Other WBL Partners
- Next Steps
  Trent Clark, Chairman, Idaho Workforce Development Council

Working toward Collaboration

Catalysts

2015

- Idaho Department of Labor and Idaho Career & Technical Education apply for ApprenticeshipUSA Grant – unsuccessful

2016

- Idaho Department of Labor and Idaho Career & Technical Education apply for ApprenticeshipUSA Grant - $1.4m award

2017

- Governor's Workforce Development Task Force & Higher Education Task Force
- NGA Work-Based Learning Policy Academy

Governor's Workforce Development Task Force

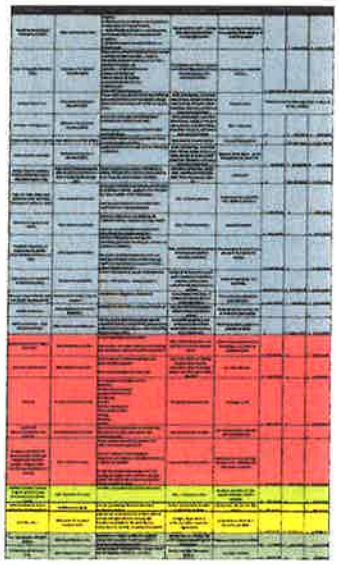
Mission

"Examine ways to improve Idaho's funding and delivery of training programs to meet our state's growing demand for skilled workers."

- Review current delivery system
- Look at best practices
- Recommend what is likely to work in Idaho

Governor's Workforce Development Taskforce

State & Federal Investment in Workforce Development Programs



Current snapshot:

24 programs in
8 agencies, spending
over $161 million

Governor's Workforce Development Taskforce

Related Recommendations

Comprehensive Statewide Strategic Workforce Development Plan		
Workforce Development Council led initiatives	State Board of Education led initiatives	Idaho Career & Technical Education led initiatives
Empower an industry-led Workforce Development Council	Connect education to careers	Invest in Idaho's Workforce Training Centers
Establish a sustainable funding mechanism for the Workforce Development Training Fund	Strengthen career advising	Increase workforce readiness skill development in K-12
Public outreach/engagement to increase career awareness and connection to training		Expand CTE Programs
Increase apprenticeships		

Governor's Higher Education Task Force

Related Recommendations

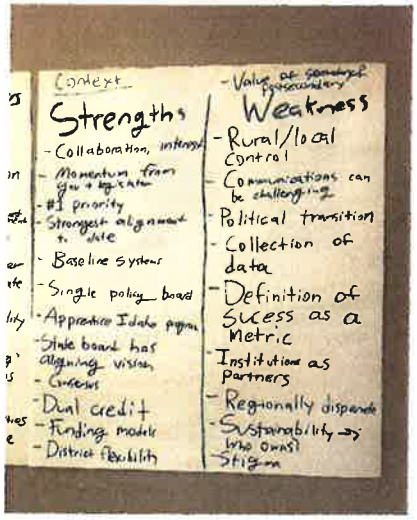
- Restate the 60% Goal
- Guided Pathways
- Competency Based System
- Partner with Industry
- Workforce Training towards Degree or Certificate Completion

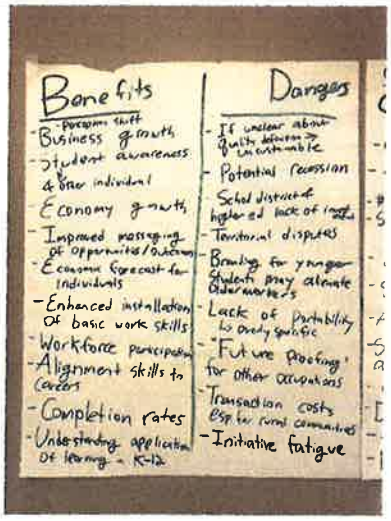
National Governors Association

Work-Based Learning Policy Academy

- Develop strategies to scale work-based learning opportunities that connect youth and young adults ages 16-29 ("young adults") with elevated-skills career opportunities that require knowledge in science, technology, engineering, and math (STEM) in STEM-intensive industries including advanced manufacturing, health care, energy, and information technology.
- Focus Areas
  - Vision & Communication
  - Data & Measurement
  - Resources & Policy
- Cross Agency Collaboration
  - WDC, OSBE, SDE, ICTE, Commerce, IDOL, STEM Action Center, IDVR, IDHW

SWOT Analysis





Vision Components

- Value all pathways to careers – a work-based learning pathway is equally as important as a traditional academic pathway (need to be cautious and not create a sense of competition between universities or imply that this initiative will "take" students away).
- Inclusivity – for people with disabilities, TANF/SNAP participants, etc. Need to be thoughtful of access as models are developed.
- Provide replicable models to speed up development time. Make it easy for local industry and schools.
- Address perceptions (parents, teachers, counselors) that WBL is for students who aren't "college material".
- Integrate WBL into content standards, across academic and technical programs.

Action Plan

IDAHO

Inventory | Design Resources | Analysis | High Quality Pathways | Outreach

Why Work-Based Learning?

- Connects education to careers
- Critical component to meet 60% goal
- Cost effective for Idahoans and our employers

ApprenticeshipIdaho

Melinda Smyser, Director
John Russ, Area Manager

IDAHO DEPT. OF LABOR

ApprenticeshipIdaho: Then & Now

	Nov 2016	Jan 2018
# of Registered Apprentices	984	1,434
# of Business Engaged	0	500
# of New Programs Created	0	47
# of Companies with Programs	103	245

IDAHO DEPT. OF LABOR

ApprenticeshipIdaho: Our Vision

Create apprenticeship programs
for Idaho businesses
seeking a skilled labor force.

IDAHO
DEPT. OF LABOR
ApprenticeshipIdaho: Why?
• $1.47 ROI for every $1 invested
• Customized training
• Increased employee productivity and morale
• Cost savings for business

IDAHO
DEPT. OF LABOR
ApprenticeshipIdaho: Results
• 400 Employers
• 42% Increase in Registered Apprenticeships
• Successes
• Mini Cassia School to Registered Apprenticeships
• St. Luke's
• Idaho Forest Group
• St. Maries
• Idaho Power
• Figure 8 Investments
• Information Security Professionals
• Stevens – Henegar College

IDAHO DEPT. OF LABOR

ApprenticeshipIdaho: Lessons Learned

- Greater Communication, Collaboration and Teamwork
- Greater Industry Awareness
- Industry-Led Programs
- Single Source of Apprenticeship Information w/ System-wide Access

IDAHO DEPT. OF LABOR

ApprenticeshipIdaho: Next Steps

- Searchable Database of Idaho Apprenticeship Opportunities
- "How To" Model for Industry, Education
- Embed Apprenticeships in Training / Education Curriculum
- Identify Incentives and Financial Resources
- Increase Public Awareness of Apprenticeships

VR is a state-federal program whose goal is to assist people with disabilities prepare for, secure, retain or regain employment

Our Vision

Your success at work means our work is a success.

Our Mission

Preparing individuals with disabilities for employment and community enrichment.

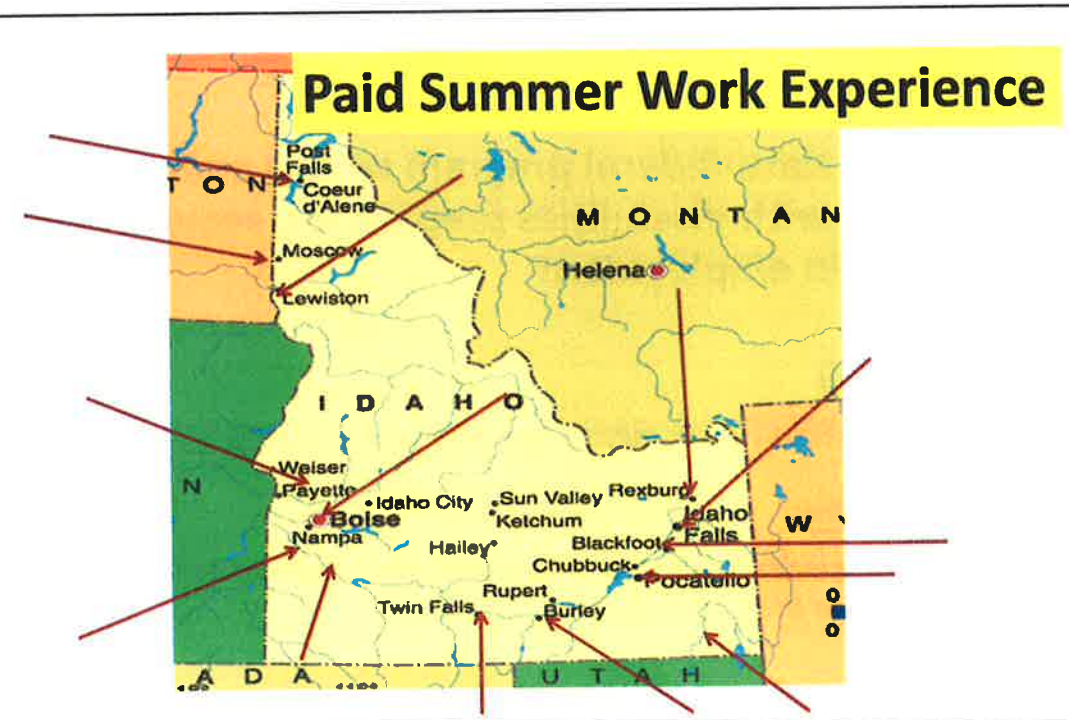
Idaho Division of Vocational Rehabilitation

Paid Summer Work Experience:

- For students with disabilities
- Approximately 300 students
- Spent Approximately $1,000,000

Idaho Educational Services with the Deaf and Blind Paid Summer Work Experience:

- For students who are deaf or hard of hearing
- Approximately 25 students
- Spent Approximately $75,000 (included all interpreting services)



Idaho Division of Vocational Rehabilitation

Idaho Parent Unlimited Work of Art Program

- Students with disabilities using an internship model create an original piece of art under the guidance of a professional teaching artist for a local corporation
- Approximately 15 students
- Spent Approximately $15,000

On-The-Job Training

- Youth and adults with disabilities participate in on-the job training
- Approximately 57 individuals
- Spent Approximately $165,000

We prepare Idaho's youth and adults for high-skill, in-demand careers.

IDAHO Career & Technical Education

Idaho Community Colleges
Workforce Training Centers

We prepare Idaho's youth and adults for high-skill, in-demand careers.

IDAHO Career & Technical Education

Idaho's Workforce Training Centers

- North Idaho College
- Lewis-Clark State College
- College of Western Idaho
- College of Southern Idaho
- College of Eastern Idaho
- Idaho State University

We prepare Idaho's youth and adults for high-skill, in-demand careers.

IDAHO Career & Technical Education

Workforce Training Characteristics

- Short term, non-credit
- Industry driven
- Certificates & industry recognized credentials
- Primarily student/employer funded
- Open enrollment or Contract training
- Flexible, customizable classes
- Competency based

We prepare Idaho's youth and adults for high-skill, in-demand careers.

IDAHO Career & Technical Education

Idaho's Workforce Training Centers provide, coordinate & support:

- Customized training
- Occupational upgrade training
- Related instruction for apprentices
- Retraining of workers who have lost their jobs
- Economic development projects

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We prepare Idaho's youth and adults for high-skill, in-demand careers.

IDAHO Career & Technical Education

Workforce Training Allows Students to

- Quickly gain employment skills
- Retrain for new opportunities
- Career Advancement

North Idaho College

Regional Focus-Healthcare & Construction

Health Career Pathways

WDTF Industry Sector grant
Advanced CNA credentials
125 trained, wage advancement

Construction

Electrical, Plumbing and HVAC apprenticeship
105% growth in enrollment Fy15-18

Safety Fest: Free safety training

Wood Products Manufacturing

WDTF Industry Sector Grant

Phase 1: Wood Products Center of Excellence

135 participants trained in:

- Manufacturing Automation (PLC), Log Scaling, Saw Filing

Phase 2: Expand to Region 2

171 trained in year 1 – 42 registered apprentices

- Millwright, boiler operator, electrician

North Idaho College
What's On the Horizon

North Idaho College
Workforce Training Center

Healthcare

Information Technology

Manufacturing

Registered Apprenticeship

Apprenticeship IDAHO apprenticeshipidaho.com

SKILL STREET

CSI

WORKFORCE TRAINING CENTER REGIONAL FOCUS

Chobani®

McCain

ADM

High Desert Milk

Jayco

Commercial Creamery Company

Fabri-Kal
EXPERIENCE A BETTER PACKAGE.

CLIF

Apprenticeship IDAHO apprenticeshipidaho.com

CURRENT TRENDS

- WDTF Projects- Business Expansions
- Community Connections & Outreach
- Talent Shortage= Business investment for training & retention
- Grow your Own – Leadership Training Programs
- Apprenticeship- STRAP Programs

Photo Credit: Times-News

WHAT'S ON THE HORIZON

- New Apprenticeship Programs
- Business Operations- IT Infrastructure
- Collaboration with Credit/Degree Programs
- Custom & Short Term Training

Photo Credit: Times-News

College of Eastern Idaho - Regional Focus

- **Idaho National Laboratory**
  - ES&H & MS Software Training Contracts
  - 7 full time CEI employees, 6,500+ students & 2,300+ classes, 30 topics
- **Apprenticeship – Registered & Traditional**
  - 240 HVAC, Electrical & Plumbing Interns, 10% increase over FY16/17
  - 3 finalized Registered Apprenticeships/10 in development
- **Customized Contract Training**
  - 25% increase in contract revenue YTD, 9 new contract employers
- **Rural Outreach Programs**
  - 9 county region – Bonneville, Butte, Clark, Custer, Fremont, Jefferson, Lemhi & Madison
  - 3 Designated Outreach Centers - Driggs, Salmon, St. Anthony/Rexburg

College of Eastern Idaho

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College of Eastern Idaho - Current Trends

- EITC/CEI Transition
  - Increased Enrollment – 33% increase in WFT registration last semester
  - Increased Opportunities – BEA, Fluor, Homeland Security, communiti & employers
- Low Unemployment Driving Employer Interest
- Healthcare Staffing Shortage vs. Healthcare Expansion
  - Mountain View Hospital new ER means 250 new nurses & support staff
  - EIRMC has standing need annually for 60 nurses
- Major construction/manufacturing contracts mean workforce winners and losers
  - $1.6B Naval Reactors Spent Fuel Facility means 360+ construction jobs, subcontracts
  - INL Cyber Core & C3 Supercomputing buildings
  - Understaffed local construction employers will be impacted, driving interest in skilled labor training opportunities

College of Eastern Idaho

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College of Eastern Idaho – What's on the Horizon?

Challenges

- Establishment of Operations
- Rural Outreach Equipment Intensive Programs

Opportunities

Idaho National Laboratory

- Automation Control Specialist
- Nuclear Technician
- LEAN Thinking
- Homeland Security Cyber Education Program
- Leadership/First Time Manager
- Project Management

Healthcare

- OR Nurse
- CNA Expansion Skills
- Medical Assisting
- Coding/Billing
- Pharmacy Tech

Advanced Manufacturing

- Welding/Fabrication
- Maintenance Technician

Construction/Trades

- Site Superintendent
- Basic Construction
- Drafting

College of Eastern Idaho

36

College of Western Idaho – Regional Focus

- Apprenticeship – HVAC, Electrical, Plumbing
- Manufacturing – Welding, Drafting & Mechatronics
- Healthcare

CWI College of Western Idaho

College of Western Idaho – Current Trends

- Scaling programs for demand and growth
- Connecting WTC to career networks and job boards
- Growing registered apprenticeships
- Increasing engagement with regional economic development agencies

HEARTLAND

Saint Alphonsus

GoGo SQUEEZ

KENWORTH

St Luke's

CWI College of Western Idaho

College of Western Idaho – What's on the Horizon

- Short-term technology sector training
- Nursing assistant shortage
- Connections between credit and non-credit programs
- Industry outreach

CWI College of Western Idaho

We prepare Idaho's youth and adults for high-skill, in-demand careers.

IDAHO Career & Technical Education

Workforce Training Centers Collaboration

- Curriculum Sharing
- Best Practices
- SkillStack Development
- Quarterly Collaborative Meetings
- Acknowledge Regional Areas of Expertise
- Active participation with WDC

"Doing what's best to support our employers and industries is the most important thing."

We prepare Idaho's youth and adults for high-skill, in-demand careers.

IDAHO Career & Technical Education

Workforce Training Centers Shared Challenges

- Adequate staffing for industry/employer outreach
- Student funding options
- Common approach to competency
- Credit for prior learning & experience
- Balance of facilities & lab access with credit programs

Next Steps

2018

- Support the Workforce Development Council legislation (H 432)
- Support CTE Expansion Initiatives including Workforce Training Center Appropriations
- Support Rural Education Support Networks

State Board of Education Commitment to Work-Based Learning

- Idaho's 60% Attainment Goal
- Recommendations from the Governor's Task Forces on Higher Education and Workforce Development

Efforts include:

Developing flexible *and engaging* academic and CTE pathways ("K thru Career")

Conducting research and data collection in partnership with agencies and institutions

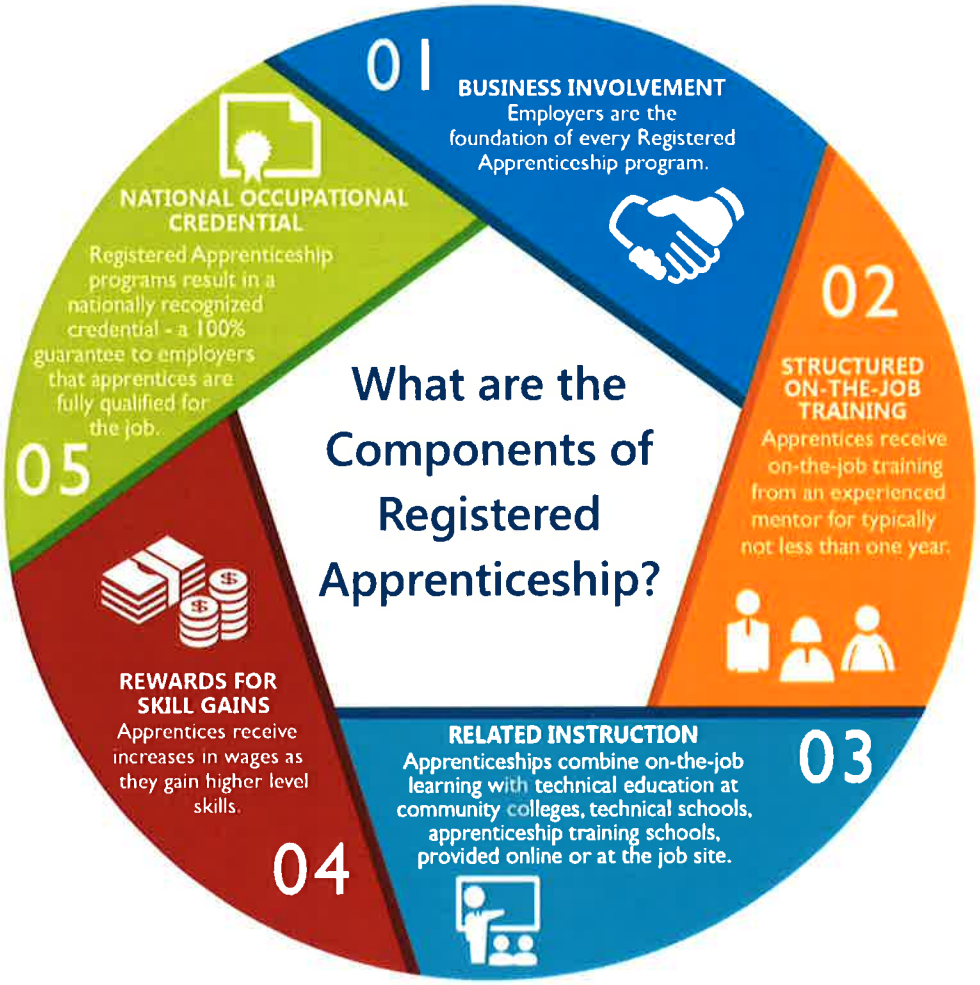
Improving the agility and transferability of WBL experience across Idaho's higher education system

Apprenticeship Idaho: How

IDAHO DEPT. OF LABOR

IDAHO Career & Technical Education

- Funded by $1.4 million U.S. Department of Labor Grant
- Industry, Education, State Partnership
- Goals
  - Increase Registered Apprenticeship Opportunities
  - Engage Business, Education and Workforce Training Providers
  - Create Better Opportunities for Underserved / Low Income Populations
  - Expand Apprenticeships to Non-Traditional Industries



At no cost to your organization, an Apprenticeship Specialist will work with you and other partners to:

- Explain the registered apprenticeship training model.
- Identify existing models for your occupations of interest.
- Connect you with appropriate resources to assist with your program.
- Connect you with experts to draw up your Standards and Training & Education outline based upon your input.
- Assist you with program updates as your workforce needs evolve.

ApprenticeshipIdaho is fully funded by a $1.4 million grant from the U.S. Department of Labor.

Idaho Department of Labor | labor.idaho.gov | A proud partner of the americanjobcenter network

The Idaho Department of Labor is an equal opportunity employer and service provider. Reasonable accommodations are available upon request. Dial 711 for Idaho Relay Service.

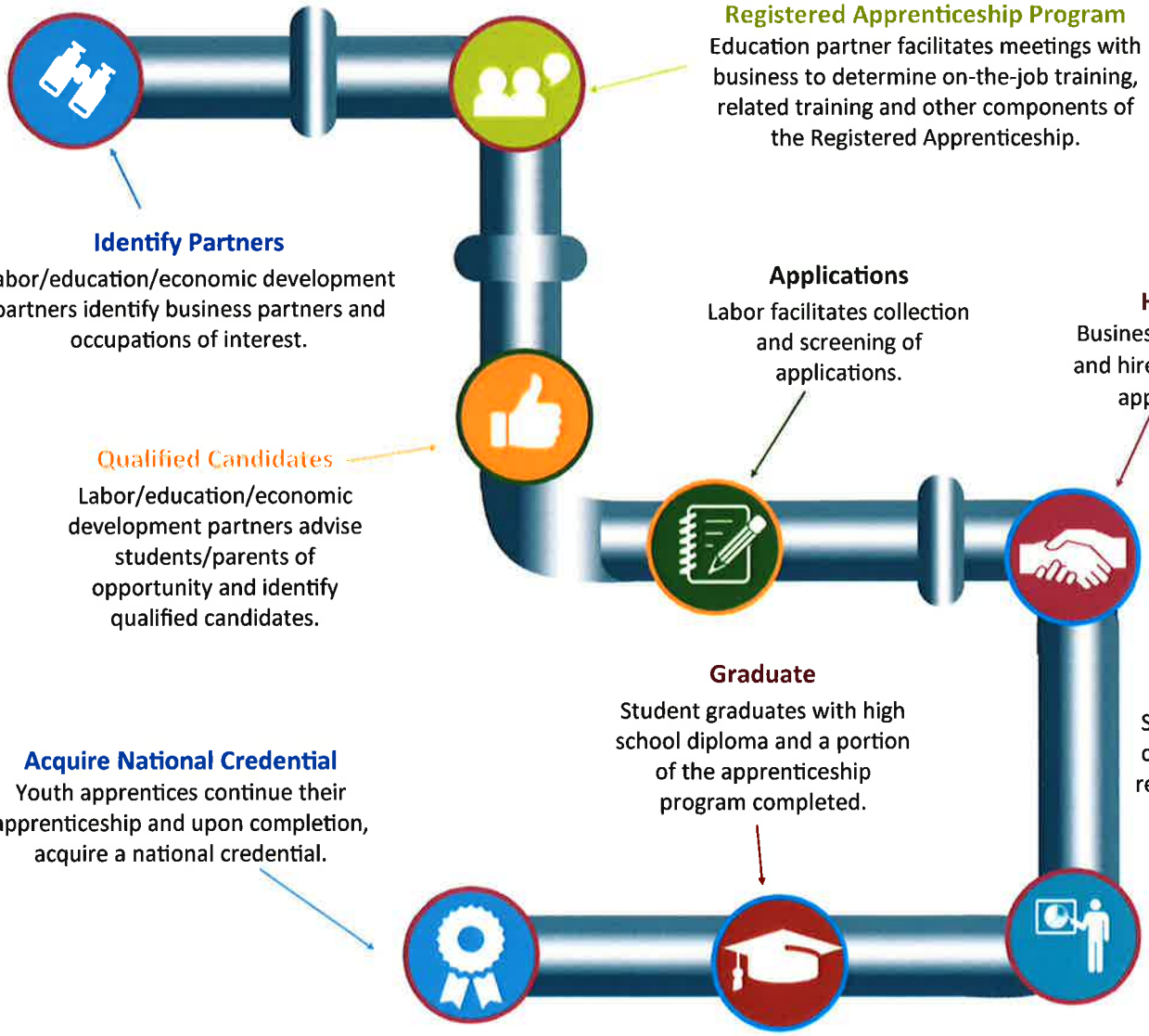
CR/L/2018/A - 2/9/2018

School to Registered Apprenticeship Program

IDAHO DEPT. OF LABOR

- Employers w / Registered Apprenticeship Opportunities
- School Participation & Integration
  - School-based Learning
  - Training
  - Work Experience
- Juniors / Seniors 16 years of Age
- Parental and School Approval

What is it and how does it work?



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2/9/2018
CR/L/2018/A

St. Mary's Hospital - Cottonwood

St. Mary's Hospital spent eight months searching for a medical lab scientist in the small town of Cottonwood, Idaho. After waiting eight months for a qualified applicant, they decided to develop a registered apprenticeship program with the help of our regional business specialists. This program is working so well, St. Mary's Hospital is already looking ahead and planning to hire an additional person to apprentice as a medical lab scientist.

Figure 8 Investments

Figure 8 Investments in Boise hired three individuals in May to as certified financial planners in May 2017. This is the first time a certified financial planner apprenticeship has been registered in Idaho. The employer has estimated it will take about four years to complete the 4,000 – 6,000 hours of training and instruction needed before the apprentices are prepared to take the CFP® Certification Examination. This apprenticeship has been set up as a hybrid which involves both on-the-job training and curriculum provided by the Certified Financial Planner Board of Standards Inc.

Information Systems Security Professional (CISSP)

The Idaho Technology Council has prepared the documentation necessary to register a cybersecurity apprenticeship. This apprenticeship opportunity is available for any company in Idaho that wants to hire and train a cybersecurity apprentice. Training can be delivered by the University of Idaho at the employer site or at any of the U of I campuses in Post Falls, Boise, Moscow, Idaho Falls or online. The curriculum can be adjusted to meet the needs of the employer. Ideally, the apprentice will be required to pass the CISSP exam by the end of the apprenticeship. Depending on the employer's requirements, the apprentice may work toward obtaining a GISF, SSCP or other cyber security certification instead. Funding is available to help offset the cost of a mentor.

Computer Support Specialist – Student Support Technician

Stevens-Henager College hired two people to apprentice as computer support specialists. One is in Nampa and the other is in Boise. This apprenticeship is scheduled to take one year and requires 2,128 hours of on-the-job training and instruction. This apprenticeship has been set up as a hybrid which involves 271 to 346 hours of classroom training. The apprentices will be required to pass exams in order to become Microsoft Certified Solutions Associates (MCSA) by the end of the apprenticeship.

ApprenticeshipIdaho Initiatives

IDAHO DEPT. OF LABOR

Mini-Cassia and Minidoka School Districts

The Idaho Department of Labor collaborated with the Cassia County and Minidoka County School Districts, the College of Southern Idaho and industry sponsors Fabri-Kal, High Desert Milk and McCain Foods to develop this program. High school students in this program will be earning anywhere from $10 – $14 per hour while also earning credit toward their high school diploma. Meanwhile, companies in this program are earning a chance to demonstrate that manufacturing jobs have evolved and are no longer low-skill, low-wage work. Both the employers and the apprentices appreciate this program because the area's youth no longer have to move away from the area in order to find good jobs with benefits that pay well.

St. Luke's – Medical Assistants

St. Luke's plans to train 33 certified medical assistants (MA) in the next year through an apprenticeship program. The first group of eight recruits started their apprenticeships in January. As a competency-based program, students earn their credentialed MA status once they have demonstrated knowledge and skill with full accuracy for each required procedure. Most students accomplish that in nine to 12 months. A credentialed MA is responsible for assisting in examination and treatment of patients under the direction of a provider and/or physician. Demand for MAs, and health care workers in general, is high in Idaho and throughout the country, and hiring skilled workers is competitive.

Idaho Forest Group – Northern & North Central Idaho

As the Idaho Forest Group continues to add mills throughout the northern part of the state, they have needed a number of positions filled. Each mill has its own unique requirements and positions with specific skills. Its successful apprenticeship program offers training in log scaling, electrical, millwright and information technology. They currently have 22 apprentices with plans to expand by four to eight within the month. As their needs change registered apprenticeships are able to assist them in training new and incumbent workers.

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AMENDED AGENDA #1

SENATE EDUCATION COMMITTEE

3:00 P.M.
Lincoln Auditorium
Wednesday, February 14, 2018

SUBJECT	DESCRIPTION	PRESENTER
Minutes Approval:	Approval of Minutes from January 17, 2018	Senator Nonini
Minutes Approval:	Approval of Minutes from January 18, 2018	Senator Winder
S 1278	Relating to Education; Amend and Revise Provisions Regarding Wireless Technology Standards	Duncan Robb, Chief Policy Advisor, State Department of Education
S 1294	Relating to Education; Amend and Revise Provisions Regarding Idaho School for the Deaf and Blind	Mr. Robb
Briefing:	Update Rule Process	Dennis Stevenson, Administrative Rules Coordinator, Department of Administration
Docket No. 08-0203-1705	Rules Governing Thoroughness; The Idaho Content Standards	Mr. Robb

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 Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE:	Wednesday, February 14, 2018
TIME:	3:00 P.M.
PLACE:	Lincoln Auditorium
MEMBERS PRESENT:	Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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.
MINUTES APPROVAL:	**Senator Nonini** moved to approve the Minutes from January 17, 2018. **Senator Den Hartog** seconded the motion. The motion passed by **voice vote**.
MINUTES APPROVAL:	**Senator Winder** moved to approve the Minutes from January 18, 2018. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**.
S 1278	**Relating to Education; Amend and Revise Provisions Regarding Wireless Technology Standards**. **Duncan Robb**, Chief Policy Advisor, State Department of Education (SDE) presented **S 1278**. He explained the proposed legislation amends Idaho Code § 33-1025 by removing outdated wireless technology standards from the code. It will task the existing Education Opportunity Resource Committee (EORC) with annually reviewing and recommending necessary changes to the standards to the SDE. He stated the exception is the necessary filtering, because the Children's Internet Protection Act requires that all entities accepting federal E-rate funding implement measures to protect children from inappropriate online content.

Mr. Robb explained the importance of up-to-date technology in school districts. This is to ensure school districts know what capabilities to solicit when procuring wireless equipment. He explained EORC has the technical expertise and experience in the field to recommend Idaho wireless technology standards and set reasonable expectations for wireless technology standards in school districts. EORC has been charged through Idaho Code with the responsibility of making recommendations the school districts which must adhere to regarding wireless parameters and other technology stipulations. **Mr. Robb** explained the technical corrections in the proposed legislation. The updated language will include grades K-12.

Senator Den Hartog asked if the oversight from EORC will take away local control. **Mr. Robb** replied the intent is not to take away local control. The objective is to remove inflexible codified language and task an existing committee to review technology standards. The objective of EORC is to define modern technology standards, thereby helping school districts purchase equipment to meet their standards. He emphasized there is total autonomy for school districts with guidance from EORC.

Senator Den Hartog asked if EORC is making parameters for wireless technology. **Mr. Robb** replied the expectation for procurement of wireless technology would be the minimum for school districts.

Christopher Campbell, Chief Technology Officer, SDE, and represents the SDE on EORC. He explained the history of EORC and the amendment toIdaho Code §§ 33-5604 and 33-6502. He detailed the statutory tasks of EORC. He said EORC works to ensure school districts make their own decisions regarding wireless purchases within the established parameters.

Vice Chairman Thayn asked if this proposed legislation did not to pass, how would that affect technology updates. **Mr. Campbell** replied there are two statutes which address updates. He explained the requirements were set at the time of the original wireless contract. Technology changes rapidly, and the goal is not to keep revising the statute. This bill is proposed to allow requirements to be put into a policy document.

MOTION: **Senator Ward-Engelking** moved to send **S 1278** to the floor with a **do pass** recommendation. **Senator Thayn** seconded the motion. The motion passed by **voice vote**.

S 1294 **Relating to Education; Amend and Revise Provisions Regarding Idaho School for the Deaf and Blind**. **Mr. Robb** presented **S 1294** and explained this bill proposes to amend Idaho Code §§ 63-2506 and 63-2552A. the sections pertain to the tax on tobacco products. This is simple legislation that will add Idaho Educational Services for the Deaf and the Blind (IESDB) as an entity that can benefit from appropriations under the statute. . The IESDB is the fiscal agent for the Idaho School of the Deaf and the Blind (School). This is part of the Safe and Drug-Free Schools Program (Program). He explained the Program draws its funds from Idaho's tax on tobacco products.

Mr. Robb said the School does not receive its funds like other public schools. Appropriation is made directly from the Joint Finance-Appropriations Committee (JFAC); therefore, it does not benefit from the Program's revenue. He said the Idaho State Superintendent of Public Instruction, who serves the board of the school, would like to have the Program's revenue directed toward protecting this population. He stated the School serves approximately 60 students. He reported on the approximated funding amount to be sent to the School from the Program if the proposed legislation were to pass. There is no fiscal impact to the General Fund.

MOTION: **Senator Guthrie** moved to send to the floor with a **do pass** recommendation. **Senator Thayn** seconded the motion. The motion passed by **voice vote**.

BRIEFING: **Update Rule Process**. **Dennis Stevenson**, Administrative Rules Coordinator, Office of the Administration Rules Coordinator. He said **Docket No. 08-0203-1705** is a pending rule. He explained a pending rule is approved, unless there is action taken to stop that rule from taking effect. He said most of the discussion around this docket is in regard to the document that is incorporated by reference. A document incorporated by reference is treated by the Committee exactly like the rest of the rule: act on it or reject it in whole or in part. He explained the position taken by the House or Representatives; part of the standards incorporated by reference were rejected. He emphasized each body acts independently.

Vice Chairman Thayn remarked Idaho is one of the few states that reviews rules and can accept or reject the rules. He asked if takes both bodies, the House and the Senate, to reject a rule. **Mr. Stevenson** replied in the affirmative. He said it requires a concurrent resolution; which is the concurrence of both bodies to agree to do the same thing. He explained the process that will occur regarding the House's decision.

Vice Chairman Thayn said all the standards were accepted by the House except for one. He asked if the Senate chooses to do something other than the action of the House, will all standards except for the one go into rule. **Mr. Stevenson** replied in the negative. A concurrent resolution must be adopted by both bodies. If that were not to happen, the rule will take effect as submitted. He said there would be no changes.

Senator Guthrie asked if the supporting content in this rule is a consistent format in other subjects' standards rule. **Mr. Stevenson** replied he was unsure.

Chairman Mortimer outlined the process for public testimony that will be heard on **Docket No. 08-0203-1705**.

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

DOCKET NO. 08-0203-1705 **Rules Governing Thoroughness; The Idaho Content Standards. Docket No. 08-0203-1705**. **Vice Chairman Thayn** said **Docket No. 08-0203-1705**is commonly known as the science standards. He welcomed individuals to the podium to testify.

Testimony was taken from audience members. The following individuals spoke in favor of the docket:

- **Chris Taylor**, Curriculum Supervisor, Science and Social Studies, Boise School District (Attachment 1)
- **Alan Humble**
- **Angela Hemingway**, Executive Director, Idaho STEM Action Center (Attachment 2)
- **Christopher Sebastian** (Attachment 3)
- **Veronica Richmond** (Attachment 4)
- **Jamie Richmond** (Attachment 5)
- **Shawna Walz**, Vice President, Idaho Businesses for Education (Attachment 6)
- **Therese Etoka**, Senior, Boise High School (Attachment 7)
- **Adam Thompson**, Senior, Capital High School (Attachment 8)
- **Matthew Kohn**, Distinguished Professor, Boise State University (Attachment 9)
- **Casey O'Connor**, Buhl School District
- **Mary Rauk**
- **Trent Clark**, Monsanto Company
- **Simon Pinzar**

Carolyn Volk submitted written testimony in support of accepting the docket as written (Attachment 10).

Senator Den Hartog asked if it is the State's responsibility to set, establish, and design content. She stated it seems the local districts and schools have been left out of curriculum development. **Mr. Taylor** replied the science standards are very similar to the standards in math and social studies. He explained individual school districts can use the standard and the content to develop a curriculum piece to meet the needs of their students.

Senator Ward-Engelking stated the standards are the minimum standard required to be taught. The supporting content helps new teachers develop relevant curriculum for their students. She asked if Mr. Taylor would address the supporting content as a teaching aid for elementary teachers. **Mr. Taylor** replied new teachers, especially elementary teachers, look to the supporting content to better understand what they need to teach.

Vice Chairman Thayn asked Mr. Robb to speak about **Docket No. 08-0203- 1705**.

Duncan Robb, Chief Policy Advisor, SDE, explained the importance of the supporting content included with the science standards. He said the rule before the Committee is a recommendation from the educators who worked to develop the standards. SDE and the Superintendent of Public Instruction fully support the recommendation. He explained the amount of time and effort put into developing the science standards and supporting content. He stated the supporting content is a critical bridge from rote learning to inquiry-based learning. The supporting content is critical for any teacher to get their students to perform to the standard. **Mr. Robb** said if the Senate were to concur with House, the supporting content would be retained and available at the SDE. He explained the curriculum work the SDE is currently conducting to ensure school districts are aligned to the standards.

Senator Den Hartog said she does not have an issue with the supporting content language. She is concerned the Legislature is being asked to legislate content and does not believe that is the role of the Legislature. She emphasized her discomfort with including the supporting content in the standards document. **Mr. Robb** replied there is a difference between content and curriculum. He explained Idaho's standards in math and English are called "Idaho's Content Standards." The SDE uses that terminology to describe standards. He explained the intent of the science standard is to use science as a process. He said the SDE does not believe their role or that of the legislature is to dictate curriculum. Instead, they broadly define what students should know when they have completed specific grade levels.

Vice Chairman Thayn said this is codified in rule and has the same force as law. He asked if teachers understand this is what they must teach. **Mr. Taylor** replied curriculum and standards are different. He explained how teachers across the State may teach the same standard using different curriculum. He said it is important that the content is in the document because this helps teachers to understand what they need to teach.

Senator Ward-Engelking explained there are variety of ways to teach a certain standard and that is achieved through curriculum. Contents are the minimum subject matters that are taught. Teachers look to standards to understand the minimum teaching requirement. Teachers can expand on those minimums. **Mr. Taylor** replied these are the minimum content standards and performing standards.

Vice Chairman Thayn asked if the supporting content are guidelines to be expanded upon. **Mr. Taylor** replied in the affirmative.

Senator Guthrie said he appreciated the comments about the importance of the supporting content. He asked if this format is consistent throughout all subject matters. **Mr. Robb** replied the inquiry-based performance standards are about action and doing supported by knowledge-based content. The supporting content in this document is akin to the standards of subjects such as literacy and math. In this document, the performance standards and the supporting content compliment one another. Both pieces are necessary so students understand and participate in scientific methods and conclusions.

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

Chairman Mortimer said the public hearing for **Docket No. 08-0203-1705** is closed and the vote will be taken a later date.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:25 p.m.

Senator Dean M. Mortimer
Chair

LeAnn Mohr
Secretary

Attachment I

Science Standards Points 2-14-18

Thank you for the opportunity to testify – my name is Chris Taylor and I am the current K-12 curriculum supervisor of science and social studies in the Boise School District. I am also a member of the committee that has worked on these new science standards the last three years. I am here to testify in favor of the new Idaho science standards by offering a few points about Supporting Content sections in the standards.

- The Science Standards Committee which consisted of K-12 science educators, representatives from higher education, Idaho's STEM industries, and parent stakeholders have spent 100s of hours the last three years creating robust performance standards coupled with supporting content written in an unbiased way that encourages scientific inquiry, problem solving, and critical thinking. The performance standards outline how students will perform to demonstrate mastery while the supporting content provides details by highlighting concepts of science to help teachers make instructional decisions. Our proposed standards ensure that K-12 students will interact with a full complement of scientific concepts through their education - To provide one without the other truly leaves teachers and students at a disadvantage. - I like use the analogy of science is like a coin - one side is the processes and the other side is the content - you can't have one without the other.

- I want to give you an example of what I mean by the two sides of science: Here is a 4th grade performance standard - Analyze and interpret data from maps to describe patterns of Earth's features (This is the assessment for students, what they need to do) but it is a vague statement- Here is the supporting content for this standard - The location of mountain ranges, deep trenches, ocean floor structures, earthquakes and volcanoes occur in patterns. Most

earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features on Earth (This is what teachers need to teach student to prepare to perform the standards) - As you can see their is a wealth of of scientific information and direction for both teachers and students. If teachers just had the performance standard alone because of its broadness it would add burden for teachers to interpret.

- While conducting professional development on the new standards to over 400 elementary and secondary teachers the last three years, the supporting content has been huge help to prepare teachers for the content and processes their students need to demonstrate at each grade level. The supporting content shows the progression of what K-12 students are learning and doing and this content helps teachers build on what students have learned in previous grade levels. Pre-service teachers have also been using these standards and the supporting content ~~and~~ After speaking to a recent pre-service class, they explained how the supporting content has helped provide clarity of the standards and provided more equitable access for all students

Take out

- As you know last year the committee was asked last year to rework 1 standard and 4 supporting contents. Our committee did this diligently as asked but then last week the proposed standards were stripped not 5 items, but close to 25 pages from the entire document! Even after we allowed public ~~content~~ Comment from around all regions of the state (over 1000 pieces of input) there was an overwhelmingly 99% in favor of the science standard being proposed.

- Finally, after spending time talking to ~~some of the~~ Representatives the last two weeks, they kept bringing up that other disciplines like Social Studies and Math do not have supporting content standards in their

documents. I disagree - if you look at the other content standards you see so much content - For example In social studies (a 64 page document) I was on this standards committee also, we use the word goal which is like the performance expectation and under the goal there are specific content objectives. For Example -~~Under the Goal of~~ Build the understanding of democracy, the supporting content One goal states ~~explains~~ - The United States is a republic and students need to understand the differences between direct democracy and the constitutional republic of today's United States. Also concepts such as popular sovereignty, majority rule with minority rights, respect for the individual, equality of opportunity, rule of law, and personal liberty need to be discussed.

In Math (a 93 page document) One goal states - students will relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. The supporting content underneath that Goal states ~~gives specifics~~ - Students will find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base and represent threefold whole-number products as volumes. The students will also apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems. Our Science standards (76 pages) need this supporting content also - you just can't have the goal/standard without supporting content - teachers and students deserve this explanation.

Thank you for always being willing to listen to me these last three years as we attempt to prepare our students to be come science literate, critical thinkers,and successful as 21st century citizens. I stand for any questions.

Attachment 2

I began teaching in Idaho in 1999 & joined the science standards committee in 2005 – so entering year 13 working on Idaho's science standards.

Notes Related to Idaho Science Standards, Feb 2018

Thank you Chair and members of this committee for hearing testimony today. My name is Angela Hemingway. I serve as the executive director of the Idaho STEM Action Center and I may be the longest serving member on the science standards committee. ~~I have been a member since 2005 after the original standards were adopted in 2001. Between 2005 and 2015, the standards underwent minor modifications to add clarity and content limits which served to guide the depth and breadth of a standard. For example, as you can imagine, teaching photosynthesis in 5th grade is very different than the concepts of grade 10 – content limits add clarity so the teacher can understand the standard.~~

The proposed content of Idaho's new science standards is similar, but the way these concepts are being taught is different. For example, our ~~2001~~ old standards used the word **explain**; the proposed standards use the words **evaluate for evidence** or **obtain and combine evidence**. **Apply** from the old standards is replaced with **plan and conduct**; **measure** is replaced with **construct**; **use** is replaced with **develop and use**.

In a competitive workforce, no longer does an employee simply 'measure' or 'use'. They are expected to "plan and conduct" and "develop and use". It is critical that we are teaching the concepts in a way that is required once the student leaves the classroom and enters a career. ~~The standards of 2001 are as good as the device of 2001 – you remember your dial up modem, your bulky 2001 computers, your land line and corded home phone. You remember your VRC. None of us would want to revert to these old, outdated technologies.~~ I would highly encourage the adoption of these new science standards to ensure that Idaho students can more easily transition into post-secondary and career.

Thank you chair and committee – I am happy to stand for questions…..

Standards - understand & do

Human Solutions | human mitigation

human causes & mitigation

Delete on sentence ← Remove threshold & supporting content 3-4-1-1

In addition to the standards, supporting content is provided as supplementary material which is also important, but it is not required! The purpose of the supporting content is three-fold:

could/may

1) First, the goal was to connect the teacher and student with local, relevant examples related to the performance standards
   a. For example: A standard would discuss rock formation and fossil location, the supporting content would suggest that the three types of rocks are discussed within the context of a local example (ESS1-4-1)

2) Second, the supporting content was intended to illustrate how the standard cuts ~~across~~ multiple disciplines: include
   a. For example, when discussing technology and instrumentation with in elementary school, the child knows how to use the device to play games, send a text, take pictures. As the child progress into middle school, the idea of the engineering behind the device and how memory is coded and stored is discussed. By high school, students are making their own apps and understand how data storage allows large amounts of information to be stored and transferred digitally.
   b. This is a classic example of STEM including science, technology, engineering and math within a single experience related to technology and instrumentation. The integration of multiple disciplines into the standard which simply focuses on technology and instrumentation, but the supporting content shows how it is relevant to the student, age-appropriate, and connected to their experiences. EVA

3) Finally, the supporting content was intended to show a progression in the complexity of student thinking. In other words, the supporting content is intended to be teachable over multiple grades with increasing complexity
   a. For example, the structure of matter is found as supporting content through the standards. In elementary, the focus is on the fact that matter exists and comes in different forms (such as solid, liquid, gas). In middle school matter is discussed in terms of its makeup of protons, electrons and neutrons; by high school teachers are discussing how atoms bond to create new substances and other more complex chemical reactions

Guide for new teachers – demonstrate what they might teach

Guide for me (a HS teacher) to know students knowledge.

Attachment 3

Mr. Chairman and honorable members of the committee,

Christopher Sebastian

It's not every day that you hear a Brit speaking to the Idaho Legislature; I was surprised to not hear anyone shout out THAT the British were coming as I was walking down the hallway. But Mr. Chairman and committee members, it's a pleasure to address you ~~and I do so, not as a House Intern, but as a citizen of the State of Idaho~~.

I have a son named Albert who is happy, healthy and ridiculously cute. As his parent, I am excited about what the future holds for him and I'm confident that he will make good choices. I also fear for his future, from when he'll experience his first rejection from the girl he wishes to take to prom to experiencing losing someone. I am also fearful about whether the quality of education that he will receive here in Idaho will be good enough to propel him forward in the right direction. Now, I am a believer of these new science standards and I believe that they teach our children—my child— the natural wonders of the world in which we live in, how we can better our stewardship of it and the FACTS that pertain to it. The science standards were drafted by the men and women that have been given the great responsibility to mentor our children in the classroom and I trust them because of one simple reason; they're at the forefront of it all.

I urge you to approve of these new science standards—it's not our future, but our children's future.

Attachment 6

& members of the cmte.

Shauna Wally Vice Pres.

MR. CHAIRMAN, MY NAME IS ~~ROD GRAMER~~. I AM ~~PRESIDENT OF~~ IDAHO BUSINESS FOR EDUCATION, AND TODAY I AM SPEAKING ON BEHALF OF IBE'S 200 BUSINESS LEADERS FROM ACROSS OUR STATE.

Rod Grame

IDAHO'S BUSINESSES DESPERATELY NEED MORE WORKERS WHO HOLD POSTSECONDARY CREDENTIALS IN THE AREA OF STEM – SCIENCE, TECHNOLOGY, ENGINEERING AND MATH.

WITHOUT STEM-EDUCATED WORKES OUR EXISTING BUSINESSES WILL NOT BE ABLE TO EXPAND, AND IT WILL BE MORE DIFFICULT TO ATTRACT GOOD BUSINESSES TO OUR STATE.

HIGH AND RIGOROUS STANDARDS – STANDARDS THAT ARE BASED ON THE LATEST SCIENCE - FORM THE FOUNDATION WE NEED TO PREPARE STUDENTS FOR THESE 21ST CENTURY CAREERS.

UNFORTUNATELY, OUR STATE HAS NOT YET APPROVED THE COMPREHENSIVE AND HIGH STANDARDS THAT OUR STUDENTS NEED. YOU HAVE AN OPPORTUNITY TO FIX THAT BY APPROVING THE STANDARDS THAT ARE BEFORE YOU.

TO DO ANYTHING LESS THAN APPROVING THESE STANDADS AS WRITTEN WILL SEND THE WRONG MESSAGE TO STUDENTS, EDUCATORS, BUSINESS LEADERS AND TO THE POTENTIAL BUSINESSES THAT MIGHT CONSIDER LOCATING IN OUR STATE.

IBE URGES YOU TO APPROVE THE SCIENCE STANDARDS AS WRITTEN SO THAT OUR EDUCATORS CAN MOVE FORWARD IN PREPARING OUR STUDENTS FOR THE THOUSANDS OF STEM-RELATED JOBS THAT OUR EMPLOYERS DEMAND AND THAT WILL LEAD TO A STRONGER IDAHO ECONOMY.

Attachment 7

Testimony for "Climate Change"
in Idaho Science Standards
February 14, 2018

Therese Etoka
5910 W. Elmer St.
Boise, ID 83703

Good Afternoon Mr. Chairman and members of the Committee,

My name is Therese Etoka, I'm a leader in the Climate Justice League and senior at Boise High. I am here today in support of the updated Science Content Standards, and I want to start by sharing a quote with you:

> *"The function of education is to teach one to think intensively... to think critically. Intelligence plus character - that is the goal of true education." (That's how MLKJ put it.)*

The updated standards include references to a changing climate and biodiversity, two important subjects for any student, but especially those in Idaho. Learning about these subjects throughout school, has allowed me to deeply interact through scientific inquiry and critical analysis of the information. Students like myself have experienced teachers presenting us with the opportunity to learn about climate change. They don't impose their opinions, but instead let their students come to their own conclusions.

It's not the duty of our educators, or legislators for that matter, to restrict information from students, quite the opposite in fact. Educators have a duty to provide students all around the state with facts and a space for learning. Providing this exposure to a basic knowledge in every subject is critical, so that Idaho students may confront challenges and succeed in the real world.

I stand in front of you as a product of the Idaho education system, and more specifically as a member of the Boise School District community. But my personal story has also provided me with the perspective of what it's like to live in the absence of education.

I immigrated from the Democratic Republic of Congo. When you're living in a warzone, you don't continue going to school, instead your focus becomes how to stay alive. The DRC isn't known for education. In fact, a large majority of its "leaders" never even attended school. Without school, my country will continue to be in war. I tell you my story not to ask for sympathy, but so that you may understand. I am grateful to be here and to use my voice to speak in front of you today.

That is why I am empowered to speak for those who can't. Here, in the Boise School District, I am lucky to have the opportunity to learn and work with a variety of subjects, including climate change. Here in Boise, I've been provided with information from various sources and different backgrounds. Though other students around Idaho don't have the same type of access to information, especially if they're not taught these subjects in schools.

Why should I sit back and take what I have for granted?

I believe that my experience should be the standard experience for students all over Idaho. Every student, regardless of zip code, should be provided with the basic knowledge and understanding of real world problems like climate. I'm headed off to college this coming fall and I'm lucky to have received an education that prepares me for not just post-secondary education, but the world itself. It's not right to expect students to head off to post-secondary education without knowledge of current issues like climate change. It's putting us students at a disadvantage to not be knowledgeable on pressing issues that impact not just our world-but also our state.

I am asking that you listen- to the 19 members that developed, the State Board of Education that approved, your constituents and students from around this state- who have demonstrated overwhelming support for these standards-who have signed a petition in favor of these science standards (1000+ in three days).

I am asking that you exhibit leadership by giving everyone equal opportunity to learn, question, and grow by passing the updated Idaho Science Content Standards to ensure equitable access for science education throughout our state.

Thank you for your time and consideration.
Sincerely,
Therese Etoka

Attachment 8

Testimony

Good Afternoon Mr. Chairman and members of the Committee,

My name is Adam Thompson, I'm a senior at Capital High School and am a leader in the Climate Justice League.

Squatting on the cold dirt surrounded by a dark grey sky and leaning over to watch the clear, rushing stream, 7 year old me was conscious that I was being taught something that was wholesomely true. As I watched for Salmon our teacher reminded us of the problems directly related to the rising temperatures in oceans and streams associated with climate change. In that moment and to this day I appreciate learning about nature through a scientific lens because it gives students the opportunity to experience the world without bias or politicalization.

Today I stand here in front of all you to ask that we do not remove climate change from the science standards. I believe that all students should have the ability to learn about the natural world through credible, repeated research that is not dependent on which news channel we watch or which facebook pages our like-minded facebook friends share. I also ask that this committee take into consideration the 99% support for keeping climate change in the science standards and the over 1000 signatures the Idaho Climate Justice League got in three days, by informing their peers on the issue at hand today. Finally, I hope that the committee will be reminded that the standards they are trying to remove are standards that have been reviewed and reinstated by professionals on the Idaho state board of of education for three years in a row.

I like many other students in the state am concerned that our pleas for keeping a discussion about one of the world's most pressing issues is falling to deaf ears. I am asking you to prove that you represent the general public and not a select few by voting to keep climate change in the science standards

Attachment 9

I'm Matt Kohn, I'm a Distinguished Professor at Boise State University. My older son graduated recently from Boise High and is now a freshman at Boise State. My younger son is a sophomore at Boise High.

I SUPPORT THE UPDATED STANDARDS

My area of teaching and research is in geology. I've been doing this for over 30 years. And I've been pretty successful. Just as one example the amount of federal research funds I've raised is approaching $10M.

I've been living and breathing geology for most of my life. I AM STEM

I wanted to come to you as I would when I'm doing my research. I'm a field geologist. We don't wear fancy clothes. We like being outside. We like figuring how our world works so we can make better use of it.

And I came to you this way because I wanted to show that ~~people in~~ geology STS, whether they're a university professor like me or a geologist in the mining industry, like so many of our grads, are just normal people. We work hard because we love what we do. We're down-to-Earth people. So to speak. Maybe we tell too many bad jokes.

But we take our jobs seriously

As a scientist and father of two kids in the public school system, I pay *very* close attention to what goes into state education standards for science. All I want to see are three things:

Scientific observations – are they accurate and repeatable?

Scientific interpretations – do they follow from the observations?

Implications – do we provide the foundation for our students to use this information to make our lives better?

It's the scientific method, and it's what we need

Attachment D.

2/14/18
Testimony for the Senate Education Committee
Presented by Carolyn Volk
808 Ranch Rd, Boise, ID 83702

I sat through the hearings on the science standards last year and I was disappointed when we were unable to get them passed last year. But I was optimistic that we would be able to come back this year with more acceptable wording and finally get this job done. I was also optimistic after attending the subsequent Board of Education meetings that gathered input on how to best revise the standards for resubmission this year.

After all of this input – all in favor of finding a way to update and finally pass new and overdue science standards in this state after THREE LONG years of debate, I am appalled to find us not moving forward, but instead moving backwards this year as you revisit this issue. To find the House Education Committee has deleted 25 pages of the proposed standards- way beyond the 5 climate change standards that were omitted last year - I am appalled. We are clearly moving in the wrong direction here.

I cannot believe the legislature has taken THREE LONG YEARS to hash and rehash the work of award winning teachers, scientists, parents and educators. The Science Standards Committee is made up of the best of the best minds we have in Idaho. I cannot believe that our politicians think they know better than the folks who are working in this field. This has been an incredible waste of our taxpayer dollars and a distraction for these teachers and educators who could be focusing directly on our students in classrooms across the state.

Enough is enough. Let's get this job done and pass the standards as proposed but the Science Standards Committee. The current proposed standards were not only written by the best minds we have, they are also the result of input from Idaho citizens in hearings across the state, put on by the State Board of Education. They couldn't be more thought out.

This process is an embarrassment to our state. I don't want to see more articles in the national news highlighting our backwards politics and our short-sighted thinking. I don't want to see us putting politics over science. Please do what is right for our teachers and our students and pass the standards with the supporting science content that is so important and useful for teachers. It is time to move Idaho forward and give our students equal opportunity to be participants in understanding the challenges and innovating the solutions those challenges will demand in their future.

By ignoring the advice of the experts, you are not only handicapping our students, you are sending a message that experts are not to be trusted. That science is not important, and that politics are more important than education. I do not want to send this message to our students and I do not want to send this message to the rest of the country. Idaho is positioned to be a leader, to provide one of the last best places to study and understand the natural world and take a lead in the preservation of the planet. Please help Idaho realize our potential to contribute and to educate our students to play a role in their future.

The choice today is whether we want to better equip or students or not, to enable them to engage knowledgably or not. If we want students to value education, I urge you to demonstrate that Idaho values education, and that you respect the years of education and experience invested in developing the curriculum recommendations before you.

Supporting content: critical bridge b/w old + new stds
elementary teachers are expected to ~~tao~~

AGENDA

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Thursday, February 15, 2018

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	Page Farewell	Ara Omotowa
S 1292	Relating to the Advanced Opportunities Scholarship; Amend, Revise, and Clarification	Senator Stephen Thayn
Presentation:	WWAMI	Dr. Mary Barinaga, Assistant Dean
Presentation:	Charter School Commission	Tamara Baysinger, Director, Idaho Charter School Commission

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 Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE: Thursday, February 15, 2018

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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 3:02 p.m.

PRESENTATION: **Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) Medical Program**. **Dr. Mary Barinaga**, Assistant Dean, Regional Affairs, University of Washington, School of Medicine, explained the steps involved in educating and training physicians and referred the Committee to the handout . She detailed the WWAMI practicum sites located around WWAMI's service region (Attachment 1).

Dr. Barinaga spoke about programs WWAMI is beginning in 2018. She detailed the following: 1.) new clerkship sites in development; 2.) faculty development expansion; 3.) TRUST (Targeted Rural Underserved Track) Expansion; and 4.) students entering clerkships earlier in their training. **Dr. Barinaga** said future growth opportunities for the WWAMI program include the expansions of clinical opportunities, learning facilities at the University of Idaho, and residencies in Graduate Medical Education (GME) in Idaho. She said there is a physician shortage in Idaho and the State needs more residency programs; more residency programs in Idaho encourage more doctors to remain in Idaho.

PRESENTATION: **Idaho Public Charter School Commission (Commission)**. **Alan Reed**, President, Commission, explained the structure of the Commission and reported public charter schools (Charters) have a higher graduation rate than traditional pubic schools in the State. He thanked the Committee for the additional funding which has enabled the Commission to provide better support to the schools.

Tamara Baysinger, Director, Commission, said the Commission was formed in 2004 to help oversee the Charters. Charters oversee innovation, choice, and improved opportunities for students and educators. She stated the role of the Commission is to ensure school accountability. She detailed the implementation of the statutory accountability structure. She said in order to support student learning, the Commission looks to fill resource gaps and provide better data (Attachment 2).

Ms. Baysinger explained the charts which revealed proficiency rates, academic growth, postsecondary readiness, and operational and financial information. She said by examining the data, the Commission can customize oversight for unique schools. She addressed how Charters work to increase diversity in their schools. An important concern for Charters is how they can be granted autonomy to balance their accountability. **Ms. Baysinger** detailed roadblocks in Charters experience. They would like a reduction of reporting requirements, increase in funding flexibility, expansion of startup funding options, and an increase in faculty funding possibilities.

Senator Nonini asked what is the process for Charters to add another grade level. **Ms. Baysinger** replied the procedures are outlined in statute. She said Charters must supply relevant budgets and curriculum to the Commission in order to expand.

Chairman Mortimer asked how many new Charters were opened in the last two years. **Ms. Baysinger** replied none. However, there will be four new Charters opening in the fall of 2018.

Chairman Mortimer asked what webinar series topics are made available for the charter school stakeholders. **Ms. Baysinger** replied they cover topics relevant for board members, such as: financial training and risk management. The topics offered are based on the feedback the Commission receives from Charters' boards.

Chairman Mortimer asked what the Commission is doing better now, than it was a year ago. **Ms. Baysinger** replied the Commission serves in an oversight role, which is not popular. Many things were learned through the renewal process. The Commission is working to increase communication and having an attitude of service.

Senator Guthrie asked if there still is the perception that Charters selectively choose the best students. **Ms. Baysinger** replied in the affirmative. She said parents who select the school their child attends, tend to be more engaged in education. She stated it is important the public be more informed about the Charter options.

Commissioner Reed said the work of the Commission is to serve the Charters and to help with any challenges. He stated they are working to develop better relationships with the Charters' members and school administrators. He explained the role the Commission played in the opening of a new Charter. He emphasized they work to protect the taxpayer investment.

S 1292

Relating to the Advanced Opportunities Scholarship (Adv Ops); Amend, Revise, and Clarification. **Senator Thayn**, District 8, presented **S 1292** and explained the proposed changes clarify the eligibility criteria for overload courses and streamline existing criteria for dual credit coursework and eligible examinations. The changes also clarify which Career Technical Education (CTE) assessments qualify.

Senator Thayn said there is new language in the proposed legislation. It is for career advisors to counsel students to identify the postsecondary goals and ascertain whether the postsecondary institution the student is interested in attending will accept the transfer of dual credits. He detailed the other changes and updates to the language.

Chairman Mortimer asked if military and missionary students limitations were discussed when deciding the two-year time frame to apply for the scholarship. **Senator Thayn** replied in the negative.

Matt McCarter, Director, Student Engagement Career and Technical Readiness, State Department of Education (SDE), replied many students who apply for the scholarship do so before they graduate from high school. They must apply for the money within the two years after graduation. The students have 28 months to redeem the scholarship.

Senator Winder asked how the program was able to spend more than the budget allocation. **Senator Thayn** replied the overage is derived from the Public Education Stabilization Fund (PESF).

Senator Winder asked what the projected overrun will be for fiscal year 2017. **Senator Thayn** replied approximately $8 million.

Mr. McCarter explained the overspending during 2017 and why the Superintendent's budget request reflects more than the actual spent amount.

Senator Winder asked how the Adv Ops funds are allocated. **Senator Thayn** replied most of the funding is to the dual credits program. He reported the number of students who participated in the program; the scholarship program is a very small subsection of the total Adv Ops program. **Senator Thayn** stated it was anticipated the actual amount spent would be higher than what was budgeted.

Senator Winder asked if the current budgeted allocation is correct. **Tina Polishchuck**, Statewide Coordinator, Adv Ops, SDE, replied the program currently has paid out a little over half of the allocated funds. She stated at the end of February, there will more information available regarding how the funds are spent.

Senator Thayn said the changes in the proposed legislation do not impact the trajectory of the budget. The most impactful change is for counselors to advise students in their post-secondary journey. It also allows more options for summer classes.

Chairman Mortimer said it is important to discuss the fiscal note of the legislation. He stated this program is more successful than anticipated. There are great opportunities for students and tremendous savings for families. He explained to the Committee the Governor's recommendation for growing the PESF account.

Senator Winder said this is a great program and he supports it. He said it is important to have transparency in the fiscal note to reflect the actual expenditure. He stated this program is a landmark example of helping students and families.

Senator Winder moved to send **S 1292** to the 14th Order. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.

PRESENTATION: **Chairman Mortimer** thanked Ara Omotowa, Senate Page, for her service to the Committee. **Ms. Omotowa** reported her plans for next year. She expressed her appreciation for the opportunity to serve.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:09 p.m.

_____

Senator Dean M. Mortimer
Chair

_____

LeAnn Mohr
Secretary

Attachment 1

IDAHO WWAMI UPDATE
IDAHO'S MEDICAL SCHOOL FOR 46 YEARS

SENATE EDUCATION COMMITTEE

Mary Barinaga, MD

University of Idaho
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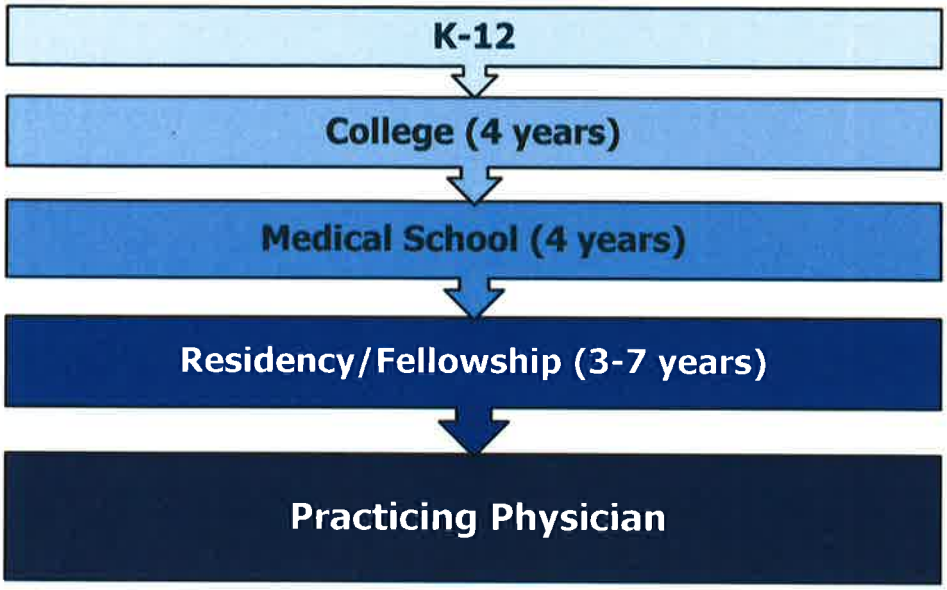
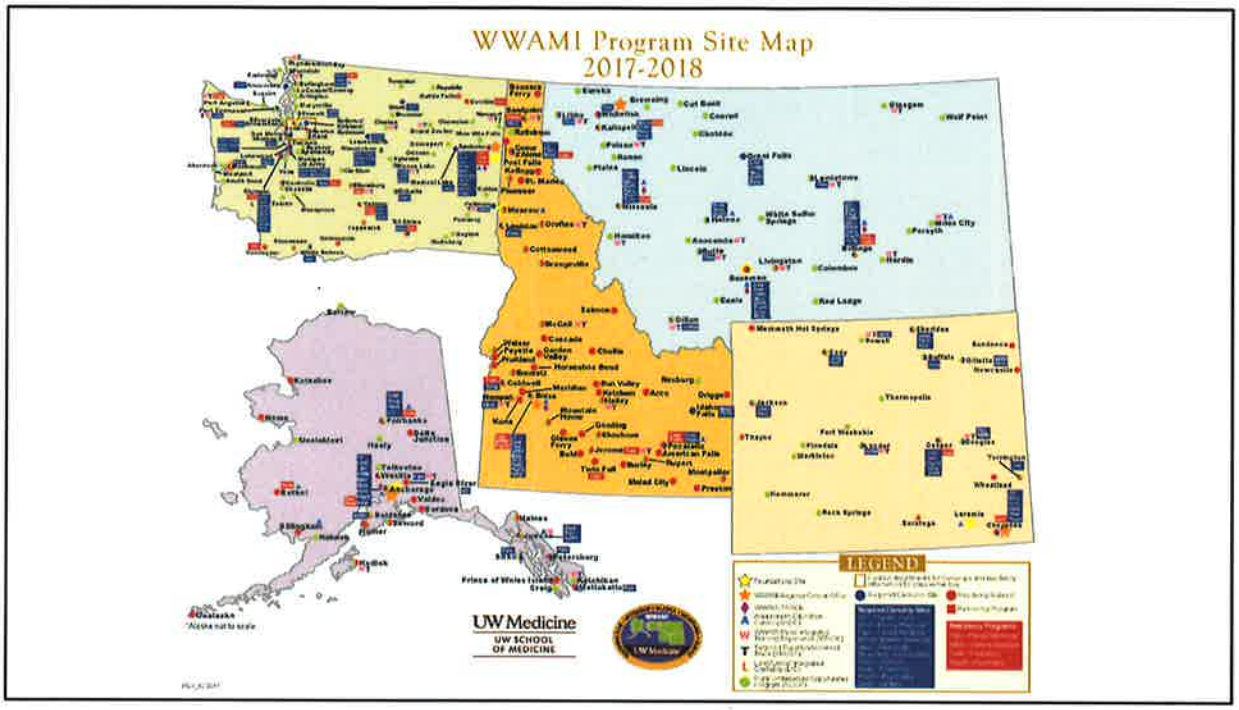
UW Medicine
UW SCHOOL OF MEDICINE

Thank you

Physician Pipeline




WWAMI Program Site Map
2017-2018
LEGEND
UW Medicine
UW SCHOOL OF MEDICINE

What's new in 2018?

- New Idaho clerkship opportunities throughout the state
- Expanded faculty development opportunities for Idaho preceptors
- Expansion of Idaho TRUST Scholars and Sites
- TRUST graduate joins faculty at TRUST site in Jerome
- First class in new curriculum entering clerkships

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UW Medicine
UW SCHOOL OF MEDICINE

New Idaho Clerkship Sites in Development

- Emergency Medicine-Pocatello
- Emergency Medicine-Idaho Falls
- Psychiatry-Blackfoot
- Internal Medicine-Twin Falls
- Pediatrics-Twin Falls
- Pediatrics-Lewiston
- OB/Gyn-Moscow
- Others

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WWAMI
UW Medicine

UW Medicine
UW SCHOOL OF MEDICINE

Faculty Development Expansion

- Idaho Falls
- Moscow
- Boise

TRUST Expansion

- Targeted Rural Underserved Track
- TRUST Scholars increased to 7 in each class
- New site: Moscow
- Current sites: Sandpoint, Orofino, McCall, Nampa, Jerome, and Hailey

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TRUST comes full circle in Jerome

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- Jerome is one of our original TRUST sites
- Dr. Catherine Doyle is a family physician who was a TRUST student during medical school
- She came to Jerome for rural training during her residency and decided to stay
- Former TRUST student now staying on as partner in that practice and faculty
- She will be teaching current TRUST medical students

New curriculum students in clerkships earlier

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Students in action in Idaho

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Looking to the future

- Further expansion of clinical opportunities
- Expansion of facilities at UI to enhance learning
- Expansion of residencies (GME) in Idaho

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IDAHO
WWAMI Program Site Map
2017-2018
LEGEND
Bonners Ferry
Sandpoint
Rathdrum
Coeur d'Alene
Post Falls
Kellogg
St.Maries
Plummer
Moscow
Lewiston
Orofino
Cottonwood
Grangeville
Salmon
McCall
Cascade
Weiser
Payette
Fruitland
Garden Valley
Challis
Horseshoe Bend
Emmett
Caldwell
Meridian
Nampa
Boise
Sun Valley
Ketchum
Hailey
Arco
Rexburg
Driggs
Idaho Falls
Kuna
Mountain Home
Gooding
Shoshone
Glenns Ferry
Buhl
Jerome
Twin Falls
Burley
Rupert
Pocatello
American Falls
Malad City
Montpelier
Preston
UW Medicine
UW SCHOOL OF MEDICINE
University of Idaho
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WWAMI
UW Medicine

Clinical training sites

- 40 Idaho students per class
- Multiple types of learners in our communities
- High demand for quality clinicians to teach
- Additional clinical dean to assist with clerkship development and support

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UW SCHOOL OF MEDICINE

- In order to produce high quality physicians for Idaho, we must have high quality teaching sites for our students
- Class expansion to 40 students and expansion of many other programs has created supply/demand issues for clinical sites
- We have added an additional clinical dean to develop and support training sites in Idaho
- Multiple new clerkships are being developed, but we also have a significant need

Designing for learning

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GME (Residency) Expansion

- Residency expansion needed for our students to have the opportunity to finish training in Idaho
- Strong correlation with residency location and future practice location
- We don't have enough residency positions
- If no increase, we will be net-exporter of physicians

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UW SCHOOL OF MEDICINE

10 year strategic plan

- Increase residency programs from 9 to 21 in all geographic regions of Idaho
- Raise Idaho's per capital number of medical residents from 6.7 per 100K people to 17.7
- Graduate 2000 Idaho-trained residents over the ten years of the plan
- Cost of expansion shared by State, residency program and sponsoring institution

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GME Take Home Points

- Idaho has a physician workforce shortage
- Idaho has an aging physician workforce
- Idaho needs:
  - more residency positions
  - more types of residencies (general surgery, etc.)
- More residencies in Idaho→ more physicians for Idaho
- Residencies are a wise investment for Idaho

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Thank you!

Attachment 2 Senate Ed notes 2/15/18

Idaho Public Charter School Commission

Protecting student and public interests by balancing high standards of **accountability** with respect for the **autonomy** of public charter schools and implementing best authorizing practices to ensure the **excellence** of public charter school options available to Idaho families.

Tamara Baysinger, Director for the Idaho Public Charter School Commission.

I appreciate this opportunity to share with you some of what we've done and learned over the past year.

Commission Members

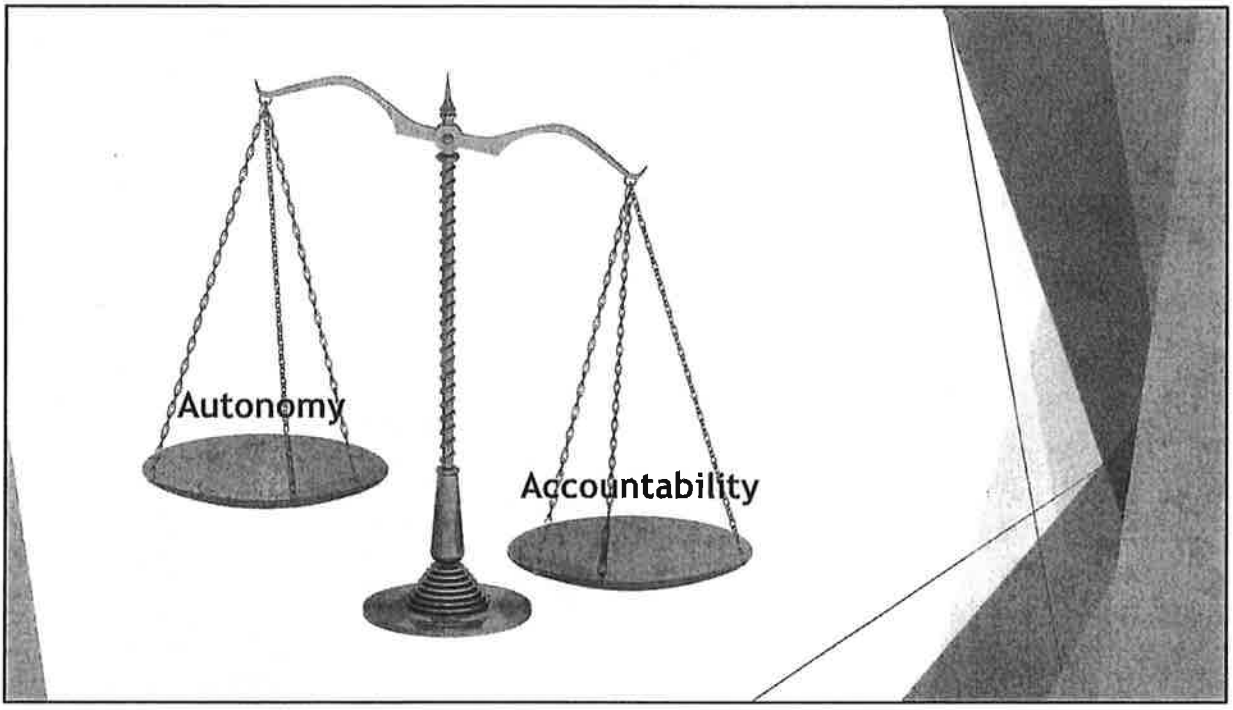
Chairman Alan Reed	Idaho Falls
Vice-Chair Brian Scigliano	Boise
Wanda Quinn	Coeur d'Alene
Kelly Murphey	Castleford
Sherrilynn Bair	Firth
Nils Peterson	Moscow
Kitty Kunz	Boise

As most of you know, the Commission is the state's largest authorizer, responsible for overseeing 73% of Idaho's 56 public charter schools.

Our 7 Commissioners hail from all around the state. Pleased to have Chairman Reed here today (you can ask him all the hard questions).

Idaho's charter school sector is 20 years old. Our charter statute passed in 1998. Creation of the PCSC followed in 2004.

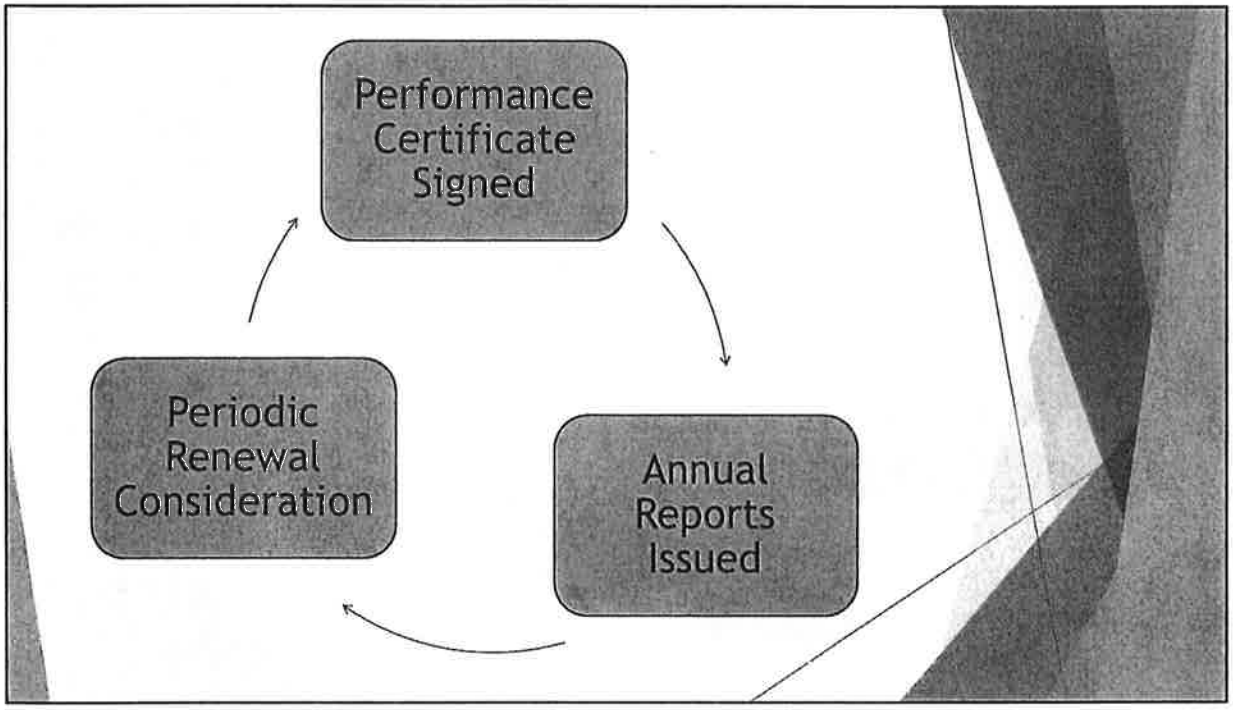
It has been a privilege to watch over the years as our charter school community has changed. I especially appreciate where the Commission is at today. We're able to look around with a historical perspective and make informed observations about what has gone well and where we can focus our efforts to strengthen the charter sector.



So, a quick review on the nature of the charter sector: It's about innovation, choice, and improved opportunities for students and educators.

You've heard me talk before about the central concept upon which the charter movement is based: that is, public charter schools exchange increased autonomy for increased accountability. In other words, they receive extra latitude to determine their own inputs in exchange for a commitment to high quality outcomes. Successful achievement of improved academic results drives the continued existence of the school.

This "charter bargain," is the bedrock of the charter sector. 20 years in, how are we doing?



Let's start with the accountability side of the scale:

The Commission has now reached full implementation of Idaho's statutory accountability structure, which is consistent with national best practices.

In this structure, schools and authorizers agree on outcome-based performance expectations against which the schools are evaluated for the purpose of periodic charter renewal.

Having this structure in place frees us up to turn our energy toward helping schools maximize their opportunity for success.

New Resources for Charters

- New Charter Petitioner Guidance
- Pre-Opening Support Program
- New School Leader Orientation
- Monthly Board Governance Guidebook
- "Board-to-Board" Round Table Conversations
- Webinar Series

(What are we doing to support student learning?) As an authorizer, one thing we're doing is looking for resource gaps we can fill in order to support our schools' work.

During the past year, we connected with other entities (SDE, ISBA, ICSN) to learn more about the services they already offer, in order to avoid duplication. We then surveyed our schools and engaged them in conversation to learn about their needs.

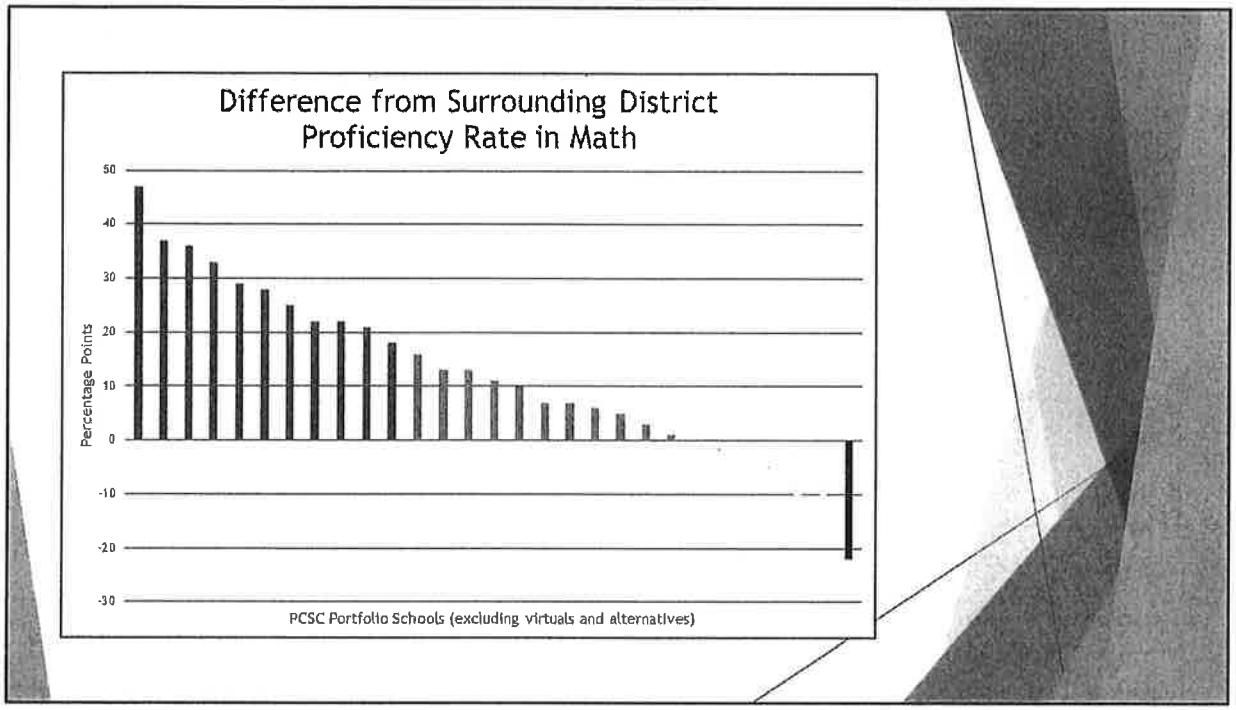
I won't belabor each item, but I'm particularly excited about our new pre-opening support program. This is a collection of tools combined with a series of one-on-one meetings with our staff. Its purpose is to guide new charter schools through the maze of preparation necessary to open their doors. Schools that open on solid footing are more likely to succeed over the long haul.

We've also developed a New School Leader Orientation program to help incoming charter administrators and board members adjust to the charter sector and put them in touch with resources.

Additional opportunities for shared innovation and training are under development.

We're also making better data available to schools and stakeholders.

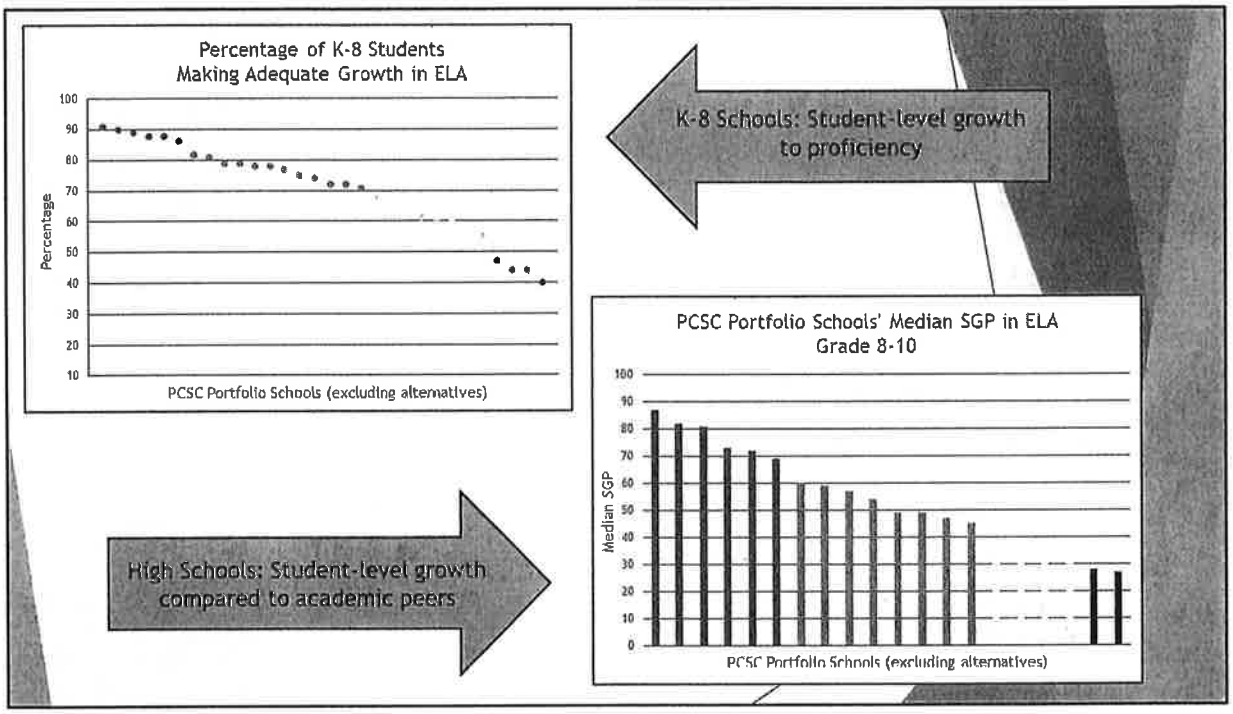
Last May, the Commission adopted a new performance framework that is designed to adjust to the context of different types of schools. It provides feedback on school outcomes regardless of their size, grade levels served, student demographic, and educational model. Extensive data is provided in our 2017 Annual Report, which is included in your packet, so I'll just give a couple examples.



Here, we're looking at charter schools' math proficiency rates in the context of their own communities.

Each bar represents a charter school in the PCSC's portfolio. The graph shows how each school's proficiency rate compares to that of its surrounding district.

In math, 75% of PCSC portfolio schools exceeded the proficiency rates of their surrounding districts for kids in the same grades served by the charter school. In ELA, it was 80%.



We also look at individual, student-level growth. This is especially critical for understanding the effectiveness of schools that serve challenging populations, including our virtual schools.

To meet the standard, 70% of students in elementary and middle grades should show adequate growth. This is true of 2/3 of our schools for ELA and half of our schools for math. In both subjects, another 20% of our portfolio is within striking distance of meeting that standard.

At the high school level, we compare individual students' growth to that of other students who have a similar academic performance history. Especially at our brick-and-mortar schools, the majority have a median growth percentile of at least 45.

Alternative charters are excluded from these charts because they are evaluated using further specialized measures. However, their outcomes trend better than statewide averages for alternative schools.

I don't want to spend too much time on data today, because you can find it in the annual report that was shared in your packet. I'd encourage you to take a look there,

and also at the individual schools' reports on our website. They contain state and district comparisons – both academic and demographic – proficiency, growth, postsecondary readiness, and operational and financial status information.

Our schools have been in touch to let us know they appreciate this kind of contextualized and comparison data. They report finding it useful for teacher goal-setting and messaging their success to families.

Questions We're Asking

How can we continue to customize oversight for unique schools?

How can we increase diversity in Idaho's charter school enrollment?

Where can we offer additional autonomy to balance the accountability that is already in place?

By examining meaningful data and listening to our schools, we can identify both positive outcomes and areas for improvement.

Here are some of the questions we're asking ourselves:

1. ... Our office is going into 2018 with plans to learn more from Idaho charters, as well as other states, about how to identify appropriate standards and collect useful data regarding schools with unique populations. We want to find that magical unicorn balance of consistent, high expectations that are also realistic and relevant.

2. Next ... (2) ... The data shows that most Idaho charters still serve a less diverse population than other public schools. It is also true that their academic outcomes for non-white, FRL, and special needs subgroups trend above average. It's going to take some time to effect change, because our statute does not allow charters to enroll diverse students preferentially, but we're encouraging the submission of new charter petitions targeted at diverse students. We require all petitioners to detail how they will invite and serve all students. However, public perception remains an issue. Ultimately, the whole charter sector will need to work together toward increased awareness that these schools are open to everyone.

3. Finally ... (3) ... Public charter schools are subject to most of the same requirements as other public schools. Many of these requirements are inputs intended to ensure appropriate use of taxpayer dollars and/or improve academic achievement. In other words, they are inputs intended to result in improved outcomes. But, public charter schools are already held to outcome-based performance standards – a level of accountability that serves to protect students and taxpayers. We appreciate the conversations that are underway to explore how, on a practical level, charters can be granted autonomy to balance their accountability.

Needs Schools Identify

- Reduced Reporting Burden
- Increased Funding Flexibility
- Expanded Startup Funding Options
- Other Funding Needs
  - Classified Staff Salary Increases
  - Facility Funding
  - Special Education Staff for High-Needs Schools

Along similar lines, here are the specific needs we hear articulated to us by school leaders.

I know these sound familiar, but schools and petitioners continue to report these issues as roadblocks that limit their ability to serve students fully.

I appreciate the opportunity to share these thoughts to you, as well as your support for the Commission's ongoing work. Here's looking ahead to an even better charter sector in another 20 years.

Questions?

Idaho Public Charter School Commission

Protecting student and public interests by balancing high standards of **accountability** with respect for the **autonomy** of public charter schools and implementing best authorizing practices to ensure the **excellence** of public charter school options available to Idaho families.

AMENDED AGENDA #1

SENATE EDUCATION COMMITTEE

3:00 P.M.

Lincoln Auditorium

Monday, February 19, 2018

SUBJECT	DESCRIPTION	PRESENTER
S 1293	Relating to Education; Amend and Establish Provisions Regarding Limited Contracts for Certain Employees	Karen Echeverria, Executive Director, Idaho School Boards Association
Presentation:	"Day on the Hill"	Ms. Echeverria
	Funding and Accountability:	
	A View from School Board Members	Jim Stoor, President, 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 Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE:	Monday, February 19, 2018
TIME:	3:00 P.M.
PLACE:	Lincoln Auditorium
MEMBERS PRESENT:	Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Guthrie, Crabtree, Buckner-Webb, and Ward-Engelking
ABSENT/ EXCUSED:	Senator Nonini
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 3:03 p.m. He opened the meeting with a reading from the book, A Heap O'Living, Along Life's Highway, by Edgar A. Guest, "What Makes the Game." **Chairman Mortimer** welcomed the new page, Brenton Marcucci, Mountain Home, Idaho, and invited him to the podium to introduce himself and share his interests and future aspirations.

S 1293 **Relating to Education; Amend and Establish Provisions Regarding Limited Contracts for Certain Employees. Karen Echeverria,** Executive Director, Idaho School Boards Association (ISBA) presented **S 1293.** She said there is a teacher shortage in Idaho. In an effort to fill this shortage, interim certificates can be obtained by candidates if they are enrolled in an alternate route of certification. She stated there are instances where teachers are unable to complete their alternate route in the required three-year timeframe. She said each year a teacher is on an alternate route to certification they receive a contract; there is a difference between a contract and certification.

Ms. Echeverria said the legislation proposes to add a new section of code which would allow a school district or charter school to provide to any teacher on an alternate route to certification a Category 1 contract. She explained the contracting procedures that occur until the teacher is certified. **Ms. Echeverria** asked for **S 1293** to be sent to the floor with a do pass recommendation.

TESTIMONY: **Steve Smylie,** Board Member, West Ada School District, spoke in favor of **S 1293**. He explained the difficulty in finding late-hire staff with full certification. Often the school district will hire a temporary alternative placement if the teacher is working on certification. The districts depend on the State Department of Education (SDE) to inform them on the teacher's certification. By the time they determine the certification progress, the teacher has a signed contract which is difficult to terminate.

Paul Stark, General Counsel, Idaho Education Association (IEA), spoke in opposition of **S 1293**. He explained the certification information may not be provided by the SDE to school districts until October, yet teacher contracts for the subsequent school year must be offered in July. He stated there are other routes available to school districts to teacher contracting.

Chairman Mortimer asked if the school board trustees can exercise the option of employing certified personnel on a one-year, limited contract. **Mr. Stark** replied in the affirmative. He said the discretionary language would allow them to offer a Category 1, 2, or 3 contract.

Dave Roberts, Chief Human Resources Officer, West Ada School District, spoke in favor of **S 1293**. He said teachers own their certificate and it is not the district's responsibility to determine if they are certified. If a teacher is not earning their certificate, their contract is not void; instead the teacher is not in compliance with their contract. This creates a compliance issue that school districts must address. Passing the proposed legislation would alleviate that issue.

Ms. Echeverria said should this legislation pass, school districts will work with the SDE, who is responsible for the personnel contracts, to ensure everyone uses the same contract as issued by the Superintendent of Public Instruction

MOTION: **Senator Den Hartog** moved to send **S 1293** to the floor with a **do pass** recommendation. **Senator Crabtree** seconded the motion. The motion passed by **voice vote.**

PRESENTATION: **"Day on the Hill." Funding and Accountability: A View from School Board Members. Jim Stoor,** President of the Idaho School Board Association (ISBA), introduced the ISBA officers and presented on behalf of the ISBA. He said the presentation will discuss funding and accountability. He explained how the Career Ladder has increased teachers' salaries; making it easier to recruit and retain teachers. The additional operation funding has helped with student achievement (Attachment 1).

Mr. Stoor stated increased funding creates an increase in accountability; this means there is more reporting to the SDE. He expressed concerns with the requirements. He said local governance is important to school districts. They appreciate the ability to choose programing that is specific to the needs of their students. They are optimistic flexibility will increase as per the recommendation of the Governor's Task Force on Public Education.

Supplemental levies are becoming a reality for many school districts. **Mr. Stoor** said they are needed for day-to-day operations. School districts are often only one defeated levy vote away from deep cuts to district programs. He stated there is an expectation this trend will continue. He addressed various proposed legislations that could have an impact on school funding.

Mr. Stoor explained the role of a school board trustee. They are accountable to those taxpayers in their communities. Often the choices they make may not coincide with others' opinions and expectations. He said trustees are elected by their local districts and serve with no financial compensation. The decisions they make are thoughtful and intentional. He thanked the Committee for the opportunity to present.

DISCUSSION: **Senator Den Hartog** said there are State standards for teacher contracts. She asked how school board members accomplish contract negotiations for the best of their districts while complying with the State's standards. **Mr. Stoor** replied teachers unions, ISBA staff, and Idaho schools understand they are all serving student achievement. He emphasized the fiscal responsibilities that elected school board members have to their district.

DISCUSSION: **Senator Guthrie** expressed concern regarding the lack of respect for school board trustees. He asked if there are too many special programs for schools to deliver. **Mr. Stoor** replied the ISBA has taken the position of "no more" line items for funding. School districts appreciate discretionary funding. They are able to operate their district to best meet demands.

Chairman Mortimer said the K-12 budget was set at $100 million in the Joint Finance-Appropriations Committee (JFAC); a 5.9% budget increase. **Chairman Mortimer** asked if an accountability measure should be developed to measure school district performance. **Mr. Stoor** replied in the affirmative. He said school districts would prefer to report those measurements at the school calendar's mid-year and end year, which better demonstrate student achievement.

Michelle Lippert, ISBA, Region 1 Vice Chairman, addressed the importance of using graduation rates and grades as measures of accountability.

Brian Pyper, School Board Vice Chairman, Madison School District, Rexburg, Idaho, voiced his support for creditable accreditation standards. It is important to supply teachers with new information. **Senator Thayn** asked if the school districts are accountable to the school system, the school district and the principals, the administration, or teachers. **Mr. Pyper** replied they are accountable to all of those entities.

Nancy Gregory, Board President, Boise School District, said the motivation behind strategic planning is continuous improvement and the focal point of continuous improvement for school districts is student achievement. **Ms. Gregory** commended the Legislature for funding that allows high school students to sit for the Scholastic Assessment Test (SAT). The test includes an itemized analysis for teachers to understand how their instruction affected student performance and outcomes.

Chairman Mortimer asked if the evaluations are used for English Language Learners (ELL) and special education students. **Ms. Gregory** replied there are individualized assessments for such students.

Chairman Mortimer asked if they have developed safety measures addressing school assaults. **Ms. Gregory** replied after the Sandy Hook Elementary School shooting, the Boise School District engaged multiple safety agencies to advise and develop actions for students and parents.

Chairman Mortimer thanked the officers from ISBA for answering the Committee's questions. He asked if they had questions for the Committee.

Mr. Stoor asked how the State is addressing the increase in health insurance premiums and how the increase might affect operational funds. **Senator Ward-Engelking** replied after reviewing the consumer price index, JFAC allocated additional money in the discretionary funds for health insurance costs.

Mr. Stoor stated supplemental levies addressed the gap from State funding. Districts would like to quit asking their communities to pass a levy. He asked if the Legislature would eventually be able to fund districts adequately so they would no longer have to hold supplemental levies. **Senator Thayn** remarked the extra revenue is being used to pay health insurance premiums.

DISCUSSION: **Senator Ward-Engelking** said the Legislature is required by the Constitution of Idaho to fund a thorough and adequate education for all children. She expressed her concern regarding the lack of funding; she views the lack of funding reflected in districts who must cut programing and only have four-day weeks.

Chairman Mortimer said the Public School Funding Formula Committee has been formed to address differences. The hope is that levies will no longer be a norm for some school districts.

Marg Chipman, Immediate Past President, ISBA, asked what the next steps are for the Public School Funding Formula Committee. **Chairman Mortimer** replied a large component of the funding formula is being analyzed with the focus being student centered.

Each Committee member thanked the ISBA for presenting and speaking candidly about the needs of their school districts.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:25 p.m.

Senator Dean M. Mortimer
Chair

LeAnn Mohr
Secretary

Samuel Griffin
Assistant Secretary

Attachment I

Senate Education

2018 DAY ON THE HILL REPORTING
FUNDING AND ACCOUNTABILITY
A SCHOOL BOARD MEMBER'S PERSPECTIVE

Thank you Mr. Chairman and members of the Committee. As Karen just stated, I am Jim Stoor, current President of the Idaho School Boards Association. I am a 14 year member of the Soda Springs School District Board of Trustee's. Other than the 7 years I lived in Elko Nevada and serving a 2 year LDS mission I have lived in the state of Idaho. I am a product of Idaho's Public School System and I am a believer in its importance and success. My four kids are also products of the Public School System. They were all very successful and graduated all with High Honors. I work as a shift coordinator for the JR Simplot Company. I have served on my local Board for 14 years and the ISBA Executive Board for 6 years.

Thank you for the opportunity to let us speak before you today. I would like to take a minute and introduce the other officers that I serve with. They are Marg Chipman, Immediate Past President from Weiser, Jennifer Parkins, President Elect from Genesee, and Wally Hedrick from Meridian Technical Charter School in Meridian.

I would also like to recognize my local board members who are here with me, along with my Superintendent and Business Clerk.

In addition to the officers and my local board, you will see nearly 200 Elected school board members and appointed Charter Board Members along with their Administrators ,who are here for a couple of days; to talk with all of you about what is important in their districts and charters. As a reminder, ISBA allows charter schools to be full members of our association and have a voice and vote in our legislative platform as well as run for office. We represent all 115 school districts and 40 of the 50 charter schools. That means that we represent around 900 school board members.

I would like to focus my talk today on Funding and Accountability. I know those are both big words when it comes to education and it means lots of different things to lots of different people. I do want to thank you for the commitment that you have all made to public education. Even, during the great recession when cuts were occurring to all government funding, you did everything you could to fund education. Also during that time, you provided us with more flexibility which always makes our jobs easier.

Since that time, you adopted and supported funding of the Career Ladder which has provided us with unprecedented increases in funding for our teachers and our districts and charters. This has helped so much in hiring teachers for our respective Districts. And you also continued to make modest increases to our operational funding. Finally, you have also included additional funding for literacy, technology, dual credit programs. All of those dollars have helped keep our districts and charters moving toward increased student achievement.

We understand that with additional funding comes additional accountability. That means more reporting with teacher evaluations, yearly continuous improvement plan reporting, and a myriad of other reports that we provide to both the State Board and State Department of Education. We work hard to provide those reports in a timely manner.

Speaking of accountability, I would like to discuss one of the main philosophies that ISBA has always tried to champion – and that is local governance. One of the recommendations from the Governor's Task Force on Public Education was flexibility. The intent was to remove line items and specific requirements for each district or charter. While we have made some strides in that area, we still have a long way to go.

We appreciate that there are certain interest groups and/or legislators who believe that one program or another is a means to increasing student achievement. What we believe is that there is no one program or one idea that is going to do that. We believe that each individual school district or charter school knows what is best for the students in their community. While we have made some strides in providing flexibility, we still have a long way to go. We would ask that we begin moving this flexibility at a much faster pace and allow districts and charters to make decisions at a local level that will work to increase student achievement in their community.

Even with the increases in funding, there are currently 93 of 115 school districts that still rely on supplemental levies. While the statute uses the term "supplemental" levy, the reality is that they are used to fund critical day-to-day operations of their districts. They are only one defeated levy vote away from deep cuts to the programs that the districts offer. Because 85-95% of school districts and charter school budgets goes to salaries and benefits, any cuts that are made, directly impact programs that impact students and their achievement. We expect this trend to continue with possibly even more districts needing a supplemental levy.

That is why it concerns us when we see several pieces of legislation being passed out of committees that would have significant fiscal impacts on a school district or charter school's ability to operate. There have been several pieces of tax legislation, one voucher bill, and several bills addressing at how and when we can run bonds and levies. Before voting on those bills, we would ask that you carefully consider the ramifications they will have on the students in your local community.

Study after study shows that Idahoans see education as the number one priority in Idaho. Those same studies show that Idahoans are also willing to be taxed in order to have good schools in their communities. That is why it is confusing to us that the legislature would do just the opposite and continue to cut taxes.

Mr. Chairman and members of the committee, what is more concerning to us are the remarks that have been made in committees last week by both presenters and legislators. I want to be clear that none of these remarks were made in your committee. However, these remarks have been made specifically about elected school board members who represent school districts and charter schools all across the State. Those remarks included statements that indicated that

we were “lazy”, “bullies”, “intentionally deceitful”, and “tried to pull the wool over taxpayer’s eyes”.

We are all elected officials just like all of you. We take an oath of office that we are statutorily bound to uphold. We are unpaid members of our community who get up every day to volunteer our time to do what we think is best for the students in our community. We are accountable to the patrons and taxpayers in our communities. We are accountable to the State Board of Education, the State Department of Education, the Federal Government, and the Idaho Legislature. We understand our roles. We understand that we are accountable for the safety and education of the young people in our schools. None of us take that responsibility lightly.

We know that we may have philosophical differences on how to run our schools, what programs we should have, and how to administer them. We also realize that not everyone will agree on where and how the money is spent or even if a levy or bond is needed. You all face those same differences of opinion in this body.

While differences of opinion will always be part of the work of any elected official, we would ask for civil discourse in these matters. We would ask that when such remarks are made that

the Chair of the committee use the gavel that has been provided to him or her and demand that all of us be treated with respect. And, we would ask that none of you make those kinds of statements.

Mr. Chairman, in closing, I would like to take a minute and thank all of you for the work you do. Once again, as elected officials, we understand that the job you have is not an easy one. The Idaho School Boards Association, our staff, Executive Board members, and all our members are here to assist you in any way we can. Please don't ever hesitate to reach out.

Thank you Mr. Chairman and Committee. I appreciate your time today and I would be glad to stand for any questions.

AGENDA

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Tuesday, February 20, 2018

SUBJECT	DESCRIPTION	PRESENTER
Minutes Approval:	January 22, 2018	Senator Crabtree
	January 23, 2018	Senator Nonini
	January 24, 2018	Senator Guthrie
	January 25, 2018	Senator Thayn
Presentation:	Mastery Based Education	Sherri Ybarra, Superintendent of Public Instruction, State Department of Education
S 1295	Relating to Education; Amend and Revise Provisions Regarding Funding for Career Technical Schools.	Tracie Bent, Chief Planning and Policy Officer, State Board of Education
H 365	Relating to Alcohol; Amend and Revise Provisions Regarding Distribution of Moneys in the Liquor Account.	Ms. Bent

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 Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE:	Tuesday, February 20, 2018
TIME:	3:00 P.M.
PLACE:	Room WW55
MEMBERS PRESENT:	Chairman Mortimer, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, Buckner-Webb, and Ward-Engelking
ABSENT/ EXCUSED:	Vice Chairman Thayn
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 3:06 p.m.
MINUTES APPROVAL:	**Senator Crabtree** moved to approve the Minutes of January 22, 2018. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**.
MINUTES APPROVAL:	**Senator Den Hartog** moved to approve the Minutes of January 23, 2018. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.
MINUTES APPROVAL:	**Senator Guthrie** moved to approve the Minutes of January 24, 2018. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.
MINUTES APPROVAL:	**Senator Winder** moved to approve the Minutes of January 25, 2018. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.

PRESENTATION: **Mastery Based Education. Sherri Ybarra**, Superintendent of Public Instruction, State Department of Education (SDE), updated the Committee about Idaho's progress towards Mastery Education (Mastery). She stated Mastery is a verb. She described the program and detailed how students advance through their educational strategy. **Superintendent Ybarra** reminded the Committee, Mastery was the number one recommendation from the Governor's Task Force for Education. She introduced Kelly Brady, Mastery Education Director, SDE.

Ms. Brady introduced Karla Phillips, Policy Director, Personalized Learning and Mastery Based Education, Foundation for Excellence in Education (FEE), to brief the Committee about Mastery at the state and national level.

Ms. Phillips said the goal of FEE is to aid state policymakers in discovering the policies which can increase local innovation remove obstacles to implementation in Mastery. She stated Mastery is the foundation supporting personalized learning. Learning is tailored to students' experiences, unique strengths, and interests while still maintaining the rigor and common skills necessary for academic achievement (Attachment 1).

Ms. Phillips detailed how other states are performing with Mastery programs. She explained the approach Idaho has taken to accomplish the Mastery program and outlined the different steps to achieve the initiation of the program. She addressed the lessons learned in the implementation processes and detailed barriers and disincentives to the program.

Chairman Mortimer asked how many schools are in the Mastery incubators. **Ms. Brady** replied there are 19 incubators consisting of 32 schools in the program: charter schools, traditional schools, and alternative schools.

Chairman Mortimer asked if there are districts using Mastery from K-12. He inquired as to how students are affected when they move from Mastery to traditional schooling. **Ms. Brady** replied the school district in Moscow, Idaho, has a K-12 program; the program is only in its first year and a half. She said there are many unanswered questions to the challenges but given time and experience, those will be remedied. She said with Mastery there is a decrease in classroom disciplinary problems.

Administrators and teachers from Middleton Academy, Middleton, Idaho, and Columbia High School, Nampa, Idaho, spoke at length regarding the strengths, weaknesses, opportunities, and threats as Mastery is implemented and practiced.

S 1295 **Relating to Education; Amend and Revise Provisions Regarding Funding for Career Technical Schools (CTE)**. **Tracie Bent**, Chief Planning and Policy Officer, State Board of Education presented **S 1295**. She said the proposed legislation removes the support unit reference as to how CTE schools are funded and specifies the funding eligibility requirements. **Ms. Bent** explained the funding formula currently used does not consider the district's actual costs for technical programs. Under the proposed legislation, the duplicate language in Idaho Code § 33-1002G, regarding the secondary support unit multiplier would be removed, resulting in no change to funding calculations. She explained if the proposed legislation passes budget deadlines will be moved to align with budget requests. She detailed how the language in Administrative Code will be changed.

Chairman Mortimer asked if the CTE schools currently have a separate and distinct governing board within a traditional school. **Ms. Bent** replied in the affirmative.

MOTION: **Senator Crabtree** moved to send **S 1295** to the floor with a **do pass** recommendation. **Senator Ward-Engelking** seconded the motion.

DISCUSSION: **Chairman Mortimer** asked if the removal of funding is to better align with the possibility of an enrollment-based funding model. He said there is a distinct difference between the funding model of the CTE schools and traditional schools. He stated he is concerned the rule, not statute, dictates the funding component. He asked how the funding component is addressed regarding CTE schools and traditional schools.

Ms. Bent replied the long-term vision is to move to a funding model that more adequately provides CTE programs additional funding for actual costs. CTE program costs can be larger than what is allocated. **Ms. Bent** said taking the requirements out of statute and bringing them back next year in a proposed rule amendment allows the Public School Interim Funding Committee to finish their work.

Dwight Johnson, State Administrator, CTE, replied the long-term vision for funding CTE schools should be an enrollment-based approach. He explained how the current funding model is working. He stated Idaho Code allows CTE high schools to receive additional funding, which is applied toward transportation costs; students travel from multiple schools and districts to attend specific CTE schools. Additional funds are allocated to program delivery, not teachers' salaries.

The motion passed by **voice vote**.

H 365 **Relating to Alcohol; Amend and Revise Provisions Regarding Distribution of Moneys in the Liquor Account**. **Ms. Bent** explained the proposed legislation would amend Idaho Code § 23-404. She explained how the monies are currently distributed amongst the three State community colleges. The addition of the fourth State community college will change the distribution.

Ms. Bent detailed the business of Liquor Account, established by Idaho Code § 23-401, which is to collect revenue and pay expenses of the Idaho State Liquor Division. She said the remaining funds are evenly divided into two pools for distribution in which community colleges receive a portion. **Ms. Bent** spoke in detail regarding the fund's funding formula and distributed amounts.

MOTION: **Senator Ward-Engelking** moved to send **H 365** to the floor with a **do pass** recommendation. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**. **Senator Crabtree** voted **nay**.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:21 p.m.

Senator Dean M. Mortimer
Chair

LeAnn Mohr
Secretary

Idaho Mastery Education Network

SWOT Analysis
IMEN Study 2017

Kelly Brady
Mastery Education Director

IMEN - Middleton Academy

S

Strengths/Success

- Achievement data MAP
- Credits earned data
- Discipline incident decrease
- Bell free schedule

W

Weaknesses/Challenges

- Increasing student self advocacy
- Time for PD
- Need for additional math support

SWOT
Analysis

O

Opportunities/Partnerships

- IMEN support system
- Leadership Team Middleton District

T

Threats/Possibilities

- Logistics of student choices
- Education stakeholders

IMEN - Greenhurst Elementary

SWOT Analysis

S — Strengths/Success

- Students are excited about learning
- Positive school culture and climate

W — Weaknesses/Challenges

- Time for PD and planning
- Still held to traditional school expectations

O — Opportunities/Partnerships

- IMEN support system
- Mastery Connect

T — Threats/Possibilities

- Changes in leadership
- Decrease in funding

IMEN - Columbia High School

S

Strengths/Success

- Change Management +
- Resources to Sustain
- Accelerated Growth

W

Weaknesses/Challenges

- Inside-Out
- Midstream
- K-12 Systematic

SWOT
Analysis

O

Opportunities/Partnerships

- Large Yet Small
- STEM Accreditation
- Higher Ed Connections

T

Threats/Possibilities

- Leadership Trust/Support
- Turnover
- Here to Stay?

IMEN - Meridian Technical Charter High School

SWOT Analysis

S

Strengths/Success

- Proficiency Feedback Rubric
- MTCHS Framework
- Advanced Technical Training

W

Weaknesses/Challenges

- Time for PD/Planning and Implementation
- Balancing structured learning and student choice

O

Opportunities/Partnerships

- Post-secondary Institutions
- IMEN support system

T

Threats/Possibilities

- Time/Workload for Staff
- Lack of Reflection in Quantitative Data

IMEN - Student Voice

Dylan Porth SCHS

Welcome to Silver Creek High School

IDAHO MASTERY EDUCATION BENEFITS/STRENGTHS

FLEXIBILITY

Educators are using innovative teaching strategies and providing innovative learning spaces. This frees up time and resources, allowing teachers to better serve their students.

TRANSPARENCY

With clear goals and benchmarks laid out, both students and parents are able to see exactly where they are in their studies, and what is expected of them.

DESIRE TO LEARN

Students are engaged in their learning as they make meaning, investigate, create/design, communicate, and synthesize their learning. Students are offered choice and are able to incorporate their interests into their learning.

KNOWLEDGE & SKILLS

As students complete their work, they receive immediate feedback through formative assessments. This model encourages students to focus and engage until they achieve mastery.

SUCCESS

Students work to fully understand the content and skills they need to advance in school—and beyond. Failure no longer exists; and students are no longer advanced based exclusively on time.

BUILDING THE FOUNDATION FOR PERSONALIZED LEARNING

Students work at a flexible pace, with choice and voice in their learning. Instructional support is given with an emphasis placed on fully learning instead of just earning grades, which builds their confidence for when the time comes to assess their skills and knowledge.

Source: IMEN Study 2017

IDAHO MASTERY EDUCATION CHALLENGES

STUDENTS

Ongoing Support is needed for the following:

Transparency for Learning - Communication, Evidence of Learning, Goal Setting, Flexible Schedule/Pace

Mindset for Learning (ownership, connect with teachers and peers, seek out resources and support)

Choice/Voice - Connecting Learning Opportunities to Interests and Life Skills

Learning Habits- Digital/In-Person

PARENTS COMMUNITY

Ongoing Support is needed for the following:

Transparency for Learning - Communication, Community Outreach and, Support for Parents

Mindset for Learning (ownership, home/school connections, seek out resources and support)

Connecting Learning Opportunities to Life Skills and Students' Interests

Traditional/Mastery Crosswalk Support (Dual Systems)

TEACHERS SCHOOL LEADERS

Professional Development is needed for the following:

Transparency for Learning - Assessment, Communication, Mentoring, Goal Setting, Support

Mindset for Learning, Culture of Calibration, Collaboration & Revision (PLCs)

Connecting Learning to Real-World, Life Skills, and Students' Interests

Flexible Schedules, Flexible Grouping, Learning Spaces

K-12 EDUCATION SYSTEM

Collaboration and Support is needed for the following:

Transparency for Learning - Assessment and Communication

Competencies/Learning Progressions

Learning Culture of Calibration, Collaboration & Revision (PLCs)

Traditional vs Mastery Crosswalk Support (Dual Systems)

Source: IMEN Study 2017

IMEN OPPORTUNITIES & PARTNERSHIPS

ACTIVITIES

Policies for IMEN, to include support from Idaho State Department of Education, seat-time waivers, ability for local school boards to determine crediting, and funding for IMEN incubators

IMEN Application reviewed by Business/Education/Community Members

Professional Development for IMEN Districts/Schools - in-person, virtual, school tours, local and national collaboration sessions

Community Awareness Campaign to include, communication toolkit for all stakeholders from policy, boardroom to classroom and for families

Collaboration with Higher Education for research and IMEN continuing credit opportunities

SYSTEM CHANGES

Learner involved in all aspects of learning; system allows for learner choice and voice

Assessment for Personalized Learning
- Feedback for Growth and Monitoring Progress

Facilitation/Support
- Differentiated educator roles to support individual student needs
- Flexible pace and flexible learning environments

Competencies/Learning Progressions
- Academic, Social/Emotional, and Workforce Skills

Learning Outcomes
- Feedback/Revision Cycle
- Calibration for Grading/Reporting

Student Advance Upon Mastery
- Personalized Learning Plans

CHANGES IN STUDENTS

"We learn in a more memorable fun way. We are able to build on our knowledge. If you already know something, you can show this on the diagnostic test."
IMEN Middle School Student

"Teachers are really adaptable, they will give you an assignment where students can be successful."
IMEN High School Student

"I like to learn best in small groups with our whiteboards and markers. Small groups, with a teacher to help."
IMEN Elementary Student

"Criteria used to be laid out by the teacher, but not the student. Now I can see everything. There is no chance of falling behind, unless I choose to."
IMEN High School Student

Source: IMEN Study 2017

POSSIBILITIES FOR MASTERY EDUCATION STATEWIDE IMPLEMENTATION

PARTNERSHIPS

Often innovative ideas are at greatest risk when the visionary leader leaves. An educational change like mastery requires support from multiple levels and the broader school community. As we transition Governors, it is important that there is collaboration among stakeholders to determine Idaho's Profile of a Graduate.

Implementation of mastery education could serve as a common connection between the existing Governor's three task force committees - Improving K-12; Higher Education; and Workforce Development.

Collaboration is needed at both the state and local levels, and should include Career and Technical Education and higher education, to align the IMEN Competencies and Learning Progressions to Idaho's Profile of a Graduate.

State and local collaboration is needed to adapt the Idaho Mastery Education Network's Competencies and Learning Progressions to align with the Idaho State Content Standards.

POLICY

Currently, IMEN schools are working within dual systems for assessment. While locally, schools/districts are able to assess students according to where they are currently learning, regardless of age or grade, state tests require that students are given grade level tests each year. Allowing students to take state tests, upon readiness, or provide fewer checkpoints, rather than annual tests, would provide the long-term flexibility that is needed.

Currently, IMEN schools are working within dual systems for reporting. This takes valuable time and resources, and system support is needed in the long-term.

Policies that will allow students to earn credit based on demonstration of mastery, rather than completion of courses, will provide schools/districts with the needed flexibility. Locally, school boards are able to determine how students may earn credit through Advanced Opportunities policy. In order to establish this as a long-term solution, support for awareness of this policy and implementation recommendations should be shared with Local Educational Authorities.

FUNDING

Currently, IMEN schools are using a seat waiver to allow for mastery education. Seat waivers would need to be available to all schools/districts in inquiry, planning/design and implementation, as long as the currently funding formula is based on Average Daily Attendance (ADA).

Need based funding made available for districts considering moving to mastery education.

Mastery education will be considered as a school improvement strategy in the ESSA plan, to support the lowest performing schools, allowing schools to utilize SIG funds and Title funding to support their efforts in transitioning to a mastery system.

Source: IMEN Study 2017

Idaho Mastery Education Network - Multi-Tiered Support

01 SDE Website

IMEN Districts/Schools share why mastery, demographics, bright spots, and resources.

02 IMEN School Visits

IMEN Districts/Schools share mastery learning in action through school visits.

03 Inquiry Lab

Participate in an Inquiry Lab PD days to ask questions and learn from other IMEN districts/schools.

04 Exploration

Funding for school visits and to attend quarterly IMEN Professional Development events.

05 Planning & Design

Funding to support planning and design and attend monthly IMEN Professional Development events.

06 Implementation

Funding to support implementation and attend quarterly IMEN Professional Development events

07 Sustain & Scale

Participate and share resources for IMEN Professional Development events.

Idaho Mastery Education - Support & Capacity Building

AWARENESS CAMPAIGN
Communication Toolkit
SDE Website
Stakeholder Surveys

IDAHO MASTERY EDUCATION NETWORK
IMEN Lessons Learned
Professional Development
Strategic Implementation Guide

IDAHO MASTERY EDUCATION COMMITTEE
Idaho Profile of a Graduate
IMEN School Visits
System Support Resources

OUTREACH & RESEARCH
IMEN Study 2017- Challenges & Benefits
IMEN Study 2018 - Support for Teachers & Leaders
IMEN Summit 2019

AGENDA

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Wednesday, February 21, 2018

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	National Conference of State Legislatures	Joellen Kralik, Policy Specialist, National Conference of State Legislatures Matt Weyer, Senior Policy Specialist, National Conference of State Legislatures
S 1279	Relating to the Idaho Opportunity Scholarship; Amend, Provide, and Make Technical Corrections so Certain Funds May Be Used for Scholarship Awards to Adult Students Meeting Certain Criteria	Marilyn Whitney, Deputy Chief of Staff, Senior Special Assistant for Government Services and Education, Office of the Governor
S 1211	Relating to Education; Amend, Revise, and Make Technical Provisions Regarding the Professional Standards Commission; Provide for Adoption of a Code of Ethics and Rulemaking Authority	Tracie Bent, Chief Planning an Policy Officer, State Board 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
Vice Chairman Thayn
Sen Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE: Wednesday, February 21, 2018

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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 Education Committee (Committee) to order at 3:05 p.m.

PRESENTATION: **National Conference of State Legislatures. Dr. Matt Weyer**, Senior Policy Specialist, National Conference of State Legislatures (NCSL), presented to the Committee information regarding parental involvement in education and how it relates to K-3 literacy. He addressed the importance of parental and family involvement in early childhood education illustrating how family engagement promotes school readiness leading to future academic success (Attachment 1).

Dr. Weyer discussed strategies leading to deeper family engagement and cited pending and/or enacted legislation relating to those strategies. Strategies include: community school models, two-generation strategies, Every Student Succeeds Act (ESSA) State plans, and school-based strategies. He highlighted the strategies used for English language learners.

Dr. Weyer presented research on K-3 literacy, which showed students who are not reading proficiently by the end of third grade are four times more likely to not finish high school. Some states have legislation requiring retention for students not reading at proficiency. He emphasized retention costs districts approximately $10,700 per student with research indicating a student retained in K-5 is 60 percent less likely to finish high school. He noted research appears to show no correlation between proficiency levels in states having a retention bill and those without.

Dr. Weyer concluded the presentation with a brief overview of the State Policy and Research for Early Education (SPREE) working group. Founded in 2016, its focus is to help state legislators better understand the most important factors for improving early education outcomes.

Chairman Mortimer asked how schools were building relationships with parents to engage them at a deeper level. **Dr. Weyer** replied they are using capacity building structures which include creating professional development targeted to engaging families through liaisons.

Senator Nonini asked if he was familiar with a federal program called Parents as Teachers. **Dr. Weyer** replied he was aware of the program. He said he does not have much knowledge on the subject.

Joellen Kralik, Policy Specialist, NCSL, presented an overview of the apprenticeship policy with state legislative examples. She clarified that apprenticeships today are found in a variety of blue and white-collar fields and registered apprenticeships are specific in that they require registration and a sponsor. She gave an update on legislation based on apprenticeship. Legislation in 2017 revolved around three categories: 1.) changes in government structure to bring state law in compliance with federal law, 2.) tax credits given to employers for apprentices, and 3.) incentives for apprenticeships involving state funded and lottery scholarships.

At the federal level, an executive order increased funding for apprenticeships. Further, the Perkins Act was reauthorized and HR 2353, which attempts to simplify and align collaborative federal and state efforts, was passed. Among the states, innovative programs emerged: Careerwise Colorado, Apprenticeship Carolina, and P-Tech Grant programs. Notable in Idaho for 2017, the ESSA State plan includes apprenticeship in the accountability measurement and two executive actions created the Governor's Higher Education Task Force and the Workforce Development Task Force.

Senator Guthrie inquired of Arkansas' 2017 S 505 bill. He wondered what process Arkansas took to get an income tax credit program in place relative to their state budget and if any tangible measurements had been made. **Ms. Kralik** stated she would get the information for him.

Senator Winder asked if any cooperative efforts had been made with trade unions. **Ms. Kralik** replied she could get the information for him.

S 1279 **Relating to the Idaho Opportunity Scholarship; Amend, Provide, and Make Technical Corrections so Certain Funds May Be Used for Scholarship Awards to Adult Students Meeting Certain Criteria. Marilyn Whitney**, Deputy Chief of Staff, Senior Special Assistant for Government Services and Education, Office of the Governor, presented **S 1279** and stated Idaho needs a multi-faceted approach to reach the 60 percent goal. She detailed the post-secondary completion rates and stated the bill seeks to amend the opportunity scholarship to provide the Idaho State Board of Education (SBE) flexibility to use a portion of the funds for adult learners. She detailed the barriers facing adult learners who do not return to college by highlighting the importance of providing them financial assistance. She cited a Georgetown Center on Education and the Workforce study entitled, "America's Divided Recovery."

DISCUSSION: **Senator Den Hartog** asked how many students applied for the Opportunity Scholarship and did not receive it due to a lack of funds. **Ms. Whitney** replied it is a timing issue. The waiting list of eligible students is approximately 2,500-2,700 students.

Senator Guthrie inquired as to the total fund balance. **Ms. Whitney** replied the legislation would allow SBE to use up to 20 percent of whatever is appropriated for the Opportunity Scholarship to target adult returners. There are ongoing funds of $10 million; the Governor recommended adding an additional $5 million. **Senator Guthrie** asked, with the waiting list and potentially $3 million going to the adults, how priority will be established. **Ms. Whitney** responded the intent was to establish a working group to determine the issues.

Senator Nonini asked if the scholarship is to be used for specific degrees. **Ms. Whitney** answered it was open for discussion.

Vice Chairman Thayn asked if finances were the main barrier, how much of a barrier were other issues. **Ms. Whitney** replied there are a lot of barriers and they are working on how to address them. **Vice Chairman Thayn** asked how successful the efforts have been without the money. **Ms. Whitney** responded many states are implementing these programs for returning adults. It offers them the ability to attend part-time.

Matt Freeman, Executive Director, SBE, outlined the basis for the 60 percent goal. He stated it was based on an updated study conducted by Georgetown University in 2012. The study showed by 2020, 68 percent of jobs will require some form of post-secondary education. this was reaffirmed by a study conducted by Idaho Business for Education in 2013. Referencing the *Complete College Idaho Report*, **Mr. Freeman** said, Idaho needs adult learners to earn 20 to 40 percent of certificates or degrees to attain the 60 percent goal. He remarked, nationally, the demographics of college students have changed, 44 percent of college students are age 24 and older, and 46 percent attend part-time. There is a misperception that those who have left college were not in good standing. The reasons they leave are as varied as the students themselves.

DISCUSSION: **Senator Nonini** asked if the scholarships are to be used for specific degrees. **Mr. Freeman** replied the scholarship is fopr a certificate or a degree, rulemaking will decide if it will cap out at an associates degree.

Vice Chairman Thayn asked who would receive priority and if it were open to certificates. **Mr. Freeman** said it is open to certificates. Currently, it is prioritized on a need and merit basis: 70 percent need and 30 percent merit, with a minimum 3.0 GPA. Rulemaking will decide priority. **Vice Chairman Thayn** commented priority was important, if awards for the adult learners were based the same as the current system, he would be less likely to support the bill. **Mr. Freeman** reiterated before rulemaking there would be discussions regarding direction.

Senator Guthrie questioned the reasoning behind starting a new program when the current one lacked funding. **Mr. Freeman** stated it is important to include this population in order to close the skills gap.

Senator Buckner-Webb commented she is encouraged by the legislation, as the need for opportunity does not lessen as one gets older. **Mr. Freeman** responded the SBE strongly supports the legislation.

TESTIMONY: The following individuals spoke in favor of **S 1279**:

Dwight Johnson, State Administrator, Idaho Career and Technical Education (CTE) (Attachment 2)

Vice Chairman Thayn inquired as to the type and length of short-term CTE programs. **Mr. Johnson** said there is broad range of occupations and the time required to complete certification ranges from a few months to two years.

Kent Kuntz, Director of Government Relations, Idaho State University (Attachment 3)

Mark Browning, Vice President, Communications and Government Relations, College of Western Idaho (Attachment 4)

Julie Custer, Co-President, American Association of University Women of Idaho (AAUW-Idaho) (Attachment 5)

Rod Gramer, President and Chief Executive Officer, Idaho Business for Education (Attachment 6)

Mark Wheeler, Dean of Extended Studies, Boise State University (BSU), (Attachment 7)

Laura Rumpler, Chief of Communications and Government Relations Officer, North Idaho College, submitted written testimony (Attachment 8)

The Committee asked questions regarding the barriers adults learners encounter while trying to return to school, corporate funding for scholarships, and the number of student who are over 30. All inquiries were answered to the satisfaction of the Committee.

Chairman Mortimer commented the Committee would hear the balance of the testimony on **S 1279** and hold the vote until the next meeting.

Ms. Whitney commented on making the best use of scarce resources. She stated there is a need for more scholarship resources and flexibility in order to address this key demographic. The Governor is making data-driven decisions. Considering foregone earnings and foregone tax revenue, this investment in the individual, is an investment in the State.

Chairman Mortimer said public testimony on **S 1279** is complete and the vote will be taken at the next meeting. He said **S 1211** will be heard another day.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:42 p.m.

Senator Dean M. Mortimer
Chair

LeAnn Mohr
Secretary

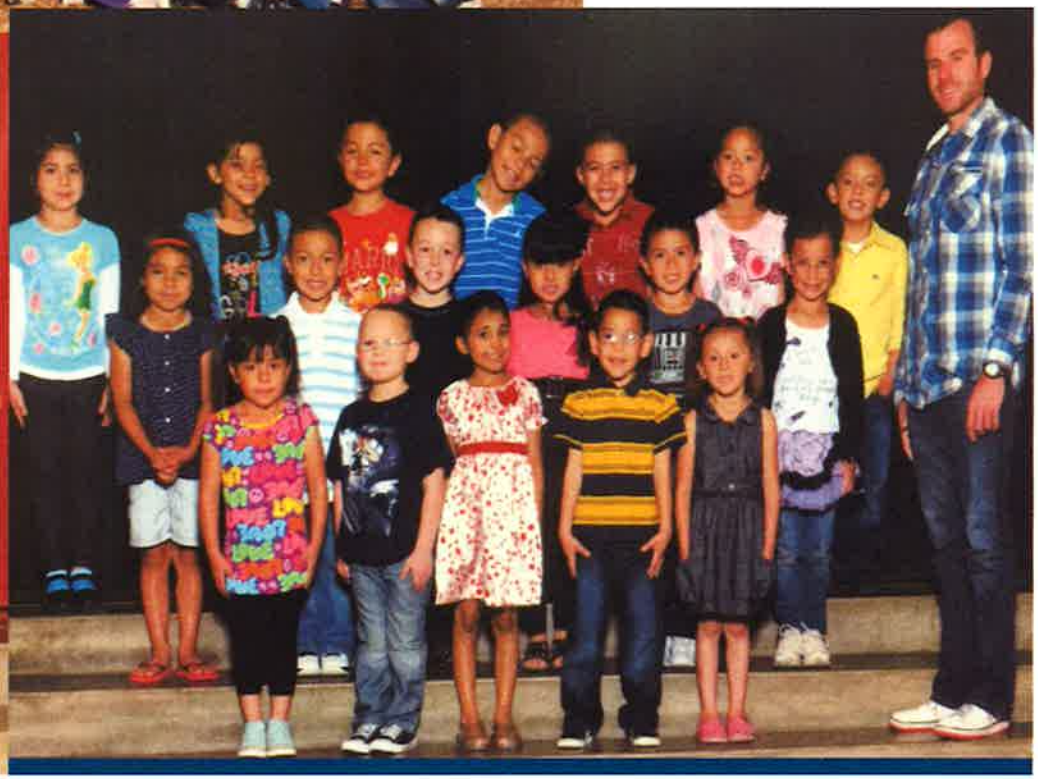
Diane James
Assistant Secretary

PARENTAL INVOLVEMENT IN EDUCATION AND K-3 LITERACY: BEST PRACTICES

PRESENTATION TO THE
IDAHO SENATE EDUCATION COMMITTEE
FEBRUARY 21, 2018

NATIONAL CONFERENCE of STATE LEGISLATURES

Attachment 1



Parental Involvement and K-3 Literacy

- Research
- Best Practices
- State legislative examples
- New NCSL Report (if time)

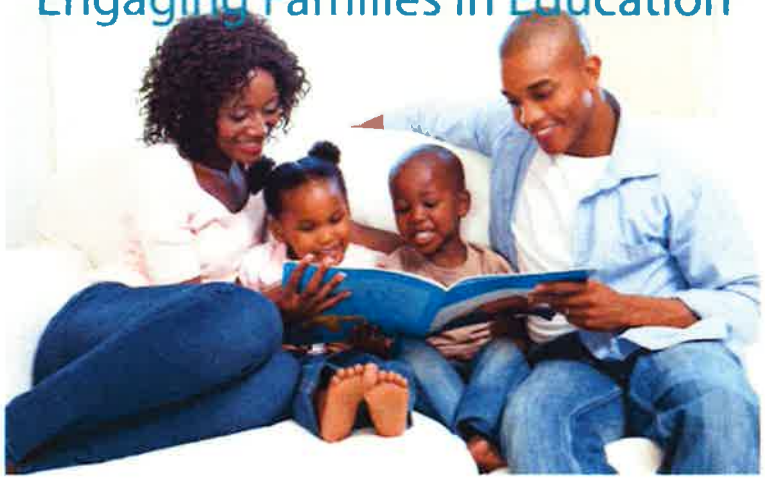
Research on Parental Involvement

- Promotes:
  - School readiness (impulse control, attention, memory and planning skills)
  - Social-emotional growth
  - Positive attitudes toward school
  - Reduces behavioral problems
  - Academic success

NCSL

Strong States · Strong Nation

Engaging Families in Education



By Matt Weyer

June 2015

Family engagement promotes school readiness, social-emotional growth, positive attitudes toward school and academic success. It centers on culturally-relevant and sustained relationships between family and school staff in the shared responsibility of a child's well-being. Family engagement differs from parental involvement, which typically refers to parents' participation in the systems and activities that promote a child's well-being. The term family engagement implies that this responsibility falls on more than just the parents; in an era of evolving family compositions, siblings, relatives and even friends play an important role. Acknowledging that students are with their teachers an average of only six hours per instructional day, family and community support in a child's education and maturation is vital to his or her success.

Community School Models

- WI SB 282 (2017-pending)
- NM HB 477 (2017-enacted)

Community Schools as an Effective School Improvement Strategy:

A Review of the Evidence

Anna Maier, Julia Daniel, Jeannie Oakes, and Livia Lam

LEARNING POLICY INSTITUTE NEPC

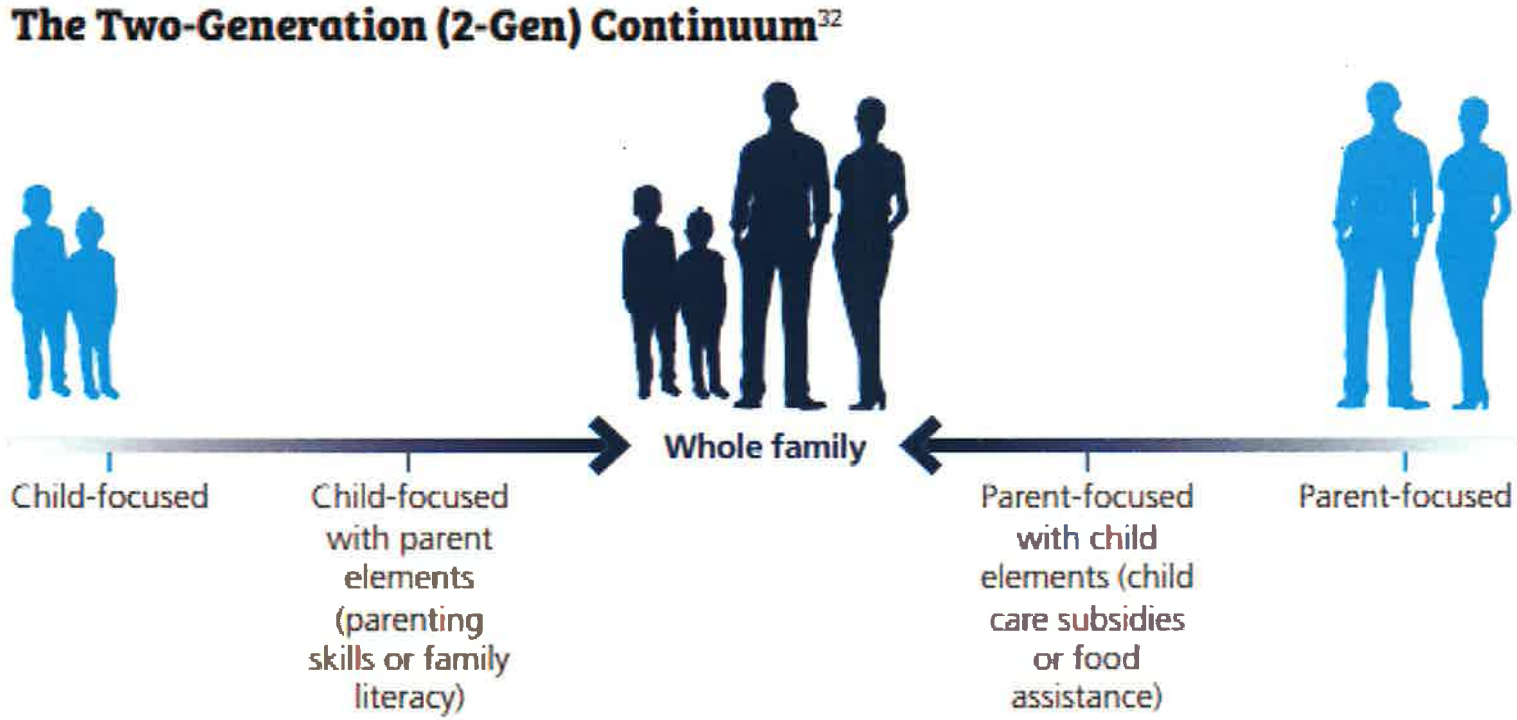
DECEMBER 2017

For Families of English Learner Students

- Translating report cards and newsletters
- Transparency in language programming and outcomes
- EL & Parent Advisory Councils

- MN SF 1218 (2015)
- CA AB 81 (2017) & WA HB 1541 (2015)
- OR HB 3358 (2017) & NV SB 301 (2010, 2017)

Two-Generation Strategies (2-Gen)

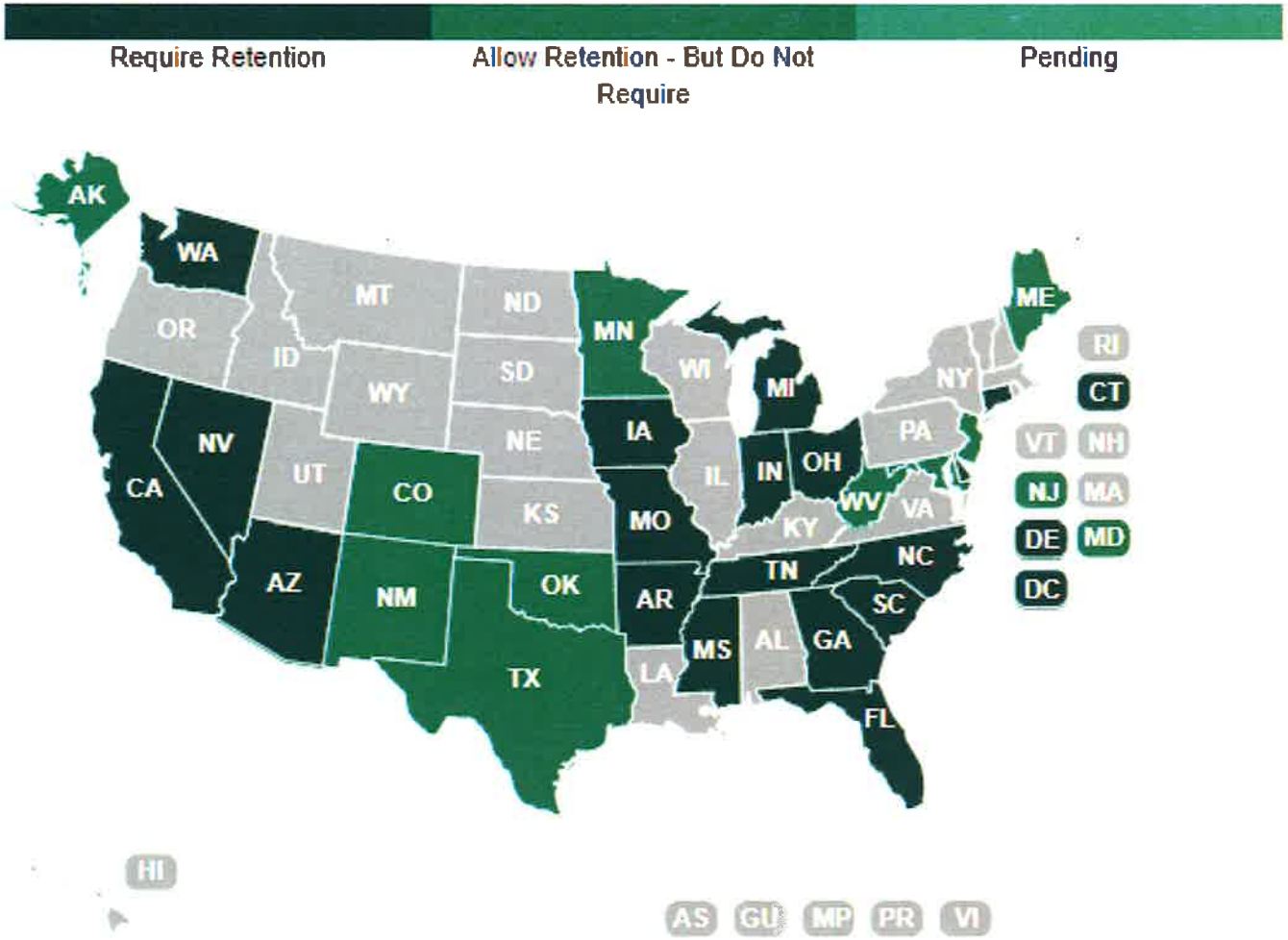


- CT HB 5069 (2016)

Other Potential Solutions

- ESSA State Plans
  - Parent-friendly report cards (RI and TX)
  - School climate and quality indicator
- School-based practices
  - Parent Liaisons (NV SB 474)
  - Parent Surveys (UT HB 403)
- Texting parents

K-3 Literacy: Research



Students not reading proficiently by end of 3rd grade are four times more likely to **not** finish high school

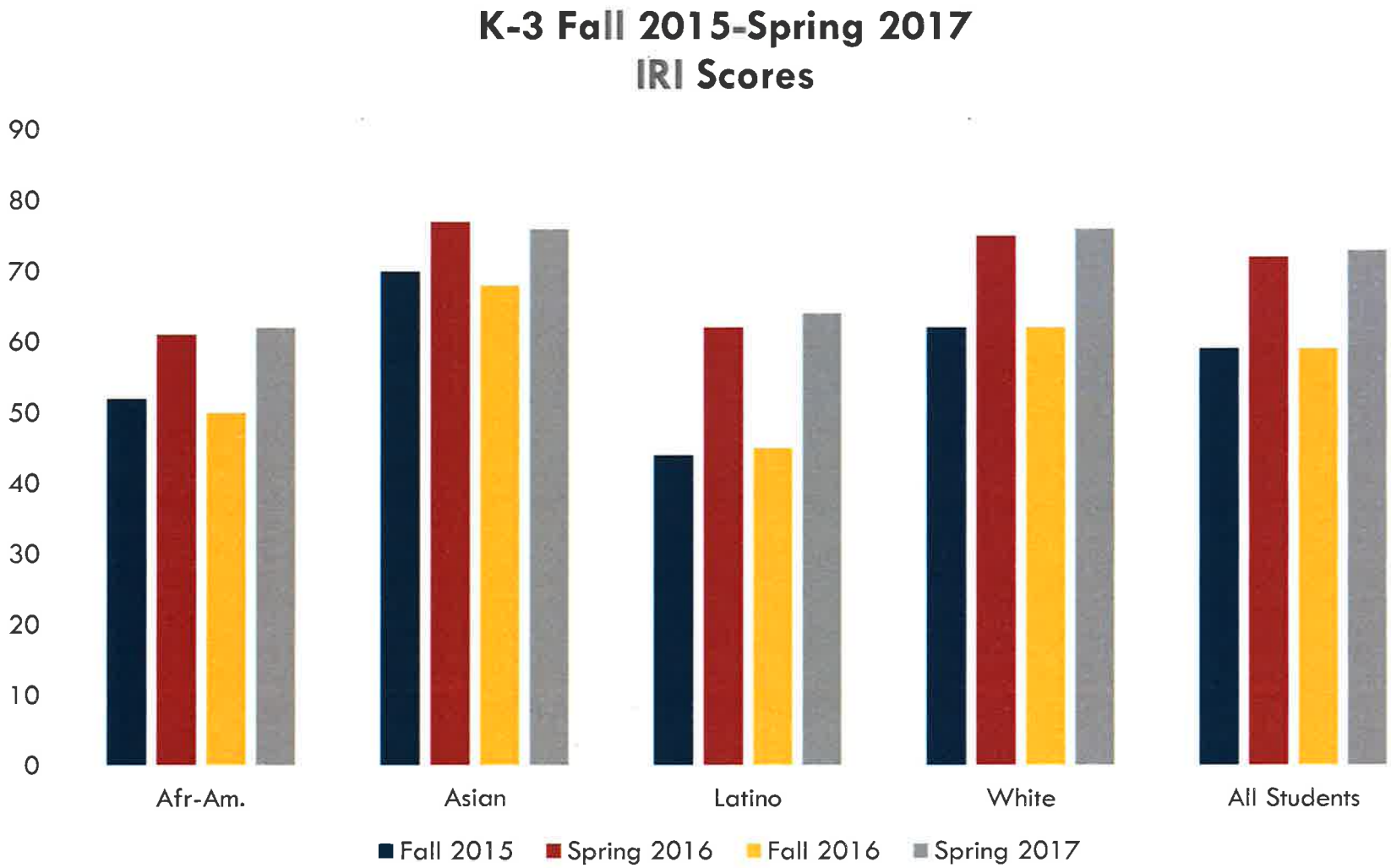
3rd Grade Retention States vs. Top 10

States Requiring Retention	Retention Law Enacted (Year)	Most Recent 4th Grade NAEP Data (2015)
Arizona	2012	30
Arkansas	2010	32
California	1998	28
Connecticut	2012	43
Delaware	2014	37
Florida	2011	39
Georgia	2003	34
Indiana	2010	40
Iowa	2012	38
Mississippi	2013	26
Missouri	2001	36
North Carolina	2014	38
Ohio	2014	38
South Carolina	2014 (to start 2017-2018 school year)	33
Tennessee	2011	33
Washington	2013	40
Washington, D.C.	2014	27

States with Top 3rd Grade Reading Scores	Most Recent 4th Grade -NAEP Data (2015)
1. Massachusetts	50
2. New Hampshire	46
3. Vermont	45
4. Connecticut*	43
5. Virginia	43
6. New Jersey	43
7. Wyoming	41
8. Pennsylvania	41
9. Kentucky	40
9. Washington*	40
9. Indiana*	40

Idaho = 36% at or above proficient

Idaho Reading Indicator



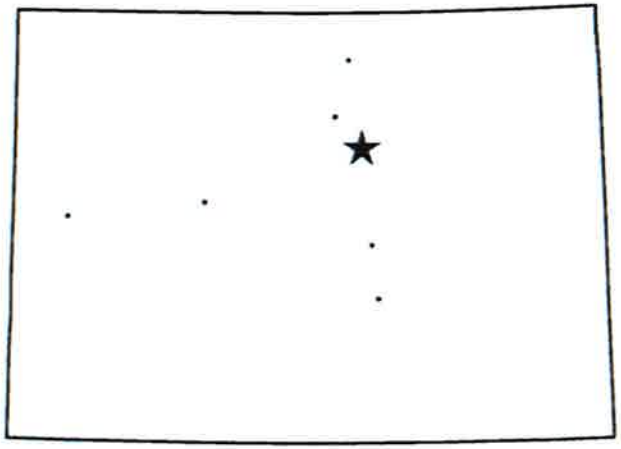
K-3 Literacy: Strategies

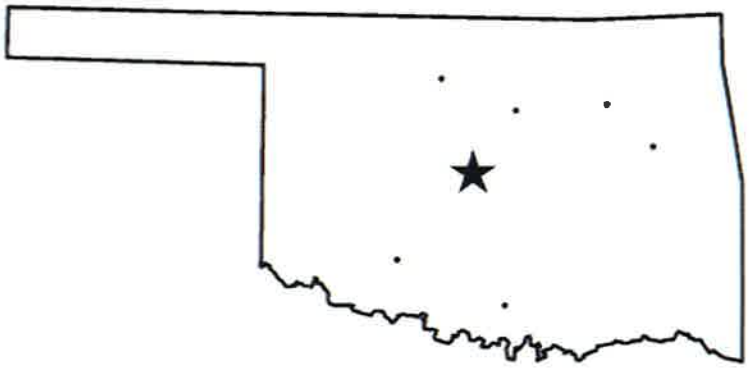
- Preventative approaches:
  - Early screening and intervention
  - Targeted professional development for teachers
  - Communication with families
  - After school and summer supports

K-3 Literacy: Legislative Examples

- Literacy services prior to school entry
  - Arkansas SB 534 (2015)
- Supplemental services
  - IA HF 488 (2015)
  - Reading Corps
- Comprehensive approaches
  - MI HB 4822 (2015)
  - ID HB 451 (2016)

K-3 Literacy: ESSA State Plans





State Policy and Research for Early Education (SPREE) Working Group

- Formed in Spring 2016
- Funded by the Heising-Simons Foundation (through 2020)
- 16 members:
  - 8 state legislators
  - 2 legislative staff
  - 6 early learning experts

Matt Weyer
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http://www.ncsl.org/research/education/early-learning.aspx

NATIONAL CONFERENCE *of* STATE LEGISLATURES

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NATIONAL CONFERENCE *of* STATE LEGISLATURES

Attachment 2

SB 1279 Testimony
Adult Completer Scholarship

I am Dwight Johnson the State Administrator for Idaho Career & Technical Education.

I'm here in strong support of SB 1279. We believe the addition of the Adult Completer component as part of the Idaho Opportunity Scholarship can have a significant positive impact in expanding career opportunities for Idahoans and in helping to meeting the talent needs of Idaho businesses.

We are specifically excited about the opportunity that such a program would provide Idahoans to complete CTE postsecondary programs and workforce training programs through our technical colleges and workforce training centers.

These short-term training programs would be ideal avenues for Idahoans to use these scholarship funds to increase their skills with 1 or 2 year degrees, apprenticeships and industry certifications. This would enhance their employability and provide a greater talent pool Idaho businesses need to grow and expand.

I would urge your support of SB 1279 and would be happy to respond to questions.

Attachment 3

OPPORTUNITY SCHOLARSHIP EXPANSION (ADULT LEARNER) BILL

Talking Points – Idaho State University

As is the case at most institutions, ISU earmarks a large percentage of scholarships to incoming freshman and transfer students for recruitment purposes. Few scholarships are earmarked specifically for non-traditional students or former students returning after a break in their post-secondary education. Expansion of the Opportunity Scholarship for awarding to non-traditional students who completed 24 or more post-secondary credits and stopped out (due to various reasons) would be a huge incentive to this population of students.

-Approximately 40% of ISU undergraduate degree-seeking students are non-traditional. *(Note: Non-traditional is defined as a student who is over the age of 24 or the student is considered independent for FAFSA purposes, and has a family size > 1 as determined by their FAFSA Application).*

-Many of these students face a variety of life barriers which prevent them from completing an undergraduate degree or certificate. For Academic Year 2017-2018, 3,131 (47%) of enrolled, undergraduate ISU students are

independent. Of these, 2,249 (71%) qualified and were offered pell grants (showing high financial need).

-As is the case at most institutions, ISU earmarks a large percentage of scholarships to incoming freshman and transfer students for recruitment purposes. Few scholarships are earmarked specifically for non-traditional students or former students returning after a break in their post-secondary education.

-Survey results:

In late September 2015, a survey was conducted to target students that attended ISU fall 2010 through summer 2014 and had not re-enrolled by fall of 2015. The analysis was based on Idaho degree seeking undergraduate students.

-Our survey data indicates that for adult learners, life gets in the way--children, jobs, family obligations--and that they often leave in good academic standing. In fact, the overall GPA for Sophomores (27 credits or greater) who left ISU was 2.5 or greater; Juniors was 2.7 or greater, and Seniors was 2.75 or greater.

-Based on the survey results, a total of 4,910 (63%) did not return to college. The other 37% were attending another institution. Of the 63% that did not return to college, the primary issue was related to tuition and funding resources.

Attachment 4

S 1279

Good Afternoon Chairman Mortimer and esteemed members of the Idaho Senate Education Committee

The College of Western Idaho stands in support of Senate Bill 1279, and its efforts to augment possibilities for Idahoans through the Opportunity Scholarship and in particular, the effort to help those termed, Adult Completers.

We've been asked to address how we would respond to this effort from a capacity standpoint- I can tell you that CWI is aggressively moving towards efforts to offer more pathways to completion be it in certificates or 2-year degrees in a number of disciplines that are more favorable to working adults. Our "Night and Weekend" effort is underway to streamline the time needed to reach completion. We hear from students that they want to come attend, they realize the value of a completion; be it a certificate or degree-- but their lives simply can't accommodate fully existing schedules. They're working, a spouse is working, there are a myriad of reasons- so by making more pathways available through night/weekend course offerings both in person, hybrid and fully online-- CWI is striving to serve these people. The Opportunity Scholarship and the effort contained within to designate funds to help those Adult Completers is a strong first step to recognize and support these Idahoans.

Thank you Mr. Chairman, members of the Committee--

I would be happy to stand for any questions you may have.

(Submitted by: J Mark Browning, Vice President Communications and Government Relations, College of Western Idaho)

JMB

J. Mark Browning
Vice President, Communications and Government Relations
College of Western Idaho
208.819.5967 cell
208.562.3508 direct

Sent from my iPad

Attachment 5

1088 E. Fleetwood Ct.
Boise, ID 83706-5176
208-871-0221
jjcuster1947@hotmail.com

February 21, 2018

To: Sen. Dean Mortimer, Chairman
Sen. Steven Thayn, Vice Chairman
Members of the Senate Education Committee

FROM: Julie Custer, Co-President
AAUW Idaho

Re: Testimony in Support of S1279

Chairman Mortimer and Committee Members,

My name is Julie Custer and I'm co-president of the American Association of University Women of Idaho (AAUW-Idaho). I am speaking to you today on behalf of AAUW Idaho in support of Senate Bill 1279.

AAUW is a nationwide organization that was founded in 1881 by 17 college-educated women who wanted to make it easier for women to get a college degree. AAUW advocates increased access to higher education, especially for women in poverty. We promote equitable efforts to close the persistent achievement gap that disproportionately affects low-income children and students from minority communities.

AAUW, which is recognized nationally for the quality of its research, published its first research report in 1885. This report established that, contrary to popular belief, attending college did not hinder a woman's ability to bear children.

AAUW awarded its first fellowship in 1888. AAUW now awards about $4,000,000 a year globally in fellowships and grants to women pursuing a college education. Since 2004, AAUW has provided nine fellowships and grants to scholars and community organizations in Idaho. Each award averaged almost $17,000. And each of the six AAUW branches in Idaho provides at least one scholarship a year to a woman pursuing a college education. Sadly, this is not nearly enough to meet the financial needs of women who want to go back to school, but can't afford it.

AAUW of Idaho

When the Adult Postsecondary Completion Scholarship (House Bill 190) was presented last year, opponents of the bill said the scholarship would essentially reward college dropouts. I find the word "dropout" to be somewhat pejorative.

I am one of those people who would have benefited from an Idaho Opportunity Scholarship. Like many young people, I started college the fall after I graduated from high school. However, I had to "go on hiatus" after four semesters because I could no longer afford the tuition on my minimum wage job. At the time, I had no other financial options available. Thirty years later I was able to qualify for education aid from my employer and complete my undergraduate degree. Had a scholarship like this been available, I might have been able to complete my degree years earlier and advance more quickly in my career.

AAUW Idaho respectfully requests that you vote "Yes" on Senate Bill 1279 to expand the Idaho Opportunity Scholarship and make it available to more adult students. Thank you.

Attachment 6

MR. CHAIRMAN, MY NAME IS ROD GRAMER, PRESIDENT OF IDAHO BUSINESS FOR EDUCATION, A GROUP OF 200 BUSINESS LEADERS FROM ACROSS IDAHO. I AM HERE TO SPEAK IN FAVOR OF SENATE BILL 1279.

THIS BILL GIVES THE STATE BOARD OF EDUCATION THE FLEXIBILITY TO ALLOCATE UP TO 20 PERCENT OF THE OPPORTUNITY SCHOLARSHIP TO WORKING ADULTS WHO HAVE SOME COLLEGE, BUT NO DEGREE.

THERE ARE NEARLY 200,000 WORKING ADULTS IN IDAHO WHO FALL INTO THIS CATEGORY, ACCORDING TO A RECENT STUDY BY THE LUMINA FOUNDATION. MANY OF THEM ARE A FEW CREDITS SHORT OF FINISHING THEIR CREDENTIAL OR DEGREE.

Many states are addressing this group, most notably Texas & Mississippi!

THE GOVERNOR'S TASK FORCE ON HIGHER EDUCATION UNANIMOUSLY RECOMMENDED THAT THE STATE PROVIDE FINANCIAL SUPPORT SO SOME OF THESE WORKERS CAN GO BACK AND FINISH THEIR CREDENTIAL.

MOSS + TEAM

IN FACT, IBE'S CHAIR, BOB LOKKEN, WHO CO-CHAIRED THE GOVERNOR'S HIGHER EDUCATION TASK FORCE, HAS SAID IT WILL BE VERY DIFFICULT FOR IDAHO TO ACHIEVE ITS IMPORTANT 60 PERCENT GOAL WITHOUT DOING THIS. WHICH MEANS WE WILL HAVE DIFFICULTY CREATING THE WORKFORCE THAT OUR EMPLOPYERS NEED.

THE CITIZENS WHO NEED OUR HELP ARE HARD-WORKING IDAHOANS WHO HAD THEIR EDUCATION INTERRUPTED FOR FAMILY REASONS, OFTEN HEALTH REASONS AND ESPECIALLY FINANCIAL REASONS.

Twin Chamber of Commerce DTC
Ensuring Food Financial Bank

TWO YEARS AGO, ERIC HANUSHEK, SENIOR FELLOW AT THE HOOVER INSTITUTE AT STANFORD UNIVERSITY, TOLD OUR LAWMAKERS THAT IF IDAHO COULD INCREASE ITS EDUCATIONAL ATTAINMENT TO THE LEVEL OF MINNESOTA WE COULD MORE THAN DOUBLE OUR STATE'S GROSS STATE PRODUCT.

WE COULD DO THAT WITHOUT ADDING ONE MORE JOB OR COMPANY TO OUR STATE.

CLEARLY, IF WE CAN HELP SOME OF THESE WORKING ADULTS FINISH THEIR EDUCATION, WE CAN INCREASE THEIR PRODUCTIVITY, THE VALUE THEY PROVIDE THEIR EMPLOYER, AND IMPROVE THE STATE'S ECONOMY ALL AT THE SAME TIME.

MR. CHAIRMAN, IBE HOPES THE COMMITTEE SENDS SENATE BILL 1279 TO THE FLOOR WITH A DO-PASS RECOMMENDATION.

Attachment 7

- I'm Mark Wheeler, Dean of Extended Studies at Boise State. Senators, it's an honor to be in front of you today, talking about a subject I'm passionate about and have dedicated my career toward. That is: Helping Idahoans -- specifically working adults -- achieve a college degree.

  My role at Boise State is to extend higher education beyond traditional bo~~rders~~ undaries. My staff ~~work~~ ably work with faculty to put courses and entire degree programs online to provide access across Idaho ~~and beyond~~ anytime & everywhere. We also offer programs at outreach sites in Nampa, Twin Falls, Coeur d'Alene, and military bases.

  And, the reason I am here today; we are huge supporters of the Adult Completer Scholarship. ~~[illegible]~~ Senate Bill 1279 as envisioned in

- As you know, it's estimated that there are over 200,000 Idahoans with some college but no degree or certificate. Encouraging these students to finish is the right thing to do -- for our citizens' sake but also the State's. When it comes to increasing the percentage of our population with a post-secondary degree, this is low-hanging fruit. They've already completed part of the journey and we just need to help them finish. With their life experience and soon a degree – this population will play an important role in meeting employers' needs.

Mr Kenz & Ms Fromm ISU & State Board Ms Custer Mr. Grammer

- Last year Boise State had a campaign to reach out to students who had "stopped out" of ~~Boise State several years earlier~~ College. We wanted to know what happened and if we could help them re-enroll. What we heard from these students is how financial ~~matters~~ pressures caused them to have to increase their work hours, or left them without money for child care, or in some other way interrupted their studies. Some have less than a year to go to complete their bachelor's degree. Despite setbacks, these students haven't given up on the dream of a college education -- in fact many of them still identify education as the key to improving their family's situation. We're working with these students to get them re-enrolled, but there are many, many more people out

Mr. Chairman

there with similar circumstances. The Adult Completer Scholarship will help institutions engage with this large population.

- These adult degree-completers are hard-working Idahoans ~~-- I know because I was once among this population~~. And these people are worth investing in. Boise State has invested in them. We have developed 35 fully online degree programs so ~~working~~ these working adults across Idaho can complete a certificate or degree without relocating, quitting their jobs, and/or uprooting their lives. Why? Because we take seriously the State Board of Education's charge that we ensure access and opportunities for Idahoans to continue their education regardless of their location, age, and job responsibilities (SBOE Policy III.L). I can't think of a better way for this body to affirm the importance of continuing education -- regardless of age and job responsibilities -- than to approve this adult completer scholarship.

- Lastly, it is my sincere hope that this body approve the Adult Completer Scholarship, and that its implementation not exclude students pursuing bachelor degrees or studies at Boise State University. I know ~~I've heard~~ that limited funding might require the State Board to severely restrict who is eligible for the scholarship. Given that Boise State has invested money in developing online programs for this exact population of degree-completers, I hope students will ~~be~~ have the choice to be able to use this scholarship to access these degrees. Many of the students who have testified.

- Thank you

Attachment 8

North Idaho College

1000 West Garden Avenue, Coeur d'Alene, Idaho 83814
www.nic.edu

Community and Government Relations
(208)769-3316 phone
(208)769-3273 fax

February 21, 2018

Chairman Mortimer, Vice Chairman Thayn.

Greetings from the snow-covered, North Idaho College campus, 380 miles north of you. My apologies that North Idaho College could not be in attendance at this afternoon's Senate Education Committee but please take these written comments as our full support for Senate Bill 1279 relating to the Idaho Opportunity Scholarship and language for certain funds to be used for scholarship awards to adult completer students.

North Idaho College continues to work on ways to support adult students as they re-enter higher education on their path to completion. From the PSR-1 Fall 2017 Snapshot (lower division headcount), community colleges in Idaho serve 47% of our state's higher education students.

This spring we are rolling out a new multi-tiered mandatory advising model that will require any returning student, transfer student and other identified student populations that will benefit from in-person advising to meet with an advisor prior to registering for Fall semester. This will allow us to provide those needed personal touch points and advocacy/ navigation to set returning students up for success in retention and completion.

North Idaho College is also fully aware of the variety of students we serve, including those adult students who are working, juggling a family and other aspects of life. We are adapting our student services to meet the needs of our students outside of the traditional Monday through Friday, daytime hours model. We've extended hours in our offices and offered services on the weekends, during registration and the start of semesters to be here for our students, when they need us to fit their schedules. We've piloted programs in our Career and Technical Education offerings and our Health Professions to offer access to classes in the evenings and weekends. One of our campus-wide Strategic Enrollment Management (SEM) initiatives is closely devising ways to remove the barriers to student completion and changing operations and processes dedicated to the ideal student experience and a student-centered focus verses employee operational ease. No student is alike. Each has a unique journey and a story to tell. As a comprehensive community college, we understand that for many of our students it is not the classroom experience or academic rigor that prevents

completion, but life and outside factors that get in the way. North Idaho College is dedicated to welcoming back students and helping them achieve their success story. Expanding the *Opportunity Scholarship* to support adult completers is a great step forward in helping more Idahoans thrive and succeed in today's current job markets and Idaho's evolving industry needs.

Thank you for all the work you do. We appreciate your consideration of Senate Bill 1279.

Respectfully,

Laura K. Rumpler

Laura Rumpler
Chief Communications and Government Relations

AMENDED AGENDA #1

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Thursday, February 22, 2018

SUBJECT	DESCRIPTION	PRESENTER
S 1279	Relating to the Idaho Opportunity Scholarship; Amend, Provide, and Make Technical Corrections So Certain Funds May Be Used for Scholarship Awards to Adult Students Meeting Certain Criteria	Marilyn Whitney, Deputy Chief of Staff, Senior Special Assistant for Government Services and Education, Office of the Governor
S 1211	Relating to Education; Amend, Revise, and Make Technical Provisions Regarding the Professional Standards Commission; Provide for Adoption of a Code of Ethics and Rulemaking Authority	Tracie Bent, Chief Planning and Policy Officer, State Board of Education
Docket No. 08-0203-1705	Incorporation by Reference: Science	Duncan Robb, Chief Policy Advisor, State Department of Education
Presentation:	Idaho Digital Learning Academy	Dr. Cheryl Charlton, Superintendent, Idaho Digital Learning Academy

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 Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE:	Thursday, February 22, 2018 3:00 P.M.
PLACE:	Room WW55
MEMBERS PRESENT:	Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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 Senate Education Committee (Committee) to order at 3:00 p.m.
S 1279	**Relating to the Idaho Opportunity Scholarship; Amend, Provide, and Make Technical Corrections So Certain Funds May Be Used for Scholarship Awards to Adult Students Meeting Certain Criteria. Chairman Mortimer** indicated public testimony was heard and closed on February 21, 2018. He asked for a motion for **S 1279**.
MOTION:	**Vice Chairman Thayn** moved to send **S 1279** to the floor with a **do pass** recommendation. **Senator Ward-Engelking** seconded the motion.
DISCUSSION:	**Vice Chairman Thayn** said **S 1279** uses 20 percent funds allocated from the Opportunity Scholarship. Currently, many of the scholarship requests go unfunded. He stated scholarship priority should be given to students who have developed a educational plan. **Senator Guthrie** stated the legislation should include qualifiers for those persons to receive scholarship money. **Senator Den Hartog** said education is better served by setting policy and effecting tuition rates for students rather than providing the scholarships. **Senator Nonini** stated his support of **S 1279**. Increasing scholarship funding helps people obtain a degree or certificate which moves them into better employment. This helps continue positive economic development. **Senator Buckner-Webb** added she is in favor of anything that encourages education for everyone. The motion passed by **voice vote**. **Senator Den Hartog** voted **nay**.
S 1211	**Relating to Education; Amend, Revise, and Make Technical Provisions Regarding the Professional Standards Commission; Provide for Adoption of a Code of Ethics and Rulemaking Authority. Tracie Bent**, Chief Planning and Policy Officer, State Board of Education (SBE), presented **S 1211**. She said the proposed legislation makes technical changes to update existing terms to distinguish clearly between codes of conduct and educator preparation standards. **Ms. Bent** detailed at length the changes being made to the nomination process for the Professional Standards Commission. The SBE will promulgate the rules to implement the provisions. **Ms. Bent** indicated stakeholders have expressed concerns regarding the nomination process. She asked to have the bill sent to the amending order.

MOTION: **Senator Ward-Engelking** moved to send **S 1211** to the **14th Order**. **Senator Den Hartog** seconded the motion. The motion passed by **voice vote**.

DOCKET NO. 08-0203-1705 **Incorporation by Reference: Science Standards. Chairman Mortimer** explained public testimony on this docket was given and closed on February 14, 2018.

Dennis Stevenson, Administrative Rules Coordinator, Office of Administrative Rules, Department of Administration discussed the process to be followed in addressing **Docket No. 08-0203-1705**. **Mr. Stevenson** stated a pending rule rejection requires a concurrent resolution by both bodies for it to become a law. He said either house can act unilaterally and if there is not a consensus, the rule will be adopted because there is no current resolution to reject the docket. **Mr. Stevenson** said if the Senate acts differently, the House has the option to adopt a concurrent resolution if they agree with the Senate's decision.

Senator Nonini asked if the Committee acted to excluded the science content, would that material be made available to the school districts through the State Department of Education (SDE). **Mr. Stevenson** replied that would be a possibility.

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

MOTION: **Senator Den Hartog** moved to accept **Docket No. 08-0203-1705** except the supporting contents. **Chairman Mortimer** seconded the motion.

DISCUSSION: **Senator Den Hartog** stated she does not believe the role of the Legislature and the State is to approve and put into rule supporting content for educational subjects. She said she believes the SDE should have the information and make it available to local districts to access it as needed.

SUBSTITUTE MOTION: **Senator Ward-Engelking** moved to accept **Docket No. 08-0203-1705** in its entirety. The motion was seconded by **Senator Winder**.

Senator Ward-Engelking said it is important to recognize the content and standards have been written and well-vetted by elite science teachers in Idaho. Having the content information is valuable for new teachers.

Senator Guthrie asked if there was flexibility in teaching the science standards where a teacher could bring in examples or supporting information that are not in the standards. **Mr. Stevenson** said he did not know. He said administrative rule is the law.

Senator Ward-Engelking said as a teacher, she often introduced additional information to the class.

Senator Winder said there has been testimony stating these are the minimum standards that teachers must teach. He explained teachers have the latitude to add material as they teach.

Chairman Mortimer spoke in support of the original motion. He said it is clear there is a distinction between the performance standard and the supporting curriculum content. He stated the curriculum is the teacher's domain. He indicated the Legislature should approve the standards and let the supporting content be dictated by the teachers.

Senator Crabtree stated he was in favor of the original motion because of the process used to create that motion.

ROLL CALL VOTE: **Vice Chairman Thayn** asked for a roll call vote. **Senators Crabtree, Guthrie, Winder, Nonini, Buckner-Webb,** and **Ward Engelking** voted **aye**. **Chairman Mortimer, Vice Chairman Thayn,** and **Senator Den Hartog** voted **nay**. The substitute motion passed.

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

PRESENTATION: **Chairman Mortimer** welcomed Dr. Cheryl Charlton, Superintendent of Idaho Digital Learning Academy (IDLA). **Dr. Charlton** introduced Jacob Smith, Operations Director, IDLA, Jeff Simmons, Curriculum & Instruction Director, IDLA, and Dr. Sherawn Reberry, Education Programs Director, IDLA, and indicated they would help her with their presentation.

Jacob Smith, Operations Director, IDLA. addressed the efforts over the last 15 years to provide solutions for creating equity and access for all student providing high-quality courses and teachers available for all students in Idaho. He said to make the mission possible IDLA collaborate with national, state, and local partners, and receive support from partnerships and local districts. A partnership with the Division of Career Technical Education has resulted in five CTE digital courses added to the options. Equity and access can be obtained with flexibility and availability of courses to help bridge the gap between rural schools and larger districts (Attachment 1).

Jeff Simmons, Curriculum and Instruction Director, IDLA, discussed how IDLA helps provide solutions for local school district challenges. IDLA highly-skilled teachers help alleviate the teacher shortage by provideing online courses to students whose schools can not offer the course. Some of the schools are providing proctors to support and motivate the students. He detailed at length the number of students enrolled in the variety of custom sections. **Mr. Simmons** said to provide more career and college information, students and parents can access a list of courses that would lead a student toward a specific program or degree.

Dr. Sherawn Reberry, Education Programs Director, IDLA, spoke about the advantages of taking dual credit classes. She detailed EdReady which is a tool to provide personalized learning how it aids students in their pursuit of higher education. **Dr. Reberry** said there are many resources available to Idaho teachers. She explained the Collaborative Counselor Training Initiative (CCI) which trains teachers through IDLA, who then are able to train others in their building or district. She said the IDLA is working with nine Idaho Mastery Education Network districts and have collaborative efforts with the SDE.

Vice Chairman Thayn asked if any of IDLA's funding was allocated from the Advanced Opportunities appropriation. **Dr. Charlton** replied 45 percent of the funding is from Advanced Opportunities. She said the remainder of the funding is based on student enrollment.

Chairman Mortimer asked if custom solutions is benefiting all schools and how many subjects are being made available.**Mr. Simmons** replied the rural school benefit the greatest, as they have a more diffiicult time obtaining qualified teachers. He stated whatever the district need has been, IDLA has been able to tailor the solution.

Chairman Mortimer asked if specific subjects are needed more than others. **Mr. Simmons** replied often it is the district that has the need. He said IDLA provides many science and math courses.

Vice Chairman Thayn asked what the flex model was; why students use it, and how many students participate in the program. **Mr. Simmons** replied the flex-model is a self-paced model which is used for a variety of student needs. He said there approximately 10 percent of IDLA students are enrolled in the program and students may enroll in it at any time.

Chairman Mortimer asked Dr. Charlton what IDLA would do with unrestricted funds. **Dr. Charlton** said IDLA would like to increase elementary education offerings and assist elementary teachers. There is a need to provide additional help for Spanish-speaking students.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:01 p.m.

_____

Senator Dean M. Mortimer
Chair

_____

LeAnn Mohr
Secretary

_____

Sharon Pennington
Assistant Secretary

Idaho Digital Learning

Senate Education
February 22, 2018

Cheryl Charlton
CEO/Superintendent

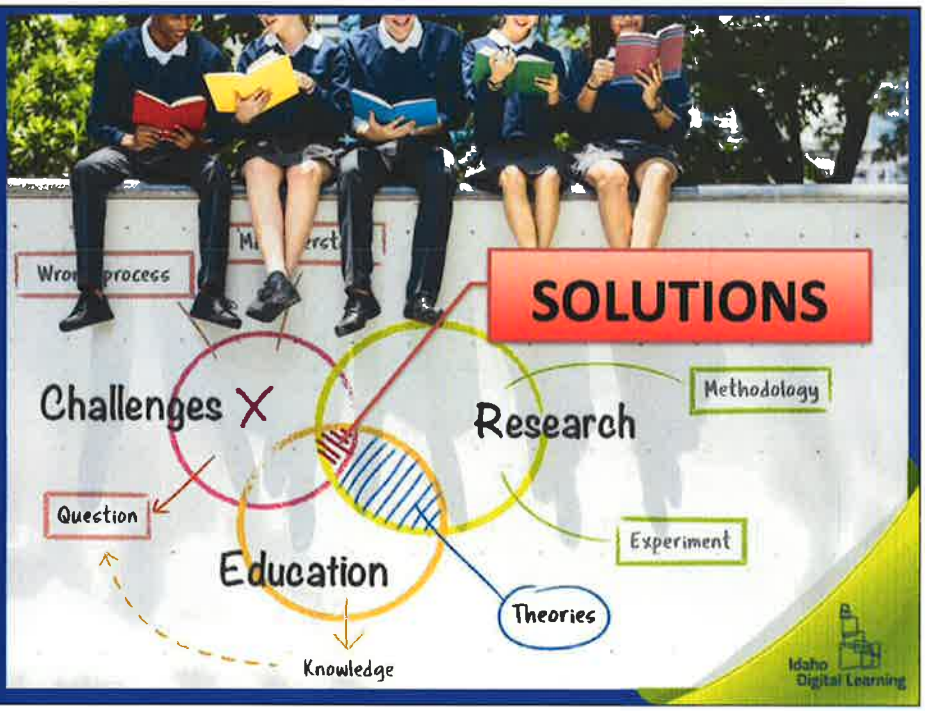
Jacob Smith
Operations Director

Jeff Simmons
Curriculum & Instruction Director

Sherawn Reberry
Education Programs Director

Creating solutions for:

- Equity & Access
- Local School District Challenges
- Access to Career & College
- Partnerships & Professional Development



EQUITY & ACCESS

Partnerships & Resources
Idaho Digital Learning

Enrollments
850
1162
1565
2513
3682
6619
9646
14,300
14,500
15,900
17,345
20,945
23,856
25,480
27,631
30,000 projected
02-03
03-04
04-05
05-06
06-07
07-08
08-09
09-10
10-11
11-12
12-13
13-14
14-15
15-16
16-17
17-18
Fifteen years of steady growth!
Idaho Digital Learning

Enrollments

- 90,000 high school students in Idaho
- 17,000 unique students
- 1 in 5 Idaho students take an Idaho Digital Learning class

Idaho Digital Learning

Equity and Access

Providing Opportunities to Districts

Idaho Digital Learning

Equity and Access

Providing Opportunities to All Districts

Salmon River High School
Riggins

54 local courses

Idaho Digital Learning

256
online courses

Boise High School
Boise

135 local courses

Bridging the gap by expanding course catalogs and resources

Idaho Digital Learning

Equity and Access

Broader Access to Course Delivery

Cohort Model

Flex Model

Blended Model

Idaho Digital Learning

LOCAL SCHOOL DISTRICT CHALLENGES

Local School District Challenges

Teacher Shortage

Idaho Digital Learning Teachers

339

Idaho Digital Learning

Local School District Challenges
Custom Solutions

RICHFIELD SCHOOL DISTRICT #316
Home of the Tigers

Wood River High School
Home of the Wolverines

Idaho Digital Learning

Local School District Challenges
Teaching the Whole Child

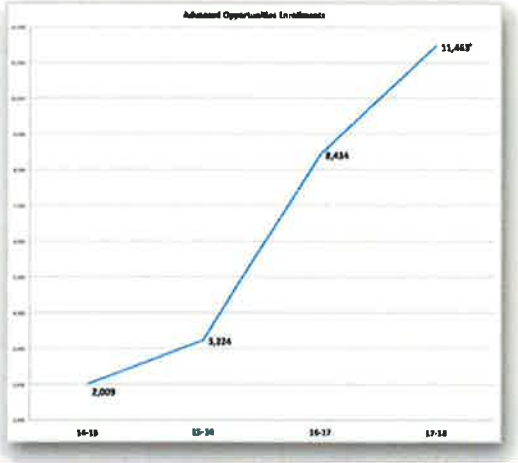
- Netiquette
- Internet Safety
- Digital Citizenship
- How to Handle/Avoid Cyberbullying
- Decision Making/Planning
- Dealing with Stress and Peer Pressure
- Suicide Prevention
- Opioid Epidemic
- Mental Health

Idaho Digital Learning

ACCESS TO
CAREER
&
COLLEGE

Access to Career and College

Adv. Opps. Enrollments



*Spring numbers not yet finalized

Idaho
Digital Learning

Access to Career and College

College Readiness

Enrollment - Total 4427

GEM
2538 enrollments (57%)

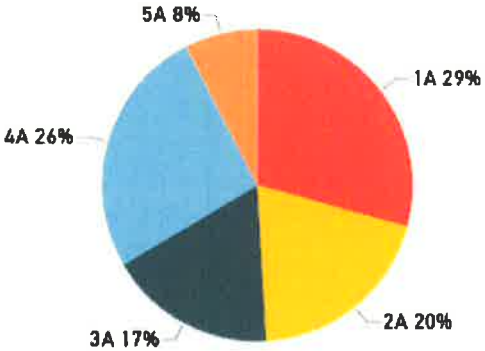
Career-focused electives
1060 enrollments (24%)

Remainder
829 enrollments (19%)

Idaho Digital Learning

Access to Career and College

College Readiness



*Enrollments by Idaho High School Athletic Association classification

Idaho Digital Learning

Access to Career and College

Career Exploration

741 students

from 19 schools

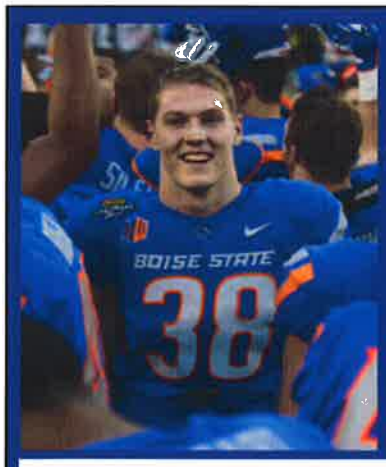
*Spring numbers not yet finalized

Idaho Digital Learning

Access to Career and College

Roadmaps

Idaho Digital Learning



Leighton Vander Esch
Salmon River High School - Riggins

Chase Josey
Wood River High School - Hailey

Student Success

Idaho Digital Learning

Access to Career and College
Mastery with EdReady

- Personalized Learning
- Check Mastery
- Plan for College and Career opportunities
- Prepare for SAT & ACT

Idaho Digital Learning

Access to Career and College

Career Opportunities for Students

Idaho Digital Learning

Partnerships and Professional Development

Idaho Digital Learning

Partnerships
Cyber-aware Workforce

IDAHO TECHNOLOGY COUNCIL

IETA

Idaho Digital Learning

Partnerships
Cyber-aware Workforce

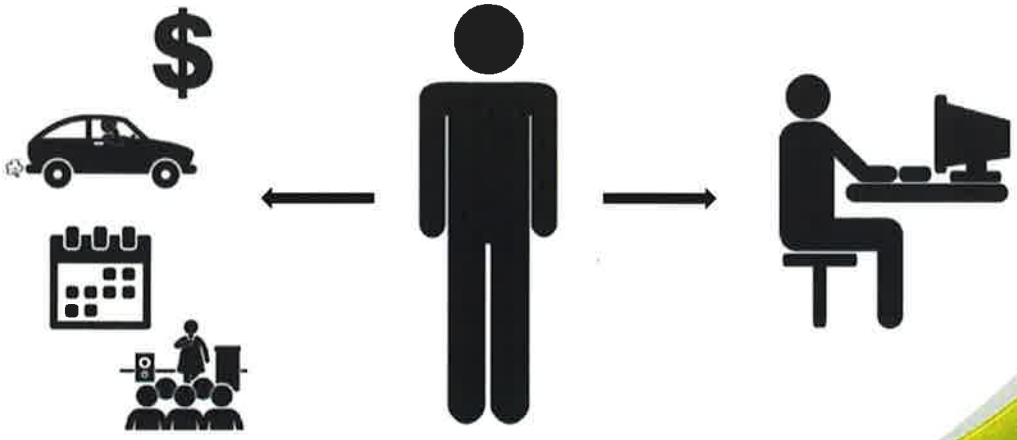
K-20 Working Group

Idaho Digital Learning

Professional Development
Educational Resource Library (ERL)

Idaho Digital Learning

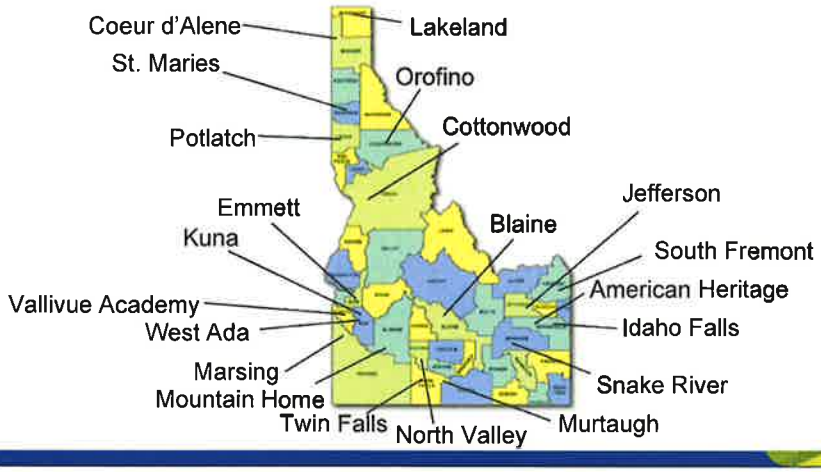
Professional Development
Equity & Access



Idaho Digital Learning

Professional Development

PD Consortium Mastery / Blended



Idaho Digital Learning

Jeanne Wilfong

Payette River Technical Academy

[Idaho Digital Learning] does an amazing job meeting the needs of the students in Idaho. I take my hat off to all of you. I have never met a more dedicated group of people that are here for the students and make strides every year to make the program more efficient, appealing and diverse. I wish this program were available for my students when they were in High School.

Testimonial

Idaho Digital Learning

Goals for 2018

- Expanding CTE Digital & Roadmaps
- Personalized Learning

Questions?

Idaho Digital Learning

AGENDA

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Monday, February 26, 2018

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	West Ada School District	Dr. Mary Ann Ranells Superintendent, West Ada School District
Presentation:	Snake River School District	David Kerns, Superintendent, Snake River School District
Presentation:	GEM Innovation Schools	Laurie Wolfe, Idaho Distance Education Adademy
Presentation:	BrightBytes	Sarah Skinner, Vice President of Partnership

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 Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE: Monday, February 26, 2018

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Guthrie, Crabtree, and Buckner-Webb

ABSENT/ EXCUSED: Senators Nonini 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. He opened the meeting with a reading from the book, A Heap O'Living, Along Life's Highway, by Edgar A. Guest, *"Happiness."*

PRESENTATION: **West Ada School District**. **Dr. Mary Ann Ranells**, Superintendent, West Ada School District (WASD), stated WASD embraces accountability and results. She said data tells the story of what is occurring in classrooms; it helps to determine student achievement. She introduced Joe Kelly, Assessment and Accountability Administrator, WASD, to present on how WASD captures broad data and converts it into something useful for the classroom.

Mr. Kelly said the key fact about data is how to use the data reports. He said in order to change instructional systems using data, data must be timely, meaningful, and actionable. His presentation answered the following questions: 1.) "What data do we have?"; 2.) "How do we use our data?"; and 3.) "What data do we need?" He explained each of the points at length. He provided examples of the testing results the WASD uses to help student achievement (Attachment 1).

Mr. Kelly said WASD is comfortable with the amount of data they currently collect. The new data received easily populates into the models. He reiterated the goal is to have timely, meaningful, and actionable data available to teachers to help student achievement.

DISCUSSION: **Senator Den Hartog** asked if some required data collection has no value for the end user. **Mr. Kelly** replied in the negative. He said the required collected data is owned by WASD and is used to discern student achievement.

Vice Chairman Thayn asked if the data teachers use to improve student achievement is helpful. He wondered if the results in student achievement growth are observed the following year. **Mr. Kelly** replied it is extremely helpful. He explained the identification process for achievement trends. He said the results are reported to educators to help them interpret student growth.

Vice Chairman Thayn asked if the third grade Idaho Reading Indicator (IRI) assessment correlates with the third grade Idaho Standards Achievement Test (ISAT). **Mr. Kelly** replied, based on the data, there is not a strong correlation.

PRESENTATION: **Snake River School District (SRSD)**. **David Kerns**, Superintendent, Snake River School District, detailed his district's demographics: just under 7,500 students, 200 staff members, and a four-day week. He said he is the assessment coordinator for the SRSD. He detailed at length the different assessments SRSD uses to gather student achievement data. Administrators and educators meet weekly to assess the collected data reports. They use the data to identify students in need of some type of educational intervention. He spoke positively about the educational strides students and educators are making in SRSD. **Mr. Kerns** requested the elimination of duplicate data reports (Attachment 2).

DISCUSSION: **Senator Den Hartog** asked how the pre-K program is funded and how they use the literacy funds. **Mr. Kerns** replied the pre-K program is a special needs program. He said the early literacy funds have been used to purchase the Imagine Learning program and the summertime extended reading program.

Vice Chairman Thayn asked how much the Star Assessment program costs. He inquired about the elementary school's physical activity program and its impact to learning. **Mr. Kerns** replied the Star Assessment costs approximately $35,000 a year. He said the physical activity program calms students and helps prepare them for instruction.

PRESENTATION: **GEM Innovation Schools (GEM)**. **Laurie Wolfe**, Idaho Distance Education Academy, presented the GEM school performance measurements. She described the three charter schools that comprise GEM. **Ms. Wolfe** said when school performance is measured, student demographics, school satisfaction, academic success, graduation rate/advanced opportunities, employee satisfaction, and school financial health are taken into consideration. She explained how the collected data is used to identify student performance.

Ms. Wolfe showed the Committee a list of assessments used to collect the required data and reported to the State. She explained the additional assessments GEM uses to determine student achievement and student growth. She explained the goal is to show student growth, not necessarily student proficiency. She detailed the professional development work that GEM performs and the expectation that teachers are to use data to guide the daily classroom instruction. She detailed at length the GEM academic assessments; they are one of the factors used to measure school performance (Attachment 3).

DISCUSSION: **Chairman Mortimer** asked if the required reports to Idaho Charter School Commission are the same as those submitted to the State Board of Education (SBE). **Ms. Wolfe** replied the reports required by the Commission are different than those required by the SBE. She stated public charter schools often submit two different sets of data reports.

Vice Chairman Thayn asked if teachers are teaching to the assessment tests. **Ms. Wolfe** replied teachers are focused on teaching the State standards. It is important to ensure students are mastering the grade-level standards at each equivalent grade.

PRESENTATION: **BrightBytes**. **Sarah Skinner**, Vice President of Partnerships West, said BrightBytes is impressed with the Statewide dialogue regarding how to measure student performance and school quality. She explained the work BrightBytes is doing across the State to help with Every Students Succeeds Act (ESSA) compliance. She said BrightBytes is an end-to-end and data management analytics company focused on K-12 education. She said the predominant goal is to help clients answer how the data will improve the way students learn (Attachment 4).

Ms. Skinner said a challenge for BrightBytes is to mobilize data combinations to drive action. She said the program manages data to normalize the reports. She explained how school districts' fragmented data is captured and integrated to generate a cohesive data report to drive change in schools. She explained how data is compiled from various school district assessments to create a comprehensive Statewide report. **Ms. Skinner** said, embedded in the platform, is an actionability component with suggested recommendations.

DISCUSSION: **Senator Winder** asked whether "weighting" for educational funding impacts student proficiency. **Ms. Skinner** replied BrightBytes data science and research team has participated in conversations with a variety of states regarding that issue. She explained the results indicate that when spending is allocated to meet the needs of students, learning improves.

Senator Winder asked if the information States use to decide the "weighting" values is available. **Ms. Skinner** replied in the affirmative.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:32 p.m.

Senator Dean M. Mortimer
Chair

LeAnn Mohr
Secretary

Senate Education Committee Data

EMPLOYING DATA TO IMPROVE INSTRUCTIONAL SYSTEMS AND INCREASE STUDENT ACHIEVEMENT

WEST ADA SCHOOL DISTRICT

Key Points About Instructional Data

- It's not the data you have
- It's how you use the data you have
- Regardless of the data, if you want to impact the system it has to be:
- Timely
- Meaningful
- Actionable

The Committee Asked Us to Respond to the Following Questions

- What data do you have?
- How do you use that data?
- What data do you need?

What Data Do We Have?

- Our primary student achievement data sets are:
- Summative – How are we doing as an instructional system?
  - Idaho Reading Indicator (IRI)
  - Idaho Standards Achievement Test (ISAT)
  - PSAT
  - SAT
  - K-2 Math Outcome Assessment
- Formative-How are our students progressing in current instruction?
  - Classroom progress monitoring (Q&A, Exit Tickets, RCBMs, HMH Weekly)
  - Common formative assessments (Mid Module, Interim Blocks, DWA, etc.)

How Do We Use Our Data?

- To answer questions at the Board and Instructional Team level
  - Are we getting better as an instructional system as measured by increased student achievement?
  - Did the initiatives we instituted as a system (material purchases, professional development, etc.) result in increased student achievement?
  - Are our schools increasing student achievement as measured by_____?
  - Are there individual schools or grade level teams that are outperforming we need to investigate to determine how they are achieving the results they get?
  - Do we need to reallocate resources to help individual schools out?

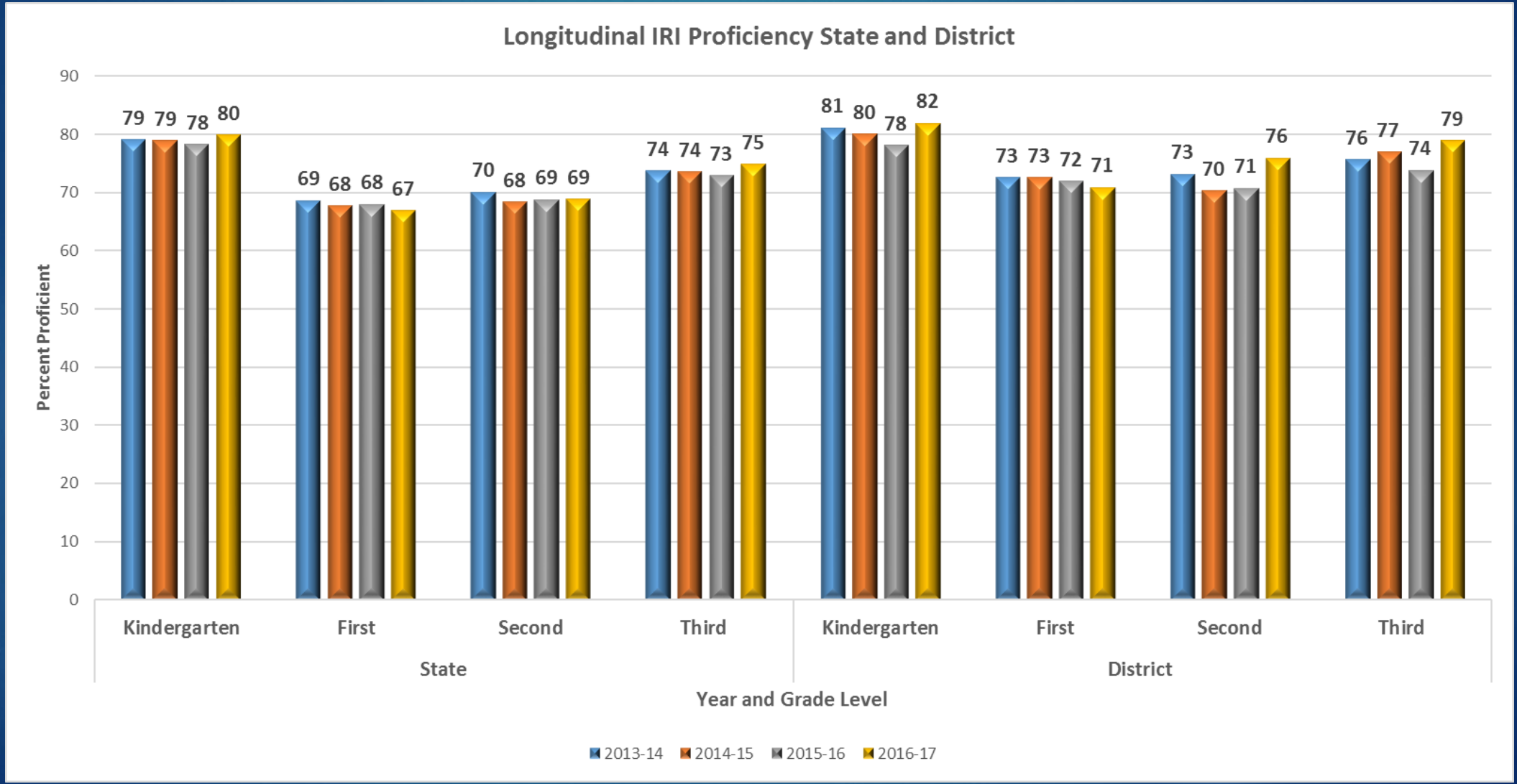
How Do We Use Our Data?

- To answer questions at the school and classroom level
  - Is our school increasing student achievement as measured by_____?
  - Are our PLCs functioning at a high level?
  - Are we focusing our instruction on the right things?
  - Based on our data, what are our next steps instructionally to increase student achievement?
  - Are there individual teachers or grade level teams that we can learn from?
  - What additional resources or professional development do we need?
  - What are we going to keep the same in the next instructional cycle?
  - What are we going to change in the next instructional cycle?

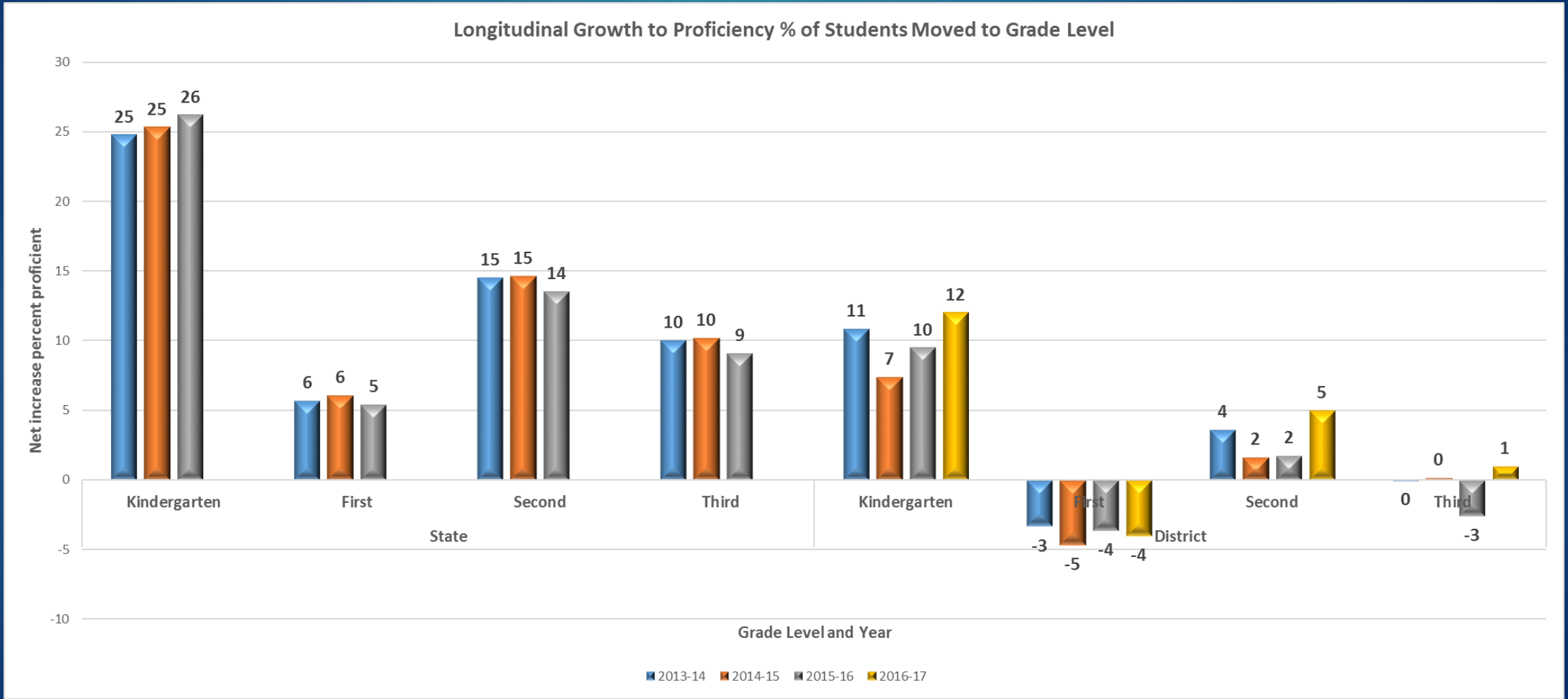
The Following Example Uses IRI Data

WE DO THE SAME THING WITH ALL OUR DATA SETS

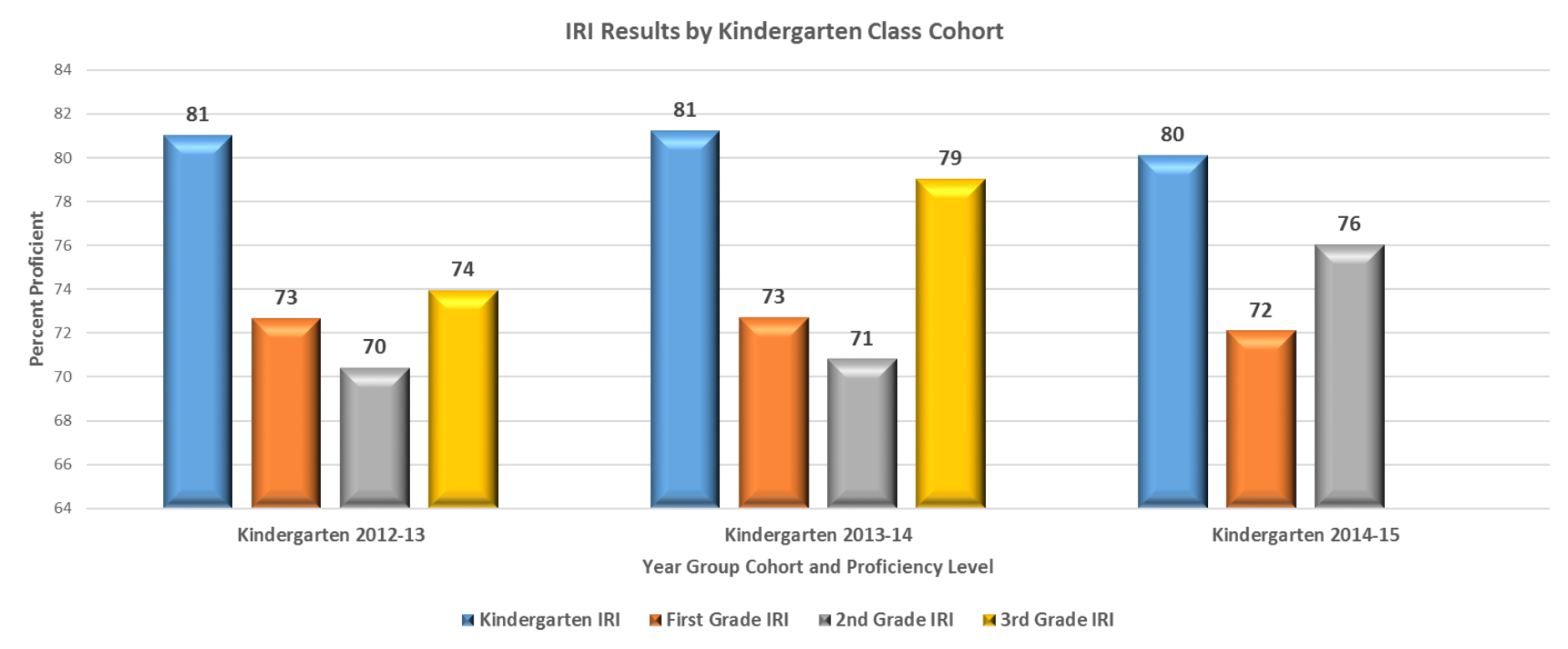
IRI Data Longitudinal Proficiency



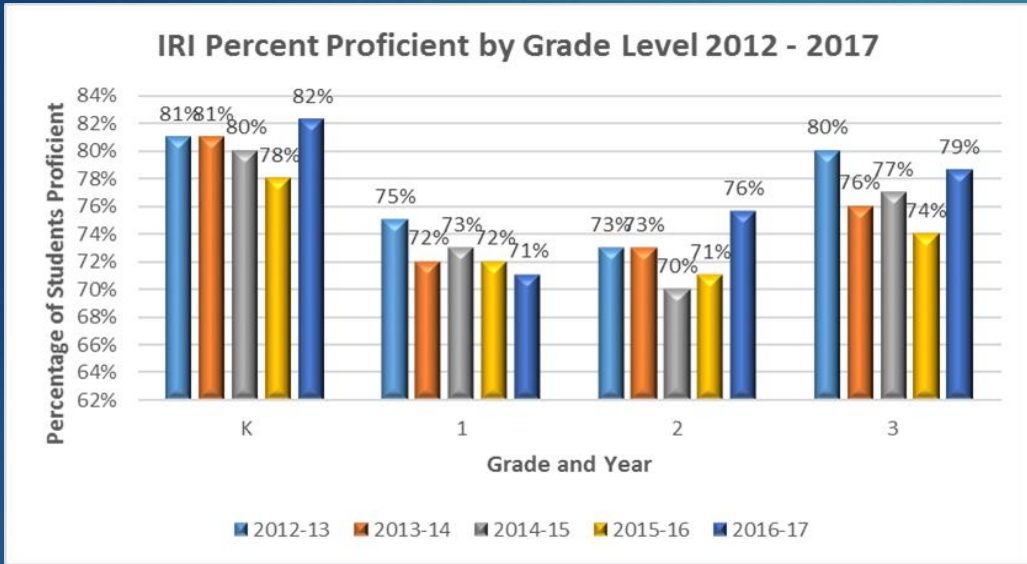
District IRI Growth to Proficiency

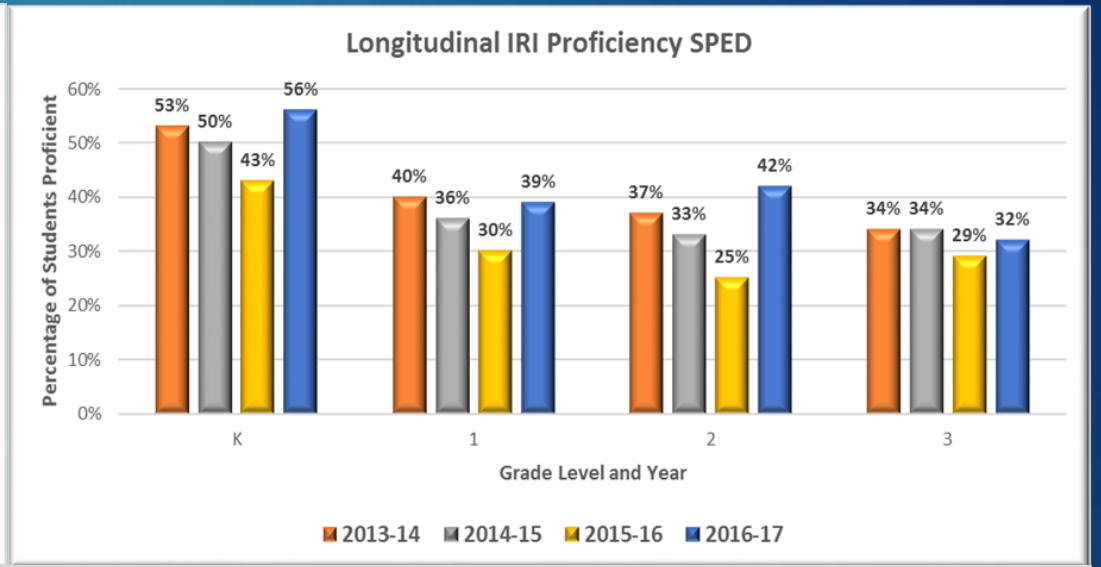


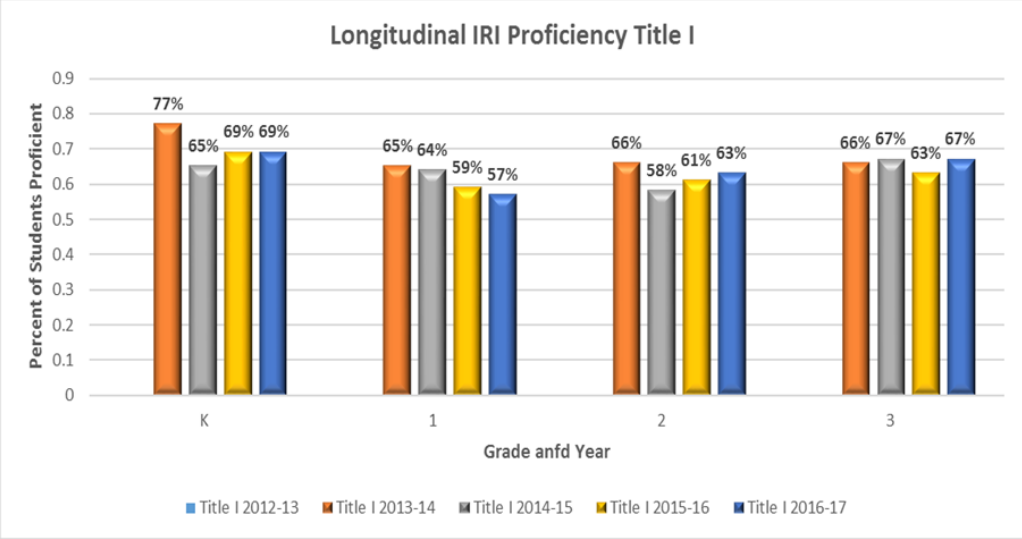
IRI Data Cohort View

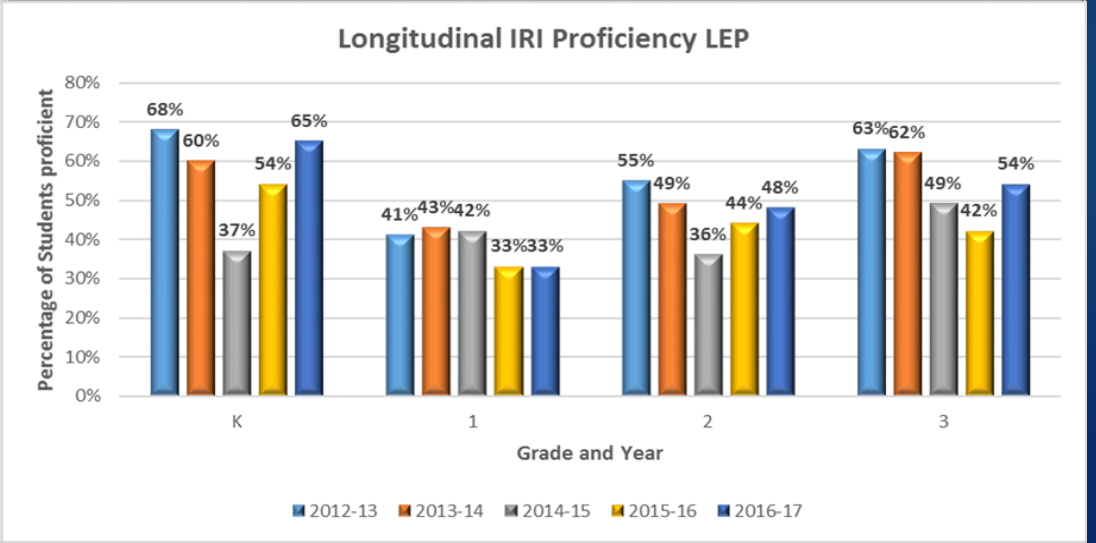


Subgroup Longitudinal Data

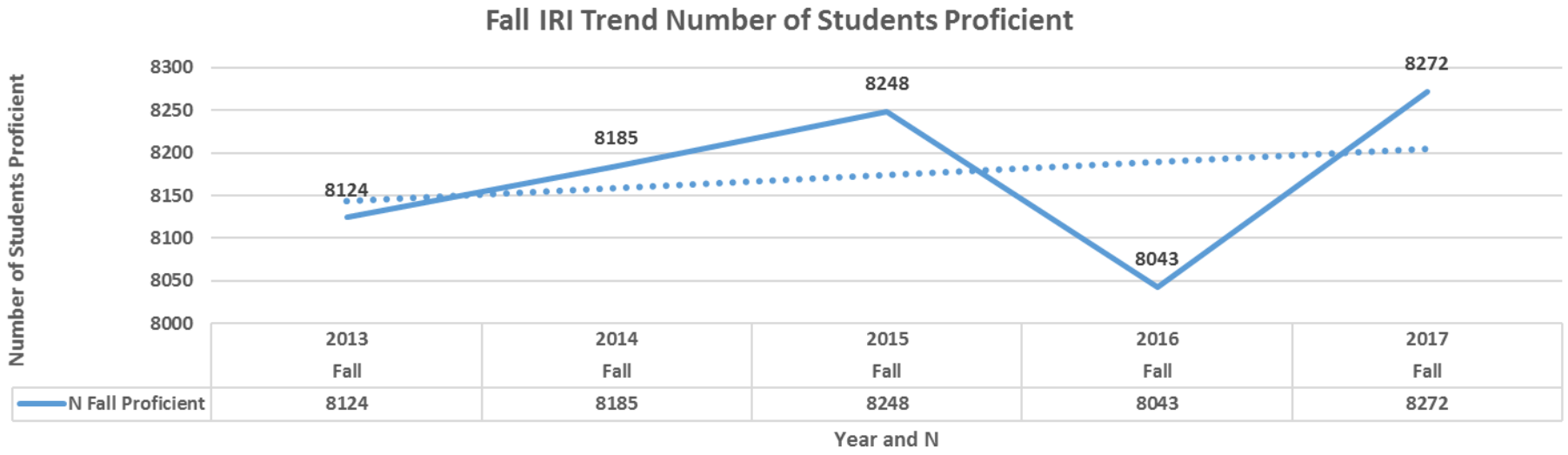


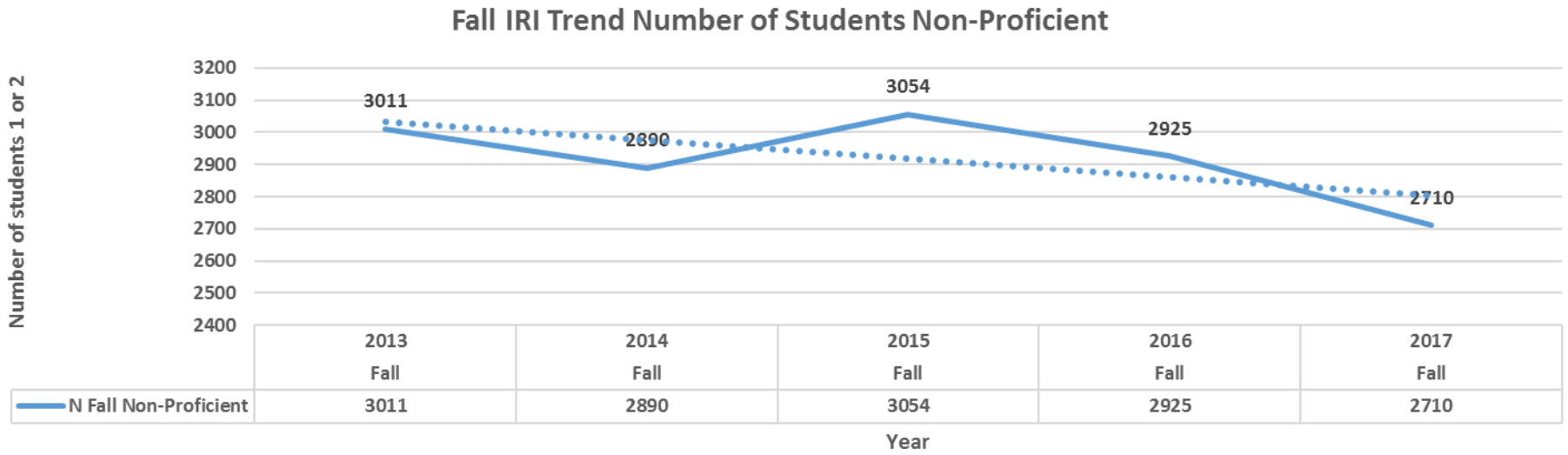




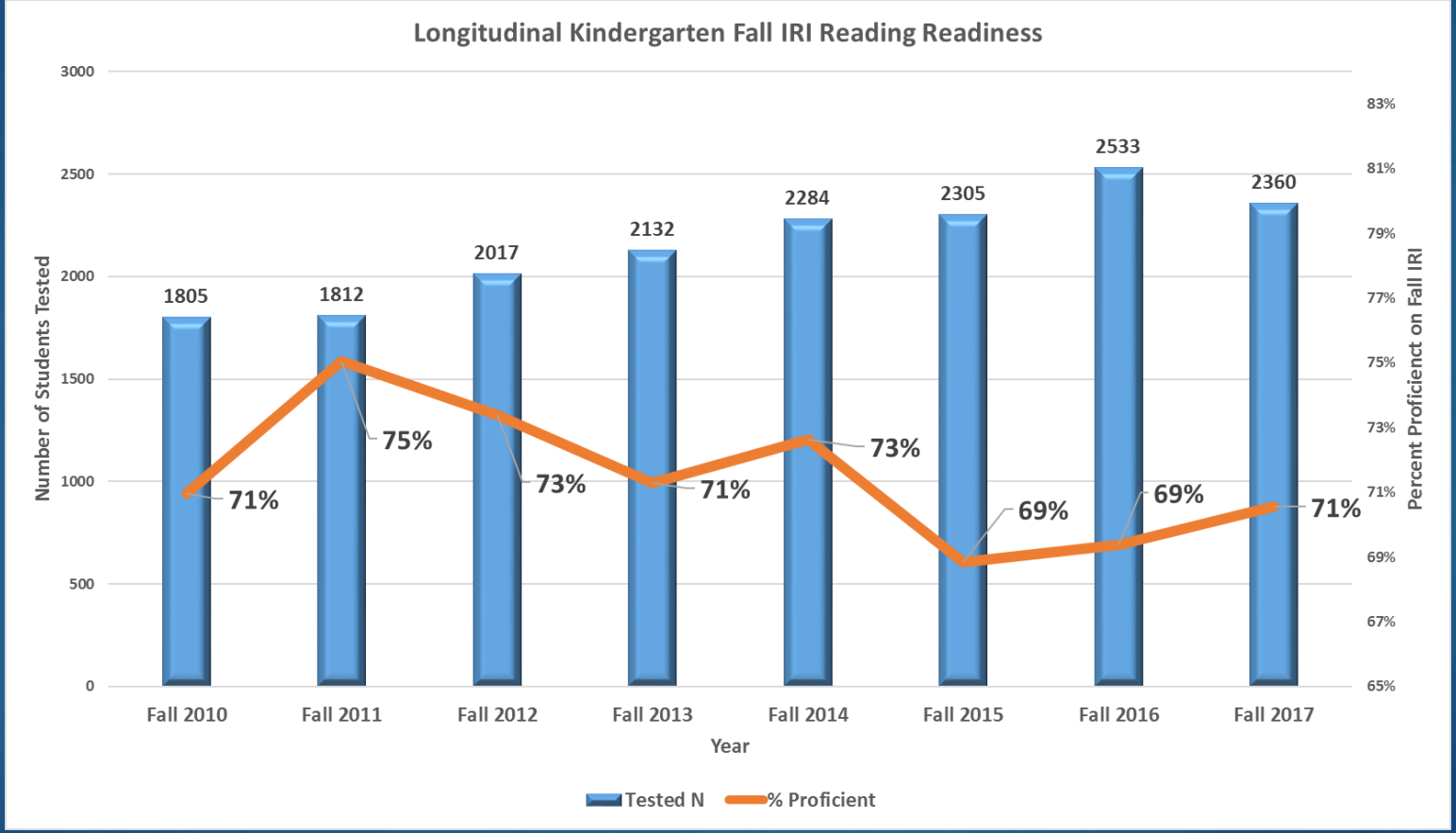


IRI Trends

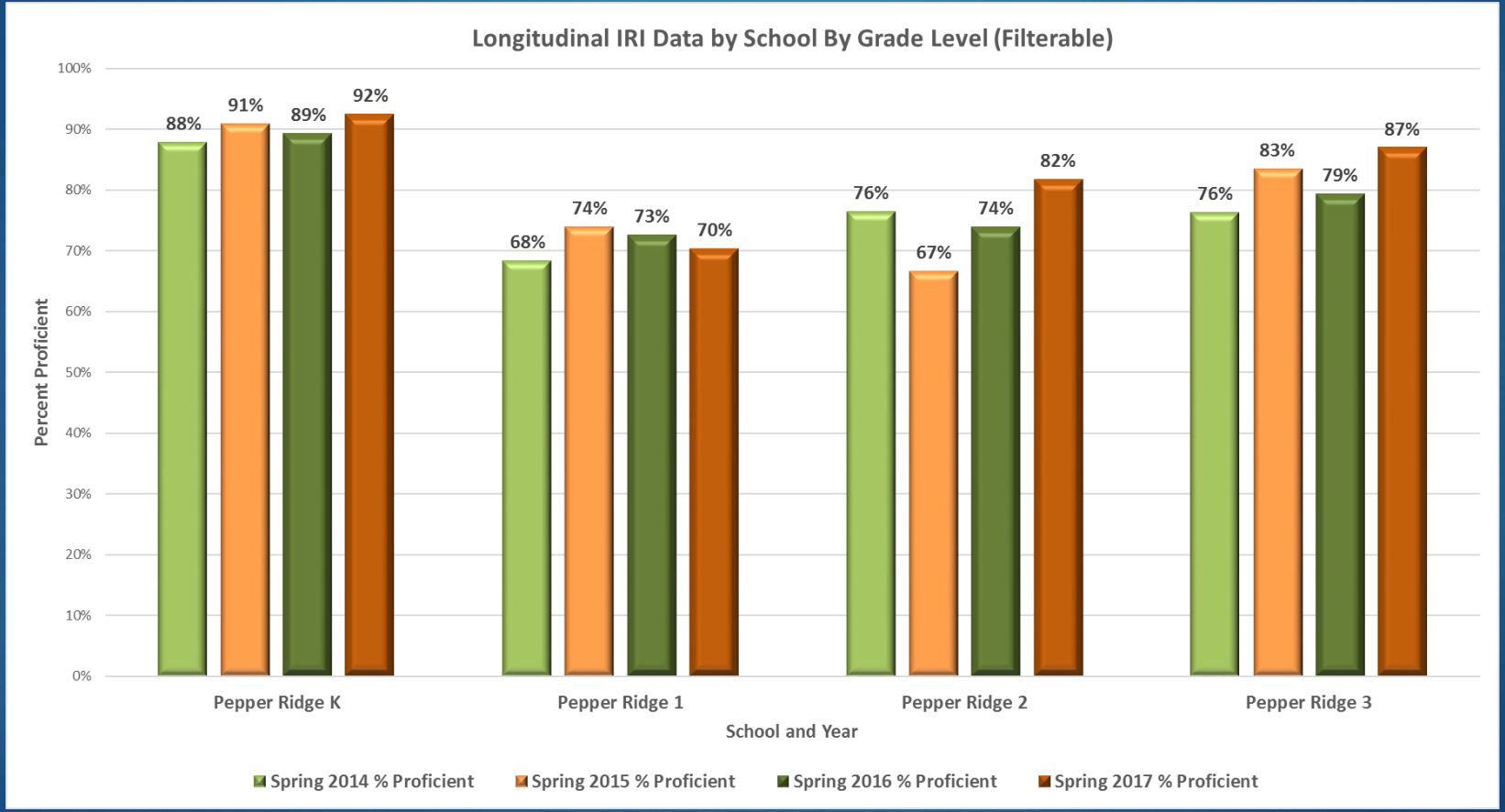

Fall IRI Trend Number of Students Proficient
Number of Students Proficient
8300
8250
8200
8150
8100
8050
8000
8124
8185
8248
8043
8272
2013 Fall
2014 Fall
2015 Fall
2016 Fall
2017 Fall
N Fall Proficient
8124
8185
8248
8043
8272
Year and N


Fall IRI Trend Number of Students Non-Proficient
Number of students 1 or 2
3200
3100
3000
2900
2800
2700
2600
2500
2400
3011
2890
3054
2925
2710
2013 Fall
2014 Fall
2015 Fall
2016 Fall
2017 Fall
N Fall Non-Proficient
3011
2890
3054
2925
2710
Year

Kindergarten Reading Readiness



Longitudinal IRI By School and Grade Level

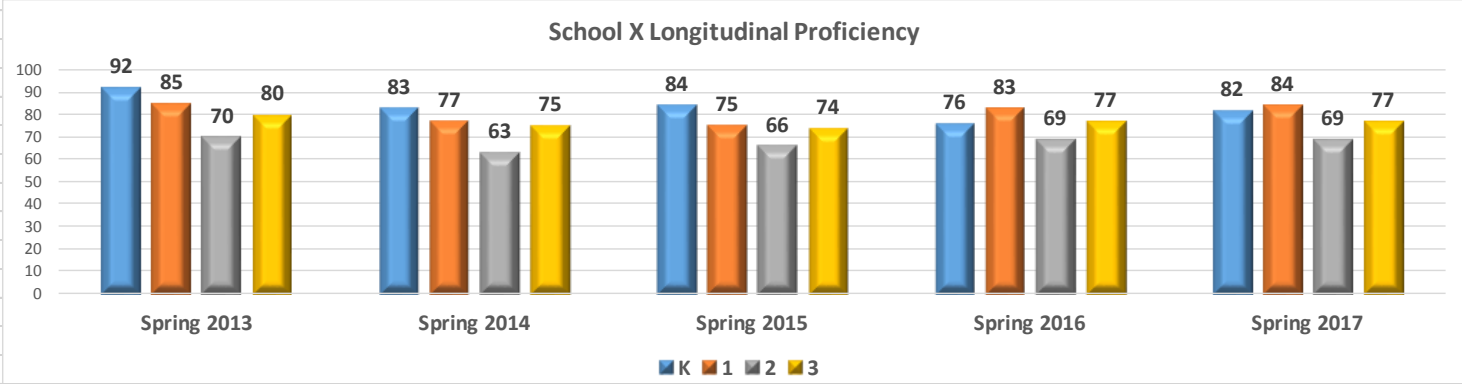


Longitudinal IRI Proficiency by School With Growth

Longitudinal IRI Data by School: Growth to Proficiency

Change in proficiency greater than or equal to 10%	
Change in proficiency greater than 1% and less than 10%	
Change in proficiency less than 1% or negative	
Change in proficiency less than 10% but proficiency is greater than or equal to 80%	

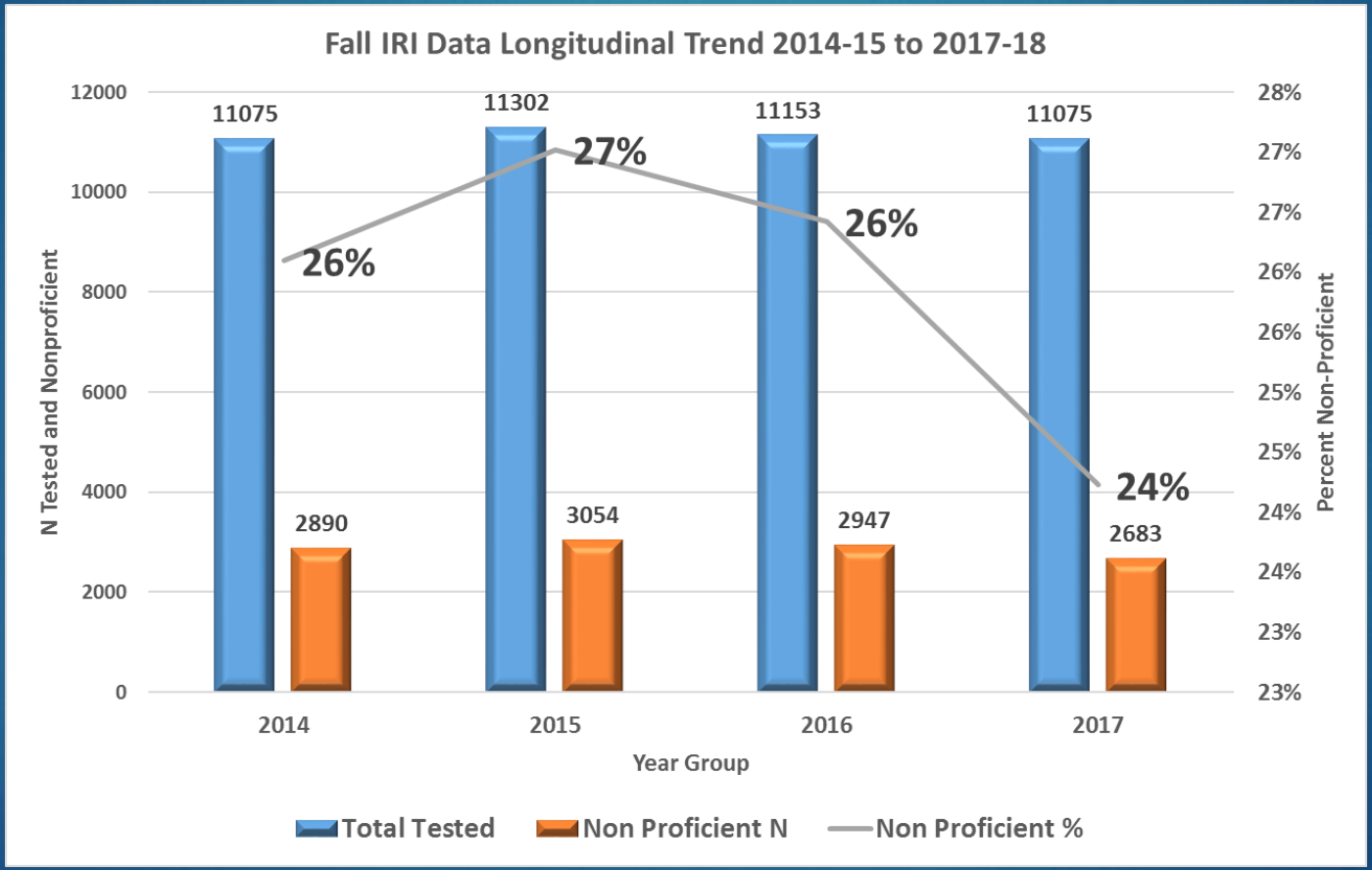
	2016-17			2015-16				2014-15				2013-14				2012-13			
	Grade	Fall	Spring	Change	Grade	Fall	Spring	Change	Grade	Fall	Spring	Change	Grade	Fall	Spring	Change	Grade	Fall	Spring	Change
[redacted]	K	59%	82%	23%	K	64.15%	75.76%	11.6%	K	68.35%	84.00%	15.65%	K	68.66%	82.61%	13.95%	K	73.13%	92.06%	18.93%
	1	72%	84%	12%	1	79.01%	82.95%	3.9%	1	72.73%	75.00%	2.27%	1	74.65%	76.62%	1.97%	1	61.82%	85.00%	23.18%
	2	62%	69%	7%	2	71.95%	69.41%	-2.5%	2	71.59%	66.30%	-5.29%	2	78.87%	62.67%	-16.20%	2	67.57%	70.37%	2.80%
	3	76%	77%	1%	3	85.44%	77.36%	-8.1%	3	73.75%	74.39%	0.64%	3	79.76%	75.00%	-4.76%	3	73.33%	79.73%	6.40%



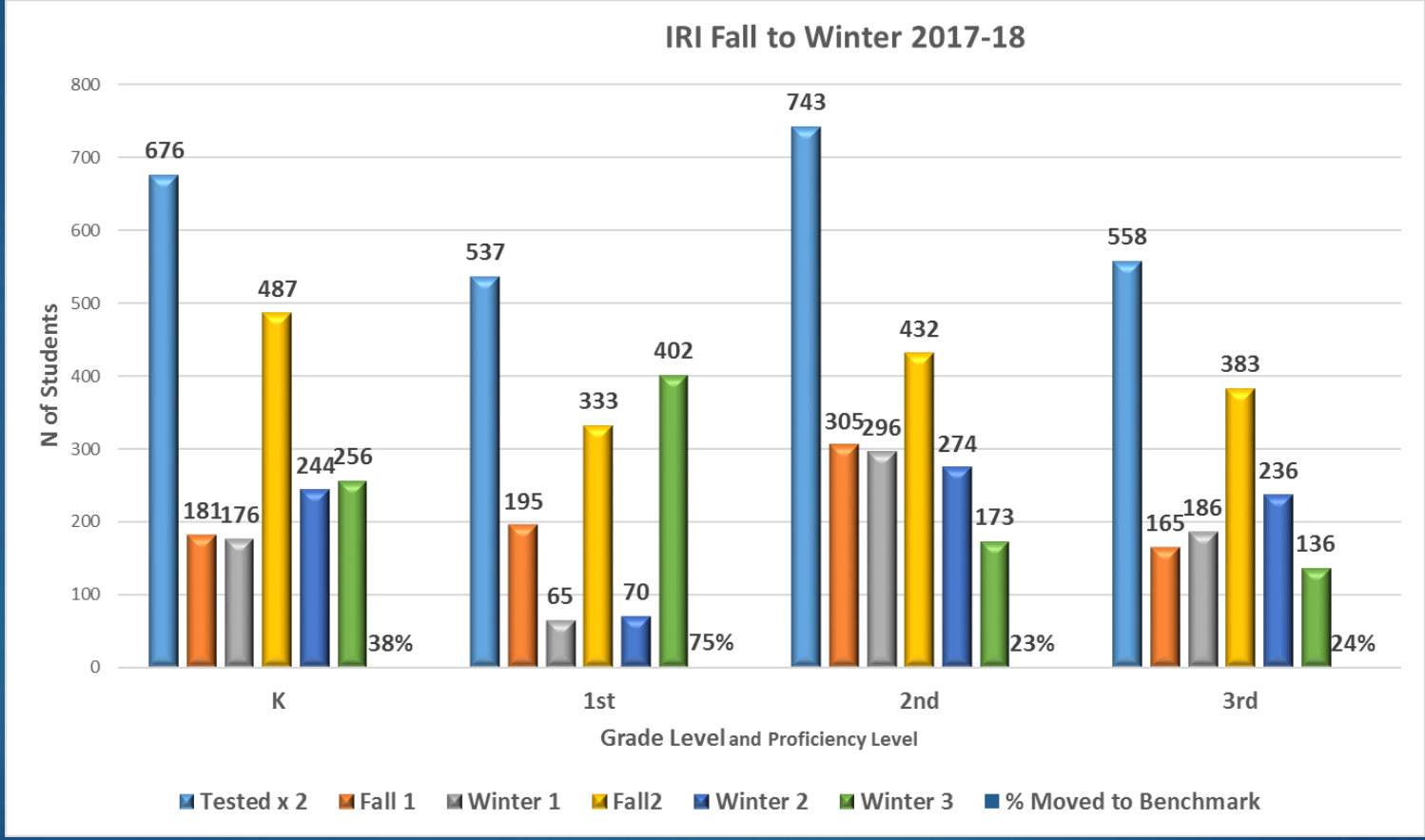
IRI Proficiency and Growth by Teacher

Fall 2016 IRI Proficiency by School by Teacher						Spring 2017 IRI Proficiency by School by Teacher									
											Less than 73%	Fall 2016	Greater than 80% Proficient Spring 2017	Fewer Student proficient in spring than fall Growth	Spring 2017 ELA ISAT percent proficient
	Reported Proficiency						Reported Proficiency								
[redacted]	31	70	219	320	68%	[redacted]	30	43	249	322	77%	68%	77%	9%	
K	9	19	44	72	61%	K	7	6	61	74	82%	61%	82%	21%	
[redacted]	3	15	29	47	62%	[redacted]	6	4	41	51	80%	62%	80%	19%	
[redacted]	6	4	15	25	60%	[redacted]	1	2	20	23	87%	60%	87%	27%	
1	9	10	43	62	69%	1	4	6	51	61	84%	69%	84%	14%	
[redacted]	3	4	16	23	70%	[redacted]	2	1	19	22	86%	70%	86%	17%	
[redacted]	4	3	11	18	61%	[redacted]	1	4	14	19	74%	61%	74%	13%	
[redacted]	2	3	16	21	76%	[redacted]	1	1	18	20	90%	76%	90%	14%	
2	8	25	61	94	65%	2	10	19	65	94	69%	65%	69%	4%	
[redacted]	3	10	10	23	43%	[redacted]	4	7	11	22	50%	43%	50%	7%	
[redacted]	1	6	18	25	72%	[redacted]	1	7	17	25	68%	72%	68%	-4%	
[redacted]	2	3	17	22	77%	[redacted]	2	1	21	24	88%	77%	88%	10%	
[redacted]	2	6	16	24	67%	[redacted]	3	4	16	23	70%	67%	70%	3%	
3	5	16	71	92	77%	3	9	12	72	93	77%	77%	77%	0%	ISAT ELA
[redacted]	2	5	18	25	72%	[redacted]	3	2	19	24	79%	72%	79%	7%	48
[redacted]	2	2	19	23	83%	[redacted]	3	4	18	25	72%	83%	72%	-11%	48
[redacted]	1	4	18	23	78%	[redacted]	2	3	17	22	77%	78%	77%	-1%	70
[redacted]		5	16	21	76%	[redacted]	1	3	18	22	82%	76%	82%	6%	52

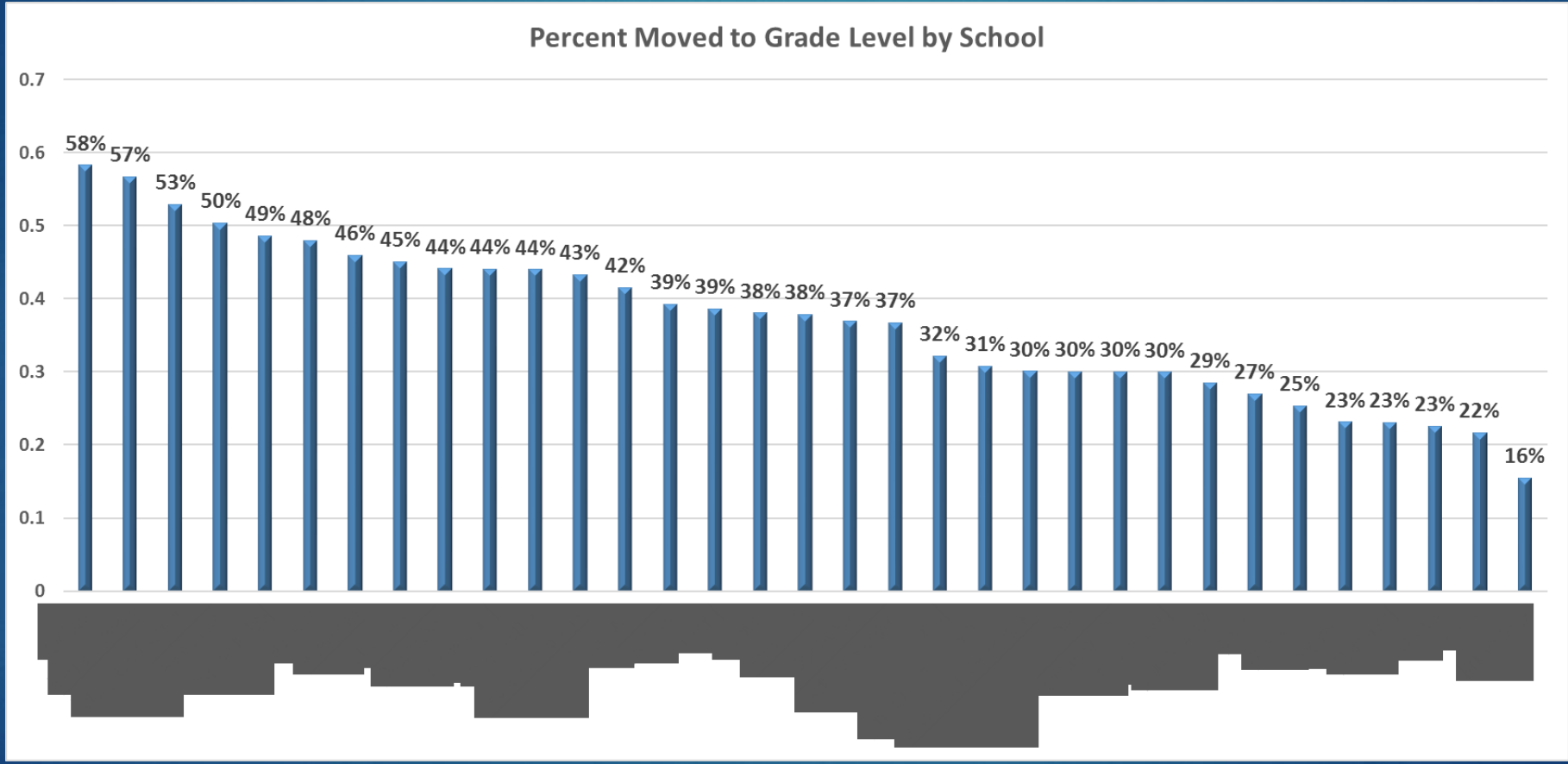
Summer Reading Camp Intervention Effectiveness



Fall to Winter Intervention Effectiveness



Reading Intervention Effectiveness by School



Reading Intervention by School and Teacher

Count of Reported Proficiency Winter	Proficiency level					% Moved to Benchmark
School	1	2	3	(blank)	Grand Total	
[redacted]	18	21	29		68	43%
0	8	6	3		17	18%
[redacted]	7	6	2		15	13%
	1		1		2	50%
1	2		12		14	86%
[redacted]			3		3	100%
	2		6		8	75%
			2		2	100%
			1		1	100%
2	3	5	5		13	38%
[redacted]	1	2			3	0%
	2	3	2		7	29%
			3		3	100%
3	5	10	9		24	38%
[redacted]	1	3	4		8	50%
	3	1	2		6	33%
		1	2		3	67%
	1	5	1		7	14%

IRI Intervention Effectiveness by Student

Total Words Correct Fall	Total Words Correct Winter	Change / Weeks of Instruction	Growth/ Weeks of Instruction Norm 1st = 1.5 2nd = 1.22 3rd = 1.11 (We consistently move students at 3.42 for 2nd and 3.17 at 3rd)	Total Errors Fall	Total Errors Winter	Accuracy Rate Fall	Accuracy Rate Winter	Reported Proficiency Fall	Reported Proficiency Winter	Change
22	46	24	2.00	13	7	63%	87%	1	1	0
45	77	32	2.67	6	3	88%	96%	2	3	1
39	67	28	2.33	5	4	89%	94%	2	2	0
4	6	2	0.17	17	12	19%	33%	1	1	0
36	55	19	1.58	6	3	86%	95%	2	2	0
32	40	8	0.67	6	7	84%	85%	2	1	-1
25	67	42	3.50	9	4	74%	94%	1	2	1
33	83	50	4.17	5	17	87%	83%	2	3	1
8	29	21	1.75	11	3	42%	91%	1	1	0
18	31	13	1.08	6	5	75%	86%	1	1	0
41	77	36	3.00	6	5	87%	94%	2	3	1
3	24	21	1.75	9	6	25%	80%	1	1	0
25	60	35	2.92	6	2	81%	97%	1	2	1
43	72	29	2.42	3	2	93%	97%	2	2	0
53	96	43	3.58	18	1	75%	99%	2	3	1
8	36	28	2.33	6	8	57%	82%	1	1	0
2	8	6	0.50	15	8	12%	50%	1	1	0
42	92	50	4.17	3	2	93%	98%	2	3	1
6	18	12	1.00	8	9	43%	67%	1	1	0
50	90	40	3.33	4	2	93%	98%	2	3	1
4	9	5	0.42	8	11	33%	45%	1	1	0
44	94	50	4.17	4	1	92%	99%	2	3	1
48	69	21	1.75	6	1	89%	99%	2	2	0
7	30	23	1.92	4	6	64%	83%	1	1	0

Effectiveness / Efficiency of ERI Funds Spent on Interventionist by School

Effectiveness / Efficiency of ERI Funds Spent on Interventionist by School

Number of Students Moved to Benchmark at Winter	Percentage of Students moved to Benchmark at Winter	Expenditures per Student Moved to Benchmark Number of Students Moved to Benchmark / ERI Funds Spent by School on Interventionist	
7	16%	$ 743.27	
28	30%	$ 597.50	
15	30%	$ 495.85	
22	29%	$ 386.59	
32	31%	$ 331.26	
12	23%	$ 326.06	
23	27%	$ 321.87	
29	32%	$ 302.86	
15	25%	$ 279.18	
32	45%	$ 257.30	
28	58%	$ 241.46	
17	39%	$ 189.70	
19	23%	$ 187.00	
17	37%	$ 185.56	
32	38%	$ 176.34	
25	37%	$ 173.45	
18	23%	$ 168.03	
25	30%	$ 166.66	
42	42%	$ 158.29	
27	30%	$ 149.33	
15	44%	$ 127.92	
10	22%	$ 103.64	
22	39%	$ 102.92	
52	46%	$ 96.88	
36	53%	$ 96.34	
37	44%	$ 92.44	
46	57%	$ 74.15	

What Data Do We Need?

- The data we have is sufficient
- We are in the process of formalizing and automating our models so new data seamlessly flows into and populates the models
- End game is to have timely, meaningful and actionable data at the fingertips of the end user
- We'll need to rebuild our models as the data sources change

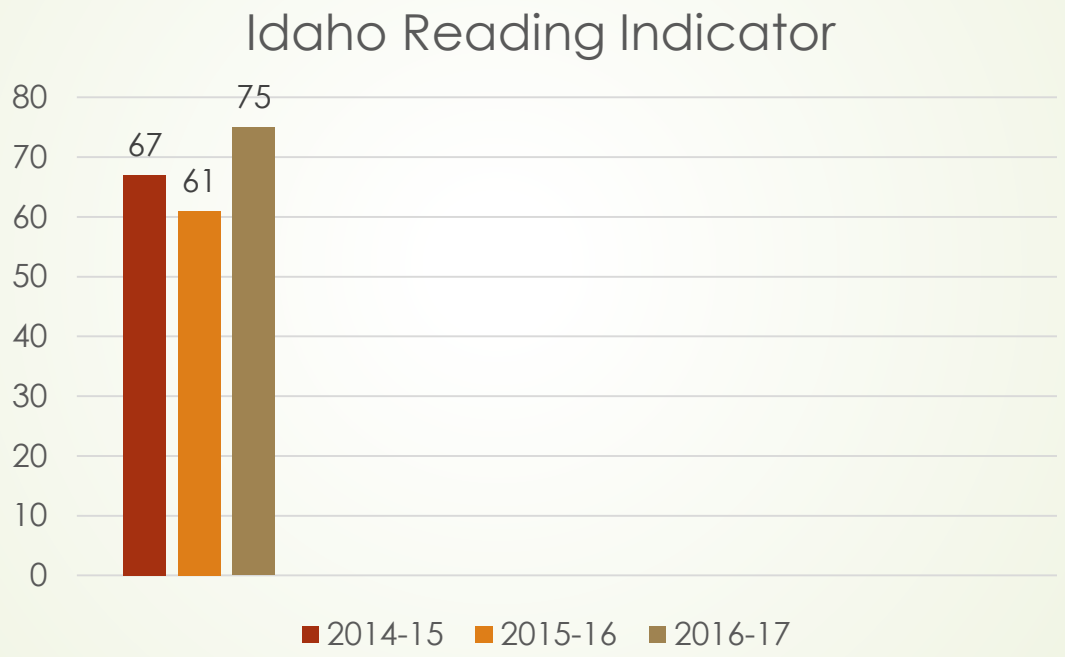
Questions?

Snake River School District

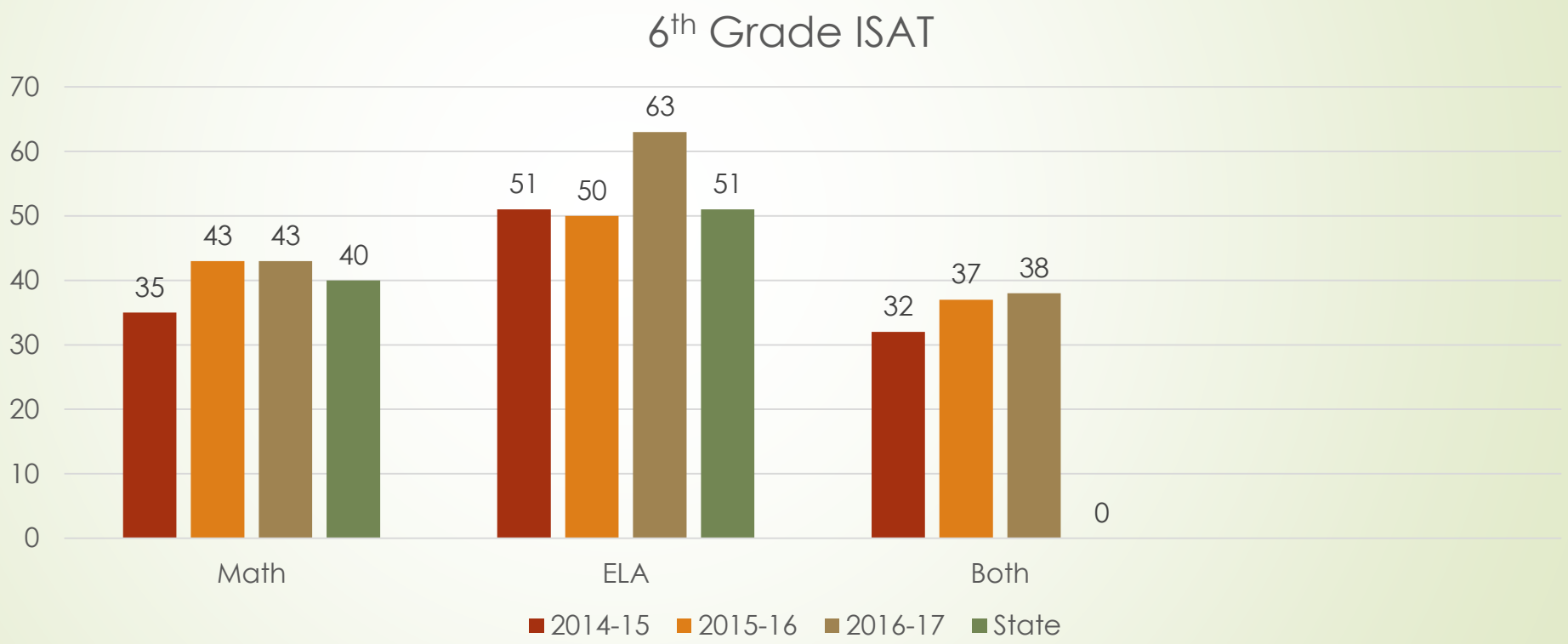
Senate Education Committee

February 26, 2018

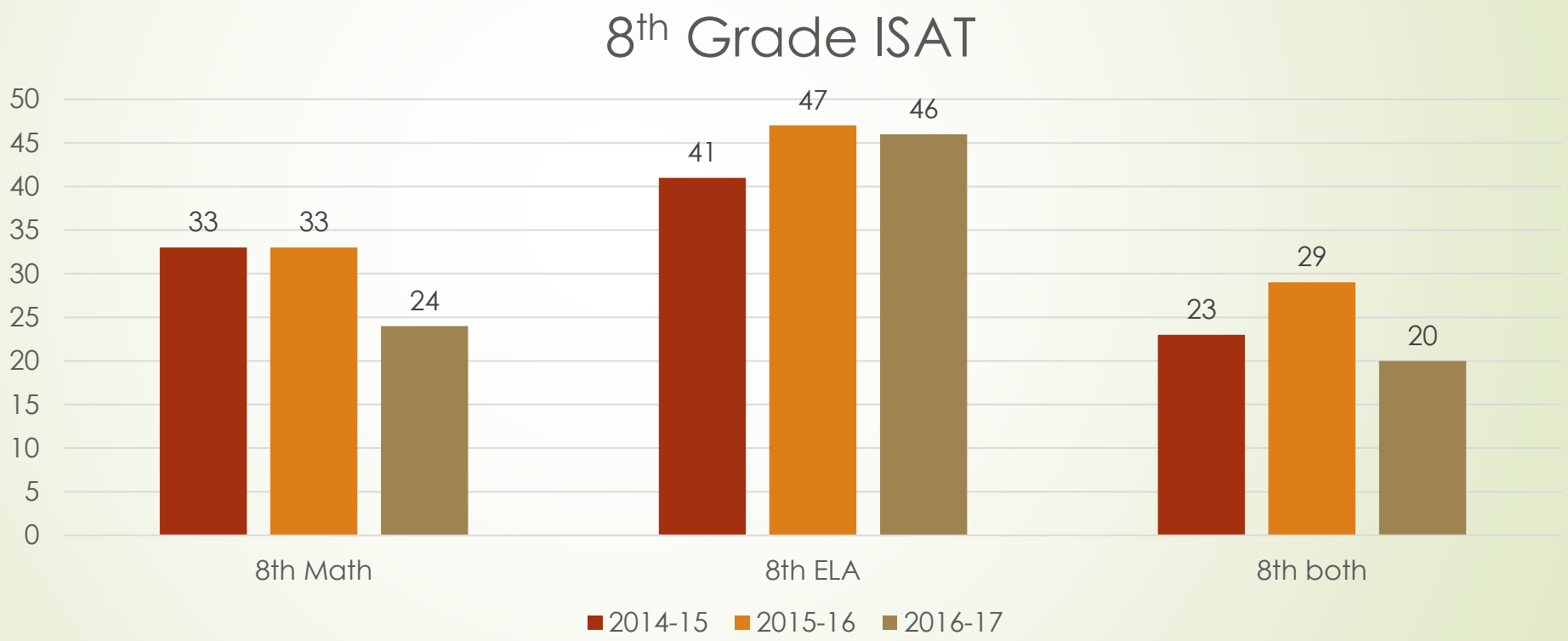
Idaho Reading Indicator



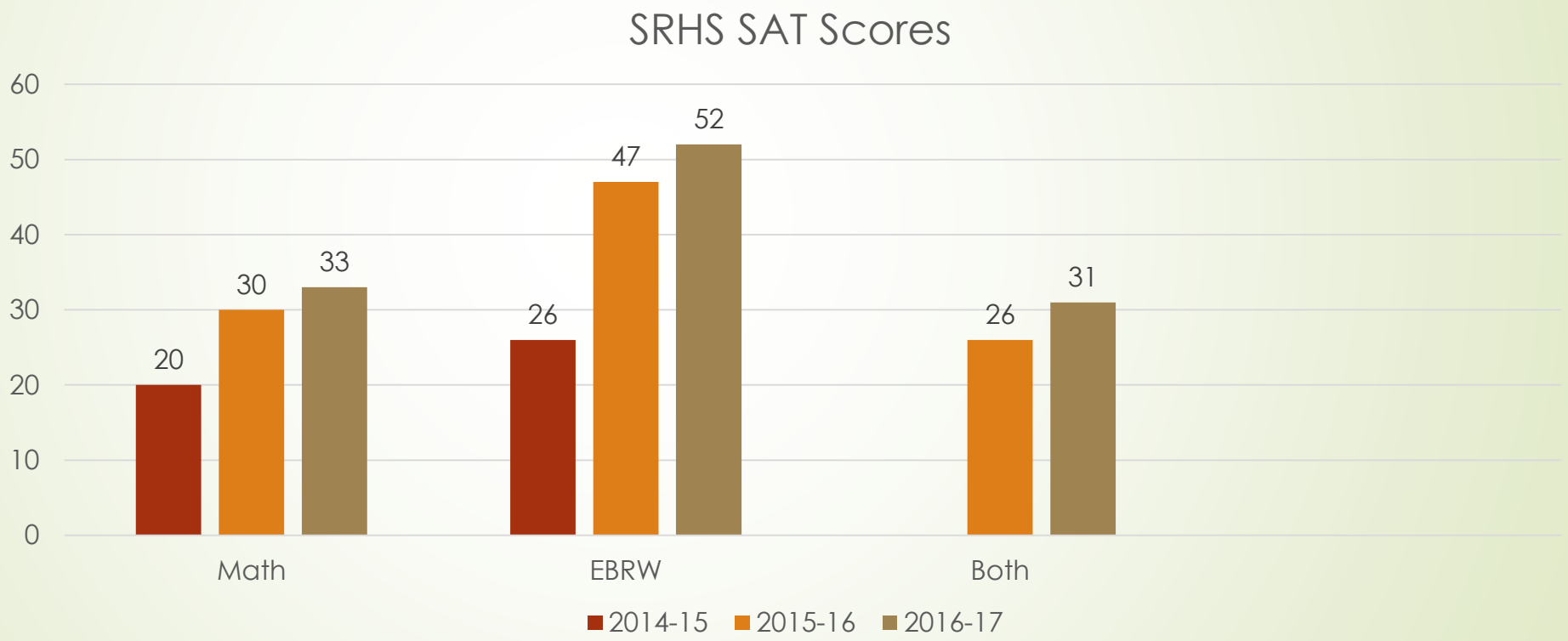
ISAT by Smarter Balanced



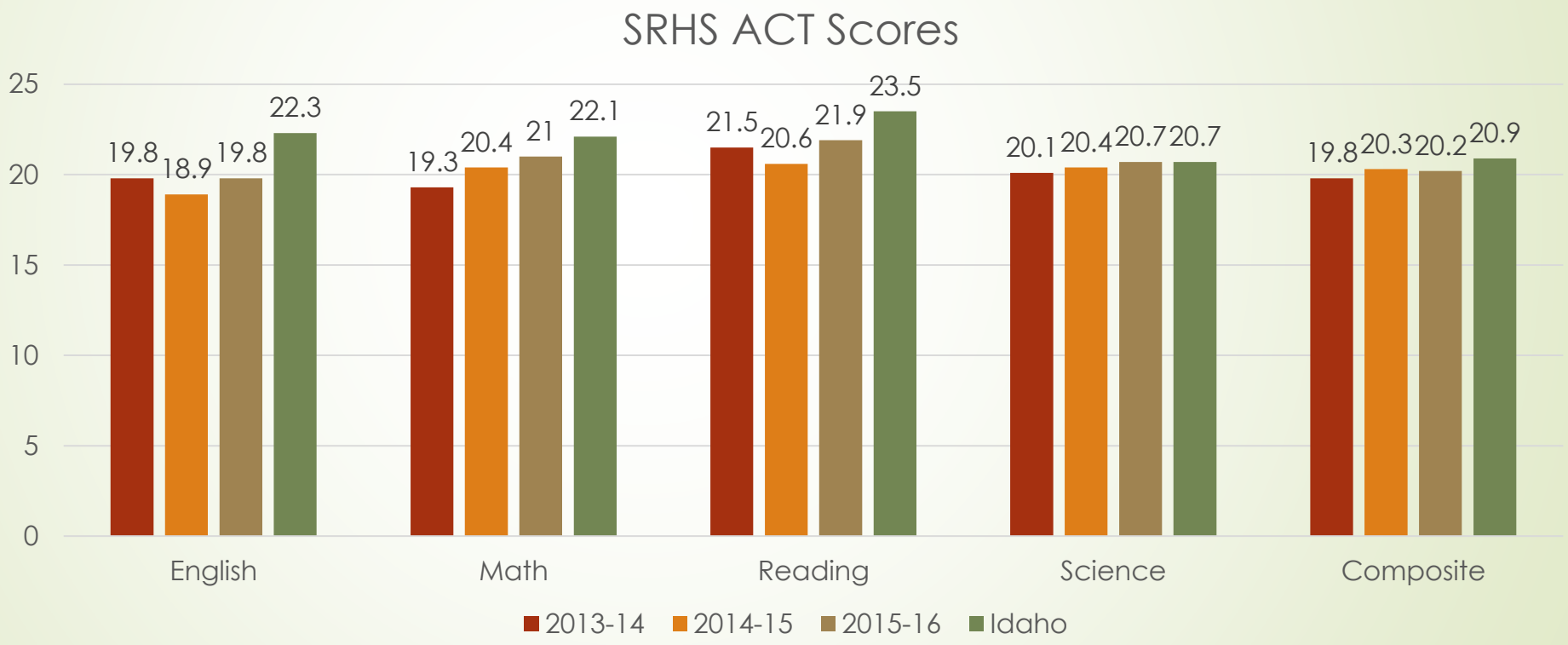
ISAT by Smarter Balanced



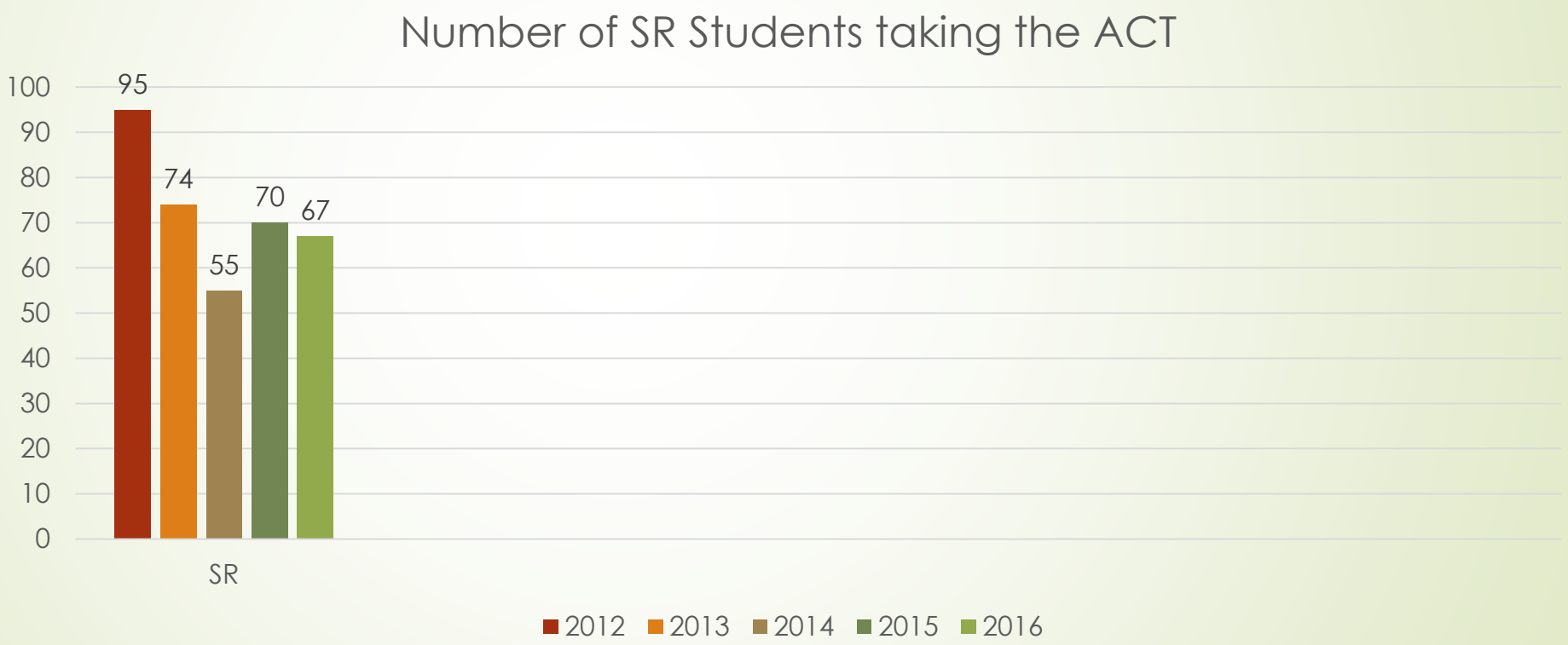
SAT


SRHS SAT Scores
60
50
40
30
20
10
0
20
30
33
26
47
52
26
31
Math
EBRW
Both
2014-15
2015-16
2016-17

ACT


SRHS ACT Scores
25
20
15
10
5
0
19.8
18.9
19.8
22.3
19.3
20.4
21
22.1
21.5
20.6
21.9
23.5
20.1
20.4
20.7
20.7
19.8
20.3
20.2
20.9
English
Math
Reading
Science
Composite
2013-14
2014-15
2015-16
Idaho

ACT Test Takers



Graduation Rates of Snake River and surrounding districts

- Snake River – 92.2535%
- Blackfoot – 82.0278% (Blackfoot High – 94.6154%, Independence High – 48.4536%)
- Marsh Valley – 90.625%
- American Falls – 81.25%
- Aberdeen – 90.6977%
- Firth – 88.0597%
- Shelley – 87.4126%
- Statewide – 79.6725%

GEM

INNOVATION SCHOOLS

Senate Education Committee
Laurie Wolfe, Chief Academic Officer
February 26,2018

I-DEA

GEM PREP
POCATELLO

GEM PREP
NAMPA

GEM PREP
MERIDIAN

How do we measure school performance?

State Assessments

Idaho Reading Indicator

Idaho Standards Achievement Test - Math, ELA, & Science (5th/7th)

Biology/Chemistry End of Course Assessment

WIDA Access 2.0

PSAT

SAT

Civics Exam

Gem Innovation School Assessments

iReady Reading and Math Diagnostic Assessments

Illuminate Interim Assessments, Quick Checks, & Performance Tasks

NWEA MAP Reading and Math

?!!
GEM INNOVATION SCHOOLS

How do we use the data to drive academic decisions?

2nd grade Winter IRI score

Winter - OPTIONAL

Subtest	Total Correct	Skill Level
Reading CBM (RCBM)	77	3
Reading CMB Total		
RCBM Determines Skill Level		

RCBM	**3**	77 & Above
	2	52 - 76
	1	0 - 51

iReady Diagnostic Reading Assessment

Domain		Placement
Foundational Skills	Phonological Awareness	✓ Tested Out
	Phonics	✓ Late 2
	High-Frequency Words	✓ Tested Out
	Vocabulary	✓ Late 2
	Comprehension: Literature	✓ Mid 2
	Comprehension: Informational Text	✓ Mid 2

Winter - OPTIONAL

Subtest	Total Correct	Skill Level
Reading CBM (RCBM)	77	3
Reading CMB Total		
RCBM Determines Skill Level		

RCBM	**3**	77 & Above
	2	52 - 76
	1	0 - 51

Building Comprehension: Informational Text Skills

The CCSS expect children at this level to engage closely and actively with the details of both literary and informational text. A prerequisite to success with these standards is a strong base in comprehension skills and strategies. This subtest measures these prerequisite skills as they apply to informational text.

What Daniel Can Do

Results indicate that Daniel can likely do the skills shown below.

- **Use text features in informational text.** Use headings, tables of contents, glossaries, or other text features to locate key facts or information in Level 1 informational text.
- **Identify sequence of events.** Identify the sequence of events (beginning, middle, end) in Level 1 literary or informational text.
- **Identify cause-and-effect relationships.** Identify cause-and-effect relationships in Level 1 literary or informational text.

Next Steps for Instruction

Results indicate that Daniel will benefit from instruction and practice in the skills shown below.

Continue to teach sequence of events. Emphasize using signal words to identify what happened first, second, next, and last in an informational text. Work with Daniel to brainstorm a list of signal words, such as *first, second, third, then, next, finally, after awhile*, and *eventually*. Then encourage the child to sequence the events in a retelling of an important part of a text.

Extend understanding of cause and effect.

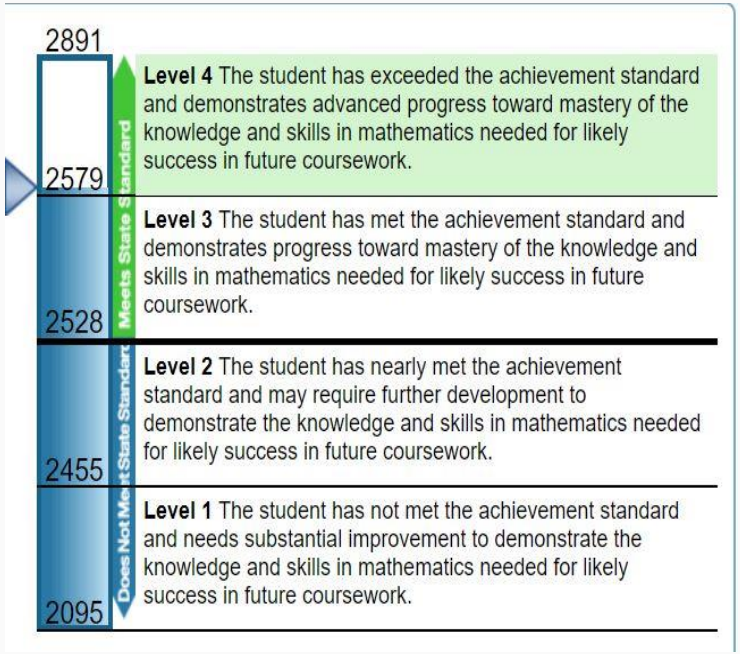
- Define *cause* as something that happens. Define *effect* as something that makes something else happen.
- Read aloud an informational book and model the thought processes behind discovering cause-and-effect relationships.
- Say, "When I read, I think about things that happen and why those things happen."
- Model asking and answering questions such as "What happened?" and "Why did it happen?"
- Then have Daniel read an informational text in a small group, asking and answering these questions.

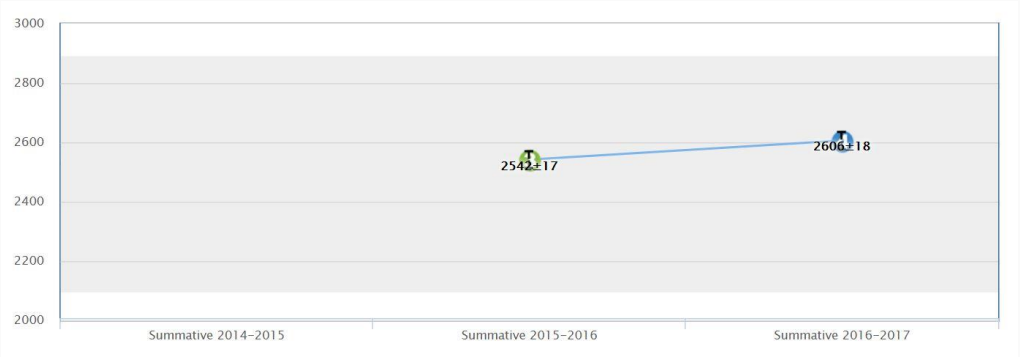
Tools for Instruction

- Sequence of Events (1 of 6)
- Identify Cause and Effect (2 of 6)
- Compare and Contrast (3 of 6)
- Main Idea and Key Details (4 of 6)

Idaho Standards Achievement Test

Idaho Standards Achievement Test





Claim	Claim Performance		Claim Description
Concepts and Procedures	Below the Standard / Above the Standard	Above Standard	**What These Results Mean** Student can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
Problem Solving and Modeling & Data Analysis	Below the Standard / Above the Standard	At/Near Standard	**What These Results Mean** Student may be able to solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Student may be able to analyze complex, real-world scenarios and may be able to construct and use mathematical models to interpret and solve problems.
Communicating Reasoning	Below the Standard / Above the Standard	At/Near Standard	**What These Results Mean** Student may be able to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Illuminate Interim Assessments

Assessment	Date Taken	Correct / Possible	Performance Band	Percent Correct	
Inspect Grade 5 Math Interim Orange 2017-2018 Online Only	Oct 11, 2017	7 / 24	Below Standard	29.17%	
Inspect Grade 5 Math Interim Pink 2017-2018 Online Only	Feb 6, 2018	15 / 25	Approaching Standard	60%	

Create quick assessments in Illuminate

Assessment	Date Taken	Correct / Possible	Performance Band	Mastery	Percent Correct	
Rodriguez Math 5 2017-2018	2017-12-01	2 / 5	Below Basic	No	40%	
Grade 5 base 10 quick assessment Rodriguez	2017-12-13	2 / 5	Below Basic	No	40%	
2017-2018 Math short quiz	2018-01-25	5 / 5	Advanced	Yes	100%	

Ms. Sky asked Sage to solve for 10^4 on the board. While solving, Sage noticed a pattern between the exponent in the expression and the number of zeros in her answer. Ms. Sky asked her to share her answer and pattern with the rest of the class.

Sage solved 10^4 to equal 10,000. Was she correct?

What is the pattern between the exponent and her answer?

Fish

Fish are interesting animals. There are many different types of fish. Fish come in many different shapes and colors. For example, a clown fish is small with orange and white stripes.

Fish live in water. Fish have gills that can take air from the water around them. This allows them to breathe underwater.

Many fish have scales on their skin. Fish also have a layer of slime to help them swim. Some fish can swim very fast. The tuna fish can swim up to 47 miles per hour!

Some fish use camouflage to protect themselves. This helps them blend in so that they are not easily seen. The slime that helps fish swim also helps protect them. The slime acts like a shield. When a fish gets a cut or scrape, the slime covers it and helps it heal.

Fish are neat creatures. Next time you are at an aquarium be sure to look at all of the different types of fish!

1 What is the purpose of gills?

A. Gills give fish different colors.
B. Gills make fish blend in.
C. Gills help fish swim in water.
D. Gills allow fish to breathe under water.

2 What is the purpose of slime on the fish?

A. Slime helps fish swim and protects them.
B. Slime allows fish to breathe under water.
C. Slime helps fish blend in so they are not easily seen.
D. Slime helps change the color of fish.

State Assessments

IRI
ISAT ELA, Math, Science
Biology/Chemistry EOC
WIDA Access 2.0
PSAT
SAT
Civics Exam

Gem Innovation Schools

iReady Reading & Math Diagnostic

NWEA MAP Reading & Math

Illuminate Interims, Quick Checks, & Performance Tasks

Idaho & BrightBytes

BrightBytes ©2017

Agenda

A Introductions & Overview

B BrightBytes Story - Platforms & Approach

C Idaho’s Priorities & BrightBytes Capabilities

D Questions & Discussion

A

Introductions & Overview

OUR MISSION IS TO
Improve the Way the World Learns.
BrightBytes®

B

BrightBytes Story, Platforms & Approach

“BrightBytes is an end-to-end **data management** and **analytics** company focused on K-12 education.”

The Data Revolution

Over 90% of the world’s data was created in the last three years.

THE INDUSTRY STANDARD

26K Schools Globally

1 in 5 US Schools

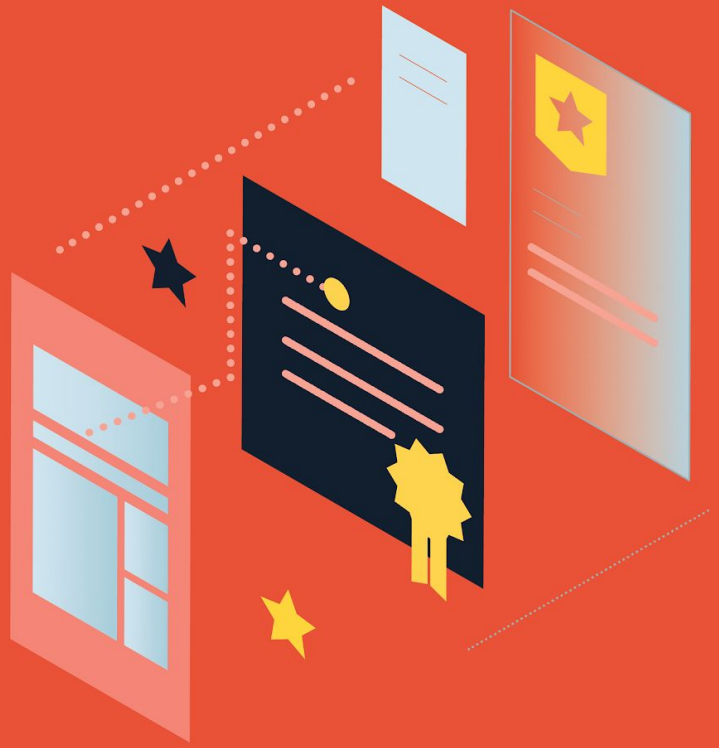
2800 Districts in **47** States

& **8** Countries

RECOGNIZED FOR EXCELLENCE

34

Industry Awards in Design & Analytics



TECH&LEARNING BEST of SHOW AT ISTE 2017 WINNER

COOL TOOL AWARD 2017 WINNER edtech digest

//CODiE// 2017 SIIA CODiE WINNER

THE WEBBY AWARDS

SOCIAL IMPACT AWARD

PROBLEM

The Education Data Challenge

Data Rich Information Poor

DATA MANAGEMENT

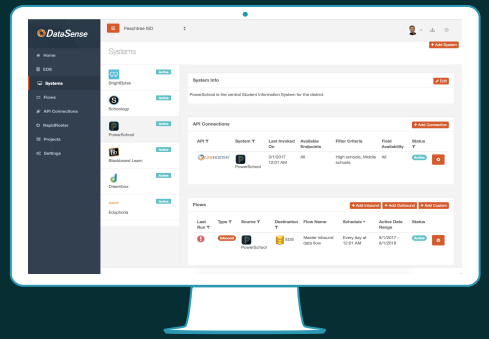
- **Integration**
  Fragmented and antiquated systems
- **Interoperability/Quality**
  Multiple data standards and significant data quality gaps
- **Provisioning/Management**
  No secure and centralized way to share and manage sensitive data

DATA ANALYTICS

- **What Matters**
  Research on what matters is hard to access and integrate
- **Data for Change**
  Packaging data for usability and impact is hard and requires special expertise
- **Actionability**
  Lack of evidence & research-based recommendations and insights

SOLUTION

An End-to-End Platform for Data Management & Analytics



DataSense™

Data Management

- Integration and Standardization
- Quality Management
- Data Provisioning

Clarity®

Data Analytics

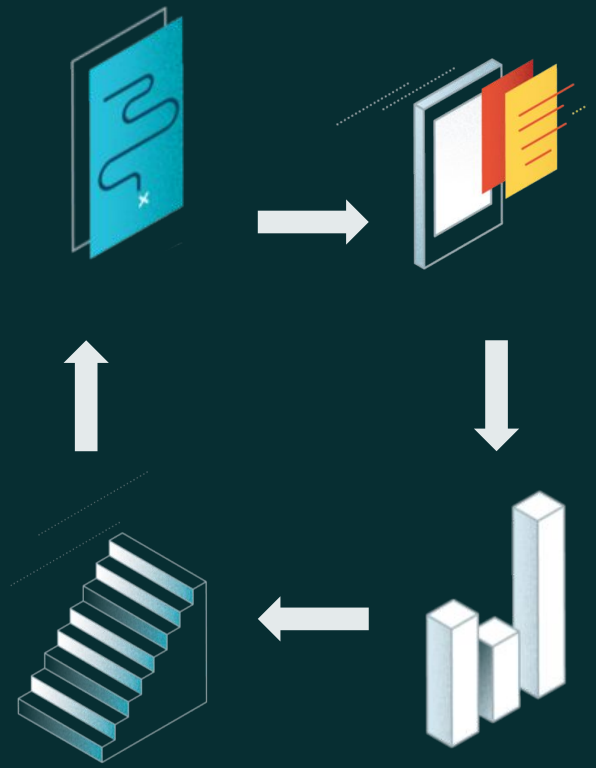
- Expert/Research-Based Analysis
- Award Winning User Experience
- Tools to Integrate Data into Practice

BrightBytes Approach

1 *DataSense*

Data Integration

Solve for integration, interoperability, data quality and provisioning



2 *Clarity*

Research-Based Analytics

Provide high quality analysis that is informed by research and experts

3 *Clarity*

Engaging Experience

Transform analysis into engaging information

4 *Clarity*

Actionable Data

Provide tools and content that help integrate data into the day to day practice

BrightBytes Ecosystem & Research Partnership

Leading education organizations use our engines to monetize their insights.

	AIR American Institutes for Research	ISTE	iKEEPSAFE	common sense education	WestEd
	World's largest behavioral and social science research and evaluation organization 1800 employees, 40-year-old organization	Helps educators globally solve their difficult technology problems 16,000 members, 40-year-old organization	Supports the protection of student data privacy and advances learning in a digital culture Alliance of >100 leaders, educators, and experts	Provides education & advocacy to families to promote safe technology and media for children ~20 employees, 15-year-old organization	Works to promote excellence, achieve equity, and improve learning for all children 650 employees, 50-year-old organization
Suite	**Early Insights**	**21st Century Learning**	**21st Century Learning**	**21st Century Learning**	**Public Portals**
How Are They Using BrightBytes Technology?	AIR is using Early Insights to implement & scale their EW/CCR research	ISTE is using T&L to promote their new ISTE Standards for Students & Educators, and supporting the development of Insights	iKeepSafe is using DPSS to scale their Generation Safe 360 Self-Assessment & Accreditation and their resource library	CSE is using T&L to support the implementation of their digital PD and their research insights	WestEd is using LCAP to help educators understand the data needed to establish yearly goals to support new policies

Penn University of Pennsylvania

CASEL Educating Hearts. Inspiring Minds.

McREL International — helping educators and students flourish

Footprint & Access

11.4M
Students on Clarity

200M
Public Data Points

40K
Active Users on the System

596M
Survey Responses

26,103
Schools in

22Bn
Individual SIS Data Points

C

Idaho’s Priorities & BrightBytes Capabilities

Idaho's Priorities & BrightBytes Capabilities

1 - IPaaS	2 - EDS	3 - ESSA Reporting: Public Portal	4 - Early Insights: Secure Platform
DataSense™		Clarity®	
DATA INTEGRATION	DATA MANAGEMENT	EDTRENDS FINANCIAL TRANSPARENCY ESSA REPORTING	EARLY WARNING INTERVENTION MANAGEMENT COLLEGE & CAREER READINESS

Alignment: ID's Priorities & BB's Core Capabilities

1 **Data Infrastructure**

- Data Integration, Interoperability, Quality, and Provisioning

2 **Public Transparency & ESSA Reporting**

- Monitor key indicators to gauge efficacy, quality, and impact

3 **Early Insights & Predictive Analytics**

- Early Warning, College & Career Readiness, and Intervention Management

4 **Questionnaires & Data Collection Tools**

- Research based & adaptive to capture stakeholder input (e.g. satisfaction & engagement)

DataSense

Data Integration as a Service

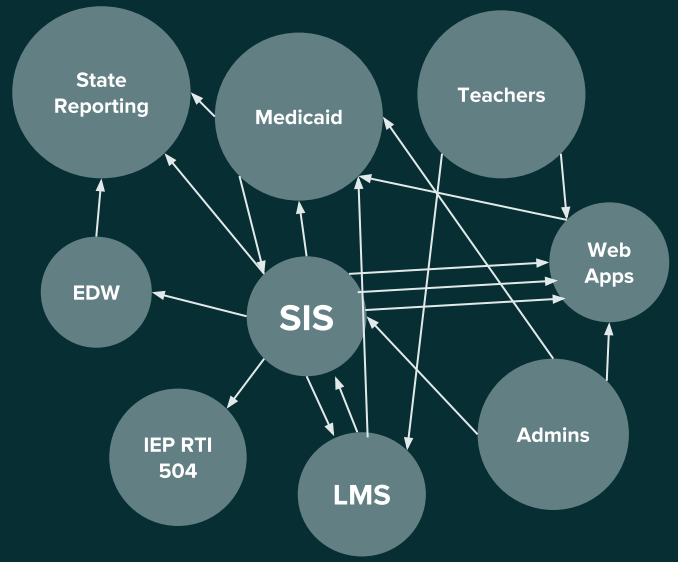
What Is DataSense?

DataSense is an iPaaS (Integration Platform as a Service) solution, that provides one central administrative web UI for **building, deploying, managing, and monitoring** all of the data integrations across multiple systems.

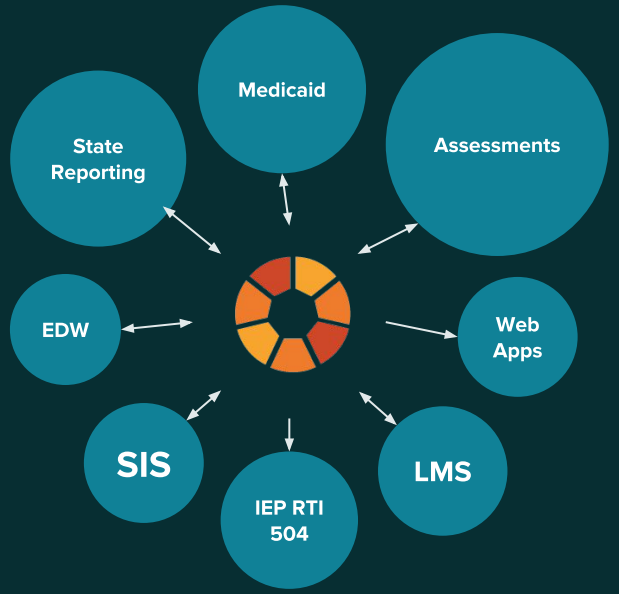
The DataSense solution

DataSense

Before DataSense



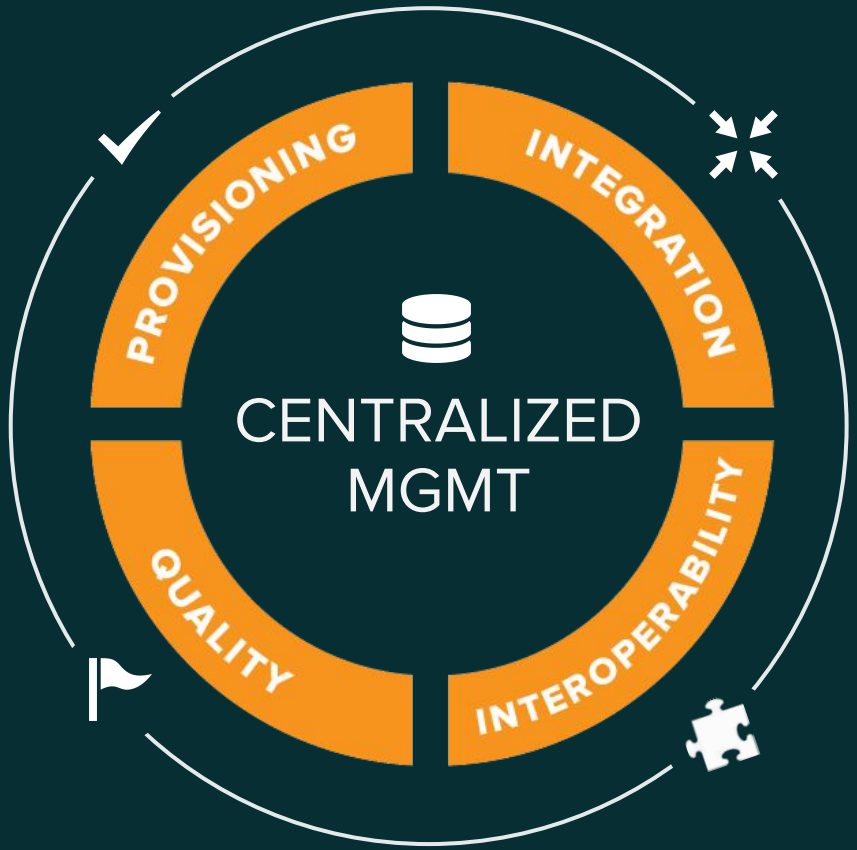
After DataSense



DataSense™

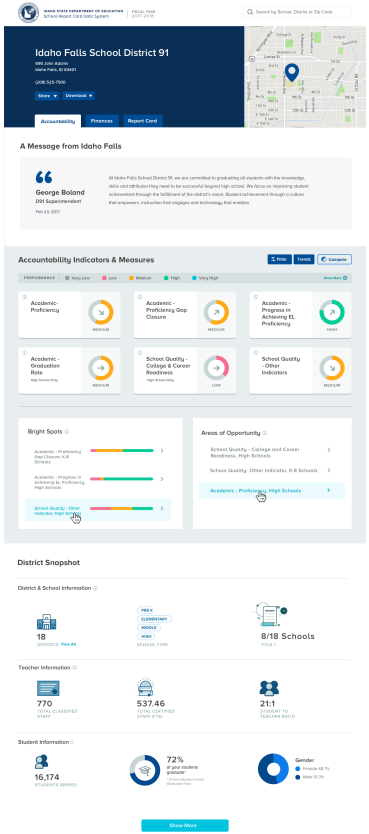
Powered by Authentica Solutions™

THE LEADING **IPaaS SOLUTION** FOR K-12



Public Transparency & ESSA Reporting

- Monitor key indicators to gauge efficacy, quality, and impact
- Return on Investment & Learning (ROI & ROL)


IDAHO STATE DEPARTMENT OF EDUCATION
School Report Card Data System
FISCAL YEAR
2017-2018
Search by School, District or Zip Code
Idaho Falls School District 91
590 John Adams
Idaho Falls, ID 83401
(208) 525-7900
Share
Download
Accountability
Finances
Report Card
A Message from Idaho Falls
George Boland
D91 Superintendent
Feb 23, 2017
At Idaho Falls School District 91, we are committed to graduating all students with the knowledge, skills and attributes they need to be successful beyond high school. We focus on improving student achievement through the fulfillment of the district's vision: Student achievement through a culture that empowers, instruction that engages and technology that enables.
Accountability Indicators & Measures
Filter
Trends
Compare
PERFORMANCE
Very Low
Low
Medium
High
Very High
Show More
Academic - Proficiency
MEDIUM
Academic - Proficiency Gap Closure
MEDIUM
Academic - Progress in Achieving EL Proficiency
HIGH
Academic - Graduation Rate
High School Only
MEDIUM
School Quality - College & Career Readiness
High School Only
LOW
School Quality - Other Indicators
MEDIUM
Bright Spots
Academic - Proficiency Gap Closure, K-8 Schools
Academic - Progress in Achieving EL Proficiency, High Schools
School Quality - Other Indicators, High Schools
Areas of Opportunity
School Quality - College and Career Readiness, High Schools
School Quality - Other Indicators, K-8 Schools
Academic - Proficiency, High Schools
District Snapshot
District & School Information
18
SCHOOLS View All
PRE-K
ELEMENTARY
MIDDLE
HIGH
SCHOOL TYPE
8/18 Schools
TITLE I
Teacher Information
770
TOTAL CLASSIFIED STAFF
537.46
TOTAL CERTIFIED STAFF (FTE)
21:1
STUDENT TO TEACHER RATIO
Student Information
16,174
STUDENTS SERVED
72%
of your students graduate*
*2-Year Adjusted Cohort Graduation Rate
Gender
Female 48.7%
Male 51.3%
Show More

IDAHO STATE DEPARTMENT OF EDUCATION
School Report Card Data System

FISCAL YEAR
2017-2018

Search by School, District or Zip Code

Idaho Falls School District 91

Compare

Share

VIEWING:
Academic - Proficiency

Filter

PERFORMANCE | Very Low | Low | Medium | High | Very High

Show More

K-8 Overall Proficiency

Academic Achievement measures student acquisition of academic outcomes in English language arts/literacy (ELA) and mathematics through the the

Read More

LOW

Elementary School English Language Arts/Literacy (ELA) — Open

Elementary School Mathematics — Open

Middle School English Language Arts/Literacy (ELA) — Open

Middle School Mathematics — Open

High School Overall Proficiency

Academic Achievement measures student acquisition of academic outcomes in English language arts/literacy (ELA) and mathematics through the the

Read More

LOW

English Language Arts/Literacy (ELA) — Open

Mathematics — Open

IDAHO STATE DEPARTMENT OF EDUCATION
School Report Card Data System

FISCAL YEAR
2017-2018

Search by School, District or Zip Code

Idaho Falls School District 91

Compare

Share

VIEWING:
Academic - Proficiency

Filter

PERFORMANCE | Very Low | Low | Medium | High | Very High

Show More

K-8 Overall Proficiency

Academic Achievement measures student acquisition of academic outcomes in English language arts/literacy (ELA) and mathematics through the the

Read More

LOW

Elementary School English Language Arts/Literacy (ELA)

Open

WHY THIS MATTERS

Students who demonstrate reading proficiency on assessments in third grade graduate from high school and attend college at much higher rates than students...

(Lesnick et al, 2010) Citation

View Insights >

Chart | Trends

Save Chart | Share

Elementary School English Language Arts/Literacy (ELA) Proficiency Rates

97.97% Participation Rate

COMPARE +

Elementary School Mathematics

Open

Middle School English Language Arts/Literacy (ELA)

Open

Middle School Mathematics

Open

High School Overall Proficiency

Academic Achievement measures student acquisition of academic outcomes in English language arts/literacy (ELA) and mathematics through the the

Read More

LOW

English Language Arts/Literacy (ELA)

Open

Mathematics

Open

IDAHO STATE DEPARTMENT OF EDUCATION
School Report Card Data System

FISCAL YEAR
2017-2018

Search by School, District or Zip Code

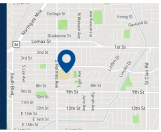
Idaho Falls School District 91

690 John Adams
Idaho Falls, ID 83401

(208) 525-7500

Share ▾ Download ▾

Accountability | Finances | Report Card


College St
Bonneville Rd
Blakeley St
Lomax St
Lincoln Blvd
Yellowstone Hwy
Hollipeak Dr
Ammon Rd
Hoopes St
Gerrard St
1st St
2nd St
3rd St
4th St
5th St
6th St
7th St
8th St
9th St
10th St
11th St
12th St
13th St
14th St
E 17th St
Pine Ridge Dr
Sunnyside Rd
Ridgeline Dr
Hitt Rd
Pine Ridge Dr
Ammon Rd
Yellowstone Hwy
Lincoln Rd
Hoopes St
Sunnyside Rd
Ridgeline Dr
Hitt Rd
Pine Ridge Dr
Yellowstone Hwy
Ammon

IDAHO STATE DEPARTMENT OF EDUCATION
School Report Card Data System

FISCAL YEAR
2017-2018

Search by School, District or Zip Code

Compare Schools

You may compare up to four schools. Use the search to add new comparisons.

Accountability | Finances | Report Card

Download | Share

VIEWING: Overall

- Overall
- Spending
- Funding

Lo Elementary	Westside Elementary	Hawthorne Elementary
2500 S Higbee Ave Idaho Falls, ID 83404	2680 Newman Dr Idaho Falls, ID 83402	1520 S Blvd Idaho Falls, ID 83402
528 STUDENTS SERVED	483 STUDENTS SERVED	314 STUDENTS SERVED
ELEMENTARY SCHOOL TYPE	ELEMENTARY SCHOOL TYPE	ELEMENTARY SCHOOL TYPE
No TITLE 1	No TITLE 1	Yes TITLE 1
Idaho Falls School District 91 DISTRICT	Idaho Falls School District 91 DISTRICT	Idaho Falls School District 91 DISTRICT

Add School To Compare

Search by city, name or zip code

Spending

Lo Elementary	Westside Elementary	Hawthorne Elementary
$6,250 ↘ TOTAL SPENDING PER STUDENT	$6,100 ↘ TOTAL SPENDING PER STUDENT	$x,xxx ↘ TOTAL SPENDING PER STUDENT
Breakdown	Breakdown	Breakdown

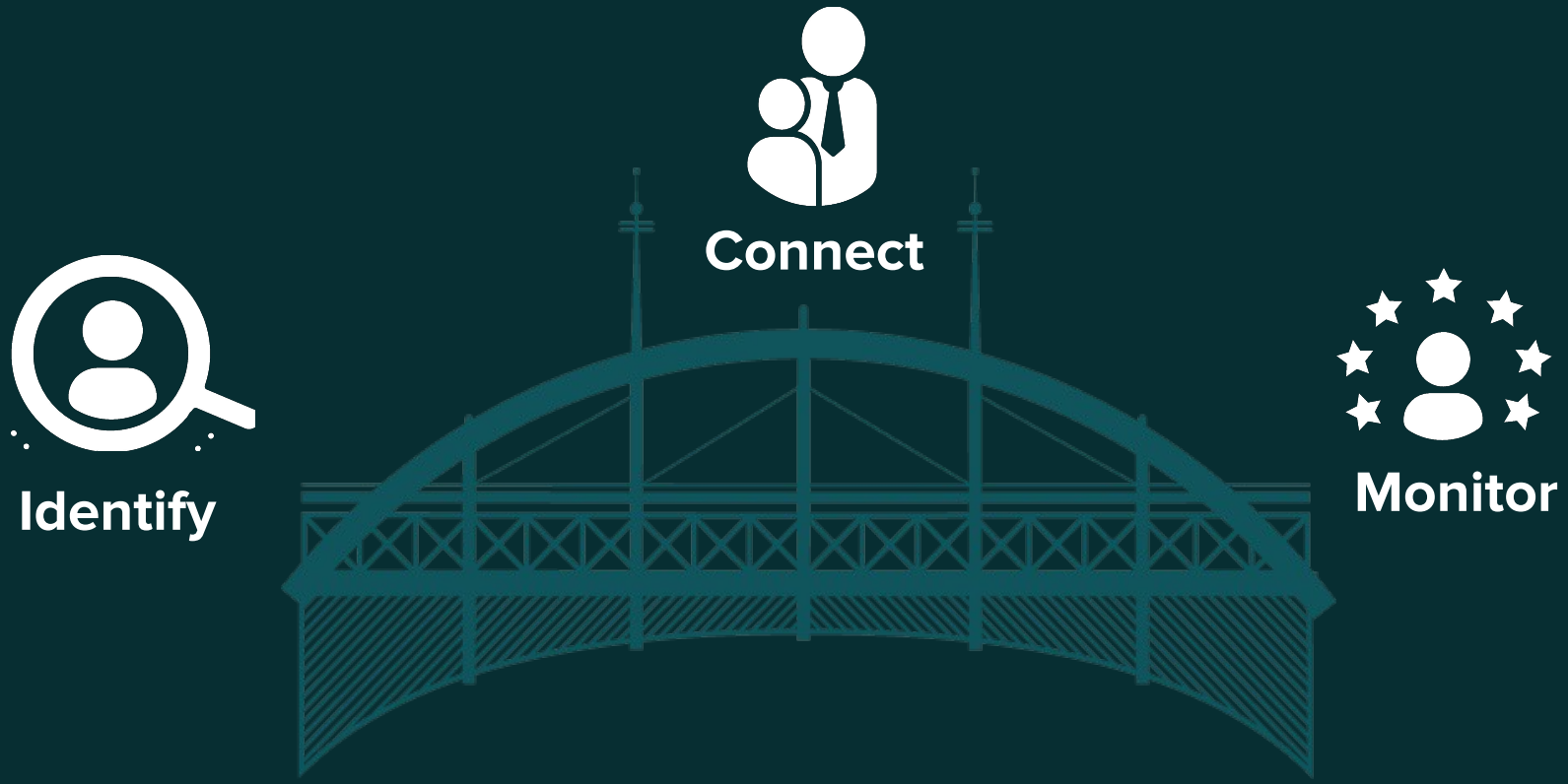
Statewide Average

$6,768
TOTAL SPENDING PER STUDENT

Early Insights & Predictive Analytics

- Early Warning
- College & Career Readiness
- Intervention Management

Bridging the Gap



IDENTIFICATION EARLIER & WITH HIGHER ACCURACY

Next Generation:
Predictive Analytics

In partnership with

AIR®
AMERICAN INSTITUTES FOR RESEARCH®

PREDICTIVE ANALYTICS - Key Differentiators:

- Research-based & data-driven
- Multiple indicators & multiple domains, including academics, attendance, behaviors, demographics
- Customized based on organization specific patterns and historical data
- Customized/flexible - takes into account differences across districts and grade levels
- Earlier identification - as early as K
- Greater accuracy - up to 97%
- Communicates:
  - Risk as a continuum
  - Different levels

DIARY OF A TEENAGE DROPOUT: SUMMATIVE DATA

The data contained in this figure is based on analyses of 35,683 students and represents the profiles of students, at each grade level, who eventually dropped out in 10th grade.

GRADE

3
- 2.9 GPA
- 92% attendance rate
- No behavioral incidents

4
- 2.6 GPA
- 91% attendance rate
- No behavioral incidents

5
- 2.5 GPA
- 90.5% attendance rate
- No behavioral incidents

6
- 2.5 GPA
- 89.4% attendance rate
- Two behavioral incidents, one suspension

7
- 2.2 GPA
- 88.7% attendance rate
- Two behavioral incidents, two suspensions

8
- 2.0 GPA
- 83.6% attendance rate
- Two behavioral incidents, four suspensions

9
- 1.9 GPA
- 79% attendance rate
- Four behavioral incidents, two suspensions

10
Drops out of high school; before leaves has
- 0.9 GPA
- 78% attendance rate

Case Study

How Did Graduation Rates Improve in West Virginia?

WEST VIRGINIA: SHAPING THE DROPOUT PREVENTION CONVERSATION

55 School Districts

714 Schools

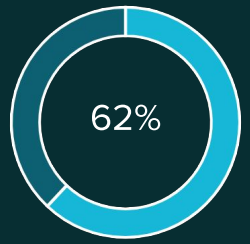
280K Students

1,850,325

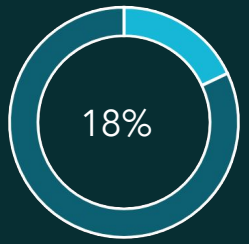
State population

$41,576

Median household income



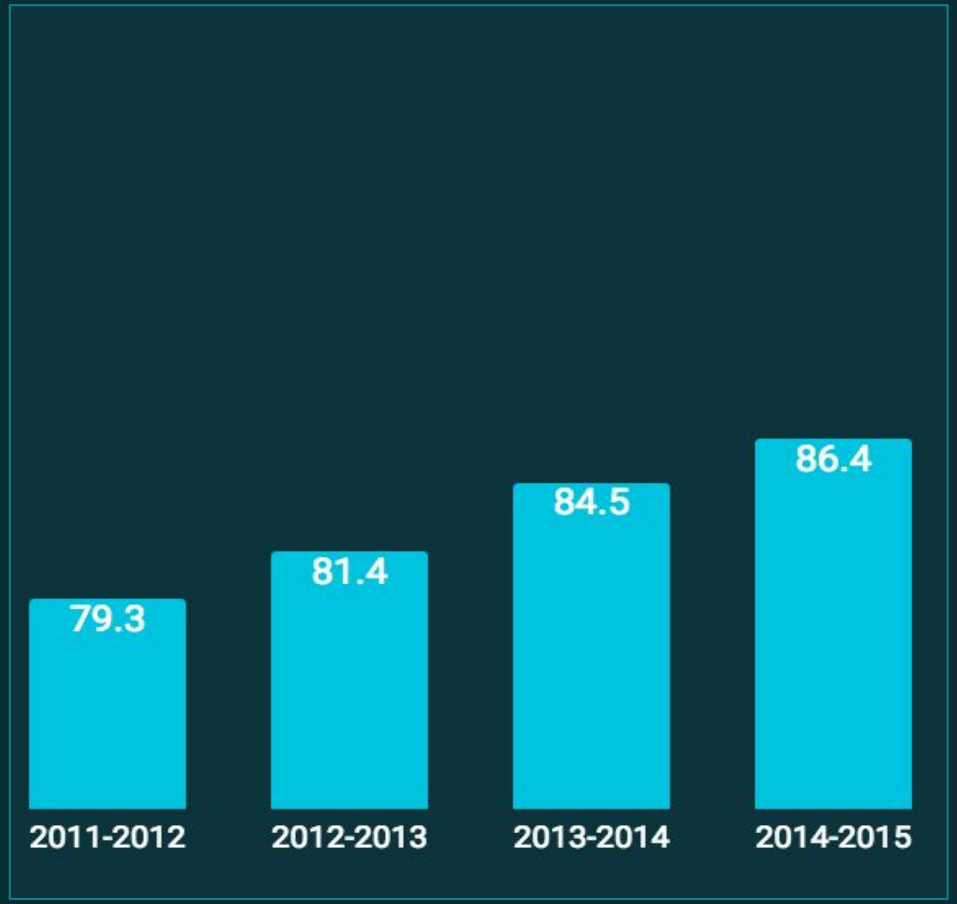
Students qualify for free or reduced lunch



Have obtained a bachelor degree or higher

Early Warning Implementation Yields Results

WEST VIRGINIA:
GRADUATION RATES improved by **7% (19k Students)** since using BB Early Insights



West Virginia recognized as one of the fastest moving states with a 86.4% graduation rate in 2014-2015.

It is now among the top 5 states in terms of improving graduation rates.

EARLY WARNING FRAMEWORK

ACADEMICS

- Assessments – District
- State Assessments – Math, Reading, Social Studies & Science
- Credits Earned Annually
- Academic Indicator – All Courses
- Academic Indicator – Core Academic Courses
- Grade Retention/ Relative Age
- Pass Rate – All Courses
- Remedial Courses

EARLY WARNING FRAMEWORK

ATTENDANCE

- Attendance – First 30 Days
- Attendance – Total
- Tardies

EARLY WARNING FRAMEWORK

BEHAVIORS

- Behaviors – Major
- Behaviors – Minor
- Disciplinary Referrals
- Expulsions
- Suspensions

EARLY WARNING FRAMEWORK

DEMOGRAPHICS

- Age
- Ethnicity
- Gender
- Free & Reduced Lunch
- 504 Status
- Special Education (IEP)
- Limited English Proficiency
- Mobility

D Questions & Discussion

Thank You!

Sarah Skinner
Vice President of Partnerships
sarah@brightbytes.net
415-940-1766

BrightBytes

@BrightBytes

AGENDA

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Tuesday, February 27, 2018

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	IDEAL Idaho School Savings Program	Christie Stoll, Executive Director, IDeal
Presentation:	Imagine Learning Math & Literacy	Lou Piconi, Vice President of Strategic Partnerships Emily Bybee, Area Partnership Manager

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 Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE: Tuesday, February 27, 2018

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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 3:04 p.m.

PRESENTATION: **IDeal-Idaho College Savings Program (IDeal). Christie Stoll**, Executive Director, IDeal reiterated IDeal's mission statement: To help individuals and families save for education in a tax-advantaged way. She reminded the Committee that IDeal is a self-sustaining program. In the past year, the program has grown in total assets by 16 percent. Individuals can use those funds for tax-free education withdrawals for tuition, fees, certain room and board, books, and required supplies in public and private colleges/universities, two- and four-year programs, vocational, and foreign schools (Attachment 1).

Ms. Stoll said the program has reduced the fees and there has been an increase in the Idaho income tax deduction. She detailed the positive changes to the estate planning options through the federal gift exemption.

Ms. Stoll told the Committee about **H 463** and **H 515** and the impact they will have on conforming with the federal 529 program and protecting withdrawals from double taxation.

Senator Ward-Engelking asked if it is possible to make automatic gifts to specific accounts. **Ms. Stoll** replied in the affirmative. She said the automatic set-up is a new feature for 529 accounts.

PRESENTATION: **Imagine Learning Math & Literacy (Imagine)**. **Emily Bybee** , Area Partnership Manager and **Eric Hafen**, National Programs Manager, Imagine, updated the Committee regarding the four different programs in the State: 1.) Language & Literacy; 2.) Math; 3.) Math Facts; and 4.) Espanol (Attachment 2).

Mr. Hafen played a video of Imagine Math being used in the classroom. The video emphasized the students using the program helps them learn the concepts they missed. The program helps students get to the necessary learning level. He briefed the Committee on the partnerships Imagine has with the State. He detailed the Math program and described student success with Idaho Math Cup. **Mr. Hafen** said because the program is fun, students are engaged and excited to solve math problems. He reported about the quantile framework which measures learning growth. From the charts and graphs, he detailed the grade level growth of those Idaho students who are using Imagine Math. He stated students made math improvements in two-thirds of the school year's timeline.

Ms. Bybee detailed the Imagine Language and Literacy measurements. She explained the benchmark test gains for fourth grade students in English as a Second Language (ESL) program. She stated the assessment feature is imbedded in the program. The overview is the Idaho students who use this program, have greater language skills gain than those students who are not using the program.

Chairman Mortimer asked if the majority of ESL student are not up to their grade level in reading. **Ms. Bybee** replied in the affirmative. She said that is typical for ESL students.

Each Senator received a handout highlighting how their legislative district's school districts were performing with Imagine Language and Literacy program. **Ms. Bybee** discussed the data results.

Chairman Mortimer asked how Imagine helps ESL students. **Ms. Bybee** replied Imagine has first language support available for students. She explained as a student becomes more proficient in English, the less the first language support in needed. Teaching English this way builds confidence which leads to success.

Ms. Bybee concluded the presentation with a video highlighting an Idaho school's progress and satisfaction with Imagine.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 3:44 p.m.

Senator Dean M. Mortimer
Chair

LeAnn Mohr
Secretary

Attachment 1

IDAHO COLLEGE SAVINGS PROGRAM

SENATE EDUCATION COMMITTEE

ANNUAL UPDATE

Christine Stoll: Executive Director

ideal IDAHO COLLEGE SAVINGS PROGRAM

IDeal:

- Idaho's state sponsored 529 college savings program
  - 2000: added to Idaho code IDAPA: 33-5401 - 33-5410
  - 2001 opened to the public

Purpose:

- To help individuals and families save for education in a tax-advantaged way.

Program administration

- Self-sustaining, receives **no general fund** monies.
- 2.5 local staff.
- The Idaho College Savings Board is comprised of Idaho's constitutional officers and or designee.

Name	Title	Representing	Year started
Tim Hill	Deputy Superintendent, Finance	Superintendent of Public Instruction	2003
Brian Kane	Assistant Chief Deputy Attorney General	Attorney General	2008
David Hahn	Financial Management Analyst Sr.	Governor	2014
Betsie Kimbrough	State Election Director	Secretary of State	2016
Patrick Hodges	Deputy State Controller	State Controller	2016
Edelene Ohman	Director of Investments	Treasurer	2016

Program growth

Positive gains

- Current Program assets total over **$456 million**
- Beneficiary accounts = **33,622**
- Average balance per account is over **$14K**
- **16% increase in assets** from December 2016 to 2017.

Tax-free education withdrawals

Federal and State income tax-free if used for qualified withdrawals to eligible higher education* and related to services to be used by the beneficiary while enrolled.

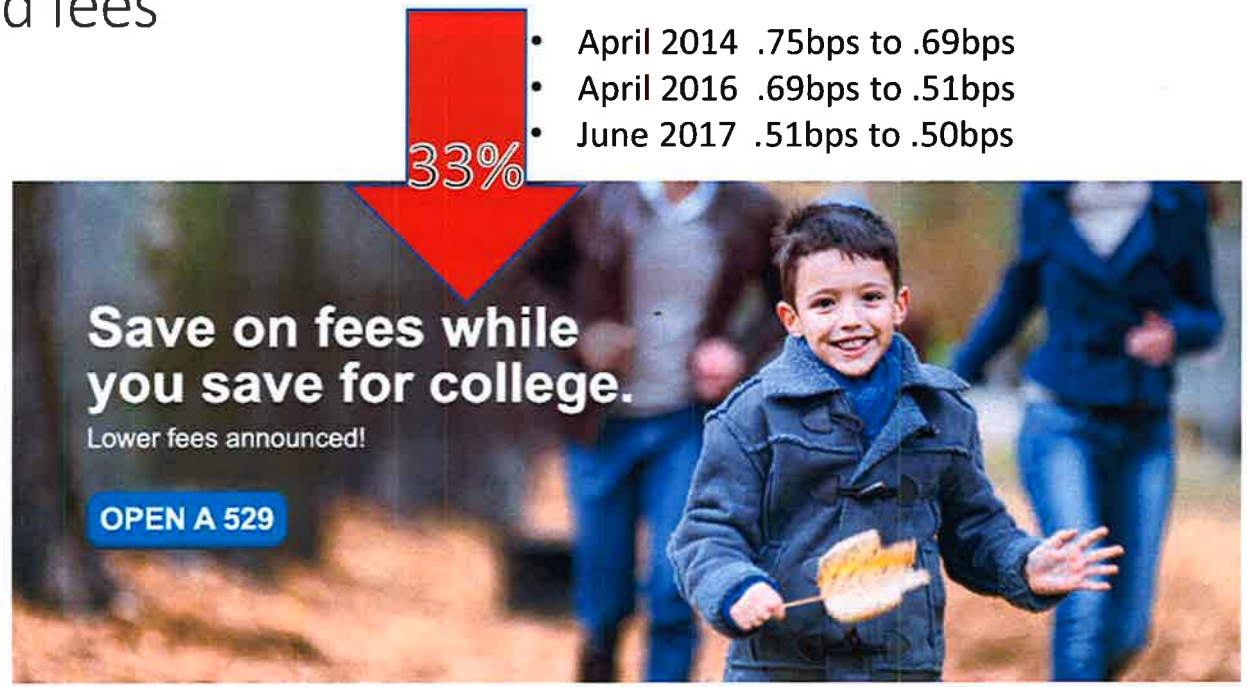
- Tuition, fees, certain room & board, books, required supplies
- Public & private colleges / universities, 2 & 4 year programs, vocational and foreign schools
- Computers, peripherals, software, internet access

*Earnings on nonqualified withdrawals may be subject to federal income tax and a 10% federal penalty tax, as well as state and local income taxes. Tax and other benefits are contingent on meeting other requirements and certain withdrawals are subject to federal, state, and local taxes.

Program enhancements

reduced fees

- April 2014 .75bps to .69bps
- April 2016 .69bps to .51bps
- June 2017 .51bps to .50bps



Program enhancements

IDeal income tax deduction increased 50%

<u>Only</u> IDeal 529 offers Idaho taxpayers an Idaho State *tax deduction!

- Up to $6,000 annually for single filers
- Up to $12,000 annually for married couples filing jointly*

*Contributions to the IDeal - Idaho College Savings Program are tax deductible from Idaho State income tax, subject to recapture in certain circumstances such as a non-qualified withdrawal or a roll-over to another state's qualified tuition program in the year of the rollover and the prior tax year.

ugift®

ideal IDAHO COLLEGE SAVINGS PROGRAM

Ugift® – Give College Savings

Updated gifting program

Family and friends can now schedule recurring gifts online.

- Over **$1.5 million gifts** in 2017.
- **11% increase** from 2016.
- Over **$.6.6 million** gifts since 2008.

ideal IDAHO COLLEGE SAVINGS PROGRAM

Estate planning

Federal gift exemption increased

Contribute up to $75,000 or 5-years worth of gifts to a 529 at one time.

The federal gift exemption was increased to $15K in 2018

- 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.

2018 active legislation: H463

K12 expansion of 529

Conformity with federal 529 law:

- K12 public, private or religious schools
- Up to $10K annually per student
- Tuition costs only

Idaho specific:

- Qualifies for state income tax deduction on IDeal Program contributions.

2018 active legislation: H515

H515: amending 63-3022 tax code

- Section (o) is a technical correction to alleviate a double tax on the principle of a contribution.
  - In the case where a nonqualified withdrawal is taken and a state tax deduction was not previously taken.
- Section (p) prevents a potential tax loophole.
  - Requires a two-year recapture of funds rolled out to a 529A: Achieving a Better Life Experience (ABLE) account where a state tax deduction was previously taken.

Questions?

Christine Stoll:
IDeal Executive Director
cstoll@idsaves.Idaho.gov
208.332.2935

Attachment 2

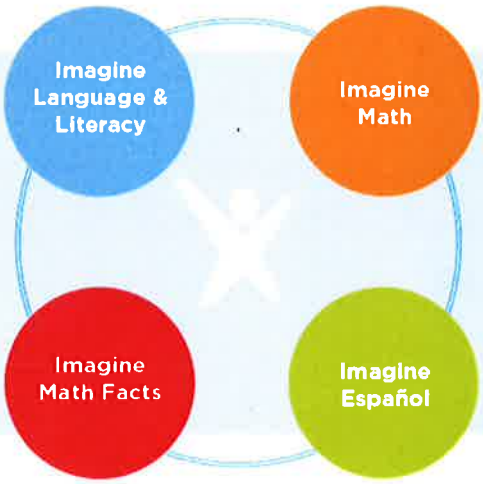
ImagineLearning

Imagine Learning
ID Partnerships

Emily Bybee
Area Partnership Manager
Eric Hafen
National Programs Manager

February 27, 2018

Four programs – one effective system



Imagine
Language + Literacy

Idaho & Imagine Learning State Partnerships

IMAGINE MATH

Build conceptual understanding, problem-solving skills, and a resilient attitude toward math.

All students grade 3 and above

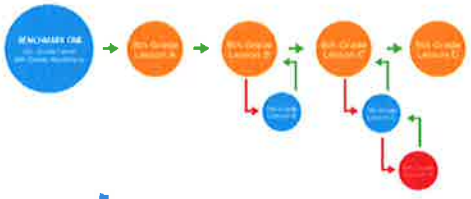
IMAGINE LANGUAGE & LITERACY

Enter a world of dynamic language and literacy instruction that's research based, first-language supported, data driven, and incredibly fun to use.

English language learners
K-6 WIDA 1.0-3.9
7,000 students

System for Success

Personalized Learning Pathways



Live Certified Math Teachers

Student Motivation

MetaMetrics.

QUANTILE FRAMEWORK

Idaho Math Cup / Pay It Forward

To be the top Idaho math school in the state, a school needs to complete and pass as many math lessons as possible! This week's Top 10 Schools are:

- Rolling Hills Public Charter of Rolling Hills Charter School
- Tendoy Elementary School of Pocatello District
- Discovery Elementary School of Bonneville Joint District
- Gem Prep: Nampa of Gem Prep District
- Collister Elementary School of Boise Independent District
- Gem Prep: Pocatello of Gem Prep District
- Woodland Hills Elementary of Bonneville Joint District
- Hillsdale Elementary of West Ada District
- Highlands Elementary School of Boise Independent District
- IDJC - St. Anthony

White Pine Elementary School was the top school in the state and will host the Idaho Food Bank charity at a school-wide Do Math! Pay It Forward Awards ceremony.

Imagine Math

Utah Stem Action Center

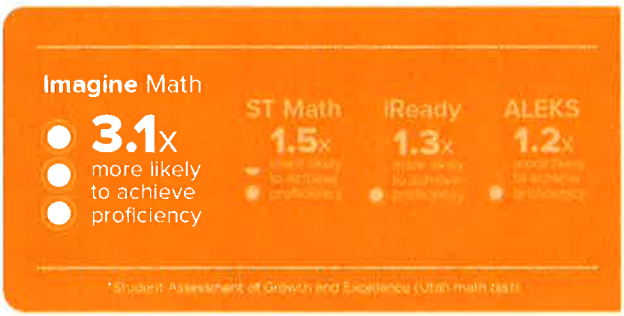
2015-2016 Study Results

A statewide study found that students using **Imagine Math** were

3X

MORE LIKELY

to be proficient on SAGE* assessments than non-**Imagine Math** students



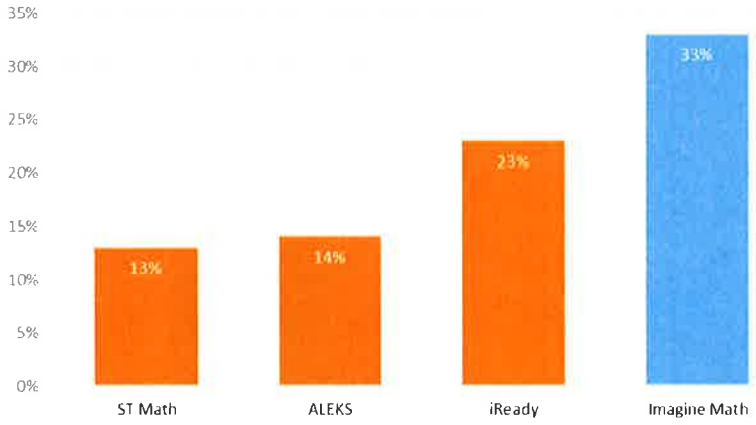
*2015-2016 study compares highest usage students against non-users
*2016-2017 study compares all program users against non-users.

Imagine Math

Utah Stem Action Center

2016-2017 Study Results

Increase in Likelihood of Proficiency on SAGE



For the second year in a row Imagine Math outperforms all vendors on the Third Party Grant Evaluation conducted by Utah Valley University.

Imagine Math in Idaho

Imagine Math

IDAHO
ACTIVITYBRIEF
FEB 2018

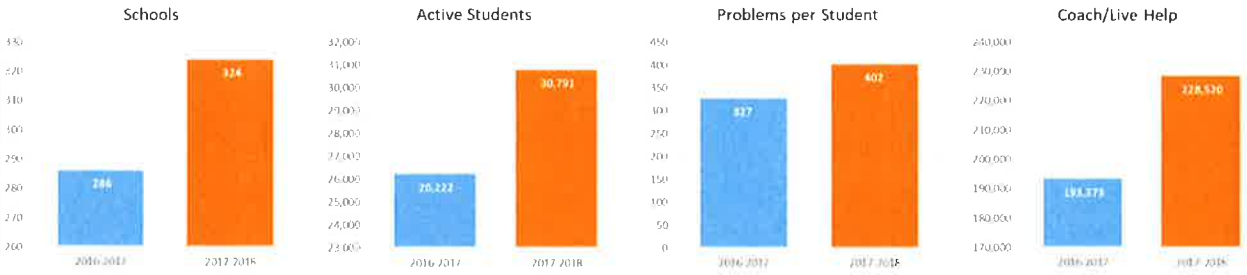
PARTICIPANTS	
Districts	88
Schools	324
Active Students	30,791

PROGRESS METRICS	
Problems Completed	12,364,223
Problems per Student	402
Coach/Live Help Sessions	228,520

*Numbers reflect the 2017-2018 school year

Idaho Usage Data

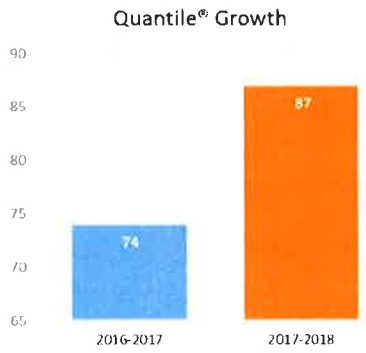
Imagine Math



Idaho Quantile Growth

At this time last year, the average Quantile® growth of Idaho students was **74Q**.

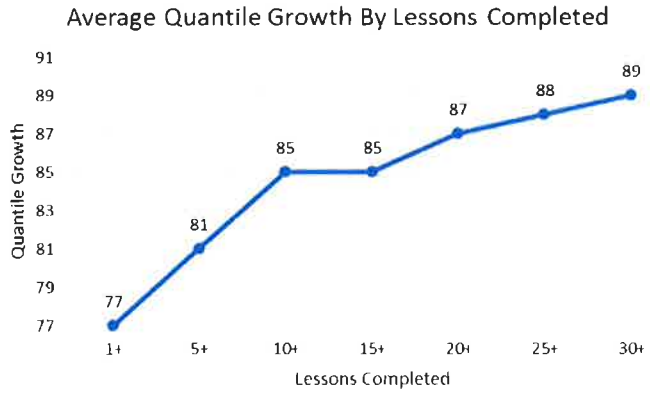
The current average growth for Idaho students is **87Q**.



- The Quantile® Framework is a valid and reliable third-party measure of student mathematical readiness.
- The expected Quantile® growth in one year, for students in grades 3-8, is 75Q-100Q.
- Students are on pace to achieve between 1.74 – 2.32 grade level years!

*Data reflects students that have completed 20+ lessons on Imagine Math.

Idaho Quantile Growth



The average growth for Imagine Math students during SY 2017-2018, after completing 20+ lessons, is 84Q.

Imagine
Language + Literacy

Imagine
Language + Literacy

IDAHO

ACTIVITY BRIEF

FEB 2018

PARTICIPANTS

Districts	67
Schools	281
Active Students	9,264

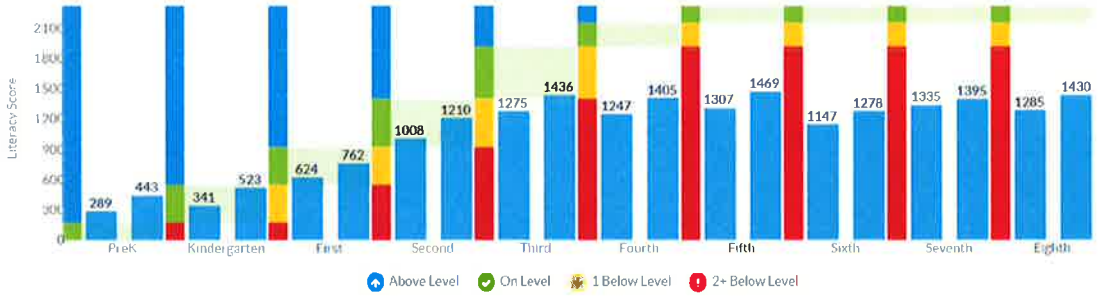
PROGRESS METRICS

Literacy Lessons Completed	181,786
Vocab Lessons Completed	55,984
Hours on Program	102,494

Imagine Language + Literacy

Grade: All Grades | Curriculum Area: Literacy | Testing Time Periods: Beginning and Middle | View: Status | Gains | Performance

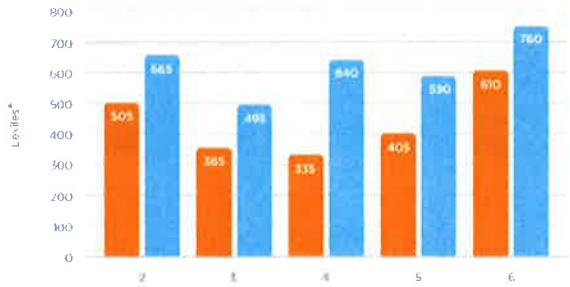
BENCHMARK TEST GAINS



Imagine Language + Literacy

PERFORMANCE GROWTH

Idaho Average Lexile® Gains



Idaho students show
POSITIVE GAINS
across ALL grade levels

Test 1 Test 2

SEGMEASUREMENT
BUILDING BETTER ASSESSMENTS / EVALUATING PRODUCT EFFECTIVENESS

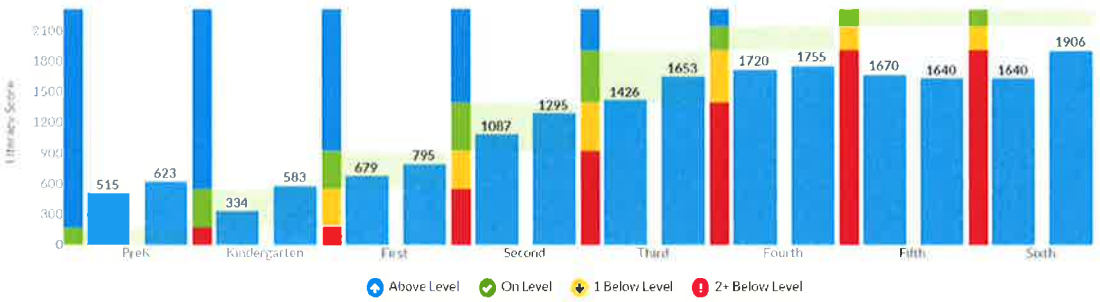
"Imagine Learning users in Idaho achieved greater literacy gains than are typically seen in the broader population."

Imagine Language + Literacy

Emily Bybee Idaho Bonneville Joint School District #93

Bonneville Joint School District #93 Growth

BENCHMARK TEST GAINS



Imagine Language + Literacy

Bonneville Joint School District #93 Growth

BENCHMARK TEST PERFORMANCE

Grade		Students Tested	Above	On	1 Below	2+ Below
Pre-K	Beginning	2	100%	--	--	--
	Middle	1	100%	--	--	--
	End	--	--	--	--	--
K	Beginning	26	15%	74%	11%	--
	Middle	26	58%	42%	--	--
	End	--	--	--	--	--
Grade 1	Beginning	72	19%	65%	16%	--
	Middle	72	31%	61%	8%	--
	End	--	--	--	--	--
Grade 2	Beginning	51	27%	40%	33%	--
	Middle	51	51%	35%	13%	1%
	End	--	--	--	--	--
Grade 3	Beginning	40	27%	15%	48%	10%
	Middle	41	43%	31%	24%	2%
	End	--	--	--	--	--
Grade 4	Beginning	41	35%	17%	19%	29%
	Middle	41	50%	--	36%	14%
	End	--	--	--	--	--
Grade 5	Beginning	36	--	44%	8%	48%
	Middle	36	--	30%	8%	62%

Imagine
Language + Literacy

https://vimeo.com/251257914

What's your favorite thing about Dworshak Elementary?

"Imagine Learning!"
-Sebaztian

"[Imagine Learning] does games and learning."
-Camrynn

"Imagine Learning saves a significant amount of time for our Title I staff and classroom teachers on assessment and grouping of students so we can spend more time on instruction."
-Michele Capps, Superintendent
Murtaugh School District

Thank you!

Emily.Bybee@imaginelearning.com
Eric.Hafen@imaginelearning.com

AGENDA

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Thursday, March 01, 2018

SUBJECT	DESCRIPTION	PRESENTER
Minutes Approval:	Approve Minutes from January 29, 2018	Senator Den Hartog
	Approve Minutes from January 30, 2018	Senator Ward-Engelking
	Approve Minutes from January 31, 2018	Senator Crabtree
	Approve Minutes from February 1, 2018	Senator Buckner-Webb
S 1303	Relating to the State Board of Education; Amend and Revise Provisions Regarding the Office of the State Board of Education.	Marilyn Whitney, Deputy Chief of Staff, Special Assistant for Government Services and Education, Office of the Governor
S 1291	Relating to the School Turnaround Act	Senator Dean Mortimer
Presentation:	Teacher Evaluations	Christina Linder, Educator Effectiveness Program Manager, State Board 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
Vice Chairman Thayn
Sen Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

LeAnn Mohr
Room: WW39
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email: sedu@senate.idaho.gov

MINUTES

SENATE EDUCATION COMMITTEE

DATE:	Thursday, March 01, 2018
TIME:	3:00 P.M.
PLACE:	Room WW55
MEMBERS PRESENT:	Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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.
MINUTES APPROVAL:	**Senator Den Hartog** moved to approve the Minutes of January 29, 2018. **Senator Winder** seconded the motion. The motion passed by **voice vote**.
	Senator Ward-Engelking moved to approve the Minutes of January 30, 2018. **Senator Nonini** seconded the motion. The motion passed by **voice vote**.
	Senator Crabtree moved to approve the Minutes of January 31, 2018. **Vice Chairman Thayn** seconded the motion. The motion passed by **voice vote**.
	Senator Buckner-Webb moved to approve the Minutes of February 1, 2018. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.
	Chairman Mortimer stated there will be a hearing on **S 1303**. Today, no motions will be allowed.
S 1303	**Relating to the State Board of Education; Amend and Revise Provisions Regarding the Office of the State Board of Education (SBE). Marilyn Whitney**, Deputy Chief of Staff, Senior Special Assistant for Government Services and Education, Office of the Governor (Governor), presented **S 1303** and stated the bill would give the SBE the flexibility needed to hire executive-level staff to implement the Governor's Higher Education Task Force (Task Force) recommendations. To aid in achieving the 60 percent goal, it is recommended by the Task Force the consolidation of the federated system into a more centralized, student-centered model. She stated for SBE to achieve the objective, immediate action is necessary to put in place a leadership structure and establish a base operating budget.
	Ms. Whitney explained the basis for the fiscal note and relayed how the salary for the executive leadership position was determined. She clarified misunderstandings and emphasized the intent is not to add a layer of staff, but to remove layers. While they do not yet know what the potential savings will be, they do foresee savings. Notwithstanding other factors, there is potential for added revenue via income tax gain once the 60 percent goal is attained.

DISCUSSION: **Senator Bucker-Webb** asked if the salary survey conducted was for systems similar in nature to Idaho. **Ms. Whitney** replied the survey she referenced was national.

Senator Bucker-Webb asked if any formal reporting structure had been established. **Ms. Whitney** stated the process would be left with the SBE.

Senator Den Hartog said beginning in 2010, a significant investment has been allocated towards achieving the 60 percent goal (Goal) and little progress toward the Goal has been made. She asked if there is an amount spent towards the Goal is available. **Ms. Whitney** replied the she would provide that number. She explained how the recession impacted higher education and the lag time for certification and degrees.

Senator Den Hartog asked if the Goal refers to the 25-34 year old Idahoans. **Ms. Whitney** replied in the affirmative. She said SBE is analyzing postsecondary attainment in general. The Task Force has recasted the Goal to be a more population-based goal rather than age-based.

Senator Winder asked if it is necessary to have the executive hired prior to the completion of the study for "systemness." **Ms. Whitney** replied in the affirmative. She said from other states recommendations, it is important to have a staff member in place to oversee the study.

Senator Winder asked if SBE has a staff member to oversee the study. **Ms. Whitney** replied the SBE has the experience and capabilities to oversee the study. They are limited on the resources.

Senator Winder asked if funds have been allocated for the executive position. **Ms. Whitney** replied in the negative. She stated the legislation is pending.

Senator Winder asked if any legislative intent wording had been placed in the study that would prohibit other forms of funding. **Ms. Whitney** replied in the negative.

Senator Den Hartog referenced a new system Boise State University (BSU) recently invested in. She asked if that significant investment would become obsolete should consolidation materialize. **Ms. Whitney** said the intent would not be to replace a new, effectively operating system with another new system.

TESTIMONY: **Dr. Linda Clark**, President, SBE, spoke in support of **S 1303** (Attachment 1).

Vice Chairman Thayn inquired as to the nature of the study. **Dr. Clark** replied those doing the study would analyze specific areas and processes that relate to higher education in Idaho. She stated the goal is to determine how to standardize operations in higher education.

Rod Gramer, President, Idaho Business for Education (IBE), spoke in support of **S 1303** (Attachment 2).

DISCUSSION: **Senator Den Hartog** asked if the proposal and the additional cost would help the State reach the 60 percent educational goal. **Mr. Gramer** replied attaining the 60 percent goal would produce higher earners and there would be a gain in the tax revenue. He said the funding amount for higher education has not returned to pre-recession levels.

Senator Den Hartog asked if he knew the percentage of 25-34 year olds with post-secondary credentials during the recession. **Mr. Gramer** stated he did not know the exact number, but asserted it was roughly 38 to 42 percent; that figure is still 20 percent short. He added studies indicate only 22 percent of jobs by 2020 will go to people with high school diplomas or less.

Senator Buckner-Webb asked if there is an estimated time as to when the assessment will be completed. **Mr. Gramer** explained the process to change higher education leadership comparable to a major management change in a large corporation. He stated the transition could take a few years, and re-emphasized the need for a skilled executive.

TESTIMONY: **Susan Buxton**, Administrator, Idaho Division of Human Resources (DHR), spoke in support of **S 1303**. She stated the proposed legislation would enhance existing authority to address implementation of the Task Force's recommendations. She explained the DHR had been charged to oversee the study and develop a job description for the executive position. She gave an overview of basic descriptions they had on review. The purpose of the position would be to identify, develop, and lead the delivery of change management.

DISCUSSION: **Senator Guthrie** asked if this individual would have administrative authority over university presidents. **Ms. Buxton** replied the authority granted to the individual would allow them to have information in a timely manner to enhance decision making.

Senator Crabtree asked if avenues of authority have been established. **Ms. Buxton** replied the SBE will oversee the structure and develop the procedures for the position.

Senator Den Hartog asked if the position of change agent is temporary or permanent. **Ms. Buxton** replied the expectation is the position would be permanent. She stated the individual, as a change agent, needs the authority to make immediate adjustments.

Ms. Whitney closed by detailing how the funds saved with this new position could be reinvested in higher education programs.

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

S 1291 **Relating to the School Turnaround Act. Senator Dean Mortimer**, District 30, presented **S 1291**. He said similar legislation had been introduced the previous year. He detailed at length the bill, and stated the proposed legislation would create a program targeted at school improvement for student outcomes. He explained the resources the lowest performing five percent schools would receive during a three-year period and the requirements for a turnaround plan. **Senator Mortimer** disclosed the costs and possible funding source for the program. He added federal Every Student Succeeds Act (ESSA) funds are available for Title 1 schools as well. He detailed at length the proposed legislation stipulations.

Senator Mortimer said there needs to be some changes to **S 1291** to its current form. He detailed at length the proposed changes. **Senator Mortimer** concluded by emphasizing the incentive-based legislation is subject to appropriation. He restated the importance of beginning to work with low-performing schools to improve student outcomes.

DISCUSSION: **Senator Ward-Engelking** remarked she appreciated the amendments. She asked how the legislation related to Idaho's Consolidated State Plan. **Senator Mortimer** replied the legislation is an additional tool that is more targeted and incentive based.

Senator Ward-Engelking said Title 1 schools receive federal funding to help with student achievement. She asked if those federal funds would remain. **Senator Mortimer** said a portion of Title 1 funds can be used to help low-performing schools turnaround.

Senator Ward-Engelking asked if funds from the General Fund would be used for those low-performing schools that are not listed as Title 1 schools. **Senator Mortimer** replied there are some General Funds set aside for that purpose. However, additional funding may be needed to help those schools that are not classified as a Title 1 school.

Senator Buckner-Webb asked if identified schools could choose not to participate in the program. **Senator Mortimer** replied the accountability oversight committee would identify the low-performing schools. He hoped those schools would see the benefits in the program.

Senator Buckner-Webb asked if a school chose to opt out of the program, would there be a negative consequence. **Senator Mortimer** replied there is a high probability the school would remain in the low-performing quadrant.

Senator Den Hartog asked what are the consequences if a low-performing school does not succeed in the turnaround program. **Senator Mortimer** replied the SBE would continue to work with the low-performing school. He stated in rural areas where school choice is limited, it is imperative that help be available for student achievement.

Vice Chairman Thayn asked how the $750,000 allocation is being used. **Senator Mortimer** replied the SBE has contracted with the University of Idaho (UI) and they are working with six districts in a self-help method.

Vice Chairman Thayn explained his conversation with a change agent of an elementary school in Horseshoe Bend, Idaho. He stated improvement can occur. Staff and faculty work together to change the culture which then leads to improvements. **Vice Chairman Thayn** asked if the change agent worked for the SBE or the SDE. **Pete Koehler**, Chief Deputy, State Department of Education, said the change agents are capacity builders employed by SDE and are funded by grants. He explained the majority of capacity builders have prior experience as either a superintendent or a school principal.

Vice Chairman Thayn asked if those efforts will fit with this legislation. **Mr. Koehler** replied it is complementary. He said if a low-performing school did not qualify for federal funds, the proposed legislation would allow for State directed intervention.

Senator Mortimer mentioned the SDE has been very helpful. The turnaround experts will have direct access to the SDE for data, consultation, and assistance.

TESTIMONY: **Rod Gramer**, President, IBE, spoke in favor of **S 1291**. He commended Senator Mortimer for his efforts.

Senator Mortimer said the turnaround program is exciting option for low-performing schools. Student achievement will benefit from the program.

MOTION: **Senator Ward-Engelking** moved to send **S 1291** to the **14th Order**. **Senator Den Hartog** seconded the motion.

DISCUSSION: **Senator Winder** asked for more information regarding the funding mechanism. **Senator Mortimer** said there is an ongoing appropriation of $750,000 a year. If the legislation is passed, the SBE could request more funding.

Vice Chairman Thayn asked if the current turnaround efforts have been successful. **Mr. Koehler** replied the SDE has a State Tactical Assistance Team (STAT) in place to help low-performing schools. The SDE is pleased with the progress.

The motion passed by **voice vote**.

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

Chairman Mortimer said the presentation regarding "Teacher Evaluations" would be rescheduled due to time constraints.

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

Senator Dean M. Mortimer
Chair

LeAnn Mohr
Secretary

Diane James
Assistant Secretary

Attachment 1

Task Force Recommendations – a Plan for Reaching Idaho's Higher Education Goals

By the Idaho State Board of Education Executive Officers

Dr. Linda Clark – President

Debbie Critchfield – Vice President

Dr. David Hill - Secretary

As members of the State Board of Education, we are constantly struck by the fact that Idaho is one of only two states (with Rhode Island), in which the State Board of Education has oversight of education from Kindergarten to graduate school. Such a structure provides tremendous opportunity for a true educational system in which students can move easily from one rung to another on the education ladder according to their abilities and interests.

Since 2013, the Idaho legislature and State Board of Education have influenced the direction of public schools with a clear focus on implementation and funding of the recommendations of the Governor's K-12 Task Force. Enhanced emphasis on primary reading, improvements in teachers' salaries, heightened professional development; initial work on master-based education, and the significant expansion of technology have impacted K-12 education in meaningful ways.

But what of post-secondary education in Idaho? The Board's strategic plan clearly defines our focus -- educational attainment, alignment and work force readiness. Both the Higher Ed and Work Force Development Task Forces play an important role in achieving our long term goals, achieving significant improvement and ensuring a complete system. The recommendations of these task forces support the Board's vision of an accessible, affordable, and seamless public education system.

The ultimate goal is to provide an integrated and student centric system that provides a higher level of service. The Higher Education Task Force heavily relied on the research and best practices of Complete College America and their proven "game changer" strategies. These strategies such as guided pathways, corequisite remediation, and outcomes-based funding have been proven to improve certificate and degree completion.

Further, when coupled with enhanced work force training, and expanded industry partnerships, the strategies recommended by the Workforce Development Task Force, when correctly implemented and supported, have the power to move us closer to our state's goal to have 60-percent of Idahoans ages 25 – 34 with some type of post-secondary certificate or degree.

To date, there has been substantial discussion surrounding a recommendation to create a staff position to carry out some specific recommended changes. The working title of this position was coined CEO, somewhere along the way. Perhaps the real function has been lost in terminology.

The recommendation to consolidate "back office" functions was predicated on making improvements in Idaho's educational system by eliminating duplications and standardizing appropriate functions. Many states have embarked upon this process, with measurable success. No one state's model will fit the realities of Idaho. Rather, as recommended by the Task Force, the State Board must undertake a study to determine what is feasible and most appropriate for Idaho, and then, based on the findings, develop a specific timeline and strategies for undertaking this important work. Real savings can be found and current duplicative expenditures can be refocused on academics and student support.

The study, planning and execution will take hard work, time and effort on the part of the State Board, and it is imperative that specialized staff be allocated to manage this important undertaking. Simply stated, the current staff members in the Office of the State Board of Education cannot be stretched further. Additional staffing is needed for initial oversight of the study.

It is important to state that the State Board of Education has no interest in moving to a so-called "chancellor" system. Changing our model to more cost effective operations and reallocating resources to better support students through a new delivery, better affordability and increased financial assistance for low income students is the vision for higher education. The Higher Ed Task Force recommendations are about improving Idaho's educational system, and we urge support and funding of them.

2006-08 3rd Biggest cut
2004 - entered college

Attachment 2

MR. CHAIRMAN, I'M ROD GRAMER, PRESIDENT OF IDAHO BUSINESS FOR EDUCATION. I AM HERE TODAY TO SPEAK IN FAVOR OF SENTATE BILL 1303.

KNOWING THAT THIS BILL ~~PROBABLY~~ WON'T GET ~~MUCH~~ FARTHER THAN TODAY'S HEARING, I APPRECIATE THE CHANCE TO REITERATE HOW IMPORTANT THIS EXECUTIVE IS TO THE STATE ACHIEVING ITS 60 PERCENT GOAL.

THAT'S THE GOAL THE STATE BOARD OF EDUCATION AND THIS LEGISLATURE ESTABLISHED TO BUILD THE EDUCATED AND TRAINED WORKFOCE OUR EMPLOYERS NEED TO SUPPORT IDAHO'S ECONOMY IN THE DECADES AHEAD. AS YOU KNOW, WE HAVE NEARLY A 20 PERCENT GAP IN ATTAINING THAT GOAL BY 2025.

THE GOVERNOR'S HIGHER EDUCATION TASK FORCE CAME UP WITH 12 IMPORTANT

RECOMMENDATIONS TO STRENGTHEN POSTSECONDARY EDUCATION AND ACHIEVE THE 60 PERCENT GOAL.

THREE OF THOSE RECOMMENDATIONS DEALT WITH SOLVING WHAT THE TASK FORCE CONSIDERED THE TWO BIGGEST BARRIERS TO ACHIEVING THE 60 PERCENT GOAL - ACCESS AND AFFOREDABILITY.

TO THE TASK FORCE'S CREDIT, IT CAME UP WITH A WAY TO ADDRESS THE ACCESS AND AFFORABILITY CHALLENGES WITHOUT COMING TO THE LEGISLATURE AND ASKING FOR MILLIONS OF NEW DOLLARS TO DO SO.

THE TASK FORCE PROPOSED CONSOLIDATING BACK-OFFICE OPERATIONS AT THE FOUR-YEAR INSTITUTIONS. THESE ARE OPERATIONS LIKE HUMAN RESOURCES, IT, FINANCE, SOFTWARE LICENSING – ALL OPERATIONS THAT ARE NOT

DIRECTLY TIED TO STUDENT LEARNING OR RESEARCH.

THE TASK FORCE SAID THE SAVING REALIZED BY THESE CONSOLIDATIONS COULD THEN BE REINVESTED IN CREATING A DIGITAL CAMPUS THAT COULD TAKE POSTSECONDARY EDUCATION TO EVERY CORNER OF IDAHO AND REACH THE STUDENTS WHO CANNOT AFFORD TO MOVE TO ONE OF OUR TRADITIONAL CAMPUSES.

SOME OF THE SAVINGS COULD ALSO BE INVESTED IN MORE SCHOLARSHIPS FOR STUDENTS OR HOLD DOWN TUITION, BOTH OF WHICH WOULD GIVE GREAT FINANCIAL RELIEF TO STUDENTS AND THEIR PARENTS.

THE LEGISLATURE IS NOW PLANNING TO INVEST $250,000 TO STUDY WHETHER THE TASK FORCE'S SAVINGS CAN BE REALIZED. THE IBE EXECUTIVES

WHO SERVED ON THE TASK FORCE BELIEVE THE SAVINGS ARE THERE BASED ON THE EXPERIENCES OF OTHER STATES.

WHEN THAT STUDY IS COMPLETED LATER THIS YEAR AND WE CONFIRM THE SAVINGS, WE WILL NEED AN EXECUTIVE WHO HAS THE SKILLS, EXPERIENCE AND KNOW-HOW TO EFFECTIVELY LEAD THIS COMPLEX CHANGE-MANAGEMENT EFFORT.

NONE OF US WOULD GO INTO THE OPERATING ROOM TO HAVE HEART SURGERY WITHOUT A TRAINED, EXPERIENCED AND SKILLFUL SURGEON CUTTING INTO US.

LIKEWISE, WE SHOULD NOT TACKLE THIS CHANGE-MANAGEMENT CHALLENGE WITHOUT A LEADER WHO HAS THE EXPERIENCE AND THE SKILLS TO

PERFORM EFFECTIVELY AND DO NO HARM TO OUR HIGHER EDUCATION SYSTEM.

IN CLOSING, YOU MAY NOT WANT TO APPROVE THIS BILL TODAY. BUT NEXT YEAR, AFTER THE STUDY SHOWS THAT THE SAVINGS ARE REAL, WE WILL ASK YOU TO APPROVE THE HIRING OF THIS SKILLFUL EXECUTIVE OR WE WILL MISS A GOLDEN OPPORTUNITY TO HELP MORE OF IDAHO'S STUDENTS OBTAIN A POSTSECONDARY CREDENTIAL SO THAT THEY CAN BECOME EMPLOYABLE AND PRODUCTIVE CITIZENS OF OUR STATE.

OUR STUDENTS WILL BE DEPENDING ON YOU, OUR EMPLOYERS WILL BE DEPENDING ON YOU, OUR CITIZENS WILL BE DEPENDING ON YOU AND THE FUTURE OF IDAHO'S ECONOMY WILL BE DEPENDING UPON YOU TO DO THIS.

THANK YOU.

AGENDA

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Monday, March 05, 2018

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	Idaho Career Information System	Sara Scudder, Administrator, Department of Labor
Presentation:	Master Teacher Program	Christina Linder, Educator Effectiveness Program Manager, State Board of Education
Minutes Approval:	Minutes from February 5, 2018	Senator Buckner-Webb
	Minutes from February 7, 2018	Senator Den Hartog
	Minutes from February 8, 2018	Senator Nonini
	Minutes from February 12, 2018	Senator Ward-Engelking

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 Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE: Monday, March 05, 2018

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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 3:07 p.m. He opened the meeting with a reading from the book, "A Heap O'Living, Along Life's Highway", by Edgar A. Guest, "No Place to Go."

PRESENTATION: **Idaho Career Information System (CIS)**. **Sara Scudder**, Administrator, Idaho Department of Labor (DL), detailed the history and composition of CIS. She said they promote lifelong learning. She explained how CIS interacts with Idaho students in the first phases of career development. The tools on the CIS website help students answer the following questions: "Who am I," "What do I want to do," and "How do I get there." She demonstrated for the Committee how to students can use the CIS website (Attachment 1).

Senator Den Hartog asked how **H 432** pertains to CIS. **Tracie Bent**, Chief Planning and Policy Officer, State Board of Education (SBE), replied it moves CIS from the DL to the SBE. She stated during the recession, CIS was moved to the DL because there were federal funds to continue the program. She explained how the CIS will function once it is moved back to the SBE.

Byron Yankey, College and Career Advising Program Manager, SBE, explained his role with the website, "Next Steps Idaho (NSI)" and showed the Committee the different aspects of the website. He stated NSI is targeted to eighth grade students and helps them explore career options based on their interests and strengths.

Vice Chairman Thayn asked how many school districts use the website. **Mr. Yankey** replied about 500 users per day visit the site for a total to-date of 15,000 visits; many occurring outside school hours. He stated people have learned of the website by word of mouth.

Chairman Mortimer asked if CIS and NSI work together. **Mr. Yankey** replied in the affirmative. He said CIS has more information to support classroom instruction. He explained how the two websites are linked.

Ms. Scudder reiterated the collaboration between the DL and SBE and the efforts to avoid overlap and duplication of services. She said the goal is to ensure the information on the website fit the needs of students and teachers.

PRESENTATION: **Master Teacher Program (Master)**. **Christina Linder**, Educator Effectiveness Program Manager, SBE, apprised the Committee of Master which was enacted into law in 2015 and updated in 2017. The SBE recommended, and the Legislature approved, that pupil service providers should be included in the Master Educator Premium (MEP) plan. She explained how candidates may submit evidence to receive financial benefits; she noted when the evidence expires. She said there is continuation in the MEP if the evidence is continually updated. **Ms. Linder** said a committee reviewed the original standards to develop rubrics. In the process, it was determined student impact should be addressed. The goal was to align the pupil service standards with the instructional staff standards. The outcome developed two different types of rubrics: teachers and pupil service providers. She stated the modified standards removed repetitive characteristics and were compressed to ensure that the most points a Master could receive were for direct interaction with students.

Ms. Linder detailed at length the five standards measured for a candidate applying to the MEP: 1.) Leadership; 2.) Professional Collaboration and Partnership; 3.) Students and Learning Environment; 4.) Professional Growth; and 5.) Content, Instruction, and Assessment. She referred the Committee to the handout which describes the criteria set forth in Idaho Code § 33-1004I. She told about the criteria for a teacher to apply to the MEP, how teachers submit their portfolio, and the review process. She said MEP promotes excellence and retention. (Attachment 2).

DISCUSSION: **Chairman Mortimer** asked if the video submission, which illustrates the teacher instructing, will be a barrier. **Ms. Linder** replied it was strongly recommended that Masters be able to teach naturally and that can be reflected with a video. Many teaching attributes are discovered in a video and a video will serve to indicate whether the teacher meets the MEP standards.

Vice Chairman Thayn asked how many teachers have eight or more years of experience, making them eligible to apply for the MEP. **Ms. Linder** replied they did not examine that number when developing the standards. She said other states, which MEP is modeled after, reported three to four percent of the teaching population applied for the program, and two percent receive the distinction.

Vice Chairman Thayn asked how much time is necessary for the review process. **Ms. Linder** replied the reviews average two hours per portfolio.

Vice Chairman Thayn asked if the SBE knew how much time it took on an average for a teacher to compile their portfolio. **Ms. Linder** replied between 20 and 40 hours. She explained how a teacher might build her portfolio over time: teachers compile their evidence as they work.

Chairman Mortimer asked if the SBE has received any feedback from educators regarding the updates. **Ms. Linder** replied in the negative. She said different school districts have asked her to speak to their staff about the MEP. She said she has heard concerns about the continuation of funding for MEP.

Senator Den Hartog asked how the master premiums are paid; more precisely, she wondered if they were paid as a salary or as a bonus. **Ms. Bent** replied the intent is the premium be distributed as part of their salary.

Vice Chairman Thayn asked if they were aware of next year's budget request. **Ms. Bent** replied it will be approximately $1.5 million.

MINUTES APPROVAL: **Senator Buckner-Webb** moved to approve the Minutes of February 5, 2018. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.

MINUTES APPROVAL: **Senator Den Hartog** moved to approve the Minutes of February 7, 2018. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.

MINUTES APPROVAL:	**Senator Nonini** moved to approve the Minutes of February 8, 2018. **Vice Chairman Thayn** seconded the motion. The motion passed by **voice vote**.
MINUTES APPROVAL:	**Senator Ward-Engelking** moved to approve the Minutes of February 12, 2018. **Senator Den Hartog** seconded the motion. The motion passed by **voice vote**.
ADJOURNED:	There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:02 p.m.

Senator Dean M. Mortimer
Chair

LeAnn Mohr
Secretary

IDAHO DEPT. OF LABOR

Idaho Career Information System

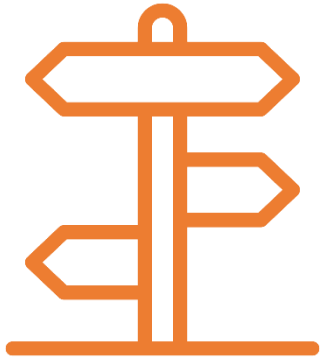
CIS

A proactive and participatory resource for engaging in life and career planning. Comparable and related information is linked in meaningful ways, encouraging students to consider a full range of options in setting goals and developing plans for life after high school.

Who am I?

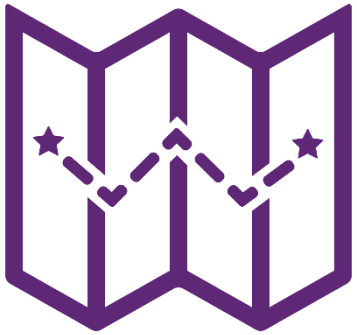
To make good career decisions students need to become aware of their personal style, identify their interest and skill areas and acknowledge their work values. It is the foundation on which all other choices and actions lie.

Where am I going?



Students need to identify possible career options that match their criteria for job satisfaction and look for postsecondary education & training options that will help them reach their career goals.

How do I get there?



Students need to develop a map or plan that will help them reach their career goals.

My Portfolio

My Portfolio is an electronic career folder that allows students to save items and organize their career research, exploration and plans.

IDAHO DEPARTMENT OF LABOR | Idaho Career Information System - CIS

Text Only Version

Carlton | 0 Messages | Log Out

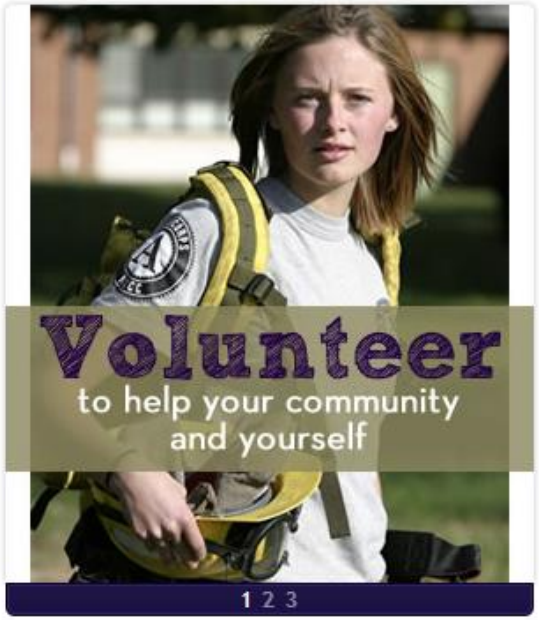
Plan | Assessments | Occupations | Education | Employment | Portfolio

Search

Carlton

My CIS Portfolio »

Edit Image



Get Started

- Use these tools to manage your career development.
- Learn more about yourself and create a career plan.
- Map your high school classes.

More

CIS Helps Empower Students

Empowered Students

Visit www.idahocis.org to find out more about CIS

Contact the CIS team
idahocis@labor.idaho.gov
208-334-3705

Master Educator Premium

Senate Education Committee Presentation

March 5, 2018

Christina Linder
Educator Effectiveness Program Manager
Office of the Idaho State Board of Education

Overview

- Process for Developing Master Educator Premium (MEP) Standards
- Finalizing the Standards, Scoring Rubrics, and Templates
  - -Portfolio Submission
  - -Review Processes
- Leadership premiums and the Teacher Pipeline

Master Educator Standards

- Section 33-1004I, Idaho Code established the Master Teacher Premium in 2015 to recognize and financially reward outstanding instructional staff. In 2017 the Board proposed, and the Legislature enacted, changes to add pupil service staff and rename it the Master Educator Premium
- Master Educators will earn an additional $4,000 per year for three years.
- Following the initial three-year period, educators are eligible to receive the Premium on an annual basis based on continued eligibility.

Process for Developing Master Educator Standards

Instructional Staff Subcommittee was made up of participants from the original Master Teacher Premium Committee

-Subcommittee was tasked with finalizing standards and establishing a scoring rubric based on the standards initially approved for instructional staff

Pupil Service Provider Subcommittee consisted of pupil service providers representing each profession

-Reviewed the instructional staff standards and tasked with aligning recommendations for for pupil service staff standards

-Tasked with developing scoring rubrics to assess the pupil service portfolios

The subcommittees ultimately developed a plan that works for all education professionals; instructional and pupil service providers from all professions; original standards remain with slight changes as to how the characteristics are measured by two separate rubrics

Subcommittee members, using the scoring rubric, reviewed work done by two of the exemplary teachers serving on the committee. All were satisfied that the standards were both rigorous and fair – Ongoing communication with pupil service subcommittee members indicates the same

Process for Developing Master Educator Standards

Repetitive characteristics were compressed to ensure that points available for direct contact with students were weighted more heavily than points available for leadership outside of the classroom

64% of the points possible are for direct interaction with students and/or families

36% of the points are earned for leadership and collaboration

Finalizing the Final Standards, Scoring Rubrics and Templates

All five standards are ultimately scored in light of the teacher's direct impact on student learning

- Leadership
- Professional Collaboration and Partnership
- Students and Learning Environment
- Professional Growth
- Content, Instruction and Assessment

Submissions

- Master Educator Premium determinations will be based on the educator meeting the minimum requirements pursuant to Section 33-1004I, Idaho Code, and the artifacts and evidence of exemplary practices and **impact on student learning for each of the five standards**
- Narrative responses must reflect excellence in the given area inside and/or outside of the classroom and demonstrate an impact on student learning
- Examples referenced and evidence provided must be no more than five years old from date of submission. Artifacts submitted must cover each characteristic of each standard
- A single artifact may be provided as evidence of multiple characteristics within a standard. **For teacher candidates, at least one artifact must be a video of teaching**
- A minimum of one artifact per characteristic is required, but **up to four artifacts per characteristic will be allowed**. The quality of the artifact, not the quantity, will be

Review Process

- Reviewers will focus on how educators clearly demonstrate each standard and characteristic in a way that directly impacts student learning
- Master Educators will achieve exemplary scores in four of the five standards on the scoring rubric
- Portfolios will be evaluated based on a common rubric that will be available as part of the application process
- Portfolios will be reviewed by Idaho educators who volunteer to participate in the reviews. Each reviewer will be provided with training on reviewing the portfolios
- Individual portfolios will be reviewed by no less than two reviewers
- Ratings will be based on whether or not each standard and characteristic "meets the standard" (2 points); partially meets the standard" (1 point); or "does not meet the standard"
- Following submission and final scoring of the portfolio, candidates will receive a copy of their score sheet, including a summary compilation of each reviewer's final scores.

Promoting Excellence and Retention

- Current Idaho Teacher Standards Align with Mastery Premium
  - Teacher Leader – Foundation Standards
  - InTASC Standards (Idaho Core Teaching Standards) and Progressions
- Pipeline: Teacher Retention Recommendations Align with Mastery Premium
  - Career Advancement and Tiered Licensure
  - Increased Compensation

AGENDA

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Tuesday, March 06, 2018

SUBJECT	DESCRIPTION	PRESENTER
H 580	Relating to Education; Repeal Sunset Clauses	Representative Julie Van Orden
H 368	Relating to Higher Education; Amend and Revise Optional Retirement Program	Tracie Bent, Chief Planning and Policy Officer, State Board of Education
H 503	Relating to Education; Amend and Revise the Career Ladder	Duncan Robb, Chief Policy Advisor, State Department of Education
H 589	Relating to Education; Amend and Revise Provisions for Mastery-Based Education	Mr. Robb

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 Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE:	Tuesday, March 06, 2018
TIME:	3:00 P.M.
PLACE:	Room WW55
MEMBERS PRESENT:	Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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 3:03 p.m.
H 580	**Relating to Education; Repeal Sunset Clauses**. **Representative Julie Van Orden**, District 31, presented **H 580**. She said statute was changed in 2014 to allow the spouses of school board members to be employed by their school district offices under certain conditions; the legislation included a sunset clause. She said the proposed legislation is intended to remove those sunsets. **Karen Echevarria**, Executive Director, Idaho School Boards Association (ISBA), reminded the Committee of the 2014 legislative changes to Idaho Code § 33-507 to allow school districts to hire the spouse of a board member only if specific criteria were met. She provided the Committee copies of the original bill, H 568, from 2014. She explained rural school districts struggle to attract and retain qualified, experienced staff. **Ms. Echevarria** said those school districts and charter schools have used this law for the past three years and found the legislation has worked well. She said the purpose of the proposed legislation is to remove the sunset clause and make the law permanent.
DISCUSSION:	**Senator Winder** asked if she could reference the locations of the sunset clauses in H 568 (2014). **Ms. Echevarria** replied in the affirmative. She detailed the location of sunset provisions in the 2014 legislation. **Elizabeth Bowen**, Senior Legislative Research Analyst, Legislative Services Office, said there are three sections to Idaho Code §§ 33-507, 33-514a, and 33-5204 to be repealed in July 2018 and three new versions of the statute would take effect. She detailed at length how **H 580** retains the statute of effective law.
MOTION:	**Senator Winder** moved to send **H 580** to the floor with a **do pass** recommendation. **Senator Den Hartog** seconded the motion. The motion passed by **voice vote**.
H 368	**Relating to Higher Education; Amend and Revise Optional Retirement Program (ORP)**. **Tracie Bent**, Chief Planning and Policy Officer, State Board of Education (SBE) presented **H 368**. She explained the legislation proposes to amend the provisions for the ORP for the faculty and staff for the institutions of higher education. The proposed changes would remove the outdated language regarding the payment of funds to Public Employees Retirement System of Idaho (PERSI). Additional changes would update the language regarding the types of funds the ORP benefits may choose from in Idaho Code §§ 33-107A and 33-107B. She detailed at length the changes proposed by the legislation.

MOTION: **Senator Ward-Engelking** moved to send **H 368** to the floor with a **do pass** recommendation. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**.

H 503 **Relating to Education; Amend and Revise the Career Ladder**. **Duncan Robb**, Chief Policy Advisor, State Department of Education (SDE) presented **H 503**. He said the proposed legislation would allow the SDE to place Occupational Therapists (OT) and Physical Therapist (PT) on the career ladder, in accordance with their years of service in a school district as an OT or PT, while holding a license from the Bureau of Occupation Licenses. The current language only allows for an OT and PT to be placed on the first rung of the career ladder. The placement on the career ladder is determined by the number of years served with a license in a school, rather than years of certification. He stated the fiscal impact is negligible.

DISCUSSION: **Senator Guthrie** asked if the OT and PT career ladder placement is based on total years worked or only those years they have worked for the school district. **Mr. Robb** replied career ladder placement is based on the years OT and PT worked for a school district and/or an accredited private or parochial school.

MOTION: **Senator Ward-Engelking** moved to send **H 503** to the floor with a **do pass** recommendation. **Vice Chairman Thayn** seconded the motion. The motion passed by **voice vote**.

H 589 **Relating to Education; Amend and Revise Provisions for Mastery-Based Education (Mastery)**. **Mr. Robb** presented **H 589**. He explained the proposed legislation changes Idaho Code § 33-1632 to reflect Idaho's ongoing transition to Mastery. He detailed the proposed legislation at length. Changes include: appointing a commission with policy-level leadership to assist the SBE in policymaking; new language to reflect what is currently in practice regarding Idaho Mastery Education Network (Network); specificity as to how public school districts can use Mastery funds during transition; formation of the Advisory Commission (Commission); development of a sustainability plan; notification of implementation of Mastery; and removal of the term "incubator stage."

DISCUSSION: **Senator Den Hartog** asked if he could elaborate on the term "association of stakeholders" (Association). **Mr. Robb** replied the term is used often in the SDE and would be understood by those involved in the proposed legislation. He stated the number of seats on the Commission is fewer than twelve.

Senator Den Hartog asked if schools must notify the SDE if they are pursuing Mastery. **Mr. Robb** replied SDE would require notification from the schools establishing Mastery.

Senator Ward-Engelking said she hoped the SDE would have included a pilot K-12 program with the proposed legislation. She asked if student transition from Mastery to traditional schooling has been addressed. **Mr. Robb** replied the proposed legislation state districts plans must include a student transition process.

Senator Ward-Engelking asked if removing the limitation on the maximum number of schools in the program would bring additional legislation. **Mr. Robb** replied when the cap is removed there is an opportunity to support more schools; those opportunities are dependent on appropriations.

Senator Ward-Engelking asked if the Commission would include teachers. **Mr. Robb** replied in the affirmative. He said the SBE would work to ensure balanced representation.

Senator Nonini said the initial pilot schools had a Network. He asked why the Commission is now necessary. **Mr. Robb** replied moving from the conception of Mastery to its expansion can be a difficult process. A Commission will help guide transitions and policy development. The SDE envisions the Commission to be a resource of ideas and best practice for school districts transitioning to Mastery.

Senator Nonini asked if the pilot Mastery schools were interviewed, what concerns would they have regarding Mastery not working properly. **Mr. Robb** replied the incubator schools have experienced positive results with Mastery. He reiterated the desire of the SDE is to have the Commission help school districts transition to Mastery.

Senator Buckner-Webb asked if data is available to indicate how students in Mastery are performing. **Mr. Robb** replied the initial student assessments are positive. He stated the two areas of student improvements are reduced disciplinary issues and improved interim assessment results.

Vice Chairman Thayn asked if the Commission would standardize Mastery for all schools, and in so doing remove school districts organic approach to Mastery. **Mr. Robb** replied the intent is for each school to implement Mastery organically. The Commission will work to ensure Idaho's education subject standards are met.

Vice Chairman Thayn asked if there is a funding formula for Mastery. **Mr. Robb** replied each Mastery school develops a plan which includes funding for implementation. He explained how the pilot programs were funded.

Senator Den Hartog said she did not see the necessity for the Commission when the Network system is in place. She asked if the fiscal impact was correct. **Mr. Robb** replied the fiscal impact of the Commission is minimal and would be absorbed in the SDE budget. He explained the work of the Network for the Mastery pilot program. He said the proposed Commission would allow for more structured discussions across school districts. He said the intent of the proposed legislation is not to add bureaucracy; the goal is to improve understanding for those districts seeking to implement Mastery..

Senator Ward-Engelking expressed her concern regarding the composition of the Commission. She said teacher and parent participation seems to be overlooked. **Mr. Robb** replied the objective of the structure was to keep the Commission size to a minimum while having diversity of opinion.

Senator Guthrie articulated his concern with the proposed legislation to full implementation of Mastery programs in public school districts. He said it seems to lack continuity. He asked how Mastery will come to fruition. **Mr. Robb** replied the legislation repeats what is currently in rule. The purposed legislation is to ensure funding and student achievement.

Senator Ward-Engelking expressed her concern for student stress if Mastery programs are not implemented in grades K-12. She asked if a comprehensive program is being considered. **Mr. Robb** replied the SDE shares the same concerns. He said at the present time, rule allows school districts to advance students based on demonstrated competency; this process is similar to how Mastery advances students. If districts choose to advance students without support from the SDE, there is a greater risk of stress on students and fragmentation in learning. He said the feedback the SDE has received from the pilot school districts states the Network opened dialogue between the Mastery schools. The SDE believes the Commission will increase communication between districts to advance Mastery more effectively.

Vice Chairman Thayn said he has been very supportive of Mastery. He said adults may struggle with Mastery, but it empowers students to approach education at their level. With the rapid advancement of technology, it is an ideal time to make the transition to Mastery.

MOTION: **Vice Chairman Thayn** moved to send **H 589** to the floor with a **do pass** recommendation. The Motion died due to a lack of a second.

SUBSTITUTE MOTION: **Senator Den Hartog** moved to hold **H 589** in Committee. **Senator Guthrie** seconded the motion.

DISCUSSION: **Senator Den Hartog** expressed concern with the proposed legislation and is not in favor of the Commission. She said she agrees the students will do well with Mastery. She believes the proposed legislation begins the second phase of the Mastery program. She stated it seems too soon, because not all the evidence from the first phase has been presented.

Senator Guthrie said the efforts to improve education are appreciated. He questioned the makeup and necessity of the Commission.

Vice Chairman Thayn asked if the opposition to **H 589** is due to the Commission, the fiscal impact, or Mastery.

Senator Ward-Engelking expressed support of Mastery. She said her concern is the composition of the Commission.

The motion passed by **voice vote**. **Chairman Mortimer** and **Vice Chairman Thayn** voted **nay**.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:06 p.m.

Senator Dean M. Mortimer
Chair

LeAnn Mohr
Secretary

AGENDA

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Wednesday, March 07, 2018

SUBJECT	DESCRIPTION	PRESENTER
H 629	Relating to Education; Amend and Exempt High School Students From Apprenticeship Registration Requirements Under Certain Circumstances	Representative Wendy Horman
Presentation:	"School-level Data on Selected Measures"	Carson Howell, Chief Research Officer, State Board 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
Vice Chairman Thayn
Sen Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE:	Wednesday, March 07, 2018
TIME:	3:00 P.M.
PLACE:	Room WW55
MEMBERS PRESENT:	Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Buckner-Webb, and Ward-Engelking
ABSENT/ EXCUSED:	Senator Crabtree
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.
H 629	**Relating to Education; Amend and Exempt High School Students From Apprenticeship Registration Requirements Under Certain Circumstances.**

Representative Wendy Horman, District 30, explained **H 629** removes fees associated with registration as an apprentice for high school students participating in high school construction projects through their schools. She advised the fees have become prohibitive for some students, and can prevent those students from participating in the construction projects.

DISCUSSION: **Chairman Mortimer** asked if an apprenticeship counts toward a student becoming a journeyman. **Chris Jensen**, Director, Division of Building Safety, replied the time in high school programs does not count toward the journeyman status, but provides instruction and experience prior to beginning the five-year apprenticeship. **Mr. Jensen** summarized projects offered in the schools.

Senator Ward-Engelking asked if this class is an overview to assist students in choosing an area of interest. **Mr. Jensen** replied in the affirmative.

MOTION: **Senator Den Hartog** moved to send **H 629** to the floor with a **do pass** recommendation. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.

PRESENTATION: **School-level Data on Selected Measures. Carson Howell**, Chief Research Officer, State Board of Education (SBE), emphasized the collaboration between the SBE and the State Department of Education (SDE) in collecting and presenting data.

Karlynn Laraway, Director of Assessment and Accountability, SDE, stated the new accountability system presents the opportunity to review how the agencies collect and analyze data. **Ms. Laraway** said data is in abundance, but it is not centralized. She discussed the use of data, data analysis, comparisons, and the importance of accessibility and comprehensibility (Attachment 1). Using the District Profile of Caldwell School District, **Ms. Laraway** displayed the data included in the profile and included the districts which have similar characteristics (Attachment 2). She emphasized much of the information is accessible in one report, and these reports have been shared with each school district.

Mr. Howell provided each Committee member with a profile, created at the school level, for a school in their district (Attachment 3). **Mr. Howell** reviewed the presentation of data in this format. He indicated this is a more useful format, as opposed to a spreadsheet with extensive numeric data; it allows district and school administrators to quickly identify areas of success and areas where improvement is needed.

DISCUSSION: **Senator Guthrie** asked if the data was gathered by following the same class for three years. **Mr. Howell** replied the report is based on data collected on the whole school in each of the three years.

Ms. Laraway invited members of the Committee to give feedback, as the goal of the SBE and the SDE is to provide data that is understandable and useful.

Mr. Howell noted data represents real students, and privacy is paramount, so any identifying information will be masked. He then walked the Committee through the data on current reports. He explained the SDE and SBE are working to make all reports easier to read and understand, while not jeopardizing the privacy of the students.

Senator Guthrie asked if the information on the two reports are related. **Mr. Howell** answered in the affirmative and explained how they relate. Discussion ensued regarding the category of economically-disadvantaged students.

Senator Mortimer inquired if there was a Statewide report in a similar format. **Mr. Howell** replied he did not have one with him, but such a report could be produced and provided.

Senator Den Hartog indicated she liked the visualization of the data, and she anticipated the school districts and individual schools will find value in the data presented in this manner.

Senator Mortimer noted the great steps made to provide data in a readable and approachable report. He stated there is still more data to decipher. He asked if they could report the work in progress.

Mr. Howell noted the Every Student Succeeds Act (ESSA), reporting requirements and the report card are required to be online by December 1, so the school administration, general public, and policymakers can view the data. He stated Idaho will have additional data beyond those required by the federal mandate. This will provide educators the ability to compare similar schools and allow school administrators to share ideas to help students succeed. .

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 3:38 p.m.

_____

Senator Dean M. Mortimer
Chair

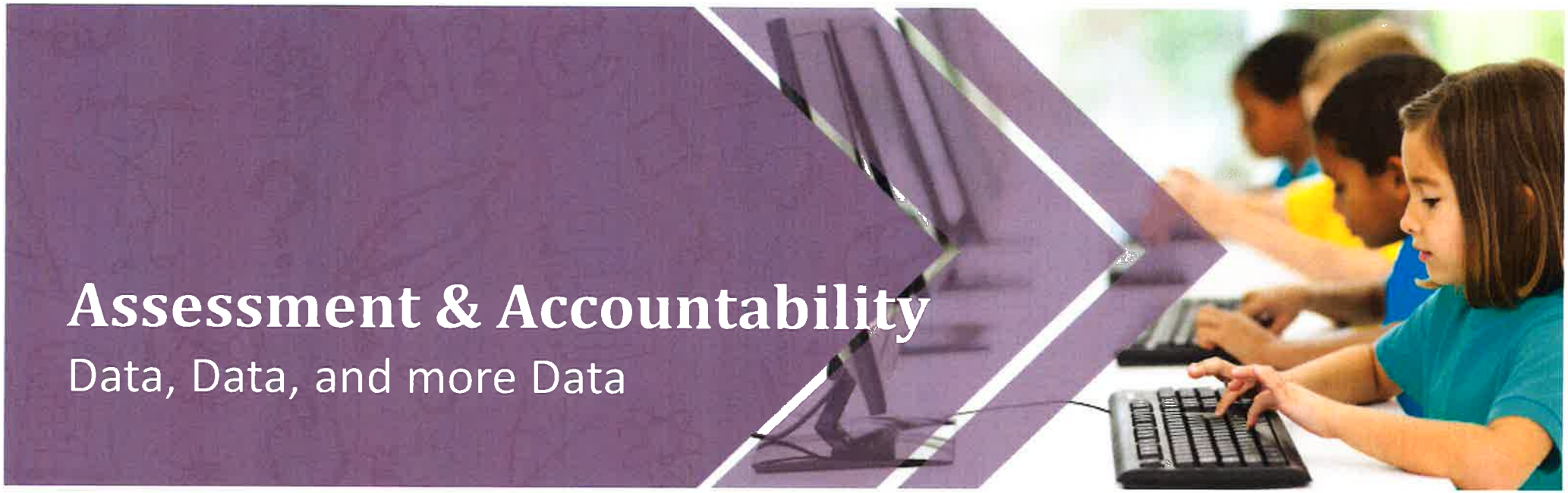
_____

LeAnn Mohr
Secretary

_____

Carol Cornwall
Assistant Secretary

Attachment 1
March 7, 2018
Presentation: School-Level Data



Assessment & Accountability

Data, Data, and more Data

Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Supporting Districts and Schools

- Data in abundance
- Multiple measures not together in one place
- Supporting districts and schools
- Data analysis
- Comparisons
- Next Steps
  - Tools to access data
  - Report Card

District Profile

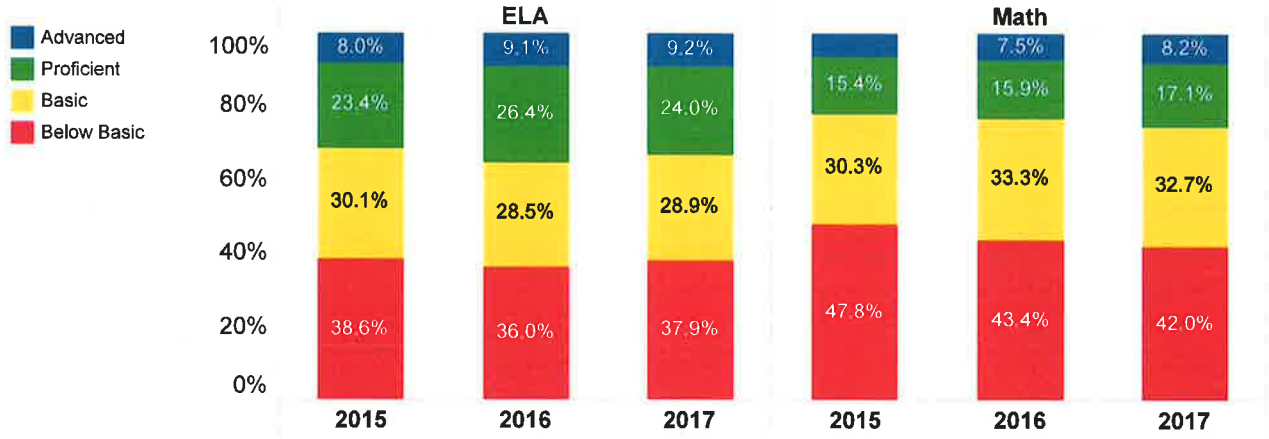
CALDWELL DISTRICT

Student Characteristics	Idaho	CALDWELL DISTRICT
Enrollment	298,472	6,357
% Economically Disadvantaged	50.0%	99.5%
% Students with Disabilities	10.6%	10.3%
% English Learners	5.5%	16.7%

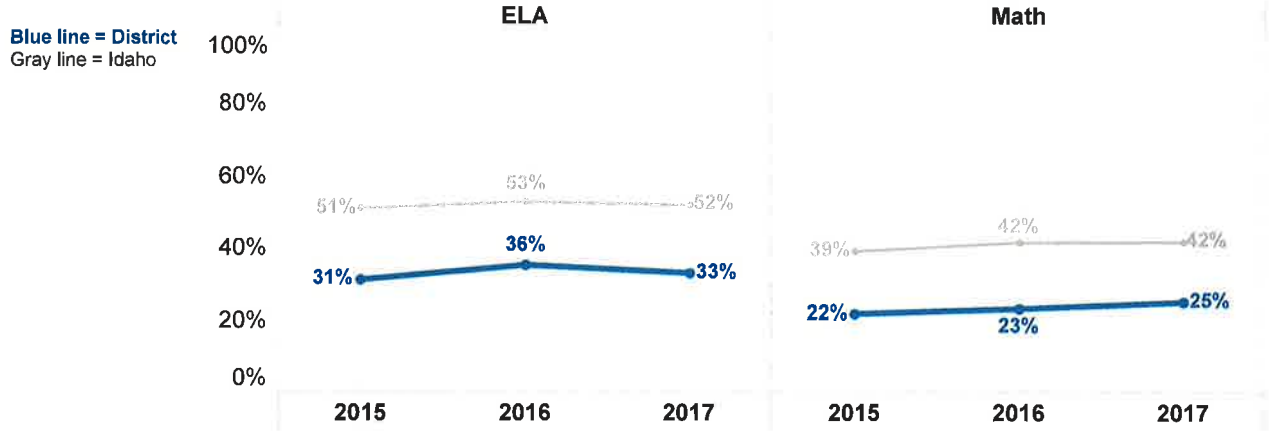
Student characteristics are as of May 1, 2017.

ISAT ELA and Math Performance, All Students, All Grades, 2015-2017

Performance Level by Year



Proficiency Rate Trend, Compared with Statewide Results

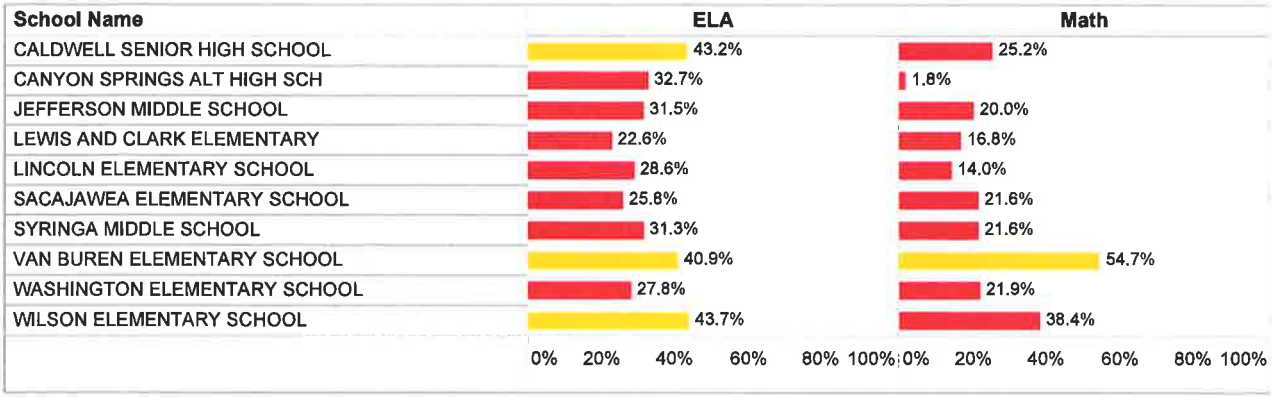


Additional Performance Data

	Idaho	CALDWELL DISTRICT
Graduation Rate (SY 2015-2016)	80%	76%
SAT School Day (% Meeting both Benchmarks)	32%	12%
Science (% Proficient or above)	61%	36%
IRI (% at Spring Benchmark)	73%	60%
ACCESS 2.0 (% Meeting Exit Criteria)	1%	0%

Data are for 2017, other than the graduation rate which is for SY 2015-2016. SAT School Day results are from the June 8, 2017 analysis file. Row will be blank if not applicable.

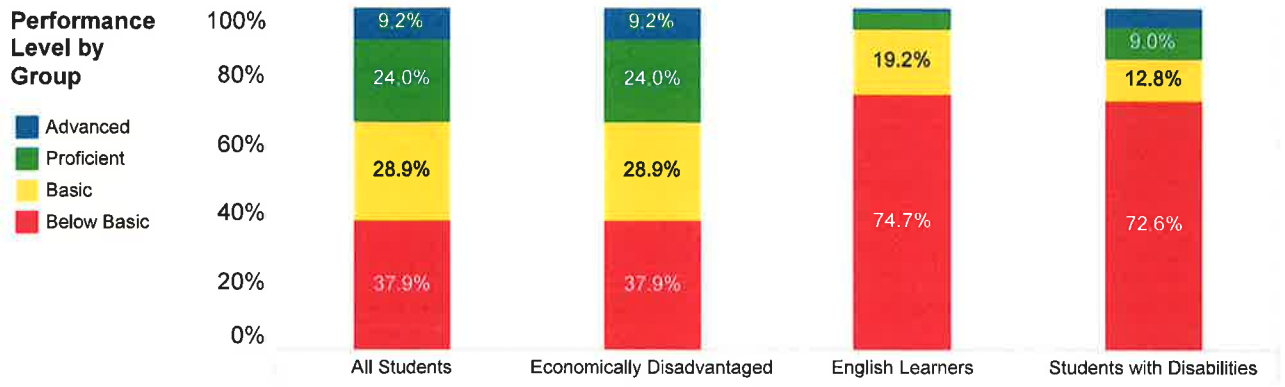
ISAT ELA and Math Proficiency Rates for Schools in District, 2017

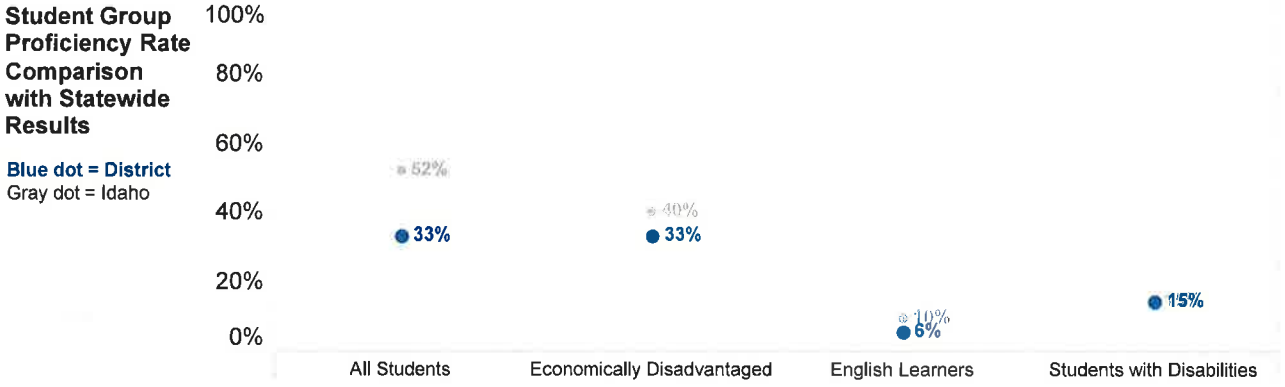


Red = Less than 40%, **Yellow** = 40% to 60%, **Green** = Over 60%

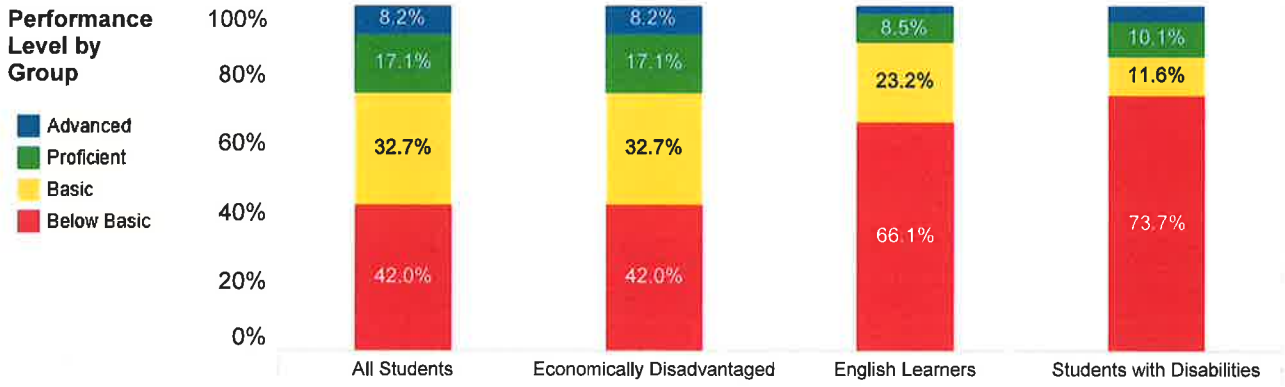
ISAT ELA Performance, By Student Group, All Grades, 2017

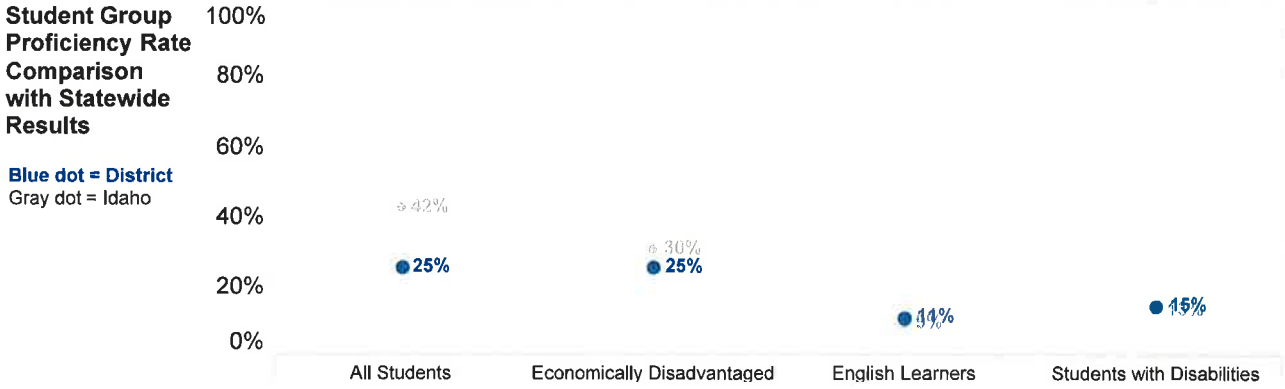
District results will be blank if there are no tested students in the listed group.





ISAT Math Performance, By Student Group, All Grades, 2017



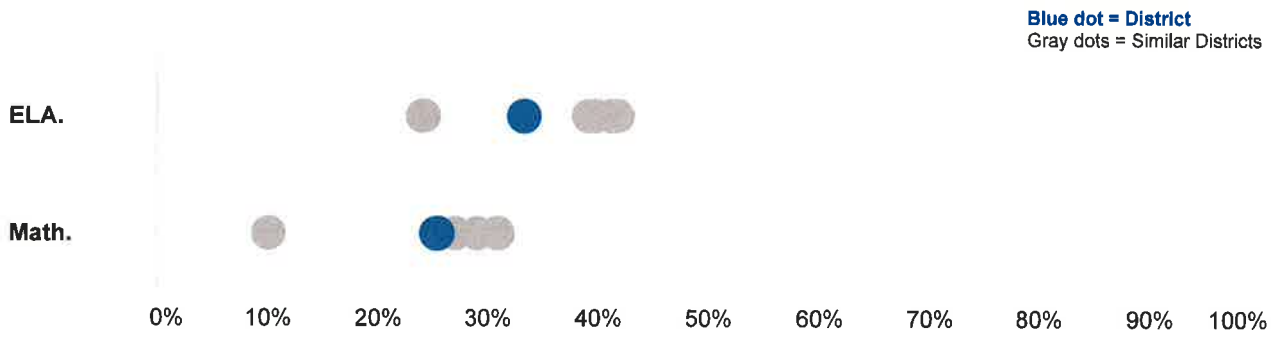


Summary of Similar Districts Based on Selected Characteristics

Analysis District	Enrollment	% Economically Disadvantaged	% Students with Disabilities	% English Learners
CALDWELL DISTRICT	**6,357**	**99.5%**	**10.3%**	**16.7%**
Similar Districts				
MINIDOKA COUNTY JOINT DISTRICT	4,525	92.4%	10.5%	8.4%
PAYETTE JOINT DISTRICT	1,523		11.0%	10.6%
BLISS JOINT DISTRICT	132	82.8%	9.4%	16.4%
WILDER DISTRICT	481	89.5%	14.3%	15.6%
JEROME JOINT DISTRICT	3,909	65.0%	11.1%	18.2%

Similarity scores are based on Euclidean Distance calculations factoring in enrollment, the percent of students who are economically disadvantaged, the percent of students with disabilities, and the percent of students who are English Learners. Student characteristics are as of May 1, 2017. Data for other districts will not appear if they fail disclosure rules.

ELA and Math Proficiency among Similar Districts, 2017



Proficiency rates for similar districts are not reported if they fail disclosure rules. Proficiency rates for other districts are perturbed and will not exactly match reported figures.

Data Privacy

Not for publication or distribution.

All included analyses are for informational purposes only and intended for use at the February 2018 Idaho Superintendents' Network (ISN) meeting. Profile information should only be shared with authorized district personnel.

School Profile

IDAHO FALLS SENIOR HIGH SCHOOL

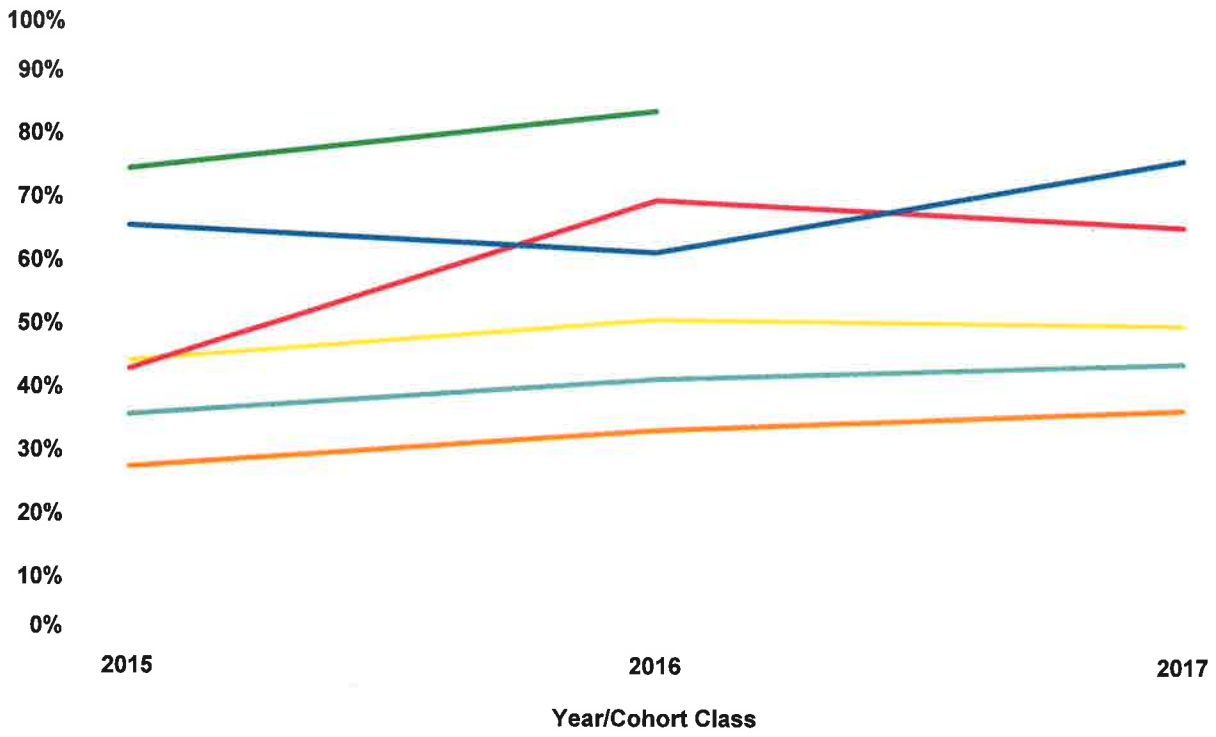
School Characteristics

Enrollment	Percent Students with Disabilities	Percent English Learners	Percent Free or Reduced Lunch
1,204	9.1%	3.0%	29.7%

Enrollment and characteristics are as of May 1, 2017.

All data are for informational purposes only and do not reflect the full range of accountability rules.

Combined Performance Data, 2015 to 2017



Measures

- ISAT ELA Proficiency
- ISAT Math Proficiency
- SAT Percent Meeting EBRW Benchmark
- SAT Percent Meeting Math Benchmark
- Grad Rate
- Go On Rate

Quartiles

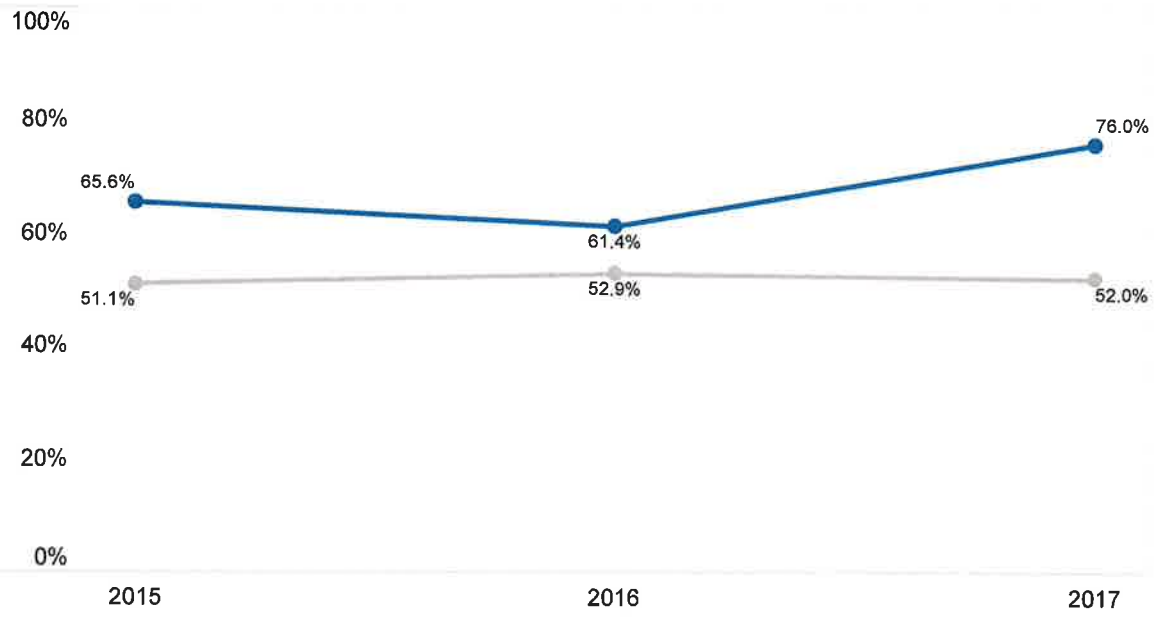
	ISAT ELA	ISAT Math	SAT EBRW	SAT Math	Grad Rate	Go-on Rate
2015	4	2	4	3	2	3
2016	3	2	3	4	2	3
2017	4	2	3	4		3

Return to Selection Page | ISAT ELA and Math | SAT School Day | Grad Rate and Go On Rate

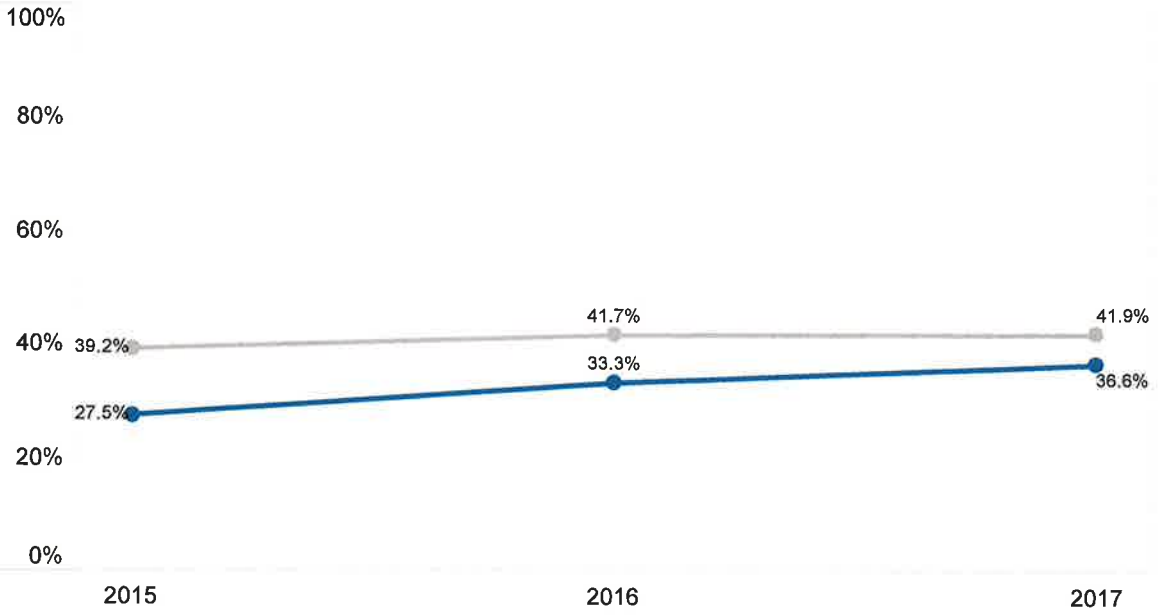
IDAHO FALLS SENIOR HIGH SCHOOL

Blue = School
Gray = Idaho

ELA Proficiency Rate, 2015 to 2017



Math Proficiency Rate, 2015 to 2017

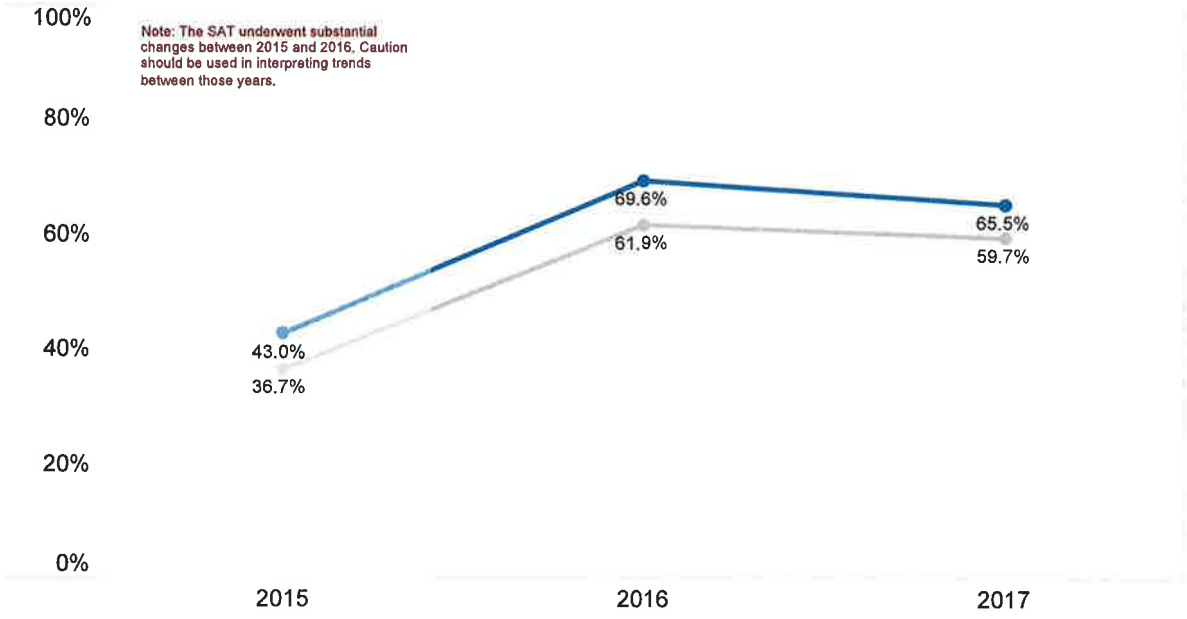


Return to Selection Page
Combined Data
SAT School Day
Grad Rate and Go On Rate

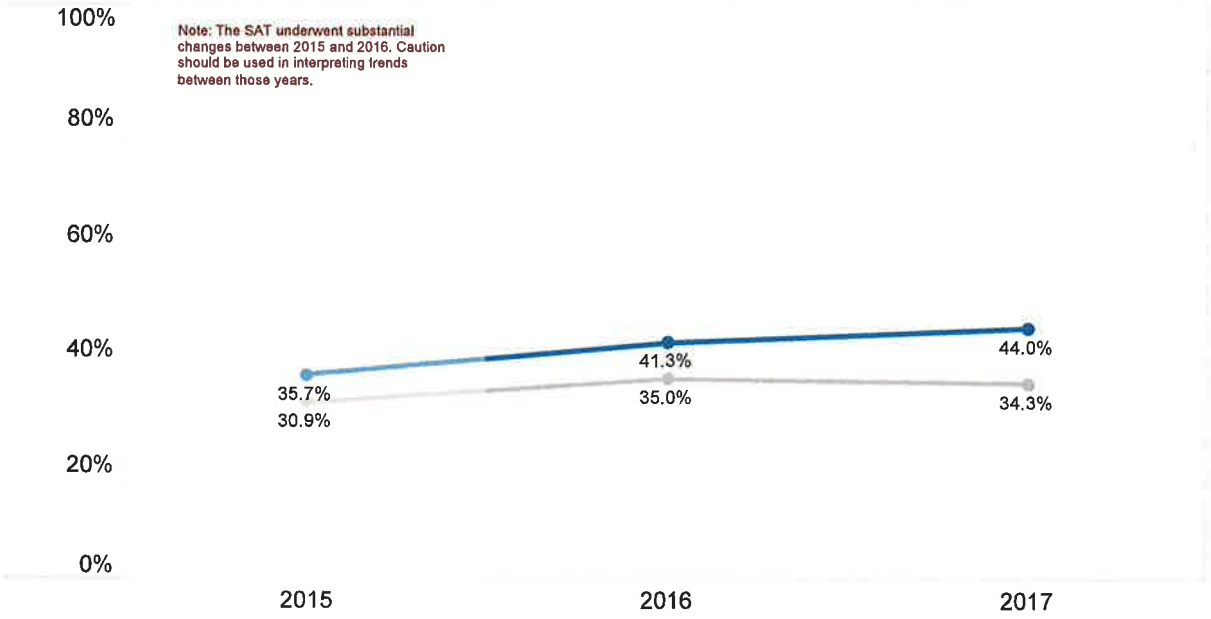
IDAHO FALLS SENIOR HIGH SCHOOL

Blue = School
Gray = Idaho

SAT School Day Percent Meeting EBRW Benchmark



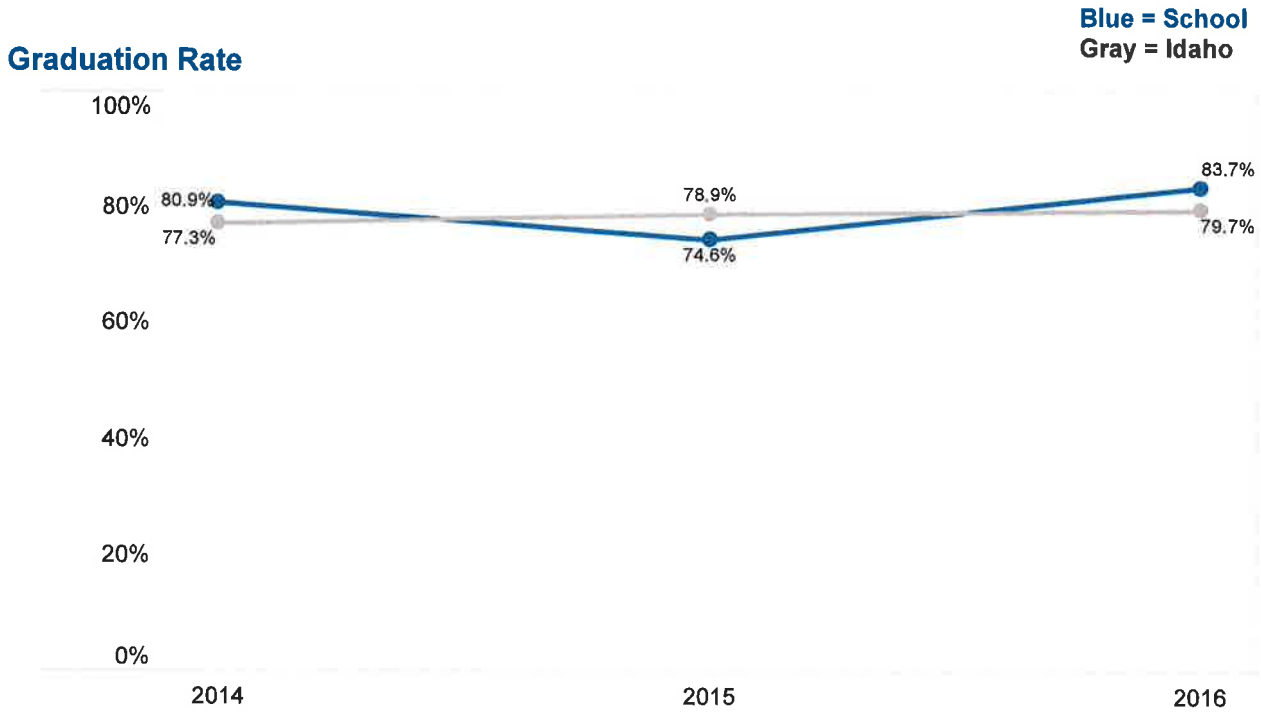
SAT School Day Percent Meeting Math Benchmark



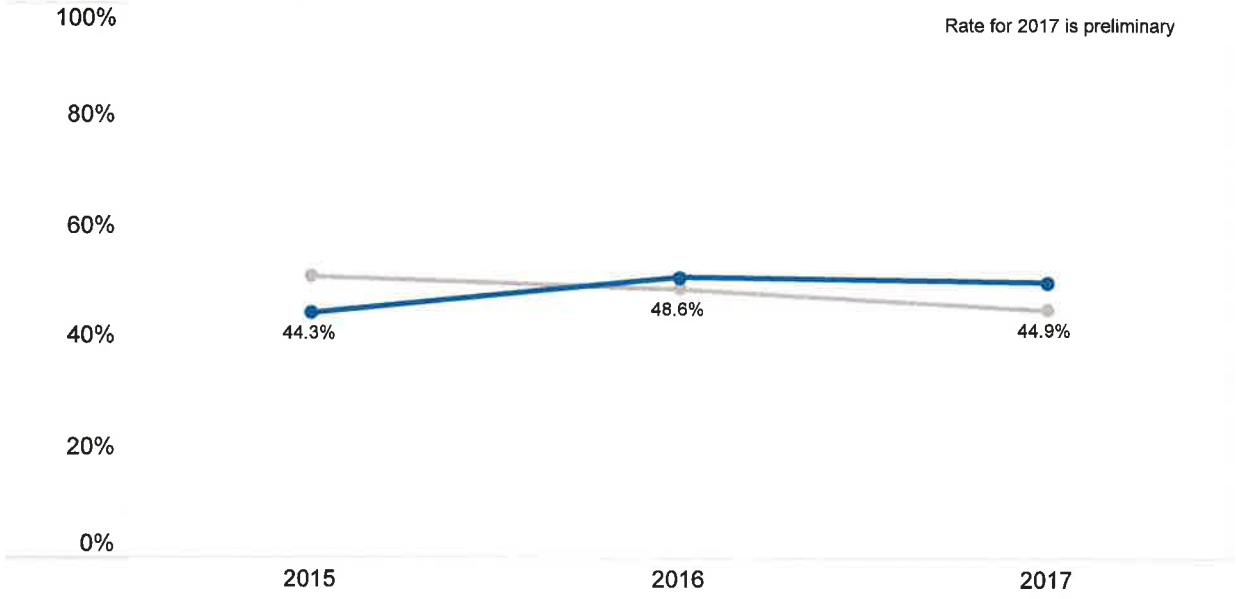
Return to Selection Page | Combined Data | ISAT ELA and Math | Grad Rate and Go On Rate

IDAHO FALLS SENIOR HIGH SCHOOL

Graduation Rate



Go-on Rate (First Year)



Return to Selection Page
Combined Data
ISAT ELA and Math
SAT School Day

AGENDA

SENATE EDUCATION COMMITTEE

3:00 P.M.
Room WW55
Thursday, March 08, 2018

SUBJECT	DESCRIPTION	PRESENTER
H 647	Relating to School Districts; Amend and Revise Provisions Regarding Evidence Establishing a Local Education Organization Represents a Majority of Professional Employees for Certain Negotiations.	Representative Julie Van Orden
HCR 49	Stating Findings of the Legislature and Authorizing to Appoint a Committee to Undertake and Complete a Study of the Changes Needed in order to Implement the Recommendations of the of Public School Funding Formula Interim Committee.	Senator Chuck Winder
H 631	Relating to Higher Education; Amend and Revise Provisions Regarding Residency Requirements.	Representative Wendy Horman
Presentation:	Teacher Evaluations	Christina Linder, Educator Effectiveness Program Manager, State Board 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
Vice Chairman Thayn
Sen Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE:	Thursday, March 08, 2018
TIME:	3:00 P.M.
PLACE:	Room WW55
MEMBERS PRESENT:	Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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.
H 647	**Relating to School Districts; Amend and Revise Provisions Regarding Evidence Establishing a Local Education Organization Represents a Majority of Professional Employees for Certain Negotiations. Representative Van Orden**, District 29, introduced the **H 647** and stated its purpose is every two-years, local education organizations (LEO) are to provide evidence of representation of 50 percent plus one, to the local board of trustees.
TESTIMONY:	**Quinn Perry**, Policy and Government Affairs Director, Idaho School Boards Association (ISBA), spoke in support of **H 647**. She outlined the process of negotiations between local boards of trustees and LEOs and explained the need for the legislation (Attachment 1).
DISCUSSION:	**Chairman Mortimer** asked how the school district knew the LEA was representing 50 percent plus one without the list of names. **Karen Echeverria**, Executive Director, ISBA, replied an independent third party counts the votes to determine the 50 percent plus one representation. **Representative Van Orden** said the proposed legislation came about from a resolution at the ISBA convention. She said the concern needed to be addressed and asked for the Committee's support **Senator Ward-Engelking** asked if there was any opposition to the legislation. **Representative Van Orden** replied there had been no opposition in the House and she was unaware of any other opposition.
MOTION:	**Vice Chairman Thayn** moved to send **H 647** to the floor with a **do pass** recommendation. **Senator Guthrie** seconded the motion. The motion passed by **voice vote**.
HCR 49	**Stating Findings of the Legislature and Authorizing to Appoint a Committee to Undertake and Complete a Study of the Changes Needed in order to Implement the Recommendations of the Public School Funding Formula Interim Committee (FFIC).**
MOTION:	**Vice Chairman Thayn** moved to send **HCR 49** to the floor with a **do pass** recommendation. **Senator Ward-Engelking** seconded the motion.
DISCUSSION:	**Senator Winder** said the appropriation in the fiscal note has already been allocated. He explained this is an ongoing effort to bring forward recommendations. He explained the possible expenditures.

Senator Den Hartog said she has worked on the FFIC and she is hopeful the work will be finished in the upcoming year.

Chairman Mortimer said there is a great need to address the funding formula, as well as the need to put an accountability measure in place. He is hopeful the process will be completed in the next year.

The motion passed by **voice vote**.

H 631 **Relating to Higher Education; Amend and Revise Provisions Regarding Residency Requirements. Representative Wendy Horman**, District 31, explained the need for **H 631**. She said many Idaho students are lost to surrounding state colleges due to the simpler residency requirements in those states. **H 631** attempts to capture out-of-state students that come into Idaho, at any public or private institution, and provide them opportunities to earn residency status in graduate programs. **Representative Horman** said **H 631** will amend Idaho Code § 33-3717B. She detailed at length the proposed legislation.

Senator Ward-Engelking said the she appreciated the timely legislation.

MOTION: **Senator Ward-Engelking** moved to send **H 631** to the floor with a **do pass** recommendation. **Senator Crabtree** seconded the motion. The motion passed by **voice vote**.

PRESENTATION: **Teacher Evaluations. Christina Linder**, Educator Effectiveness Program Manager, State Board of Education (SBE), presented an overview on last year's review of certificated staff evaluations. She detailed the criteria and methods of the teacher review process. **Ms. Linder** stated according to statute, the SBE must conduct an annual review of certified staff evaluations and verify the evaluations are conducted with fidelity to meet the State's framework, which consists of 22 components along with two documented observations (Attachment 2).

Ms. Linder said evidence is reviewed as determined by rule and/or administrative code. She explained how the data is collected from the evaluations, and from administrator and teacher surveys. The evaluations are reviewed by practitioners with verified knowledge of Idaho's evaluation requirements. **Ms. Linder** stated there have been some disagreements regarding how policy has been interpreted and applied.

DISCUSSION: **Senator Den Hartog** asked if policy relating to the personnel files had been resolved. **Tracie Bent**, Chief Planning and Policy Officer, replied the issue was resolved by statute, Idaho Code § 33-1004B, which states how personnel information is shared and what must be retained in the personnel file. **Ms. Bent** said law states: all material relevant to their evaluations must be kept in their files. She said the disagreement is about the meaning of the word "all."

Ms. Linder said the findings of the Fiscal Year (FY) 2018 review showed overall compliance is similar to the FY 2017 review, with a slight increase towards full compliance. The SBE anticipates continued improvements as further clarification is given to administrators and changes in practice continues. She reviewed the outcomes of the administrator and teacher surveys; many indicated the desire for more training. **Ms. Linder** explained the administrator requirements for performing evaluations. She outlined some recommendations for evaluator training.

DISCUSSION: **Vice Chairman Thayn** stated he believes the purpose of the evaluations is to improve instruction. He asked if the SBE's has determined if instruction is being improved. **Ms. Linder** replied instruction improvement is determined by student growth and achievement, and that is on the rise.

Senator Guthrie asked if the evaluation process was necessary. **Ms. Linder** replied the evaluations were conducted according to statute and have resulted in evaluation uniformity and consistency across the State.

Senator Ward-Engelking said when the career ladder was put into place, there was a great deal of discussion and disagreement. She stated not all of the 22 components necessarily apply to each teaching position. She said it maybe time to revisit the components.

Chairman Mortimer asked how the evaluators or schools are getting a student-parent component. **Ms. Linder** replied it is often done through parent feedback. For some schools getting feedback can be difficult.

Chairman Mortimer said there is forward progress for teacher evaluations. He stated a critical component to the evaluation is the feedback from parents. He encouraged the development of innovative forms of communication to fulfill that component.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:00 p.m.

Senator Dean M. Mortimer
Chair

LeAnn Mohr
Secretary

Diane James
Assistant Secretary

Attachment 1

TESTIMONY FOR HOUSE EDUCATION
HB647 – CARD CHECK

Mr. Chairman, members of the Committee. For the record, I am Quinn Perry, Policy & Government Affairs Director for the Idaho School Boards Association. I'm here today representing school districts and the over 500 school board members who govern them.

I'm here today in support of HB647.

Negotiations between the local Board of trustees and the local education association have been around for decades. Several years ago, the ISBA worked to have many of the negotiation statutes amended. The section that is being amended in this bill is one of those, and this bill makes one correction that we believe is needed.

I want to take a few minutes and explain how negotiations work at the local level. First, negotiations are not required and in some school districts no negotiations take place. In those instances, the local Board sets salaries and benefits for the upcoming year.

Secondly, no teacher is required to join the local education organization. However, even if they are not a member of the LEO, the teacher can decide to let the LEO represent them in negotiations. In most cases, the teacher will sign a card that allows the LEO to represent them. That card has no expiration date and is good until the teacher asks to no longer be represented by the LEO.

In order to begin negotiations, either the LEO or the Board of trustees may make the request to negotiate. Once that request is made, the Board of trustees **MAY** require the LEO to provide proof that they represent 50% + 1 of the teachers in the district but they don't have to. The current law is permissive in that regard and continues to be permissive in this bill. The Board can make that request annually.

That is where this legislation comes in. Because the Board already has the ability to ask for the representation, we believed that those signatures had to be current. However, not everyone reads the statute that way and we believe this bill clarifies that.

This legislation indicates that the evidence of representation of 50% + 1 must be provided at least once every two years. We believe that this will assure that the local LEO is truly representing the current teachers in the district.

We also want to be clear what this legislation does not do. It does not allow the local Board of Trustees to review the list or names of any teachers who have agreed to allow the local LEO to negotiate on their behalf. This is currently true and this legislation does not change that.

For these reasons, we would ask that you send HB647 to the floor with a due pass recommendation.

Thank you Mister Chairman and members of the committee. I appreciate your time today and I would be glad to stand for any questions.

Review of Certificated Staff Evaluations

Idaho Senate Education Committee

March 8, 2018

Christina Linder
Educator Effectiveness Program Manager
Office of the Idaho State Board of Education

Idaho State Board of Education

Overview

- Review of Criteria and Methods
- Findings
- Administrator Requirements 2013-2018
- Evaluator Proof of Proficiency/Training
- Recommendations Implemented

Idaho State
Board of Education

Review of Criteria and Methods

Idaho State
Board of Education

Criteria and Methods

- Pursuant to Section 33-1004B(14), Idaho Code, a review of a sample of teacher evaluations must be conducted annually.
- Criteria for completing evaluations of certificated personnel in IDAPA 08.02.02.120 include:
  - Use of the state framework which is comprised of 22 components;
  - Two documented observations, the first conducted prior to January 1;
  - A measure of professional practice such as portfolio or student/parent feedback,and;
  - District/teacher selected measure of student performance.
- Phase One and Phase Two methods mirrored the 2015-2016 Review

Idaho State Board of Education

DATA COLLECTION

RANDOMLY SELECTED ADMINISTRATORS FROM IDAHO PUBLIC SCHOOL DISTRICTS

- Administrators provide evaluations representing a variety of certificated staff (self-selected during onsite visits to display a range of performance levels)
- Evaluations and supporting documents reviewed (onsite reviews included qualitative data collection: discussion of practice, support, and needs)
- All identifying staff information redacted for confidentiality in all cases

ADMINISTRATORS AND TEACHER SURVEYS Completed to capture multiple perspectives and needs assessment

REVIEWERS

- Practitioners with verified knowledge of Idaho's evaluation requirements
- Responsible for signing a confidentiality agreement prior to service
- During onsite reviews, recorded feedback from both district leaders and administrators on challenges and strengths related to evaluation

Is this an SDE Approved Policy?

IDAPA RULE 08.02.02.120 Compliance

Are all 22 components of the state's evaluation framework accounted for?

What score ranging between 1 and 4 (or 1- 3) is awarded per each component?

Statutorily Required Review of Domains and Components

Idaho Code § 33-1004B

Is there evidence of at least 2 observations? Date of #1? Date of #2?

Is there evidence of performance other than observation? If yes; parental, student, or portfolio?

PROFESSIONAL PRACTICE

Is there evidence of a student acheivement/ growth measure? If yes; ISAT, EOC, SLO or Other?

STUDENT ACHIEVEMENT

Review of Compliance with Evaluation Rule

IDAPA 08.02.02.120

- Alignment of practice to rule
- Perception of accuracy/fidelity in evaluation
- Use of teacher evaluation data
- Needs assessment

Data to Inform Clarity of Process and Fidelity of Practice

Idaho Code § 33-1004B and Evaluation Rule 08.02.02.120

ALL DATA POINTS COLLECTED VIA SURVEY MONKEY

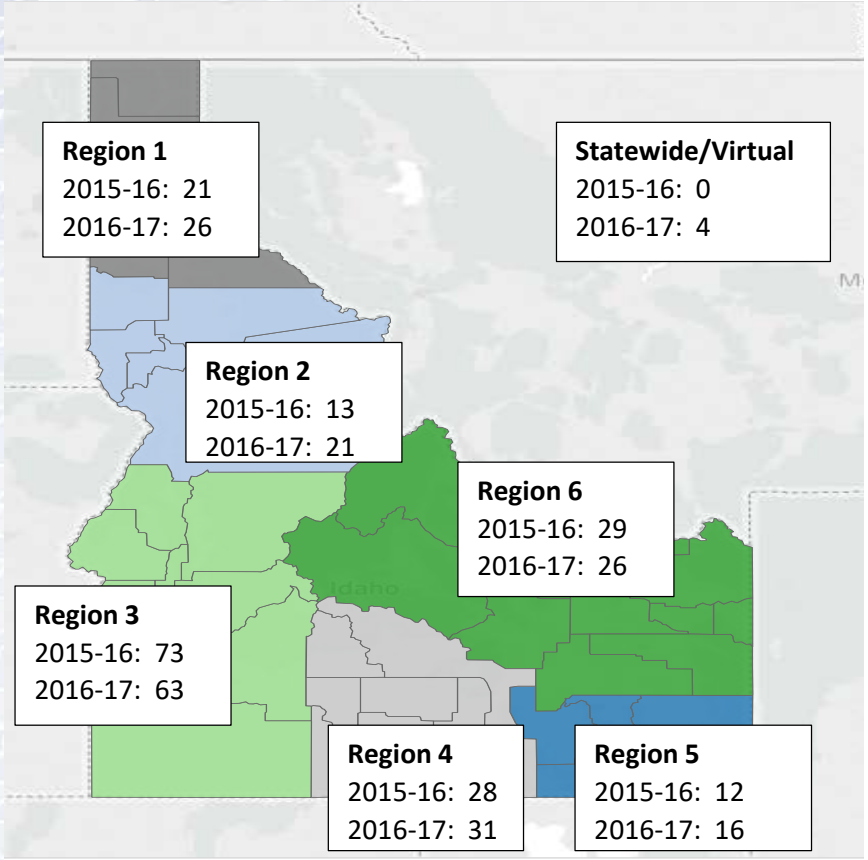
revised 2-7-18

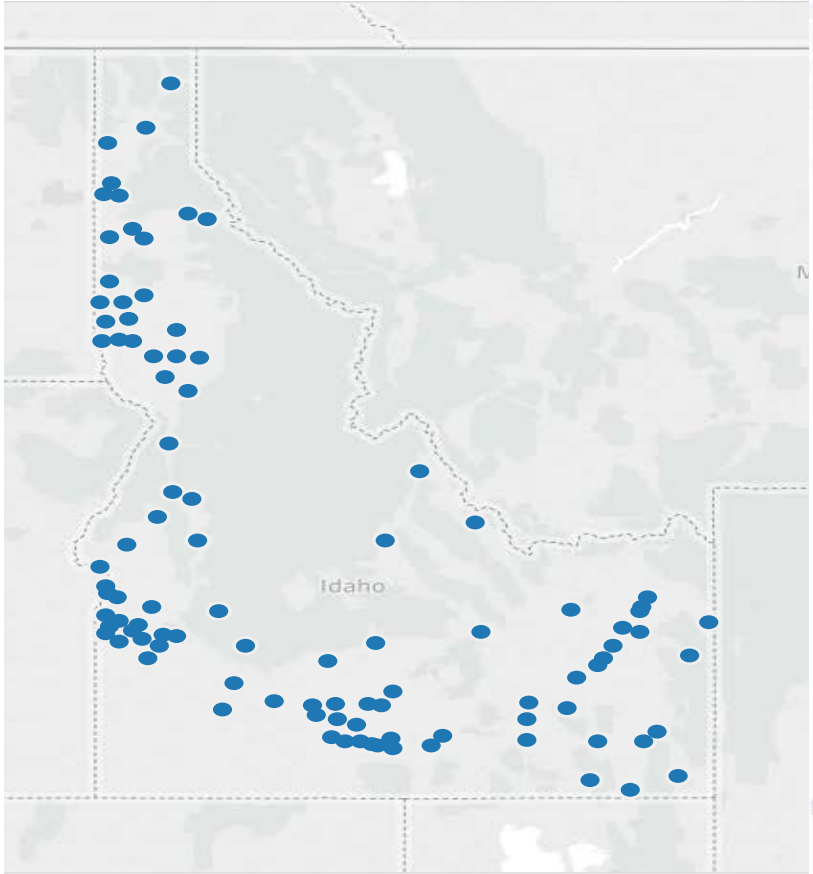
Population and Data Sources

- 194 administrators randomly selected for review
- Sample of administrators purposefully represents the distribution of school administrators across the state of Idaho, including virtual schools
  - Phase One:
    - 808 files containing evaluations conducted on certificated staff
    - Survey designed to gauge individual perception of preparedness in conducting evaluations, and level of desire for additional training among administrators (n= 154)
  - Phase Two:
    - 48 administrators randomly selected for further on-site file review
    - Anonymous, voluntary survey for teachers designed to gauge perception of evaluation implementation, and level of desire for additional training among teachers (n=252)

Idaho State
Board of Education

Districts with Administrators Reviewed 2015-16 and 2016-17





Findings

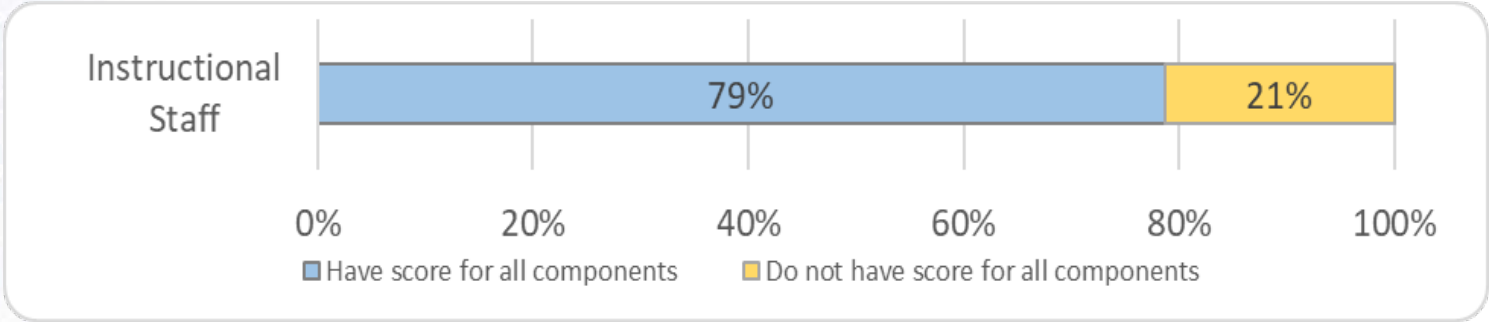
2016-17 Evaluations
compared to
2015-16 Evaluations

Idaho State
Board of Education

Desk Review Findings FY17

08.02.02.120.01 - Standards

Evaluations in which all 22 components of the framework standards were rated *(n=785)*



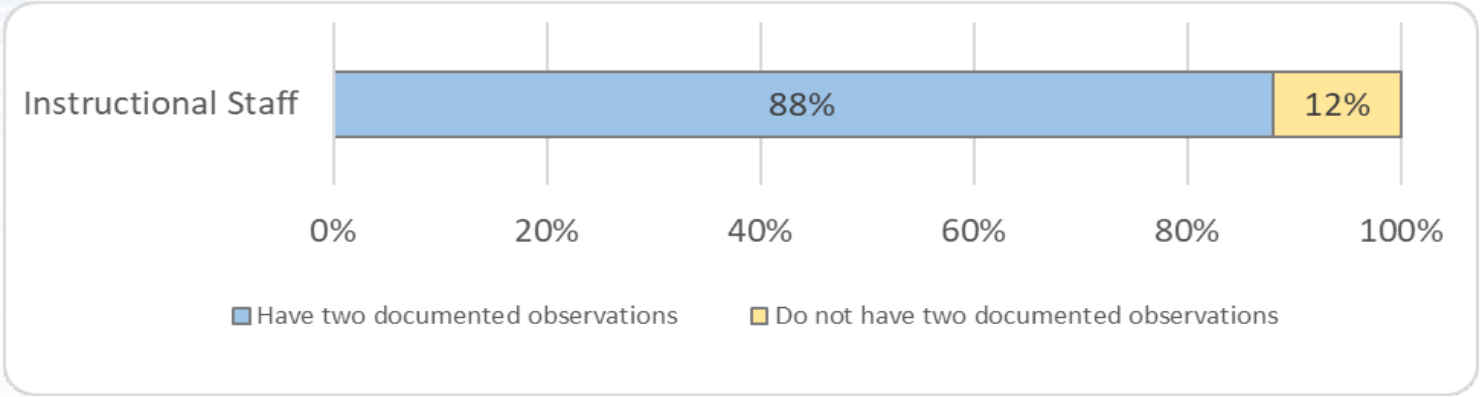
Compliance in scoring all components for instructional staff increased to 79% from the 59% found in the 2015-16 Evaluation Review.

Idaho State Board of Education

Desk Review Findings FY17 (continued)

08.02.02.120.02-Professional Practice/Observations

Evaluations based upon a minimum of two documented observations *(n=785)*



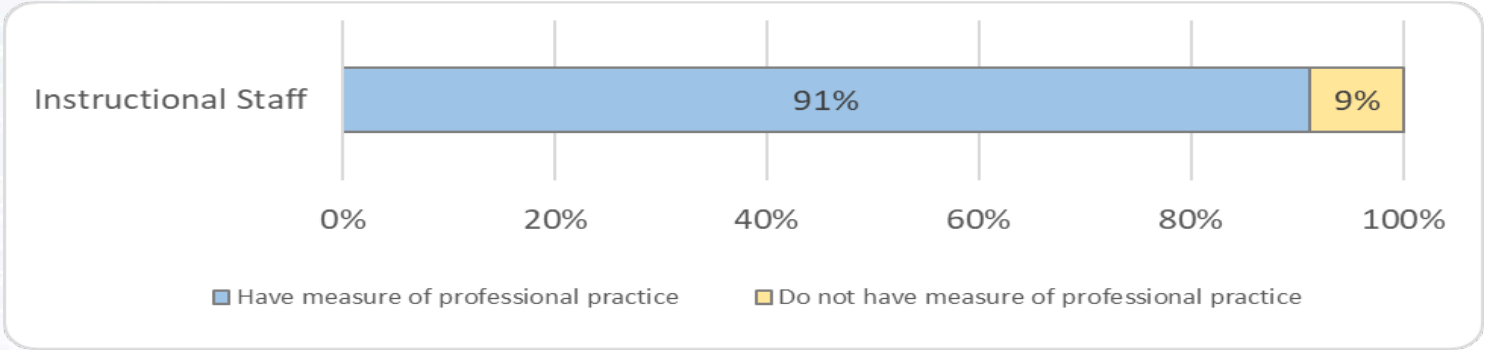
Recent Evaluation Review shows an increase in compliance, up to 88% from 74% found in 2015-16 Evaluation Review.

Idaho State Board of Education

Desk Review Findings FY17 (continued)

08.02.02.120.02 - Professional Practice/Other

Evaluations including at least one district selected measure of performance *(n=785)*



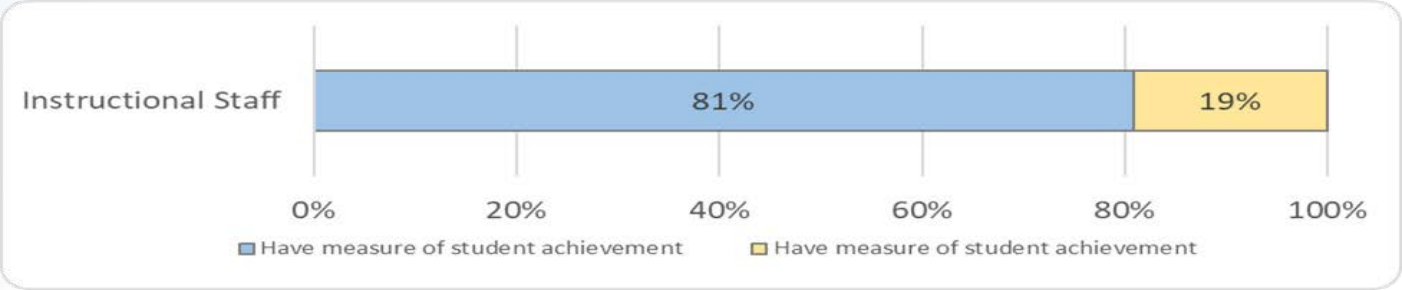
Current report reflects and increase in compliance, up from 70% in showing evidence of other measures of Professional Practice.

Idaho State Board of Education

Desk Review Findings FY17 (continued)

08.02.02.120.03 - Student Achievement

Evaluations including at least one district selected measure of performance
(n=785)

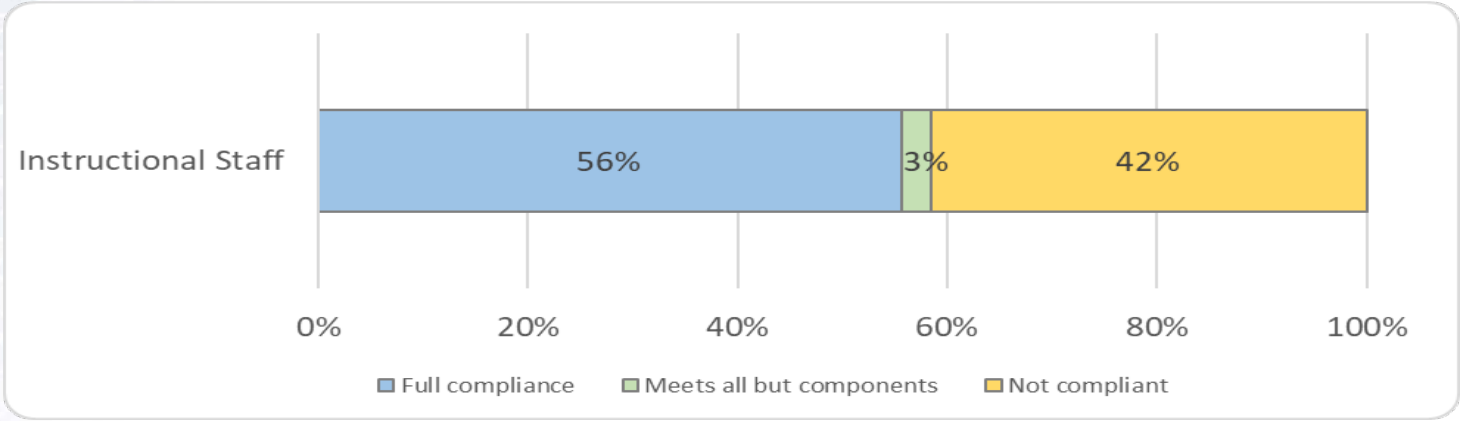


Compliance in including a Student Performance measures decreased slightly from the 85% reported in 2015-16 .

Idaho State Board of Education

Desk Review Findings FY17 (continued)

08.02.02.120 - Overall Compliance



As expected, overall compliance found in the FY18 Review is similar to the FY17 Review, with a slight increase in “full compliance” up from 51%.

Idaho State Board of Education

Administrator Survey Findings

- 54% Agree or Strongly Agree that they would like additional support/training in understanding code/rule around conducting evaluations, up 3% from last year

- 65% indicated a desire for more support and training in the Framework for Teaching (up 4% from last year) even though over 75% of administrators surveyed reported passing the Teachscape Proficiency training and test and expressed confidence in their evaluation skills

- 91% of administrators indicated that they regularly collected performance evidence to support evaluations, with 61% responding that they would like additional support/training in using evidence to accurately evaluate teachers

- 97% indicated that they regularly engaged in professional conversations about teacher practice stemming from observations/evaluation, with 57% responding that they would like additional support/training in facilitating those conversations (down from 62% reported last year)

Idaho State
Board of Education

Teacher Survey Findings

- 51% of the teachers returning the survey indicated a desire for more support and training in the Framework for Teaching
- 84% of teachers indicated confidence in their ability to provide evidence to support an accurate evaluation of each of the 22 components, though 53% reported a desire for additional training in this area
- 73% of teachers reported their administrators regularly collected evaluation evidence
- 73% of teachers reported their administrators regularly engaged with them in professional conversations about their practice
- 54% of teachers reported they would like more opportunities to receive feedback on their professional practice

Idaho State
Board of Education

Administrator Requirements 2013-2018

Evaluator Proof of Proficiency/Training Compliance

Recommendations Implemented

State
Board of Education

ADMINISTRATOR REQUIRMENTS FOR EVALUATION 2012-2018

YEAR	IDAPA RULE	COMMENTS
2013 **Temp Rule**	Temporary Rule <u>08.02.02.120.05(c)</u> Evaluator -- identification of the individuals responsible for appraising or evaluating certificated instructional staff and pupil personnel performance. **The individuals assigned this responsibility shall have received training in evaluation** and **prior to September 1, 2018, shall demonstrate proof of proficiency in conducting observations and evaluating effective teacher performance** by passing a proficiency assessment approved by the State Department of Education as a onetime recertification requirement. (8-16-13)T	08.02.02.120 - It is clear that this recertification requirement (originally a one-time requirement) went into effect immediately in August 2013. It is also clear that, without exception, all active administrators shall have received training and have proof of proficiency PRIOR to September 1, 2018.
	<u>08.02.02.121.01</u> Standards - Each district principal evaluation model shall be aligned to state minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and include proof of proficiency in conducting teacher evaluations using the state's adopted model, the Charlotte Danielson Framework for Teaching Second Edition. **Proof of proficiency in evaluating teacher performance shall be required of all individuals assigned the responsibility for appraising, observing, or evaluating certificated personnel performance.** Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as a	08.02.02.120 - It is also clear in principal evaluation rule that training and attaining proof of proficiency shall begin immediately, with all administrators in compliance prior to September 1, 2018 as prescribed by the recertification requirement called out in both 08.02.02.120 and 08.02.02.121

Idaho State Board of Education

ADMINISTRATOR REQUIRMENTS FOR EVALUATION 2012-2018

YEAR	IDAPA RULE	COMMENTS
2015	**08.02.02.120.05(c)** **Evaluator – no change.** **08.02.02.121.01** **Standards**. Each district principal evaluation model shall be aligned to state minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and include proof of proficiency in conducting teacher evaluations using the state's adopted model, the Charlotte Danielson Framework for Teaching Second Edition. Proof of proficiency in evaluating teacher performance shall be required of all individuals assigned the responsibility for appraising, observing, or evaluating certificated personnel performance. ***Those responsible for measuring teacher performance are district leadership such as principals, assistant principals, special education directors, and superintendents.*** Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as a **onetime recertification requirement prior to September 1, 2018.**	**08.02.02.120 –** Rule is amended to more specifically define the titles/roles of those who can conduct formal evaluations - however, requirement for training before evaluating and attaining proof of proficiency is consistent; all administrators in compliance prior to September 1, 2018 as prescribed by the recertification requirement called out in both 08.02.02.120 and 08.02.02.121

Idaho State Board of Education

ADMINISTRATOR REQUIRMENTS FOR EVALUATION 2012-2018

YEAR	STATUTE	COMMENTS
2015	**<u>Idaho Code 33-1204</u>** **33-1204. VALIDITY, DURATION, RENEWAL AND LAPSE OF CERTIFICATES**. (1) The state board of education shall by rule provide for the validity, duration, renewal and lapse of certificates. ***In addition, rules promulgated by the state board of education shall set forth criteria for renewal of administrator certificates, which shall include a requirement that administrator certificate holders must complete a course consisting of a minimum of three (3) semester credits in the statewide framework for teachers evaluations, such course shall include a laboratory component.*** **<u>Idaho Code 33-1004A – Experience and Education Multiplier</u>** (3) In determining the education factor, only credits earned after initial certification, based upon a transcript on file with the teacher certification office of the state department of education, earned at an institution of higher education accredited by a body recognized by the state board of education, shall be allowed; however, **successful completion of a state approved evaluation training and proof of proficiency shall be counted as up to three (3) transcripted credits for determination of the education factor and meeting recertification requirements.** **<u>Idaho Code 33-1004B- Career Ladder</u>** **33-1004B. CAREER LADDER.** (14) ….Administrator certificate	Statue ensures that in addition to one-time renewal requirement defined in IDAPA, proof of ongoing training in evaluation through a 3-credit class will be required going beyond original 2018 deadline. Primarily due to backing away from “Teachscape” requirement.

Idaho State Board of Education

ADMINISTRATOR REQUIRMENTS FOR EVALUATION 2012-2018

YEAR	IDAPA RULE	COMMENTS
2016	**08.02.02.120.05(c)** **Evaluator – no change.** **08.02.02.121.01** **Standards – no change.**	
2017	**Temporary Rule** **08.02.02.120.05(b)** **Evaluator --** identification of the individuals responsible for observing or evaluating certificated instructional staff and pupil service staff performance. **The individuals assigned this responsibility shall have received training in conducting evaluations based on the statewide framework for evaluations within the immediate previous five (5) years of conducting any evaluations.** (8-31-17)T	Proof of proficiency (referring to Teachscape) no longer required, so language changed to reflect statute.

Idaho State Board of Education

FY16 and FY17
Evaluator Proof of Proficiency

- Evaluation Review FY16: ***20% without verified proficiency***
- Evaluation Review FY17: ***23% without verified proficiency***
- All With Administrative Assignments YTD: ***38% without verified proficiency***
- All Administrator Renewing Since FY16: ***67% without verified proficiency***

Idaho State
Board of Education

Evaluation Review Recommendations Evaluator Training

- Workshops and “mock evaluation reviews” conducted in Fall 2017, scheduled for Spring 2018

- Defined competencies for 3-credit class for certificate renewal
  - Understanding professional practice in Idaho evaluation requirements, including gathering accurate evidence and artifacts, understanding and using the state framework for evaluation rubric with fidelity, proof of calibration and interrater reliability, ability to provide effective feedback for teacher growth, and understanding and advising teachers on individualized learning plan and portfolio development.

  - Understanding student achievement and growth in the Idaho evaluation framework, including understanding how measurable student achievement and growth measures impact summative evaluation ratings and proficiency in assessment literacy.

- Moving toward greater consistency in requirements for preparation and institutional recommendation

Idaho State
Board of Education

AMENDED AGENDA #2

SENATE EDUCATION COMMITTEE

2:00 P.M.
Room WW55
Monday, March 12, 2018

SUBJECT	DESCRIPTION	PRESENTER
Minutes Approval:	Approval of the Minutes of February 6, 2018	Senator Ward-Engelking
	Approval of the Minutes of February 13, 2018	Senator Buckner-Webb
	Approval of the Minutes of February 14, 2018	Senator Den Hartog
	Approval of the Minutes of February 15, 2018	Senator Guthrie
RS26303	Stating Findings of the Legislature and Rejecting a Certain Rule	Vice Chairman Thayn
H 648	Relating to Education; Amend, Add, and Revise to Establish Provisions Regarding Computer Science Courses.	Representative Gayann DeMordaunt
H 443	Relating to Firearms Safety; To Authorize and Encourage a School District to Adopt an Elective Course in Firearms Safety Education and to Authorize Instructors	Representative Ron Nate
H 634	Relating to Education; Amend, Add, and Revise to Establish Provisions Regarding Suicide Prevention in Schools.	Representative Caroline Nilsson Troy
H 632	Relating to Education; Providing Legislative Intent; Amend, Revise, and Make Technical Corrections Regarding the Educational Support Program; and Provide an Effective Date	Duncan Robb, Chief Policy Advisor, 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
Vice Chairman Thayn
Sen Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE:	Monday, March 12, 2018
TIME:	2:00 P.M.
PLACE:	Room WW55
MEMBERS PRESENT:	Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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 2:02 p.m. He opened the meeting with a reading from the book, "A Heap O'Living, Along Life's Highway", by Edgar A. Guest, *"It's a Dull Road."*
MINUTES APPROVAL:	**Senator Ward-Engelking** moved to approve the Minutes of February 6, 2018. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**.
MINUTES APPROVAL:	**Senator Buckner-Webb** moved to approve the Minutes of February 13, 2018. **Senator Nonini** seconded the motion. The motion passed by **voice vote**.
MINUTES APPROVAL:	**Senator Den Hartog** moved to approve the Minutes of February 14, 2018. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.
MINUTES APPROVAL:	**Senator Guthrie** moved to approve the Minutes of February 15, 2018. **Vice Chairman Thayn** seconded the motion. The motion passed by **voice vote**.
RS 26303	**Stating Findings of the Legislature and Rejecting a Certain Rule**. **Vice Chairman Thayn** present **RS 26303**. He stated the Concurrent Resolution is in regard to the rejection of Subsection 102.02.f **Docket No. 55-0103-1701** .
UNANIMOUS CONSENT REQUEST:	**Vice Chairman Thayn** asked for unanimous consent to send **RS 26303** to Senate State Affairs Committee for a print hearing. There were no objections.
H 443	**Relating to Firearms Safety; To Authorize and Encourage a School District to Adopt an Elective Course in Firearms Safety Education and to Authorize Instructors**. **Representative Ron Nate**, District 34, presented **H 443**. He shared stories from across the nation concerning the deaths of children from accidental shootings. He detailed the statistics of accidental shootings; many occur in the child's/victim's home. **Representative Nate** said 12 states allow for some gun safety classes in public schools. He explained **H 443** encourages school boards to approve gun safety classes for Idaho schools; it does not mandate the gun safety classes. He explained the importance of gun safety and how it can save children's lives. Nationally, over one-third of homes have guns; in Idaho, that figure is two-thirds. He said teaching children the proper dangers and cautions of guns will keep them and their friends safe. The legislation proposes to add a new section to Idaho Code.
DISCUSSION:	**Senator Ward-Engelking** asked if the fiscal note is correct. **Representative Nate** replied the course is optional and the schools offering the class would most likely be displacing something else. He gave examples as to how schools may offer courses.

MOTION: **Senator Nonini** moved to send **H 443** to the floor with a **do pass** recommendation. **Senator Guthrie** seconded the motion.

DISCUSSION: **Senator Nonini** said this legislation is timely and beneficial for the State. Any additional gun safety training in the schools is helpful.

The motion passed by **voice vote**.

H 648 **Relating to Education; Amend, Add, and Revise to Establish Provisions Regarding Computer Science Courses**. **Representative Gayann DeMordaunt**, District 14, presented **H 648**. She said computer science is necessary for every student in every career. She stated **H 648** seeks to expand the accessibility of computer science courses to all Idaho high school students. The proposed legislation would require Idaho school districts to offer at least one or more in-school, elective computer science course in each of their high schools. Schools have until 2020 to implement the courses through online, remote, or in-class instruction. She said the computer science course could be used to meet one of the student's math or science graduation requirements.

MOTION: **Senator Nonini** moved to send **H 648** to the floor with a **do pass** recommendation. **Senator Crabtree** seconded the motion. The motion passed by **voice vote**.

H 634 **Relating to Education; Amend, Add, and Revise to Establish Provisions Regarding Suicide Prevention in Schools**. **Representative Caroline Nilsson Troy**, District 5, presented **H 634**. She explained her connection to the Idaho Council on Suicide Prevention and the work done to help stop suicide. Idaho ranks in the top ten in the nation for suicides. She said the proposed legislation supports the efforts of the Idaho Department of Health and Welfare by providing "gatekeeper training' for all school personnel: contract at will and certified staff. This training will teach about the warning signs and the available options for intervention. She listed the stakeholder groups supporting the proposed legislation.

Shannon Decker, Executive Director, Idaho Suicide Prevention Coalition, said **H 643** is modeled after the Jason Flatt Act, which 19 other states have implemented in some form. There are 42 states that have legislation on the books to require education in "gatekeeper training" for K-12 educators. She explained the work done with education stakeholders to keep the provisions of the bill at a low-cost and high-impact for schools.

MOTION: **Senator Ward-Engelking** moved to send **H 634** to the floor with a **do pass** recommendation. **Senator Crabtree** seconded the motion. The motion passed by **voice vote**.

H 632 **Relating to Education; Providing Legislative Intent; Amend, Revise, and Make Technical Corrections Regarding the Educational Support Program; and Provide an Effective Date**. **Duncan Robb**, Chief Policy Advisor, State Department of Education presented **H 632**. He stated the legislation proposed amends Idaho Code §§ 33-1002(2)(q) and 33-1002(2)(r) to increase the minimum distribution for the public schools' educational support program for counseling support. He detailed the minimum funding increases public school districts and public charter schools would receive. **Mr. Robb** said without this legislation, the increased appropriation in this line item would benefit only large public school districts.

Vice Chairman Thayn asked if the funding was being used effectively. **Mr. Robb** replied the State Board of Education (SBE) receives the reporting for this initiative. The SDE knows in all cases the funding has gone toward improved efforts in counseling and career advising.

MOTION: **Senator Guthrie** moved to send **H 632** to the floor with a **do pass** recommendation. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 2:35 p.m.

Senator Dean M. Mortimer
Chair

LeAnn Mohr
Secretary

AGENDA

SENATE EDUCATION COMMITTEE

2:00 P.M.
Room WW55
Tuesday, March 13, 2018

SUBJECT	DESCRIPTION	PRESENTER
H 566	Relating to Charter Schools; Amend and Establish Provisions Regarding Certificates for Charter School Administration and Make Technical Corrections.	Emily McClure, Idaho Charter School Network
H 501	Relating to Education; Amend and Revise a Definition	Representation Julie VanOrden

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 Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE:	Tuesday, March 13, 2018
TIME:	2:00 P.M.
PLACE:	Room WW55
MEMBERS PRESENT:	Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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 2:07 p.m. He reordered the agenda.
H 501	**Relating to Education; Amend and Revise a Definition**. **Representative Julie Van Orden**, District 31, presented **H 501**. She said the legislation proposes to remove the Idaho Reading Indicator (IRI) from the list of assessment tools used for measuring student achievement and growth. She stated the original legislative intent behind the IRI was to provide teachers with information relevant to student reading skills and to use the results to assist in the identification of students who need early reading intervention in the classroom. In studies done regarding the IRI as a tool to evaluate teacher performance, there is a direct conflict with that intent. Using the IRI for the teacher performance objective, discourages the teacher in identifying children with reading problems. **Representative Van Orden** said by removing the IRI as an assessment, teachers can work to help students learn to read and not be concerned about how they are evaluated.
DISCUSSION:	**Senator Ward-Engelking** asked if removing the IRI would make the Idaho Standards Achievement Test (ISAT) a high-stakes test. **Representative Van Orden** replied the third grade ISAT is already a high-stakes test. She stated she was comfortable with removing the IRI because the current statute references other performance-based assessments. **Vice Chairman Thayn** said teacher accountability is necessary, but it needs to be logical. He detailed the problems using the IRI for teacher accountability. He qualified the IRI is a screening tool and is appropriate to remove it from legislation as a means to measure student achievement and growth. **Senator Winder** asked if the removal of the IRI will have any impact on other ongoing literacy discussions. **Representative Van Orden** replied in the negative. She said the current literacy pilot includes a diagnostic tool with the screener. **Senator Ward-Engelking** said reading is developmental and children develop at different rates; using the IRI as an evaluation for teachers is problematic.
MOTION:	**Vice Chairman Thayn** moved to send **H 501** to the floor with a **do pass** recommendation. **Senator Buckner-Webb** seconded the motion.
DISCUSSION:	**Vice Chairman Thayn** said the current IRI is totally inappropriate to measure student achievement and growth.

Senator Winder said in no way is he being derogatory towards Representative Van Orden. He asked if Chairman Mortimer believed the legislation being worked on would have an impact on the ongoing literacy discussions. **Chairman Mortimer** replied it is dependent upon how the terminology for an IRI is defined.

The motion passed by **voice vote**.

H 566 **Relating to Charter Schools; Amend and Establish Provisions Regarding Certificates for Charter School Administration and Make Technical Corrections**. **Emily McClure**, Lawyer and Lobbyist, representing Idaho Charter School Network (ICSN), presented **H 566**. She said the legislation proposes to create a public charter school (PCS) administrator certificate. She explained Idaho state law which requires all school administrators to hold a certificate issued by the State Board of Education (SBE). The certificates are as follows: 1.) standard administrator certificate, or 2.) career technical administrator certificate. **Ms. McClure** asserted PCSs have different needs and PCS boards are requesting greater flexibility in the requirements for administrator certification. She gave examples of various strengths necessary for unique public charter school situations (Attachment 1).

Ms. McClure detailed the proposded minimum requirements for the PCS administrator certificate: 1.) a bachelor's degree; 2.) passage of a criminal background check; 3.) Completion of three credit hours in Statewide framework for teacher evaluations; and 4.) a letter from the public charter school board of directors stating their confidence in the hire and the board's commitment to overseeing the administrator's performance. **Ms. McClure** stated PSCs are uniquely designed for greater flexibility and are held by the State to be accountable for student and financial performance.

DISCUSSION: **Senator Ward-Engelking** asked if there are alternative paths already available for administrator certification. **Lisa Colón Durham**, Chief Certification Officer and Director of Certification and Professional Standards, State Department of Education (SDE), appeared before the Committee to only answer specific questions for certification requirements and alternative routes. **Ms. Colón Durham** replied there are alternative authorizations available for teachers, which are: 1.) alternative authorization content specialist, and 2.) alternative authorization teacher to new. The SDE also works with area universities to assist with educator preparation programs for administrators that are on alternative authorizations.

Senator Ward-Engelking asked if the SDE knows the number of administrators who take an alternative route. **Ms. Colón Durham** replied in the affirmative. She detailed the number and the specific certifications being sought.

Vice Chairman Thayn asked if it is common to have a nontraditional administrator lead an Idaho PCS. **Ms. McClure** replied that is a difficult question to address. Each of the PCSs have specific needs serving specific populations. She stated having a qualified administrator is helpful.

Vice Chairman Thayn asked if PCS administrators in other states are required to have specific qualifications. **Ms. McClure** replied only eight states require PCS administrators to be certified.

Senator Winder said the requirement for baccalaureate degree from a four-year institution seems too low of standard. He asked why the PCS administrator requirements are not higher. **Ms. McClure** replied the goal for PCSs is student achievement. She stated administrator completing additional credit-hours or supplemental training does not necessarily achieve that goal.

Senator Ward-Engelking said the proposed legislation does not require the PCS administrator to have knowledge in important areas, such as instructional leadership and classroom best practices. She stated the legislation would allow an administrator to oversee school faculty without any experience. She asked if student performance and achievement would be impacted. **Ms. McClure** replied the PCS's board of directors are responsible for student performance and achievement. She said **H 566** helps to formulate a team whose goal is to run a school.

TESTIMONY: **Rob Winslow**, Idaho Association of School Administrators (IASA) spoke in opposition to **H 566**. He explained there are alternative routes for administrator certification which are built on a teaching certificate. He outlined the necessary requirements an administrator needs to run a school. (Attachment 2).

DISCUSSION: **Senator Den Hartog** asked what the current procedures are when hiring a PCS administrator; she wondered if the person must have prior classroom experience. **Mr. Winslow** explained the process some PCSs conduct when hiring directors. He said IASA is very supportive of alternate routes for certification.

Senator Den Hartog asked if someone with a prior baccalaureate degree, which is not in education, would need to return to school and if so, for how long. **Mr. Winslow** replied in the affirmative. He said the SDE is flexible as to the time it takes to become certified, as long as the candidate exhibits progress.

TESTIMONY: **Brad Peterson**, Future Public School, Garden City, Idaho, spoke in support of **H 566**. He said the new PCS he will lead is scheduled to open in the fall of 2018. He explained it is a STEM school and detailed the demographics of the students they hope to serve. He said he supports the proposed legislation because it promotes innovation, growth, and flexibility for PCSs (Attachment 3).

DISCUSSION: **Senator Buckner-Webb** said over time, advanced degrees have been necessary as a qualifier for specific jobs. She asked if it is possible for a PCS to hire an administrator working toward an advanced degree. **Mr. Peterson** replied from his previous experience, good school administrators and leaders did not have master's degrees.

Senator Buckner-Webb asked if qualifications for a position be that a candidate seeks to earn a master's degree once they are in the position of administrator. **Mr. Peterson** replied the charter schools board of directors should have the flexibility to determine whether a candidate should possess or work toward attaining a master's degree.

Senator Ward-Engelking asked if Mr. Peterson is hired and paid as an administrator of the PCS and not able to receive the State's appropriation level of a superintendent because he does not have the qualifications. **Mr. Peterson** replied in the affirmative. He said he does the work of the superintendent without the certification. The PCS does not receive the superintendent appropriation. He said the lack of proper funding often placesburdens on the PCS's board of directors to raise additional funds.

Senator Ward-Engelking asked if the alternative certificate would send funding to the PCS at the actual superintendent rate, which is higher than that of administrators, principals, or teachers. **Mr. Peterson** replied his understanding of the proposed legislation is for the qualification of an administrator's certificate not a superintendent's certificate.

TESTIMONY: **Mike Keckler**, Chief Communication and Legislative Affairs Officer, SBE, spoke in opposition of **H 566**. He stated the proposed legislation would circumvents the current administrator certification requirements, which are based on competencies identified from the Idaho Foundation Standards for School Administrators and align them with national best practices (Attachment 4).

DISCUSSION: **Senator Den Hartog** stated PCSs are to be different than traditional public schools. She asked what areas the SBE asserts PCSs and traditional schools should be different. **Mr. Keckler** replied the SBE is concerned about setting different levels of certification for all public school administrators. PCSs are public schools, and the SBE maintains there needs to be certain benchmarks attained by all schools.

Senator Den Hartog asked if the SBE believes schools can have transformational leaders with a minimum level of uniformity. **Mr. Keckler** replied in the affirmative. He said with additional training and alternative paths, the SBE is comfortable PCSs can recruit and retain transformational leaders. Certain qualifications must be established to ensure the leaders have the proper background and training for leading schools.

TESTIMONY: **Rhonda Baines**, Board Leader, Treasure Valley Classical Academy (Academy), Payette, Idaho, spoke in support of **H 566**. She briefed the Committee about the Academy and the specific qualities desired for a school administrator (Attachment 5).

Paul Stark, General Counsel, Idaho Education Association (IEA) spoke in opposition of **H 566**. He expressed concern that under-qualified individuals could obtain an administrator certificate which would be detrimental to students (Attachment 6).

Terry Ryan, CEO, ICSN, spoke in support of **H 566**. He stated here is a greater need for flexibility in hiring a school administrator who best fits the mission of the specific PCS. He explained the intent of PCSs is to be a "learning lab" whose successes could then be applied throughout the larger public school system (Attachment 7).

DISCUSSION: **Senator Den Hartog** said earlier in the week Ms. McClure and she discussed writing additional sideboards to the legislation which addresses the concerns about the minimum qualifications for an administrator. She said some possible amendments to **H 566** have been drafted. She asked Chairman Mortimer if was possible for the Committee to discuss those possible sideboards.

Ms. McClure stated ICSN believes in the language of **H 566**; however, it is understood there are some concerns that additional requirements need to be added for PCS administrator certification standards. She detailed at length the possible sideboards to be added to the proposed legislation.

Senator Ward-Engelking asked for clarification regarding national leadership fellowships for charter schools. **Ms. McClure** replied there is no actual definition in statute. The requirement would be subject to rulemaking by the SBE.

Senator Ward-Engelking stated her concern regarding an administrator's teaching experience. She asked if the desired administrator is hired by the PCS, would they qualify for the State reimbursement as a full superintendent. **Ms. McClure** replied the State appropriation for an administrator without a traditional certificate is not the same as the amount if the person held a traditional administrator certificate. She explained making the changes can help recruit and retain highly-qualified, sought-after administrators.

Senator Ward-Engelking noted the traditional public schools experience many of the same administrator recruitment and retention issues.

Senator Nonini asked if Ms. McClure believes the highest-performing PCSs in his legislative district would still be top performing charter schools if the administrators' standards were lowered,. **Ms. McClure** replied that question is difficult to answer. She said in reviewing the states whose requirements are lower, student achievement levels have not declined.

Senator Ward-Engelking said this proposed legislation needs additional work and noted the legislative session is ending.

MOTION: **Senator Ward-Engelking** moved to hold **H 566** in Committee. **Senator Buckner-Webb** seconded the motion.

SUBSTITUTE MOTION: **Senator Nonini** moved to send **H 566** to the **14th Order**. **Senator Den Hartog** seconded the motion.

DISCUSSION: **Vice Chairman Thayn** said his goal is to transfer more power and choices to lower-level government and parents. Public charter schools are one of those innovative places where that can happen. He said **H 566** engenders innovation.

Senator Guthrie stated he will support the substitute motion. He said if this is a business model that PCSs would like to use, then it is important to have the sideboards in place and open the option up for all public schools. He said it is difficult for all schools to recruit and retain qualified administrative personnel. He indicated he will vote to support sending the bill to the amending order before he decides how to vote on the floor.

Senator Den Hartog said accountability and flexibility for PCSs has strayed from the original intentions. She said innovation for PCS has been limited by regulation. She said the intent behind the original PCSs legislation was to duplicate the PCS experience and migrate it into traditional public schools. She supports **H 566** as originally written. She stated the additional sideboards could address concerns.

Senator Ward-Engelking said the problem with the legislation is it pays a business manager the same as a school superintendent. She does not believe a business manager has the skills to be an instructional leader, a classroom leader, and curriculum leader for schools.

Senator Buckner-Webb said PCSs may be diverse, but it is still important to keep the standards. She stated there is a school system in place and it is important to make education work successfully. There can be differences in a system where systemic advantages are revealed. She said it is important to be separate and equal, but not preferential with advantage and choice.

AMENDED SUBSTITUTE MOTION: **Senator Crabtree** moved to send **H 566**, as presented, to the floor with a **do pass** recommendation. The motion died due to the lack of a second.

The substitute motion passed by **voice vote**. **Senators Buckner-Webb** and **Ward-Engelking** voted **nay**.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 3:34 p.m.

Senator Dean M. Mortimer
Chair

LeAnn Mohr
Secretary

Attachment 1

House Bill 566 – Charter School Administrator Certificate

- House Bill 566 would create a charter school administrator certificate.

- In Idaho, state law requires that all school administrators hold a certificate issued by the state board of education. *(I.C. § 33-1201)*

- Currently, the state board of education only offers (1) the standard administrator certificate, or (2) a Career Technical Administrator certificate. *(IDAPA 08.02.02.015.03)*

- But different schools have different needs, and some charter school boards of directors are asking for greater flexibility in order to choose the administrators that will be the best fit for their schools.

- For example, some charter school boards need an administrator with a business background to round out their team. Others want administrators who have had careers in particular fields like STEM, or who have experience working in schools that use particular education models, like international baccalaureate.

- This type of flexibility is especially important for communities that want to open a new charter school and use a specific education model that has already worked well in another state.

- Most other states don't require charter school administrators to have a state-issued certificate.

- However, Idaho will not allow a school's board of directors to hire an uncertified administrator.

- As a result, communities struggle to recruit experienced administrators who have already opened and successfully run a similar charter school in another state.

- This bill would create a charter school administrator certificate. It would allow a charter school's board of directors to hire the administrator they choose. At a minimum, the person must

1. Have a bachelor's degree;

2. Pass a criminal background check;

3. Complete three credit hours in statewide framework for teacher evaluations; and

4. Submit a letter from the board of directors stating that the board has carefully considered the administrator, has chosen to hire them, and is committed to overseeing their performance.

Charter schools are uniquely designed for greater flexibility.

- They are set up as nonprofit corporations, and their boards of directors are responsible for such things as finance and governance.

Charter schools are uniquely accountable for their performance.

- First, they must comply with the charter school statute, requirements of the state board and state department, and also with requirements set forth by their authorizers.

- Second, they are held accountable for their performance by their authorizers.

    - Charter schools have performance certificates which set forth goals and student achievement targets. They are continually monitored by their authorizer. If a public charter school does not meet its student achievement targets, or has problems with governance or finance, its authorizer can place conditions on its renewal, or even close the school.

- Finally, they are accountable for their performance to the parents who make a choice to send their children to the school.

Again, to be clear, holding or hiring somebody with a charter school administrator certificate would be voluntary.

- Charter school boards could decide to hire an administrator with a traditional administrator certificate.

Finally, this is not a comment on the value of a traditional administrator certificate, or a suggestion that those who hold a traditional administrator certificate are somehow less than.

- This simply provides another choice for those boards of directors that need something different, to get the best outcomes for kids.

Frequently Asked Questions

1. What are the current administrator certification requirements?

    a. A valid teaching certificate;
    b. 4 years of teaching experience;
    c. a master's degree for principals or a doctorate degree for superintendents;
    d. An administrative internship or administrative experience; and

e. Verification of completion of a state-approved program

   i. of at least 30 semester credit hours, 45 quarter credit hours of graduate study in school administration for the preparation of school principals or superintendents, including competencies of the Idaho Foundation Standards for School Administrators in the areas of (i) school climate, (ii) collaborative leadership, and (iii) instructional leadership.

f. And an institutional recommendation.

2. Could an administrator leave a charter school and use this certification to work at a traditional public school?

   a. No. This does not change the requirements for being an administrator at a traditional school. This certificate applies only to charter schools, which is why its specifically in the charter school statute (Chapter 52) and specifies that this is distinct from the traditional school certification, which is in chapter 12.

   b. Also, the state board of education actually creates certificates through rule, and the rule would only apply to charter schools.

3. What happens in other states?

a. 44 states have charter schools. We've managed to track down information on 37 of them. Of those, only 8 other states require charter school administrators to be certified.
    i. Red states like: Colorado, Utah, Indiana, Texas, Minnesota do not require charter school administrators to have a state certificate
    ii. Even deep blue states like Mass, Illinois, California don't require charter school administrators to have a state certificate.

4. Does this require charter schools to only hire people with this certificate?

    a. No. Charter school administrators could continue to hold a traditional administrator certificate.

5. Why can't traditional public schools also have this.
    a. Why not?!

Attachment 2

Testimony for Charter School Administrator HB566

Rob Winslow

Idaho Association of School Administrators (superintendents, principals, special education directors in charter schools and school districts)

I. **The members of IASA are supportive of the current Idaho alternate routes to administrative certification built on a teacher certificate. We do not support the proposed alternate route to administrative certification in HB566.**

Increasing student achievement is the primary focus of schools. Research supports that teachers have the most influence on increasing student achievement at schools and that principals have the second most influence. Teachers in Idaho must have a teaching certificate. All school administrators must also have a teaching certificate and an administrative endorsement. For the past 9 years I have been an adjunct professor in the BSU principal preparation program with teachers from charter schools and school districts.

II. **Principal Preparation Programs have the following components**:

- Instructional Leadership- curriculum, assessment literacy, professional development for teachers, data analysis and technology integration
- School Management- organizational skills in the operations of the school
- Teacher Supervision- intensive training in the Danielson Framework for evaluations, hours and hours of practice observing teachers, collecting evidence and rating teachers in each component in the 4 domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities
- Legal and Ethical Issues- student and staff legal rights and responsibilities, educator ethics
- School Finance- an understanding of the state funding formula and school budgeting and application

- Special Education- principals must be able to lead and implement a successful school special education program
- Community Relations and Engagement- involving parents in the educational process
- School Safety and Security- collaborating with local law enforcement and implementing comprehensive safety/security plans and drills
- School Culture- leading and modeling a positive climate for student achievement and staff collaboration
- Internship- 250 hours with a mentor principal
- Teaching (counseling or pupil personnel)- 4 years of experience before you can be certified as an administrator

III. **IASA is Supportive of Charter School Administrators**

- Charter school administrators are only required to have a principal endorsement and not a superintendent endorsement, even though running a charter is very similar to being a superintendent. Most charter school administrators by necessity attend superintendent regional meetings instead of principal meetings to assist them in their school operations.
- This flexibility can leave charter school administrators without a strong understanding in school finance and facility management.
- I do not want to constrict this flexibility. I have spoken with Tamara Baysinger, Director of the Idaho Public School Charter School Commission and Terry Ryan, CEO of the Idaho Charter School Network about offering additional training in school finance, facilities and board relations for charter school administrators. I am interested in helping all charter school administrators be successful in leading their schools and do not believe lowering the administrative requirements as outlined in HB566 will further this effort.

IV. Our public school students need and deserve effective, qualified, and well prepared principals in every school. Thank you. I stand for questions.

FUTURE PUBLIC SCHOOL

Attachment 3

March 12, 2018
HB 566
Senate Education Committee
Boise, Idaho

Good afternoon. I'm Brad Petersen, co-founder of Future Public School, and father of two children about to enter the public education system. Future Public School is a charter school authorized by the state Public Charter School Commission to open in Garden City this upcoming fall, 2018. Future Public School's vision is to develop engineers of the future and of our community. We are a STEM school that takes a lab approach to learning. We intend to enroll a diverse group, including a high percentage of low-income and underserved students. Additionally, we stand as the first school in Idaho to form a robust partnership with a local Boys & Girls Club, including a long-term joint-use agreement that allows expanded capacity and services for both parties. I am here today because I support this bill for three primary reasons: innovation, growth, and flexibility.

In this moment, I'm reminded of my great grandmother, Maudell McVay, who moved to Weiser, Idaho in 1916. She was an innovator – working for years as the Washington County Public Health nurse. She also served as the anesthesiologist at Weiser Hospital from 1947 to 1975. During that time, as you can imagine, the medicine field evolved and innovated constantly. She embraced innovations and managed to treat countless Idahoans, employing her relentless drive help her fellow neighbors. This is a chance to embrace innovation and find a solution to help our neighbors, children, and students. Diverse perspectives and ideas drive innovation. Providing charter schools the ability to select diverse candidates for school leadership will do just that. For example, I hold a valid administrative certificate in the state of Texas, where I previously worked after graduating from BYU-Idaho. However, due to differences in state statutes, I would require an additional year of classroom experience in order to receive my Idaho administrator certificate under current statute. This, even though I have been a top-performing charter school teacher in Houston, founded / led several startup companies, and completed multiple educational fellowships and leadership training programs (Bluum's Idaho New School Fellowship, KIPP's Fisher Fellowship, and 4.0 Schools' Tiny Fellowship).

My second reason for supporting this bill is growth. Idaho continues to grow. According to the Census Bureau in December 2017, Idaho is now the fastest growing

FUTURE PUBLIC SCHOOL

state in the nation. Along with this population expansion we've also seen charter schools continue to grow. In 2018, six new charter schools will open across the state. With the state already facing excellent teacher and administrator shortages, as well as recruitment challenges, it is important to remove bureaucratic barriers to keep up with growth. The Idaho Department of Labor estimates our economy will continue to grow at an annual rate of 1.4 percent through 2025 – the growth is not stopping anytime soon. Similarly, the demand for charter schools will not slow down anytime soon. Our school has not yet held its lottery, and we can already predict a waitlist, like many charter schools across the state.

This brings me to flexibility. Charter schools were created to be flexible and provide alternative educational choices for families and students. Critics of this bill may argue how they think it might ~~disrespect~~ lower the profession or somehow dilute the talent pool. I would argue the reverse is true. To be a charter school administrator is hard and the leaders must be strong and flexible. Whereas traditional districts often provide back office support and business management to schools, charter school administrators often do this all on their own. They also oversee teaching and learning, manage marketing efforts, coordinate community functions, and report on school progress to the state. This bill ensures that leaders are still held accountable, but allows charter school Boards the flexibility they need to hire for their educational niche. state funding

We know our education system, economy, and society will continue to change in the future. This bill provides the chance to be proactive rather than reactive. Peter Drucker, the acclaimed business management expert, said that the best way to predict the future is to create it. By supporting this bill we can predict an innovative, growth-filled, flexible future for many children throughout Idaho.

Thank you,

Brad Petersen
Co-Founder, Future Public School

1010 W. Jefferson Street Suite 201 Boise, ID 83702
futurepublicschool.org

Attachment 4

HB 566 Testimony

Mr. Chairman and Members of the Committee, my name is Mike Keckler and I am the chief communications and legislative affairs officer for the State Board of Education.

The State Board opposes HB 566.

The Board HB 566 circumvents the current administrator certification requirements (IDAPA 08.02.02). These certification requirements are based on competencies identified in the Idaho Foundation Standards for School Administrators and align with national best practices

These standards focus on competencies in establishing school climate, collaborative and instructional leadership. While the jobs of school leaders have become more complex over the years, the primary focus of the standards is to identify those competencies that are most critical for effective leadership in today's educational environment.

Various national reports have identified the quality of leadership as one of the key factors driving transformation and school improvement.

Minimum standards for educator qualifications are set by the Board to establish a minimum level of uniformity for Idaho's public education system and to provide for a thorough system of public education.

Again, mr. Chairman and Committee members the State Board of Education opposes HB 566. ~~and Mr. Chairman and members of the Committee, I'd be glad to stand for questions.~~

Alternative Certification Routes are in place
Certified Administrators get Principle certification

Attachment 5

Chairman Mortimer and Members of the Committee,

Thank you for this opportunity to provide testimony regarding the particular importance of House Bill 566. My Name is Ronda Baines. I am the founding board leader of Treasure Valley Classical Academy, a proposed charter school in Payette County. Three years ago a group of parents, including myself, realized that school choice was needed in Payette County. During our search for a successful charter school model, we found the Hillsdale College Barney Charter School Initiative (BCSI) classical charter school model. The BCSI model is very specific in its philosophy and execution of classical curriculum. In order for a BCSI school to be successful, it requires that the principal be experienced and attuned to how the model is implemented. Just because someone has administrative credentials does not mean they would be qualified or prepared to head a BCSI school.

House Bill 566 will provide a key component for the success of our classical, core knowledge charter school by paving a pathway to certification for our chosen administrator, Mr. Stephen Lambert. As you can see from the supplemental material provided on Mr. Lambert, he has a stellar record of success with this model in Georgia and well as an amazing professional background. Mr. Lambert is a proven and effective school leader who is coming to Idaho through the generosity of two Idaho foundations. Mr. Lambert, however, is not certified in the formal sense according to Idaho code. Mr. Lambert was being pursued by another BCSI startup in Colorado, a state, which does not regulate charter school administrative certification the same way Idaho does.

Following are a few performance notes and statistics regarding student success from the Accreditation Mission Brief for Atlanta Classical Academy where Mr. Lambert is currently the principal.

On average, students across all grade levels performed at least **one grade level** above their grade in every subject area on the ITBS assessments. Beginning in the *fifth grade*, students on average performed at **three or more grade levels** above in ELA, social studies, and science.

PSAT/NMSQT Results for Fall of 2017:

70% of 11th grade students scored *College Ready* on both **English** and **Math**

compared to 44% of students nationally

16%	24%	70%
of students scored among top **5%** of students nationally	of students scoring among top **10%** of students nationally	of students scoring among top **25%** of students nationally

Principal Lambert shared with us that ACA anticipates 3 or 4 students of the 11th grade class of 37 will be semi-finalists for the National Merit Scholarship; putting them in the top 1% nationally.

Also, ACA averages a 92% year-over-year retention rate, and over 1,100 students remain on the school's waitlist after the start of the 2017-2018 academic year.

From the ACA faculty and parent surveys:

- 96% of faculty agree or strongly agree that students were well-behaved in class and learned to practice the curriculum virtues

- 94% of Upper School parents agree or strongly agree that students are encouraged to have good character through the order of the classroom and the overarching school culture

Here are some of Mr. Lambert's educational and professional accomplishments.

- Principal, Atlanta Classical Academy, current year
- Assistant Principal, ACA, 2014-2017
- Director of USAF Commanders' Professional Development School
- Special Missions Pilot flying the President, VP, Cabinet members, U.S. Congressmen, and other U.S. and foreign dignitaries.
- Vice Commander 86th Airlift Wing: over 9,000 personnel and managed a 330 million dollar budget
- Graduate of the USAF Academy; MA from Naval Postgraduate School; National Defense Fellow, Tufts University.

With Mr. Lambert's leadership skills and a powerful, successful school model and culture, the underserved population in Payette County will have the tuition-free opportunity of a lifetime.

It is imperative to the success of our school to have a principal that has been specifically trained to deliver the necessary leadership to maintain the mission and vision of TVCA. For example, Mr. Lambert told TVCA prospective parents that there are no bells at Atlanta Classical Academy. Using atomic clocks in classrooms, the teachers and students efficiently change subjects or move at the exact time to the next class or recess period. Can you imagine a school without bells? This is part of the school culture that teaches the students the virtue of self-governance. Having a school leader that can uphold the school culture of character development in the BCSI model is of critical importance to our success.

I thank you for the time and talent you invest in making education in Idaho better for all students. HB 566 creates a new pathway for people, like Stephen Lambert, who are experts in their professional fields as well as education to come to Idaho and lead our children into an incredibly bright future. Thank you again and I would be honored to answer any questions.

AdvancEd
Atlanta Classical Academy, Stephen Lambert

School Quality Factors Report Highlights
12/20/2017

- Parents are well informed of the educational priorities and believe that they have the right input to make informed decisions for their learners—in fact, 97% believe they see specific ways in which Atlanta Classical Academy's curriculum and culture are forming their learners into intelligent and virtuous citizens, (See Attachment: 2017 Parent Survey, p. 7), the school averages a 92% year-over-year retention rate, and over 1,100 students remain on the school's waitlist after the start of the 2017-2018 academic year.

- As a result of this regular communication and engagement, our last two school-wide parent surveys show that over 92% of the school community agrees that the school is effectively accomplishing the stated mission. (See Attachment: 2017 Parent Survey p. 7-9). This result is a testimony to consistent communication, inclusive collaboration and unity of purpose under a shared mission and vision.

- Through the 2017 Employee Survey, one learns that 91% of faculty and staff felt that they had positive interactions with the administration (See Attachment: 2017 Employee Survey, p. 10).

- In a question that asked parents to evaluate the faculty's effectiveness.

- in accomplishing the mission of the school, 95% of parents either agreed or strongly agreed that the faculty succeeded in this endeavor (See Attachment: 2017 Parent Survey, p. 8). The school's principal closely monitors the quality of instruction in classrooms across the school. In the first semester of the 2017-2018 school year, he completed 295 classroom observations and debriefed with teachers where necessary. Moreover, to ensure the continued growth of each teacher, Atlanta Classical pays for each faculty member to travel to the campus of Hillsdale College each summer for three days of professional development in their particular discipline.

- 96% of faculty agree or strongly agree that students were well-behaved in class and learned to practice the virtues (See Attachment: 2017 Employee Survey, p. 3)

- 94% of Upper School parents agree or strongly agree that students are encouraged to have good character through the order of the classroom and the overarching school culture (See Attachment: 2017 Parent Survey, p. 41)

Survey of Georgia Milestones Results (2017)

- Highest percentage of high school students (98.1%) in the district scoring at Proficient Learner and above on the Georgia Milestones Ninth Grade Literature EOC assessment.

- Ranked #1 (at 91.5%) of the 7 schools district-wide in which 75% or more of Junior High School students scored at or above the Developing Learner Level across all subjects.

- At a 91.6%, Atlanta Classical ranked 3rd out of 50 APS schools that saw gains in the percentage of students scoring at or above the Developing Learner level across all subjects in the 3-8th grade End-of-Grade tests.

- One of only 14 schools in the district with 75% or more (91.7% for ACA) of 3-8th grade students scoring at or above the Developing Learner level across all subjects.

- Lexile reading levels on and Georgia Milestones show that the majority (70 percent or more) of ACA students across all grades were able to read at or above grade-level, from our early elementary students in first and second grade (74 percent) to our leading class of 2019.

STEPHEN P. LAMBERT

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Profile

Thoroughly tested leader with a proven track record in educational leadership, senior management, and public policy development—with a participatory and team-oriented leadership style. Career experience spans a wide variety of roles in academia and research, national security policy, and teaching, including positions such as principal, assistant principal, course director, assistant professor, executive officer, strategic politico-military affairs planner, and operational leadership positions at multiple levels.

Key Skills

- Leadership & Senior Management
- Public Policy Development
- Civic Leader & Stakeholder Engagement
- Curriculum Development & Management
- Collaborative & Organizational Teaming
- Project Management and Execution
- Operating & Capital Budget Management
- Qualitative Research Design & Execution

Experience

- **Principal**, Atlanta Classical Academy, Atlanta, GA (Jun '17 – Present)

  Hand-picked by the governance board of Northside Education, Inc., to lead Atlanta Classical Academy, a Barney Charter School Initiative school with 630 students and a 67-member faculty and staff. The school is thriving with a 1,200 student wait list. Overseas a $6.3M annual program, as well as an annual fundraising and a multi-year capital campaign. Atlanta Classical Academy is currently at K-11 expanding to K-12 next year.

- **Assistant Principal**, Atlanta Classical Academy, Atlanta, GA (Jul '14 – May '17)

  Competitively selected to help stand up and lead the flagship charter school for Northside Education, Inc., an Atlanta-based 501-C3 Non-Profit Corp with the goal of establishing a world-class classical charter school in collaboration with the nationally-known Barney Charter School Initiative. Oversaw a $6.1M annual program, including community support, a capital campaign, all IT and logistical support services, a 65-member staff, and a 590-member student body. Served as end-to-end project officer for a Summer 2016 $1.5M high school expansion construction project.

- **Director**, USAF Commanders' Prof Dev School, Montgomery, AL (Jul '12 - Jun '14)

  Led and supervised a hand-picked staff and faculty in planning and delivering a select suite of senior executive leadership training courses that prepare over 1,400 senior management

professionals annually for top leadership billets. Engaged with the most senior stakeholders to serve as key mentors and adjuncts in delivering a senior executive-level curriculum spanning a broad range of topics in business management, organizational culture, airfield operations, global flight operations, and all aspects of large organization leadership.

- **Vice Commander**, 86th Airlift Wing, Ramstein Air Base, Germany (Jun '10 - Jun '12)

  Responsible for the Air Force's largest overseas airfield complex with supervision over 9,392 personnel, 2 additional satellite airports, as well as 11 geographically separated European operating locations from the United Kingdom to Turkey. Oversaw a $330M flight and ground operations budget and $700M in capital improvements on $7.3B in infrastructure. Directed all airport landside and airside operations. Led and directed day-to-day stakeholder engagements with the mayors and political leadership of five neighboring municipalities.

- **Air Power Strategist**, Chief of Staff Strategic Studies Group, Headquarters US Air Force, Washington D.C. (Aug '09 - May '10)

- **National Defense Fellow**, Fletcher School of Law and Diplomacy, Tufts University, Boston, MA (Jul '08 - Jul '09)

- **Commander**, 729th Air Mobility Squadron, Azores, Portugal (Jul '06 - Jun '08)

  Held overall responsibility for a 132-member unit tasked with operating Lajes airfield and logistics hub. Routinely coordinated with U.S. and international partner nations to facilitate mission support, safety, and security. Oversaw $42.8M worth of equipment and facilities, a $11.7M special purpose vehicle fleet, and a $2.8M annual budget. Responsible for oversight and quality assurance inspections on a $700M commercial airlift services contract.

- **Commander**, 447th Expeditionary Ops Support Squadron, Baghdad (Jan - Jun '07)

  Held overall responsibility for all airfield operations at Baghdad International Airport (BIAP) during the 2007 Presidential-directed Baghdad surge. As the Senior Airfield Authority for BIAP, designed and executed a high-density operational plan fusing commercial, contract, and military flight operations, and directed and led all maintenance, air traffic control, intelligence, weather, and airfield management functions. Integrated 120 helicopters into round-the-clock combat operations at BIAP. Orchestrated uninterrupted combat air space control for over 52,000 takeoffs and landings during the operational surge.

- **Executive Assistant**, Deputy Director for Pol-Mil Affairs (Europe), Directorate of Strategic Plans and Policy, J-5, Joint Staff, Pentagon (Apr '05 - Jun '06)

  Assisted the J-5 Deputy Director in all aspects of his role as principal regional strategy and policy advisor to the Chairman of the Joint Chiefs of Staff. Led day-to-day staff actions and developed and staffed strategies, correspondence, and briefings for the Secretary of Defense and Chairman of the Joint Chiefs of Staff.

- **Strategic Pol-Mil Planner**, Directorate for Strategic Plans and Policy, J-5, Joint Staff, Pentagon (Jul '04 - Mar '05)

- **Research Fellow**, Center for Strategic Intelligence Research, National Military Intelligence College, Bolling AFB, Washington D.C. (Feb '03 - Jun '04)

- **Special Missions Pilot**, 99th Airlift Squadron, Andrews AFB, MD (Apr '01- Jan '03)

  Competitively selected as a pilot in a unit directly supporting the President, Vice President, members of the Cabinet, the U.S. Congress, and other U.S. and foreign dignitaries.

- **KC-10 Instructor Pilot**, 6th Air Refueling Sq, Travis AFB, CA (Nov '98 - Mar '01)
- **Course Director and Assistant Professor**, 34th Education Squadron, US Air Force Academy, Colorado Springs, CO (Dec '96 - Oct '98)
- **Graduate Student**, Naval Postgraduate School, Monterey, CA (Apr '95 - Nov '96)
- **KC-10 Pilot**, 709th Air Refueling Squadron, March AFB, CA (Mar '93 - Mar '95)
- **KC-135R Pilot**, 70th Air Refueling Squadron, Grissom AFB, IN (Oct '91 - Feb '93)
- **Student Pilot**, 97th Flying Training Squadron, Williams AFB, AZ (May '90 - Oct '91)

Education

- National Defense Fellow, Fletcher School of Law & Diplomacy, Tufts University, Boston, MA, 2009.
- Research Fellowship, National Military Intelligence College, Washington D.C., 2004.
- MA in National Security Affairs, Naval Postgraduate School, Monterey, CA, 1995.
- BS in Political Science, USAF Academy, Colorado Springs, CO, 1990.

Recognition, Awards, and Publications

- **Major Department of Defense Decorations (1995 - 2014)**

  Legion of Merit, Defense Meritorious Service Medal, Meritorious Service medal, Aerial Achievement Medal, and Air Force Commendation Medal.

- **Air Mobility Command Small Air Terminal of the Year & Air Mobility Command Center of the Year (2007)**

  Selected as the best of 24 world-wide airfields that provide aerial port, cargo, passenger, logistics, and maintenance servicing for global Department of Defense flight operations.

- **Academic, Research, and Training Awards**

  Distinguished Graduate, Squadron Officer School (2000)
  US Air Force Robert E. Linhard Award for Outstanding Research (1997 & 1998)
  Allen E. Dorn Outstanding US Air Force Academy Researcher (1998)
  Philip D. Caine Instructor of the Year, US Air Force Academy (1997)
  Distinguished Graduate, Naval Postgraduate School (1996)
  Distinguished Graduate, Combat Crew Training School, KC-135R (1992)

- **Publications**

  From 1996 – 2010, awarded 9 individual research grants (totaling over $65,000) by the Institute for National Security Studies, the US Air Force Air Staff, and the Center for Strategic Intelligence Research (Defense Intelligence Agency). Numerous articles published in various national security periodicals.

Attachment 6.

HB 566

Charter School Administrative Certificates

3/13/18

Mr. Chairman, members of the committee, my name is Paul Stark and I am the General Counsel for the Idaho Education Association and I stand to testify against HB 566.

1. House bill 566 allows for under-qualified individuals to obtain a certificate by merely having a 4-year degree and taking one class on teacher evaluations.

2. Further, the only basis for not issuing this certificate is when there are reasons that would constitute grounds for revocation. And even that is couched in the discretionary term "may."

3. At its core, we have a massive watering down of the qualifications that have historically made Idaho administrators magnificent, to where anyone with a bachelor's degree, a 3-credits class and a pulse can be an administrator.

4. Doing this will assuredly harm the educational system that legislators and stakeholders alike have worked so very hard to improve, but most importantly, it will harm the students.

5. First, lowering the bar like this will undermine all the efforts of the last several years to improve education in Idaho.

    a. In short, teachers, need a prepared leader in the building. So do students and parents.

    b. Teachers look to their administrators for leadership in many areas: mentoring, classroom management, student behavior, interaction with parents, and instructional practice. Our students and their families expect that the administrators setting the tone and guiding the school are trained and qualified to deliver the appropriate guidance.

c. Administrators are expected to be the instructional leaders in their schools. The culture, climate, and focus of the school are all dictated by the administrator. Teachers are more likely to innovate and challenge themselves when they are being encouraged to and coached by a skilled instructional lead administrator.

6. Second, lowering the bar will be detrimental to the students of Idaho.

a. Certification in this instance, as it is with teachers, actually means something.
b. Under this bill a BA and 1 class qualifies you to get a certificate.
c. But this is simply too little. We can do better. We are doing better.
d. An Idaho principal currently must have
    i. A Master's Degree
    ii. Complete at least 30 semester credits of graduate studies in school administration.
    iii. An internship or one-year experience
e. An Idaho Superintendent currently must have also:
    i. An education specialist, or doctorate degree, or completion of a post-master's 6th year program.
    ii. Specialized leadership and organizational education for superintendents.
    iii. An internship or one-year experience
f. Our administrators are also expected to understand special education law, budgets, student discipline, teacher discipline, ethics, family and community relations, instructional leadership, and pedagogy. The list goes on and on.
g. Once again, teachers, as well as parents and school district leaders, rely on administrators to provide this knowledge and guidance. A 4-year degree in French does not an administrator make. (There is actually a Bachelor's degree from USC in "Disruption.")

3. Bottom line: There are fundamental, foundational benefits to students and teachers by having a well prepared and educated administrator in the building.

4. We urge you to vote no on House Bill 566.

Attachment 7

Idaho Charter School Network

TESTIMONY TO THE IDAHO SENATE EDUCATION COMMITTEE
MARCH 13, 2018
TERRY RYAN, CEO OF THE IDAHO CHARTER SCHOOL NETWORK

Chairman Mortimer, Vice-Chair Thayn, and members of the committee.

For the record, I am Terry Ryan and I am speaking today to you in my role as the leader of the Idaho Charter School Network.

I want to thank you for taking up House Bill 566.

This bill is worthy of your support for seven basic reasons:

1) Research tells us that, "**effective principals are key to strengthening teaching and schools**, but there has been an insufficient investment in recruiting, preparing, and supporting great principals, particularly for high-poverty schools."
2) Idaho is the fastest growing state in the union and **we need to welcome and embrace the very best talent we can for our schools and children**. We have some outstanding nontraditional leadership talent wanting and prepared to run a charter school in Idaho.
3) When launched back in 1998 the **legislative intent of the state's charter school program was to "serve as learning laboratories with hope that successes could potentially be applied throughout the larger public education system."** House Bill 566 builds on this intent.
4) **Idaho's public charter schools are held to a higher standard than all other public schools in the Gem State**. Everyone of Idaho's 52 public charter schools have to have a state approved authorizer, the entity that approves the school and determines, on the basis of performance, whether to extend or end a charter's right to operate.

5) **Idaho's public charter schools as a sector are high-performing**. See attachment A for comparison of student achievement on 2016-17 ISAT for public charter schools and public district schools. They have earned the right to be different.
6) **Idaho is one of only a handful of states with charter school laws that do not offer this level of basic administrator flexibility**. According to data shared with me by the National Alliance for Public Charter Schools 28 of 35 states with charter laws require that charter administrators only need to have a B.A., pass a criminal background check and be hired by an approved charter school board of trustees. Flexibility in hiring school personnel is a basic charter school freedom recognized across the country.
7) **As we work to compete with other states for federal charter school program start-up dollars one of the basic flexibilities required in the competition is administrator flexibility.** This bill will make Idaho's charters more competitive for scarce federal funding dollars and encourage the steady expansion of Idaho's high-performing charter school sector.

But, don't just take my word here. Here are some comments from some of Idaho's top public charter school leaders.

James R. Dalton, American Heritage Charter School in eastern Idaho writes: "This bill applies to me. I am co-founder of two charter schools, former board member, and now charter school employee. Yet, I am not a traditional educator. I have a juris doctorate degree, worked for one of the largest law firms in the world, clerked for a judge on the 9th Circuit U.S. Court of appeals, and served in the U.S. Attorney's office as a federal prosecutor. I also spent six years as general counsel and later general manager to a group of companies based in Idaho, overseeing more than 100 employees and managing a large portfolio of assets and operating companies. I have more than 12 years of legal and business management experience, in addition to several years' experience working in the Idaho Governor's office during the administration of Dirk Kempthorne." Yet, Dalton continues, "Because I don't have traditional educator credentials, the

school isn't reimbursed for my wages and I am instead paid out of the school's maintenance and operations budget. This is a hardship on the school."

Keith Donahue, Sage International School of Boise, says: "I'd like to share my 'non-traditional' path to becoming a school leader. I hold a Bachelor's Degree in Economics. I also learned my Juris Doctor and worked as an Idaho Deputy Attorney General for several years. My client, the Idaho Department of Environmental Quality, then hired me in a non-attorney capacity to manage multiple programs. Through these two positions, I gained 10+ years of experience interpreting Idaho law and policy, overseeing state and federal budgets, drafting legislation, rules and policy, and managing personnel – all transferable to school leadership...Given my non-traditional path, I am not a certified administrator and cannot be our official charter administrator.

Deby Infanger, Board Chair from the American Heritage Charter School in Idaho Falls writes: "I currently have an over-qualified parent of 5 of our students hired as the Executive Director of American Heritage Charter School. He is an attorney by trade (with a doctorate degree of course) and has also managed a large business and worked in the US Attorneys office. But, according to current policy, he isn't qualified enough to be the administrator for a small charter school and I must pay him out of discretionary funds (like an aide)."

Michelle Ball, veteran teacher and educator from Idaho Falls shares: "I am the most qualified in our school to be the administrator to fulfill the commitments of our charter. I hold a bachelor's degree, have a wealth of experience and founded Alturas International Academy, yet my position is not funded by the state. This is unfair to the school and students that we serve as my qualifications are way beyond those who have the needed state requirements. Fortunately, our new principal and I have a great relationship, but it took a lot of effort to find someone who believed in our mission."

Jim Smith, long-time educator and community leader from the Upper Carmen Charter School in Salmon simply states: "I've been a charter school superintendent for 14 years, a former traditional school superintendent for 19 years, and served as the Chief Certification Officer and as a Deputy Superintendent for the Idaho Department of Education...I fully support and encourage the passage of HB566. Allowing us to continue truly serving students utilizing our successful model with our established and trained administrators will be an ongoing benefit to generations of our students."

Thank you for the opportunity to testify here today and I will happily take any questions you might have for me.

ATTACHMENT A: PERFORMANCE OF ALL STATE CHARTER STUDENTS AND ALL STUDENTS STATEWIDE
(2016-17 ISAT DATA FROM IDAHO DEPARTMENT OF EDUCATION)

	ALL CHARTER COHORT	ALL STATE PUBLIC STUDENTS
Share Proficient ELA	63%	53%
Share Proficient Math	52%	43%
Share Making Adequate Growth ELA	74%	65%
Share Making Adequate Growth Math	64%	55%

TABLE 2: PERFORMANCE OF **ECONOMICALLY DISADVANTAGED STUDENTS** BY ALL CHARTER COHORT AND ALL STUDENTS STATEWIDE

	ALL CHARTER COHORT	ALL STATE PUBLIC STUDENTS
Share Proficient ELA	51%	41%
Share Proficient Math	39%	31%
Share Making Adequate Growth ELA	64%	57%
Share Making Adequate Growth Math	52%	45%

TABLE 3: PERFORMANCE OF **MINORITY STUDENTS**[1] BY ALL CHARTER COHORT AND ALL STUDENTS STATEWIDE

	ALL CHARTER COHORT	ALL STATE PUBLIC STUDENTS
Share Proficient ELA	53%	37%
Share Proficient Math	40%	27%
Share Making Adequate Growth ELA	65%	54%
Share Making Adequate Growth Math	53%	42%

[1] Minority student is defined as Hispanic, American Indian, Asian, Black, More than one race, and Hawaiian/Pacific Islander

Definition of "Met or Exceeded Growth"

Charter Commission Measures

- Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?
- Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?

Notes on calculation of "Met or Exceeded Growth"

1. Excluded non-continuously enrolled students
2. Excluded all IELA tests.
3. Only included those students who should have tested and did test.
4. Excluded students with an LEP status of L1
5. Excluded students if their grade was not served at the school.
6. Excluded students who took the test in off-grades (grades 9 or 11, usually)
7. Students in one school district were included twice in file -- fixed.
8. Only included those in 4th, 5th, 6th, 7th, 8th grades in 2016-2017
9. Excluded students who took the "alt" test in one year (either 2015-2016 or 2016-2017) and the "regular ISAT" in the other year.
10. Excluded students without a test score in 2016-2017 and a test score in 2015-2016

Definition of "Proficient or above"

Students who score a 3 or 4 on ISAT

This will not agree with results reported by SDE due to differences in population included.

Notes on calculation of "Share proficient and above"

1. Excluded non-continuously enrolled students
2. Excluded all IELA tests.
3. Only included those students who should have tested and did test.
4. Excluded students with an LEP status of L1
5. Excluded students if their grade was not served at the school.
6. Excluded students who took the test in off-grades (grades 9 or 11, usually)
7. Students in one school district were included twice in file -- fixed.

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Located in the Historic New Sweden Building
1736 S. 35th W.
Idaho Falls, Idaho
Office Tel: (208) 529-6570
Fax: (208) 529-3344

March 12, 2018

VIA EMAIL

The Honorable Dean Mortimer
dmortimer@senate.idaho.gov

Re: Support for House Bill 566 concerning Charter Administrators

Dear Senator Mortimer:

I strongly support House Bill 566, which creates a new charter school administrator certificate, and encourage your vote in support. I support this legislation for several reasons.

First, this bill applies to me. I am a co-founder of two charter schools, former Board member, and now current charter school employee. Yet, I am not a traditional educator. I have a juris doctorate degree, worked for one of the largest law firms in the world, clerked for a judge on the 9th Circuit U.S. Court of appeals, and served in the U.S. Attorney's office as a federal prosecutor. I also spent six years as general counsel and later general manager to a group of companies based in Idaho, overseeing more than 100 employees and managing a large portfolio of assets and operating companies. I have more than 12 years of legal and business management experience, in addition to several years' experience working in the Idaho Governor's office during the administration of Dirk Kempthorne.

Last year, the American Heritage Charter school board hired me, because I have a deep understanding and commitment to its mission and vision, and because they believed I could help them better administer and manage its affairs. Because I don't have traditional educator credentials, the school isn't reimbursed for my wages and I am instead paid out of the school's maintenance and operations budget. This is a hardship on the school.

For me to obtain the traditional administrator certificate, I will have to spend a significant amount of money and time to first obtain teacher credentials, work as a teacher for 3 or more years, and then spend tens of thousands more to take additional college courses to get the right certificate to be an administrator. That piece of paper ignores my actual experience and track record in management, and it will shed very little light on my actual ability to lead any organization. This legislation will allow charter boards to consider a broader range of potential administrators and acknowledges that there are capable managers in fields other than education.

Second, if charter schools are to be incubators for educational innovation, then Charter Boards should be empowered to make innovative hiring decisions. Finding a traditional educator who shares the charter vision and is willing to both lead and carry the burden of change is tough. In many instances, the innovative leadership needed for change may come from experienced professionals in other industries, who can bring new ideas and a different perspective to school improvement. If we want more of the same, then we should stick with the traditional structures and mindsets of public education. But, if we want innovation, we need to do things differently. This often requires leadership with unconventional backgrounds.

Third, as a former board member, I have seen, first-hand, how difficult it is to find, hire, and retain good administrators. Traditional administrators (and teachers) perceive great risk in leaving an established school district to work in a school they see as untested or different. They may not accept the innovative vision of a Charter's mission, and they frequently fear burning bridges in a local district if they leave to join a Charter venture. Giving charters the ability to expand their hiring pool will empower Charter boards to find competent professionals of their choice, who both share their vision and who have the aptitude to administer a charter organization.

Finally, I note that the job of a charter school administrator carries with it additional burdens that may deter many traditional administrators from applying. For example, in a traditional school district, an administrator oversees facilities, including managing a maintenance or a custodial department. In a Charter School, the administrator not only *oversees* facilities, he or she may be knee deep in facilities maintenance: shoveling snow, taking out the garbage, and plunging clogged toilets, in between building budgets, meeting with parents, handling student discipline, and supervising the afterschool activities. The risk and the requirements of Charter start-up and maintenance may not appeal to traditional educators who have advanced in their career enough to have met the requirements for a traditional administrative certificate.

Charter boards need the ability to assess their own needs, to be innovative, and to hire the administrator of their choosing. I encourage your support of House Bill 566 and the creation of the new Charter Administrator certificate.

Sincerely,

James R. Dalton

SAGE
INTERNATIONAL SCHOOL
Think World.

TESTIMONY IN SUPPORT OF HB 566

Keith Donahue
March 13, 2018

Senate Education Committee Members:

As a 'non-traditional' school leader, I am writing in support of HB 566. I am the Executive Director of Sage International School in Boise - a K-12 school of choice serving 1,000 students. From my perspective, HB 566 is directly in line with the intent and education goals the legislature articulated when it established a charter school system in Idaho:

> "It is the intent of the legislature to provide opportunities for teachers, parents, students and community members to establish and maintain public charter schools which ***operate independently from the existing*** ***traditional school district structure*** but within the existing public school system." Idaho Public Charter School Act, Legislative Intent, Idaho Code 33-5202, emphasis added.

In the Idaho Charter Act, the legislature states that charter schools are intended to operate independently to allow them to expand learning opportunities and develop innovate teaching methods and school models. See Idaho Code 33-502. In return for this 'increased autonomy' to create, innovate and operate outside traditional structures, charters are held to a high level of accountability. Charters have a governing board directly overseeing our schools, we have an authorizer that audits our performance (education, operational, budget) annually, and we are subject to the same academic testing standards as traditional schools. The ultimate accountability charters face is that if we are not providing an exceptional school choice, families and students choose not attend our school, and we close.

It is this 'increased autonomy -- increased accountability' balancing act that fosters innovators to get involved, to take risks, and to push education forward, while assuring kids are being well cared for. By requiring the leader of a charter school to satisfy the administrative certification requirement used in the traditional school system, the current law falls short on the 'increased autonomy' side of this balancing act, throwing charter schools square into the 'traditional school district structure' the legislature intended charters to operate outside. HB 566 helps restore balance by providing schools the increased autonomy needed to attract and retain innovative, non-traditional educational leaders.

It is my understanding that most states already do what HB 566 proposes, they do not subject charter leaders to the traditional school system's 'certified administrator' requirement. What this means for Idaho is that a non-traditional charter administrator who may have successfully

run a charter school in another state would not be able to come to Idaho and be a 'charter administrator.' Current law makes it unnecessarily difficult to attract this talent.

To close, I'd like to share my 'non-traditional' path to becoming a school leader. I hold a Bachelor's Degree in Economics. I also earned my Juris Doctor and worked as an Idaho Deputy Attorney General for several years. My client, the Idaho Department of Environmental Quality, then hired me in a non-attorney capacity to manage multiple programs. Through these two positions, I gained 10+ years of experience interpreting Idaho law and policy, overseeing state and federal budgets, drafting legislation, rules and policy, and managing personnel - all transferable to school leadership. I left IDEQ to be a stay-at-home dad for five years and, as a new parent, became more focused on education. In late 2009, I accepted a founding board member positions with a soon-to-opened charter school, Sage International. After serving on the board, I transitioned into employment with Sage International as our Development Director for four years and ultimately into the role of Executive Director.

Due to my non-traditional path into school leadership, I bring a different perspective to my role that I believe pushes our school to innovate and helps my entire team think 'outside the box' - I see and approach our challenges and opportunities differently. I am also well-suited to mitigate many of the risks that can topple a charter, such as navigating the lease/purchase of facilities. Given my non-traditional path, I am not a certificated administrator and cannot be our official 'charter administrator'. I am fortunate that, given the scale of Sage International, I have certificated administrators on my leadership team that are able to serve as our official charter administrator. Other smaller charters (or traditional public schools that are small or in rural districts) may not be as fortunate.

Our situation at Sage International is just one example of how current law complicates, rather than fosters, an innovative, non-traditional approach to education in Idaho - undermining legislative intent. I support HB 566 - and I look forward to innovating, empowering educators, and expanding educational opportunities in Idaho for many years to come.

Thank you for your time and for your service.

Keith Donahue
Sage International School of Boise
Executive Director
keith.donahue@sageinternationalschool.org

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1736 S 35th W, Idaho Falls, Idaho

AMERICAN HERITAGE CHARTER SCHOOL

March 12, 2018

Dear Chairman Mortimer and Members of the Senate Education Committee,

Last year I tried (and failed miserably) to gain the support of the ISBA committee as a whole to support legislation to allow schools to hire (and receive funding for) a highly qualified but alternately educated administrator. I was outvoted ten (10) votes against for every one (1) vote of support. Apparently, none of the school board members present had ever had a hard time filling a vacant post! You and I know that is not true, but we also know that the "mystique" of the correct certification is strong. I would contend that the right person is more important than the right piece of paper when hiring (every time).

I have been in the traditional business field for over 40 years (insurance and real estate) and now have been serving as a volunteer in the charter school business for 12 years. I am a founder of two public charter schools. I currently serve on the board of one of these schools, North Valley Academy in Gooding, Idaho and as the board chair at American Heritage Charter School in Idaho Falls, Idaho.

I currently have an over-qualified parent of 5 of our students hired as the Executive Director of AHCS. He is an attorney by trade (with a doctorate degree of course) and has also managed a large business and worked in the US Attorneys office. But, according to current policy, he isn't qualified enough to be the administrator for a small charter school and I must pay him out of discretionary funds (like an aide). In order to become qualified, he has to teach for three years and pay for additional schooling to become a certified public-school teacher! He can and has taught at a university, but he can't teach at a K-12 school! What is a person called that gets more education after a doctorate? In this case, you call him a Life Saver! My school has never run so smoothly.

I hope you will join me in supporting H566, which creates a new charter school administrator certificate, sans the additional education and years of teaching. I agree with the requirement to take the training in the Danielson Model of Evaluation. Thank you for considering this bill and allowing charter schools to innovate as we have been commissioned to do.

H566 will help other schools like mine to find an administrator that best suits our needs and promotes our defined missions. Charter school boards are willing to take on additional responsibilities in areas of finance and recruitment and a host of other things. Please let us take another step forward in responsible yet innovative hiring practices.

Sincerely,

/s/ Deby

Deby Infanger

Board Chair, American Heritage Charter School

"The advancement and diffusion of knowledge is the only guardian of true liberty."
~James Madison

GEM
INNOVATION SCHOOLS
1451 Jessie Clark Ln, Pocatello ID 83202 • Phone: 208-238-1388

Members of the Senate Education Committee,

Thank you for your continued service to the great state of Idaho. Today, I write in support of HB 566. As a leader of 3 (and soon to be 4) charter schools in Idaho, I have experienced the need to attract and develop the very best talent available in school leadership.

In a succinct statement on the impact of leadership, Robert Birnbaum has said: "Leadership constitutes one of the most critical determinants of ultimate success or failure of a school. The difference between excellence and mediocrity is often a direct reflection of the leadership within an organization".

There is little doubt that school leader training programs are often helpful in preparing teachers to become school administrators. However, few argue that principalship programs are the only path to becoming an effective school leader. In fact, with some 28 states across the nation already allowing charter schools the flexibility to attract and hire school administrators from other pathways, Idaho creates barriers to attracting charter school administrators from other states with ample relevant experiences. In some instances, these candidates have worked with students from diverse racial backgrounds and low-income neighborhoods and have been able to close achievement gaps in innovative ways. These are the kind of leaders we need in our state as we seek to create highly successful learning environments for all students.

A few years ago, I sought to hire a man who had worked in private schools both as a teacher and administrator for many years. He held a doctorate in education and taught University level courses. Most critically, he possessed the fortitude and mindsets necessary to equip him as an excellent leader in a small, high performing charter school. When he applied to the state of Idaho to receive his credential, he was told which courses he would need to take to become certified as an Idaho school administrator. In response to the requirements, he said "I have taught these courses at a Tier 1 University, can I show you the syllabus to satisfy these requirements?" He was unable to do so, and never became a school administrator in Idaho- a loss to our students and state.

The accountability layers that charter schools have in place create a high stakes environment where getting the right person in the driver's seat is critical to the survival of the school. Charter schools need the flexibility to select that person from a broad field of candidates- including those from private school backgrounds, from other states without similar credentialing requirements, and those with specialized experiences in fields outside of education. I support the flexibility that HB 566 creates for charter schools and the potential talent pool that it creates for such a critical role.

Jason Bransford

jasonbransford@geminnovation.org

208-238-1388

ALTURAS
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March 12, 2018

The Honorable Dean Mortimer
Chairman, Senate Education Committee
P.O. Box 83720
Boise, ID 83720-0081

Dear Chairman Mortimer and Members of the Senate Education Committee,

I hope you will join me in supporting House Bill 566, which creates a new charter school administrator certificate.

My name is Michelle Ball and I am the co-founder and Executive Director of Alturas International Academy in Idaho Falls, Idaho. Our first year was affected by the limited pool of applicants to choose from who held the proper certification to fill our administrator position. The individual we hired did not understand our vision or share our philosophy of education. His traditional approach made our first year very difficult to adhere to our charter, the commitments we made to the Charter Commission, our students and parents, as well as our grant from Albertsons. His focus was solely on the skeleton of our institution. While our structure is important, he lacked the skills to support school philosophy and vision, which is the heart of the school and what makes our student body successful. In the end, we parted ways before the year was over and had to find an interim principal to support us. This was a very trying time and without the dedication of our board, business manager, office staff, and myself this situation would have impaired our ability to succeed in achieving a solid foundation for our charter.

If we had the flexibility of H566, there would have been more candidates who could have filled this position, one of them being myself. We would have found an administrator who would have better fulfilled the vision and mission of our charter. Unfortunately, given the situation, we felt our charter was being compromised and it is only because of the board's and my deep commitment that we were able to stay on track. We spent a tremendous amount of time trying to help our former administrator understand our educational philosophy, unfortunately, his mindset would not change.

I am the most qualified in our school to be the administrator to fulfill the commitments of our charter. I hold a bachelor's degree, have a wealth of experience and founded Alturas International Academy, yet my position is not funded by the state. This is unfair to the school and students that we serve as my qualifications are way beyond those who have the needed state

ALTURAS
INTERNATIONAL ACADEMY
151 N Ridge Avenue, Idaho Falls, ID 83402 | Office: 208-522-5145 | Fax: 208-522-5147
Office@AlturasAcademy.org | AlturasAcademy.org

requirements. Fortunately, our new principal and I have a great partnership, but it took a lot of effort to find someone who believed in our mission.

H566 will allow my school and other charter schools to find an administrator that best suits their mission and reach their highest potential. The criteria ensure that the individual is qualified and completes the teacher evaluation training, while also requiring our charter school board to take responsibility for the hire.

Again, I hope you will join me in supporting H566.

Sincerely,

Michelle Ball
Executive Director
Alturas International Academy

Upper Carmen Public Charter School, Inc.
12 Ethel's Way # 33
Carmen, Idaho 83462

Sue Smith, Founder and Principal

Jim Smith, Superintendent

March 12, 2018

Senate Education Committee

Re: Comments in favor of HB 566

Dear Chairman Dean Mortimer and Members of the Committee,

My name is Jim Smith. I've been a charter school superintendent for 14 years, a former traditional school superintendent for 19 years, and served as the Chief Certification Officer and as a Deputy Superintendent for the Idaho Department of Education.

My most rewarding educational experience has been serving in the charter school environment.

The true value in creating a charter school is the ability to develop the curriculum and the culture for that school. Over the past 14 years, we at Upper Carmen Charter School have been able to identify most of the parameters that make our school successful as well as unique, and to recruit and train the educational staff who make this "work" for students.

Our undeniable best resource for teachers has proven to be the grow your own model, where we find highly dedicated, intelligent and willing individuals who are able to accept the educational model we have created. We have then layered on the requirements to meet state teacher certification.

Our undeniable best choice for an administrator follows the exact same process, however very few individuals are willing to add the additional years and credits simply for the certificate. Too often the educators coming from experience in a traditional setting fail to identify the true value of the established culture. In fact we almost closed our school this past year due to not being able to use one of our excellent teachers as the school administrator, due to the huge time and financial commitment to become certified.

From my experience as an administrator, and experience with charter boards; I fully support and encourage passage of HB 566. Allowing us to continue truly serving students utilizing our successful model with our established and trained administrators will be an ongoing benefit to generations of our students.

Respectfully,

Jim Smith

AGENDA

SENATE EDUCATION COMMITTEE

2:00 P.M.
Room WW55
Wednesday, March 14, 2018

SUBJECT	DESCRIPTION	PRESENTER
Minutes Approval:	Approve the Minutes of February 19, 2018	Senator Ward-Engelking
	Approve the Minutes of February 20, 2018	Senator Nonini
	Approve the Minutes of February 21, 2018	Senator Winder
	Approve the Minutes of February 27, 2018	Senator Thayn
Presentation:	Every Student Succeeds Act (ESSA)	Dr. Linda Clark, President, State Board of Education Sherri Ybarra, Superintendent of Public Instruction, 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
Vice Chairman Thayn
Sen Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE: Wednesday, March 14, 2018

TIME: 2:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, Crabtree, 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 2:01 p.m. He reordered the agenda.

PRESENTATION: **Every Student Succeeds Act (ESSA)**. **Sherri Ybarra**, Superintendent of Public Instruction, State Department of Education (SDE) said the ESSA presentation will cover Idaho's plan, ESSA changes with report card update, and the school support system review. She introduced Dr. Linda Clark to present the ESSA plan.

Linda Clark, Ed. D. , President, State Board of Education said the ESSA plan is a joint effort of the SBE and SDE. She explained each agency's role in education and their commitment to advance "systemness." She said the overall statewide goal is 60 percent Idahoans ages 25-34 to achieve postsecondary certification and education by 2025. She stated the Governor's Higher Education Task Force recommended those goals be addressed differently to avoid confusion. She detailed the criteria to meet the State's workforce demands. The SBE has set metrics for the key targets to achieve the goal (Attachment 1).

Vice Chairman Thayn asked how the metrics were determined. **Dr. Clark** replied the metrics came from the SBE's strategic plan. **Matt Freeman**, Executive Director, SBE, explained at length each of the key metrics.

Superintendent Ybarra reviewed the past five years in implementing the plan to improve K-12 education through the accountability model and the development of the State's new accountability framework. She explained the cultural shift in the accountability systems from No Child Left Behind (NCLB) to ESSA. She stated ESSA gives the State flexibility to support local school districts' decisions for school improvement strategies.

Dr. Clark said to completely answer Vice Chairman Thayn's previous question, the SBE has a significant number of benchmarks in the strategic plan which is reviewed annually. The items reported were taken from that list because they are germane to the discussion. She emphasized the importance the SBE places on the administration education as made by the Legislature. **Dr. Clark** said the SBE and the SDE are developing a public dashboard for citizens to be able to review their school district's data on multiple indicators.

Senator Guthrie asked if the new accountability measurement is replacing old standards or adding more onto what already is required. **Dr. Clark** replied nothing has been added to the accountability model since the Legislature approved it in the last Legislative Session. She said the ESSA reporting is more complex than it was with NCLB. She explained the process for each of the reporting systems. **Dr. Clark** said ESSA provides additional measures to report school performance.

Karlynn Laraway, Director, Assessment and Accountability, SDE, said to develop the assessment plan, parents, teachers, administrators, legislators, and community members were queried to determine what was valued and how to identify schools that are in the need of the most support. She explained the change from the five-star rating system to the new accountability system.

Ms. Laraway walked the Committee through the changes and detailed the report card update. She emphasized the necessity of identifying low-performing and non-improving schools. Capturing those schools in the bottom five percent directs the SDE's limited resources to those schools and students most in need of support. The new report card is searchable, comparable, and accessible; it provides visualized data.

Karen Seay, Director, Federal Program, shared the SDE's new Statewide system of support; State Technical Assistance Team (STAT), Idaho Building Capacity Project (Project), and professional development for leaders; which include Idaho Superintendents Network (ISN), Idaho Principals Mentoring Project (IPMP), and Idaho Principals Network (IPN).

Ms. Seay detailed STAT's implementation and how it aligns school needs with this specific Statewide support entities. These support entities include whatever it takes to help the school increase student learning. She said there are seven pilot schools. **Ms. Seay** explained the Project is a partnership with SDE and Idaho's three public universities. She detailed how Project coaches support schools to improve school and student performance. Finally, she said the professional development for leader supports professional development for superintendents and principals. She said STAT will do whatever it takes to help schools improve student learning.

MINUTES APPROVAL: **Senator Ward-Engelking** moved to approve the Minutes of February 19, 2018. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**.

Senator Nonini moved to approve the Minutes of February 20, 2018. **Senator Den Hartog** seconded the motion. The motion passed by **voice vote**.

Senator Winder moved to approve the Minutes of February 21, 2018. **Senator Crabtree** seconded the motion. The motion passed by **voice vote**.

Vice Chairman Thayn moved to approve the Minutes of February 27, 2018. **Senator Winder** seconded the motion. The motion passed by voice vote.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 2:44 p.m.

Senator Dean M. Mortimer
Chair

LeAnn Mohr
Secretary

Idaho's Accountability & ESSA Plan

Superintendent of Public Instruction Sherri Ybarra & Dr. Linda Clark, President State Board of Education

Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

March 2018

Today's Presentation

- Big picture of Idaho's plan
- ESSA plan changes & report card update
- School support system review

Our Goals

"A well educated citizenry"

"Supporting schools and students to achieve"

2023 Targets for Key Metrics

- 60% of students reach college ready benchmark
- 95% of students graduate high school
- 80% of high school graduates will have participated in Advanced Opportunities
- 3% of high school graduates will graduate with an associate's degree
- 60% of high school graduates "go on"

By 2025, 60% of Idahoans age 25-34 achieve 1, 2, 4 or more

Idaho K-12 Accountability Big Picture: Five-year milestones

Local Improvement Plans & Monitoring

Career Ladder & Local Evaluations

Local College & Career Plans

Local Literacy Plans

Identified schools create plans

2014 — 2015 — 2016 — 2017 — 2018

NEW

1st year new Graduation Rate

Idaho's 5 Star System Unusable

NEW

1st year new ISAT-SB

NEW

Accountability work begins

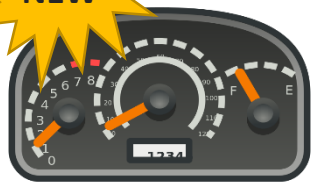
1st year new SAT

NEW

Engage Idahoans to design new Accountability Framework & ESSA Plan

Engage Idahoans
Finalize Framework & ESSA Plan

NEW



Implement system
Identify schools
Publish Report Card

Creating a new Idaho's comprehensive monitoring & school identification system

Changing the Culture of Accountability

Then …

- Federal dictates
- ‘Sort ’em
- Shame ’em
- Blame ’em

Now …

- Federal flexibility
- State framework to support local decisions
- Support
- Uplift
- Celebrate

ESSA Plan Changes & Report Card Update

Director of Assessment & Accountability Karlynn Laraway

Supporting Schools and Students to Achieve

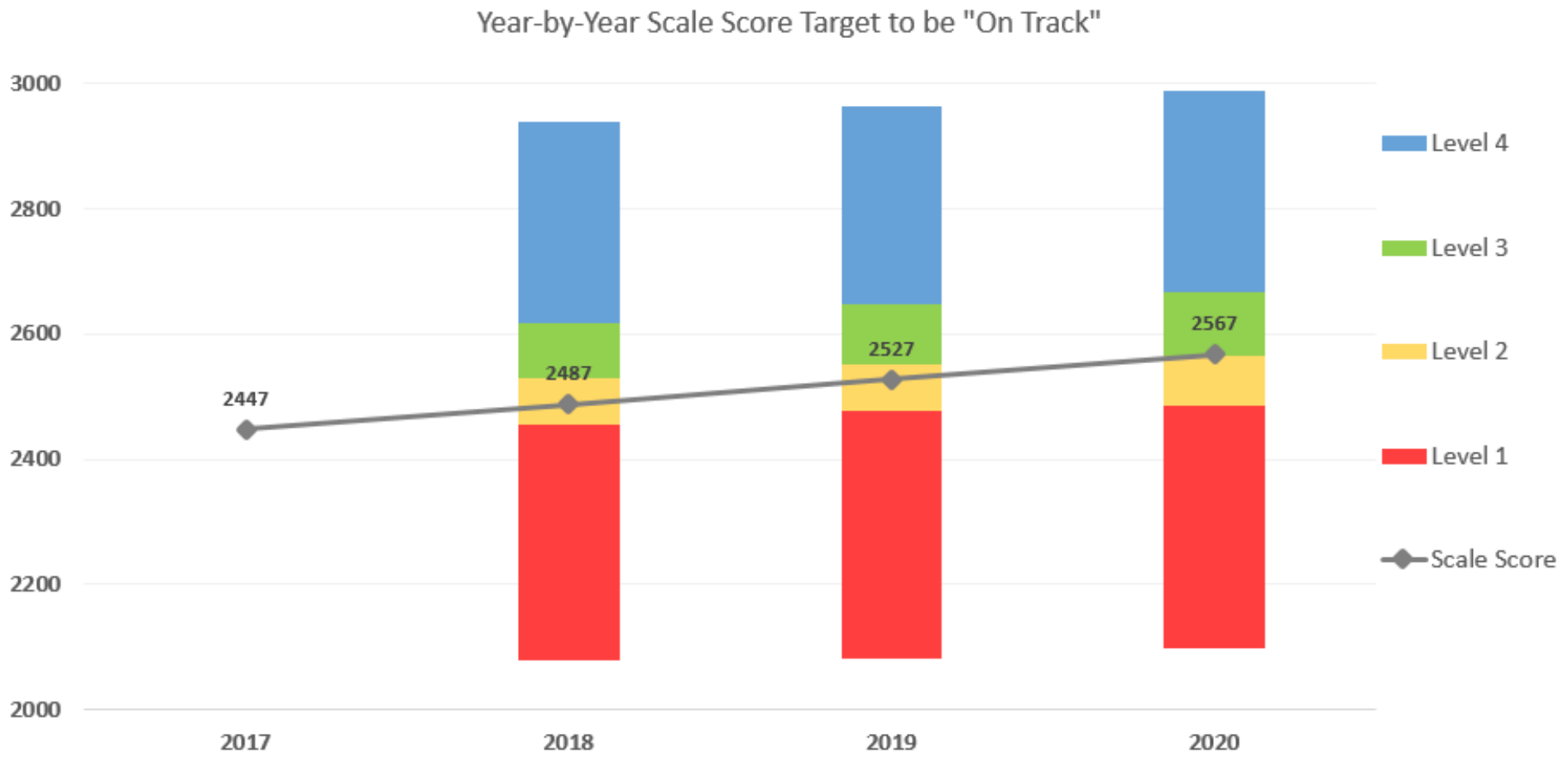
SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

ESSA Plan Changes

N Size >=20 for all students and all subgroups

ESSA	Academic Achievement in ELA and Math		Other Academic Indicator Elementary/Middle Schools		Graduation Rate High Schools	English Language Proficiency of English Learners	School Quality and Student Success Indicator
Idaho	Student Proficiency ISAT ELA	Student Proficiency ISAT Math	Percent of students making growth to proficiency on ELA	Percent of students making growth to proficiency on Math	4 Year Adjusted Cohort Graduation Rate	Percentage of English Learners making progress towards English Language proficiency	Student survey in K-8 schools College Career Readiness indicator in high schools
K-8	18%	18%	18%	18%		18%	10%
HS/ALT	22.5%	22.5%			22.5%	22.5%	10%

Growth Trajectory Model Visualized



The Old Report Card – Data

IDAHO STATE DEPARTMENT OF EDUCATION — Idaho's K-12 Report Card

Home | School Years

School Year: 2017-2018

Districts | IRI

#	District Name
001	BOISE INDEPENDENT DISTRICT
002	JOINT SCHOOL DISTRICT NO. 2
003	KUNA JOINT DISTRICT
011	MEADOWS VALLEY DISTRICT
013	COUNCIL DISTRICT
021	MARSH VALLEY JOINT DISTRICT
025	POCATELLO DISTRICT

Schools | IRI

#	School Name
0287	TRAIL WIND ELEMENTARY
0288	SHADOW HILLS ELEMENTARY
0300	AMITY ELEMENTARY SCHOOL
0301	MAPLE GROVE ELEMENTARY SCHOOL
0302	HIGHLANDS ELEMENTARY SCHOOL
0303	GARFIELD ELEMENTARY SCHOOL
0305	WASHINGTON ELEMENTARY SCHOOL
0306	WHITNEY ELEMENTARY SCHOOL
0307	HILLCREST ELEMENTARY SCHOOL
0308	HAWTHORNE ELEMENTARY SCHOOL

1 2 3 4

Assessments

Print

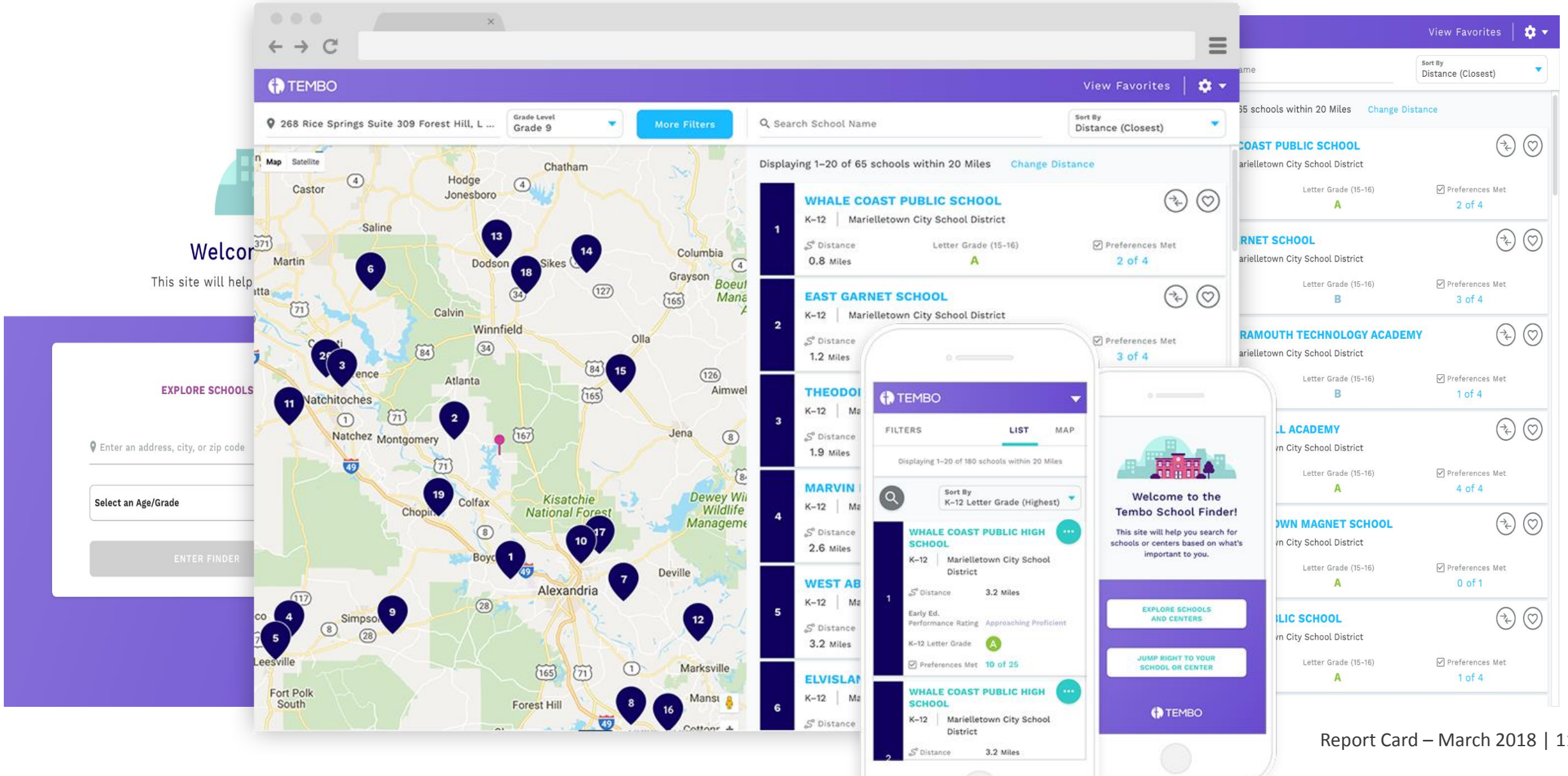
Assessment reporting business rules

= Masked per State Law or Statistical Irrelevence

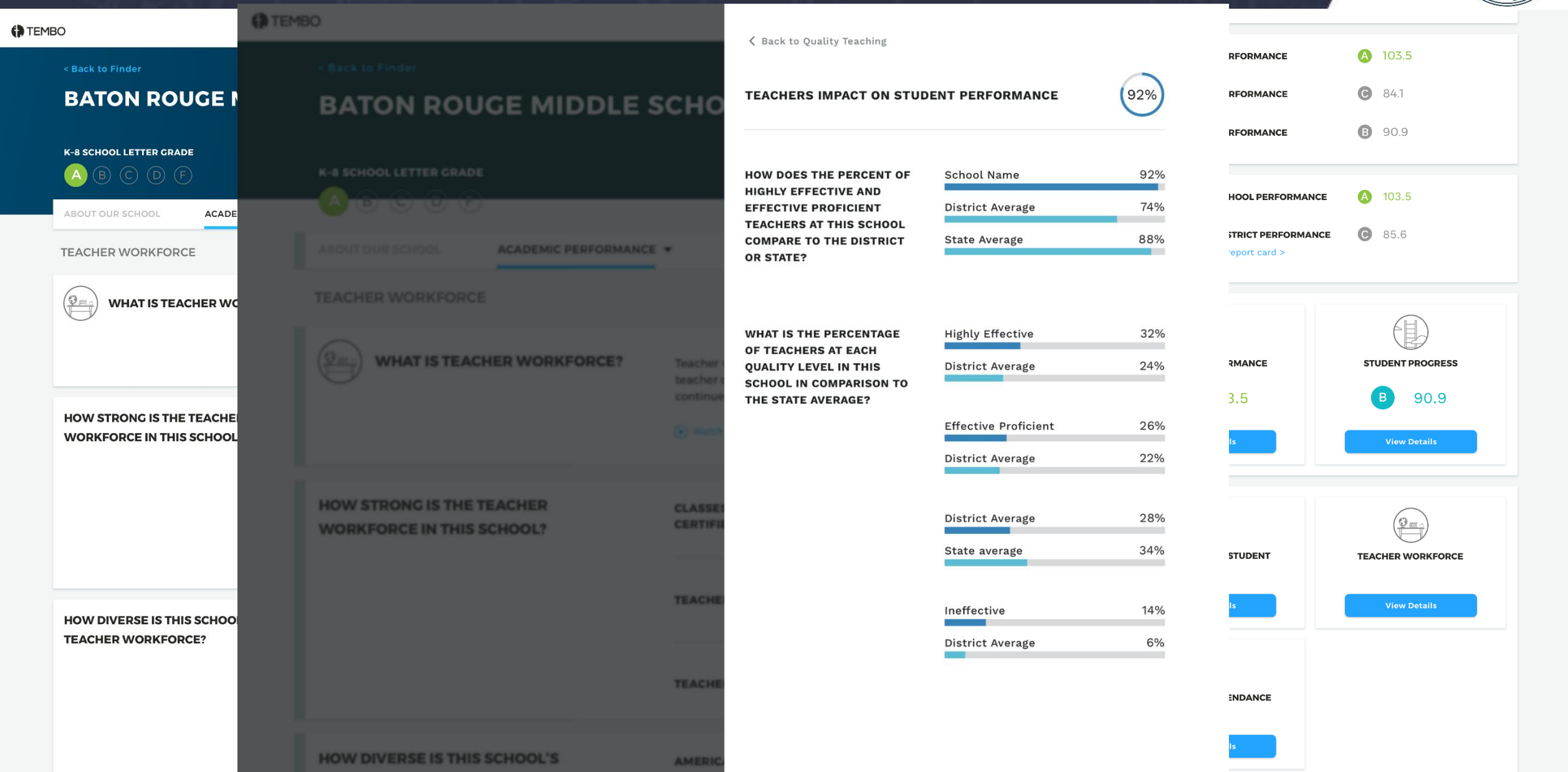
All Grades

	2015-2016					2016-2017				
ELA	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	5.9 %	25.9 %	31.1 %	37.0 %	99.2 %	7.6 %	27.4 %	27.4 %	37.7 %	97.0 %
Black / African American								25.0 %	57.1 %	
Asian or Pacific Islander										
American Indian or Alaskan Native										
Hispanic or Latino			34.5 %	47.9 %				30.8 %	44.9 %	
Native Hawaiian / Other Pacific Islander										
White		29.4 %		33.3 %		9.2 %	29.9 %	25.7 %	35.2 %	96.5 %
Two Or More Races										
LEP									76.3 %	

The New Report Card -Searchable, Comparable and Accessible



Data - Visualized



School Support System

Director of Federal Programs Karen Seay

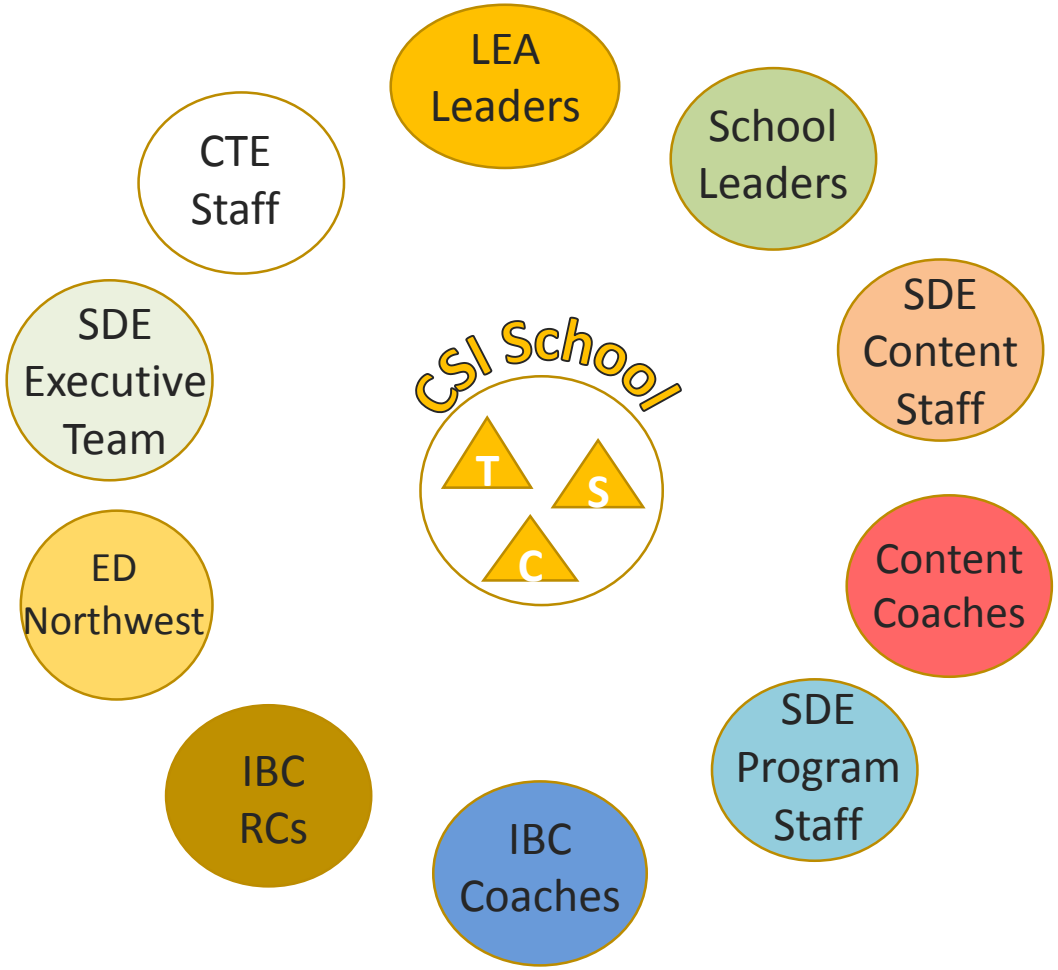
Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

How Idaho Supports Schools

State Technical Assistance Team (STAT) – Partners in Improvement

- Wrap-around services
- Resources
- Frequent check-ins
- Professional development



How Idaho Supports Schools

- Idaho Building Capacity Project

"Capacity Builders helped us completely transform how we schedule and deliver instruction, analyze data, and provide interventions which has led to amazing student growth and achievement…IBC has had the single greatest impact of any project I have seen," Dennis Chesnut, Superintendent/Principal of a 2018 National Blue Ribbon School.

- Needs Assessment
- Leadership teams
- Data analysis
- Evidence proven strategies
- Resources

How Idaho Supports Schools

- Professional Development for Leaders
  - Idaho Superintendents' Network (ISN)
  - Idaho Principals Mentoring Project (IPMP)
  - Idaho Principals Network (IPN)

I can honestly say that IPN has by far been the most relevant and useful PD I've ever had the opportunity to attend," Kim Bedke, Principal Cassia preschool Center.

"…what ISN is addressing is absolutely current in our schools. Thank you for your vision and your persistence. Our children deserve this," Ed Schumacher, Superintendent Cambridge SD, Feb. 2018.

Questions

AGENDA

SENATE EDUCATION COMMITTEE

2:00 P.M.
Room WW55
Wednesday, March 21, 2018

SUBJECT	DESCRIPTION	PRESENTER
Minutes Approval:	Approve the Minutes of February 26, 2018	Senator Winder
	Approve the Minutes of March 1, 2018	Senator Ward-Engelking
	Approve the Minutes of March 5, 2018	Senator Nonini
	Approve the Minutes of March 6, 2018	Senator Ward-Engelking
	Approve the Minutes of March 7, 2018	Senator Den Hartog
	Approve the Minutes of March 12, 2018	Senator Guthrie
	Page Farewell	Brenton Marcucci
Discussion:	End of the Year Discussion	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 Winder
Sen Nonini
Sen Den Hartog
Sen Guthrie
Sen Crabtree
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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

MINUTES

SENATE EDUCATION COMMITTEE

DATE:	Wednesday, March 21, 2018
TIME:	2:00 P.M.
PLACE:	Room WW55
MEMBERS PRESENT:	Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Nonini, Den Hartog, Guthrie, and Crabtree
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 2:05 p.m.
MINUTES APPROVAL:	**Senator Winder** moved to approve the Minutes of February 26, 2018. **Vice Chairman Thayn** seconded the motion. The motion passed by **voice vote**.
	Senator Den Hartog moved to approve the Minutes of March 1, 2018. **Senator Nonini** seconded the motion. The motion passed by **voice vote**.
	Senator Nonini moved to approve the Minutes of March 5, 2018. **Senator Den Hartog** seconded the motion. The motion passed by **voice vote**.
	Senator Den Hartog moved to approve the Minutes of March 6, 2018. **Vice Chairman Thayn** seconded the motion. The motion passed by **voice vote**.
	Senator Den Hartog moved to approve the Minutes of March 7, 2018. **Senator Nonini** seconded the motion. The motion passed by **voice vote**.
	Senator Guthrie moved to approve the Minutes of March 12, 2018. **Senator Winder** seconded the motion. The motion passed by **voice vote**.
DISCUSSION:	**End of the Year Discussion**. **Chairman Mortimer** said at the start of the Legislative Session, Committee members listed topics they would like to see addressed. He asked the members to report their thoughts on the progress of this year's Committee.
	Vice Chairman Thayn stated he liked progress of the division of career technical education (CTE). He was concerned that mastery-based education remained stagnant and there is more to learn. He said technology is being implemented. He asserted he would like more information regarding the progress of K-3 literacy. He said getting more information from data would help understand the progress in these areas.
	Chairman Mortimer noted there will be external reviews of K-3 literacy, mastery-based education, and career and college counseling. He said there should be some type of formal report available for the next Legislative Session.
	Senator Winder commended Chairman Mortimer for his efforts in proposed legislation and policy changes to improve reading and other student assessments. He encouraged continued work on educational concerns during the interim.

Senator Den Hartog said many positive legislative actions were implemented this year. She stated a great deal of money has been invested in education and it is her hope and expectation that will result in improved outcomes. She spoke about her role on the Interim Funding Formula Committee and is eager for solution. She expressed concern about the legislation that would not completed. She hopes for the future, help can be directed at the student population that needs additional support.

Senator Crabtree reiterated the adage, "if you cannot measure it, you cannot manage it" certainly applies to education. He suggested the loosening of some requirements and being more focused on outcomes: are the goals being achieved. He said he would like higher education to become more of a priority.

Senator Guthrie said he met with teachers in his district. These are the people that do the work. He senses their frustration with new programs, new data gathering, and new accountability measures. He said one of the comments he received was teachers do not get a chance to see if something is going to work before there is a transition to a new program. **Senator Guthrie** stated he is pleased with the relationship between stakeholders and the Legislature; he maintained the relationship is healthier than he has ever remembered.

Chairman Mortimer expressed his appreciation to the Committee for their hard work.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 2:24 p.m.

Senator Dean M. Mortimer
Chair

LeAnn Mohr
Secretary