

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Wednesday, January 08, 2020

SUBJECT	DESCRIPTION	PRESENTER
	Welcome	Chairman Mortimer
Page Introduction	Committee Page Introduction	Sarah Young
Secretary Introduction	Committee Secretary Introduction	Morgan Howard
Presentation:	Administrative Rules Update	Tracie Bent, Chief Planning and Policy Officer, Idaho State Board of Education
Presentation:	Administrative Rules Update	Marilyn Whitney, Deputy Superintendent of Policy and Communication, State Department of Education
Presentation:	Administrative Rules Process	Dennis Stevenson, Administrative Rules Coordinator, Division of Financial Management
Rules	2020 Rules and Rules Referral	Vice Chairman Thayn
Committee Work	Committee Member Discussion Regarding Future Education Issues, Committee Presentations & Committee Work	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	Sen Woodward
Vice Chairman Thayn	Sen Lent
Sen Winder	Sen Buckner-Webb
Sen Den Hartog	Sen Ward-Engelking
Sen Crabtree	

COMMITTEE SECRETARY

Morgan Howard
Room: WW39
Phone: 332-1321
Email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Wednesday, January 08, 2020

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Crabtree, Woodward, Lent, 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.

WELCOME: **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 Edgar A. Guest. He then read the poem, "The Price of Joy."

PAGE INTRODUCTION: **Chairman Mortimer** welcomed the new page, Sarah Young, from Boise, Idaho, and invited her to the podium to introduce herself and share her future aspirations and long-term goals.

SECRETARY INTRODUCTION: **Chairman Mortimer** welcomed the new secretary, Morgan Howard, and invited her to introduce herself to the Committee.

PRESENTATION: **Tracie Bent**, Chief Planning and Policy Officer, Idaho State Board of Education (Board), provided a handout of a summary of the Board's omnibus rule-making. She then explained that the Board had to re-codify all of their administrative rules, and had taken the opportunity to clean out any unnecessary rules. She also drew the Committee's attention to the handout, which she said detailed what rules had been removed and why. **Ms. Bent** explained that the rules that had been removed were redundant or unnecessary, and that the processes detailed in those rules were still in place as Board policy or in statute. **Ms. Bent** also said that her explanation only included the rules set forth by the Board.

PRESENTATION: **Marilyn Whitney**, Deputy Superintendent of Policy and Communication, Idaho State Department of Education (Department), gave an overview of the new language that the Department introduced this year. She shared that of the three dockets the Department introduced, the first two received no public comments, and that the Department would make the comments on the third docket available. In response to Committee questions, **Ms. Whitney** reaffirmed that the Department did not handle the omnibus rules process, but that the rules the Department put forward did affect some rules on the omnibus docket.

PRESENTATION: **Dennis Stevenson**, Administrative Rules Coordinator, Division of Financial Management, stated that Ms. Whitney and Ms. Bent had covered the administrative rules process extensively, and that his prepared presentation would be redundant. He answered Committee questions, stating that the omnibus rules for the Committee contained some language changes, but that the substantive rule changes were being presented as separate dockets.

RULES: **Vice Chairman Thayn** asked the Committee members to express to him privately if they had a desire to listen to an extensive presentation on the omnibus rules, then stated that the Committee would begin hearing individual rule dockets on Monday.

COMMITTEE WORK: **Chairman Mortimer** read some potential future agenda items to the audience and asked that the Committee send any of their desired list additions to him directly.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 3:53 pm.

Senator Dean M. Mortimer
Chair

Morgan Howard
Secretary

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Monday, January 13, 2020

SUBJECT	DESCRIPTION	PRESENTER
DOCKET NO. <u>08-0000-1900F</u>	State Board of and State Department of Education, Page 3	Tracie Bent, Chief Planning and Policy Officer, ISBE
DOCKET NO. <u>55-0000-1900</u>	Division of Career Technical Education, Page 222	Tracie Bent, Chief Planning and Policy Officer, ISBE
DOCKET NO. <u>08-0201-1902</u>	State Board of Education, Page 155	Tracie Bent, Chief Planning and Policy Officer, ISBE
DOCKET NO. <u>08-0202-1903</u>	State Board of Education, Page 193	Tracie Bent, Chief Planning and Policy Officer, ISBE
DOCKET NO. <u>08-0203-1901</u>	State Board of Education, Page 196	Tracie Bent, Chief Planning and Policy Officer, ISBE

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Woodward
Vice Chairman Thayn	Sen Lent
Sen Winder	Sen Buckner-Webb
Sen Den Hartog	Sen Ward-Engelking
Sen Crabtree	

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MINUTES
SENATE EDUCATION COMMITTEE

DATE: Monday, January 13, 2020

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Woodward, Lent, Buckner-Webb, and Ward-Engelking

ABSENT/ EXCUSED: Senator Crabtree

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CONVENED: **Chairman Mortimer** called the Senate Education Committee (Committee) to order at 3:05 pm. He opened with a reading from the book, *A Heap O 'Living Along Life's Highway*, by Edgar A. Guest, the poem "The States."

PASSED THE GAVEL: Chairman Mortimer passed the gavel to **Vice Chairman Thayn**, who explained that most of the dockets would not be voted on until the Committee had heard the omnibus rules, which would not be for a week or two. He asked that the Committee listen to each docket and note to themselves how they would vote in the future.

DOCKET NO. 08-0000-1900F **Tracie Bent**, Chief Planning and Policy Officer of Idaho State Board of Education (Board), explained that the docket contained the sections of the omnibus that dealt with fees, and assured the Committee that none of the fee processes or amounts had changed from the previous rules. She explained what chapters the rule contained, and what fees each rule pertained to.

MOTION: **Senator Den Hartog** moved to approve **Docket No. 08-0000-1900F**. **Chairman Mortimer** seconded the motion. The motion passed by **voice vote**.

DOCKET NO. 55-0000-1900 **Ms. Bent** introduced Clay Long, Director of the Division of Career Technical Education. **Ms. Bent** then explained that the chapters being repealed within the docket had expired due to their redundancy and outdated purpose. She went on to explain that the docket contains no rule changes and that any changes in rules were to be presented as separate dockets. In response to Committee questions, **Ms. Bent** said that the hours of business and addresses of the Idaho State Board of Education were included in the chapter dealing with renewing grants for agricultural education programs to make them easily accessible to those seeking to apply for grants.

MOTION: **Chairman Mortimer** moved to approve **Docket No. 55-0000-1900**. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.

DOCKET NO. 08-0201-1902 **Ms. Bent** presented the docket and pointed out that the deleted subsections contained requirements that were no longer up-to-date. She went on that the only text changes were re-numbers of the other sections in the docket. **Ms. Bent** reaffirmed that the deletions were in line with actions taken in the last legislative session, and that the information required in one of the deleted subsections was now available in the state report card.

DOCKET NO. 08-0202-1903 **Tracie Bent**, Chief Planning and Policy Officer of Idaho State Department of Education (Department), explained that two definitions had been deleted from the rule, and drew the Committee's attention to a clarifying change of wording.

**DOCKET NO.
08-0203-1901**

Ms. Bent shared that the Board was incorporating standards for Career Technical Education into administrative rules. This docket contained the addition of three sections of standards, and the addition of one section of standards for various different areas of Career Technical Education.

In response to questions, **Ms. Bent** explained that the review of these standards included educators and professionals in the related industries, and that, except for the computer support standards, the standards had been previously used and were now being incorporated into rule. The Committee asked about the schedule of re-approving standards. **Ms. Bent** responded that the Board and the Division of Career Technical Education would work on a sensible rotation for reviewing and approving standards. In response to further questions about the necessity of the standards, **Ms. Bent** responded that the standards are critical for student success; **Clay Long**, Director of the Division of Career Technical Education, then came forward and shared with the Committee that students are evaluated to the standards with both a written test and a practical skills assessment.

**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 3:42 pm.

Senator Dean M. Mortimer
Chair

Morgan Howard
Secretary

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Tuesday, January 14, 2020

SUBJECT	DESCRIPTION	PRESENTER
DOCKET NO. <u>08-0113-1901</u>	State Board of Education, Page 148	Tracie Bent, Chief Planning and Policy Officer, ISBE
DOCKET NO. <u>08-0203-1902</u>	State Board of Education, Page 200	Tracie Bent, Chief Planning and Policy Officer, ISBE
DOCKET NO. <u>08-0204-1901</u>	State Board of Education, Page 211	Tracie Bent, Chief Planning and Policy Officer, ISBE
DOCKET NO. <u>55-0103-1901</u>	Division of Career Technical Education, Page 235	Tracie Bent, Chief Planning and Policy Officer, ISBE

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 Den Hartog
 Sen Crabtree

Sen Woodward
 Sen Lent
 Sen Buckner-Webb
 Sen Ward-Engelking

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MINUTES
SENATE EDUCATION COMMITTEE

DATE: Tuesday, January 14, 2020

TIME: 3:00 P.M.

PLACE: Room WW55

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

PASSED THE GAVEL: Chairman Mortimer passed the gavel to **Vice Chairman Thayn**, who reminded the Committee that none of the rules on the agenda for the day would be voted on. He asked the Committee to listen closely to the rules and note to themselves how they planned to vote.

Vice Chairman Thayn shared the story of Palmer Galloway, a high school senior who took advanced placement, dual credit, and career technical classes.

DOCKET NO. 08-0113-1901 **Tracie Bent**, Chief Planning and Policy Officer of the State Board of Education (Board), introduced the docket, which pertains to the Opportunity Scholarship. The new rule codifies the results of the Board's two-year trial period of the scholarship. She explained the new definitions within the rule, and explained the process required for recipients to remain eligible for the scholarship. **Ms. Bent** explained the GPA requirements for the scholarship and went on that the additional changes to the rule included the deletion of the application date, in favor of the Board's Executive Director to set a more flexible deadline. She also explained that the scholarship allows adult learner recipients to attend college on a part-time basis, and the rule sets out monetary amounts for different credit levels. The other changes to the rule included a six-credit minimum credit hour requirement, the removal of the requirement for reapplication in favor of transferring eligibility data, and further technical and continuity changes.

Ms. Bent responded to Committee questions that there is a four-year limit on how long students can receive the scholarship, with provisions for students to take a break from classes in the instance of military service or serious medical conditions, and that only adult learner recipients were required to complete a graduation plan.

DOCKET NO. 08-0203-1902 **Ms. Bent** explained that the rule contained a provision that data formerly reported from school districts to the federal government would now be reported to the Idaho State Department of Education (Department). **Ms. Bent** explained that the state uses the federal definition of "chronic absenteeism." **Ms. Bent** said that she believed the data was identity-protected, and that she would confirm that with the Committee.

DOCKET NO. 08-0204-1901 **Ms. Bent** pointed out where language was added, and that the language addition was a provision that, with no negative action being taken, charter schools would remain charter schools until their certificate was renewed. **Ms. Bent** responded to a question that if the rule was rejected, the Department would pursue legislation to achieve the same end.

**DOCKET NO.
55-0103-1901**

Tracie Bent, Chief Planning and Policy Officer State Board of Education, presented the docket pertaining to the calculation of funding for career technical schools. She distributed a handout detailing how the schools would have been funded in the 2018-19 school year under the new methodology laid out in the rule. In the new methodology, funding will not be distributed under an average daily attendance calculation, but by the basis of enrollment, by credit hours of concentrator students. **Ms. Bent** pointed out the definitions found in the rule, and went on to explain the various requirements career technical schools must meet to be eligible for this portion of funding.

DISCUSSION:

Ms. Bent responded to Committee questions by detailing the process of making this rule, and assured the Committee that the Board had included school districts in the making of the rule. The Committee expressed concern that this funding was taken all from one pot and divided among the schools, and that if no more money was added, all the schools would lose funding if a new career technical school was founded.

Clay Long, Director of the Division of Career Technical Education, explained in greater detail the changes in the funding formula and agreed with the Committee that the formula encouraged the completion of a capstone project, as the funding was based on the number of students in capstone courses. He responded to Committee questions that career technical schools still had to report their average daily attendance data to their school districts, as this was how they received their base school funding. The new formula applied only to the added-cost funding for career technical schools.

**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 4:09 pm.

Senator Dean M. Mortimer
Chair

Morgan Howard
Secretary

Bethany Johnson
Assistant Secretary

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Wednesday, January 15, 2020

SUBJECT	DESCRIPTION	PRESENTER
DOCKET NO. <u>08-0202-1901</u>	Idaho State Department of Education, Page 160 Suicide Prevention in Schools	Marilyn Whitney, Chief Policy Advisor, Idaho State Department of Education
DOCKET NO. <u>08-0202-1902</u>	Idaho State Department of Education, Page 163 Rules Governing Uniformity	Marilyn Whitney, Chief Policy Advisor, Idaho State Department of Education
DOCKET NO. <u>08-0203-1903</u>	Idaho State Department of Education, Page 203 Rules Governing Thoroughness	Marilyn Whitney, Chief Policy Advisor, Idaho State Department of Education
DOCKET NO. <u>30-0101-1900</u>	Idaho Commission for Libraries, Page 214 Rules of the Idaho Commission for Libraries Governing the Use of Commission Services	Stephanie Bailey-White, Deputy State Librarian, Idaho Commission for Libraries

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COMMITTEE MEMBERS

Chairman Mortimer	Sen Woodward
Vice Chairman Thayn	Sen Lent
Sen Winder	Sen Buckner-Webb
Sen Den Hartog	Sen Ward-Engelking

COMMITTEE SECRETARY

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MINUTES
SENATE EDUCATION COMMITTEE

DATE: Wednesday, January 15, 2020

TIME: 3:00 P.M.

PLACE: Room WW55

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

ABSENT/ EXCUSED: None

NOTE: The sign-in sheet, testimonies and other related materials will be retained with the minutes in the committee's office until the end of the session and will then be located on file with the minutes in the Legislative Services Library.

CONVENED: **Chairman Mortimer** called the meeting of the Senate Education Committee (Committee) to order at 3:03 p.m.

PASSED THE GAVEL: Chairman Mortimer passed the gavel to **Vice Chairman Thayn**, who reminded the Committee that except for the final docket, none of the dockets on the agenda would be voted on.

DOCKET NO. 08-0202-1901 **Marilyn Whitney**, Chief Policy Advisor for the Idaho State Department of Education (Department), reminded the Committee of the 2018 legislation requiring that the Department create rules for training in suicide prevention. **Ms. Whitney** introduced Dr. Eric Studebaker, Director of Student Engagement for the Department, to address the rule.

Dr. Studebaker explained that this rule is intended to further define prevention, intervention, and postvention in regards to suicide prevention in schools. In response to Committee questions, **Dr. Studebaker** stated that the rule defines and frames the training for these three categories.

DOCKET NO. 08-0202-1902 **Ms. Whitney** introduced Lisa Colon Durham, Director of Certification and Professional Standards for the Department, to review the revisions that were suggested by industry professionals.

Ms. Durham explained those revisions, as well as the documents that were incorporated-by-reference. **Ms. Durham** stated that 20 percent of the incorporated-by-reference requirements have been updated and the majority of work on them was to eliminate redundancies.

Ms. Durham said that universities require different numbers of credits for teacher certification and they vary based on endorsements. **Ms. Durham** commented that the Department removed five endorsements and explained the requirements for a major endorsement and a major/minor endorsement.

Ms. Durham then explained the review process for the Department's 11 teacher preparation programs. **Ms. Durham** pointed out the revisions made in the incorporated-by-reference documents. The three definitions removed in the beginning of the rule were removed because they were not referenced in the rest of the rules.

In response to Committee questions, **Ms. Durham** clarified that temporary school psychologists are required to have a master's degree. With regard to the Idaho Interim Certificate, it has been moved from one section of the administrative rules to another. **Ms. Durham** clarified that interim teachers are allowed to teach courses and are mentored while they finish their requirements for a full teaching certificate. She explained the rules for a certified teacher to add another endorsement to their certificate. In conclusion, she stated that five definitions were removed in the final portion of the docket.

**DOCKET NO.
08-0203-1903**

Ms. Whitney affirmed that this rule was created with feedback from the Superintendent's Assessment Advisory Committee and from industry professionals. She shared that the majority of public comments on the rule were in support of the rule. **Ms. Whitney** said the rule adjusted science standards for students with significant cognitive impairment and updated the administration of the science assessment.

Ms. Whitney introduced Karlynn Laraway, Director of Assessment and Accountability for the Department. **Ms. Laraway** recapped Ms. Whitney's comments on the rule and referenced changes made in terminology to make it uniform throughout the rule.

**DOCKET NO.
30-0101-1900**

Stephanie Bailey-White, State Librarian and Agency Director for the Commission of Libraries, explained that each section of the omnibus rule had previously been reviewed by the legislature. The changes made to section 40 were made to increase clarity, but the intent of the section remained the same.

MOTION:

Chairman Mortimer moved to approve **Docket No. 30-0101-1900**. **Senator Ward-Engelking** seconded the motion. The motion carried 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 3:59 p.m.

Senator Dean M. Mortimer
Chair

Morgan Howard
Secretary

Juanita Budell
Assistant Secretary

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Thursday, January 16, 2020

SUBJECT	DESCRIPTION	PRESENTER
Gubernatorial Appointment:	Shawn Keough, Sandpoint, ID appointed to the State Board of Education to serve a term commencing September 27, 2019 and expiring July 1, 2024	Debbie Critchfield, President, Idaho State Board of Education
<u>RS27256</u>	Professional Studies Program, Repeal	Mike Keckler, Chief Communications and Legislative Affairs Officer, Idaho State Board of Education
<u>RS27244</u>	Public Records, University Presidents	Mike Keckler, Chief Communications and Legislative Affairs Officer, Idaho State Board of Education
<u>RS27257</u>	Education Interpreters, Qualifications	Mike Keckler, Chief Communications and Legislative Affairs Officer, Idaho State Board of Education
Presentation:	Report Card and Comparison Tool	Marilyn Whitney, Chief Policy Advisor, Idaho State Department of Education Karlynn Laraway, Director of Assessment and Accountability, Idaho State Department of Education

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COMMITTEE MEMBERS

Chairman Mortimer	Sen Woodward
Vice Chairman Thayn	Sen Lent
Sen Winder	Sen Buckner-Webb
Sen Den Hartog	Sen Ward-Engelking

COMMITTEE SECRETARY

Morgan Howard
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Sen Crabtree

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Thursday, January 16, 2020

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Crabtree, Woodward, Lent, and Buckner-Webb

ABSENT/ EXCUSED: Senator Ward-Engelking

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CONVENED: **Chairman Mortimer** called the Senate Education Committee (Committee) to order at 3:01 p.m.

GUBERNATORIAL APPOINTMENT: **Debbie Critchfield**, President of the Idaho State Board of Education (Board) introduced former Senator Shawn Keough and listed some of her accomplishments.

Ms. Keough introduced herself and her husband before expressing her honor at the appointment. She shared her passion for education and support of public education, and her gratitude to the public school system. **Ms. Keough** went on to detail the benefits of access and inclusion to public schools. She concluded by expressing her excitement for the work ahead. In response to Committee questions, **Ms. Keough** stated that she looked forward to helping guide the course of public education, and that the education system will always have room for continual improvement. She also responded to Committee questions that in a rapidly-changing world, her vision is to ensure that the education system remains nimble enough to prepare students for the world after school. **Ms. Keough** shared that the Board and Legislature need to engage continually in communicating and marketing the resources that students and parents possess to ensure student success.

RS 27256 **Mike Keckler**, Chief of Communications and Legislative Affairs of the Idaho State Board of Education (Board), explained that the purpose of this RS was to eliminate the code sections establishing a fund created 37 years ago that had not been funded for over a decade.

MOTION: **Senator Den Hartog** moved to send **RS 27256** to print. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**.

RS 27244 **Mr. Keckler** explained that the purpose of the RS was to reduce the number of publicly announced finalists for presidents of four-year secondary education institutions. The number of published finalists' names would be reduced from five to three. Because finalists' names must be published, **Mr. Keckler** explained that this change may reduce the cost of transporting candidates to campus, and may protect the privacy of candidates.

MOTION: **Senator Winder** moved to send **RS 27244** to print. **Senator Crabtree** seconded the motion. The motion passed by **voice vote**.

RS 27257 **Mr. Keckler** introduced the RS and explained that its purpose was to change the language of the code setting forth licensing exemptions for educational interpreters. The change would allow exempted educational interpreters to serve students who are not in grades K-12, but still fall under the Idaho Code definition of "school-aged."

MOTION: **Senator Lent** moved to send **RS 27257** to print. **Senator Den Hartog** seconded the motion. The motion passed by **voice vote**.

PRESENTATION: **Sherri Ybarra**, Superintendent of Public Instruction of the Idaho State Department of Education (Department), thanked the Committee for the opportunity to report on the state report card and expressed her pride in Idaho's education system's improvement.

Karlynn Laraway, Director of Assessment and Accountability for the Department, then showed the Committee how to navigate the Department Report Card tool, as well as the different uses and future features that the tool will have available for parents and legislators to access. She mentioned that the report card tool will help engage parents in the education system. **Ms. Laraway** responded to Committee questions that per-pupil expenditure data will be calculated by the school, broken down into state funds, federal funds, and shared resources within school districts. She then continued her presentation by sharing her excitement for the additional information that will be incorporated into the report card in the near future.

Ms. Laraway showed the Committee the Similar Schools Tool, which allows users to compare schools of similar size. The tool also allows schools to compare demographics and proficiencies in various subjects. She agreed that the tool could be improved by showing higher performing schools in certain subject areas if it was possible to protect student personal data in the process.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 3:57 p.m.

Senator Dean M. Mortimer
Chair

Morgan Howard
Secretary

Bethany Johnson
Assistant Secretary

AMENDED AGENDA #1
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Monday, January 20, 2020

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	Four-Year University Update	Kevin Satterlee, President, Idaho State University
Presentation:	Boise State University Update	Dr. Marlene Tromp, President, Boise State University
Presentation:	Idaho State University Update	Kevin Satterlee, President, Idaho State University
Presentation:	Lewis-Clark State College Update	Dr. Cynthia Pemberton, President, Lewis-Clark State College
Presentation:	University of Idaho Update	C. Scott Green, President, University of Idaho

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COMMITTEE MEMBERS

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Vice Chairman Thayn	Sen Lent
Sen Winder	Sen Buckner-Webb
Sen Den Hartog	Sen Ward-Engelking
Sen Crabtree	

COMMITTEE SECRETARY

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MINUTES
SENATE EDUCATION COMMITTEE

- DATE:** Monday, January 20, 2020
- TIME:** 3:00 P.M.
- PLACE:** Room WW55
- MEMBERS PRESENT:** Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Crabtree, Woodward, Lent, 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:** **Senator Mortimer** called the meeting of the Senate Education Committee (Committee) to order at 3:07 p.m. He opened the meeting by reading the poem "Fear" from the book *A Heap O'Living Along Life's Highway* by Edgar A. Guest.
- PRESENTATION:** **Kevin Satterlee**, President of Idaho State University (ISU) and chairman of the President's Leadership Council (Council), Idaho State Board of Education (Board), explained the new philosophy of the Council. The Council is focused on creating an ecosystem of institutions to allow synergy and complimentary collaboration among the institutions (see Attachment 1). He also highlighted the impact that higher education can have on the lives of its students. **Mr. Satterlee** impressed upon the Committee the importance of higher education in Idaho's current job market, as well as the importance of cybersecurity in today's technological world. In response to Committee questions, **Mr. Satterlee** said that the faculty of ISU had worked enthusiastically with the faculty of the other universities.
- PRESENTATION:** **Dr. Marlene Tromp**, President, Boise State University (BSU), responded to the Committee's questions by sharing that the faculty of BSU were very open to trying new tactics to serve the community and their students. **Dr. Tromp** shared the ways that BSU serves their students with different learning options, as well as the commitment to prepare students for industry.
- PRESENTATION:** **Mr. Satterlee** explained ISU's commitment regarding: affordability, preparing students for high-paying jobs, retention, recruitment, student success, and efficiency.
- PRESENTATION:** **Dr. Cynthia Pemberton**, President, Lewis-Clark State College (LCSC), shared LCSC's focus on preparing students to learn, grow, and change with their industries. **Dr. Pemberton** also explained LCSC's commitment to experiential learning, which is required in all the programs. Over 23,000 people living in the Lewis-Clark Valley have received training or education at LCSC. She also shared the rates of retention, graduation, positive placement, and debt of students at LCSC. In response to Committee questions, **Dr. Pemberton** said that she believed that 80 percent of the Idaho-based students were on the honor roll because of the high degree of support provided by the small class sizes at LCSC. In 2018, 102 high school students were involved in dual credit career technical education courses.

PRESENTATION: **C. Scott Green**, President, University of Idaho (UI), shared the new developments and achievements of the past year at UI. He highlighted the successes of the extension program, the post-graduate researchers, and the scholarship programs. **Dr. Green** indicated that the coming research dairy, which will be the world's largest research dairy farm once completed, was an exciting new development at UI. He also addressed strategies to deal with the budget shortfall.

DISCUSSION: The Committee posed questions to all the presenters from the Universities. **Mr. Satterlee** responded that there is a greater focus at ISU on junior and senior-level courses due to the rising prevalence of dual credit classes. **Dr. Tromp** stated that BSU is focusing on delivering education for the technology-savvy students of today. **Dr. Pemberton** agreed that there is a need to serve students with greater degrees of flexibility. **Dr. Green** shared that UI currently has 1,950 dual credit students and that online offerings are essential to students in the coming years.

Dr. Green also responded to concerns about budget cuts and tuition freeze and said they created many challenges for staffing and counseling. They are focusing on providing career counseling and finding efficiencies to help reduce budget needs. **Dr. Pemberton** stated that while UI and LCSC deal with very different amounts of money, LCSC will need to take similar steps.

Dr. Tromp responded to questions about enrollment stagnation. BSU was seeing great amounts of enrollment growth, though the costs of delivering an education have increased. **Mr. Satterlee** addressed ISU's declining enrollment over the past several years and shared that ISU is working on improving their image, recruitment, and marketing, as well as actively working on improving retention rates.

Dr. Pemberton responded to the question that data belies the public's idea that college is too expensive to be worth the time and money. She shared her belief that the social attitude surrounding the value of college needs to change. **Dr. Pemberton** stated that LCSC's enrollment is on the rise and that they are focused on improving efficiencies of budget spending. **Dr. Green** responded that UI is addressing stagnating go-on rates by communicating to students that a college degree offers higher-paying and more interesting careers than a high school diploma.

Chairman Mortimer asked the presenters to have their support staff stand and introduce themselves. **Chairman Mortimer** expressed his thanks to the university presidents for their service to the state and students.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:26 p.m.

Senator Dean M. Mortimer
Chair

Morgan Howard
Secretary

Juanita Budell
Assistant Secretary



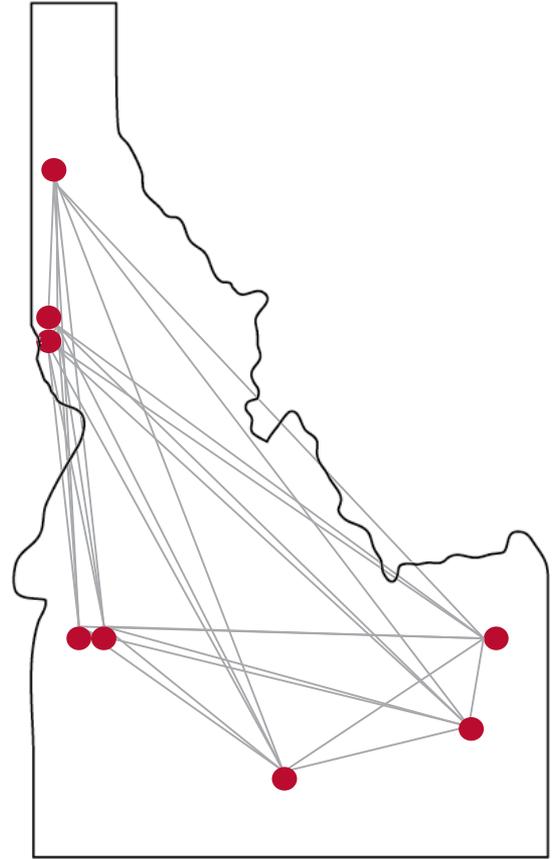
HIGHER EDUCATION

Helping All of Idaho Thrive

NEW COLLABORATION

Working together to serve Idaho

Identifying shared priorities that respond to the needs of our communities, the state and the region.





NEW VALUE OF HIGHER ED

We want Idaho to thrive

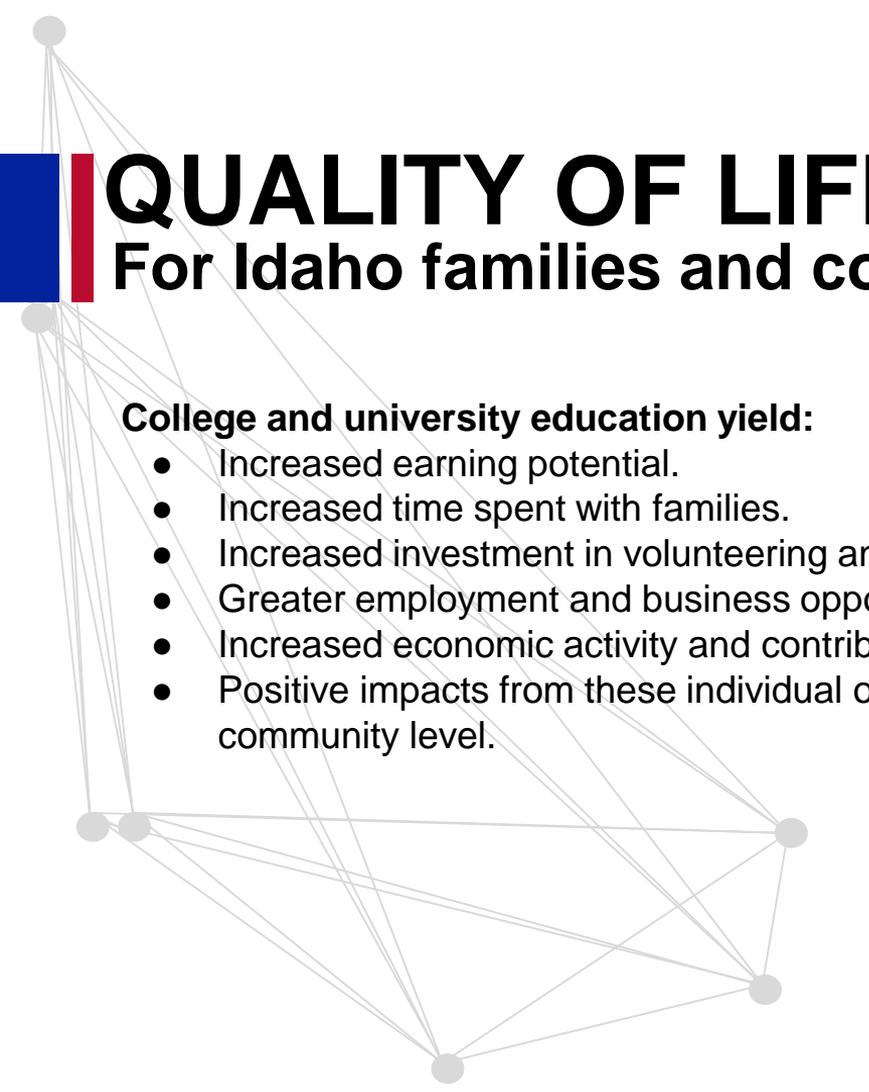
We are striving to **efficiently** and **effectively** provide Idahoans access to education, research, professional development, and service programs that **equip** each individual to advance their community.

Efficiently: *Value of degree.*

Effectively: *Time to degree attainment.*

Equip: *Employability and contributing to the community.*

Idaho has the 8th lowest in-state tuition in the country.

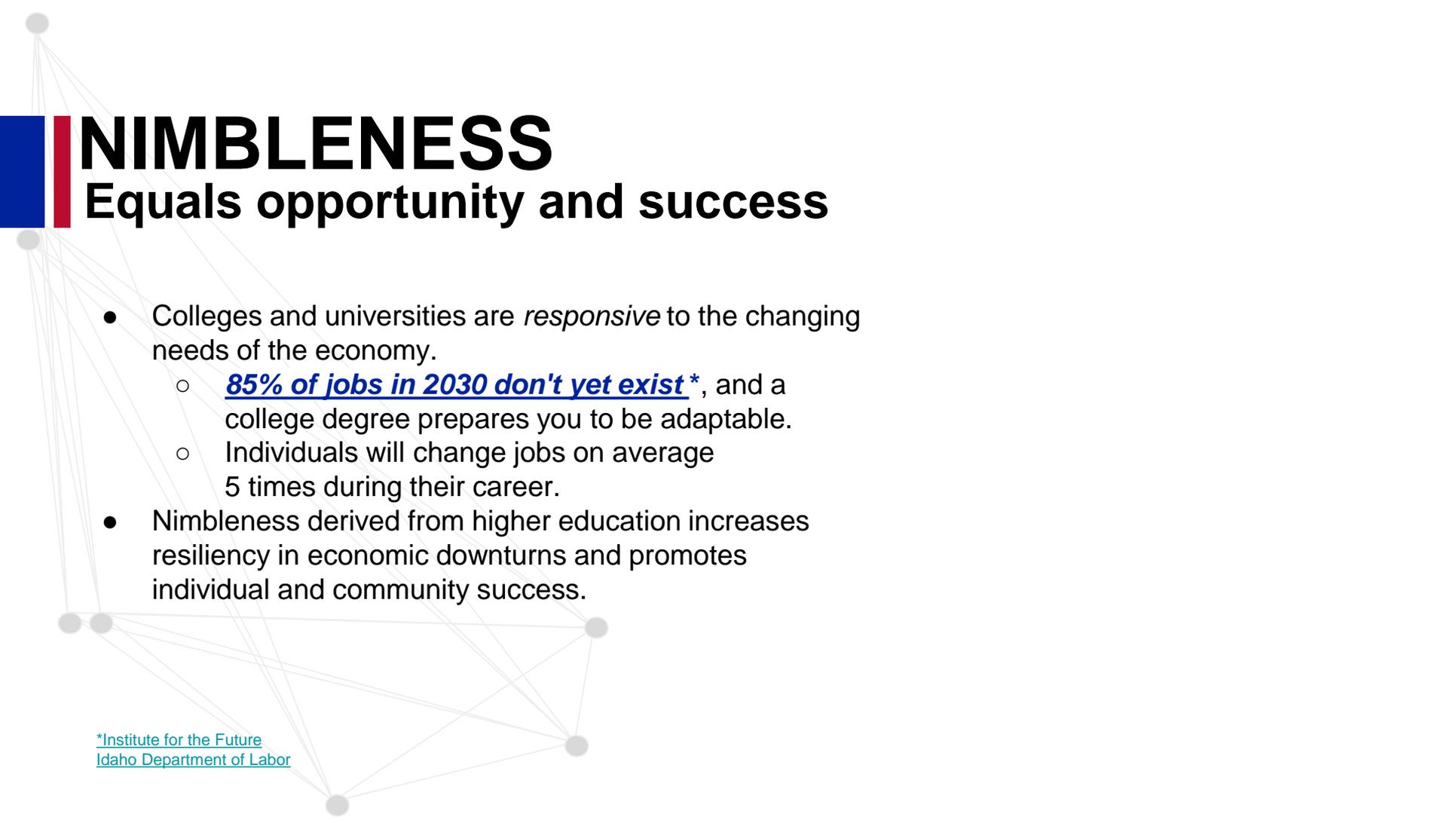


QUALITY OF LIFE

For Idaho families and communities

College and university education yield:

- Increased earning potential.
- Increased time spent with families.
- Increased investment in volunteering and philanthropy.
- Greater employment and business opportunities.
- Increased economic activity and contribution.
- Positive impacts from these individual outcomes at the community level.



NIMBLENESS

Equals opportunity and success

- Colleges and universities are *responsive* to the changing needs of the economy.
 - [85% of jobs in 2030 don't yet exist*](#), and a college degree prepares you to be adaptable.
 - Individuals will change jobs on average 5 times during their career.
- Nimbleness derived from higher education increases resiliency in economic downturns and promotes individual and community success.

[*Institute for the Future](#)
[Idaho Department of Labor](#)

DRIVING THE FUTURE

Fueling Idaho's workforce

- Idaho colleges and universities are preparing people for the state's "Hot Jobs," 90% of which require higher education.
- Higher education is key to advancing these jobs in the state.
- Our graduates are critical to building the workforce for the top private employers in the state.



Saint Alphonse



EMPLOYABILITY

Idaho's "Hot Jobs" 2016-2026

Median Salary Levels

0-\$25k

\$25k-\$50k

\$50k-\$75k

\$75k-\$100k+

	Profession	Degree Requirements	Median Salary	Institutions offering programs
1	Registered Nurse	Bachelor's degree	\$62,190	  
2	Software Developers/Applications	Bachelor's degree	\$79,360	   
3	Nurse Practitioners	Master's degree	\$96,080	 
4	Physician Assistants	Master's degree	\$94,050	
5	Information Security Analysts	Bachelor's degree	\$87,260	   
6	Industrial Machinery Mechanics	High school diploma or equivalent	\$51,120	  
7	Research Analysts and Marketing Specialists	Bachelor's degree	\$50,400	   
8	Pharmacists	Doctoral or professional degree	\$118,250	
9	Physical Therapists	Doctoral or professional degree	\$76,430	
10	Loan Officers	Bachelor's degree	\$54,350	   

EMPLOYABILITY

Idaho's "Hot Jobs" 2016-2026

Median Salary Levels

0-\$25k

\$25k-\$50k

\$50k-\$75k

\$75k-\$100k+

	Profession	Degree Requirements	Median Salary	Institutions offering programs
11	Respiratory Therapists	Associate or Bachelor's degree	\$55,070	 
12	Healthcare Social Workers	Bachelor's degree	\$53,360	  
13	Industrial Engineers	Bachelor's degree	\$90,290	   
14	Occupational Therapists	Master's degree	\$74,280	
15	Management Analysts	Bachelor's degree	\$63,840	   
16	Accountants and Auditors	Bachelor's degree	\$61,450	   
17	Diagnostic Medical Sonographers	Bachelor's degree	\$70,710	 
18	Tractor-Trailer Truck Drivers	High school diploma or equivalent	\$38,130	
19	Cost Estimators	Bachelor's degree	\$53,480	   
20	Radiological Technologists	Associate degree	\$52,570	    

HOW WE SERVE IDAHO

Cybersecurity Career Outlook

We have identified **cybersecurity** as a shared priority for higher education in Idaho. There are many pathways individuals can take to begin or advance their career. All of our 4-year institutions offer bachelor's degrees to prepare individuals for a career in cybersecurity.

Career Outlook in Idaho for Bachelor's Degree (4 years) Programs:

Information Security Analysts

Entry Level Salary: \$46,500
Typical Salary: \$86,590
Experienced Salary: \$133,460
Job Growth: Average

Computer and Information Systems Managers

Entry Level Salary: \$55,520
Typical Salary: \$102,910
Experienced Salary: \$156,550
Job Growth: High

Computer Network Architects

Entry Level Salary: \$60,310
Typical Salary: \$111,130
Experienced Salary: \$164,280
Job Growth: Average

Computer Occupations, All Other

Entry Level Salary: \$45,250
Typical Salary: \$80,610
Experienced Salary: \$118,340
Job Growth: High

Computer Systems Analysts

Entry Level Salary: \$46,950
Typical Salary: \$78,550
Experienced Salary: \$110,420
Job Growth: High

Database Administrators

Entry Level Salary: \$23,320
Typical Salary: \$69,280
Experienced Salary: \$122,640
Job Growth: Average

Network and Computer Systems Administrators

Entry Level Salary: \$38,720
Typical Salary: \$66,930
Experienced Salary: \$102,270
Job Growth: High

DUAL CREDIT

Students served

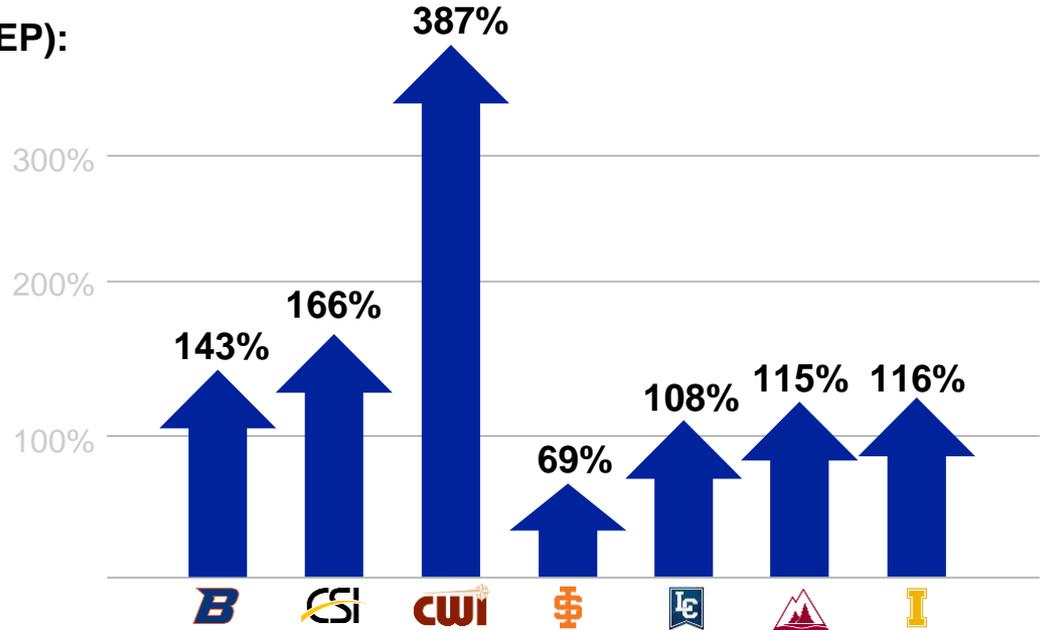
Advanced credit (Dual Credit, AP, and CLEP):

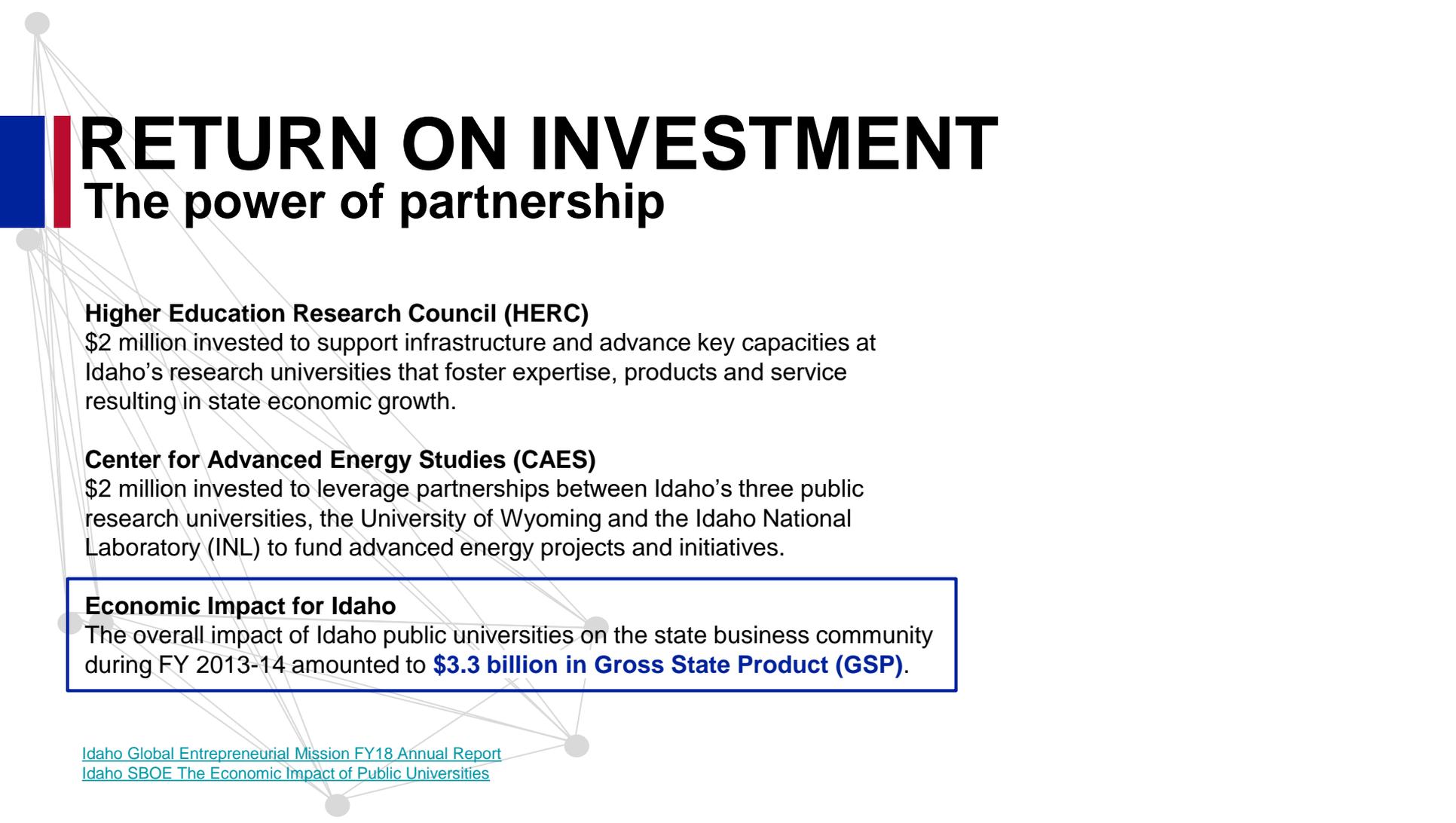
- Increases student success.
- Reduces time to degree.
- Decreases cost.
- 26,240 statewide total dual credit student enrollment in 2018-19.
- 114% statewide unduplicated student enrollment growth from 2014-15 to 2018-19.
- New statewide acceptance of AP credit and CLEP exams.



Since College of Eastern Idaho established dual credits, they have experienced growth to 359 enrolled students.

Dual Credit Student Enrollment Growth 2013-14 to 2018-19





RETURN ON INVESTMENT

The power of partnership

Higher Education Research Council (HERC)

\$2 million invested to support infrastructure and advance key capacities at Idaho's research universities that foster expertise, products and service resulting in state economic growth.

Center for Advanced Energy Studies (CAES)

\$2 million invested to leverage partnerships between Idaho's three public research universities, the University of Wyoming and the Idaho National Laboratory (INL) to fund advanced energy projects and initiatives.

Economic Impact for Idaho

The overall impact of Idaho public universities on the state business community during FY 2013-14 amounted to **\$3.3 billion in Gross State Product (GSP)**.

RETURN ON INVESTMENT

Collective impact

Gross State Product (GSP)

\$636.4 million Operations spending impact
\$98.2 million Research spending impact
\$38.7 million Start-up and spin-off company impact
\$102.3 million Student spending impact
\$10.3 million Visitor spending impact
\$2.4 billion Alumni impact
\$3.3 billion Total impact

Jobs Based on Income

9,397 Operations spending impact
1,523 Research spending impact
600 Start-up and spin-off company impact
2,887 Student spending impact
305 Visitor spending impact
50,280 Alumni impact
64,933 GSP created by Idaho public universities and their students

Based on a study released in 2015.

[Idaho SBOE: The Economic Impact of Public Universities](#)

RETURN ON INVESTMENT

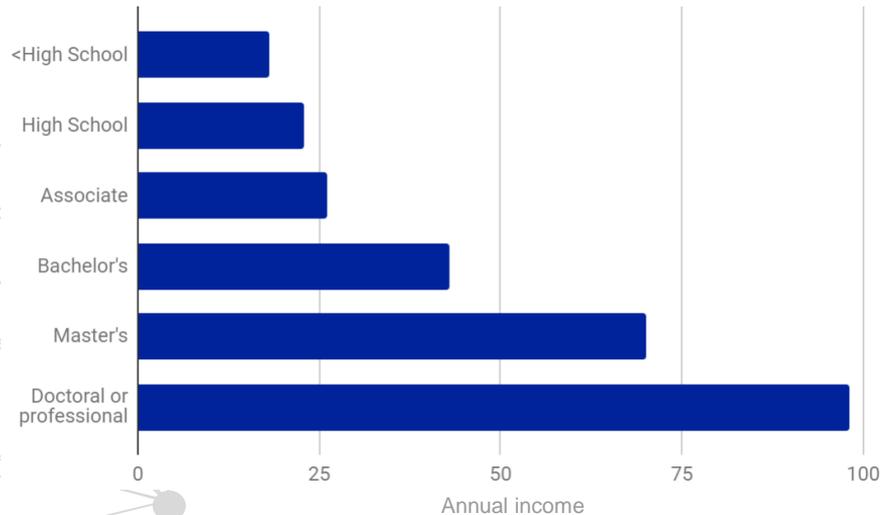
Individual impact

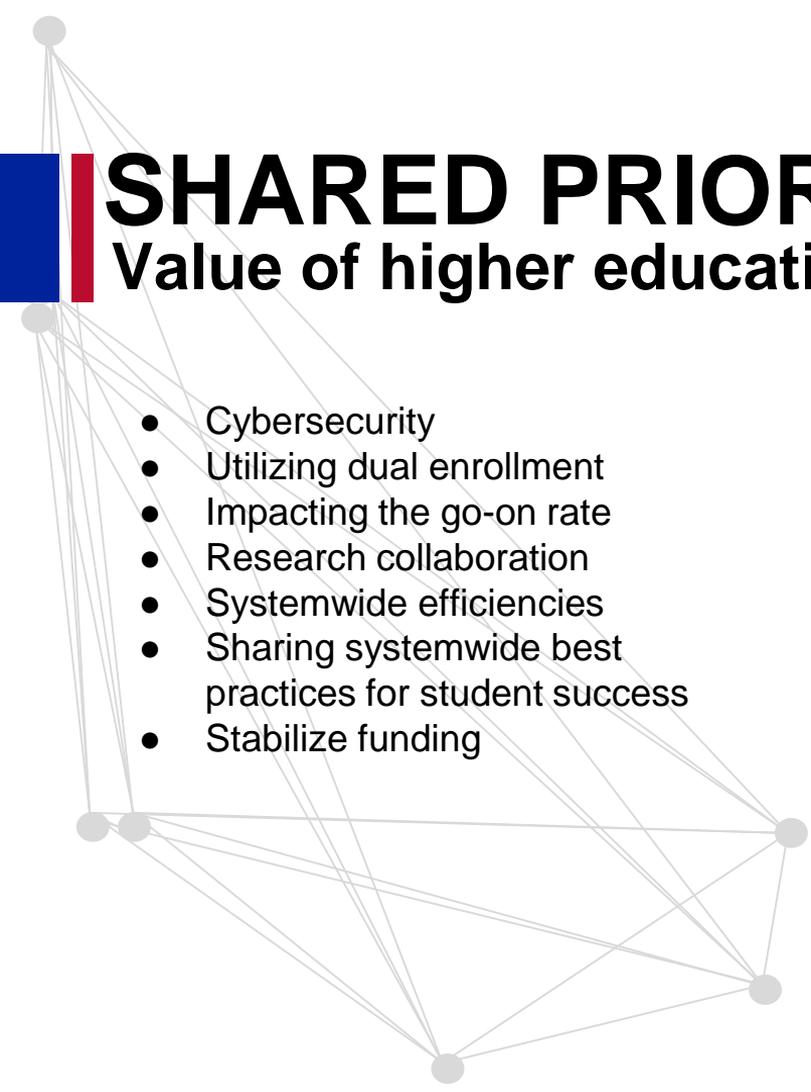
\$1
million

College graduates earn \$1 million more than high school graduates over their lifetime.

Georgetown University Center on Education and the Workforce.

Annual income by education level at career midpoint in Idaho





SHARED PRIORITIES

Value of higher education in Idaho

- Cybersecurity
- Utilizing dual enrollment
- Impacting the go-on rate
- Research collaboration
- Systemwide efficiencies
- Sharing systemwide best practices for student success
- Stabilize funding

IN PARTNERSHIP

With you, for all of Idaho



BOISE STATE

Impact



- **Top 50 in the U.S. for innovation,** *ahead of University of Washington, Northwestern University, and Texas A&M University**
- **Top 10 Public Universities on the Rise****
- **26,272 Total Enrollment**
 - 16,898 Undergraduate
 - 2,927 Graduate
 - 5,781 Early College/ Dual-credit
 - 666 Other Non-degree Seeking and Audit Only
- **25% increase in Research Awards**
- **\$41.4 million Total Research and Development Expenditures**
- **Economic impact of \$1.9 billion**
- **New Facilities** to serve the state and our students
 - Center for the Visual Arts
 - Micron Center for Materials Research

[*U.S. News and World Report](#)

[**College Gazette](#)

BOISE STATE

Our trajectory



BOISE STATE UNIVERSITY

We continue to graduate an increasing number of students who are impacting the state's economy.

- **57% increase** over the last ten years in graduates.
- Nearly **50% of all bachelor's degrees** from public institutions in Idaho are awarded by Boise State.

- Advance the research mission of the university.
- Pursue innovative strategies in teaching, research, and service.
- Serve rural Idaho students.
- Enhance and foster pathbreaking interdisciplinarity.
- Increase the success of our students, faculty, and staff.

IDAHO STATE

At a glance



- **89% Idaho Residents**
- **12,847 Total Enrollment**
 - **2,057 Graduate**
 - **10,790 Undergraduate**
- **3,373 Early College Students**
- **Idaho's only tuition lock program**
- **338 Military-connected Students**
- **18 of 20 Idaho Hot Jobs available at Idaho State**
- **43% are Pell eligible (require financial assistance)**
- **24% First-Generation College Students**
- **\$14M in scholarships awarded annually**

IDAHO STATE

Our path forward



Address Retention and Recruitment: Commit to removing barriers to student success to ensure degree completion, while improving the go-on rate in Southeast Idaho.

Promote Identity and Culture: Develop an institutional identity that attracts students and fosters a student-centric approach.

Focus on Relationships: Build strong relationships with industry, creating a pipeline to employment upon graduation.

Efficiency and Effectiveness: Explore operational and structural efficiencies while focusing resources to support the core mission of education.

LC STATE

How we serve

Preparing students to become successful leaders, engaged citizens, and lifelong learners.

Uniquely positioned to support Idaho's Goals

- GED to Bachelor's
- Partnerships: transfer in/out
- High value affordability
- CTE expansion for industry support
- 100% of programs have hands-on component
- Workforce Training (3,691 students, 461 classes in 2019)
- Community Education



LC STATE

Who we serve



Idaho's small college "private school" experience at a public school price.

Student Body

- **80% Idaho residents**
 - Students from nearly every county
 - Represent 80.5% of total honor roll
- **66% stay in Idaho after graduation**
 - Over 23,000 individuals in the current LC valley workforce have received some form of educational training at LC State (LC State Economic Impact Study)
- **76% first generation**
 - Represent 65% of total honor roll
- **49% low income** (Pell eligible)



LC STATE

How we're doing



- **A record 653 bachelor's degrees awarded in 2019**
 - Second largest graduating class in school history
- **Graduation rate rose from 28% to 40%**
- **Retention rate rose from 57% to 63%**
- **Positive Placement Rates:**
 - 97% Academic programs
 - 92% CTE programs
- **Affordable tuition:**
 - In-state tuition: \$6,982 / Average scholarships and aid for first-time, full-time: \$5,632
 - Average student debt \$18,379 / Idaho average \$26,675 (idahoednews.org)

“LC State was the best and most affordable option for me, with awesome people to help me find the correct career pathway. People at LC State care about you and how you are doing. That is a game-changer when it comes to attending college.”

– Sophomore
Treana Hanson

A 'BEST VALUE' FOR STUDENTS

Career-ready education



- **U.S. News Top 100 Public University & “Best Value School”**
 - For academic quality and net cost of attendance.
- **Scholarship Support**
 - More than \$30 million in scholarships and waivers offered annually to defray college costs.
- **Our Vandal Promise**
 - Donor-funded \$5,000 need-based awards to close the funding gap most students face in attendance costs. More than 50 students are set to benefit next fall.
- **Return on Investment**
 - Median mid-career salary of \$97,700 for University of Idaho graduates.

IDAHO'S LAND-GRANT UNIVERSITY

Service throughout the Gem State



Statewide Impact

- Service to every county from our Moscow campus, educational centers in Boise, Coeur d'Alene and Idaho Falls, nine research and Extension centers, Extension offices in 42 counties.

Economic Impact

- Benefits total \$1.1 billion annually. Partnerships with federal and state agencies and the natural resource industries of the state are an \$8 billion enterprise.

Healing Impact

- Idaho WWAMI is the state's only M.D. program. Project ECHO connects healthcare providers through virtual clinics that improve patient outcomes.

UNIVERSITY OF IDAHO

Strategic priorities



Supporting Student Success

- Ensuring more students can attend, persist and graduate with little or no debt and are career-ready.
- 72% of students are from Idaho; about one-third are first-generation college students.

Stabilizing and Growing Our Research Enterprise

- Strategic research growth – \$115 million-plus last year – meets the needs of Idaho, helps crops prosper, protects us from cyberattacks and improves our health.

Telling Our Story

- Marketing investments (billboards, bus wraps, digital media, TV, grain bins) show our impact to more people across the state.

Addressing our Budget Challenges



AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Tuesday, January 21, 2020

SUBJECT	DESCRIPTION	PRESENTER
Minutes Approval:	Minutes from January 8, 2020	Senator Woodward and Senator Den Hartog
Presentation:	STEM Update	Dr. Angela Hemingway, Executive Director, Idaho STEM Action Center
Presentation:	Next Steps and College and Career Advising	Sara Scudder, Career Information Senior Program Manager, Idaho State Board of Education
Presentation:	Enrollment Report	Tracie Bent, Chief Planning and Policy Officer, Idaho State Board of Education Marilyn Whitney, Chief Policy Advisor, Idaho State Department of Education
Gubernatorial Appointment Vote:	Shawn Keough, Sandpoint, ID appointed to the State Board of Education	Chairman Dean Mortimer
<u>RS27404C1</u>	Flex School Schedules, Elementary	Vice Chairman Steven Thayn
<u>RS27402</u>	Civics Requirement, Course	Senator Jim Patrick Kate Haas, Kestrel West

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Woodward
Vice Chairman Thayn	Sen Lent
Sen Winder	Sen Buckner-Webb
Sen Den Hartog	Sen Ward-Engelking
Sen Crabtree	

COMMITTEE SECRETARY

Morgan Howard
Room: WW39
Phone: 332-1321
Email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

- DATE:** Tuesday, January 21, 2020
- TIME:** 3:00 P.M.
- PLACE:** Room WW55
- MEMBERS PRESENT:** Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Crabtree, Woodward, Lent, 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.
- PRESENTATION:** **Dr. Angela Hemingway**, Executive Director of the Idaho Science, Technology, Engineering, and Math (STEM) Action Center (Center), shared that STEM job needs are growing much more rapidly than non-STEM jobs. She also shared that a large portion of Center funding serves rural communities and that the skills taught at the Center are directly translatable into career skills. She shared the Center's goals and how they align with the White House STEM Strategic Plan. **Dr. Hemingway** told the Committee how their budget is spent. She went on to tell the Committee about the various programs the Center has in place for educators. She mentioned that the Center is having issues with tracking students who are eligible for a STEM diploma, and assured the Committee that the Center will be working with the Idaho State Board of Education (Board) to define eligibility for the STEM diploma. She went on to share that, for fiscal year 2020, the Center has already nearly reached their \$1 million fundraising goal. She also shared several of the Center's other achievements. **Dr. Hemingway** concluded by inviting the Committee to the multiple upcoming STEM events and competitions (see Attachment 1).
- In response to Committee questions, **Dr. Hemingway** said that if the Center had more ongoing funding, it would be able to extend STEM learning opportunities to more individuals.
- PRESENTATION:** **Sara Scudder**, Career Information Senior Program Manager for the Idaho State Board of Education (Board), introduced herself and Byron Yankey, College and Career Advising Program Manager for the Board. **Mr. Yankey** showed the Next Steps website to the Committee and displayed the current and upcoming features of the website. **Ms. Scudder** explained how the website can help students who are not planning to attend college to have a clear plan for success through the military, apprenticeships, or entering the workforce. **Mr. Yankey** shared some of the programs that Next Steps is using to encourage students to apply for college (see Attachment 2).
- DISCUSSION:** **Mr. Yankey** responded to Committee questions that the rapidly changing workforce creates a requirement for the Next Step program to expand. **Ms. Scudder** responded to Committee questions by detailing the wide utilization of the Career Information Program's resources. **Mr. Yankey** shared the expansion and success of the College and Career Advising program over the past few years. He then agreed with Committee comments that the program has a long way to go in order to meet the needs of all of the students of Idaho.

PRESENTATION: **Debbie Critchfield**, President of the Idaho State Board of Education (Board), presented on behalf of Tracie Bent of the Board and Marilyn Whitney of the Idaho State Department of Education (Department) and reminded the Committee that the Legislature mandated that the Board and the Department come up with an enrollment data collection process. She shared that the Board and Department had been unable to find an all-encompassing definition of a course for enrollment purposes. **Superintendent Sherri Ybarra** introduced Tim Hill, Associate Deputy Superintendent of Public School Finance for the Department, and Christopher Campbell, Chief Technology Officer of Technology Services for the Department. **Mr. Hill** presented the method for gathering enrollment data from the state's school districts. He proceeded to show the Data Transparency Tool to the Committee and explain how school administrators could use it to understand how the data they submitted to the Department was utilized.

MINUTES APPROVAL: **Senator Woodward** moved to approve the Minutes of January 13, 2020. **Senator Den Hartog** seconded the motion. The motion passed by **voice vote**.

GUBERNATORIAL APPOINTMENT: **Vice Chairman Thayn** moved to send the Gubernatorial appointment of Shawn Keough to the State Board of Education to the floor with recommendation that she be confirmed by the Senate. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**. **Senator Woodward** agreed to sponsor the appointment on the floor.

RS 27404C1 AND RS 27402 **Chairman Mortimer** told the Committee that **RS 27404C1** and **RS 27402** were before the Committee.

MOTION: **Senator Den Hartog** moved to send **RS 27404C1** and **RS 27402** to print. **Vice Chairman Thayn** seconded the motion. The motion passed by **voice vote**.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:57 p.m.

Senator Dean M. Mortimer
Chair

Morgan Howard
Secretary



IDAHO
STEM
ACTION CENTER



Senate Education Committee Presentation

Dr. Angela Hemingway

January 21, 2020

STEM and Idaho's Economy

In 2019,
7,633 STEM JOBS
WERE UNFILLED IN IDAHO,
resulting in nearly
\$516 Million
of unclaimed personal income.

Idaho's STEM jobs
**PAY DOUBLE THE
MEDIAN WAGE**
of non-STEM JOBS.

If these **STEM JOBS** were
filled, state tax revenues would
**INCREASE BY
OVER
\$27 Million.**

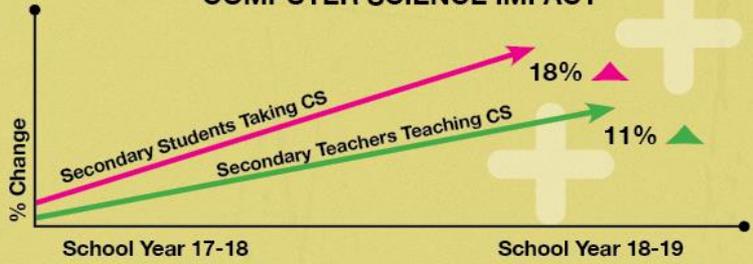
Source: Idaho Department of Labor



2019 *(actual)**

7,633 unfilled STEM jobs
~\$27.2 million in lost tax revenue
~\$516 million in lost personal income

STEM AC COMPUTER SCIENCE IMPACT

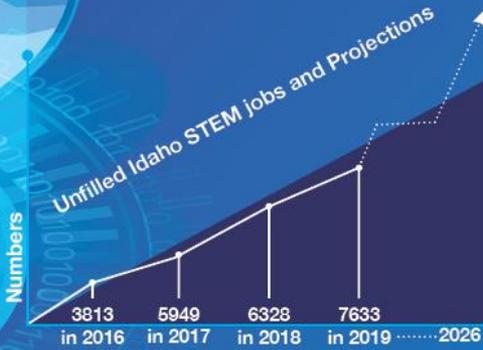


2026 *(projected*)*

~105,000 total STEM jobs
~\$373 million in potential tax revenue
~\$7 billion in potential personal income



~61% of STEM AC's budget already supports rural communities, educators, and students



802 W. Bannock St., Ste. 900 Boise, ID 83702
208.332.1729 | Angela.Hemingway@stem.idaho.gov



21st Century Skill Development



Idaho STEM Statutes

- **Idaho Code [67-823](#)**: STEM Action Center
- **Idaho Code [33-1633](#)**: Computer Science Initiative
- **Idaho Code [67-824](#)**: STEM Education Fund
- **Idaho Code [33-4701](#)**: STEM School Designation
- **Idaho Code [33-523](#)**: STEM Diploma
- **Idaho Code [33-1634](#)**: Computer Science for All
- **Idaho Code [63-3029A](#)**: STEM AC as an Idaho Education Tax Credit



STEM Action Center Board



Dr. Dave Hill / Chair
State Board of
Education Member



Dee Mooney / Vice Chair
Executive Director,
Micron Foundation



Jake Reynolds
Business Development &
Operations Administrator,
Idaho Department of Commerce



Jeff Rosser
Director of Continuous
Improvement,
Hecla Mining



Jennifer Jackson
Public Affairs and
Strategic Initiatives,
Idaho National Laboratory



Paul Casey
Director Research and
Development,
Chobani



Tim McMurtrey
Deputy Superintendent of
Operations,
State Department of
Education



Wendi Secrist
Director,
Idaho Department of
Labor



A diverse, equitable, thriving ecosystem for a prosperous, STEM-literate Idaho



Engineering innovative opportunities for educators, students, communities, and industry to build a competitive Idaho workforce and economy through STEM and computer science education.

Idaho STEM Action Center



STEM AC Strategic Goals

1. Advance equitable **access** to high-quality STEM+CS opportunities for educators, students, and communities



2. **Align** education and workforce needs throughout Idaho

3. Increase **awareness** of the importance of STEM throughout Idaho



As Legislated in Idaho Code

(§67-823, §33-1633, §33-4701, §33-1634, and §33-523)

- Support high-quality STEM and CS **professional development** for educators
- Distribute **grants** to students, educators, and communities
- Engage **industry** to support STEM/CS educational outcomes
- Support student STEM and CS **competitions**
- Serve as a **resource** center for instructional materials and best practices
- Identify and recognize high-quality **STEM Schools**
- Increase awareness of **Idaho's STEM Diploma**
- **Work well with other** agencies and partners!



White House STEM Strategic Plan

Dec. 2018 - 2023

Goals:

- Build strong foundations for STEM literacy
- Increase diversity, equity, and inclusion in STEM
- Prepare the STEM workforce for the future

Pathways:

- Develop and enrich strategic partnerships
- Engage students where disciplines converge
- Build computational literacy



65 STEM Ecosystem Stakeholders

- **Higher Education:** BSU, UI, ISU, CWI, CSI, CEI, NIC
- **K12 Education:** Superintendent, Principal, Teacher, Coach
- **Partners in Equity:** Tribal and Hispanic Education
- **Out-of-School Educators:** libraries, museums, makerspace, afterschool programs, early learning
- **Industry Partners:** Micron, INL, Chobani, Hecla, ITC, IBE, St. Luke's, SEL, Vynyl
- **State Agency Partners:** OSBE, SDE, CTE, WDC, IPTV, ICfL, ICfA, ISHS, IDLA, Military, Dept. of Commerce
- Legislators and the Governor's Office

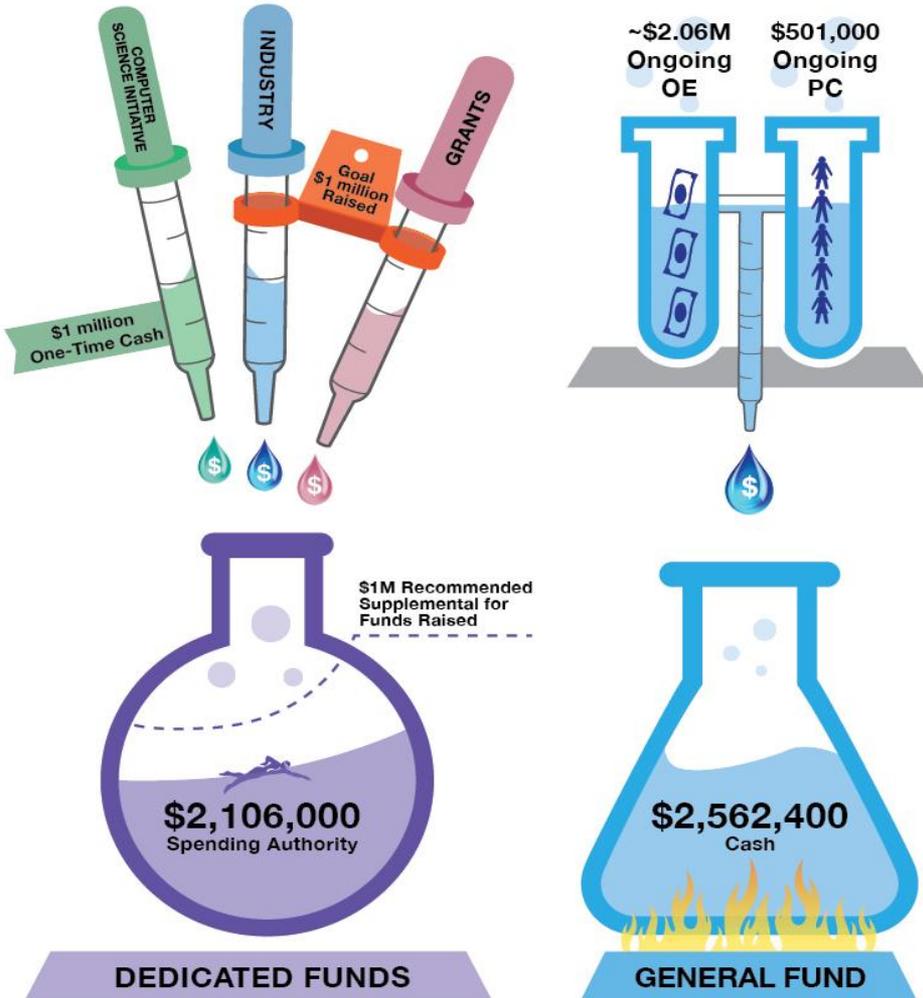


Intended Ecosystem Meeting Outcomes

- Developed a **shared understanding** of the importance of the STEM ecosystem approach
- Crafted shared **aspirations, priorities, and indicators of success** for Idaho STEM Ecosystem
- Identified of **constraints** that stand in the way of success
- Developed an outline of **action plan** for Idaho, including identification of work groups, general governance structure, and timeline

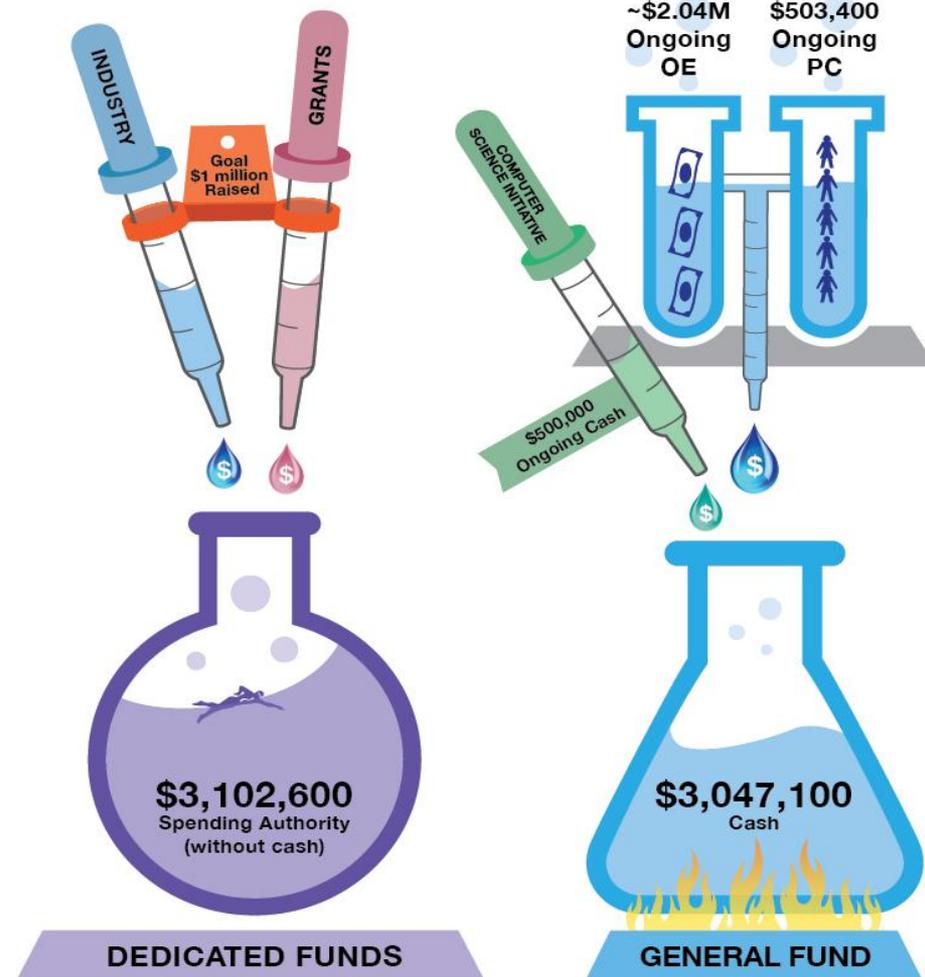


FY20 Appropriation: \$5,668,400



Cash: \$3,562,400

FY21 Recommendation: \$6,149,700



Cash: \$3,047,100

Budget Analysis by Goal (FY19 & FY20)

	FY19 – Actual	FY20 – Proposed (July 2019)
<u>GOAL 1 ACCESS: STEM+CS Grants</u>	12%	7%
<u>GOAL 1 ACCESS: STEM+CS Professional Development</u>	26%	27%
<u>GOAL 2 ALIGNMENT: Competitions, Externships, Partnerships, Sponsorships, Mentorships, STEM Schools, Research</u>	42%	45%
<u>GOAL 3 AWARENESS: Outreach/Awareness Activities</u>	5%	11%
Operating Expenses (rent, office, IT, supplies, software, contracts, travel, conferences)	14%	9%

Our Opportunities – STEM.Idaho.gov/apply



- **Goal 1: Equitable access**
High-quality Professional Development
 - i-STEM
 - STEM Leadership Training
- **Goal 2: Align education and workforce**
 - Teacher Externships
- **Goal 3: Increase Awareness**
 - Invite to upcoming STEM events

Goal 1 Access: **(\$1.2M, 27% budget)**

- [i-STEM Summer Institutes](#) in six regions with SDE and industry
 - Cost: \$500,000
 - Partnerships: \$158,000
- [STEM Leadership Training](#) with OSBE
 - Cost: \$120,000
 - Partnerships: \$100,000



Goal 2: Align STEM education and workforce

Teacher Externships

- Teachers worked 5 weeks in Idaho businesses
- Total Cost = \$80,000
- WDC Grant = \$55,000
- Idaho Power = \$2,500
- At least 27 businesses asking for externs for summer 2020



STEM Designated School (§33-4701) 2019 – 2023

Cost: \$40,000

- **Barbara Morgan STEM Academy, K-5, West Ada**
- **Bingham Academy, 9-12, Blackfoot**
- **Galileo STEM Academy, K-8, West Ada**
- **Temple View Elementary, PK-6, Idaho Falls**



Current Applicants for Designation 2020 - 2024

- **Southside Elementary, K-6, Lake Pend Oreille District**
- **N. Idaho STEM Charter Academy, K-12, Rathdrum**

STEM Diploma (§33-523)



Goal 2: Align STEM education and workforce

Student Competitions

(Cost: \$120,000 + \$136,000 industry)

- State and National Competition Travel
- Regional Idaho Science and Engineering Fairs
- IDX – 3D Fabrication Middle School Competition
- Robotics: FIRST, VEX, Botball
- Congressional App Challenge
- MakerMinded
- eCybermission
- Invent Idaho
- Future Cities
- Science Olympiad
- Science Bowl



GOAL 2: Align STEM education & workforce

Funds Raised in FY20

\$965,000

• Idaho National Laboratory	\$113,000
• Micron Technology Foundation	\$112,000
• Battelle	\$63,000
• JR Simplot Company Foundation	\$50,000
• Laura Moore Cunningham Foundation	\$50,000
• Dutch Bros.	\$32,000
• Citizen Schools	\$26,000
• Power Foundation	\$26,000
• J.A. & Kathryn Albertson Foundation	\$25,000



Total In-Kind Donations, FY20

\$1.65M

Includes grant reviewers, competition judges, training room space, mentors, industry partnerships, and media coverage





2nd in the Nation in Computer Science!

- Idaho has a **state plan** and K-12 **CS standards**.
- Idaho has allocated **PD funding**.
- Idaho has **certification pathways** for teachers.
- Idaho has a **CS position**.
- Idaho offers **CS to preservice teachers**.
- Idaho requires all secondary schools **offer CS (§33-1634)**.
- Idaho allows CS to count as a **graduation requirement**.
- Idaho allows CS to count as an **admission requirement** at higher education.

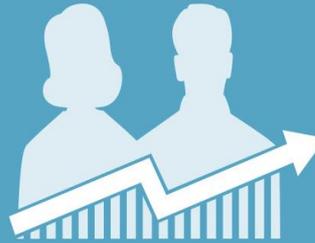
STEM Resources Portal through IDLA

<https://resources.stem.idaho.gov/>

STEM Resource Portal

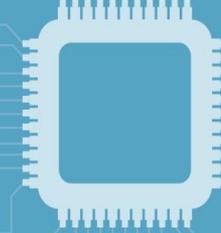


Featured Resource



Continuing Education through Professional Development

Computer Science



Find more CS Resources

Full Resource Catalog



View Resource Catalog Offerings.

Mentorship Portal



A place to become a mentor.

STEM Workforce Statistics



Find valuable Idaho workforce stats!

Add A Resource



Got a resource to add?

Connect to Local Manufacturers



Find Tours, Guest Speakers, Opportunities and more

i-STEM



By educators for educators.

What We Know

Students

- **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

Mentorship Platform through IDLA

One of the most powerful tools for retention of students in STEM is having a **strong mentor!**



Available NOW!

Populated with 500 teachers and 150 mentors

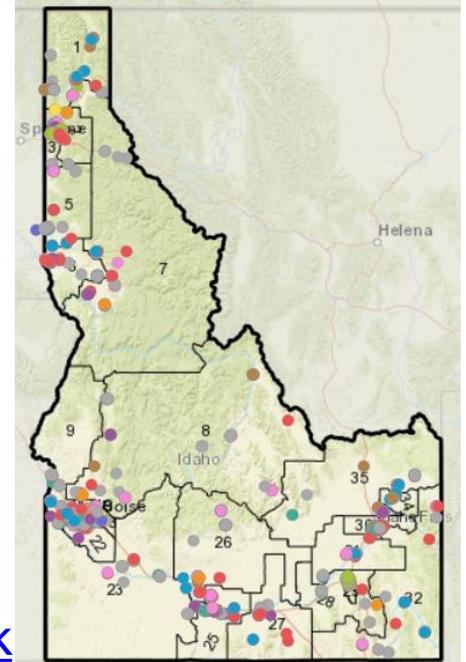
<https://mentorship.stem.idaho.gov/>



GOAL 3: Increase awareness of the importance of STEM

Strategic Plan

Performance Report Metrics



[Data Map Link](#)

	FY16	FY17	FY18	FY19
Student Engagements	10,428	204,000	406,239	442,318
Educators Interactions	1,200	4,800	12,633	35,768
Community STEM Events	45	140	143	288
Cash	\$72,000	\$205,000	\$750,500	\$1,346,800
In-Kind Donations	Did not track	\$662,000	\$1,787,400	\$4,446,500

Goal 3: Increase Awareness: Upcoming STEM AC Events

ISEF (3 Regions)

BSU

Mar. 6, 2020

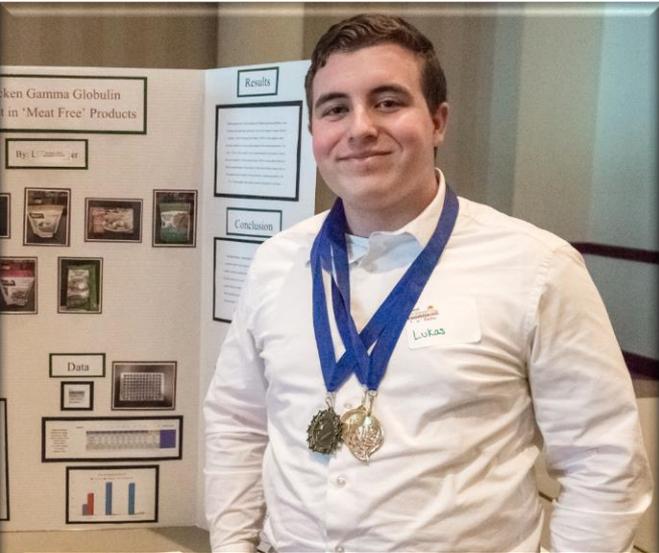
FIRST Robotics

Ford Idaho Center

Mar. 26-28, 2020

STEM on the Blue

April 24, 2020





STEMPOWERS

Contact Information

Dr. Angela Hemingway

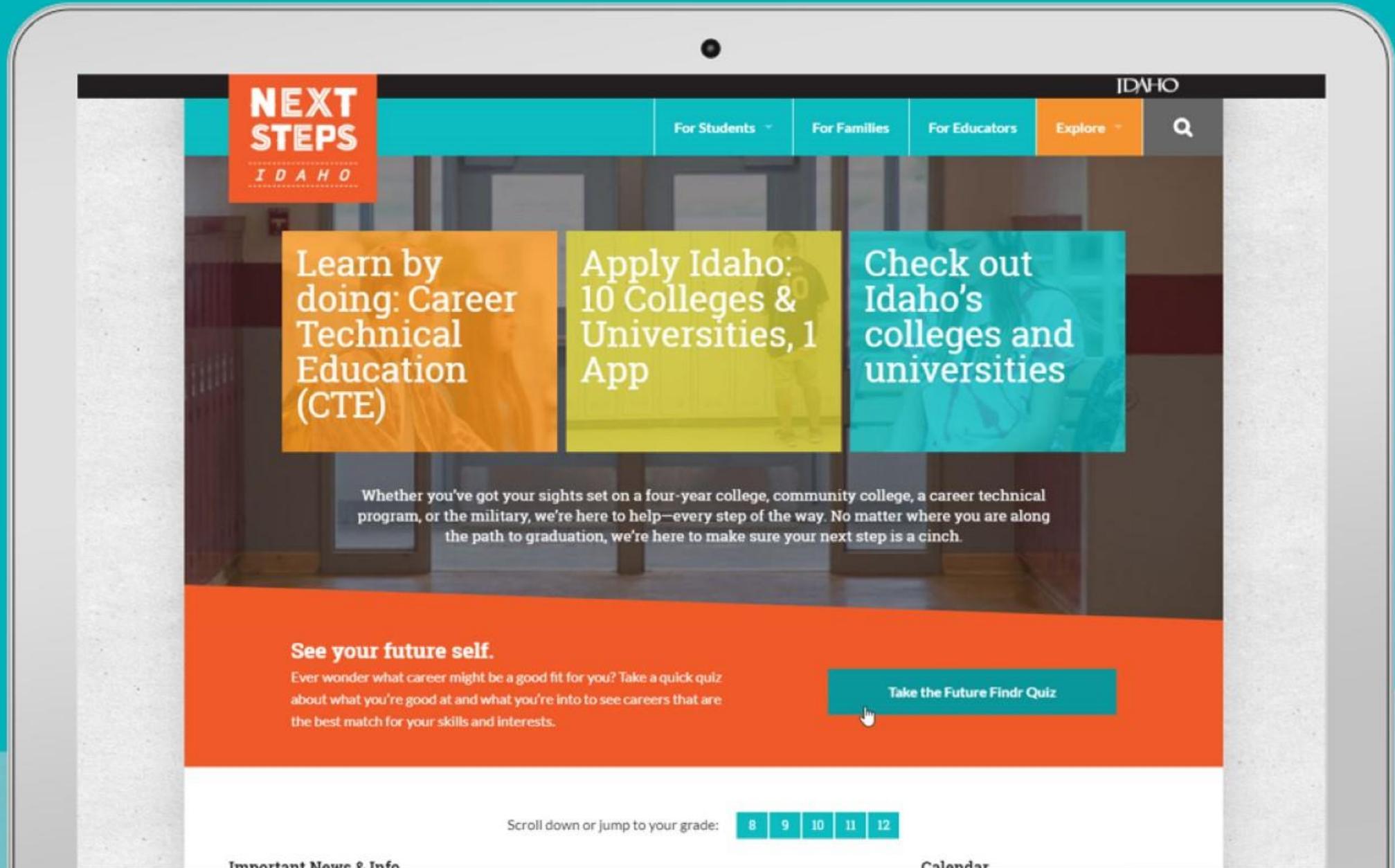
- Executive Director
- STEM Action Center
- Executive Office of the Governor

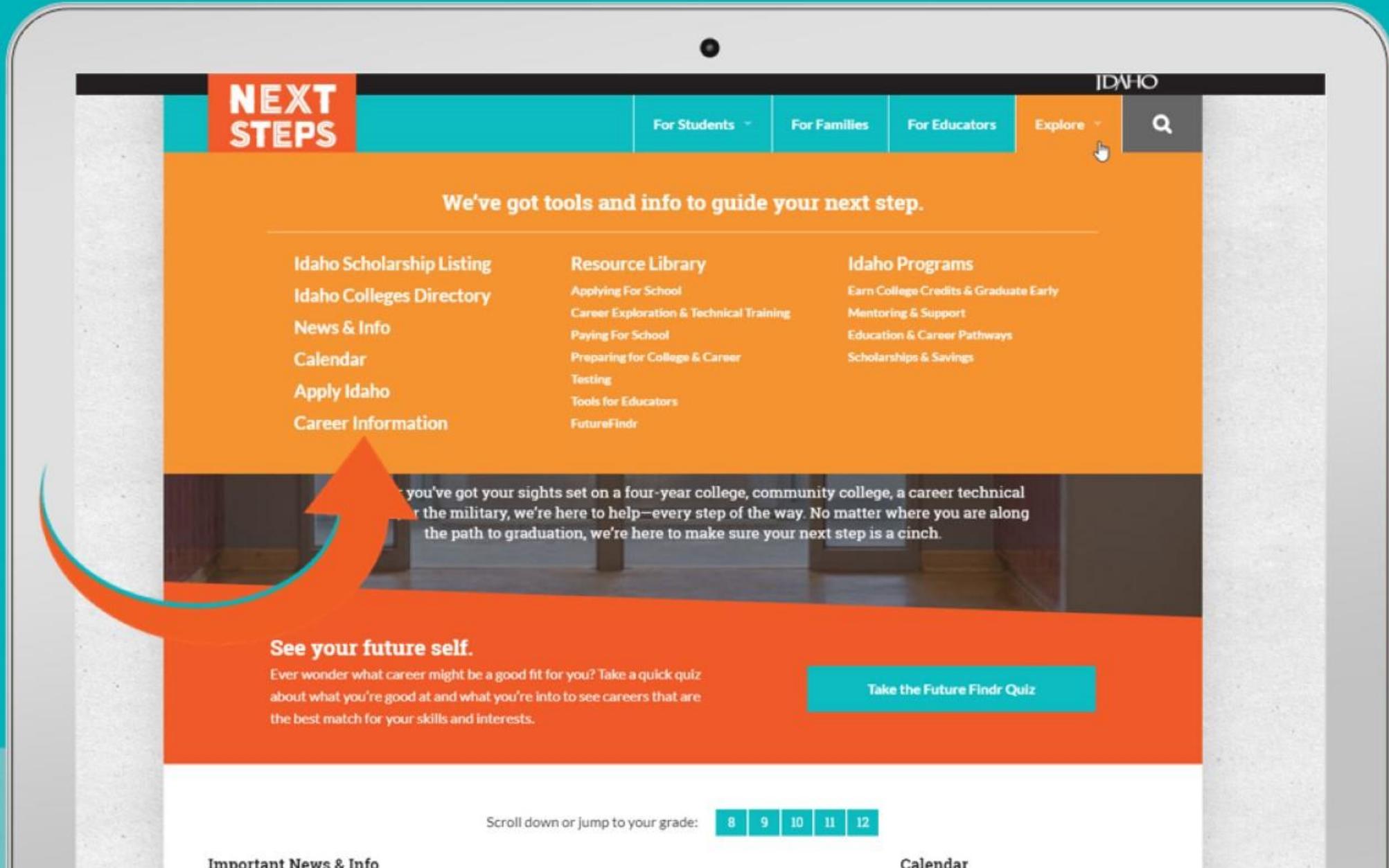
Phone: 208-332-1726

Email:

Angela.Hemingway@STEM.Idaho.gov







NEXT STEPS IDAHO

For Students For Families For Educators Explore

We've got tools and info to guide your next step.

- Idaho Scholarship Listing
- Idaho Colleges Directory
- News & Info
- Calendar
- Apply Idaho
- Career Information

- Resource Library
 - Applying For School
 - Career Exploration & Technical Training
 - Paying For School
 - Preparing for College & Career
 - Testing
 - Tools for Educators
 - FutureFindr

- Idaho Programs
 - Earn College Credits & Graduate Early
 - Mentoring & Support
 - Education & Career Pathways
 - Scholarships & Savings

...you've got your sights set on a four-year college, community college, a career technical or the military, we're here to help—every step of the way. No matter where you are along the path to graduation, we're here to make sure your next step is a cinch.

See your future self.
Ever wonder what career might be a good fit for you? Take a quick quiz about what you're good at and what you're into to see careers that are the best match for your skills and interests.

[Take the Future Findr Quiz](#)

Scroll down or jump to your grade: [8](#) [9](#) [10](#) [11](#) [12](#)

[Important News & Info](#) [Calendar](#)

NEXT STEPS

IDAHO



Congratulations!

Your college acceptance letter is on the way.

NEXT
STEPS
IDAHO



In September, the Idaho State Board of Education will notify you of the Idaho colleges and universities where you have already earned placement, based on your GPA and SAT or ACT scores. You'll still need to apply, which you can do **FOR FREE!**

Starting October 1, you can visit the Next Steps Idaho website to send your information to the Idaho colleges/universities you may want to attend.

In the meantime:

- Visit NextSteps.Idaho.gov to learn more about Idaho's public colleges and universities
- Track down your EDUID number (ask your counselor)
- Sign up for a personal email address, if you don't already have one
- Submit your FAFSA (Free Application for Federal Student Aid) as soon as possible after it opens on October 1

For more information, visit NextSteps.Idaho.gov

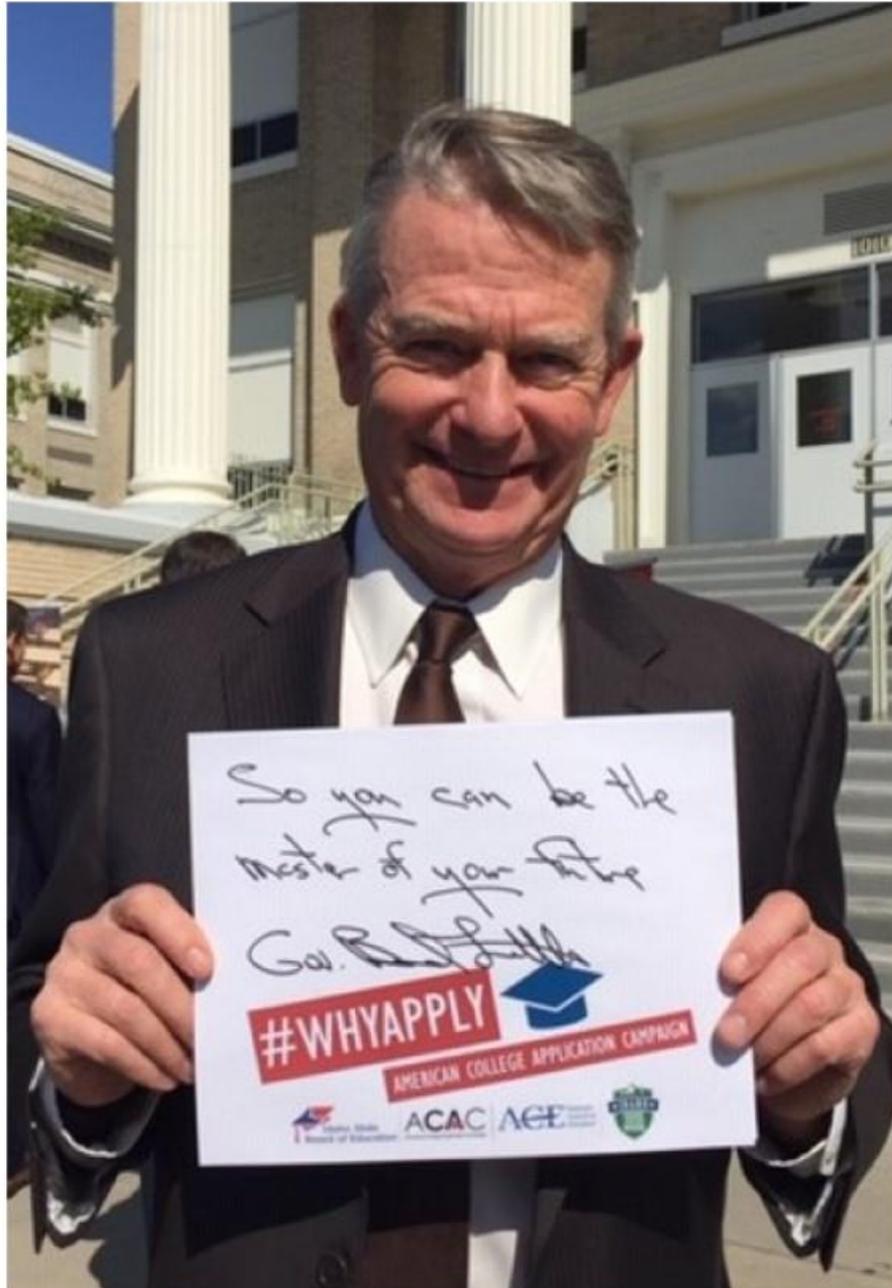
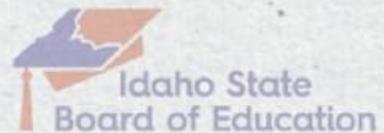
NEXT STEPS

IDAHO

October

NEXT STEPS

MONTH



So you can be the
master of your future
Gov. Brad Little

#WHYAPPLY 

AMERICAN COLLEGE APPLICATION CAMPAIGN



 ID State Board of Ed
@idSBOE

Thank you to [@GovernorLittle](#) for proclaiming October to be Next Steps month in Idaho. This proclamation will help many Idaho seniors find their path to college.
[#WhyApply](#) [#HigerEd](#) [#IDedu](#)

 Brad Little [@GovernorLittle](#) · Oct 1

October is officially Next Steps Month in Idaho. Visit [NextSteps.Idaho.Gov](#) for more information on the college applications process! [#WhyApply](#) [#IDedu](#) [@idSBOE](#)



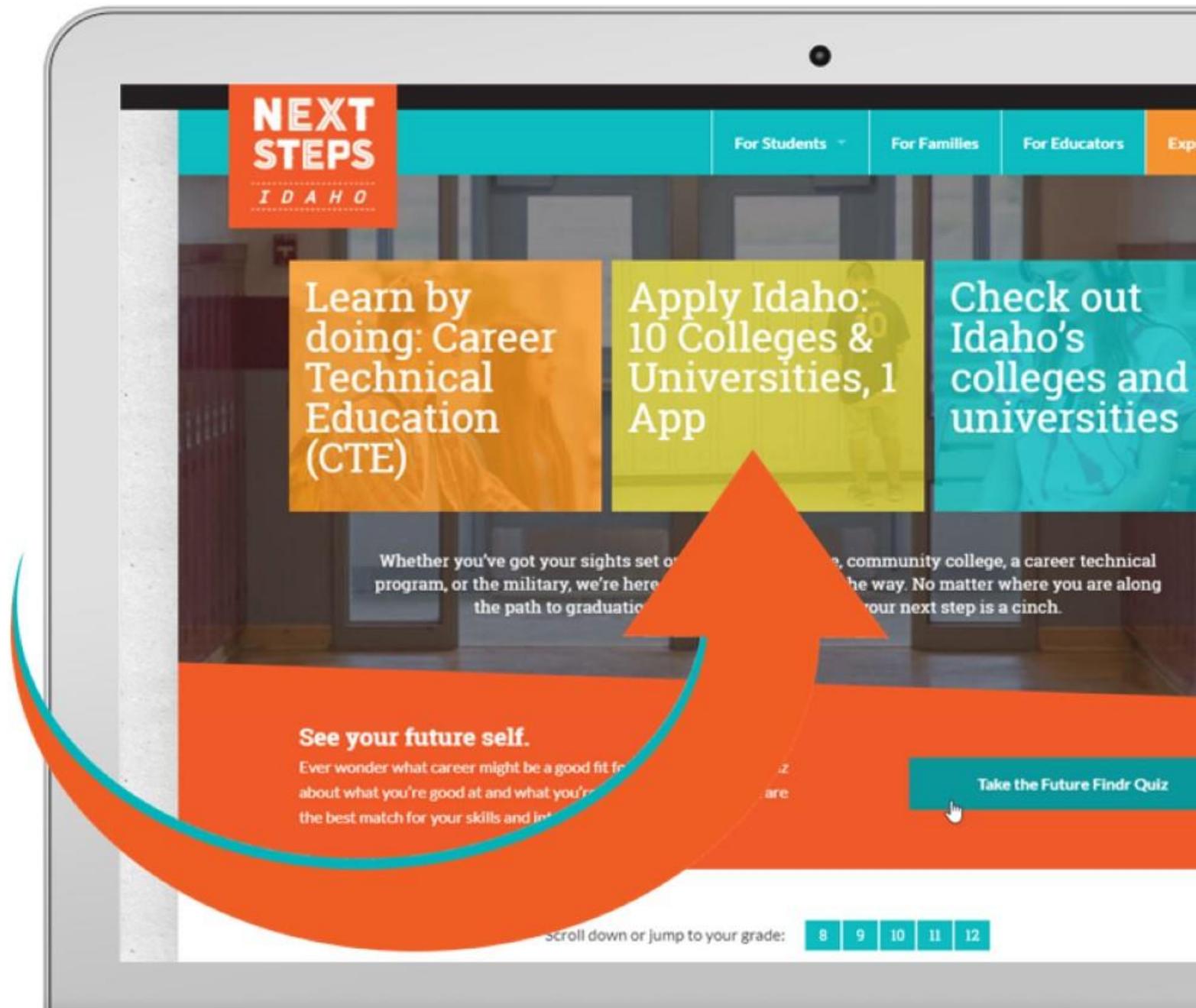
3:01 PM · Oct 1, 2019 · Twitter Web App

5 Retweets 9 Likes

NEXT STEPS

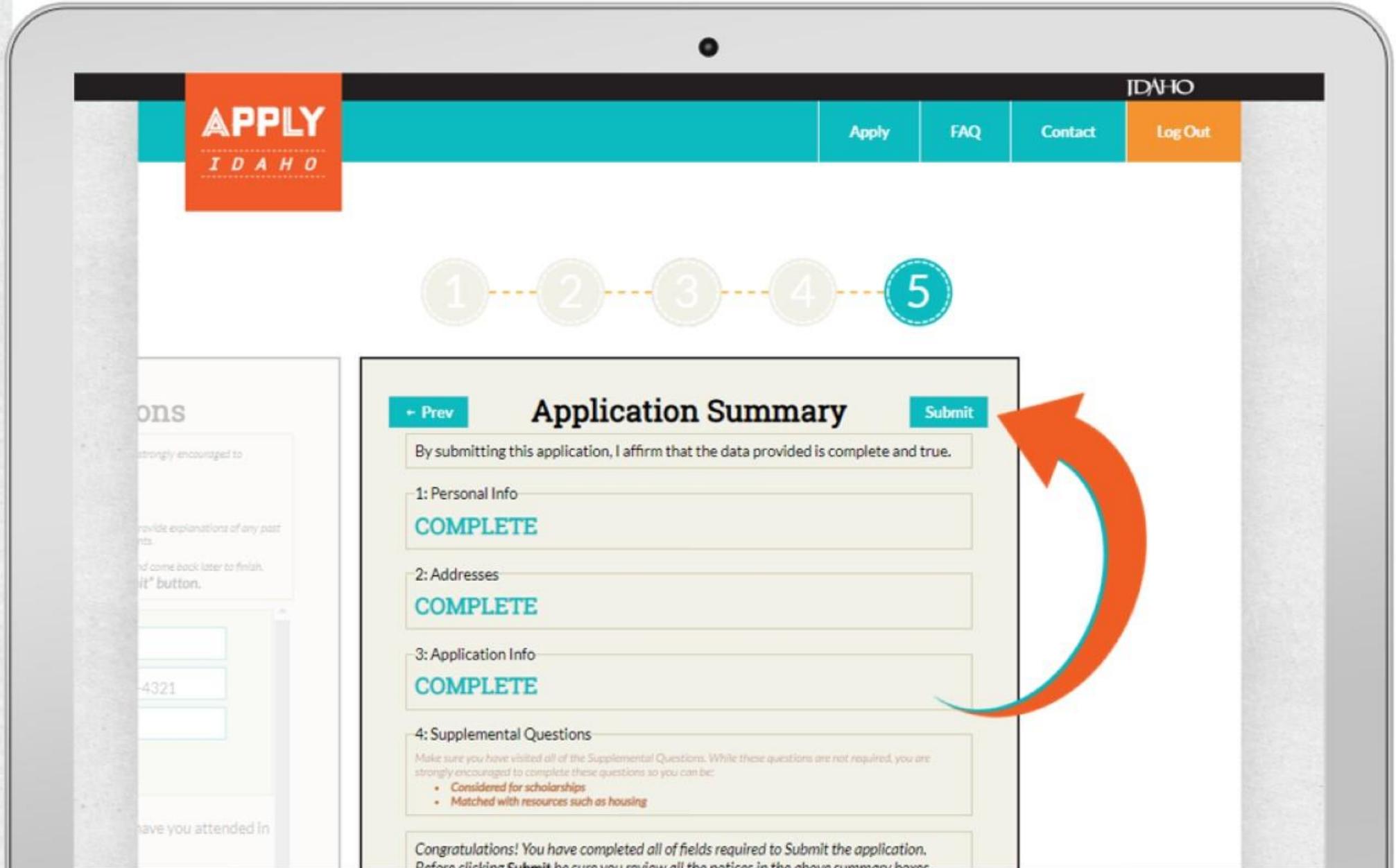
IDAHO

You can find Apply Idaho in the homepage header at NextSteps.Idaho.gov



Review & Submit

Confirm Submission



IDAHO

APPLY
IDAHO

Apply FAQ Contact Log Out

1 — 2 — 3 — 4 — **5**

Application Summary

[← Prev](#) [Submit](#)

By submitting this application, I affirm that the data provided is complete and true.

1: Personal Info
COMPLETE

2: Addresses
COMPLETE

3: Application Info
COMPLETE

4: Supplemental Questions
Make sure you have visited all of the Supplemental Questions. While these questions are not required, you are strongly encouraged to complete these questions so you can be:

- Considered for scholarships
- Matched with resources such as housing

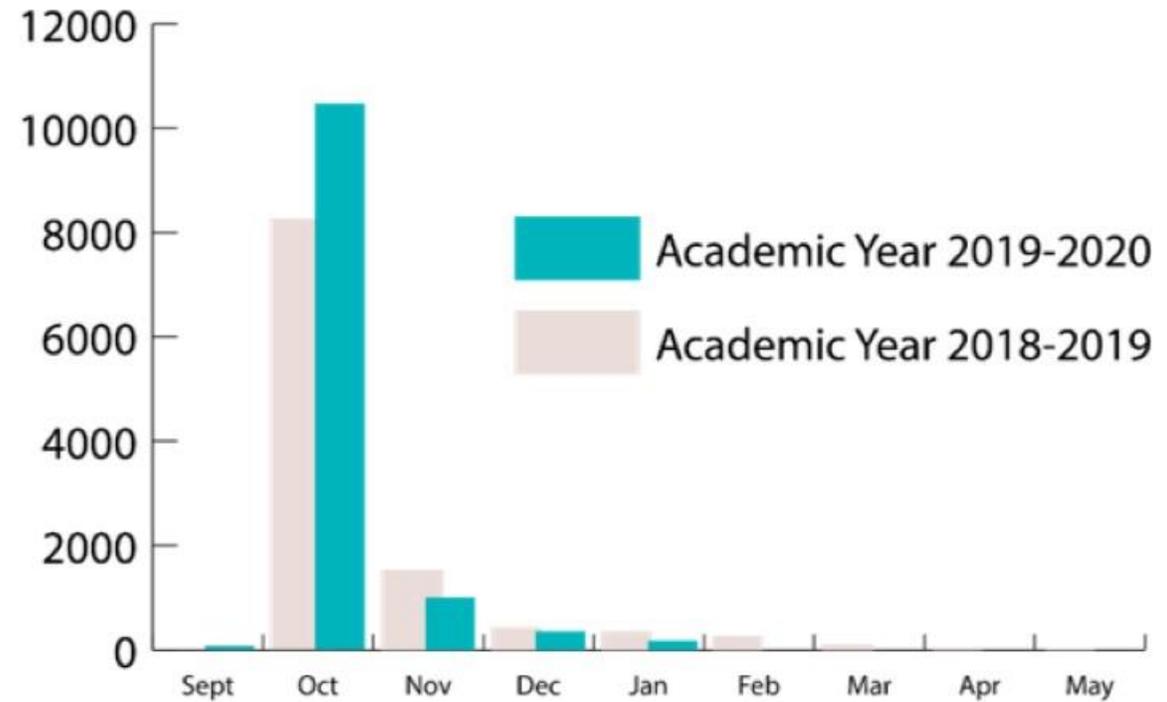
Congratulations! You have completed all of fields required to Submit the application. Before clicking Submit be sure you review all the notices in the above summary boxes.

Increase in Apply Idaho Applications

With only five months of the current year tallied, submitted applications have eclipsed the sum total from last year.

Academic Year 2018	Applicants (by Month)
Oct 2018	8250
Nov 2018	1475
Dec 2018	390
Jan 2019	318
Feb 2019	221
Mar 2019	83
Apr 2019	38
May 2019	20
Jun 2019	3
Total	10798

Academic Year 2019	Applicants (by Month)
Sept 2019	61
Oct 2019	10317
Nov 2019	977
Dec 2019	294
Jan 2020	171
Feb 2020	--
Mar 2020	--
Apr 2020	--
May 2020	--
Jun 2020	--
Total	11820



**AMENDED AGENDA #1
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Wednesday, January 22, 2020**

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	Idaho Parent Teacher Association Update	Erin McCandless, President, Idaho Parent Teacher Association
Presentation:	Community Colleges Update	Mark Browning, Vice President, Communications and Government Relations, College of Western Idaho
Presentation:	College of Southern Idaho Update	Dr. Jeff Fox, President, College of Southern Idaho
Presentation:	College of Western Idaho Update	Dr. Bert Glandon, President, College of Western Idaho
Presentation:	College of Eastern Idaho Update	Dr. Rick Aman, President, College of Eastern Idaho
Presentation:	North Idaho College Update	Dr. Rick MacLennan, President, North Idaho College

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Woodward
Vice Chairman Thayn	Sen Lent
Sen Winder	Sen Buckner-Webb
Sen Den Hartog	Sen Ward-Engelking
Sen Crabtree	

COMMITTEE SECRETARY

Morgan Howard
Room: WW39
Phone: 332-1321
Email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Wednesday, January 22, 2020

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Crabtree, Woodward, Lent, 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 3:06 p.m.

PRESENTATION: **Erin McCandless**, President of the Idaho Parent Teacher Association (PTA), introduced the Idaho PTA Board of Directors and gave an overview of the history and mission of the Idaho PTA. The Idaho PTA is celebrating their 115th anniversary this year. **Ms. McCandless** also shared a brief update of the PTA's achievements and activities for the past year. **Ms. McCandless** responded to Committee questions that PTA has participated in curriculum selection in West Ada School District and that Idaho PTA is actively involved in helping cover over-drafted lunch accounts in their school districts.

INTRODUCTIONS: Chairman Mortimer allowed Mark Browning of the College of Western Idaho (CWI) to remain seated and refrain from giving remarks. He invited the representatives from the community colleges to stand and introduce themselves and their respective staff (see Attachment 1).

PRESENTATION: **Dr. Jeff Fox**, President of the College of Southern Idaho (CSI), outlined the new collaboration between the community colleges and four-year institutions and gave an overview of the goals of community colleges and the collaboration. He shared how the community colleges impact the communities they are located in. He then gave a detailed overview of CSI's achievements of the past year.

PRESENTATION: **Dr. Rick Aman**, President of the College of Eastern Idaho (CEI), shared the main focuses of CEI with the Committee. He shared that CEI focuses on transferring sophomores to four-year universities as juniors with as little debt as possible while still having all the qualifications of a third-year student at a four-year university. He included that CEI focuses on training students to be able to perform the skills needed in the workforce.

PRESENTATION: **Dr. Bert Glandon**, President of CWI, began his presentation by announcing Dr. Fox's upcoming retirement and thanking him for his years of service. He then outlined CWI's new developments of the past year, including a new fire training and safety training. He also shared how employers and CWI are working together to make sure students graduating from college are ready to work.

PRESENTATION: **Chris Martin**, Vice President of North Idaho College (NIC), told the Committee that NIC's president, Dr. Rick MacLennan, sent his regrets for being unable to present. He then presented NIC's achievements in math remediation, enrollment, and student experiences. He also shared NIC's focus on entrepreneurship and innovation.

DISCUSSION:

In response to Committee questions, the presenters shared how their respective institutions approach the heavy workload and limited budget that their goals require. **Chris Bragg**, Associate Dean of Institutional Effectiveness of CSI, responded to Committee questions that, while they don't know why students do not go on to higher education, they are working to bring more of these students into the fold. He also shared that roughly 40 percent of high school students coming to institutions require math or English remediation. The four presenters then shared how their respective institutions are responding to reduced state funding.

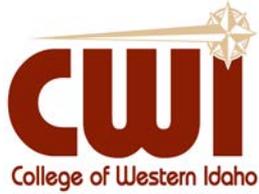
ADJOURNED:

There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:29 p.m.

Senator Mortimer
Chair

Morgan Howard
Secretary

Bethany Johnson
Assistant Secretary



Attachment 1



Education for Life

HIGHER EDUCATION

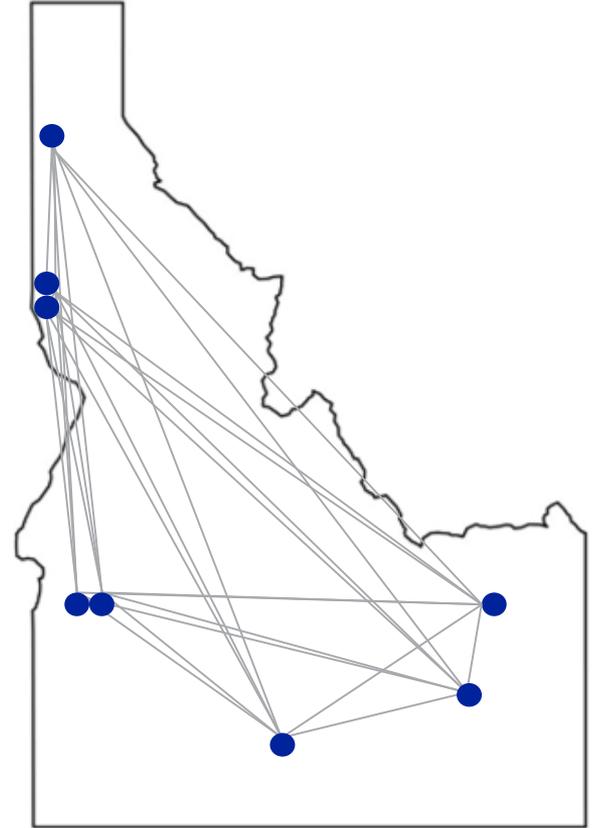
Helping All of Idaho Thrive

Community Colleges

NEW COLLABORATION

Working together to serve Idaho

Identifying shared priorities that respond to the needs of our communities, the state, and the region.





NEW VALUE OF HIGHER ED

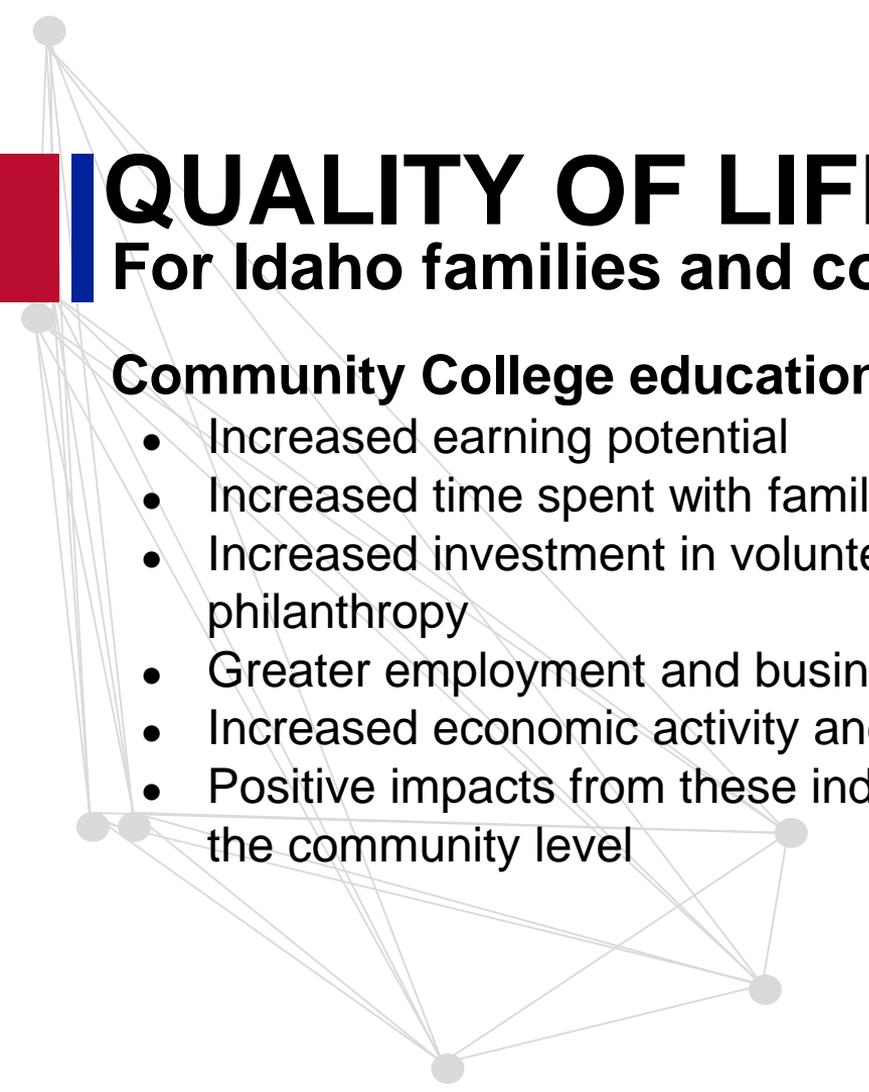
We want Idaho to thrive

We are striving to **effectively** and **efficiently** provide Idahoans access to education, professional development, and service programs that **equip** them to advance their communities.

Effectively: *High value of degree, credential, or workforce training*

Efficiently: *Rapid time to degree attainment*

Equip: *Immediate employability and contribution to the community*



QUALITY OF LIFE

For Idaho families and communities

Community College education yields:

- Increased earning potential
- Increased time spent with families
- Increased investment in volunteering and philanthropy
- Greater employment and business opportunities
- Increased economic activity and contribution
- Positive impacts from these individual outcomes at the community level

AGILITY

Equals opportunity and success

- Higher education is *responsive* to the changing needs of the economy.
 - 85% of jobs in 2030 don't yet exist*, and a college degree prepares students to be adaptable.
 - Individuals will change jobs on average 5 times during their career.
- Agility derived from higher education increases resiliency in economic downturns and promotes individual and community success.
 - **CWI:** Western States CAT Training
 - **CSI:** Food Production and Processing
 - **NIC:** Aerospace Industry
 - **CEI:** Idaho National Laboratory (INL)

**Institute for the Future*

***Idaho Department of Labor*

DRIVING THE FUTURE

Fueling Idaho's workforce

- Idaho community colleges are preparing people for the state's "Hot Jobs," 90% of which require higher education.
- Higher education is key to advancing these jobs in the state.
- Our graduates are critical to building the workforce for the top private employers in the state.



Chobani



HOW WE SERVE IDAHO

Cybersecurity Community College Pathway

We have identified **cybersecurity** as a shared priority for higher education in Idaho. There are many pathways individuals can take to begin or advance their career. All of our community colleges offer associate degree, certificate, and transfer options to 4-year institutions that prepare students for a bachelor's degree or entry-level career in cybersecurity.

Career Outlook in Idaho for Associate Degree or Certificate (1-2 years) Programs:

Computer Network Support Specialist

Entry Level Salary: \$29,420
Typical Salary: \$50,020
Experienced Salary: \$77,830
Job Growth: Average

Computer User Support Specialists

Entry Level Salary: \$23,440
Typical Salary: \$48,990
Experienced Salary: \$78,550
Job Growth: High

Web Developers

Entry Level Salary: \$25,710
Typical Salary: \$54,720
Experienced Salary: \$88,890
Job Growth: High

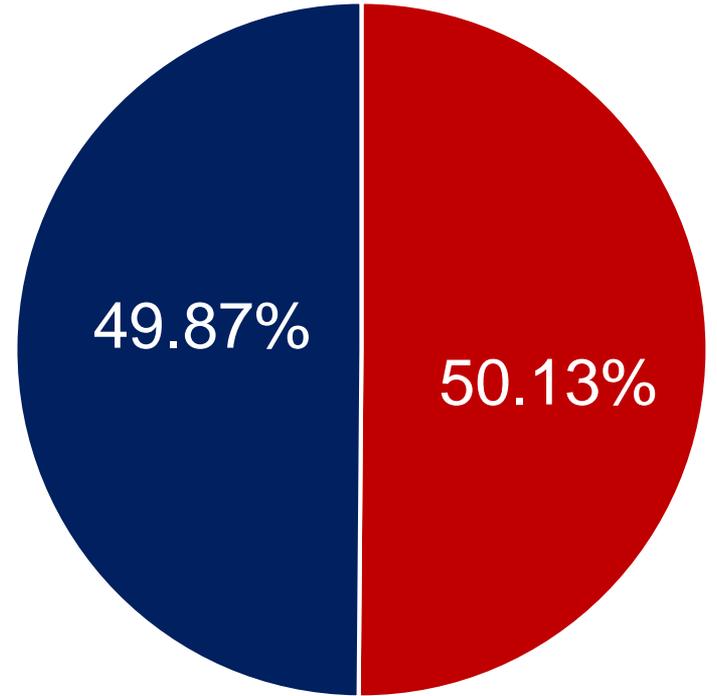


LOWER DIVISION

Students served

- College and Universities
- Community Colleges

Source: Fall 2019 PSR Snapshot Headcount



2018-2019 Credits Earned via Dual Credit

DUAL CREDIT

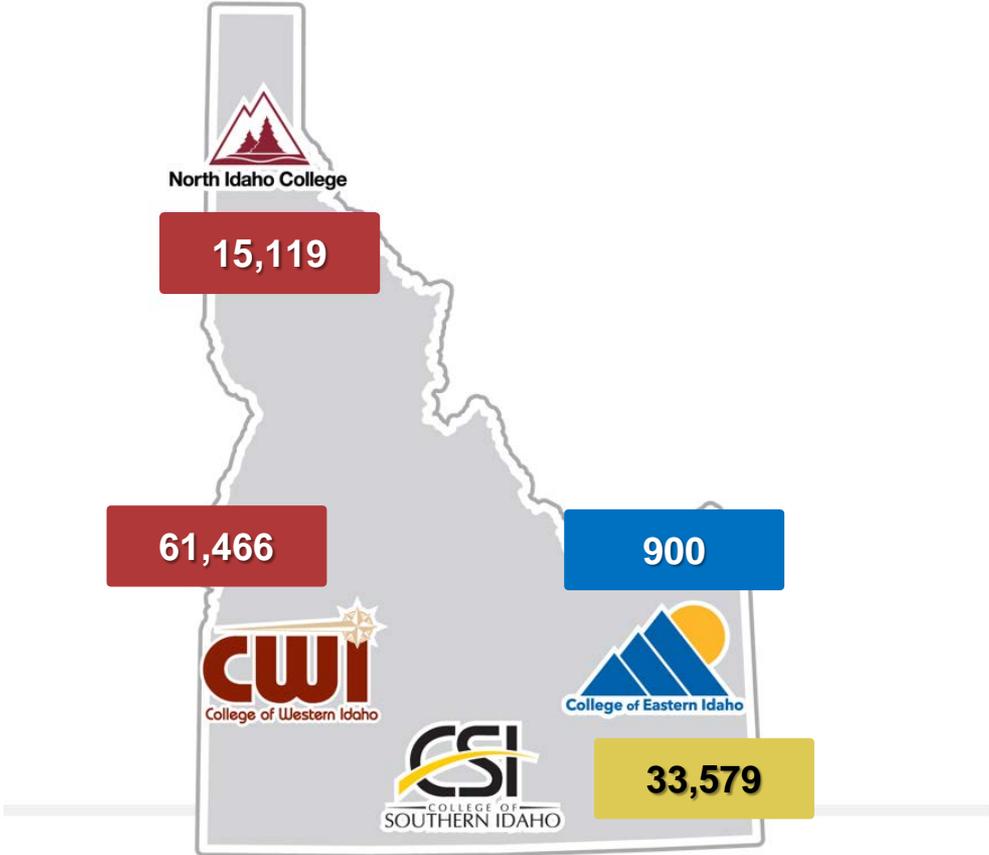
Students served

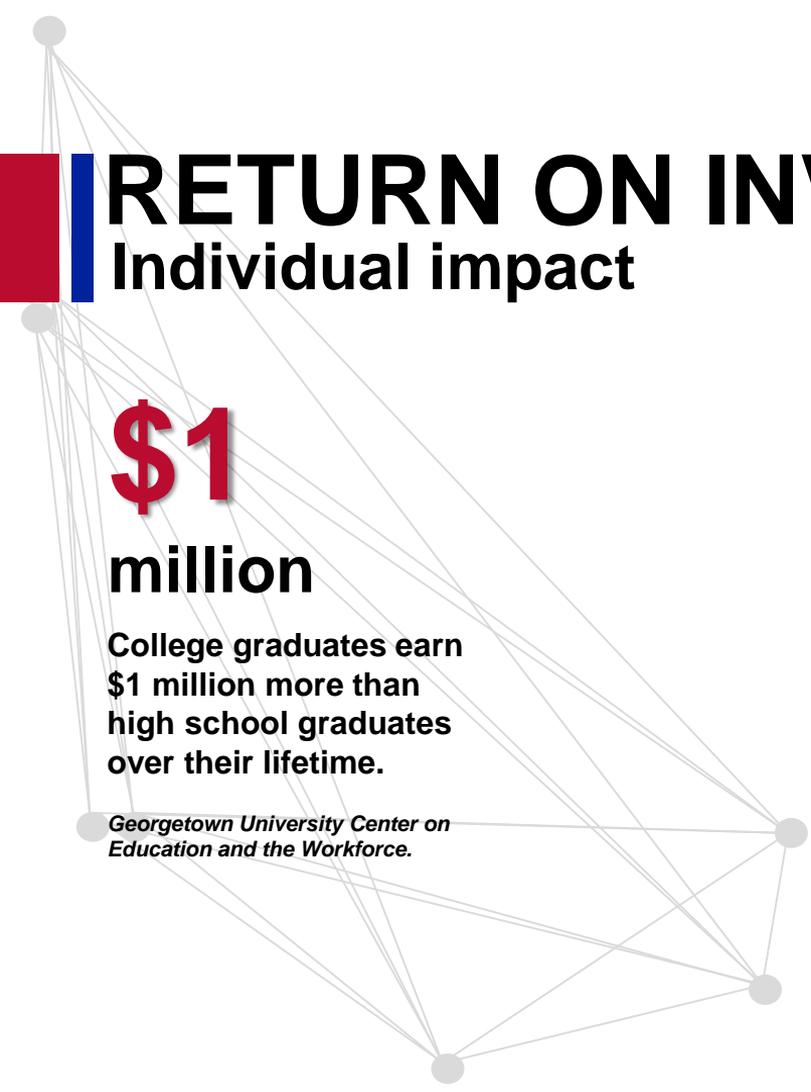
Advanced Opportunities:

- Increase student access
- Reduce time to degree
- Reduce cost

63%

of dual credits earned in 2018-2019 were earned through one of Idaho's four community colleges





RETURN ON INVESTMENT

Individual impact

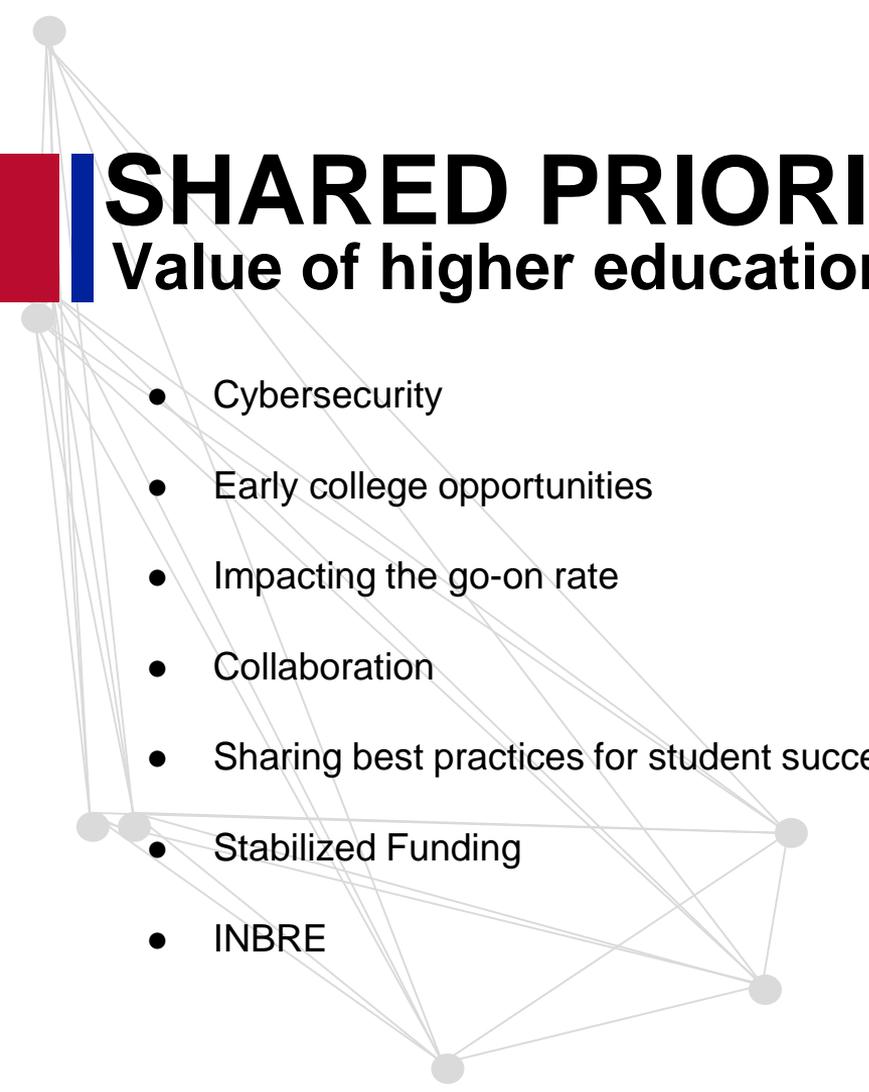
\$1
million

College graduates earn \$1 million more than high school graduates over their lifetime.

Georgetown University Center on Education and the Workforce.

“Community colleges and many certificate programs have the highest ROI in the short term. In the short term (10 years), community colleges, other two-year institutions, and many certificate programs have the highest return on investment because they generate strong earnings quickly after students finish their credentials.”

Idaho Community Colleges Rank in the top 25% of 10-Year Return of Investment compared to all institutions of higher education in the United States



SHARED PRIORITIES

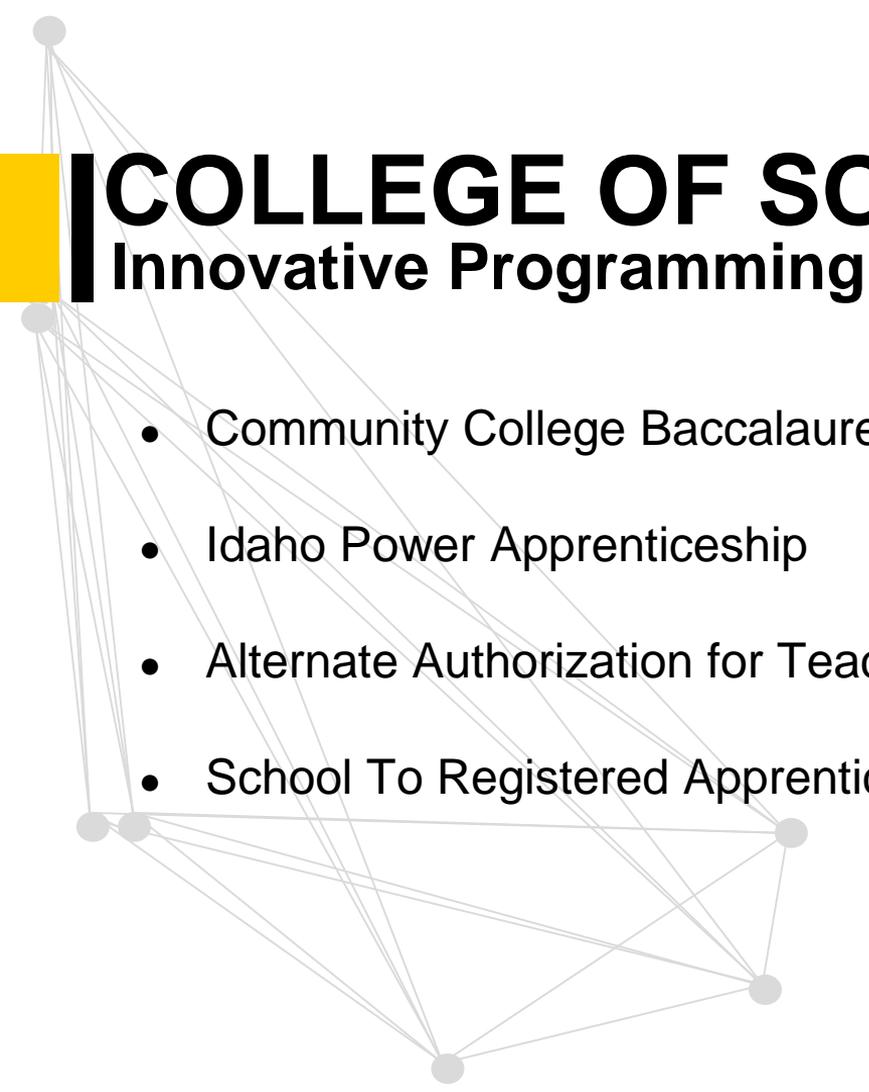
Value of higher education in Idaho

- Cybersecurity
- Early college opportunities
- Impacting the go-on rate
- Collaboration
- Sharing best practices for student success
- Stabilized Funding
- INBRE

COLLEGE OF SOUTHERN IDAHO

Demonstrating Success

	2014	2019	Change	% Increase
150% of Time Graduation Rate	18%	29%	+11%	+61%
Math Remediation Success	19%	39%	+20%	+105%
English Remediation Success	33%	68%	+35%	+106%
Workforce Training Completions	3,137	9,841	+6,704 completions	+214%
30 Credits Per Academic Year	7%	11%	+4%	+57%



COLLEGE OF SOUTHERN IDAHO

Innovative Programming

- Community College Baccalaureate
- Idaho Power Apprenticeship
- Alternate Authorization for Teacher Certification
- School To Registered Apprenticeship Program (STRAP)

College of Eastern Idaho

Demonstrating Success



	2017	2019	Change	% increase
150% of Time Graduation Rate	53%	54%	+1%	+2%
100% of Time Graduation Rate	38%	45%	+7%	+18%
Remediation Success (Math/English Combined)	78%	74%	-4%	-5%
Workforce Training Completions	N/A	16,461 completions	N/A	N/A
30 Credits Per Academic Year	13%	8%	-5%	-38%

College of Eastern Idaho

Areas of Emphasis

Transfer Degrees

Eastern Idaho educational continuum
K-12 – Early College – STEM - “Go On”
Seamless transfer as juniors to Idaho universities

Health Professions

RN, LPN, CNA production

Cyber Security, Information & Networking Technologies

Collaboration toward statewide degrees and certificates
Bachelors of Applied Technology – BAT (cyber)

Energy Technologies

Solar, Battery, Smart Grid, EV

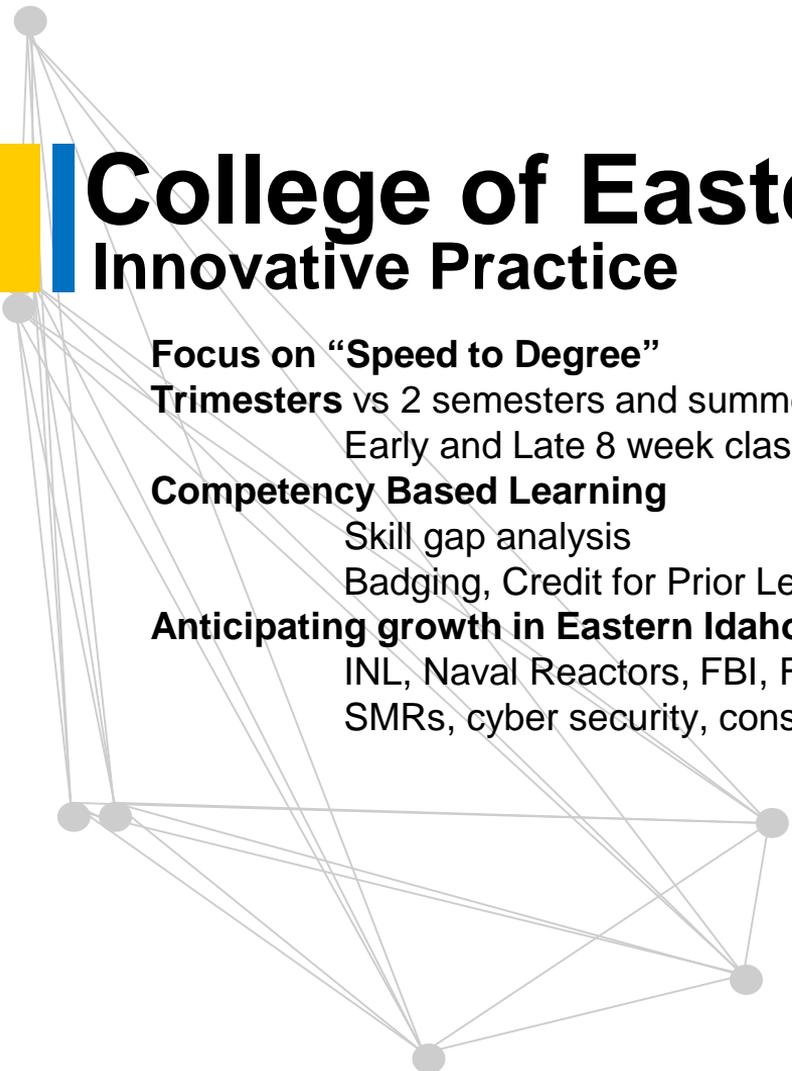
Workforce Training

Skills Based – Industry recognized certifications

Online Delivery Strategy

Fully online AA degree





College of Eastern Idaho

Innovative Practice

Focus on “Speed to Degree”

Trimesters vs 2 semesters and summer session (year around college).
Early and Late 8 week classes

Competency Based Learning

Skill gap analysis
Badging, Credit for Prior Learning, Competency Demonstration

Anticipating growth in Eastern Idaho Region

INL, Naval Reactors, FBI, Fluor, Uamps, NuScale
SMRs, cyber security, construction trades, welding technologies

College of Western Idaho

Demonstrating Success



	2014	2019	Change	% Increase
150% of Time Graduation Rate	10%	20%	+10%	+100%
Math Remediation Success	14%	25%	+11%	+79%
English Remediation Success	21%	70%	+49%	+233%
Workforce Training Completions	8,295	8,127	-168 completions	-2%
30 Credits Per Academic Year	3%	5%	+2%	+67%



College of Western Idaho

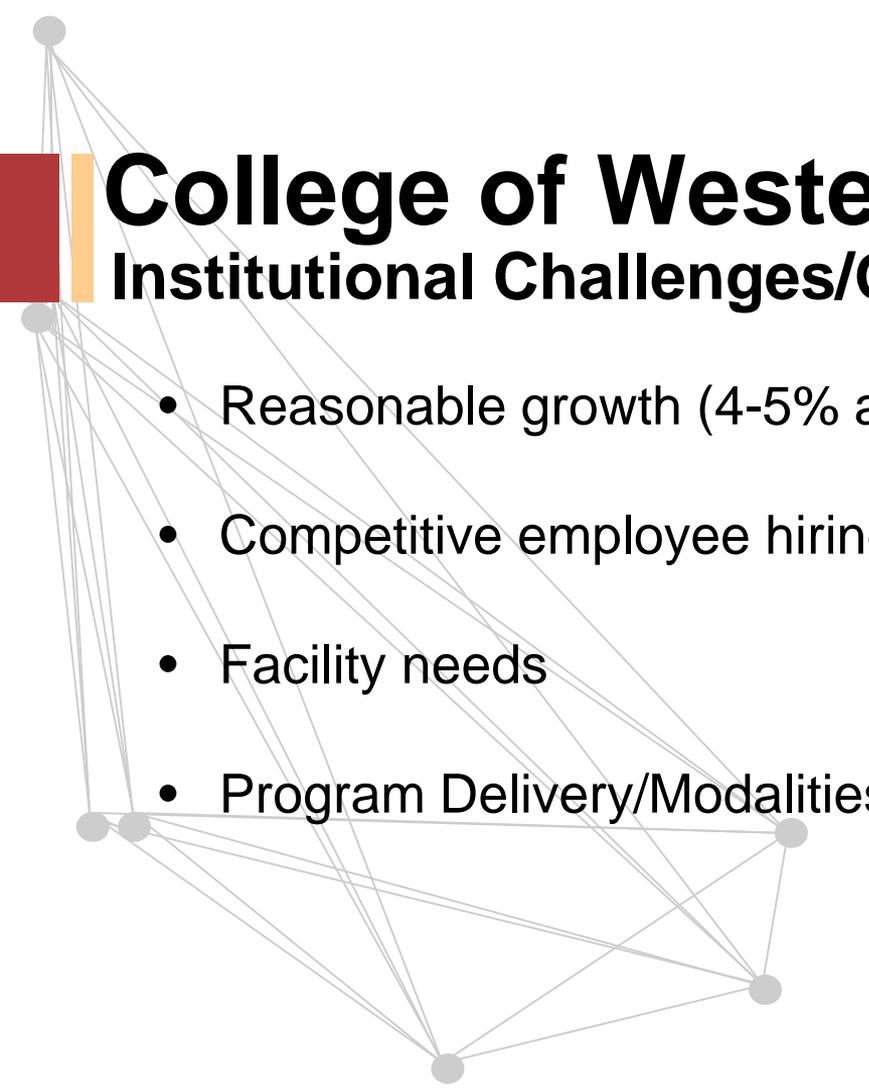
Meeting Employer and Student Needs

Employment/Labor Needs

- Fire Training and Safety- 1st of its kind in the Treasure Valley
- Licensed Practical Nursing (LPN)
- Registered Nursing (RN)
- All CTE traditional trades

Academic Highlights

- Math & English Solution Centers
- Dual Credit growth
- Top Core Courses



College of Western Idaho

Institutional Challenges/Opportunities

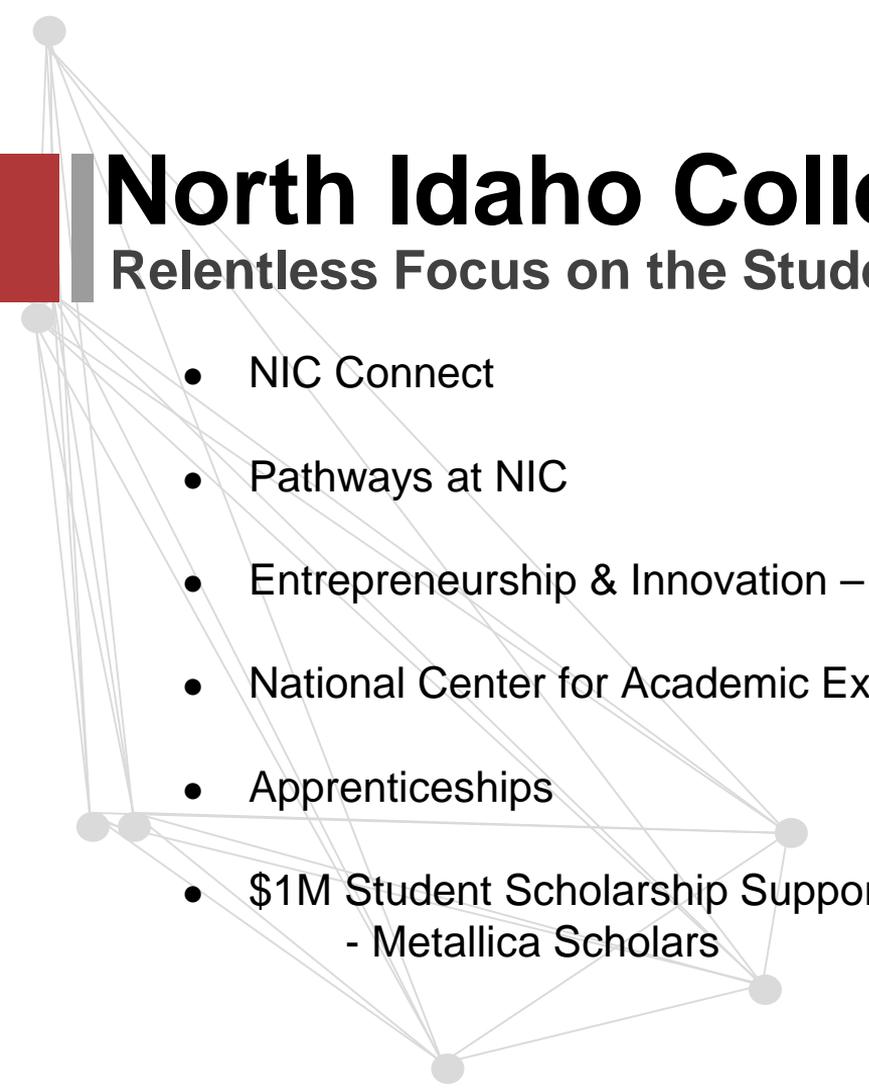
- Reasonable growth (4-5% annually vs previous surges)
- Competitive employee hiring environment (retention)
- Facility needs
- Program Delivery/Modalities

North Idaho College

Demonstrating Success



	2014	2019	Change	% Increase
150% of Time Graduation Rate	19%	29%	+10%	+53%
Math Remediation Success	8%	21%	+13%	+163%
English Remediation Success	37%	47%	+10%	+27%
Workforce Training Completions	3,391	6,649	+3,303 completions	+96%
30 Credits Per Academic Year	6%	9%	+3%	+50%



North Idaho College

Relentless Focus on the Student Experience

- NIC Connect
- Pathways at NIC
- Entrepreneurship & Innovation – Venture Center
- National Center for Academic Excellence – Cybersecurity
- Apprenticeships
- \$1M Student Scholarship Support
- Metallica Scholars

Cardinal
CENTRAL



IN PARTNERSHIP

With you, for all of Idaho



AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Thursday, January 23, 2020

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	Teacher of the Year	Sherri Ybarra, Superintendent of Public Instruction, ISDE Stacie Lawler, Teacher of the Year
Presentation:	Idaho State Department of Education Year in Review	Sherri Ybarra, Superintendent of Public Instruction, ISDE
Presentation:	Student Assessments	Karlynn Laraway, Director of Assessment and Accountability, ISDE
Presentation:	Advanced Opportunities	Eric Studebaker, Director of Student Engagement and Safety, ISDE

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Woodward
Vice Chairman Thayn	Sen Lent
Sen Winder	Sen Buckner-Webb
Sen Den Hartog	Sen Ward-Engelking
Sen Crabtree	

COMMITTEE SECRETARY

Morgan Howard
Room: WW39
Phone: 332-1321
Email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

- DATE:** Thursday, January 23, 2020
- TIME:** 3:00 P.M.
- PLACE:** Room WW55
- MEMBERS PRESENT:** Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Crabtree, Woodward, Lent, 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.
- PRESENTATION:** **Sherri Ybarra**, Superintendent of Public Instruction, Idaho State Department of Education (Department), opened with an explanation of the selection of the Teacher of the Year award. She introduced this year's Teacher of the Year, Stacie Lawler of Timberlake Junior High, and detailed her achievements.
- Ms. Lawler** shared the stories of her son's and daughter's journeys with mental health. She expressed her support for students' access to mental health care. She shared her own story of teaching her students about mental health and fighting the stigma of mental health within her community. **Ms. Lawler** responded to Committee questions that Idaho schools are making strides in fighting the stigma around mental health.
- PRESENTATION:** **Superintendent Ybarra** shared the Department's goals for the past year and their achievements in relation to these goals. In addition, she provided a handout to the Committee (see Attachment 1). These achievements included breakfast programs, greater service to severely cognitively disabled students, student safety programs, curriculum support, assessment review, and many others.
- PRESENTATION:** **Karlynn Laraway**, Director of Assessment and Accountability for the Department, opened with a brief explanation of the different methods of student assessment (see Attachment 2) before sharing Idaho student assessment results for the past school year. **Ms. Laraway** explained the differences between the results and uses of the different standardized assessments in the state. She shared the results of standardized tests in the state. **Ms. Laraway** explained how Idaho students' performance measures up to that of other states. She concluded with an overview of graduation rates and student, parent, and staff engagement rates. **Ms. Laraway** responded to Committee questions that many school districts use the Idaho Standards Achievement Test (ISAT) as a marker for student achievement.

PRESENTATION: **Dr. Eric Studebaker**, Director of Student Engagement and Safety Coordination for the Department, opened with a comparison of Idaho's Advanced Opportunities program to other states' programs (see Attachments 3 & 4). He then shared a breakdown of student use of and budget utilization in the Advanced Opportunities Program. He went on to demonstrate the impact of dual credit enrollment on college enrollment. **Dr. Studebaker** also shared the success of the workforce training program. **Dr. Studebaker** responded to Committee questions that the Department has not looked at workforce training cost projections, and that students enrolled in dual credits and workforce training received credit if they earned a D or higher letter grade.

ADJOURNED There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:37 p.m.

Senator Dean M. Mortimer
Chair

Morgan Howard
Secretary

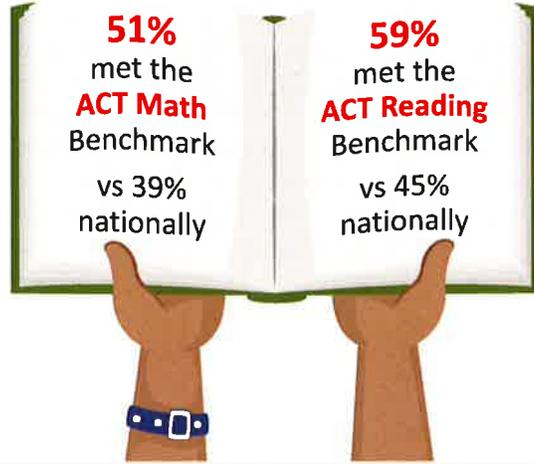


2020 Education Outcomes Infographic

Important Indicators of Student Achievement

Attachment 1

Idaho students' college readiness is consistently higher than the national average, according to the latest ACT results:



Idaho schools and students outperform their peers in other important measures of college and career readiness:



High School graduation rates are rising, reaching nearly **81%**



Nearly

216,000

college credits earned by students while in high school (Up from 185,000 last year)

90 Idaho schools graduated **90%** or more; **18** had **100%** rates



Idaho students outperform their peers in many states, as shown in 'The Nation's Report Card:'





State Department of Education 2018/2019 Year in Review



Assessment Update



- Comprehensive Assessment System
 - The Right Assessment for the Right Purpose
- Final Assessment Results
 - Spring IRI
 - ISAT ELA and Math
 - English Learner Proficiency
 - Engagement Surveys
 - Student, Parent and Staff
- Accountability Update
 - 2019 Annual Identification and Recognition Summary

Comprehensive Assessment System



The Right Assessment for the Right Purpose

Formative Assessment

A process, student/teacher exchange, in the moment.



Interim Assessments

Classroom information at the end of a unit or term.



Summative Assessments

State, district, and school information at the end of the year.

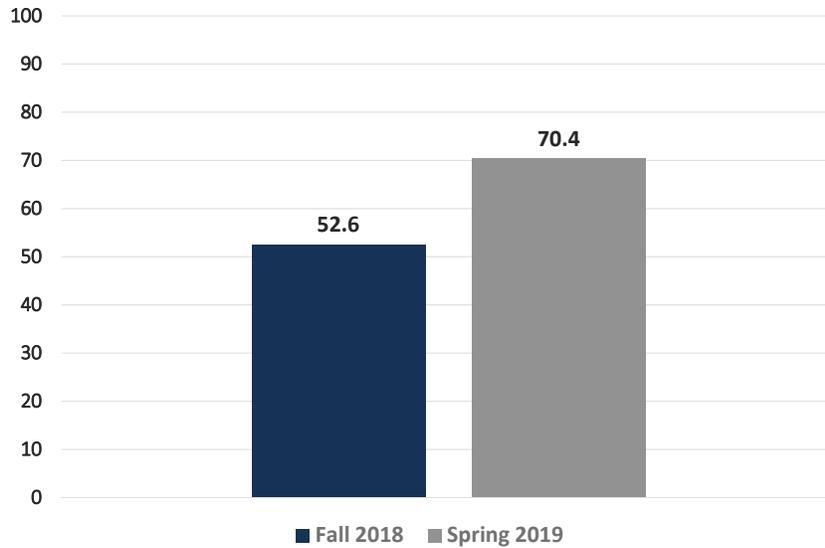


The Idaho Reading Indicator



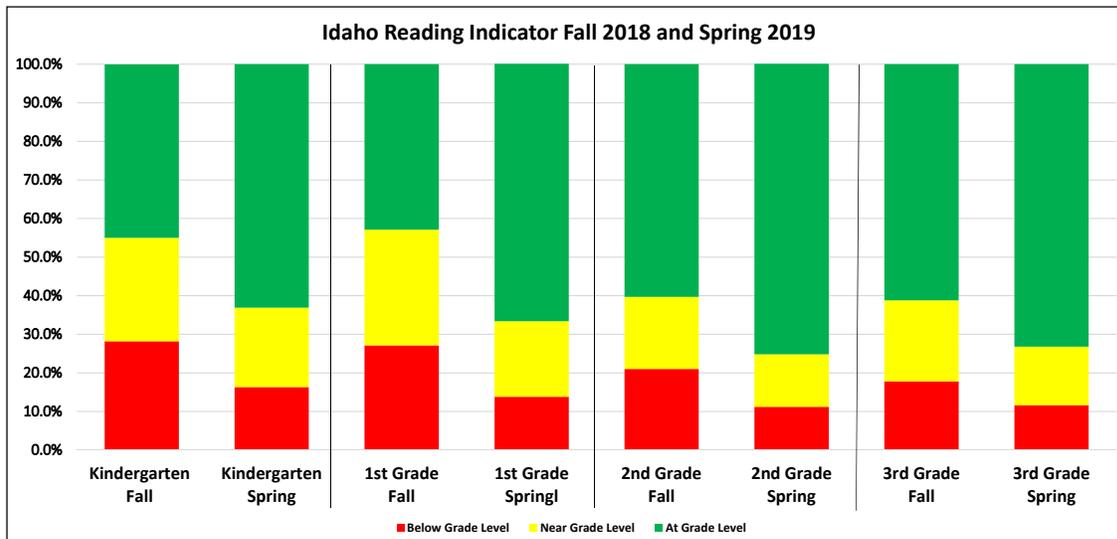
Kindergarten	Listening Comprehension Phonological & Phonemic Awareness Letter Knowledge Vocabulary
1 st Grade	Phonological & Phonemic Awareness Letter Knowledge Vocabulary Alphabetic Decoding Reading Comprehension Spelling
2 nd & 3 rd Grade	Vocabulary Reading Comprehension Spelling Text Fluency

2019 Final IRI Results



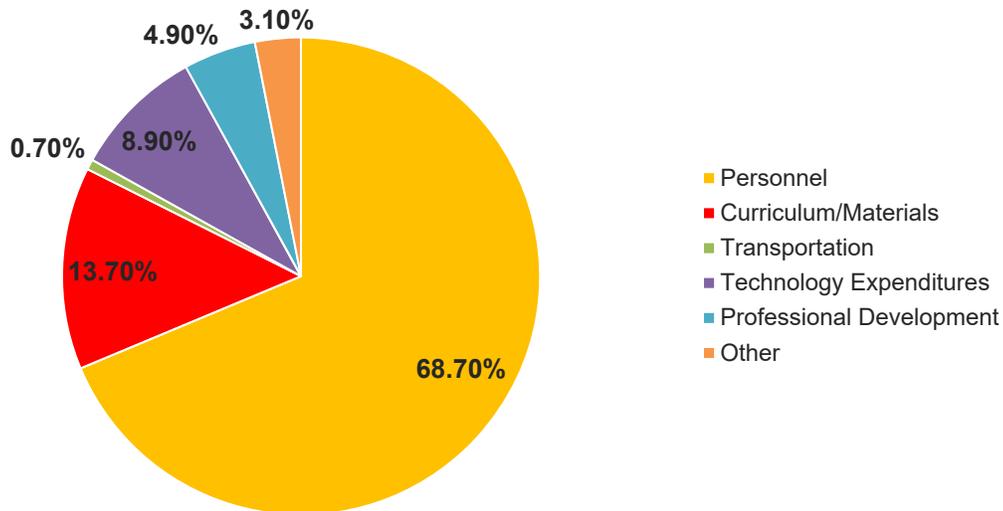
Senate Education Committee - January 2020 | 5

2019 Final IRI Results



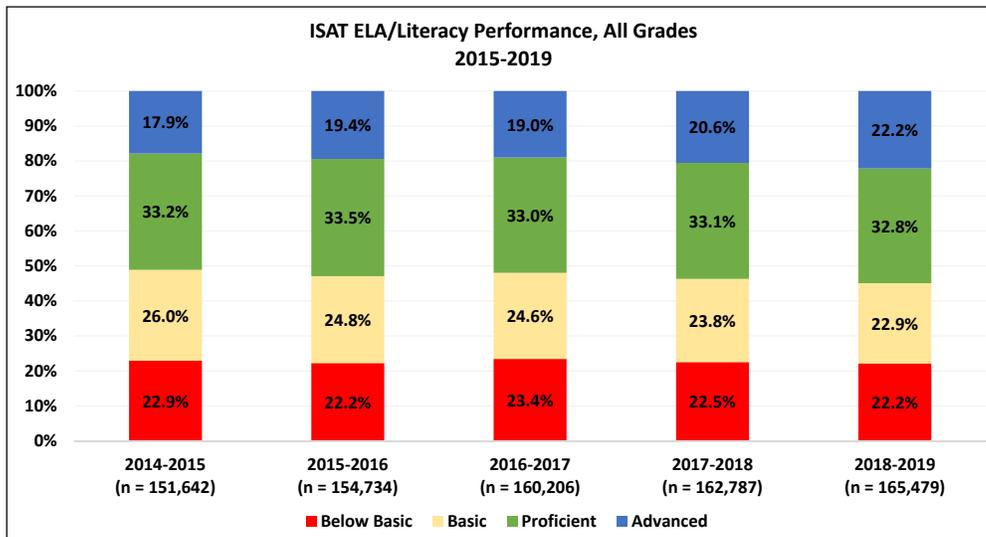
Senate Education Committee - January 2020 | 6

2019 Literacy Intervention Funding



Senate Education Committee – January 2020 | 7

2019 ISAT English Language Arts/Literacy

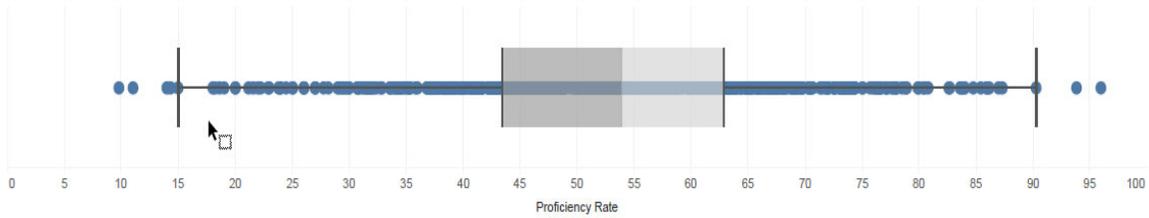


Senate Education Committee - January 2020 | 8

2019 ISAT ELA/Literacy Performance Range



ela_proficiency, All Students, 2019

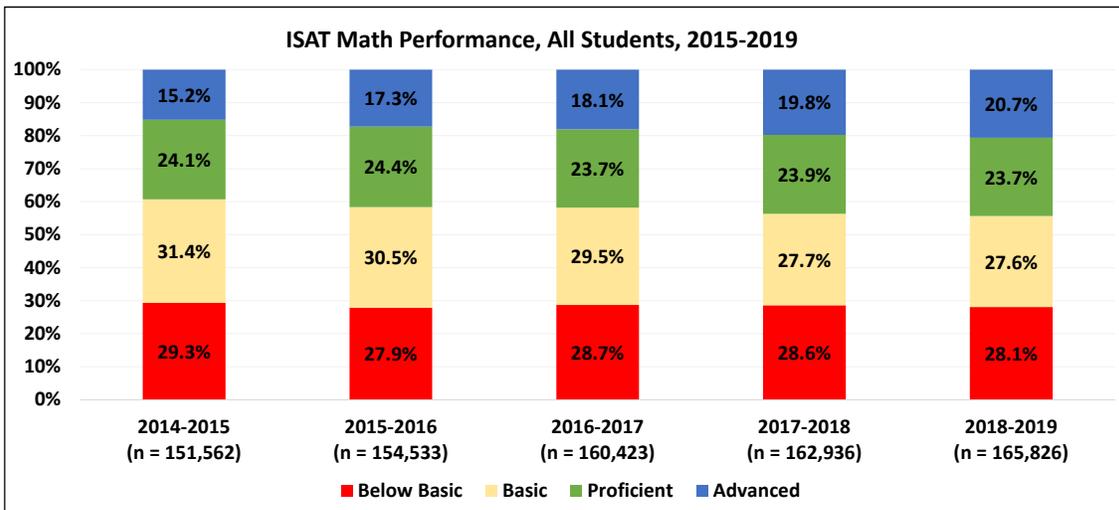


Senate Education Committee - January 2020 | 9

2019 ISAT Math



ISAT Math Performance, All Students, 2015-2019

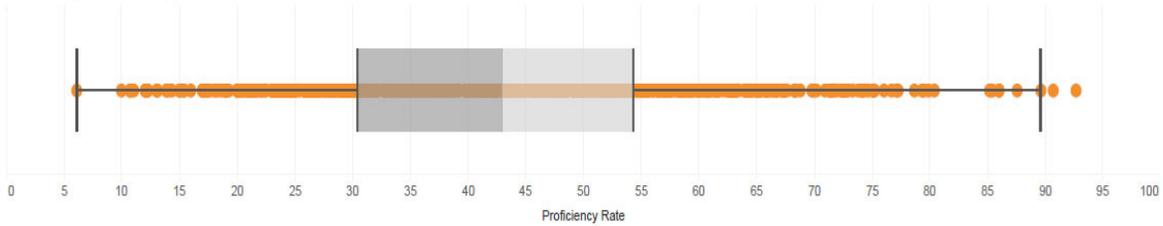


Senate Education Committee - January 2020 | 10

2019 ISAT Math Performance Range



math_proficiency, All Students, 2019

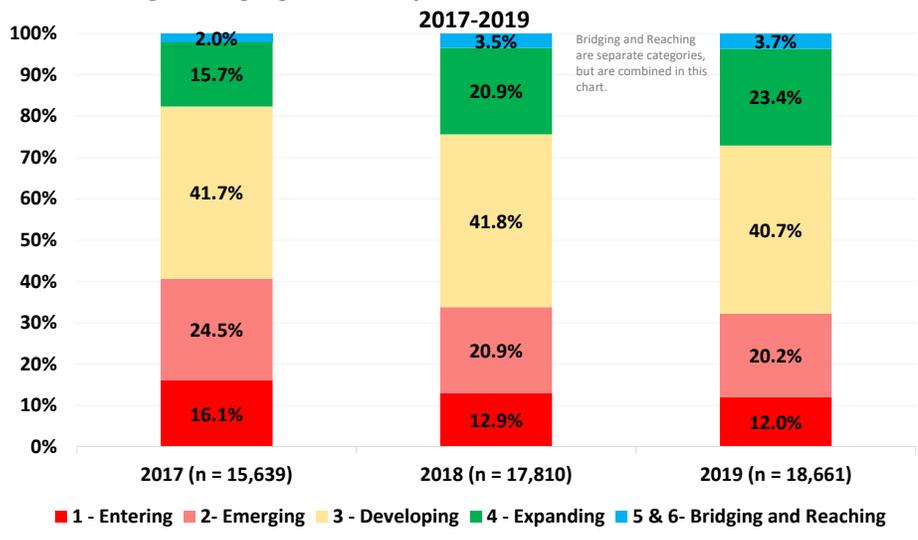


Senate Education Committee - January 2020 | 11

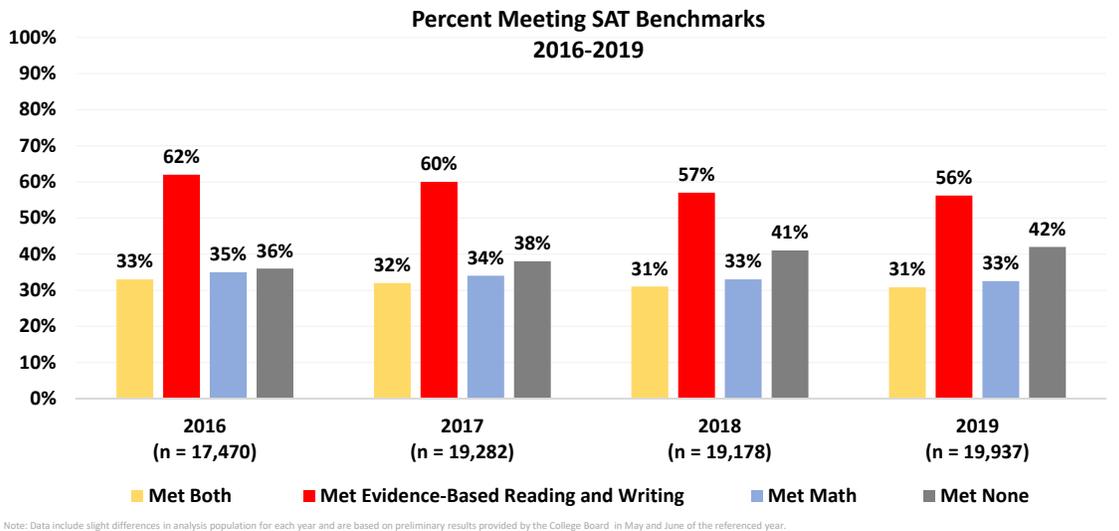
2019 English Language Learner Performance



English Language Proficiency Assessment Performance Distribution

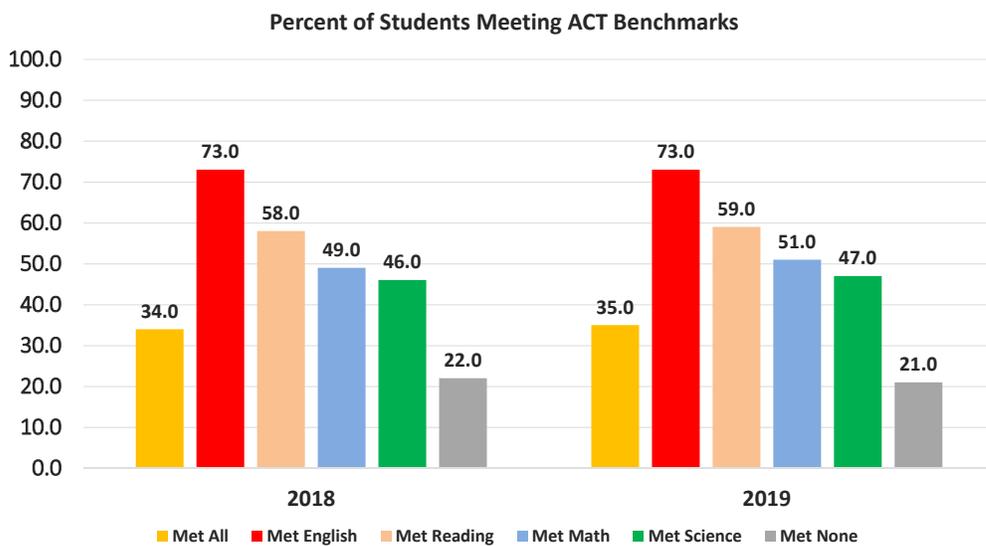


SAT School Day



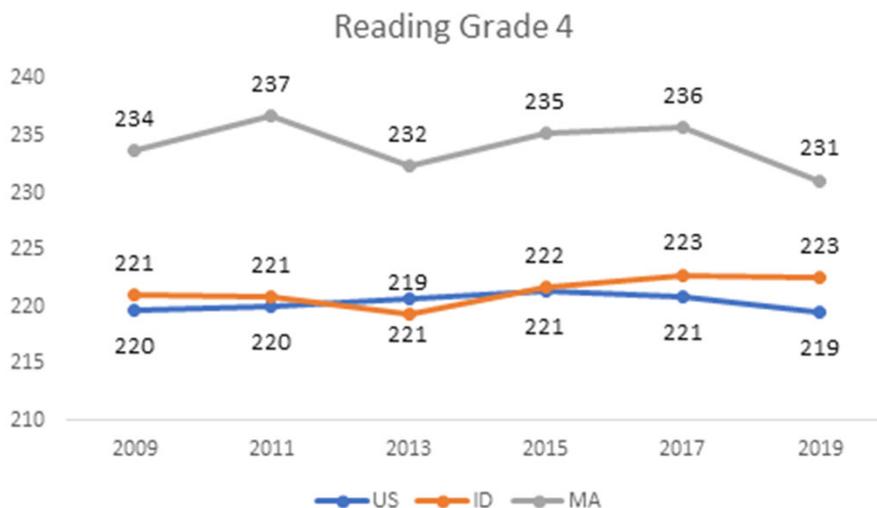
Senate Education Committee - January 2020 | 13

ACT



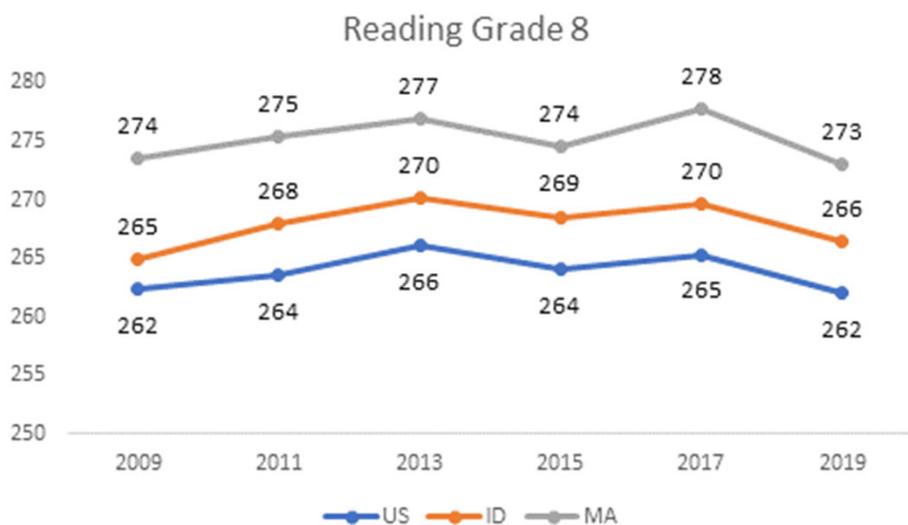
Senate Education Committee - January 2020 | 14

NAEP – Reading Grade 4



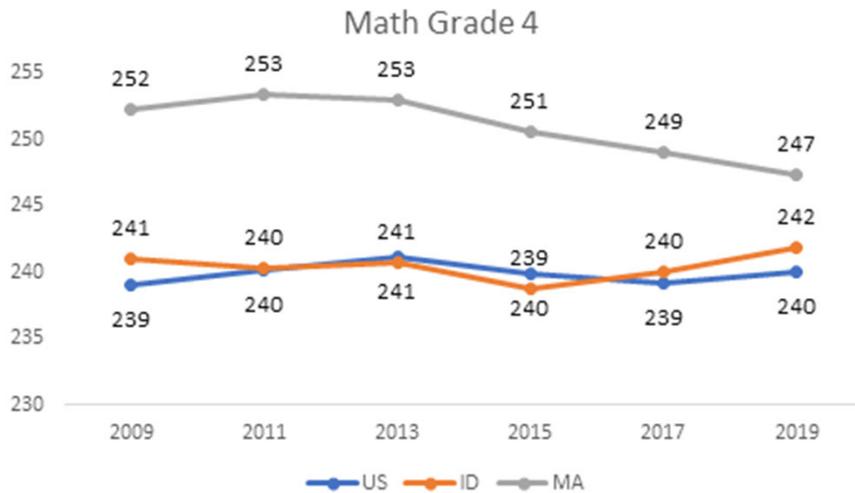
Senate Education Committee - January 2020 | 15

NAEP – Reading Grade 8



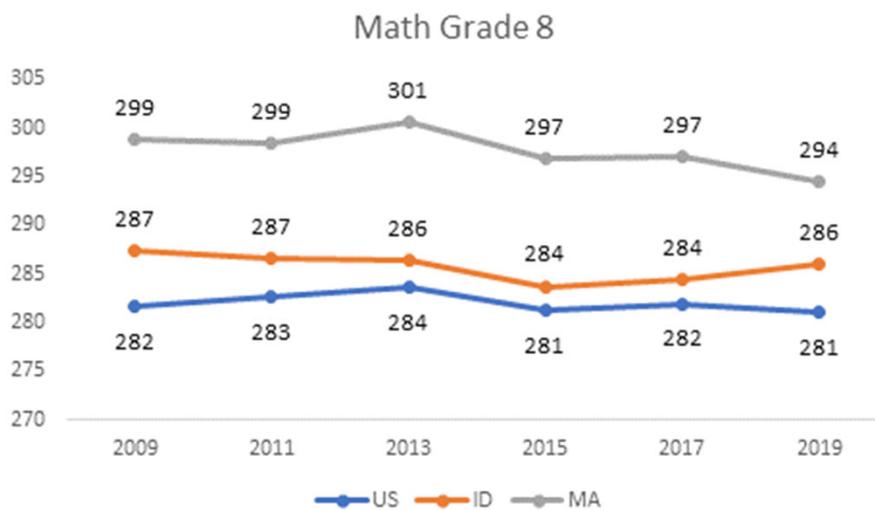
Senate Education Committee - January 2020 | 16

NAEP – Math Grade 4



Senate Education Committee - January 2020 | 17

NAEP – Math Grade 8

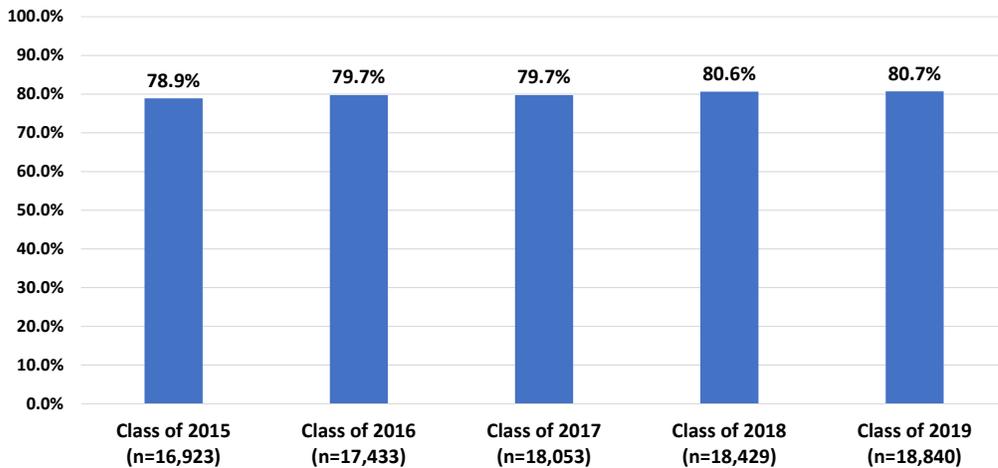


Senate Education Committee - January 2020 | 18

4-Year Adjusted Cohort Graduation Rate



4 Year Adjusted Cohort Graduation Rate

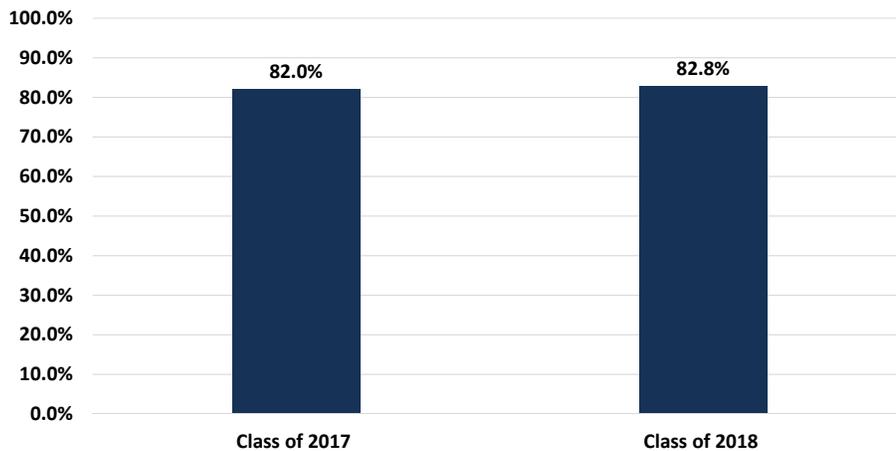


Senate Education Committee - January 2020 | 19

5-Year Adjusted Cohort Graduation Rate

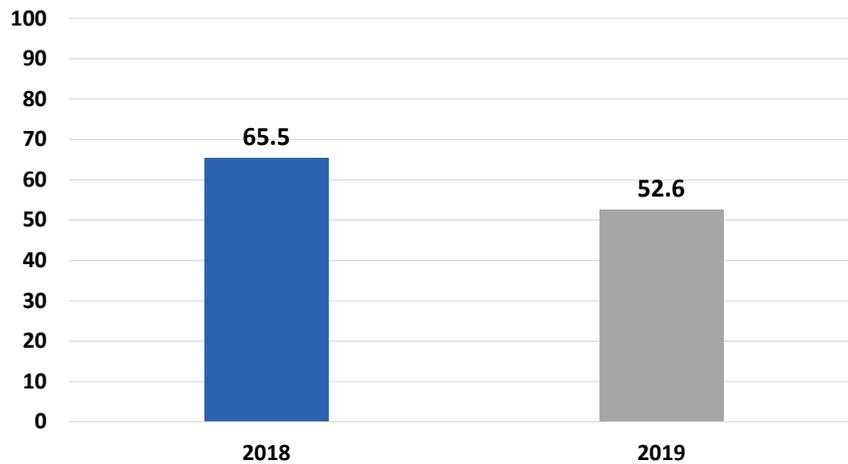


5 Year Adjusted Cohort Graduation Rate



Senate Education Committee - January 2020 | 20

2019 Student Engagement

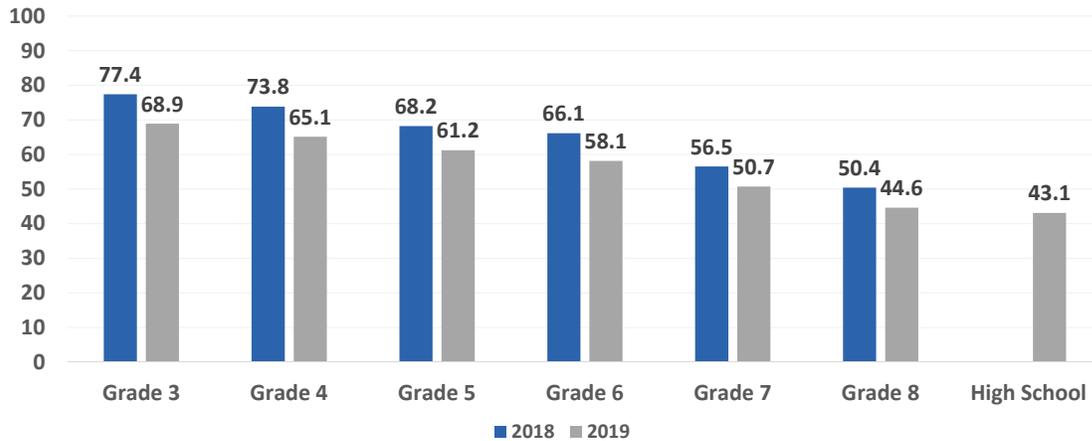


Senate Education Committee - January 2020 | 21

2019 Student Engagement By Grade



Student Engagement by Grade
2018 & 2019

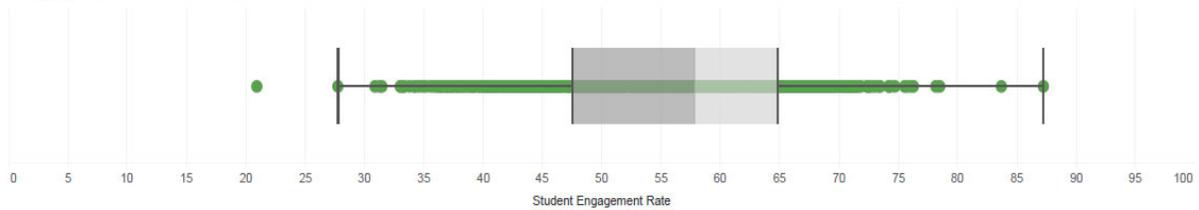


Senate Education Committee - January 2020 | 22

2019 Student Engagement Performance Range



engaged, All Students, 2019

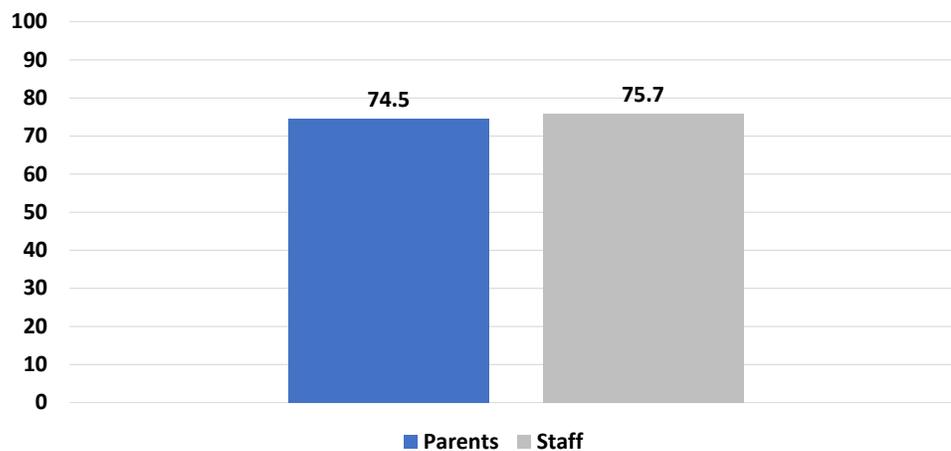


Senate Education Committee - January 2020 | 23

2019 Parent And Staff Engagement



Parent and Staff Engagement
2019



Senate Education Committee - January 2020 | 24

2019 Accountability Summary



	TSI	ATSI	Goal Maker	Top Performer	CSI Up	CSI Grad
K-8	163	45	329	124	22	
HS	25	12	143	44	5	9* -1
Alt HS	0	0	2	10	2	37* -2

CSI Up and CSI Grad identified in 2018 and identified every three years.

Senate Education Committee - January 2020 | 25

2019 Targeted Support and Improvement



- 188 Schools identified for at least one subgroup gap in at least one metric in 2019
 - 4 schools identified for gaps 3 or more subgroups
 - 44 schools identified for 3 or more group/metric combinations
- Students with Disabilities most frequent group identified

Senate Education Committee - January 2020 | 26

2019 TSI Identification Summary



	American Indian	Black / African-American	Hispanic	Students with Disabilities	Economically Disadvantaged	English Learner	Grand Total
ELA Growth	0	0	0	29	0	0	29
ELA Proficiency	1	1	7	163	2	26	200
Grad Rate 4-yr	0	0	0	1	0	0	1
Math Growth	0	0	0	27	1	1	29
Math Proficiency	0	2	8	78	4	15	107
Grand Total	1	3	15	298	7	42	366

Senate Education Committee - January 2020 | 27

Questions



Karlynn Laraway | Director, Assessment & Accountability
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klaraway@sde.idaho.gov



Supporting Schools and Students to Achieve
 SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION



Advanced Opportunities

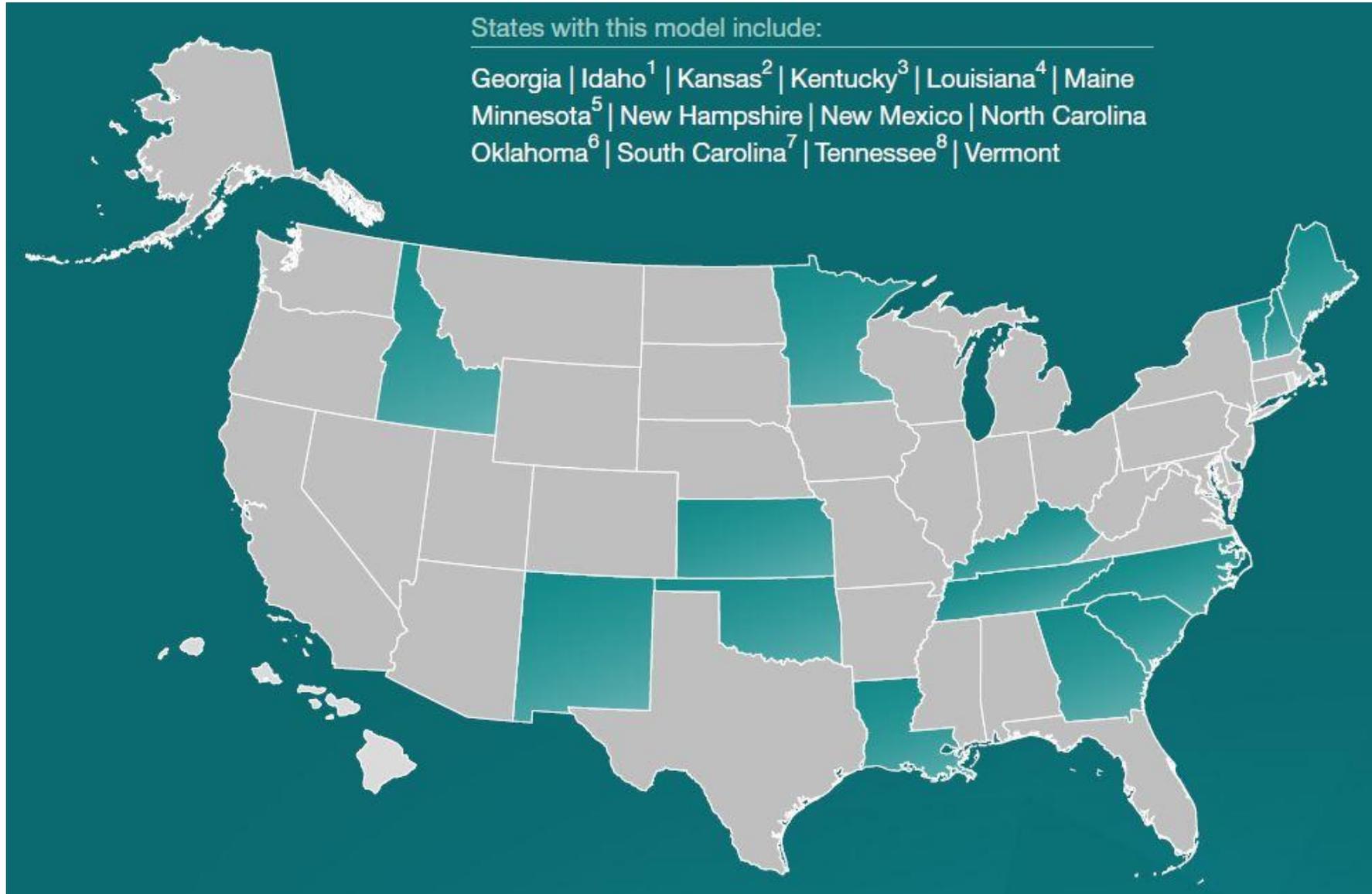


Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

1/24/2020

State Pays Tuition Model



The Program Pays for....

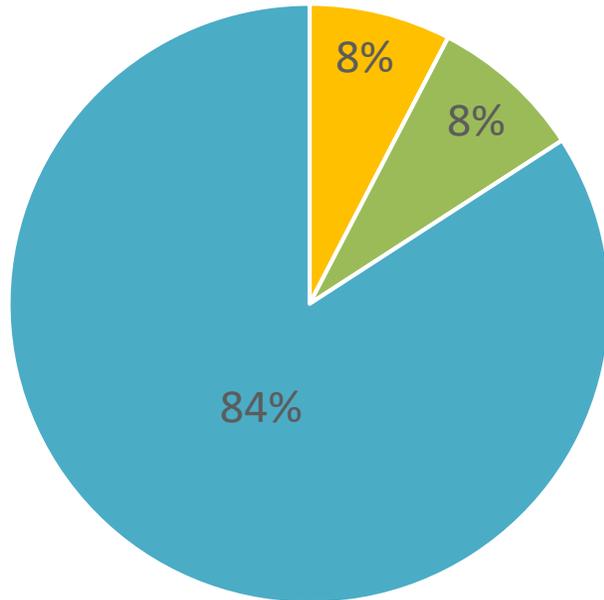


Overload Courses
Dual Credit (Academic and CTE)
Exams (CTE, CLEP, AP, and IB)
Workforce Training
Early Graduation Scholarship

Proportions of the Program

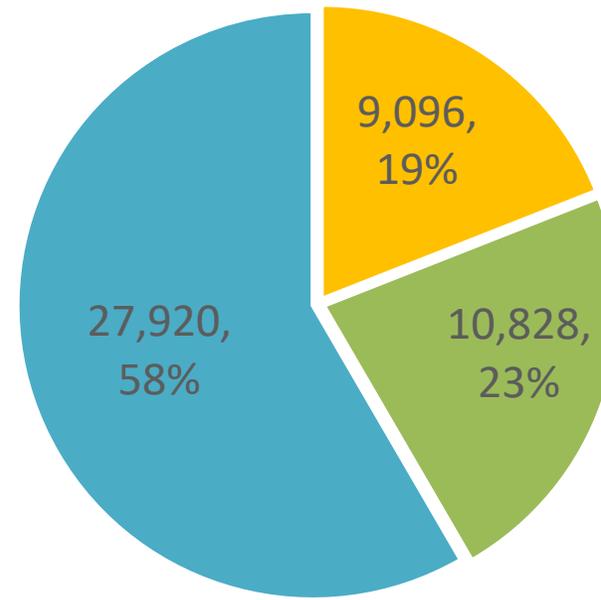


FY 2019 Proportion of Reimbursements



■ Overload ■ Exams ■ Dual Credit

FY 2019 Proportion of Student Use

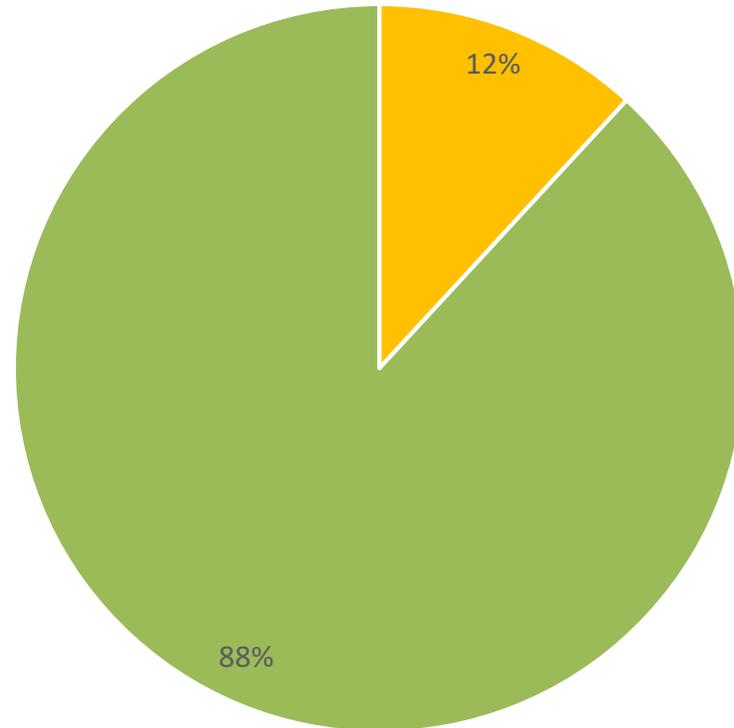


■ Overload ■ Exams ■ Dual Credit

Dual Credit Costs



Dual Credit Costs



■ Out-of-District Tuition Paid ■ Dual Credit Tuition

Demographics



	Number of Students	Percent Participating in Advanced Opportunities	Statewide Comparable Percent
American Indian	243	.67%	1.18%
Asian	718	1.97%	1.32%
Black or African American	323	.89%	1.18%
Hispanic	5254	14.4%	17.90%
Native Hawaiian or Pacific Islander	104	.28%	.33%
White	28994	79.44%	75.42%
Multiple	861	2.36%	2.67%

Total number of students using A.O.: **36,497**

Gender

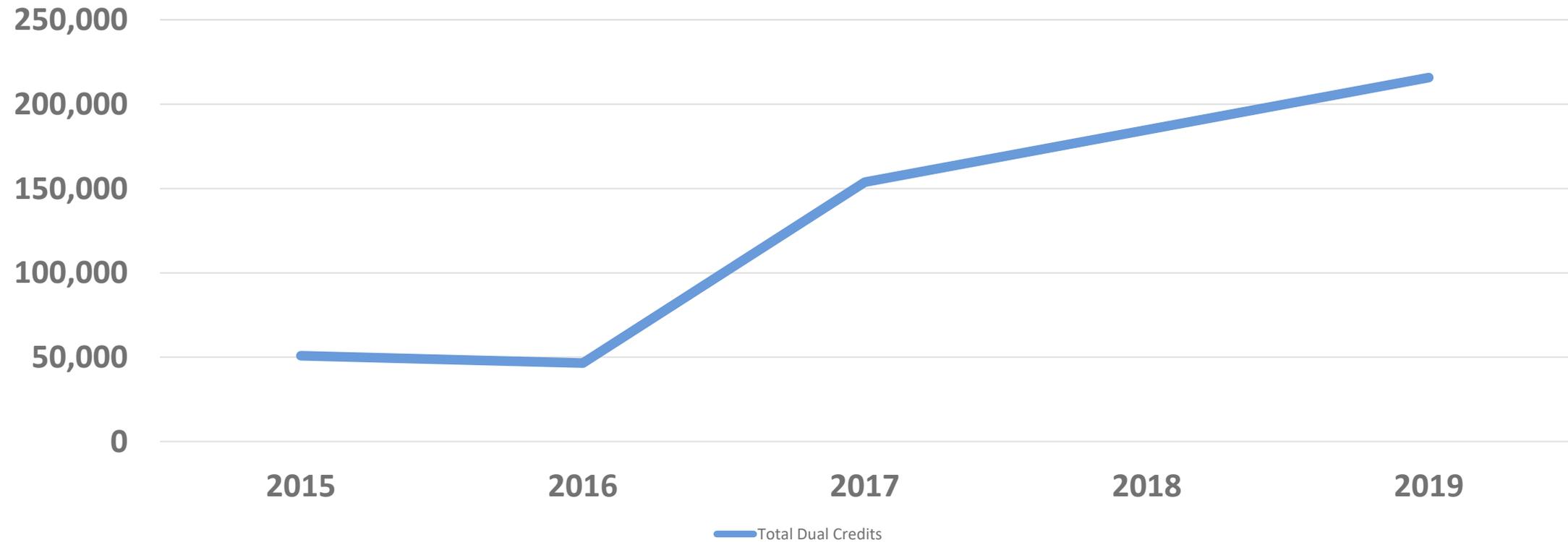


	Number of Students	Percent Participating in Advanced Opportunities	Statewide Comparable Percent
Female	21033	57.63%	48.82%
Male	15464	42.37%	51.18%

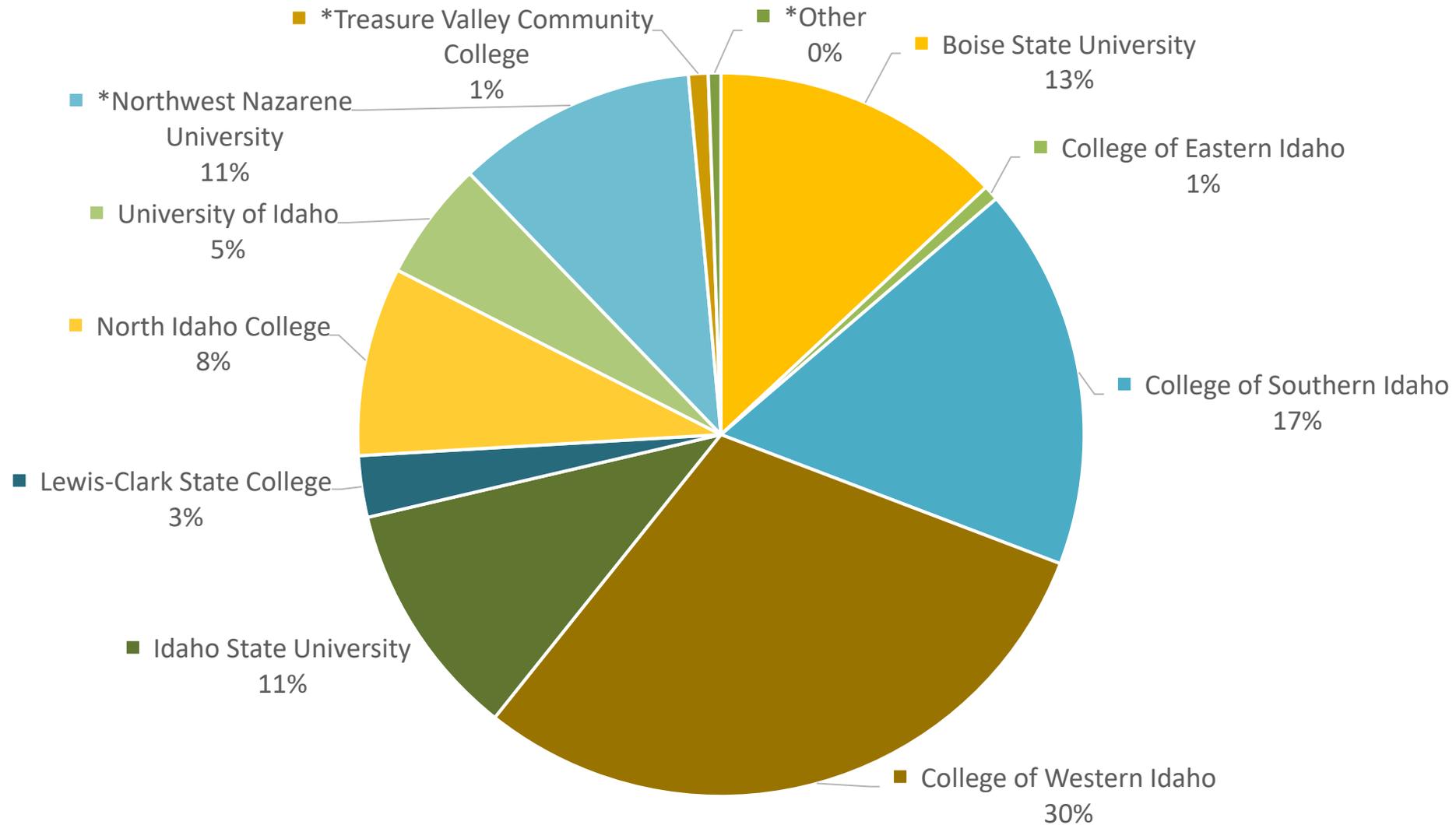
Dual Credit



Total A.O. Dual Credits Attempted



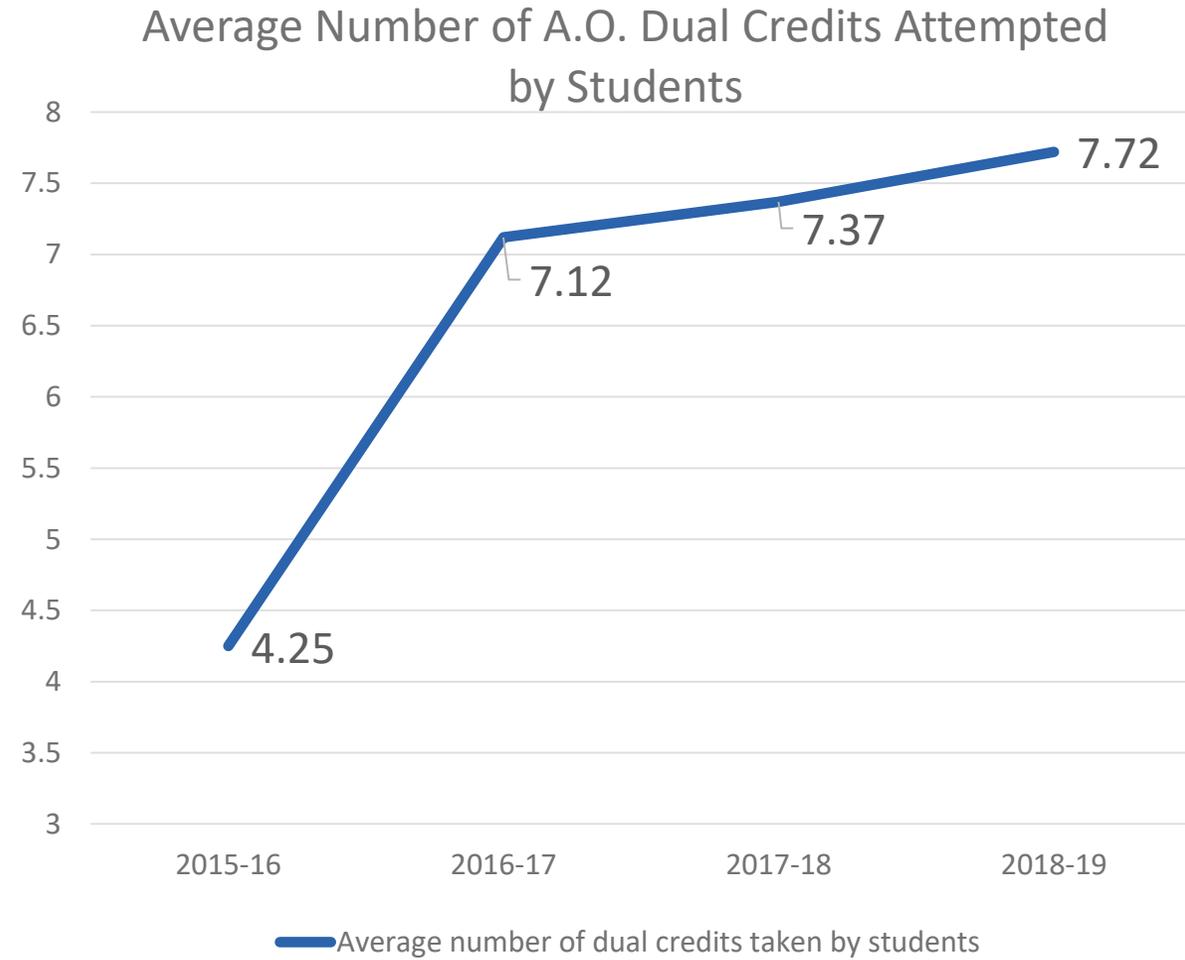
Dual Credit by College



Dual Credit



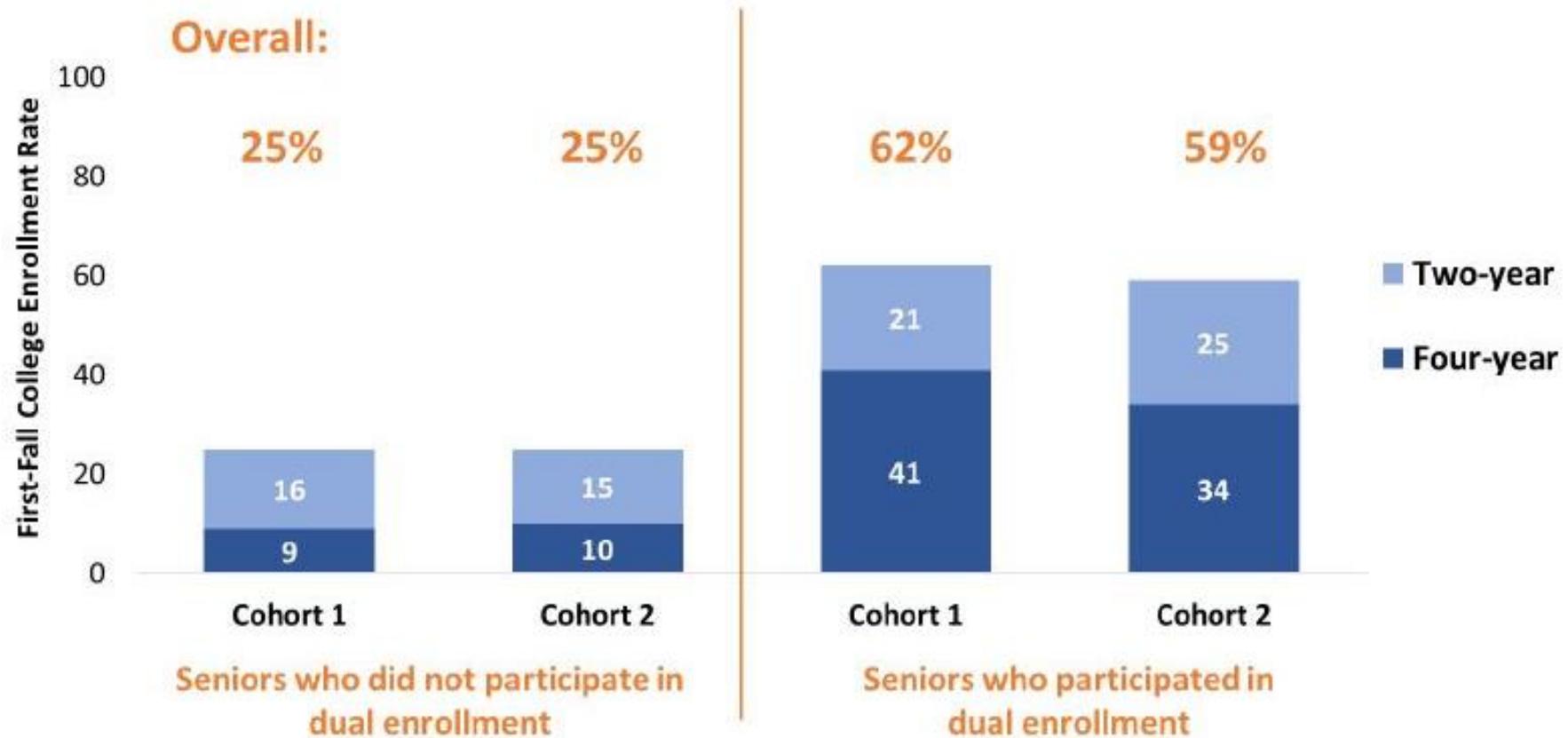
27,920
Students taking Dual
Credit



Gear Up Cohort



Percent of seniors enrolling fall following graduation by dual enrollment participation



Workforce Training/CTE

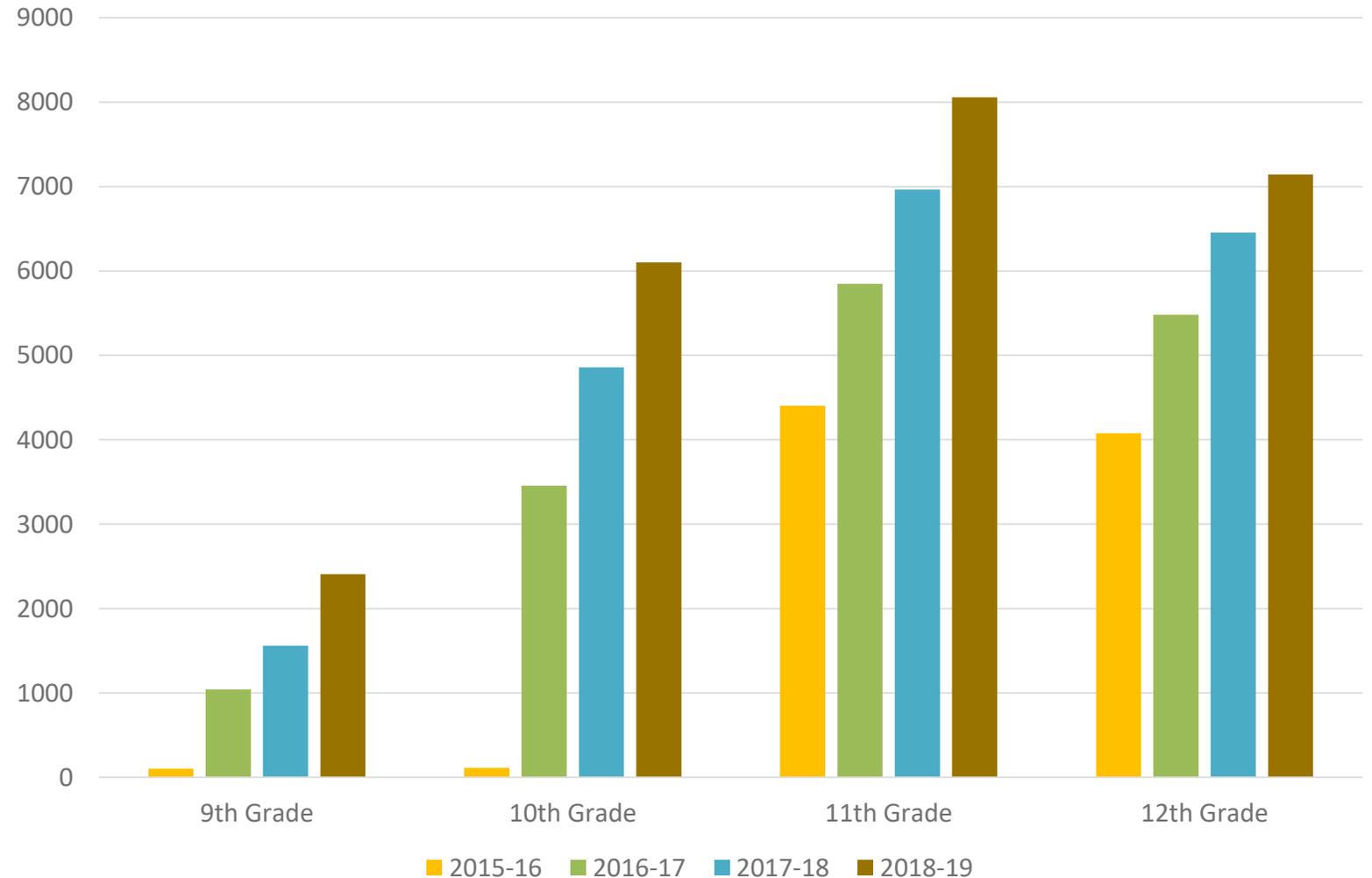


FY20 Workforce Training

Number of student reimbursed to date:

45 students

CTE Students Using A.O.



Early Graduation Scholarship



Students Awarded Scholarships	Eligible Scholarships
93	334

A.O. Money Utilized	Number of Students Utilizing A.O.
\$4,125	201
>\$3,500	339
> \$3,000	388
>\$2,500	847
>\$2,000	1,901

Questions



Dr. Eric Studebaker | Director of Student Engagement & Safety Coordination

Idaho State Department of Education

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www.sde.idaho.gov



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

ADVANCED OPPORTUNITIES



Annual Totals FY 19

Compiled September 10, 2019

*All figures are based on data available September 10, 2019. Information reported can be subject to change.



IDAHO
STATE DEPARTMENT OF EDUCATION

Advanced Opportunities Activity and Payment Distributions: FY 19

Fast Forward Program **\$ 19,282,337.33**

Students Served: 36,497

Examinations	Amount	Headcount	Students Served
Exam Total	\$1,539,247.53	18,047	10,828
Advanced Placement (AP)	\$1,209,783.00	13,467	
International Baccalaureate (IB)	\$65,212.00	550	
Professional Certification Exams (CTE)	\$241,642.53	3,770	
College Level Examination Program (CLEP)	\$22,610.00	260	

Overload Courses	Amount	Headcount	Students Served
Overload Total	\$1,425,254.00	13,910	9,096
Idaho Digital Learning	\$733,870.00	9,839	
Districts	\$638,115.00	3,712	
*Brigham Young Univ-Independent Study	\$53,269.00	359	

Dual Credit	Amount	Headcount	Credits	Students Served
Dual Credit Total	\$15,760,164.80	71,157	215,815	27,920
Boise State University	\$1,820,280.00	9,273	28,089	
College of Eastern Idaho	\$94,185.00	499	1,459	
College of Southern Idaho	\$2,341,999.00	11,994	36,936	
College of Western Idaho	\$4,183,443.80	20,108	64,519	
Idaho State University	\$1,467,370.00	7,177	22,922	
Lewis-Clark State College	\$383,492.50	1,870	5,930	
North Idaho College	\$1,164,253.00	7,277	18,214	
University of Idaho	\$747,021.00	3,956	11,493	
*Northwest Nazarene University	\$1,501,346.00	7,979	23,156	
*Treasure Valley Community College	\$122,425.00	574	1,886	
*Other	\$70,099.50	450	1,211	
Total Dual Credit Tuition	\$13,895,914.80			
Out-of-District Tuition	\$1,864,250.00			

** Funds sent to school districts for distribution related to this activity*

Early Graduation Scholarship **\$ 557,671.00**

	Amount	Students Awarded Scholarships	Eligible Scholarships
Post-secondary Scholarships	\$131,371.00	93	334
School District Awards	\$426,300.00		



Advanced Opportunities Demographic Breakdown FY 19

Total Students: 36,497

Race	Number of Students	Percent Participating in Adv Ops	Statewide Comparable Percent
American Indian	243	0.67%	1.18%
Asian	718	1.97%	1.32%
Black or African American	323	0.89%	1.18%
Hispanic	5254	14.40%	17.90%
Native Hawaiian or Pacific Islander	104	0.28%	0.33%
White	28994	79.44%	75.42%
Multiple	861	2.36%	2.67%

Gender	Number of Students	Percent Participating in Adv Ops	Statewide Comparable Percent
Female	21033	57.63%	48.82%
Male	15464	42.37%	51.18%

Other Demographics	Number of Students	Percent Participating in Adv Ops	Statewide Comparable Percent
Private/Homeschool	208	0.57%	n/a
Free/Reduced Lunch	9053	24.80%	30.19%
Special Education	671	1.84%	9.86%
504	1229	3.37%	4.02%
At Risk	649	1.78%	4.16%
English Learners	559	1.53%	3.64%
Gifted	3678	10.08%	6.11%
Neglected/Delinquent	13	0.04%	n/a
Homeless	385	1.05%	1.30%

Advanced Opportunities Participation and Expenditure FY 19

ID	L.E.A. Name	AO Payment FY	AO Participation	Total Students 7-12	Percent	Participation Rank	Expenditure Per Participating Student	Expenditure Rank
044	PLUMMER-WORLEY JOINT DISTRICT	\$ 9,945.00	10	171	5.85%	142	\$ 994.50	1
274	KOOTENAI DISTRICT	\$ 7,020.00	8	68	11.76%	128	\$ 877.50	2
455	COMPASS CHARTER SCHOOL	\$ 177,388.00	209	401	52.12%	5	\$ 848.75	3
463	VISION CHARTER SCHOOL	\$ 142,605.00	173	302	57.28%	3	\$ 824.31	4
785	MERIDIAN MEDICAL ARTS CHARTER IDAHO DISTANCE EDUCATION ACADEMY DISTRICT	\$ 147,848.00	186	194	95.88%	1	\$ 794.88	5
490	ACADEMY DISTRICT	\$ 70,890.00	92	332	27.71%	46	\$ 770.54	6
470	Kootenai Bridge Academy	\$ 21,125.00	28	308	9.09%	133	\$ 754.46	7
768	MERIDIAN TECHNICAL CHARTER DISTRICT	\$ 50,660.99	70	200	35.00%	22	\$ 723.73	8
458	LIBERTY CHARTER	\$ 74,585.00	106	209	50.72%	6	\$ 703.63	9
331	MINIDOKA COUNTY JOINT DISTRICT	\$ 244,148.00	354	2563	13.81%	123	\$ 689.68	10
287	TROY SCHOOL DISTRICT	\$ 28,044.00	41	130	31.54%	33	\$ 684.00	11
033	BEAR LAKE COUNTY DISTRICT	\$ 82,485.00	121	504	24.01%	68	\$ 681.69	12
242	COTTONWOOD JOINT DISTRICT	\$ 46,800.00	69	175	39.43%	16	\$ 678.26	13
465	NORTH VALLEY ACADEMY	\$ 12,860.00	19	78	24.36%	65	\$ 676.84	14
414	KIMBERLY DISTRICT	\$ 151,680.00	231	856	26.99%	51	\$ 656.62	15
273	POST FALLS DISTRICT	\$ 310,910.00	499	2649	18.84%	99	\$ 623.07	16
272	LAKELAND DISTRICT	\$ 297,335.00	479	2179	21.98%	77	\$ 620.74	17
372	NEW PLYMOUTH DISTRICT	\$ 133,735.00	216	475	45.47%	9	\$ 619.14	18
137	PARMA DISTRICT	\$ 91,270.00	151	501	30.14%	38	\$ 604.44	19
493	NORTH STAR CHARTER DISTRICT	\$ 70,635.00	120	342	35.09%	21	\$ 588.63	20
288	WHITEPINE JT SCHOOL DISTRICT	\$ 7,890.00	14	118	11.86%	127	\$ 563.57	21
433	MIDVALE DISTRICT	\$ 3,380.00	6	58	10.34%	131	\$ 563.33	22
041	ST MARIES JOINT DISTRICT	\$ 53,835.00	96	451	21.29%	85	\$ 560.78	23
002	JOINT SCHOOL DISTRICT NO. 2	\$ 3,150,271.50	5629	18859	29.85%	40	\$ 559.65	24
133	WILDER DISTRICT	\$ 24,040.00	45	224	20.09%	91	\$ 534.22	25
271	COEUR D'ALENE DISTRICT	\$ 504,404.00	960	4765	20.15%	90	\$ 525.42	26
282	GENESEE JOINT DISTRICT	\$ 29,970.00	58	146	39.73%	15	\$ 516.72	27
139	VALLIVUE SCHOOL DISTRICT	\$ 701,330.80	1378	4189	32.90%	29	\$ 508.95	28
451	VICTORY CHARTER SCHOOL	\$ 49,950.00	99	202	49.01%	7	\$ 504.55	29
171	OROFINO JOINT DISTRICT	\$ 75,690.00	151	601	25.12%	61	\$ 501.26	30
131	NAMPA SCHOOL DISTRICT	\$ 853,519.00	1707	6892	24.77%	63	\$ 500.01	31
093	BONNEVILLE JOINT DISTRICT	\$ 872,655.00	1750	5937	29.48%	42	\$ 498.66	32
253	WEST JEFFERSON DISTRICT	\$ 21,280.00	43	307	14.01%	122	\$ 494.88	33
487	FORREST M. BIRD CHARTER DISTRICT	\$ 38,515.00	78	283	27.56%	49	\$ 493.78	34
491	COEUR D'ALENE CHARTER ACADEMY DISTRICT	\$ 86,338.00	177	546	32.42%	30	\$ 487.79	35
363	MARSING JOINT DISTRICT	\$ 69,445.00	143	404	35.40%	20	\$ 485.63	36
411	TWIN FALLS DISTRICT	\$ 516,205.00	1082	4111	26.32%	55	\$ 477.08	37
401	TETON COUNTY DISTRICT	\$ 62,194.00	131	808	16.21%	115	\$ 474.76	38
025	POCATELLO DISTRICT	\$ 740,936.00	1567	5931	26.42%	54	\$ 472.84	39
281	MOSCOW DISTRICT	\$ 144,516.00	313	1168	26.80%	52	\$ 461.71	40
150	SODA SPRINGS JOINT DISTRICT	\$ 84,846.00	184	389	47.30%	8	\$ 461.12	41

021	MARSH VALLEY JOINT DISTRICT	\$	42,275.00	92	628	14.65%	120	\$	459.51	42
003	KUNA JOINT DISTRICT	\$	372,353.00	815	2564	31.79%	31	\$	456.87	43
202	WEST SIDE JOINT DISTRICT	\$	59,265.00	130	363	35.81%	19	\$	455.88	44
072	BASIN SCHOOL DISTRICT	\$	17,629.50	39	184	21.20%	87	\$	452.04	45
261	JEROME JOINT DISTRICT	\$	178,920.00	396	1836	21.57%	80	\$	451.82	46
412	BUHL JOINT DISTRICT	\$	30,397.00	68	584	11.64%	129	\$	447.01	47
136	MELBA JOINT DISTRICT SHOSHONE-BANNOCK JR-SR HIGH DISTRICT	\$	73,990.00	166	431	38.52%	17	\$	445.72	48
537		\$	3,120.00	7	134	5.22%	143	\$	445.71	49
415	HANSEN DISTRICT	\$	16,330.00	37	134	27.61%	47	\$	441.35	50
111	BUTTE COUNTY JOINT DISTRICT	\$	9,695.00	22	182	12.09%	126	\$	440.68	51
221	EMMETT INDEPENDENT DIST	\$	142,567.00	326	1202	27.12%	50	\$	437.32	52
101	BOUNDARY COUNTY DISTRICT	\$	52,910.00	121	660	18.33%	102	\$	437.27	53
201	PRESTON JOINT DISTRICT	\$	140,488.00	323	1441	22.41%	75	\$	434.95	54
055	BLACKFOOT DISTRICT	\$	137,345.00	316	1856	17.03%	108	\$	434.64	55
418	MURTAUGH JOINT DISTRICT	\$	35,543.00	82	138	59.42%	2	\$	433.45	56
059	FIRTH DISTRICT	\$	51,771.00	120	387	31.01%	35	\$	431.43	57
192	GLENNS FERRY JOINT DISTRICT	\$	8,115.00	19	184	10.33%	132	\$	427.11	58
452	IDAHO VIRTUAL ACADEMY	\$	78,755.00	186	1137	16.36%	112	\$	423.41	59
285	POTLATCH DISTRICT	\$	18,870.00	45	211	21.33%	82	\$	419.33	60
316	RICHFIELD DISTRICT NORTH IDAHO STEM CHARTER ACADEMY DISTRICT	\$	5,405.00	13	70	18.57%	100	\$	415.77	61
480		\$	32,964.00	80	145	55.17%	4	\$	412.05	62
083	WEST BONNER COUNTY DISTRICT	\$	36,125.00	88	436	20.18%	89	\$	410.51	63
312	SHOSHONE JOINT DISTRICT	\$	18,435.00	45	229	19.65%	92	\$	409.67	64
182	MACKAY JOINT DISTRICT	\$	8,585.00	21	96	21.88%	78	\$	408.81	65
413	FILER DISTRICT	\$	88,818.00	218	790	27.59%	48	\$	407.42	66
340	LEWISTON INDEPENDENT DISTRICT	\$	194,323.50	477	2216	21.53%	81	\$	407.39	67
134	MIDDLETON DISTRICT	\$	361,488.00	889	1980	44.90%	10	\$	406.62	68
251	JEFFERSON COUNTY JT DISTRICT	\$	239,369.00	590	2614	22.57%	73	\$	405.71	69
231	GOODING JOINT DISTRICT	\$	49,400.00	123	636	19.34%	96	\$	401.63	70
321	MADISON DISTRICT	\$	222,293.04	563	2459	22.90%	70	\$	394.84	71
151	CASSIA COUNTY JOINT DISTRICT	\$	210,626.00	537	2531	21.22%	86	\$	392.23	72
365	BRUNEAU-GRAND VIEW JOINT DIST	\$	16,840.00	43	147	29.25%	43	\$	391.63	73
233	HAGERMAN JOINT DISTRICT	\$	19,445.00	50	125	40.00%	14	\$	388.90	74
132	CALDWELL DISTRICT	\$	339,231.00	874	2785	31.38%	34	\$	388.14	75
243	SALMON RIVER JOINT SCHOOL DIST	\$	8,920.00	23	54	42.59%	11	\$	387.83	76
304	KAMIAH JOINT DISTRICT	\$	20,110.00	52	221	23.53%	69	\$	386.73	77
215	FREMONT COUNTY JOINT DISTRICT	\$	50,030.00	130	1016	12.80%	125	\$	384.85	78
060	SHELLEY JOINT DISTRICT	\$	84,789.00	221	1022	21.62%	79	\$	383.66	79
431	WEISER DISTRICT	\$	88,982.00	234	789	29.66%	41	\$	380.26	80
071	GARDEN VALLEY DISTRICT	\$	16,723.00	44	107	41.12%	12	\$	380.07	81
073	HORSESHOE BEND SCHOOL DISTRICT	\$	7,930.00	21	114	18.42%	101	\$	377.62	82
061	BLAINE COUNTY DISTRICT	\$	213,428.00	570	1654	34.46%	25	\$	374.44	83
244	MOUNTAIN VIEW SCHOOL DISTRICT	\$	32,834.00	88	540	16.30%	113	\$	373.11	84
305	HIGHLAND JOINT DISTRICT	\$	5,915.00	16	75	21.33%	83	\$	369.69	85
381	AMERICAN FALLS JOINT DISTRICT IDAHO STEM ACADEMY DBA BINGHAM ACADEMY CHARTER DISTRICT	\$	61,518.00	167	673	24.81%	62	\$	368.37	86
485		\$	13,175.00	36	117	30.77%	36	\$	365.97	87

421	MCCALL-DONNELLY JT. SCHOOL DISTRICT	\$	72,226.00	199	572	34.79%	23	\$	362.94	88
351	ONEIDA COUNTY DISTRICT	\$	43,580.00	121	682	17.74%	104	\$	360.17	89
370	HOMEDALE JOINT DISTRICT	\$	52,464.00	146	557	26.21%	56	\$	359.34	90
461	TAYLORS CROSSING CHARTER SCHOOL	\$	19,145.00	54	145	37.24%	18	\$	354.54	91
462	XAVIER CHARTER SCHOOL	\$	28,777.00	82	288	28.47%	45	\$	350.94	92
559	THOMAS JEFFERSON CHARTER DISTRICT	\$	20,687.00	60	177	33.90%	26	\$	344.78	93
193	MOUNTAIN HOME DISTRICT	\$	104,244.00	303	1688	17.95%	103	\$	344.04	94
091	IDAHO FALLS DISTRICT	\$	308,916.00	903	4784	18.88%	98	\$	342.10	95
181	CHALLIS JOINT DISTRICT	\$	10,250.00	30	175	17.14%	107	\$	341.67	96
001	BOISE INDEPENDENT DISTRICT	\$	1,275,070.00	3775	12398	30.45%	37	\$	337.77	97
373	FRUITLAND DISTRICT	\$	71,597.00	214	823	26.00%	59	\$	334.57	98
489	IDAHO COLLEGE & CAREER READINESS ACADEMY	\$	9,661.00	29	136	21.32%	84	\$	333.14	99
417	CASTLEFORD DISTRICT	\$	12,295.00	37	162	22.84%	71	\$	332.30	100
322	SUGAR-SALEM JOINT DISTRICT	\$	60,179.00	182	804	22.64%	72	\$	330.65	101
084	LAKE PEND OREILLE DISTRICT	\$	110,934.00	336	1721	19.52%	94	\$	330.16	102
314	DIETRICH DISTRICT	\$	11,535.00	35	105	33.33%	28	\$	329.57	103
342	CULDESAC JOINT DISTRICT	\$	650.00	2	40	5.00%	144	\$	325.00	104
391	KELLOGG JOINT DISTRICT	\$	22,525.00	70	488	14.34%	121	\$	321.79	105
371	PAYETTE JOINT DISTRICT	\$	56,660.00	180	689	26.12%	57	\$	314.78	106
475	SAGE INTERNATIONAL SCHOOL OF BOISE	\$	22,915.00	73	433	16.86%	110	\$	313.90	107
291	SALMON DISTRICT	\$	39,074.00	125	394	31.73%	32	\$	312.59	108
795	IDAHO ARTS CHARTER SCHOOL	\$	26,941.00	87	337	25.82%	60	\$	309.67	109
453	RICHARD MCKENNA CHARTER HIGH SCHOOL	\$	1,235.00	4	372	1.08%	148	\$	308.75	110
283	KENDRICK JOINT DISTRICT	\$	8,895.00	29	97	29.90%	39	\$	306.72	111
457	INSPIRE VIRTUAL CHARTER	\$	17,106.00	56	697	8.03%	136	\$	305.46	112
393	WALLACE DISTRICT	\$	10,440.00	36	221	16.29%	114	\$	290.00	113
302	NEZPERCE JOINT DISTRICT	\$	4,349.00	15	62	24.19%	66	\$	289.93	114
476	Another Choice Virtual Charter District	\$	7,475.00	26	410	6.34%	139	\$	287.50	115
422	CASCADE DISTRICT	\$	2,555.00	9	109	8.26%	135	\$	283.89	116
052	SNAKE RIVER DISTRICT	\$	57,351.00	204	836	24.40%	64	\$	281.13	117
232	WENDELL DISTRICT	\$	29,485.00	106	472	22.46%	74	\$	278.16	118
262	VALLEY DISTRICT	\$	8,575.00	31	271	11.44%	130	\$	276.61	119
466	ISUCCEED VIRTUAL HIGH SCHOOL	\$	4,965.00	18	562	3.20%	147	\$	275.83	120
252	RIRIE JOINT DISTRICT	\$	26,055.00	95	359	26.46%	53	\$	274.26	121
161	CLARK COUNTY DISTRICT	\$	3,485.00	13	59	22.03%	76	\$	268.08	122
148	GRACE JOINT DISTRICT	\$	10,385.00	39	231	16.88%	109	\$	266.28	123
432	CAMBRIDGE JOINT DISTRICT	\$	2,600.00	10	51	19.61%	93	\$	260.00	124
149	NORTH GEM DISTRICT	\$	6,960.00	28	81	34.57%	24	\$	248.57	125
135	NOTUS DISTRICT	\$	15,095.00	63	217	29.03%	44	\$	239.60	126
121	CAMAS COUNTY DISTRICT	\$	2,865.00	12	75	16.00%	116	\$	238.75	127
641	KTEC - Kootenai Tech Ed Campus	\$	14,300.00	60	340	17.65%	105	\$	238.33	128
013	COUNCIL DISTRICT	\$	11,520.00	53	131	40.46%	13	\$	217.36	129
392	MULLAN DISTRICT	\$	650.00	3	47	6.38%	138	\$	216.67	130
058	ABERDEEN DISTRICT	\$	16,950.00	79	327	24.16%	67	\$	214.56	131
497	PATHWAYS IN EDUCATION - NAMPA, INC.	\$	2,445.00	12	285	4.21%	145	\$	203.75	132

382	ROCKLAND DISTRICT	\$	6,196.00	31	93	33.33%	27	\$	199.87	133
469	IDAHO CONNECTS ONLINE CHARTER DISTRICT	\$	2,740.00	14	221	6.33%	140	\$	195.71	134
341	LAPWAI DISTRICT	\$	7,895.00	42	222	18.92%	97	\$	187.98	135
234	BLISS JOINT DISTRICT	\$	1,755.00	10	58	17.24%	106	\$	175.50	136
464	WHITE PINE CHARTER SCHOOL	\$	2,475.00	15	77	19.48%	95	\$	165.00	137
492	ANSER CHARTER SCHOOL	\$	150.00	1	102	0.98%	149	\$	150.00	138
482	AMERICAN HERITAGE CHARTER DISTRICT	\$	2,400.00	18	114	15.79%	117	\$	133.33	139
292	SOUTH LEMHI DISTRICT	\$	905.00	7	34	20.59%	88	\$	129.29	140
477	BLACKFOOT CHARTER COMMUNITY LEARNING CENTER, INC.	\$	1,800.00	15	100	15.00%	119	\$	120.00	141
494	THE POCATELLO COMMUNITY CHARTER SCHOOL, INC.	\$	1,500.00	13	83	15.66%	118	\$	115.38	142
011	MEADOWS VALLEY DISTRICT	\$	2,015.00	18	69	26.09%	58	\$	111.94	143
495	FORRESTER ACADEMY, INC.	\$	825.00	9	100	9.00%	134	\$	91.67	144
460	THE ACADEMY AT ROOSEVELT CNTR	\$	1,500.00	17	129	13.18%	124	\$	88.24	145
479	Heritage Academy District	\$	300.00	4	50	8.00%	137	\$	75.00	146
813	MOSCOW CHARTER SCHOOL	\$	150.00	2	34	5.88%	141	\$	75.00	147
468	IDAHO SCIENCE & TECHNOLOGY CHARTER	\$	300.00	4	97	4.12%	146	\$	75.00	148
486	UPPER CARMEN PUBLIC CHARTER DISTRICT	\$	225.00	3	18	16.67%	111	\$	75.00	149

Grade by Grade Comparison FY18

Grade	Students	Total Students	Participation Percentage	Overload	Total Number of Dual Credits Taken	Number of Exams Taken	Amount Expended	Usage Per Participating Student
7	282	24,378	1.16%	397	12	0	\$33,752.00	\$119.69
8	815	24,432	3.34%	1,196	66	19	\$99,871.00	\$122.54
9	3,824	24,096	15.87%	2,715	7383	601	\$856,415.00	\$223.96
10	8,452	23,422	36.09%	2,879	37402	2454	\$2,919,752.50	\$345.45
11	12,069	22,374	53.94%	3,060	88703	6945	\$6,611,747.54	\$547.83
12	12,026	21,641	55.57%	3,663	82249	8028	\$6,338,878.29	\$527.10
Totals	37,468	140,343	26.69%	13,910	215,812	18,047	\$16,860,221.33	\$1,886.55

**Student Usage
FY18 & FY19 Combined**

Amount Expended of Students	
\$4,125	201
> \$3,500	339
> \$3,000	388
> \$2,500	847
> \$2,000	1901
> \$1,500	3694
> \$1,000	7896
> \$500	15966
> \$ 0	33987
Total:	65,219

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Monday, January 27, 2020

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	State Board of Education Annual Report	Matt Freeman, Board of Education
Presentation:	Mastery Based Education	Aaron McKinnon, Coordinator, Mastery Based Education, Department of Education Karla Phillips-Krivickas, Senior Director of Policy, Knowledge Works
<u>S 1234</u>	Public Records, University Presidents	Mike Keckler, Chief Communications and Legislative Affairs Officer, Board of Education
<u>S 1235</u>	Professional Studies Program, Repeal	Mike Keckler
<u>S 1236</u>	Education Interpreters, Qualifications	Mike Keckler

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Woodward
Vice Chairman Thayn	Sen Lent
Sen Winder	Sen Buckner-Webb
Sen Den Hartog	Sen Ward-Engelking
Sen Crabtree	

COMMITTEE SECRETARY

Morgan Howard
Room: WW39
Phone: 332-1321
Email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

- DATE:** Monday, January 27, 2020
- TIME:** 3:00 P.M.
- PLACE:** Room WW55
- MEMBERS PRESENT:** Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Crabtree, Woodward, Lent, Buckner-Webb, and Ward-Engelking
- ABSENT/ EXCUSED:** None
- NOTE:** The sign-in sheet, testimonies and other related materials will be retained with the minutes in the committee's office until the end of the session and will then be located on file with the minutes in the Legislative Services Library.
- CONVENED:** **Chairman Mortimer** called the meeting of the Senate Education Committee (Committee) to order at 3:01 p.m. He opened with a reading from *A Heap O' Living Along Life's Highway* by Edgar A. Guest, the poem "Noisy Place."
- PRESENTATION:** **Matt Freeman**, Executive Director for the Idaho State Board of Education (Board), announced that Idaho was only the second state in 21 years to receive the Education of the States Frank Newman Award. This award recognizes states for enacting innovative reforms or implementing programs that go beyond marginal or incremental changes to improve student outcomes on a large scale.
- Mr. Freeman** discussed the Board's priorities (see Attachment 1). He explained the outcomes of the dual credit program, Opportunity Scholarship, career technical education work group, and statewide teacher retention.
- Tracie Bent**, Chief Planning and Policy Officer for the Board, responded to questions from the Committee regarding retention of teachers. **Ms. Bent** stated that 700 teachers in 2017-18 did not return to the classroom, pointing out that this is not unusual. When asked about exit interviews for teachers leaving the profession, **Ms. Bent** replied the two main reasons for leaving were salary and lack of support at the building and classroom level.
- Mr. Freeman** concluded his presentation stating that a full report of teacher retention was yet to come.
- PRESENTATION:** **Sherri Ybarra**, Superintendent, Idaho State Department of Education (Department), introduced Aaron McKinnon and Karla Phillips-Krivickas.
- Aaron McKinnon**, Coordinator of Mastery Based Education for the Department, gave an update on the Idaho Mastery Education Network (IMEN) beginning with a definition of mastery based education (MBE). He defined MBE as a system whereby student progress is based on demonstration of mastery of competencies and content, not seat time or the age or grade level of the student (see Attachment 2). He outlined IMEN's main responsibilities and future goals. **Mr. McKinnon** provided a timeline showing the history of the program, and he provided a breakdown of IMEN's budget utilization.
- S 1234** **Mike Keckler**, Chief Communications and Legislative Affairs Officer for the Board, explained that **S 1234** reduces the number of names of finalists for Idaho university presidents required to be made public from five to three. He explained the bill would encourage future applicants by protecting their privacy and would reduce the costs to universities.

DISCUSSION: **Senator Woodward** asked why the bill applied only to university presidents, rather than to all state employees. **Mr. Keckler** responded that this was because the Board had jurisdiction in the selection of university presidents. He continued that the Idaho Press Club had agreed not to oppose the change in number of publicized finalists' names as long as the change only applied to university presidents.

MOTION: **Vice Chairman Thayne** moved to send **S 1234** to the floor with a **do pass** recommendation. **Senator Lent** seconded the motion. The motion carried by **voice vote**. **Senators Den Hartog** and **Woodward** requested they be recorded as voting nay.

S 1235 **Mike Keckler**, Chief Communications and Legislative Affairs Officer for the Board, explained that, in the spirit of Governor Little's Red Tape Reduction Act, **S 1235** eliminates Idaho Code §§ 33-3720 and 33-3721, which established the Professional Studies Loan program in 1983. **Mr. Keckler** noted that this program has never been funded nor enacted.

MOTION: **Senator Den Hartog** moved to send **S 1235** to the floor with a **do pass** recommendation. **Senator Winder** seconded the motion. The motion carried by **voice vote**.

S 1236 **Mr. Keckler**, Chief Communications and Legislative Affairs Officer for the Board, advised the Committee that **S 1236** would make it easier and less expensive for school districts to hire educational interpreters. It deletes the "kindergarten-grade 12" wording and replaces it with "school-aged," as some students needing interpreters are school-age even though they do not fall in the kindergarten-grade 12 range. This change will allow school districts to hire educational interpreters rather than licensed interpreters. **Mr. Keckler** requested Tracie Bent explain the difference between the two types of interpreters. **Tracie Bent**, Chief Planning and Policy Officer for the Board, explained that the licensing requirements under the Bureau of Occupational Licensing are dependent on the specific type of interpreter, and that the training for those are extensive, providing them with a higher salary. She pointed out that it is difficult for many rural schools to provide licensed interpreters so they employ unlicensed educational interpreters.

TESTIMONY: **Joelyne Ball**, State Interpreter Education Coordinator, stated she provides support for educational interpreters throughout Idaho, and for the school districts that employ them. **Ms. Ball** spoke in support of **S 1236** which cleans up some of the language in the statute, and offers continuity within a school setting. She indicated that hiring educational interpreters could have a positive fiscal impact on local education agencies.

MOTION: **Senator Lent** moved to send **S 1236** to the floor with a **do pass** recommendation. **Senator Den Hartog** seconded the motion. The motion carried by **voice vote**.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:25 p.m.

Senator Dean M. Mortimer
Chair

Morgan Howard
Secretary

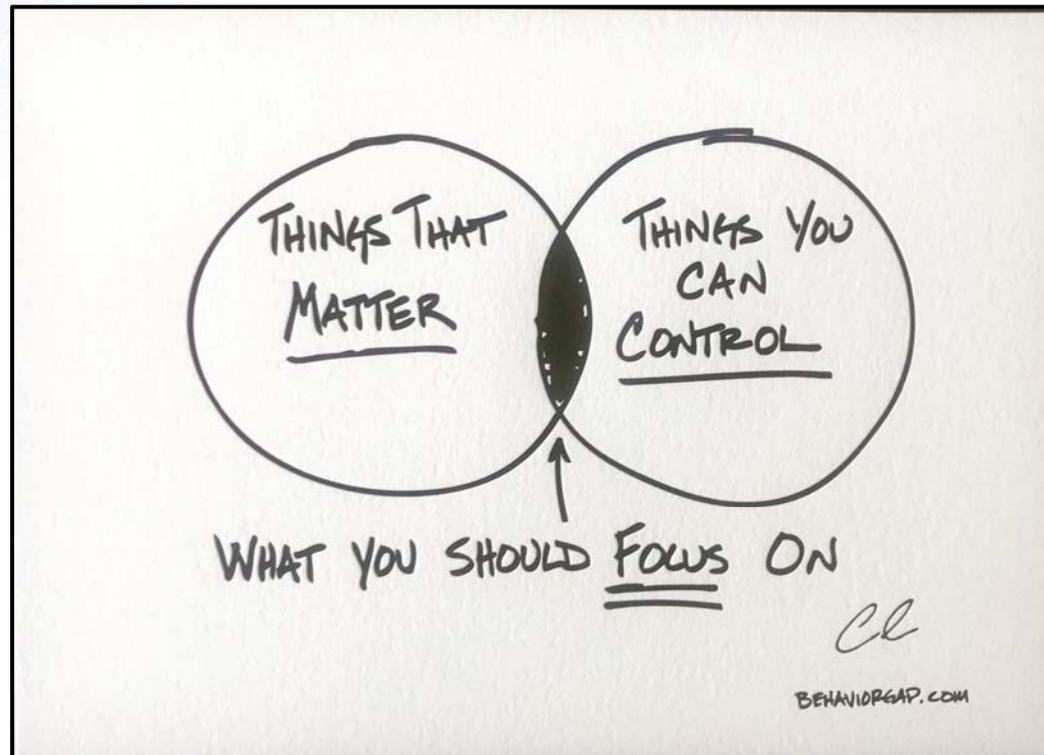
Carol Cornwall
Assistant Secretary

State Board of Education Update

Senate Education Committee
January 27, 2020



Board Priorities | 2020



Board Priorities | 2020

Higher Education

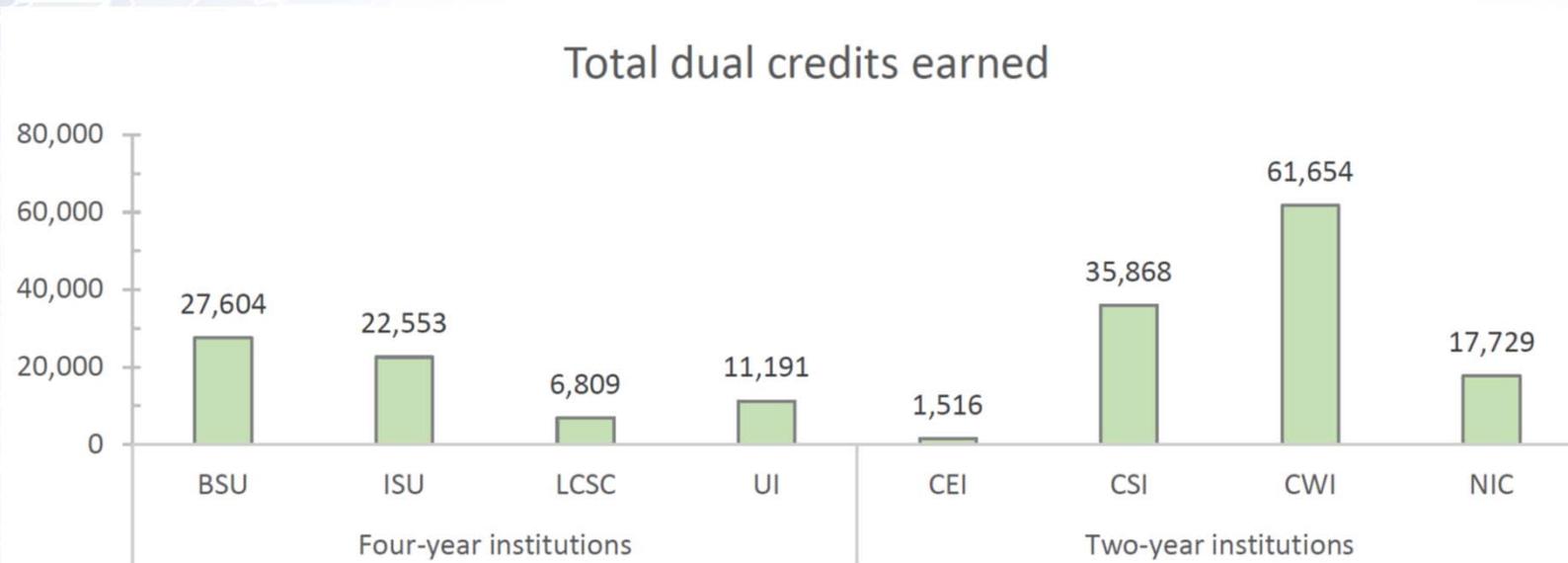
- Funding Formula/Model
- System Optimization
- Cybersecurity Joint Program
- Dual Credit Cost

K-12 Public Schools

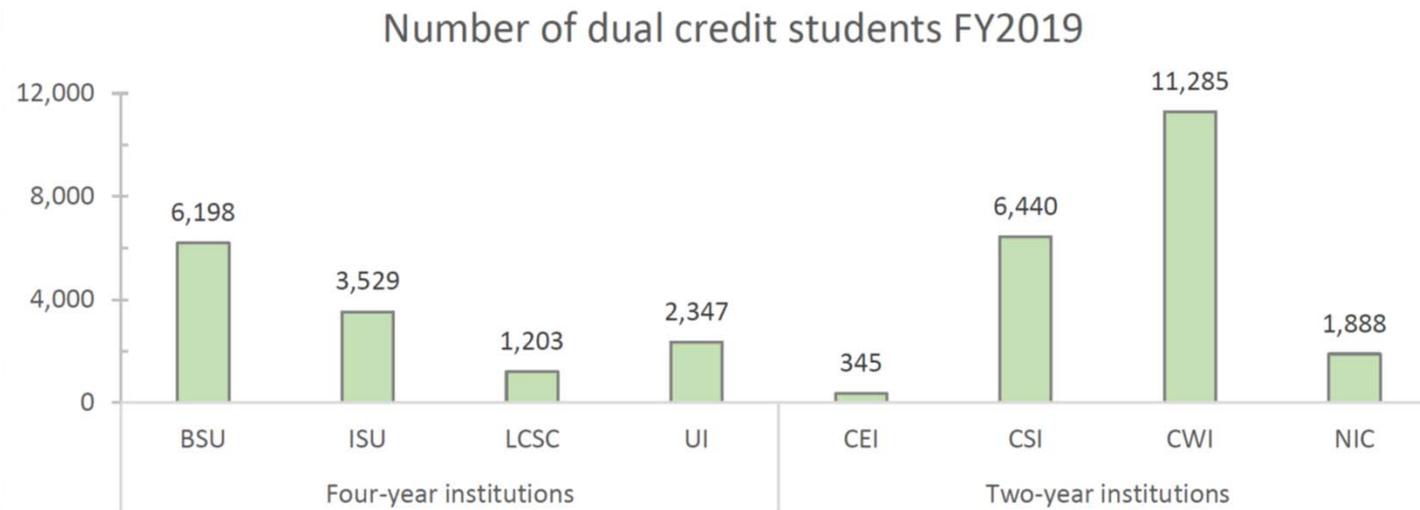
- Charter Schools
- ESSA accountability
- H.S. Graduation Requirements
- CTE Work Group
- K-12 Task Force recommendations



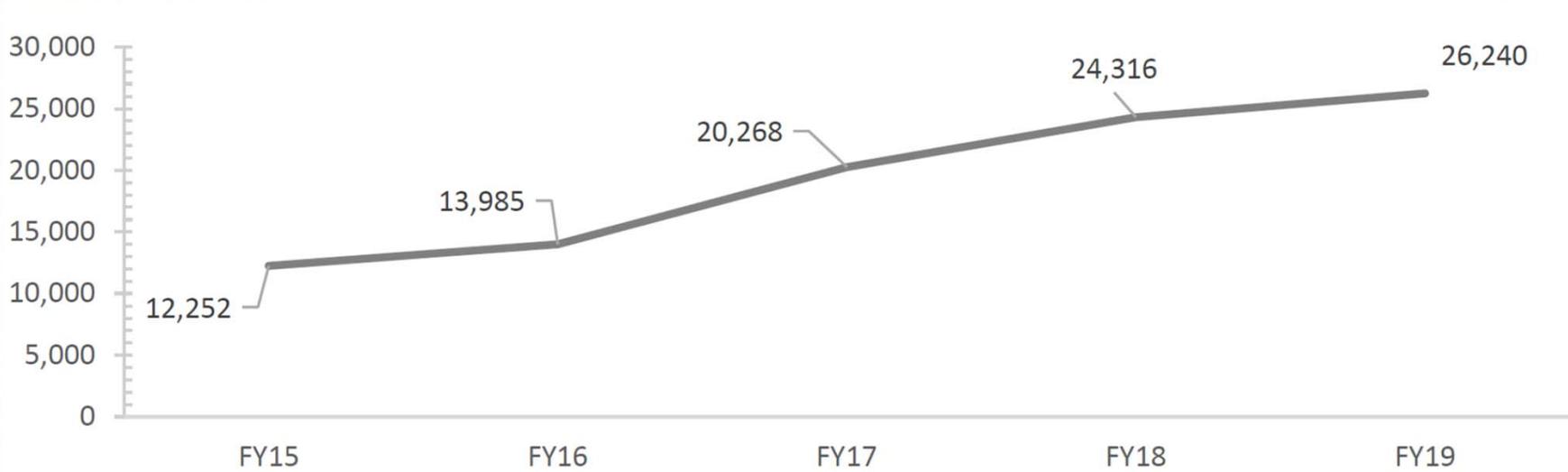
Dual Credits | Earned



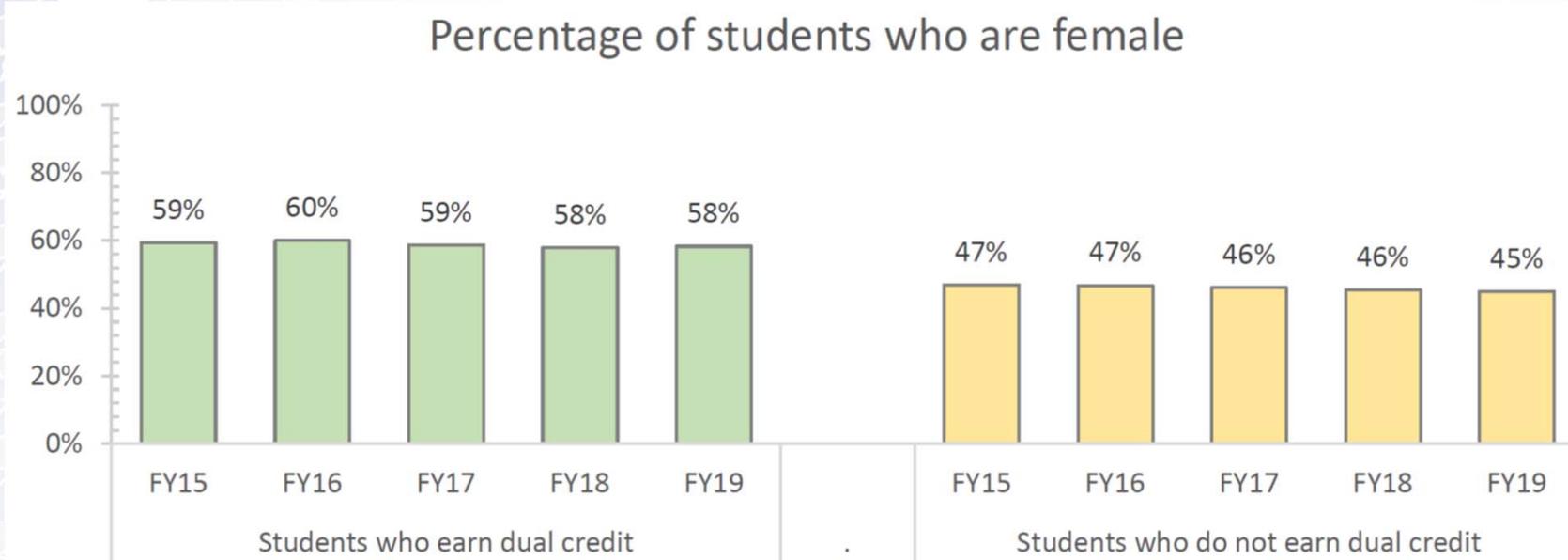
Dual Credit | Headcount



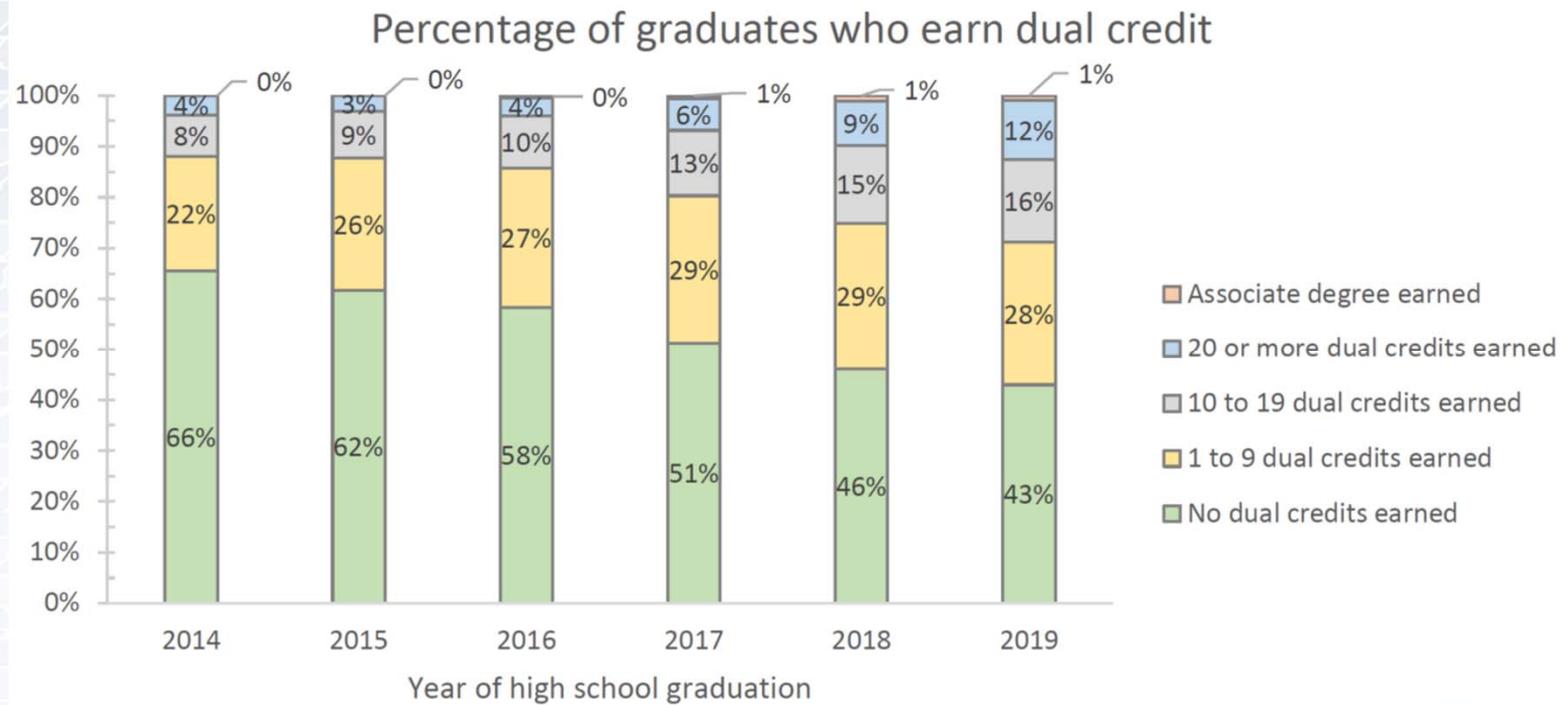
Dual Credit | Headcount Growth



Dual Credit | Demographics

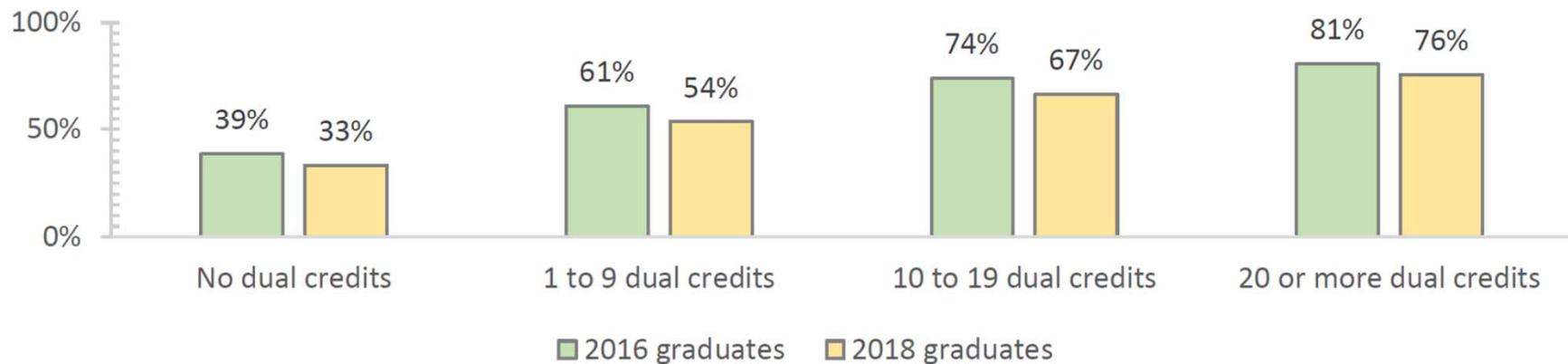


Dual Credit | Outcomes

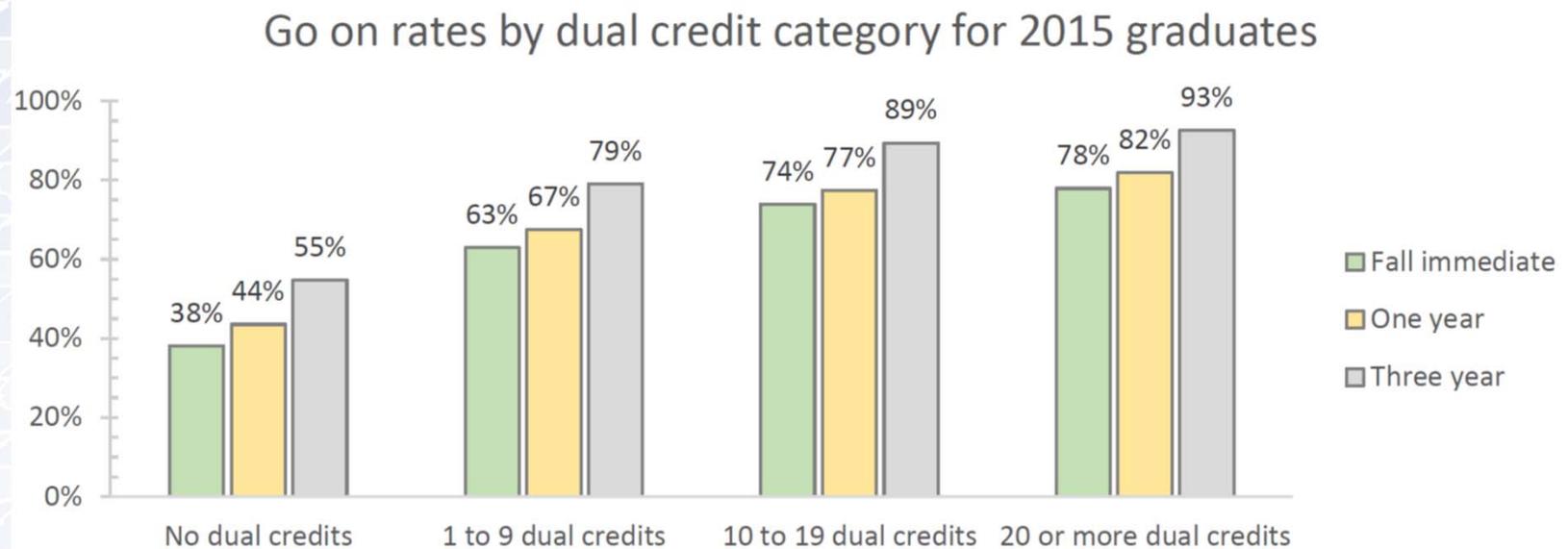


Dual Credit | Go On Rates

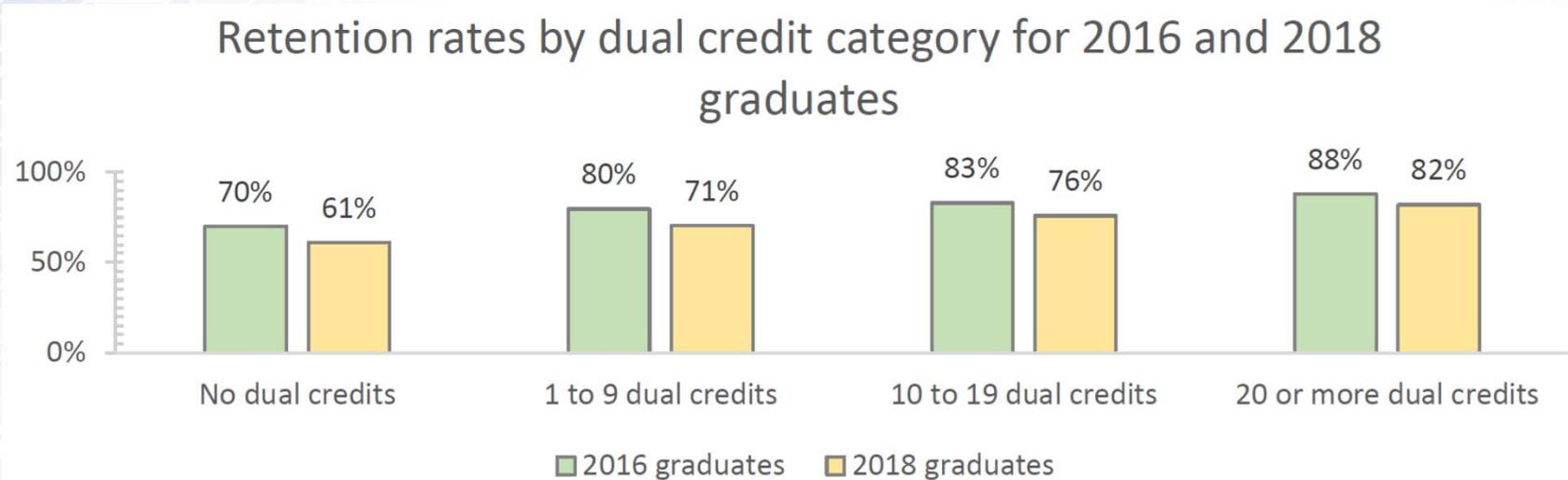
Fall immediate go on rates by dual credit category for 2016 and 2018 graduates



Dual Credit | Go On Rates

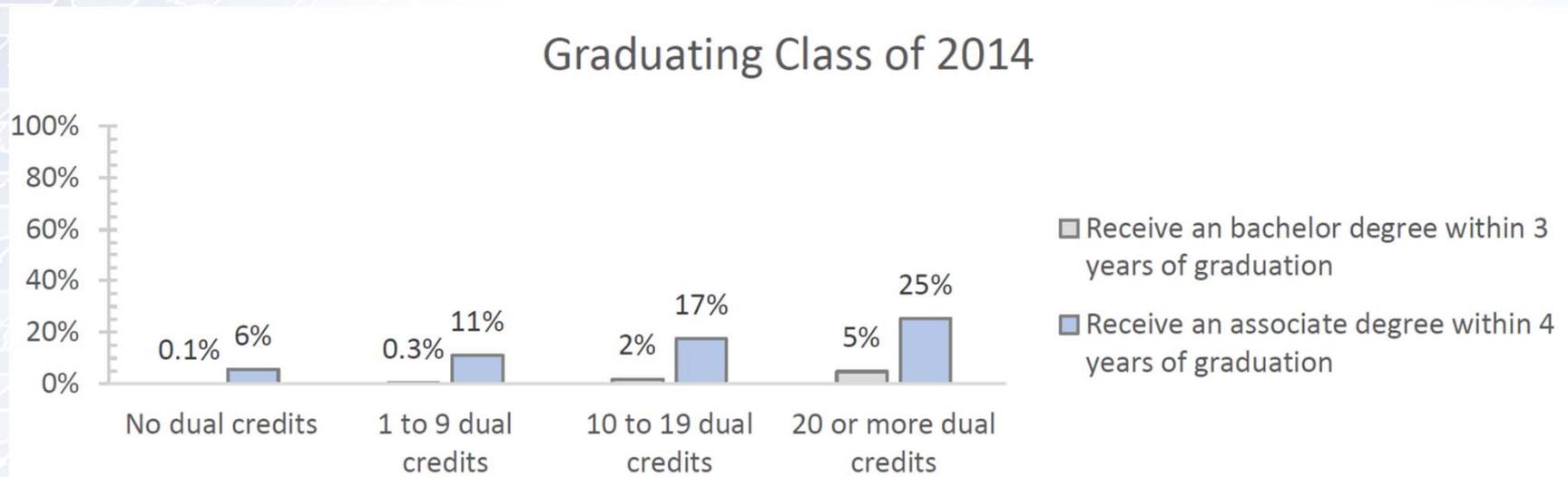


Dual Credit | Retention



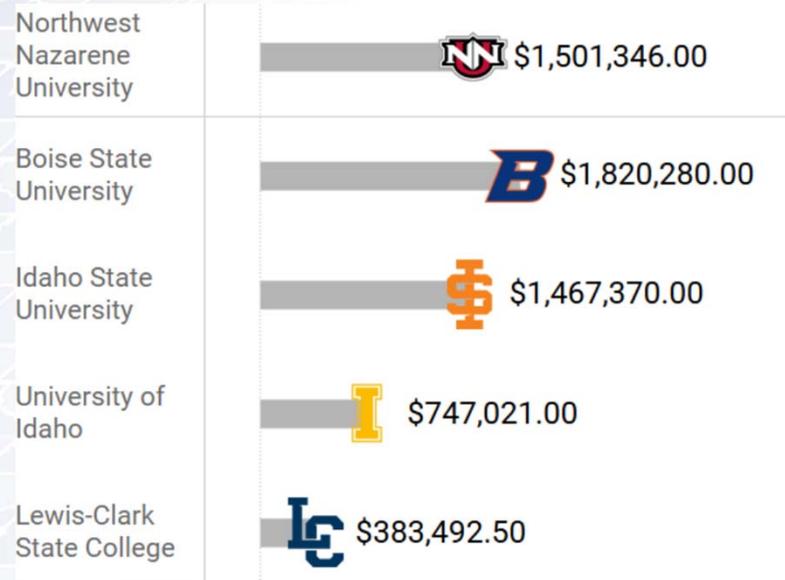
Dual Credit | Grad Rates

Graduating Class of 2014

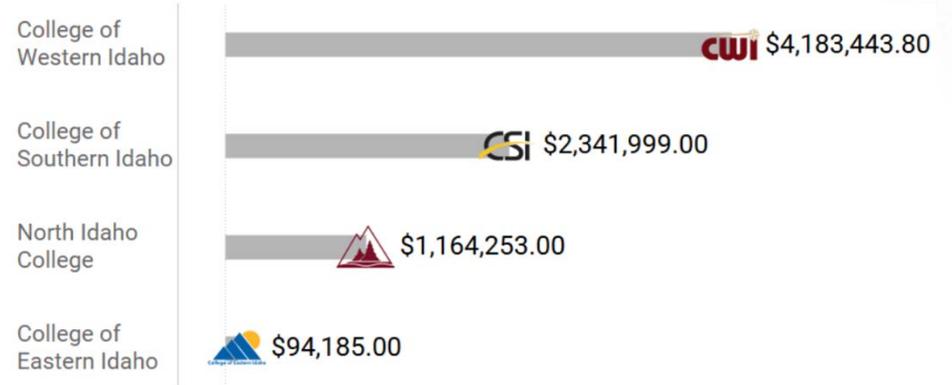


Dual Credit | FY19 Payment Distributions

College & Universities



Community Colleges



Treasure Valley Community College (OR)
\$122,425



Opportunity Scholarship

- Over 6,000 Opportunity Scholarships awarded (+44%)
- 3,450 new scholarships for first-year students, compared to 2,296 scholarships a year ago
- Wait list down to 1,100 compared to 2,500 last year

CTE Work Group

- CTE Work Group formed; met July - Dec 2019
- Broad stakeholder representation
- Report and recommendations to be considered by Board at February meeting

Teacher Retention

- 2017-18 school year
 - 1,969 new teaching certificates
 - 1,281 were employed following year
- 6% increase in student enrollment
- Need ~1,750 teachers to meet demand

Teacher Retention

- 2.2% increase in teachers over past 4 years
- Most significant growth seen entering under alternate routes

Teacher Retention

- Impact of Career Ladder
 - retention slightly improved
 - not keeping pace with enrollment
- 2014-15: 83.8% (school); 86.2% (LEA)
- 2017-18: 84.2% (school); 88% (LEA)

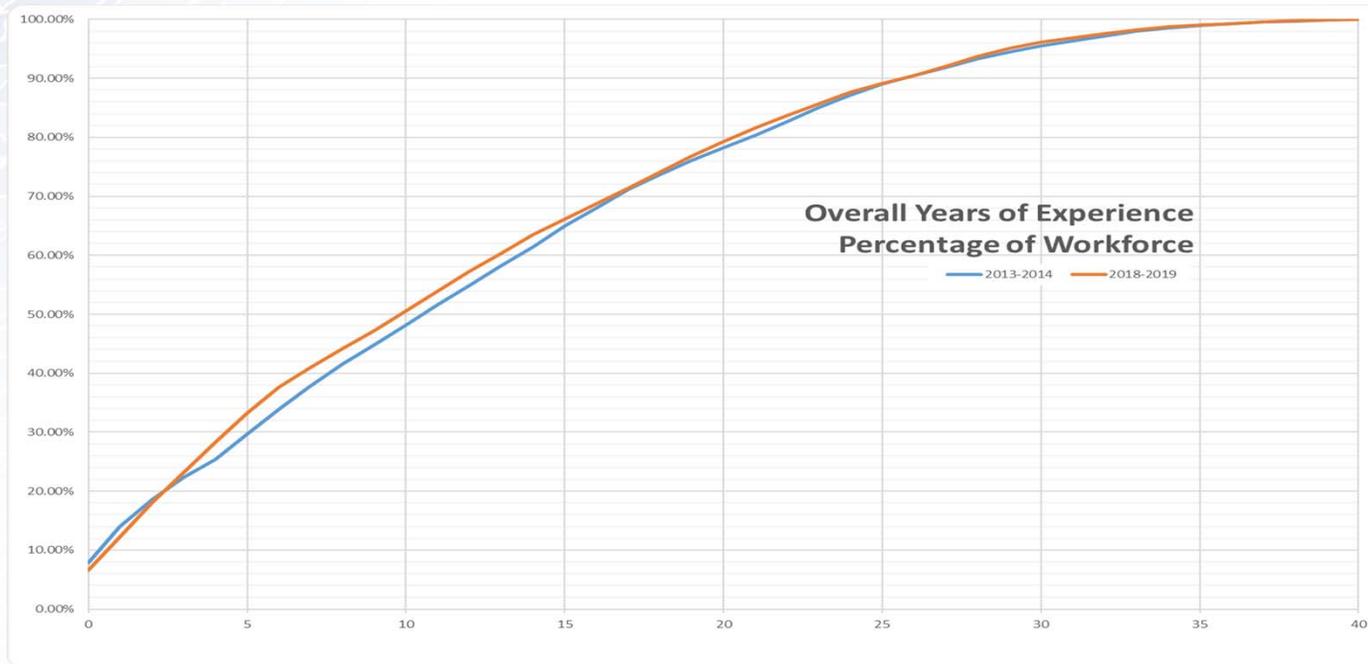
Teacher Retention

Instructional Staff Volumes with Retention Rates

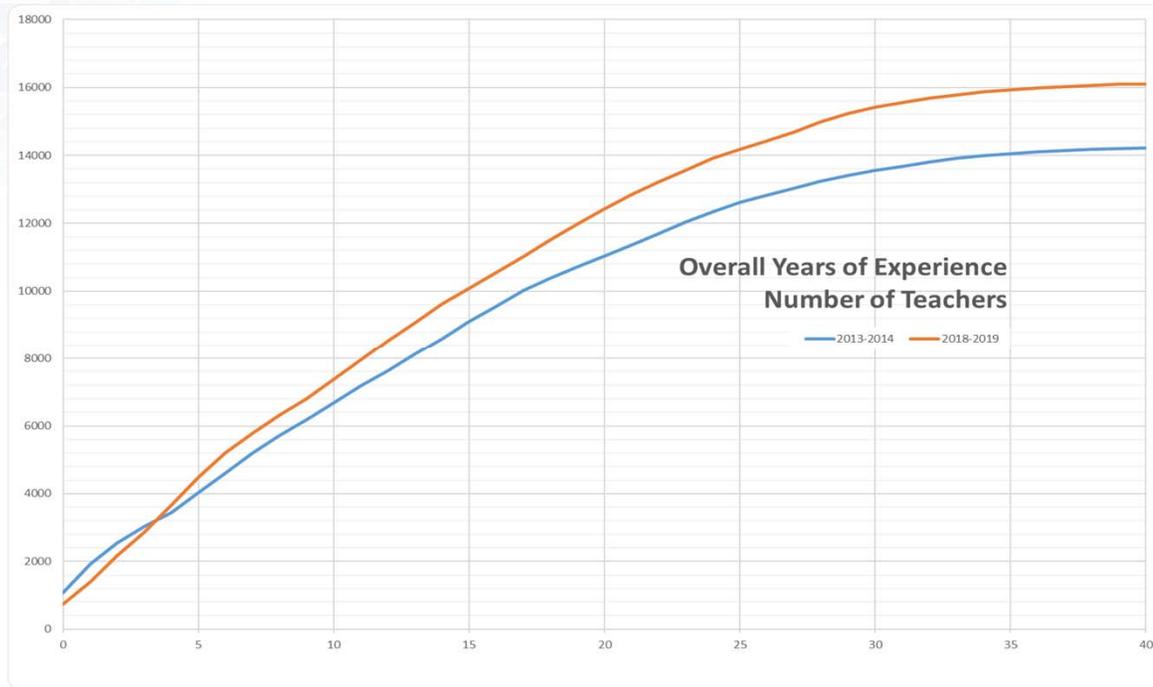
School Year	Instructor Count	Retained School	Retained LEA	Retained State	Left (ID) Teaching	Retained School	Retained LEA	Retained State	Left (ID) Teaching
2013	14,540	12,189	12,637	13,131	1,409	83.8%	86.9%	90.3%	9.7%
2014	16,269	13,556	14,026	14,619	1,650	83.3%	86.2%	89.9%	10.1%
2015	16,523	13,761	14,394	14,931	1,592	83.3%	87.1%	90.4%	9.6%
2016	16,844	14,235	14,775	15,316	1,528	84.5%	87.7%	90.9%	9.1%
2017	17,203	14,490	15,136	15,673	1,530	84.2%	88.0%	91.1%	8.9%



Teacher Retention



Teacher Retention





Mastery-Based Learning

January 27, 2020



What Is Mastery Based Education?



'Mastery-based education' means an education system where student progress is based on a student's demonstration of mastery of competencies and content, not seat time or the age or grade level of the student.

Idaho Code 33-1632.

What Is Mastery Based Education?



Mastery education requires schools to make a deep commitment to meeting every learner where they are and to providing the supports and opportunities students need to successfully show mastery of key skills and concepts at each level.

IMEN Guidebook

Idaho Mastery Education Network (IMEN)



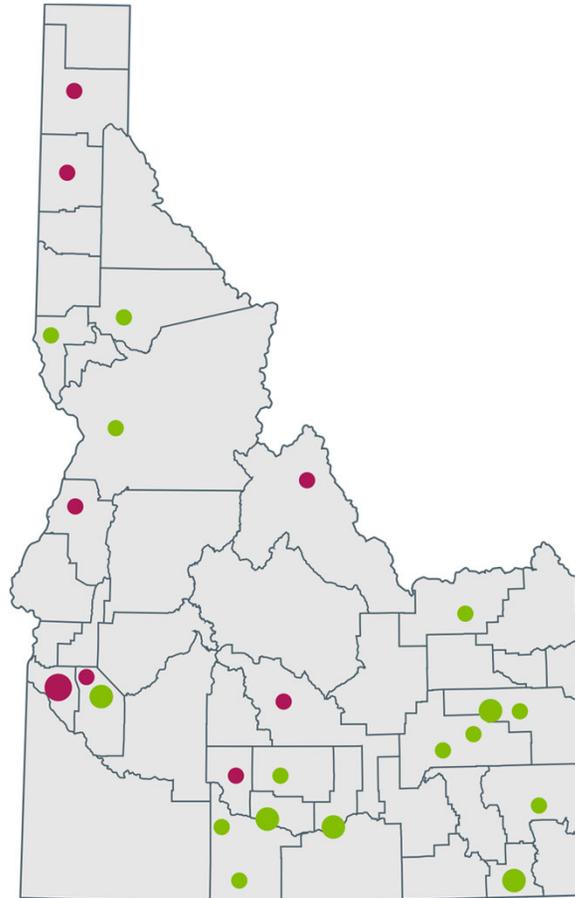
COHORT 1 (red)

19 members
38 schools

COHORT 2 (green)

20 members
30 schools

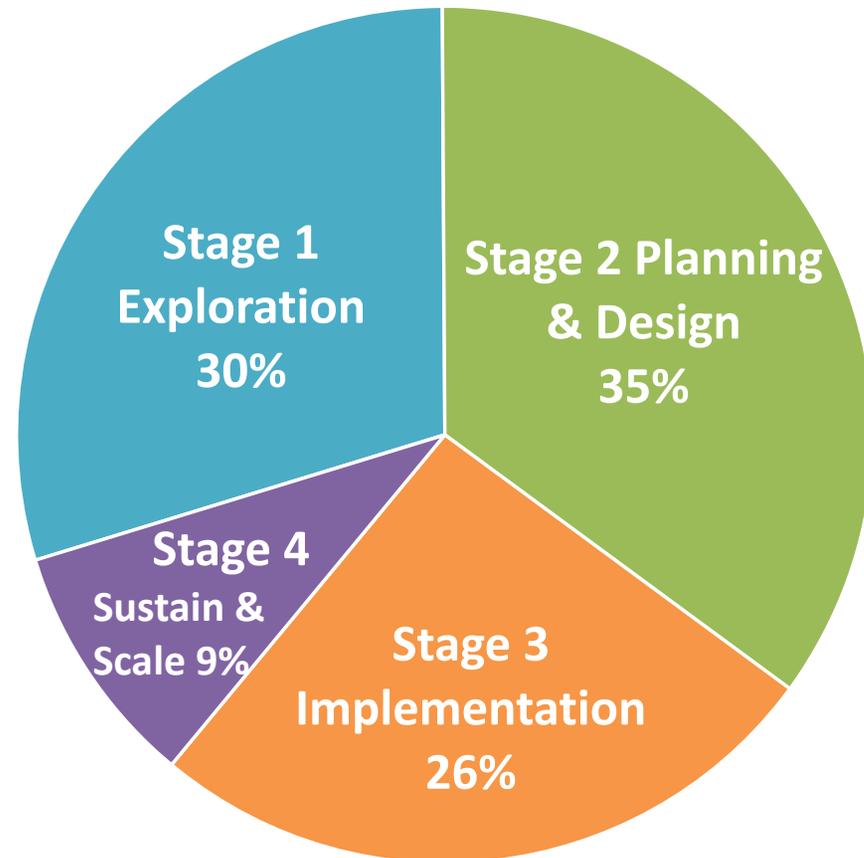
IMEN members
now operate in
23% of Idaho's LEAs.
12% of all charter schools



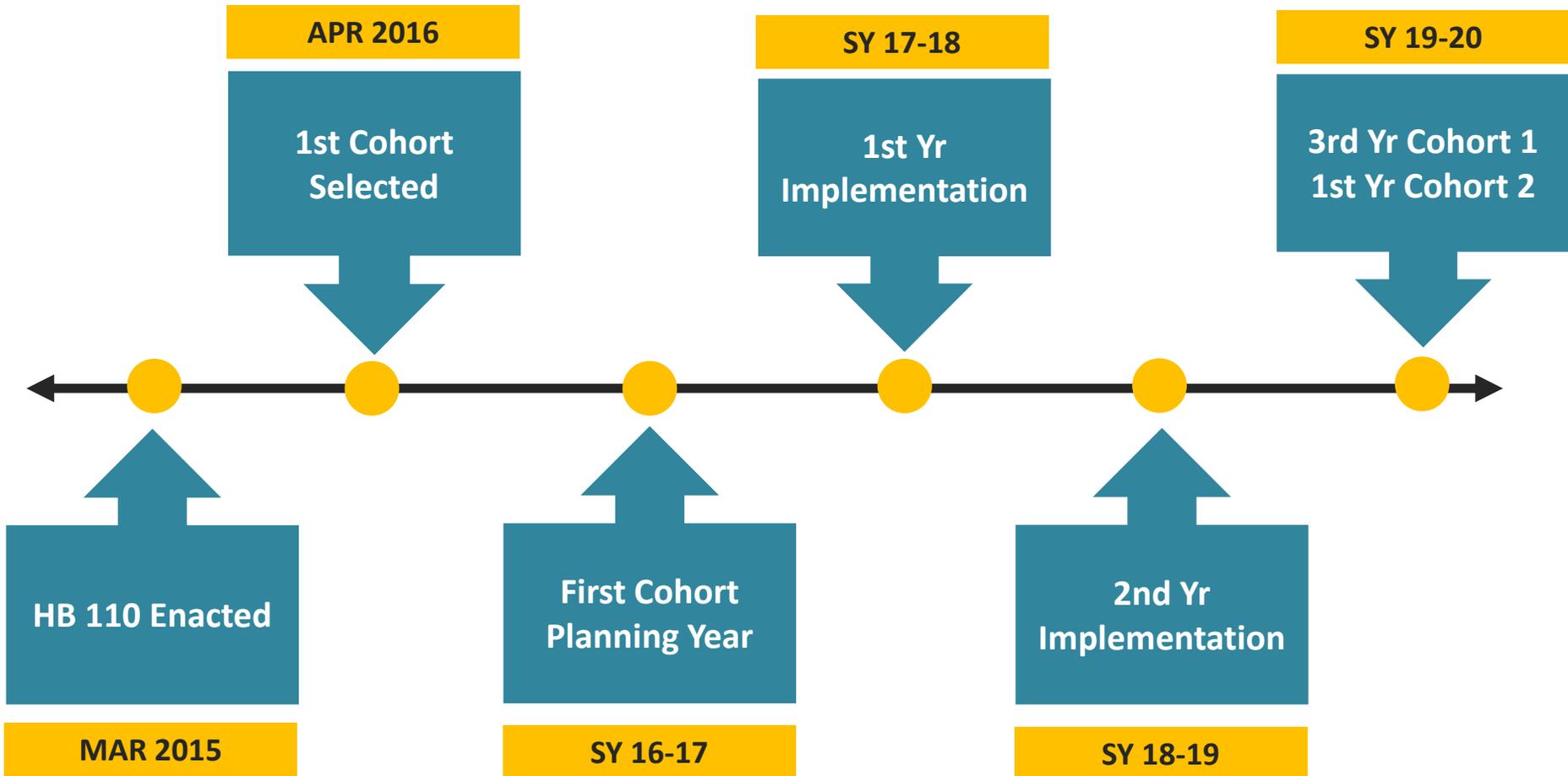
Implementation Update



Percent of IMEN members self-reporting their progress across the four stages of development



Implementation Update



SDE Statutory Responsibilities



(a) Provide ongoing statewide outreach and communications

UPDATE

- Developed communication tools for teachers, administrators, families, students, business leaders, and policymakers.
- Enhanced website includes a FAQ, a Parent Toolkit, and a short video.
- Documented IMEN implementation scenarios and successes.

NEXT STEPS

- Create a communication plan with timelines, deliverables (social media, newsletters, blogs) and reportable outcomes.
- A critical component of this plan is to ensure that the work of the IMEN is easily understood by the ***public, parents, and policymakers.***

SDE Statutory Responsibilities



(b) Facilitate and maintain the Idaho mastery education network (IMEN).

UPDATE

- Strategic Action Teams
- IMEN Action Research Teams
- Idaho Mastery Education Conference
- Idaho Student Media Festival
- IMEN Leadership Summit
- IMEN Cohort 1 Survey

NEXT STEPS

The primary focus of the IMEN this year will be to bolster and support local communication and stakeholder outreach efforts.

SDE will continue to identify the needs of participating schools and provide technical assistance and professional development.

SDE Statutory Responsibilities



(c) *[NEW]* Create a sustainability plan for statewide scaling. Ensure IMEN members also develop plans and include a process to develop the rubrics and assessments necessary to determine mastery and award credit.

UPDATE Provided participating schools a learning and action template to begin developing local level sustainability plans.

NEXT STEPS The foundation for the sustainability plan will be an approved **Mastery Education Framework**. Critical components will include:

- An evaluation plan based on expected outcomes developed in the Mastery Framework.
- A process to provide the flexibility schools need to innovate and identify areas policymakers can address.
- A prioritization and template for grant expenditures based on an examination of trends and long-term needs.
- Create guidelines for rubrics and assessment processes as well as samples schools can adopt.

Expenditure Review



- IMEN has been funded with a \$1.4M ongoing appropriation.
- IMEN participant grants total \$1,050,000 to nearly a quarter of Idaho's school districts and 13% of charter schools.
- The grants range from \$3,500-\$59,000.

28% OF FUNDING

Level 1 - Exploration
Level 2 - Planning & Design

72% OF FUNDING

Level 3 - Implementation
Level 4 - Sustain & Scale

Appropriation Request



For FY2021 the department has requested an additional \$500,00 of ongoing funding to support the expanded participation in IMEN and meeting the new legislative requirement of developing a sustainability plan for statewide scaling for Idaho Mastery Education.

Lessons Learned Across the Country



- Interest still growing
- Communication and outreach efforts need to increase
- Shared language and common understanding needed
- Increased resources needed to meet demand
- Flexibility needed for schools to innovate
- School progression in implementation varies widely
- Defined expectations and outcomes needed

Questions?



Aaron McKinnon | Mastery Education Coordinator

Idaho State Department of Education

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208 332 6800

email@sde.idaho.gov

www.sde.idaho.gov



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Tuesday, January 28, 2020

SUBJECT	DESCRIPTION	PRESENTER
Presentation	Financial Literacy	Michael Watson, Idaho Central Credit Union
Presentation	529 College Savings	Christine Stoll, Executive Director, IDeal
<u>S 1238</u>	Civics Course Requirements	Senator Jim Patrick
<u>S 1239</u>	Elementary Flex School Schedules	Senator Steven Thayn
<u>RS27455</u>	Higher Education Stabilization Fund	Senator Dan Johnson
Minutes Approval	Minutes from January 13, 2020	Senator Buckner-Webb and Senator Lent

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Woodward
Vice Chairman Thayn	Sen Lent
Sen Winder	Sen Buckner-Webb
Sen Den Hartog	Sen Ward-Engelking
Sen Crabtree	

COMMITTEE SECRETARY

Morgan Howard
Room: WW39
Phone: 332-1321
Email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Tuesday, January 28, 2020

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Crabtree, Woodward, Lent, 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 3:01 p.m. **Chairman Mortimer** told the Committee that they would hear the Minutes approval from January 13, 2020, and **RS 27455** before proceeding with the rest of the agenda.

MINUTES APPROVAL: **Senator Buckner-Webb** moved to approve the Minutes from January 13, 2020. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.

RS 27455 **Senator Dan Johnson** presented the RS and explained that it cleans up unnecessary language and eliminates language dealing with the higher education stabilization fund.

MOTION: **Senator Den Hartog** moved to send **RS 27455** to print. **Senator Lent** seconded the motion. The motion passed by **voice vote**.

PRESENTATION: **John Watts**, Partner at Veritas Advisors, representing Idaho Central Credit Union (ICCU), gave a brief background of the need for financial literacy. He then introduced Michael Watson of ICCU (see Attachment 1).

Michael Watson, Chief Marketing Officer for ICCU, began his presentation with a brief overview of the history of ICCU. He explained ICCU's commitment to community involvement. He detailed ICCU's involvement in schools, giving guest lectures on credit scores, budgeting, and financial responsibility. **Mr. Watson** expressed that ICCU was impressed with STUKENT's Mimic Personal Finance Curriculum, and that ICCU agreed to provide a grant for any high school in Idaho to obtain the curriculum.

Stuart Draper, Founder and CEO of STUKENT, gave a history of STUKENT. He told the Committee about the development of Mimic Personal Finance. He then explained to the Committee how the curriculum simulates real-world finances.

DISCUSSION: The Committee commented on the importance of the program and encouraged the presenters to express the Committee's gratitude to their companies for the program. **Mr. Draper** responded to Committee questions that they had received very positive feedback from the teachers who had used it.

PRESENTATION: **Christine Stoll**, Executive Director for IDeal College Savings Program (IDeal), explained the items that money in a 529 fund can be put toward. She then explained how the 529 fund operates with stocks and bonds. **Ms. Stoll** explained that students with a 529 fund are four to seven times more likely to complete college. She concluded by sharing that 68 percent of adults surveyed did not know what a 529 fund was (see Attachment 2).

Ms. Stoll responded to Committee questions that accounts can be set up for one beneficiary or for several, but that withdrawals need to be made in the name of a specific beneficiary. She also responded that gifts can be set up to be made automatically each month.

S 1238

Senator Jim Patrick presented **S 1238** and expressed the lack of knowledge in adults about government operations. He called on Alexandra Dominguez to explain the bill in greater detail.

Ms. Dominguez, representative of the College Board, explained that only two in five American adults could name the three branches of the American government. She explained that the College Board is working to ensure that students have access to enrichment in both technology and civics education. The College Board offers Advanced Placement (AP) courses in technology and in civics and that the courses emphasize applied knowledge. **Ms. Dominguez** told the Committee that the bill allows students to work toward their requirement to take a civics exam through the AP Civics and Government course.

Senator Patrick explained his personal connection to the civics requirement and asked the Committee for a do pass recommendation. He responded to Committee questions that there is already a state-appropriated fund for AP classes, and that this course would be paid for through this fund. He added that the bill does not add or remove requirements, but only adds another option for the fulfillment of the civics and government requirement for high school graduation.

Tracie Bent, Chief Planning and Policy Officer for the State Board of Education (Board), explained that AP classes are offered by teachers who have been deemed by the College Board to be able to cover the material at a college level.

MOTION:

Senator Den Hartog moved to send **S 1238** to the floor with a **do pass** recommendation. **Senator Lent** seconded the motion. The motion passed by **voice vote**, with **Senators Crabtree** and **Woodward** requesting that they be recorded as voting nay.

S 1239

Vice Chairman Thayn began by introducing his wife as well as Ashley Walton and Tiffany Anderson. He explained that the bill allows elementary students (K-6th grade) to advance a grade level ahead and negotiate a flexible attendance schedule and stay home from school one extra day per week.

Vice Chairman Thayn shared the comments of his son, Tyler Thayn, detailing how a flexible schedule had benefited Mr. Thayn's children. He said that the time at home allowed Mr. Thayn and his wife to pursue subjects with their children that were not being covered in school, such as teaching the children Spanish.

Senator Thayn shared the comments of Lani Rembelski, Superintendent of Challis School District #181. These included that the school district had determined if Mr. Thayn's children were eligible for a flexible schedule based on multiple test scores, classroom academics, and teacher input. It was also included that the children's missed days did not affect the teacher's schedule, because the missed days were preplanned.

Vice Chairman Thayn explained that, in drafting the bill, he focused on avoiding a greater burden on teachers, recording the students as present for funding purposes, and ensuring that students would still attend school 55 percent of the time. He explained how teachers and parents would determine if a student was 1 year or grade-level ahead in each subject area.

- DISCUSSION:** **Vice Chairman Thayn** responded to Committee questions by reiterating that, in addition to the testing requirement, a student's teacher must agree that a student is proficient or advanced to obtain the flex schedule. He continued by explaining how he had come to the evaluation requirements.
- Vice Chairman Thayn** responded to questions that the students who had already tried the flex schedule were staying in the same grade level rather than advancing a grade, and that social and emotional development are not measured in the school system.
- Vice Chairman Thayn** responded to reservations about a law that encourages absences by stating that students who do well are doing so because their parents are helping them advance, and that the bill demonstrates trust between school districts and parents.
- TESTIMONY:** **Tiffany Anderson** stood to testify in favor of **S 1239**. She explained that as a parent, education is the largest schedule block for her children. She shared the story of her son's elementary education, and that he became disengaged from public education by high school. **Ms. Anderson** then shared that her foster children's needs were not met in public education because they moved from school to school so often that they had fallen behind. She concluded that **S 1239** allows teachers to treat children as individuals rather than as a group.
- Layne McInnelly**, President of Idaho Education Association (IEA), testified in favor of the bill. He expressed IEA's opinion that the bill relies too heavily on standardized testing and went on that IEA is still in favor of the bill.
- Ashley Walton** testified in favor of **S 1239**. She explained that because her family farms, they are extremely busy with farm work in the summer, and that this bill would allow her family to spend more time with their children in the months when the farm labor is less intense.
- DISCUSSION:** **Vice Chairman Thayn** concluded that the bill incentivizes family cooperation. He addressed the concerns raised by Mr. McInnelly with a reminder that standardized tests are only one component of eligibility determination. He responded to Committee questions that he anticipated less than 2 or 3 percent of students to initially take advantage of the allowances made in the bill, and that it would likely take over ten years for 20 percent of students to take advantage of the allowances. **Vice Chairman Thayn** responded to Committee concerns about excessive student absences by stating that the schedule for student absences must be agreed upon by multiple people in the student's education system.
- MOTION:** **Senator Crabtree** moved to hold **S 1239** in Committee, subject to the call of the Chair. **Senator Ward-Engelking** seconded the motion.
- SUBSTITUTE MOTION:** **Senator Den Hartog** moved to send **S 1239** to the 14th Order of Business for possible amendment. **Vice Chairman Thayn** seconded the motion.
- DISCUSSION:** The Committee expressed that the concept of the bill is valuable and agreed that there were some concerns in the execution of the concept.
- ROLL CALL VOTE:** **Chairman Mortimer** called for a roll call vote on the substitute motion. **Chairman Mortimer**, **Vice Chairman Thayn**, and **Senators Den Hartog** and **Lent** voted aye. **Senators Crabtree**, **Woodward**, **Buckner-Webb**, and **Ward-Engelking** voted nay. The motion failed.
- VOICE VOTE:** The motion to hold **S 1239** in Committee, subject to the call of the Chair, passed by **voice vote**, with **Senators Lent** and **Den Hartog** requesting to be recorded as voting nay.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:57 p.m.

Senator Dean M. Mortimer
Chair

Morgan Howard
Secretary

Juanita Budell
Assistant Secretary

Idaho Central Credit Union is partnering with Stukent to provide a grant for ALL high schools in the state of Idaho to receive Stukent's Mimic Personal Finance Simulation and Curriculum FREE for five years. This provides high school students all over the state the opportunity to acquire personal financial skills using state-of-the-art technology and decision-learning theory. Participating high schools will also have the opportunity to have ICCU visit their school once a year to receive hands-on financial training.

Only a few states have made personal finance courses a graduation requirement in their high schools. While Idaho offers personal finance as a unit in economics courses, personal finance education is not currently a graduation requirement. ICCU's partnership with Stukent will help make Idaho a leader in personal finance education.

The Mimic Personal Finance simulation gives students hands-on experience in personal finance and decision-making. It creates an environment where students' choices dictate the learning experience. Now every student in the state of Idaho can learn one of the most critical life skills: money management.

IDAHO SCHOOLS USING MIMIC PERSONAL FINANCE

EASTERN IDAHO

American Falls High School <i>American Falls</i>	Century High School <i>Pocatello</i>	Marsh Valley High School <i>Arimo</i>	Bonneville High School <i>Idaho Falls</i>
American Falls Academy <i>American Falls</i>	Pocatello High School <i>Pocatello</i>	Shelley High School <i>Shelley</i>	Compass Academy <i>Idaho Falls</i>
Rockland Public School <i>Rockland</i>	Highland High School <i>Pocatello</i>	Ririe Jr/Sr High School <i>Ririe</i>	Lincoln Alternative High School <i>Idaho Falls</i>
Bear Lake High School <i>Montpelier</i>	Grace Lutheran <i>Pocatello</i>	West Jefferson High School <i>Terreton</i>	Idaho Falls High School <i>Idaho Falls</i>
Grace High School <i>Grace</i>	Blackfoot High School <i>Blackfoot</i>	Madison High School <i>Rexburg</i>	Skyline High School <i>Idaho Falls</i>
Soda Springs High School <i>Soda Springs</i>	Snake River High School <i>Blackfoot</i>	White Pine STEM Academy <i>Ammon</i>	
Preston High School <i>Preston</i>	Firth High School <i>Firth</i>	Hillcrest High School <i>Ammon</i>	
Sugar-Salem High School <i>Sugar City</i>	South Fremont High School <i>St. Anthony</i>	American Heritage Charter School <i>Idaho Falls</i>	

MAGIC VALLEY/SOUTHERN IDAHO

Buhl High School <i>Buhl</i>	Declo High School <i>Declo</i>	Hagerman School <i>Hagerman</i>	Malad High School <i>Malad</i>
Burley High School <i>Burley</i>	Filer High School <i>Filer</i>	Jerome High School <i>Declo</i>	Minico High School <i>Rupert</i>
Cassia High School <i>Burley</i>	Canyon Ridge H.S. <i>Twin Falls</i>	Kimberly High School <i>Kimberly</i>	Murtaugh Schools <i>Murtaugh</i>
Wendell High School <i>Wendell</i>	Twin Falls High School <i>Twin Falls</i>	Valley School <i>Hazelton</i>	Shoshone High School <i>Shoshone</i>

TREASURE VALLEY/WESTERN IDAHO

Boise High School <i>Boise</i>	Caldwell High School <i>Caldwell</i>	Meridian High School <i>Meridian</i>	Cambridge High School <i>Cambridge</i>
Borah High School <i>Boise</i>	Vallivue Academy <i>Caldwell</i>	Rocky Mountain High School <i>Meridian</i>	Parma High School <i>Parma</i>
Capital High School <i>Boise</i>	Vallivue High School <i>Caldwell</i>	Meridian Technical Charter High School <i>Meridian</i>	Melba High School <i>Melba</i>
Timberline High School <i>Boise</i>	Idaho Arts Charter School <i>Nampa</i>	Mountain Home High School <i>Mountain Home</i>	Marsing High School <i>Marsing</i>
Eagle High School <i>Eagle</i>	Nampa High School <i>Nampa</i>	Glens Ferry High School <i>Glens Ferry</i>	Payette River Technical Academy <i>Emmett</i>
North Star Charter School <i>Eagle</i>	Fruitland High School <i>Fruitland</i>	Midvale School <i>Midvale</i>	
Kuna High School <i>Kuna</i>	Garden Valley School <i>Garden Valley</i>		

NORTH IDAHO/CENTRAL IDAHO

Coeur d'Alene High School <i>Coeur d'Alene</i>	Sandpoint High School <i>Sandpoint</i>	Deary Jr./Sr. High School <i>Deary</i>	Wood River High School <i>Hailey</i>
Lake City High School <i>Coeur d'Alene</i>	Timbertake High School <i>Spirit Lake</i>	Leadore High School <i>Leadore</i>	Lewiston High School <i>Lewiston</i>
Venture High School <i>Coeur d'Alene</i>	Lakeland Senior High School <i>Rathdrum</i>	Salmon High School <i>Salmon</i>	Prairie High School <i>Cottonwood</i>
Post Falls High School <i>Post Falls</i>	Lapwai High School <i>Lapwai</i>	Challis High School <i>Challis</i>	

Personal Finance Curriculum

Key Objective

Mimic Personal Finance equips students with hands-on experience in financial decision-making by providing them a safe environment in which to learn the principles of personal finance.

Real-world Skills

Students gain experience

- Budgeting for expenses, savings, donations, and retirement
- Investing in securities and stocks
- Purchasing real estate and vehicles
- Handling personal and revolving credit
- Filing taxes and selecting insurance

Curriculum Framework

- Unit 1:** The RWC Experience through Mimic Personal Finance
- Unit 2:** Money as a Resource
- Unit 3:** Postsecondary
- Unit 4:** Employment
- Unit 5:** Managing Finances
- Unit 6:** First Major Obligations
- Unit 7:** Insurance
- Unit 8:** Revolving Credit
- Unit 9:** Personal Credit
- Unit 10:** Taxes
- Unit 11:** Home Ownership
- Unit 12:** Charitable Giving
- Unit 13:** Investing



Hands-on, Decision-theory Learning

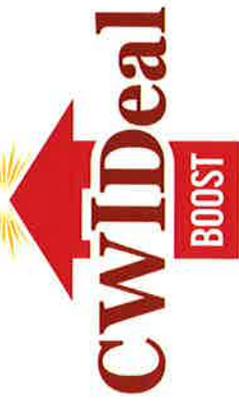
Mimic Personal Finance creates an environment where students' choices dictate the learning experience. Lessons are continually reinforced as each decision students make impacts the remainder of the course. Rather than simply studying financial concepts, students actually experience financial decision-making in an online simulation.

This curriculum helps students analyze their situations, needs, and goals while dealing with real consequences for their choices. As a result, students learn how to make smart financial decisions.

Open your IDEal College Savings Account today!
Contact IDEal at **866.433.2533**
or visit **www.idsaves.org**



To get started at CWI,
contact One Stop Student
Services at **208.562.3000**
or visit **cwi.edu/go**.



A matching scholarship program
for your IDEal college savings!



*BOOST your college
savings up to \$500 per
semester!*

Learn More:
cwi.edu/ideal

CWIDeal Boost

College of Western Idaho (CWI) is proud to partner with the Ideal-Idaho College Savings Program to promote education and increase opportunities for post-secondary success with CWIDeal Boost.

CWIDeal Boost offers incentives to students and families saving for college through Ideal, including a matching scholarship opportunity of up to **\$500 per semester** for qualifying CWI students*.



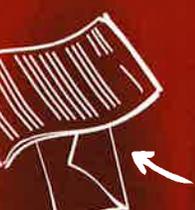
Boost Your College Savings



SET UP IDEAL SAVINGS ACCOUNT
idsaves.org



CONTRIBUTE TO YOUR ACCOUNT



APPLY FOR FEDERAL FINANCIAL AID
fafsa.gov



ENROLL IN CLASSES AT CWI
cwi.edu/go



USE YOUR IDEAL SAVINGS TO PAY CWI



RECEIVE UP TO \$500 MATCHING FUNDS PER SEMESTER

*Qualifying Students

- Must apply for federal financial aid using the FAFSA (fafsa.gov) and have a valid Expected Family Contribution (EFC).
- Must be attending CWI part time (6 or more credits per semester).
- Must be a degree/certificate seeking student.
- Must be making satisfactory academic progress (SAP) as determined by CWI's financial aid SAP policy.
- EFC (verified by CWI, when applicable) must be greater than \$2,100 and less than \$9,000.
- CWI must receive the 529 account payment directly from Ideal, sent via check, in order to be eligible for the matching scholarship.



UP TO \$1,500 A YEAR!

A POWERFUL TOOL FOR IDAHO FAMILIES



Idaho's state sponsored 529 college savings program

Administered by the Idaho College Savings Program Board, the Program helps families save for education in a tax advantaged way.

Enabled under title 33, Chapter 54 of Idaho Code and launched in 2001, IDeal is a self-supported program that received no direct funding from the General Fund. U.S. Code, Title 26;529 requires 529 Programs to be established and maintained by a state or instrumentality thereof.

FAST FACTS

Q: Who can use the IDeal Program

A: *Anyone can open and contribute to an IDeal Account for any loved one— child, grandchild, niece, or even yourself.*

Q: Are there tax advantages?

A: *¹ Yes, Idaho taxpayers' annual contributions qualify for an Idaho state tax deduction, funds grow tax deferred and qualified expenses are withdrawn tax free.*

Q: What can funds be used for?

A: *K-12 tuition, higher education costs (2 and 4-year, registered apprenticeships, trade schools and graduate programs) including tuition, room and board, books, required supplies, computers, peripherals and Internet.*

Q: Can funds repay student loans?

A: *Yes. The 2019 Secure Act allows for a maximum lifetime aggregate of \$10,000 in loan payments per beneficiary.*

DID YOU KNOW?

²Students with college savings accounts are 7x more likely to enroll and complete a higher education program!

IDEal at a Glance:

as of 01-24-2020

Assets under management

\$563 million

Increase in savings since 2007

332%

Funded Accounts

38,590

\$ Gifted to accounts in 2019

\$2.6 million

accounts opened in 2019

4,731



"Because we saved this money, they were able to do a lot of things in college they would not have been able to do, things they loved...They weren't so strapped for cash."

Teresa Noble, Boise

IDEal can not only help increase college-going rates, but benefit the state of Idaho as a whole.

ideal
IDAHO COLLEGE
SAVINGS PROGRAM

¹ Contributions to the IDeal – Idaho College Savings Program are deductible from Idaho state income tax, subject to recapture in certain circumstances, such as a non-qualified withdrawal or a rollover to another state’s qualified tuition program in the year of the rollover and the prior tax year. Earnings on non-qualified withdrawals are subject to federal income tax and may be subject to a 10% federal penalty tax, as well as state and local income taxes. The availability of tax or other benefits may be contingent on meeting other requirements.

² Elliott, W. and Beverly, S. (2011). The role of savings and wealth in reducing “wilt” between expectations and college attendance. *Journal of Children & Poverty*, 17(2), 165-185.

Benefits To The State

- Higher education is critical to reducing unemployment.
- Finances are one of the greatest and most common barriers to enrolling and remaining in higher ed programs.
- Student loans are filling the financial gap and record setting borrowing is having long-term effects on families economic futures.
- IDeal helps Idaho families break down financial barriers.
- Saving for education goals helps set a college-going culture in the home.
- A more educated workforce helps Idaho’s economy and helps to keep and create jobs by attracting and retaining employers.

Idaho College Savings Program

Constitutional Officer	Designee	Title	Since
State Treasurer Julie Ellsworth, Board Chair	Not applicable	State Treasurer	2019
Governor Brad Little	Greg Wilson	Senior Policy Advisor – Education	2019
State Controller Brandon Woolf	Patrick Hodges	Deputy State Controller	2016
Attorney General Lawrence Wasden	Brian Kane	Assistant Chief Deputy Attorney General	2008
Superintendent of Public Instruction Sherri Ybarra	Tim Hill	Deputy Superintendent, Finance	2003
Secretary of State Lawrence Denney	Chad Houck	Deputy Secretary of State	2018

For more information about the Idaho College Savings Program (IDeal), call 866-433-2533 or visit www.idsaves.org to obtain a Disclosure Statement. The Disclosure Statement explains investment objectives, risks, charges, expenses, and other important information. Because investing in IDeal is an important decision for you and your family, you should read and consider the Disclosure Statement carefully before investing.

If you are not an Idaho taxpayer, consider before investing whether your or the beneficiary’s home state offers any state tax or other state benefits such as financial aid, scholarship funds, and protection from creditors that are only available for investments in that state’s qualified tuition program.

Ascensus Broker Dealer Services, LLC. (ABD), the program manager, and its affiliates, have overall responsibility for the day-to-day operations, including investment advisory and record keeping and administrative services. The Vanguard Group, Inc. (Vanguard) serves as Investment Manager for IDeal. Sallie Mae Bank serves as the Savings Portfolio Manager for IDeal. IDeal’s Portfolios invest in either: (i) mutual funds and a separate account offered or managed by Vanguard; or (ii) an FDIC-insured omnibus savings account held in trust by the Board at Sallie Mae Bank. Except for the Savings Portfolio, investments in IDeal are not insured by the FDIC. Units of the Portfolios are municipal securities and the value of units will vary with market conditions.

Investment returns will vary depending upon the performance of the Portfolios you choose. Except to the extent of FDIC insurance available for the Savings Portfolio, you could lose all or a portion of your money by investing in IDeal, depending on market conditions. Account Owners assume all investment risks as well as responsibility for any federal and state tax consequences.

Not FDIC-Insured (except for the Savings Portfolio). No Bank, State or Federal Guarantee. May Lose Value.

For more information, contact Christine Stoll Executive Director, IDeal

208.332.2935 | cstoll@idsaves.idaho.gov | www.idsaves.org

**Helping to transform Idaho's postsecondary attainment culture
IDeal - Idaho College Savings Program
2020 Legislative Update**

Overview

- **Get started with \$25:** \$25 minimum initial and subsequent investments (\$15 for payroll deduction).
- **Tax deferred:** Assets grow tax-deferred, and withdrawals for qualified educational expenses are tax-free.
- **Tax deduction:** All Idaho taxpayers qualify for a state tax deduction of up to \$6,000 per year (\$12,000 married filing jointly) for contributions to any IDeal account.
- **Uses:** Qualified withdrawals include:
 - K-12 withdrawals up to \$10,000 annually per beneficiary for tuition only.
 - Postsecondary withdrawals for tuition and fees, room and board on or off campus, computers and Internet and required supplies at postsecondary schools and for registered apprenticeship programs.
 - Student loan repayment up to a lifetime total of \$10,000 per beneficiary.
- **Use in Idaho and beyond:** Funds can be used at K-12 public, private and religious schools as well as U.S. Department of Education accredited schools within the U.S. or internationally including trade and 2- and 4-year schools and graduate programs.
- **Investments:** Nine investment options managed by The Vanguard Group (3 age-based options with an 8-step glide path, 6 fixed asset allocation portfolios, and an Interest Accumulation option) with a total annual asset-based cost of 0.49% and one high-yield savings option managed by Sallie Mae Bank with a low total annual asset-based cost of 0.34%.
- **Rewards and Gifting options:** Opportunity for account owners to add to their college savings with the optional Upromise® rewards service and receive gift contributions from family and friends with Ugift®.
- **Estate planning:** Contribute up to \$75K or 5 years of federally exempted gifts to a 529 at one time. In the event you do not survive the 5-year period, a pro-rated amount will revert to your taxable estate
- **Exempted from SNAP:** Monies saved in an IDeal account are exempted from the assets/resource calculation when determining the food stamp program eligibility. Families can work toward cultivating an education culture without worrying about jeopardizing current needs.
- **Maximum contribution limit** \$500,000 combined from all 529 accounts for an individual beneficiary.



Program Growth

As of 1-24-20 IDeal manages over 38,576 active accounts with a total value of \$565 million

	Ending December 31 st , 2018	Ending December 31 st , 2019	# or \$ Change	% Change
New accounts opened	4,603	4,731	+128	+3%
Total dollars being managed	\$451,988,052	\$557,138,310	+\$105,150,258	+23%
Annual family contributions	\$71,362,974.53	\$80,343,680	+\$8,980,706	+13%
Total withdrawals	\$43,518,609	\$52,170,229	+\$8,651,620	+20%
Gifts from loved ones to IDeal accounts	\$2,273,220	\$2,648,603	+\$375,383	+17%

Percentage of Idaho kids with accounts and Idaho's 60% goal
 Nationally, Idaho ranks in the middle for 529 account participation at 5.23%.

While the answers to how we raise Idaho's go-on rate are complex, there seems to be consensus around two chief factors in this challenge: cost and culture. Saving for higher education helps address costs.

*Research shows that the behavior of saving for education also helps mold family culture and has a real impact on whether a student pursues higher education. Given that, we at IDeal believe that awareness and utilization of higher education savings accounts by Idahoans are important pieces of the puzzle in raising Idaho's go-on rate and ultimately reaching our 60% goal.

IDeal + 60% Goal
 Increase participation in Idaho's College Savings Program to help transform the postsecondary attainment culture in Idaho.

471,656
Idaho kids
aged 0-18

24,675 Idaho
students 0-18
with
accounts

5.23%
have accounts

Big opportunity
to change the
culture with
IDeal 529
accounts

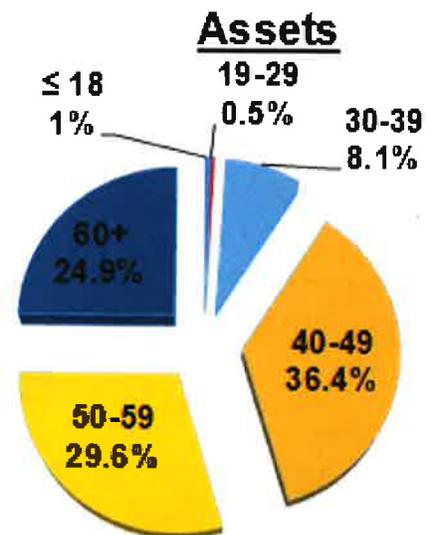
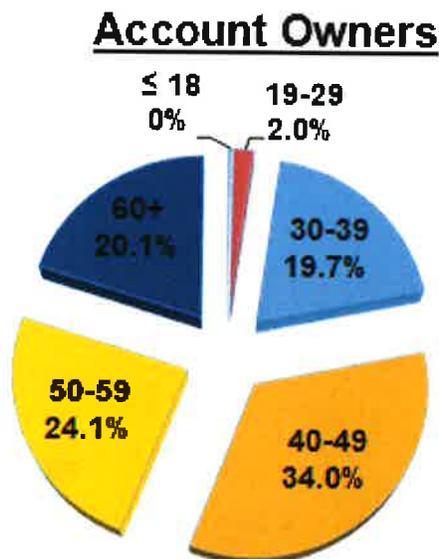
Top schools IDeal \$ sent to in 2019	
School name	Total IDeal \$ sent
Boise State University	\$ 1,186,092.92
University of Idaho	\$ 937,753.20
University of Utah	\$ 443,096.75
College Of Idaho	\$ 343,508.37
University of Washington	\$ 225,375.00
Carroll College	\$ 214,005.71
Whitman College	\$ 213,901.67
Gonzaga University	\$ 211,012.70
Colorado State University	\$ 194,550.44
University of Oregon	\$ 190,669.30
Idaho State University	\$ 189,538.92
University of Colorado Boulder	\$ 164,664.14
Westminster College	\$ 163,668.00

Who is saving?

On average an account owner is saving for 2 beneficiaries and people between the ages of 40-59 make up most account owners. In fact, 4 out of every 10 accounts are opened by a grandparent.

Account Owners: Age and Asset Distribution – Funded Accounts

Age	Account Owners Q4 2019	Assets Q4 2019	Average Assets Per Account Owner
≤ 18	38	\$2,858,624.79	\$75,226.97
19-29	397	\$2,573,475.22	\$6,482.31
30-39	3,902	\$44,851,354.98	\$11,494.45
40-49	6,738	\$203,044,263.78	\$30,134.20
50-59	4,778	\$164,819,033.98	\$34,495.40
60+	3,978	\$138,991,557.84	\$34,940.06
TOTAL	19,831	\$557,138,310.60	\$28,094.31



Includes account owners with funded accounts only.

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IDEAL - Idaho College Savings Program
 2020 Legislative Update

Who are they saving for?

The bulk of the accounts are for beneficiaries with ages between 6-15 and the largest account balances are typically for beneficiaries within the 11-18 age group. This is not surprising given the Program is in its 19th year and accounts are maturing. *An active goal of the Program is to increase accounts for beneficiaries aged 0-5. The earlier a family starts saving, the more time the money has to grow and the likelihood (up to 7x) that child will go on AND complete a postsecondary certificate or degree increases.*

In 2019 The Program made progress on this goal, increasing the number of accounts for beneficiaries under five (5) by 449 or **+2.83%** but there is still much work to do to encourage early account participation with the goal of helping to transform the overall culture around postsecondary education attainment in Idaho.

HAVING A COLLEGE SAVINGS ACCOUNT MAKES STUDENTS up to 7x more likely to go on to complete higher education

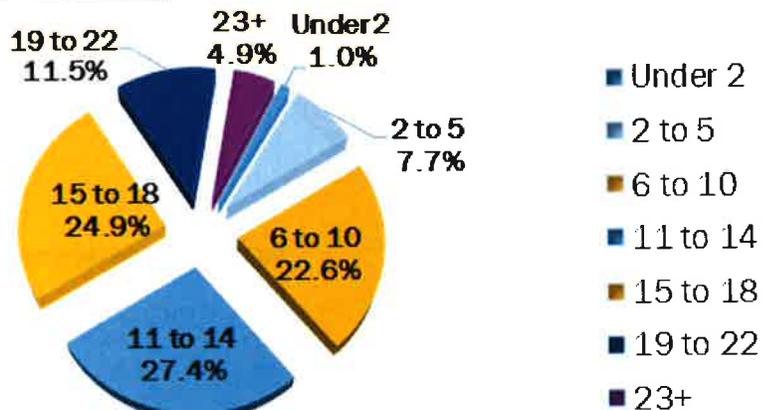
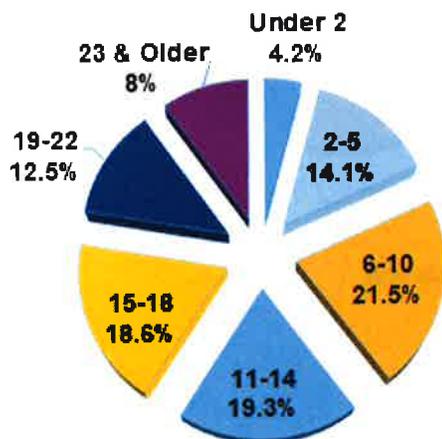
5% of Idaho students HAVE SOMEONE SAVING FOR THEIR FUTURE COLLEGE COSTS

Source: Washington Post
<http://www.washingtonpost.com/blogs/govbeat/wp/2015/09/26/how-50-makes-kids-seven-times-more-likely-to-attend-college/?hpid=hp-top-table-border:terms:46014738797>

Beneficiary: Age and Asset Distribution – Funded Accounts

Age	Beneficiaries Q4 2019	Assets Q4 2019	Average Assets Per Beneficiary
Under 2	1,550	\$5,440,205.98	\$3,509.81
2-5	5,211	\$36,987,770.21	\$7,098.02
6-10	7,956	\$101,044,853.55	\$12,700.46
11-14	7,146	\$137,509,534.57	\$19,242.87
15-18	6,888	\$164,460,619.16	\$23,876.40
19-22	4,620	\$76,470,634.82	\$16,552.09
23+	3,645	\$35,224,692.31	\$9,663.84
TOTAL	37,016	\$557,138,310.60	\$15,051.28

Beneficiaries' Assets



Funded accounts only.

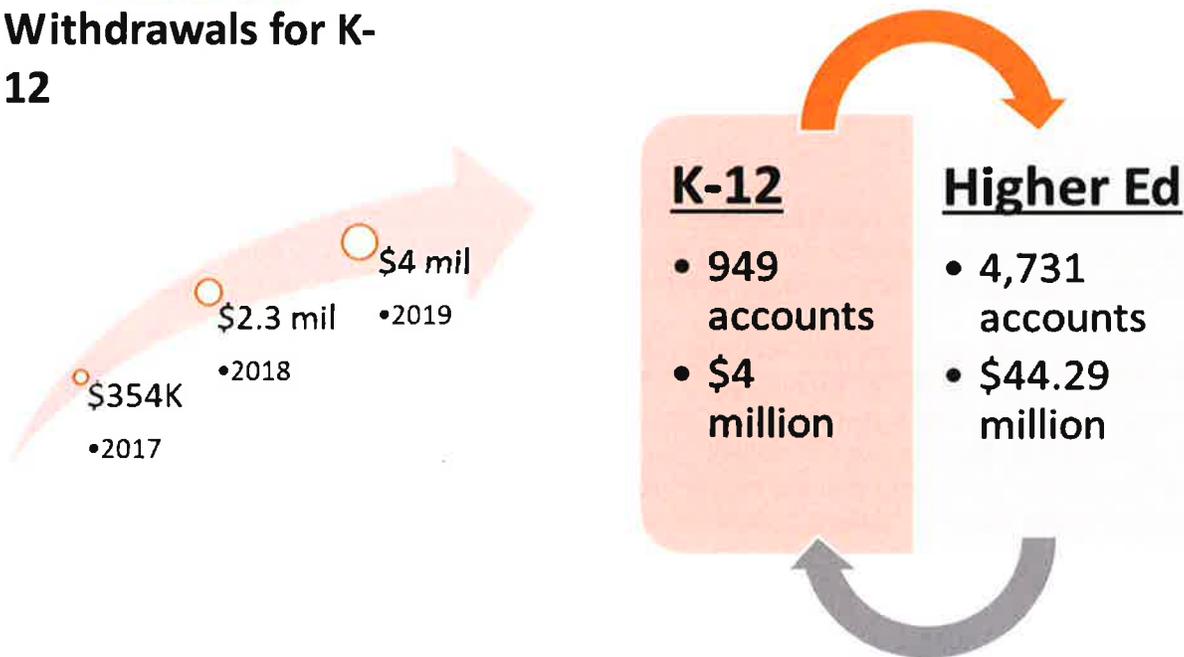
What are they saving for?

The 2017 Tax Cuts and Jobs Act changed what level of education a family could save for using a 529 plan. Specifically, the definition of a qualified higher education expense changed to include K-12 tuition withdrawals for use at public, private or religious schools. These withdrawals have a limit of no more than \$10,000 annually per student from all 529 accounts combined.

Comparing withdrawals of IDeal funds between 2018 and 2019 there is a small increase in withdrawals for beneficiaries under the age of (16) sixteen. While the total dollar amounts withdrawn are small (about 2.5%) it does indicate interest and usage for K-12 educational savings.

Overall, \$52.1 million was withdrawn from the Program in 2019. Of the qualified withdrawals, \$4 million was for beneficiaries under the age of 16, compared to \$2.3M for this age group in 2018. In 2019, there were 949 accounts that were opened, funded and withdrew funds in the same year for this age group. In 2018, there were 583 accounts.

+2.5% Withdrawals for K-12



Helping to transform Idaho's postsecondary attainment culture
IDeal - Idaho College Savings Program
2020 Legislative Update

Outreach and Employers

IDeal's outreach efforts are multi-pronged including paid advertising, leveraging partnerships and directly interacting with Idaho families each year. For example, in 2019, IDeal staff attended over 133 individual events and interacted with over 30K people. 58% of these events were in conjunction with employers vs. 42% community focused events.

IDeal Tip:

Sign up for easy payroll deduction.



We have found that when an employer offers IDeal as a no-cost employee benefit, account ownership and payroll direct deposits increase. Employees seem to be more interested in discussing education attainment and savings within their place of employment than at other types of events where they may have their children present. To this point, we have created an incentive program where we match the first \$25 deposit for any new payroll direct deposit an employee sets up. Last year, payroll direct deposits to IDeal accounts increased by 7.1%. That said, payroll deposits account for only 4.49% of all IDeal contributions.

Partnering with IDeal allows employers to offer a benefit that helps attract and retain top talent for their organizations while helping employees invest in themselves and their loved ones. Besides providing materials, education and payroll direct deposits to their employees, IDeal can be utilized as a traditional or matching scholarship tool.

Continued work around employer and community partnerships is important as the long-term repercussions indicate a more educated workforce. Help in educating Idaho employers and parents of this benefit is needed and always appreciated.

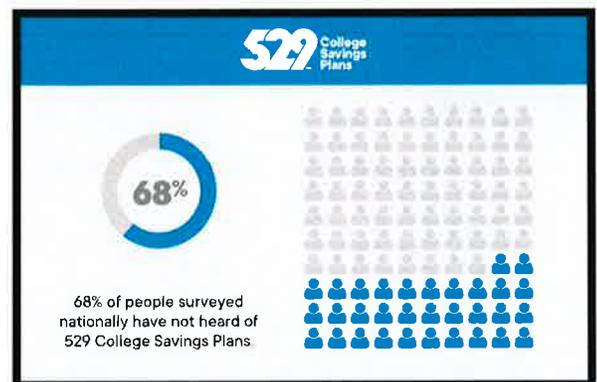
What you can do to help

In the coming year, we ask that Idaho's education stake-holders partner with IDeal to better understand the link between financial preparedness and students' decisions about whether to go-on, and to educate more families on the important role that dedicated savings can play in making their child's higher education dreams a reality.

With the rising costs of higher education and the importance of ensuring our future workforce can compete, encouraging families to save for educational expenses is imperative. The Idaho College Savings Program Board looks forward to your continued support of the students of Idaho and the help in our ongoing efforts in providing the IDeal — Idaho College Savings Program to Idahoans.

Partner with IDeal today:

- **Follow:** Opt in-for informational updates and/or connect on social media
- **Partner** Include IDeal in state education discussions and invite us to your business or community event
- **Educate businesses and families** Share Information with your community
- **Lead by Example:** Open an account for, or contribute to a loved one's account



Learn More: www.idsaves.org or contact us at:

Christine Stoll: Executive Director, cstoll@idsaves.idaho.gov, 208.332.2935

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2020 Legislative Update

[*https://source.wustl.edu/2011/04/kids-with-savings-accounts-in-their-name-six-times-more-likely-to-attend-college/](https://source.wustl.edu/2011/04/kids-with-savings-accounts-in-their-name-six-times-more-likely-to-attend-college/)
<https://csd.wustl.edu/publications/documents/rpb09-29.pdf>

For more information about the Idaho College Savings Program ("IDeal"), call 866-433-2533 or visit www.idsaves.org to obtain a Disclosure Statement. The Disclosure Statement discusses investment objectives, risks, charges, expenses, and other important information. Because investing in IDeal is an important decision for you and your family, you should read and consider the Disclosure Statement carefully before investing. Ascensus Broker Dealer Services, LLC ("ABD") is Distributor of IDeal.

Before you invest, consider whether you're or the beneficiary's home state offers any state tax or other state benefits such as financial aid, scholarship funds and protection from creditors that are only available for investments in the that state's qualified tuition program.

IDeal is administered by the Idaho College Savings Program Board ("Board"). ABD, the program manager, and its affiliates, have overall responsibility for the day-to-day operations, including investment advisory, recordkeeping and administrative services, and marketing. The Vanguard Group, Inc. ("Vanguard") serves as Investment Manager for IDeal. Sallie Mae Bank serves as the Savings Portfolio Manager for IDeal. IDeal's Portfolios invest in either: (i) mutual funds and a separate account offered or managed by Vanguard; or (ii) an FDIC-insured omnibus savings account held in trust by the Board at Sallie Mae Bank. Except for the Savings Portfolio, investments in IDeal are not insured by the FDIC. Units of the Portfolios are municipal securities and the value of units will vary with market conditions.

Investment returns will vary depending upon the performance of the Portfolios you choose. Except to the extent of FDIC insurance available for the Savings Portfolio, you could lose all or a portion of your money by investing in IDeal, depending on market conditions. Account Owners assume all investment risks as well as responsibility for any federal and state tax consequences.

Not FDIC-Insured (except for the Savings Portfolio). No Bank, State or Federal Guarantee. May Lose Value.

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Wednesday, January 29, 2020

SUBJECT	DESCRIPTION	PRESENTER
Presentation	Western Interstate Commission on Higher Education	Dr. Demaree Michelau, President, WICHE
Presentation	Division of Career Technical Education	Clay Long, Director, Division of CTE
<u>RS27467</u>	ISAT Alternatives	Senator Steven Thayn
Minutes Approval	Minutes from January 14, 2020	Senator Ward-Engelking and Senator Crabtree
Minutes Approval	Minutes from January 15, 2020	Vice Chairman Thayn and Senator Winder

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Woodward
Vice Chairman Thayn	Sen Lent
Sen Winder	Sen Buckner-Webb
Sen Den Hartog	Sen Ward-Engelking
Sen Crabtree	

COMMITTEE SECRETARY

Morgan Howard
Room: WW39
Phone: 332-1321
Email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

- DATE:** Wednesday, January 29, 2020
- TIME:** 3:00 P.M.
- PLACE:** Room WW55
- MEMBERS PRESENT:** Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Crabtree, Woodward, Lent, Buckner-Webb, and Ward-Engelking
- ABSENT/ EXCUSED:** None
- NOTE:** The sign-in sheet, testimonies, and other related materials will be retained with the minutes in the committee's office until the end of the session and will then be located on file with the minutes in the Legislative Services Library.
- CONVENED:** **Chairman Mortimer** called the meeting of the Senate Education Committee (Committee) to order at 3:01 p.m.
- PRESENTATION:** **Dr. Demaree Michelau**, President of the Western Interstate Commission on Higher Education (WICHE), gave a brief overview of the founding and purpose of WICHE. The mission is to work collaboratively to expand educational excellence and access for all citizens of the West, which spans from North Dakota to Guam. WICHE is made up of 48 members, 3 of whom are from Idaho and were appointed by the Governor. She told the Committee about the relationship between legislators and higher education institutions nationwide over the past 14 years. **Dr. Michelau** detailed how appropriations for higher education institutions interact with tuition levels (see Attachments 1 and 2).
- PRESENTATION:** **Clay Long**, State Administrator for the Division of Career Technical Education (CTE), shared the goals and values of CTE and stated they are currently focusing on efforts and philosophical priorities. **Mr. Long** introduced several staff members and students who accompanied him here today and asked two of them to share their experiences with CTE.
- Janie Billman**, President of Idaho Technology Student Association (TSA), shared her journey with CTE. She is a senior at Campus Academy in Idaho Falls and stated her journey started while in the seventh grade. During the past several years, she has found her passion, direction for a career, lifelong friends, and leadership skills. **Ms. Billman** said she can now graduate from high school knowing who she is, what she wants to be, and how to get there.
- Easton Anderson**, post-secondary State Reporter of SkillsUSA, relayed how his first welding class led him to become involved in SkillsUSA as a competitive welder and state officer. He continued that the welding skills he had gained allowed him to start his welding education at Idaho State University (ISU). As a student at ISU, he traveled to Washington D.C. to promote career and technical education and felt it was one of the most important projects he worked on as a state officer.
- Mr. Long** continued his presentation by sharing CTE's current initiatives and priorities with the Committee. He concluded his presentation with a description of CTE's plans for the future (see Attachments 3 and 4).

DISCUSSION: **Mr. Long** responded to Committee questions that the greatest challenge that CTE faces is to communicate and educate the opportunities CTE offers to the public. He responded to further questions that CTE is working with 11 schools on a CTE career-exploration program for seventh and eighth graders. He discussed the differences between and challenges facing credit-bearing secondary programs and workforce training programs.

Mr. Long shared his thoughts on career technical instructors. It can be difficult to entice industry professionals to leave their industries to teach career technical classes at a beginning teacher's salary, and that valuing years in the industry toward salary calculation would be helpful. He also responded that CTE is considering additional ways to attract industry professionals to teach career technical classes.

Adrian San Miguel, Director of Postsecondary and Workforce Training for CTE, talked about the advanced opportunities legislation that allowed the addition of workforce training courses to be included. College of Southern Idaho has started to create an apprenticeship framework for the entire state.

RS 27467 **Vice Chairman Thayn** said **RS 27467** is a Senate Concurrent Resolution. It directs the Idaho State Board of Education and the Idaho State Department of Education to replace the federally required Idaho Standards Achievement Test (ISAT) with another test that would meet federal requirements, such as the SAT (Scholastic Aptitude Test). Idaho already gives the SAT to high school juniors. By not giving ISAT in the tenth grade, it would save time and funds.

MOTION: **Senator Den Hartog** moved to send **RS 27467** to print. **Senator Buckner-Webb** seconded the motion. The motion carried by **voice vote**.

MINUTES **Senator Ward-Engleking** moved to approve the Minutes of January 14, 2020.

APPROVAL: **Senator Crabtree** seconded the motion. The motion carried by **voice vote**.

Vice Chairman Thayn moved to approve the Minutes of January 15, 2020.

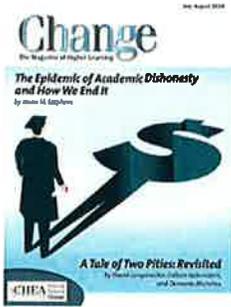
Senator Lent seconded the motion. The motion carried by **voice vote**.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 3:56 p.m.

Senator Dean M. Mortimer
Chair

Morgan Howard
Secretary

Juanita Budell
Assistant Secretary



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A Tale of Two Pities: Revisited

David Longanecker, Colleen Falkenstern & Demarée Michelau

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A Tale of Two Pities:

REVISITED



BY DAVID LONGANECKER, COLLEEN FALKENSTERN, AND DEMARÉE MICHELAU



David Longanecker (longaneckerd@gmail.com) served as President of the Western Interstate Commission for Higher Education (WICHE) from 1999 through 2016 and as Interim President in 2018. Prior to his tenure at WICHE, Longanecker was Assistant Secretary for postsecondary education at the U.S. Department of Education and has been the chief higher education executive officer in Colorado and Minnesota. Longanecker holds an EdD from Stanford University, an MA from The George Washington University, and a BA from Washington State University. Longanecker also received his commercial driver's license in 2017.



Colleen Falkenstern (cfalkenstern@wiche.edu) serves as a Research Analyst in WICHE's Policy Analysis and Research unit. In her role she supports the development of WICHE's annual data resources—Regional Fact Book for Higher Education in the West, Benchmarks of Access and Success, and Tuition and Fees in Public Higher Education in the West. She also provides analytical support for WICHE's quadrennial projections of high school graduates (Knocking at the College Door). She received her bachelor's degree in marketing and management from the University of South Carolina—Columbia and her master's degree in higher education from the University of Denver.



Demarée K. Michelau (dmichelau@wiche.edu) is the eighth President of the Western Interstate Commission for Higher Education (WICHE). Previously she was WICHE's Vice President of policy analysis and research, having served in a variety of roles at the organization for over 16 years. She has expertise in a range of higher education policy issues. She currently serves on the board of directors for the Consortium for North American Higher Education Collaboration and the National Council for State Authorization Reciprocity Agreements. She received her bachelor's degree in public law from Northern Illinois University and her master's degree and PhD in political science from the University of Colorado at Boulder.

A dozen years ago, David Longanecker wrote an article in *Change*, “A Tale of Two Pities,” that described the colliding perspectives of two communities—those who provide higher education and those who create and sustain the policy environment in which it functions. Each of these communities is committed to ensuring that Americans have broad access to high-quality postsecondary education. But each often perceives the other’s views and actions as antithetical to its own, thereby undercutting progress toward their shared goal.

This article, with two knowledgeable and experienced coauthors, reviews the evolution of the “two pities” dynamic presented 12 years ago and describes the current situation. Unfortunately, not much has changed.

The 2006 article described why so many within the higher education community felt that the policy community no longer loved them: resources, at least on a per student basis, were in decline; the share of state resources provided to higher education also was in decline; and policy makers did not even seem to be concerned about these reductions in support.

Conversely, the article described why the policy community seemed to feel that higher education no longer loved them: higher education seemed more focused on gaining institutional prestige while abandoning the neediest and most underserved students. It did so both by raising tuitions precipitously and focusing more on providing merit-based aid rather than need-based aid. Furthermore, higher education failed to appreciate the financial difficulties that states faced having just experienced a recession, with increasing demands for other services such as Medicaid and elementary and secondary education, all in a new anti-tax climate.

Both perspectives were founded on reasonably strong evidence. And the perceptions of these two communities have

not changed much, certainly not as much as one might have hoped. This is sobering, humbling, and disappointing with respect to our capacity to change this process.

The title of this article plays off Charles Dickens’ *A Tale of Two Cities* (1859, p. 1), which seems germane to the topic. The novel’s first lines read:

*It was the best of times; it was the worst of times.
It was the age of wisdom; it was the age of foolishness.
It was the epoch of belief; it was the epoch of incredulity.
It was the season of Light; it was the season of Darkness.
It was the spring of hope; it was the winter of despair.*

When one listens either to the community of educators or to the community of political and policy leaders, these lines ring remarkably true for American higher education—but for remarkably different reasons. As it was 12 years ago, each group sees itself as the party of “light,” and each thinks that the opposing community’s “darkness” is a real pity. Thus, this is the tale of two pities, 2019.

THE TALE FROM THE HIGHER EDUCATION COMMUNITY’S PERSPECTIVE

For a very long time, the higher education community—at least the public sector of this so-called community—has been distressed about the declining financial support of higher education both from the states and from the federal government. Indeed, there is plenty of evidence to support this distress. As Figure 1 shows, public support for higher education (as measured per \$1,000 of personal income) has declined substantially over the last 25 years, and this decline has continued over the 12 years since the original version of this article (State Higher Education Executive Officers [SHEEO], 2018).

Not surprisingly, therefore, according to the most recent (FY 2018) State Higher Education Finance (SHEF) report released by SHEEO, inflation-adjusted public funding per student peaked at \$9,765 in 2001 and has declined a whopping 20 percent since that time, to \$7,853 in 2017 (see Figure 2). Although state support has increased slightly each of the past few years, the SHEF report notes, “Ten years out from the Great Recession, per-student higher education appropriations in the U.S. have only halfway recovered” (SHEEO, 2019, p. 8).

Shamefully, they believe, the result is that public institutions, on average, now rely primarily on tuition revenue for their funding, increasing the financial burden on students and their families, with average in-state tuition at public 4-year institutions rising from 8 percent of the median household income in 2000 to 16 percent in 2017 (College Board, 2017; U.S. Census Bureau, 2018).

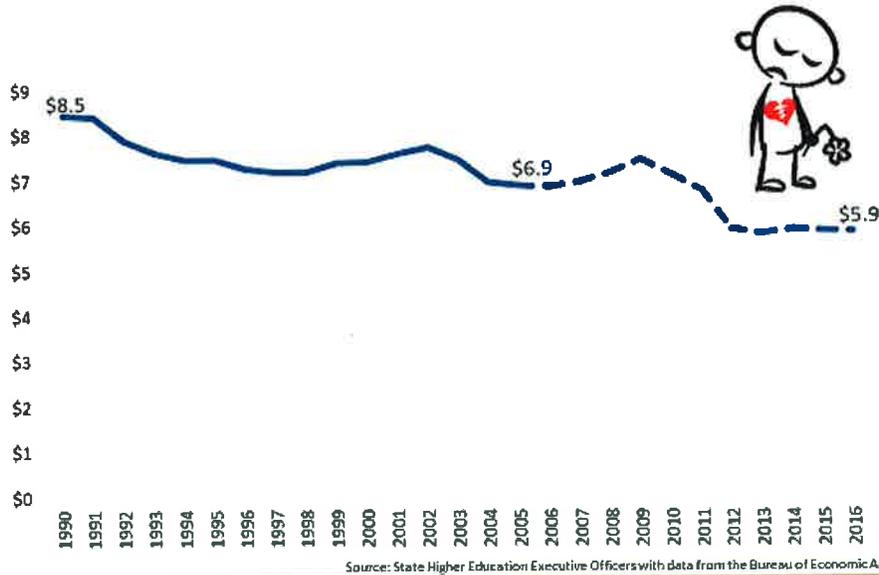
It seems pretty clear to the higher education community: The states do not love higher education anymore.

Higher education’s angst, however, exists not only because of the relative declines in funding and because averages do not capture the unique circumstances faced by many states and institutions. It also reflects the volatility of

In Short

- The perceptions of two higher education communities – higher education providers and policymakers – has not changed much in the past 12 years.
- The two higher education communities share a common goal, to provide broad access to high quality postsecondary education, but they often view the other’s views and actions as antithetical to their own.
- The two communities should strive to work with one another and respect the perspectives of one another.

FIGURE 1. HIGHER EDUCATION SUPPORT PER \$1,000 OF PERSONAL INCOME, FY 1990 TO FY 2016



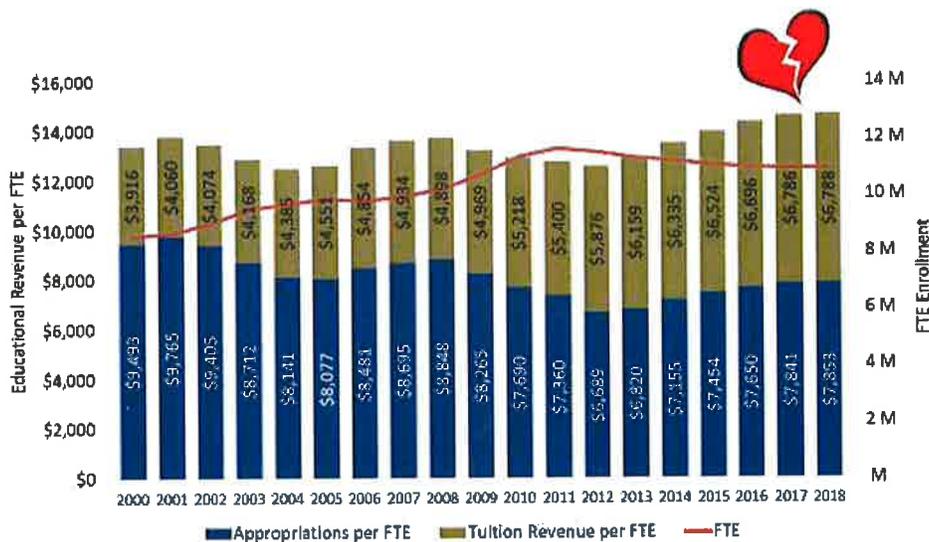
Source: State Higher Education Executive Officers Association (2018).

funding cycles that make it difficult to manage the higher education enterprise well. It is very difficult both to plan for the future and to manage within existing constraints when it is not clear what funding will be available and when.

The “peaks and valleys” of finances are, of course, not unique to higher education—virtually every public service

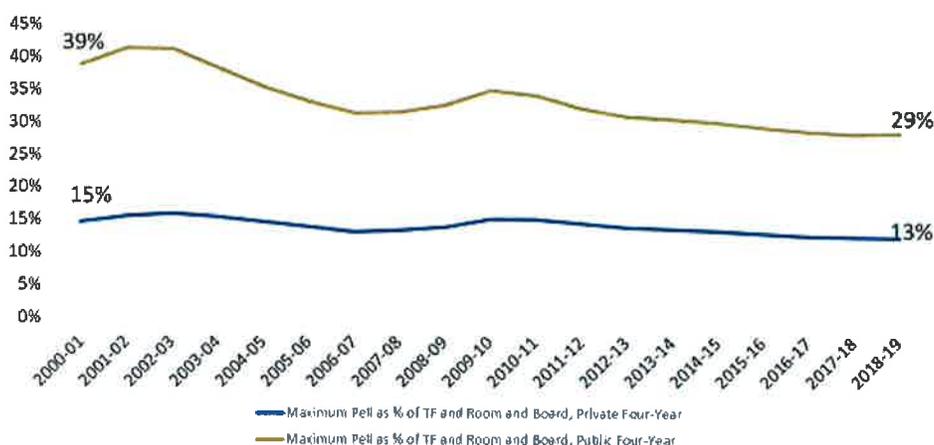
has faced them in the early years of this century. Two significant recessions have seriously eroded public funding for virtually all public services except for those that are for all practical purposes considered non-discretionary. But higher education has faced particularly difficult times because enrollment increases when the economy declines. Therefore,

FIGURE 2. EDUCATIONAL APPROPRIATIONS PER FULL-TIME EQUIVALENT (FTE), TUITION REVENUE PER FTE, AND FTE ENROLLMENT FY 2000 TO FY 2018



Source: State Higher Education Executive Officers Association (2019).

FIGURE 3. MAXIMUM PELL GRANT AS A PERCENTAGE OF AVERAGE TUITION, FEES, AND ON-CAMPUS ROOM AND BOARD, 2000–01 TO 2018–19



Source: U.S. Department of Education, Federal Pell Grant Program End-of-Year Report; College Board, Trends in Student Aid, 2018



Source: College Board (2018b).

institutions faced increased demand for services, often from students less well prepared to succeed in college, at precisely the same time that their financial support was eroding.

The story with the federal government is not much different. Yes, the amounts provided for the Pell Grant program, the primary federal student financial aid grant program, have increased both in aggregate and on an individual-student basis. But that actually is not as positive as it might sound. Despite these increases, the maximum Pell Grant award covers a decreasing share of overall educational costs, thanks primarily to the more rapid increase in tuition forced by the states' diminution of funding (Figure 3).

Furthermore, with respect to federal loans, the increasing reliance on loans, compared with grants, has created a generation of student loan debtors, with 65 percent of all bachelor's recipients now accruing debt before they graduate (The Institute for College Access and Success, 2018). And this does not account for the share of students who borrow but do not graduate and thus do not receive the value they thought they would from their college or vocational education.

From higher education's perspective, therefore, today's tale is the same as it was 12 years ago in the original "Pities" piece. The evidence seems clear—public policy makers, be they state or federal, do not love higher education anymore. They have cut funding to higher education. They have shifted their priorities from higher education to other public services or to cutting taxes. For our colleges and universities, as Dickens would put it, *the worst of times . . . the age of foolishness . . . the season of Darkness . . . the season of despair*.

But hold on a minute—others see these same trends quite differently.

THE TALE FROM THE PUBLIC POLICY LEADERS' (AND SOME POLICY WONKS') PERSPECTIVE

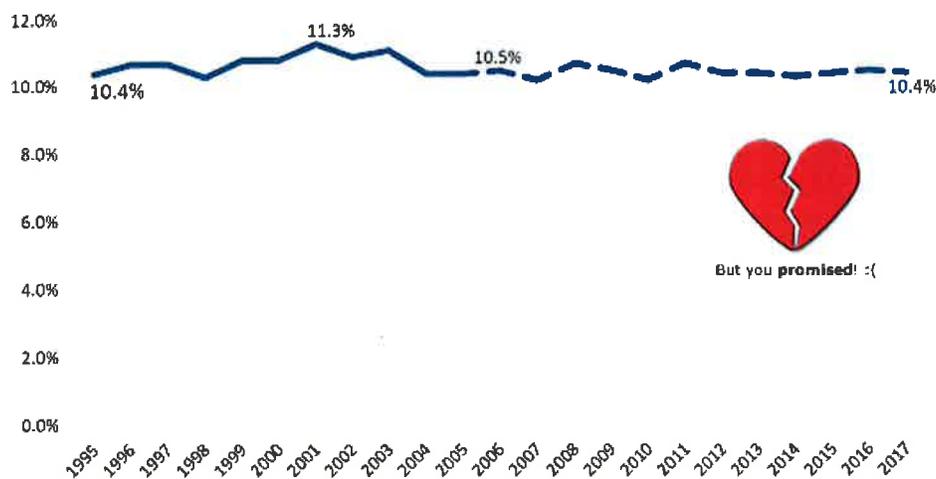
Many elected officials and policy analysts also see the current scenario as a pity. But to them, the pity is that higher education does not love them anymore. Those higher education ingrates do not appreciate all that the policy community does for them. If the higher education community would only wise up, they would realize how much the policy community does for them given the dire financial straits that states faced recently. They would come to appreciate that they are in a far, far better place because of the love the policy community displays for them.

State budgets have had to cope with two recessions, a populace demanding lower taxes, competing demands for limited public resources, mandated public-expenditure increases for health care, eroding infrastructure, increased public angst about security, and so on. States also face a requirement that, unlike the federal government, they must annually balance their budgets.

Higher education in this recent past has faced a particularly significant challenge because it is, for all practical purposes, the only significant state expenditure that has a relief valve when state revenues go south. Higher education institutions can replace state dollars with increases in tuition. In the face of all this, it is remarkable, as the policy community sees it, that it has been able to continue its support, albeit not always up to past levels. In fact, as reflected in Figure 4, the share of state appropriations going to higher education has *not* declined during this era.

The amount of state appropriations per student certainly has declined, but that is a function of the combinations of increasing demand for higher education (higher enrollments) and reductions in the overall availability of state resources. The states, as the policy community sees it, are not robbing

FIGURE 4. STATE APPROPRIATIONS FOR HIGHER EDUCATION AS A SHARE OF STATE EXPENDITURES, FY 1995 TO FY 2017



Source: National Association of State Budget Officers, 2016 State Expenditure Report



Source: National Association of State Budget Officers (2018).

Peter (i.e., higher education) to pay Paul (i.e., the rest of state government).

Also, the complaint by the higher education community that support for higher education, although recovering, has not “fully” recovered, presumes that the *high* point in funding is the *appropriate* point for funding. In what other sector of our economy is the highest cost of production—the high-water mark—considered to be the most appropriate cost of production? Yet that seemed to be invariably assumed in higher education’s argument. So, from the policy makers’ perspective, not only are those in higher education ingrates, they are lousy economists.

And they have a point. Looking again at Figure 2, state appropriations per student have increased substantially (17 percent) since 2012, the end of the Great Recession, which happens to be the most rapid increase since funding peaked in 2001 (SHEEO, 2019). These increases have brought the inflation-adjusted level of state funding two thirds of the way back to the average of the past 20 years, perhaps a more reasonable measure of adequacy than the high-water mark of 2001.

Furthermore, the shift of the financing burden from states onto students and families has not been solely because of reductions in state support. It is also due to institutions increasing tuition such that total funding from state appropriations and tuition currently is at the highest level in American history. It’s a bit disingenuous for higher education to blame states for the increasing burden of college costs when they are charging students more simply because the demand for higher education allows them to do so.

State policy makers also point out that given their funding limitations, exacerbated by dual recessions, they have intentionally directed more funding toward alleviating the burden that increasing costs create. They have done so, as

reflected in Figure 5, by substantially increasing need-based financial aid rather than merit-based aid, a distinct change in the trend for student financial assistance from the prior decade (National Association of State Student Grant and Aid Programs, 2018).

In addition, many states have created so-called free tuition options for segments of their higher education systems and certain groups of students. One can legitimately question the efficacy of this approach in truly reducing the burden for students. But these efforts have clearly been made with the intent, if not the effect, of addressing concerns about college cost, and they are being funded at substantial expense to the states involved.

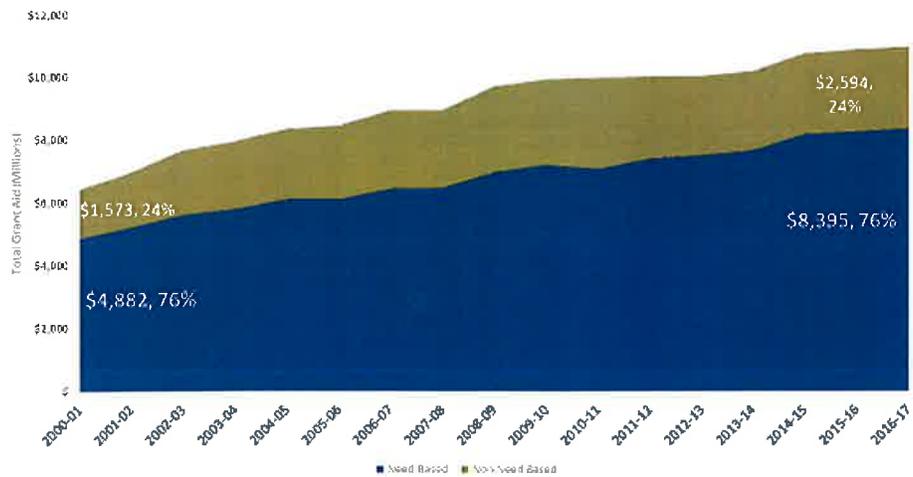
At the federal level, too, elected officials and administrators see higher education leaders not only as ingrates but as living in a world of alternative facts. Since the beginning of this century, the federal government has increased substantially the maximum amount of Pell Grants well beyond the increase in inflation, leading to a commensurate increase in the average Pell Grant award (Figure 6) (U.S. Department of Education, 2017).

Yes, it is true that the average Pell Grant award now covers a smaller share of college costs, but, again, that is partly or mostly because of increases in tuition well exceeding inflation during that period, and even the federal government cannot keep up with higher education’s appetite for additional funding.

And despite all the current hullabaloo about rising student loan debt, both the share of financial aid going toward student borrowing compared to the substantial increase in Pell Grants and the actual amount borrowed have declined in recent years (Figure 7).

Given these federal trends, it’s rather difficult to make the case that the feds have backed away from higher education

FIGURE 5. STATE-BASED GRANT AID (NEED AND NON-NEED BASED) FROM 2000-01 TO 2016-17



Source: National Association of State Student Grant & Aid Programs (NASSGAP)



Source: National Association of State Student Grant and Aid Programs (2018).

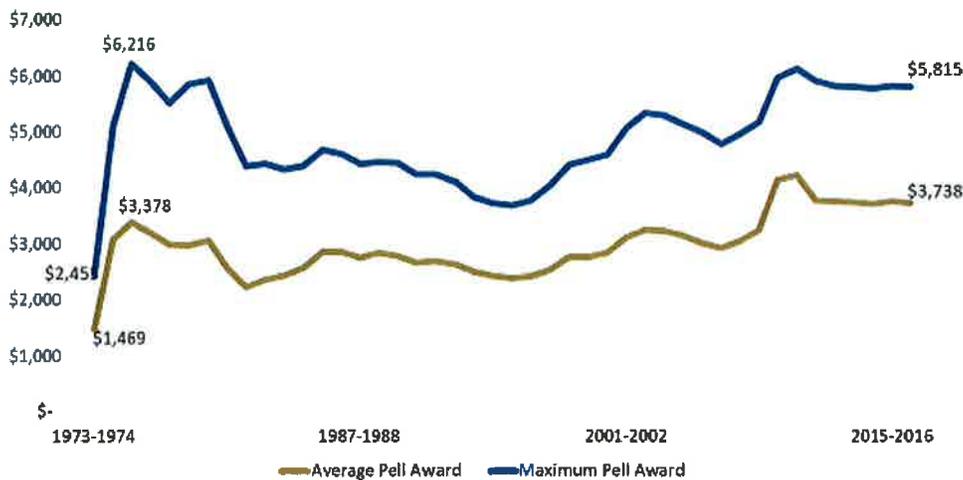
support. But that certainly has not prevented us, the higher education community, from arguing that case. And as states were struggling to sustain their support for higher education despite dire financial straits and the federal government was increasing its support—what were higher education institutions doing?

As mentioned earlier and reflected in Figure 2, they were increasing tuition. In 2000, tuition represented 29 percent of total educational revenues in public higher education in America; by 2018 that share had increased to 46 percent (SHEEO, 2019). As also noted earlier, much of this increase

was used to replace reductions in public funding on a per-student basis. But one quarter of that increase provided inflation-adjusted increases in total funding, providing public higher education in 2019 with a level of funding that is 9 percent higher than it was in 2000, hardly reflecting “hard times” (SHEEO, 2019).

What have institutions been doing to assist students during these “hard times”? With their limited financial aid resources, they have, indeed, increased the number of financial aid awards. But, in doing so, they have increased the number of awards to the most needy students less than any

FIGURE 6. MAXIMUM AND AVERAGE PELL GRANT AWARDS IN CONSTANT 2016 DOLLARS FROM 1973-74 TO 2016-17

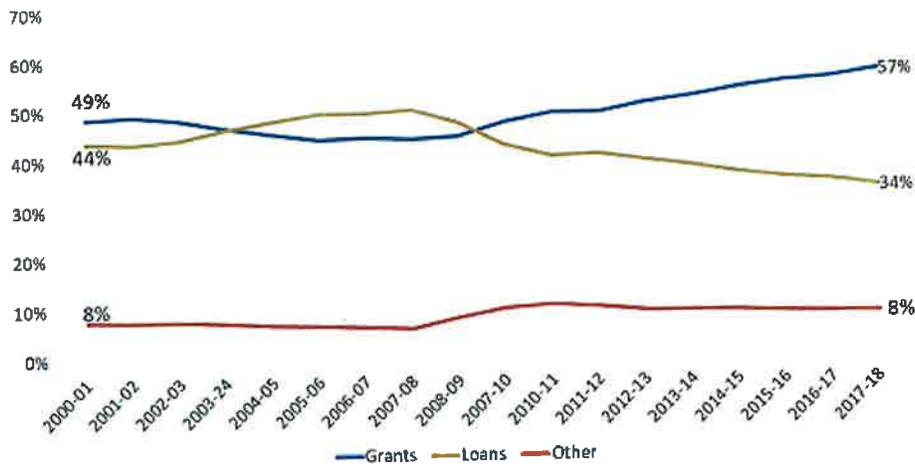


Source: U.S. Department of Education, Pell End of Year Reports



Source: U.S. Department of Education (2017).

FIGURE 7. PERCENTAGE SHARE OF GRANTS VERSUS LOANS, 2000–01 TO 2017–18



Source: College Board, Trends in Student Aid, 2018



Source: College Board (2018b).

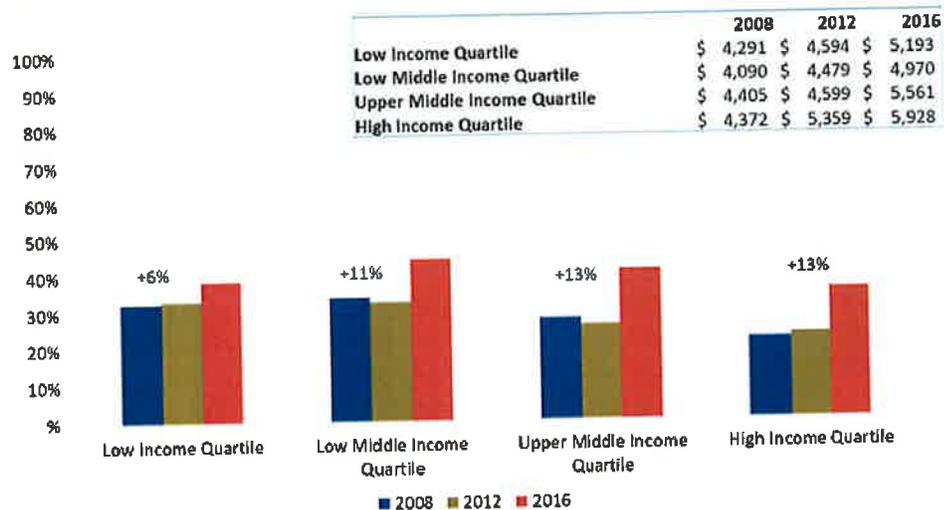
other students (including the wealthiest). And average award size is highest for the wealthiest students and lowest for low- and moderate-income students (Figure 8) (U.S. Department of Education, 2016). The story is essentially the same for private colleges and universities (see Figure 9) (U.S. Department of Education, 2016).

While these patterns may help institutions attract and retain their “most desirable” students, they tend to offset the

efforts of states and the federal government to keep college affordable for all.

So, things look much different from the perspective of public policy stakeholders than they do from their higher education counterparts. Policy makers believe they have done quite well by higher education, particularly given the difficult times they have faced weathering two recessions in rapid succession. They have maintained the state share of

FIGURE 8. PERCENTAGE OF FULL-TIME UNDERGRADUATES ENROLLED IN 4-YEAR PUBLIC INSTITUTIONS WHO RECEIVED INSTITUTIONAL AID AND AMONG RECIPIENTS, THE AVERAGE AMOUNT RECEIVED, 2007–08, 2011–12, 2015–16

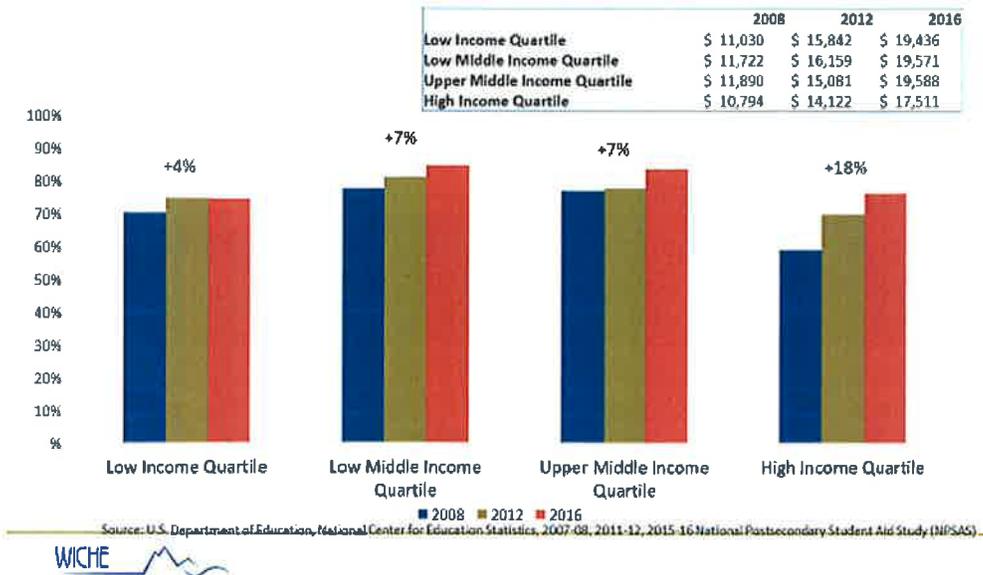


Source: U.S. Department of Education, National Center for Education Statistics, 2007-08, 2011-12, 2015-16 National Postsecondary Student Aid Study (NPSAS)



Sources: U.S. Department of Education (2008); U.S. Department of Education (2012); U.S. Department of Education (2016).

FIGURE 9. PERCENTAGE OF FULL-TIME UNDERGRADUATES ENROLLED IN 4-YEAR PRIVATE INSTITUTIONS WHO RECEIVED INSTITUTIONAL AID AND AMONG RECIPIENTS, THE AVERAGE AMOUNT RECEIVED, 2007–08, 2011–12, 2015–16



Sources: U.S. Department of Education (2008); U.S. Department of Education (2012); U.S. Department of Education (2016).

resources going to higher education, albeit from a lower base than in the past, and they redirected resources to the neediest students.

So, Who Is Right?

Well, actually, they both are. From the perspective of higher education stakeholders, current public funding circumstances are pitiful. Higher education institutions have responded to the public policy call for broadening participation and are serving significantly more students than in the past, but they have not received the level of funding that they legitimately believe should have come with those enrollment increases. Then they get criticized when they increase tuition to generate the revenue necessary to serve these students well.

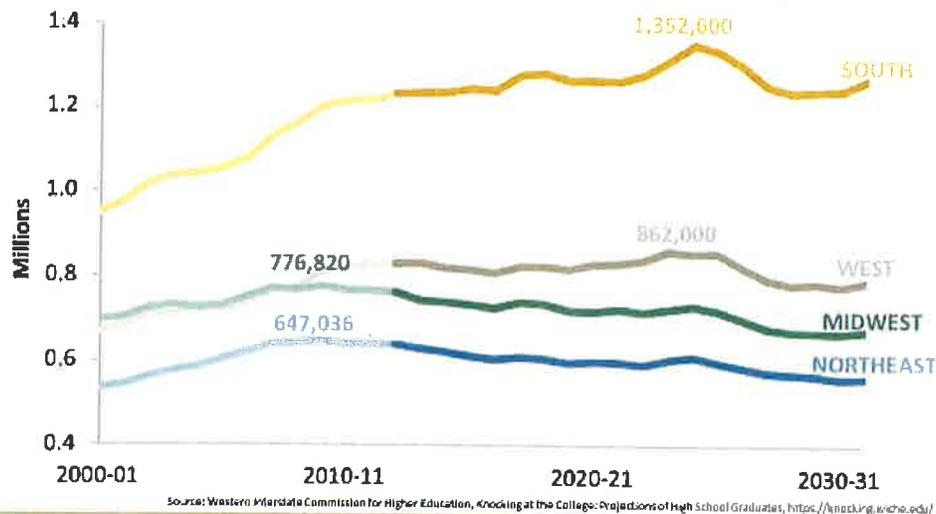
From the public policy stakeholders' perspective, things could certainly have turned out worse, given the financial circumstances states and the federal government faced. There is good news on the financial aid front, with states investing substantially more in need-based aid, and the federal government increasing funding for Pell Grants. Also, loan volume is declining. And despite the tough times and increases in tuition, enrollments in the aggregate have not eroded; in fact, they have continued to increase.

From the policy community perspective, if anyone is to blame for the funding trend during this period, it is the higher education community, which has increased tuition beyond what was necessary and prudent, and which has favored less-needy students over those who most need financial help.

Yet the danger in these perspectives is that because they are based on national averages, they do not capture significant differences in funding levels and circumstances among states and higher education institutions themselves. The half of states that do better (some, considerably better) than the

“The half of states that do better (some, considerably better) than the averages have little to complain about. On the other hand, the half of states that fell below (some well below) average in support have a lot to be concerned about. . . . the level of state support per student varies by more than 500 percent.”

FIGURE 12. HIGH SCHOOL GRADUATES, SCHOOL YEARS 2000–01 TO 2012–13 (ACTUAL) THROUGH 2013–14 TO 2031–32 (PROJECTED) BY REGION



Source: Bransberger and Michelau (2016).

“Part of the answer should also be to recognize the hugely regressive disparity in public funds provided to the most selective, public universities, which traditionally serve the most financially able students, and the funds provided to community colleges that serve the least financially able students. Doing so could do much to repair the rift between higher education and the policy and political communities.”

Higher education, however, is not doomed to this bifurcated state of affairs. It could gain back some of the lost love of the policy community by working more diligently to cut the costs, or at least contain the costs, of an enterprise that seems convinced that more is better and never enough. The SHEEO data presented earlier demonstrates that higher education has been demanding and commanding more funding per student than ever before, primarily through increased tuitions. Just because the market will bear it does not mean it is good policy.

We now know how to contain costs while still maintaining quality and opportunity, but it requires substantial change within the academy. Higher education should accept the reality that our current models of delivery must be adjusted, in part by going back to the past and requiring more teaching per professor and in part by going forward and using proven technologies to enhance learning.

Part of the answer should also be to recognize the hugely regressive disparity in public funds provided to the most selective, public universities, which traditionally serve the most financially able students, and the funds provided to community colleges that serve the least financially able students. Doing so could do much to repair the rift between higher education and the policy and political communities.

In addition, the state policy community would be well served to be more intentional about its relationship to the federal government. The public is legitimately concerned about the rising costs of postsecondary education, yet the federal government has surprisingly few tools to directly influence how those prices vary for individuals from diverse backgrounds and in different states. For most students, because they attend public institutions, state policies are the most impactful, affecting how much they pay and how likely they are to achieve their educational aspirations.

Yet federal policies aimed at improving affordability—mainly financial aid programs and tax policies—are uniform across the nation and are intended to influence student behaviors. When examining their higher education finance landscapes, states should consider how their policies interact with federal policies to benefit students. At the same time, the federal government should seek to intentionally partner with states through a matching or incentive program that uses a metric for preserving or improving affordability for the students who face the highest financial barriers to accessing and completing a postsecondary education.

AND THIS BRINGS US BACK TO “THE TALE OF TWO PITIES”

It is a far, far better thing that we do, if we find a way to do it together. It will be a far, far, better thing when higher education stakeholders respect policy makers, appreciating

the difficulties they face, and working with them to address the needs of our nation and its citizens. And it is also far, far better when policy makers respect the leaders of higher education, trusting that they share their goals of serving the needs of our nation and its citizens. They should appreciate the perspectives of those leaders who understand the business of higher education better than do those who do not have to manage the enterprise.

We should all strive to make these times:

- *The age of wisdom; not foolishness,*
- *The epoch of belief; not incredulity, and*
- *The spring of hope; not despair.*

These may not be the best of times, but neither are they the worst. Working together, we can make them even better. ☐

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WICHE



Western Interstate Commission
For Higher Education

Attachment 2

A Tale of Two Pities: Revisited

Idaho Senate Education Committee
January 29, 2020

What is WICHE?

The Western Interstate Commission for Higher Education - WICHE



- ▶ An interstate compact formed 65 years ago
- ▶ Codified in state law
- ▶ Congressional action signed in 1953 by President Dwight D. Eisenhower



WICHE's Mission

WICHE and its 16 member states and territories work collaboratively to expand educational access and excellence for all citizens of the West. By promoting innovation, cooperation, resource sharing, and sound public policy, WICHE strengthens higher education's contributions to the region's social, economic, and civic life.



WICHE Commissioners from Idaho

Matt Freeman
Executive Director
Office of the State
Board of Education



Rick Aman
President
College of
Eastern Idaho



**Senator
Dave Lent**
Idaho
State Senate



Legislative Advisory Committee

- ▶ Strengthens state policymaking in higher education across the West
- ▶ Up to four state legislators from each WICHE member
- ▶ Unique forum to:
 - ▶ Engage with fellow legislators, subject-matter experts, and WICHE staff
 - ▶ Explore strategies for interstate collaboration
 - ▶ Explore policy issues affecting the region
 - ▶ Learn about relevant research
 - ▶ Stay abreast of emerging postsecondary policies and their implications at the state and federal levels

WICHE LAC Members from Idaho

**Senator
Dave Lent**



**Senator
Dean Mortimer**



**Representative
Paul Amador**



**Representative
Melissa Wintrow**



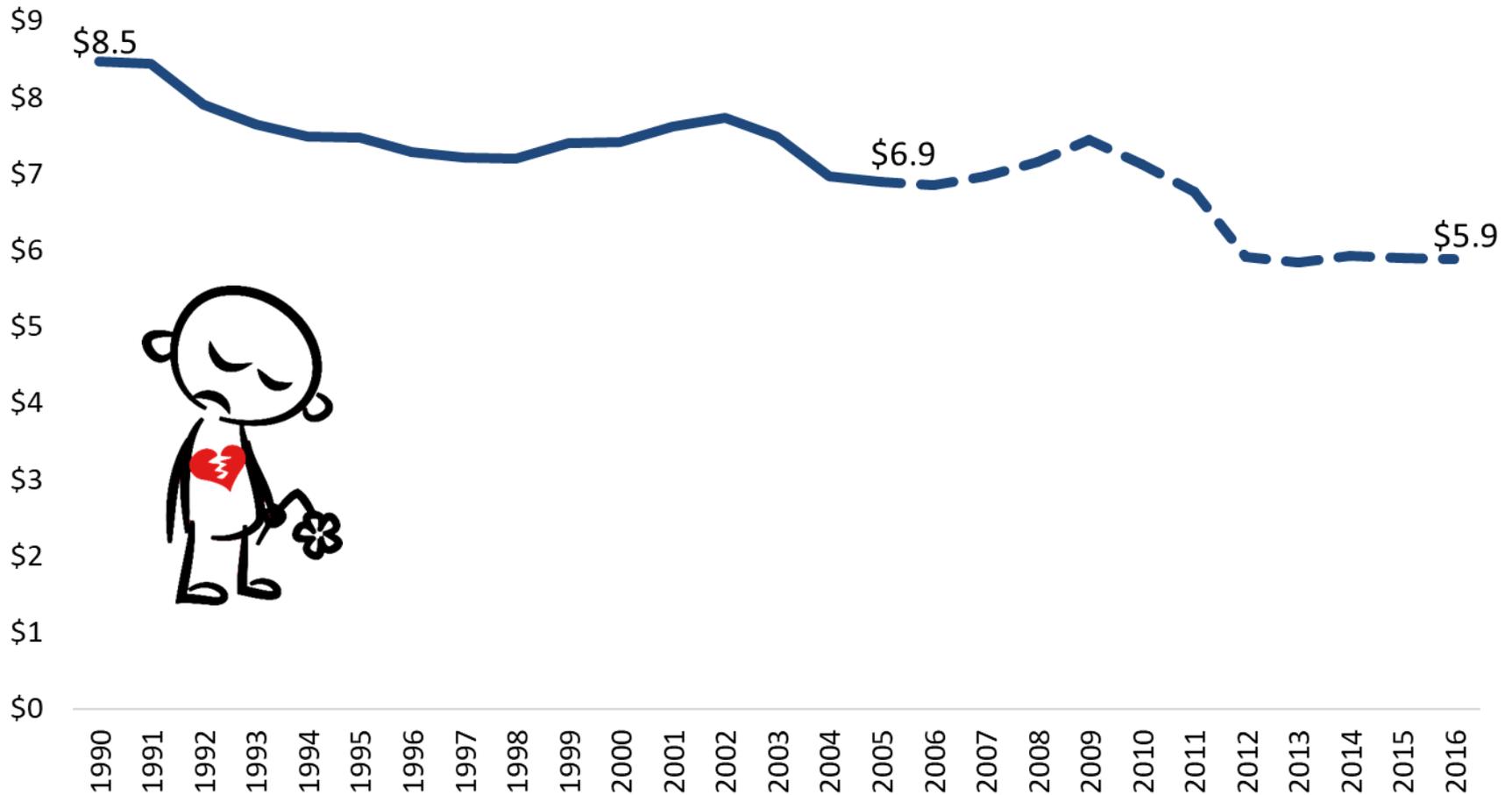
A Tale of Two Pities: Revised

It was the best of times. It
was the worst of times.

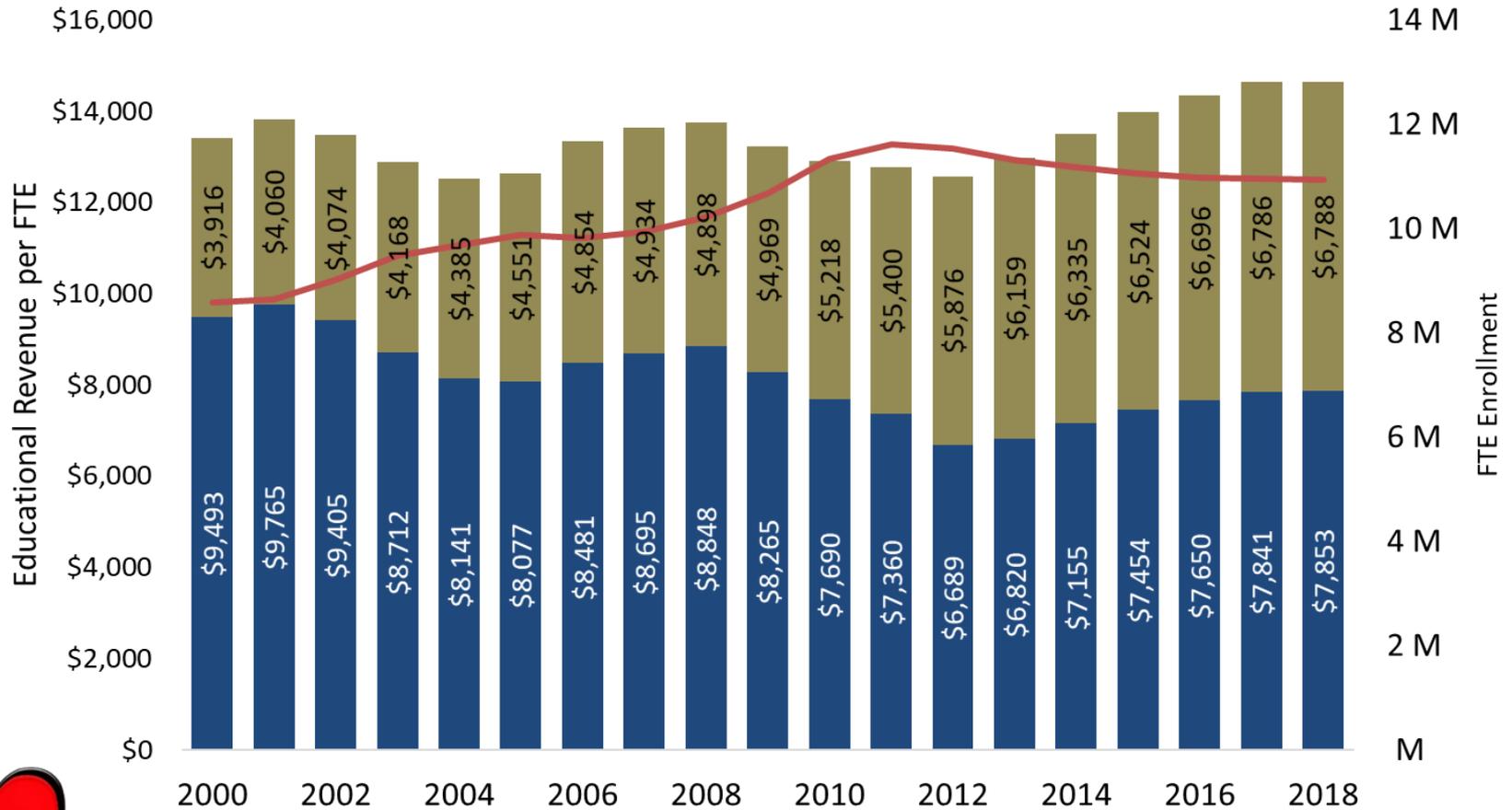
From higher education's perspective



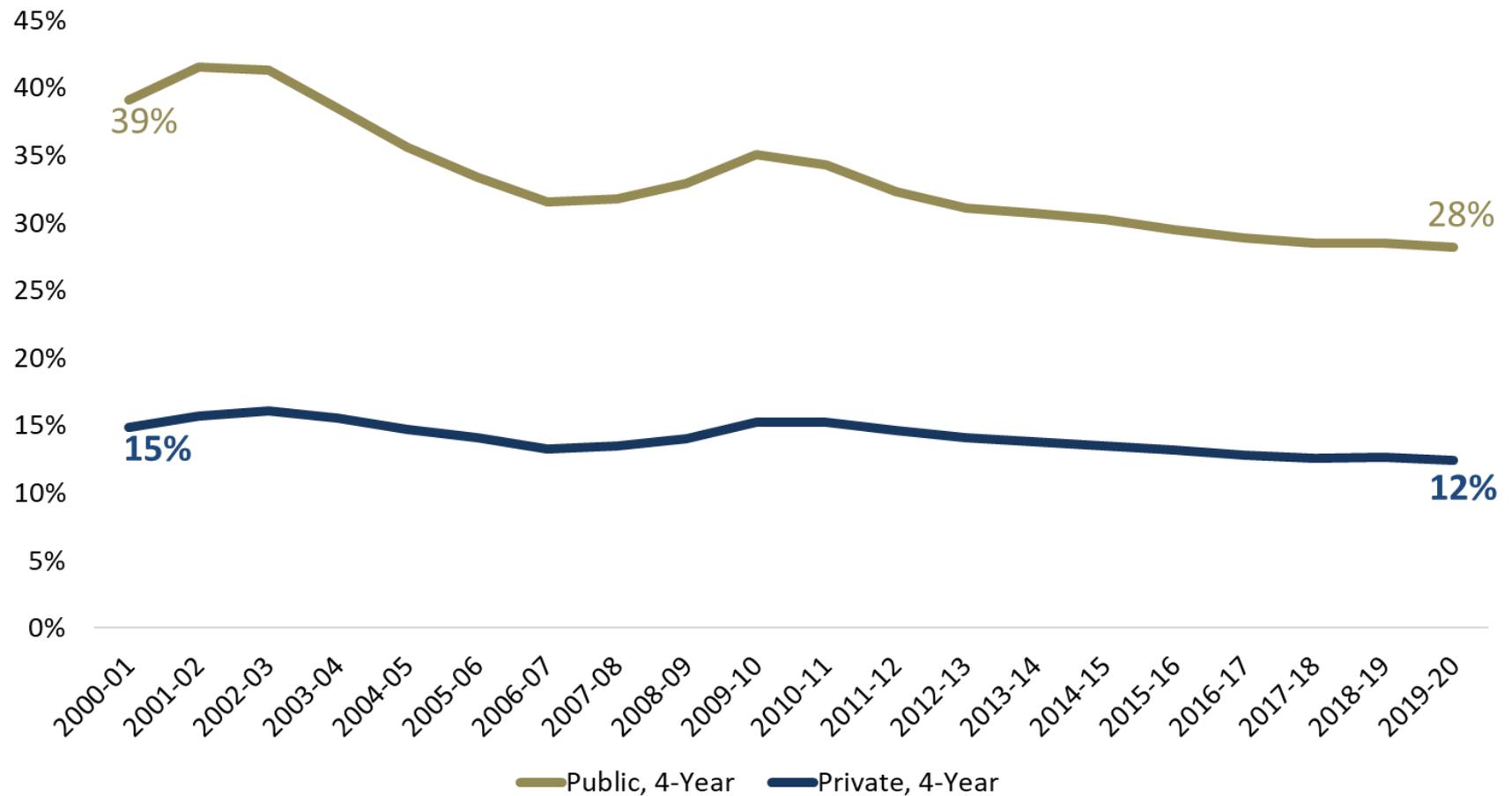
Higher Education Support per \$1,000 of Personal Income, FY 1990 to FY 2016



Public FTE Enrollment, Educational Appropriations and Tuition Revenue per FTE, FY 2000 to FY 2018

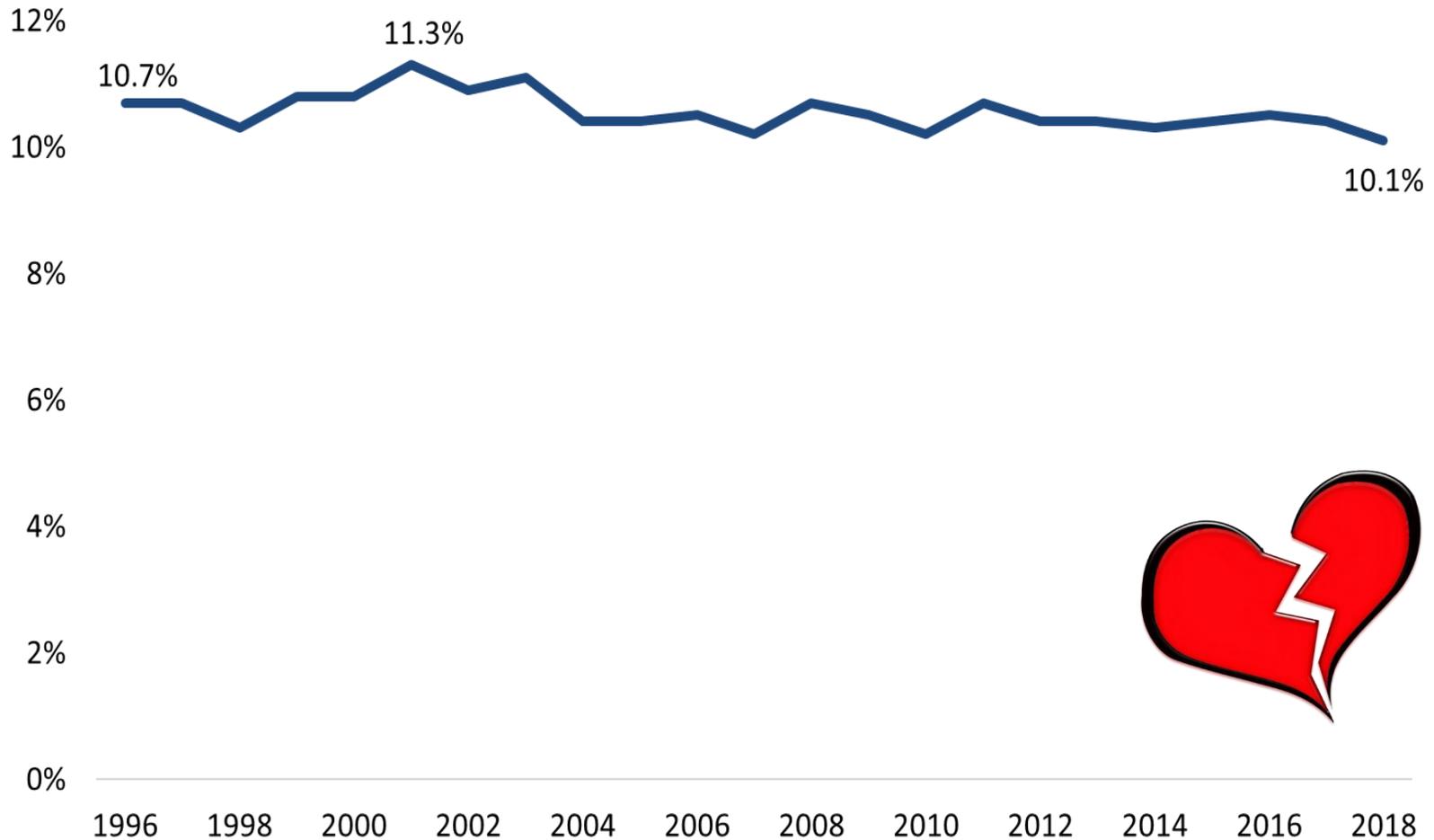


Maximum Pell Grant as a Percentage of Average Tuition, Fees, and On-Campus Room and Board, 2000-01 to 2019-20

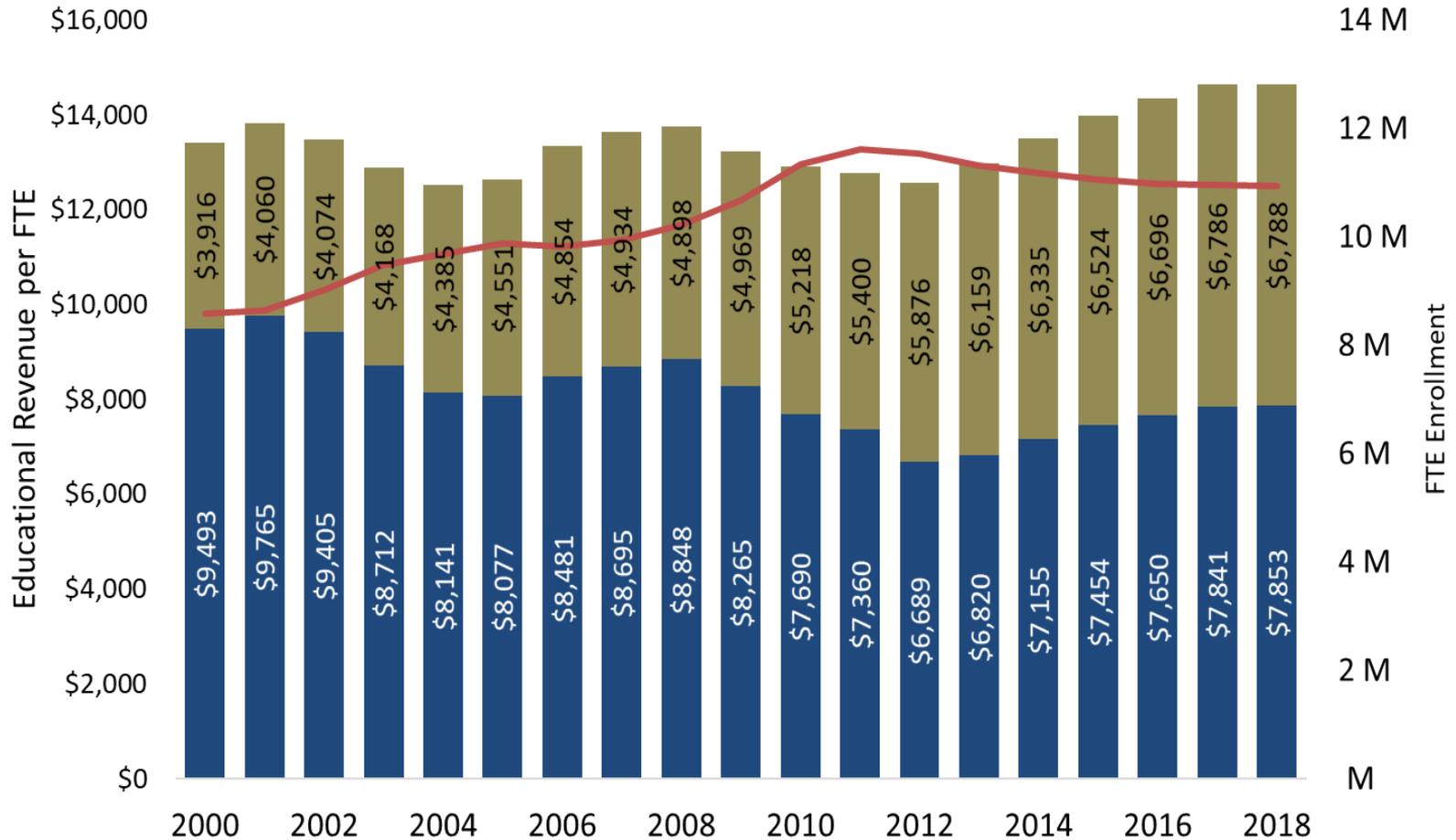


From the perspective of the public policy leaders

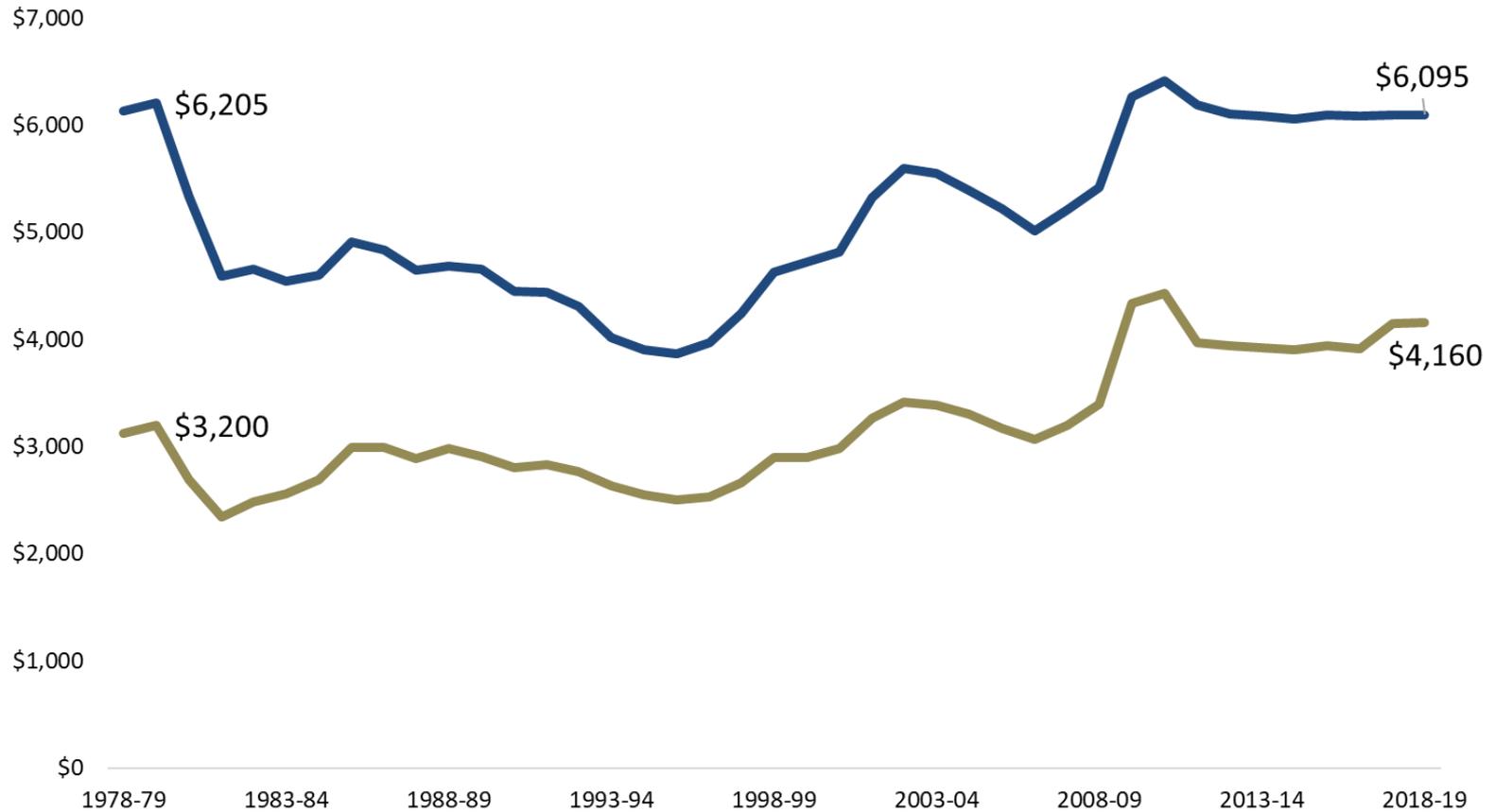
State Appropriations for Higher Education as a Share of State Expenditures, FY 1996 to FY 2018



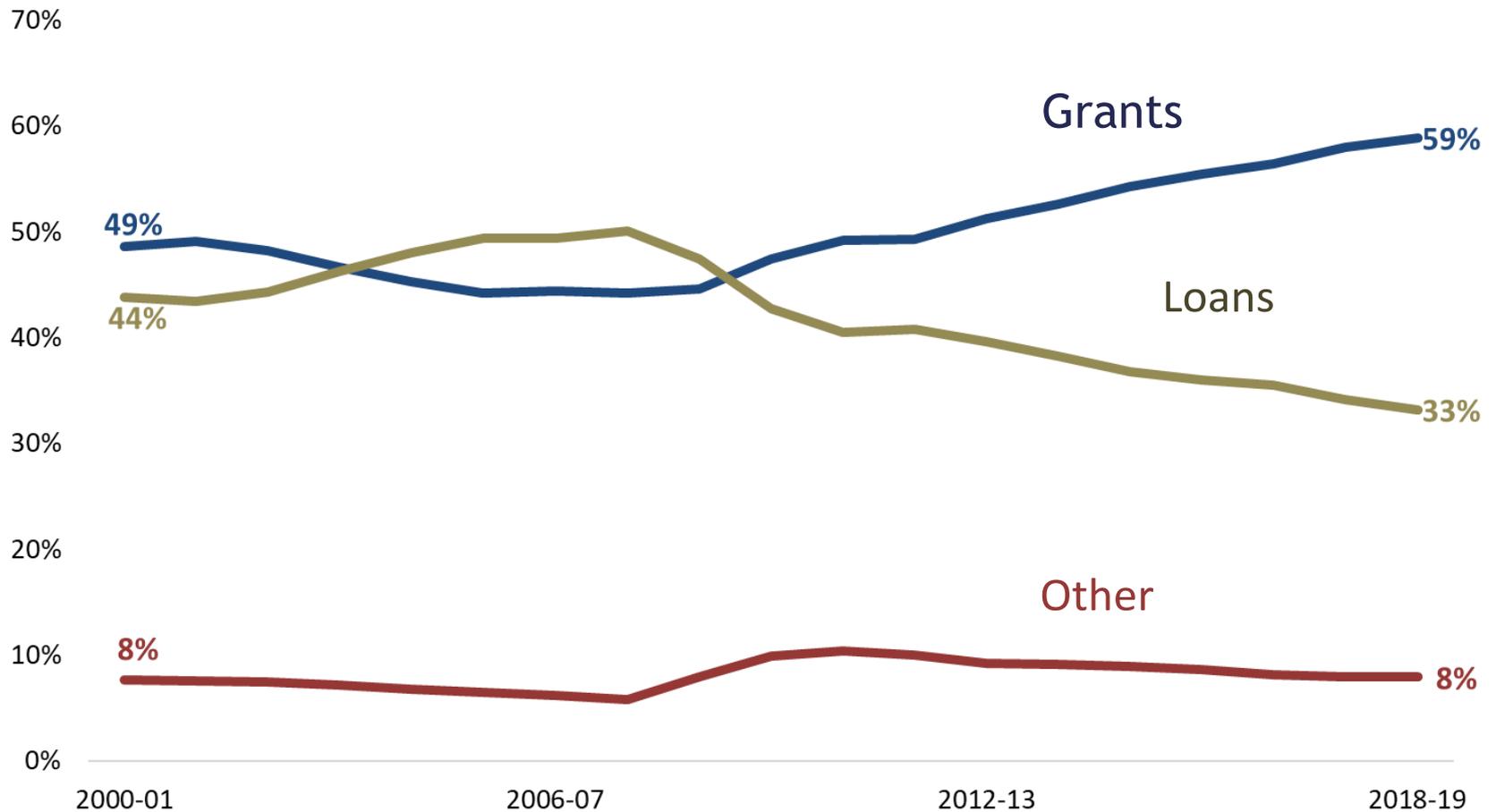
Public FTE Enrollment, Educational Appropriations and Tuition Revenue per FTE, FY 2000 to FY 2018



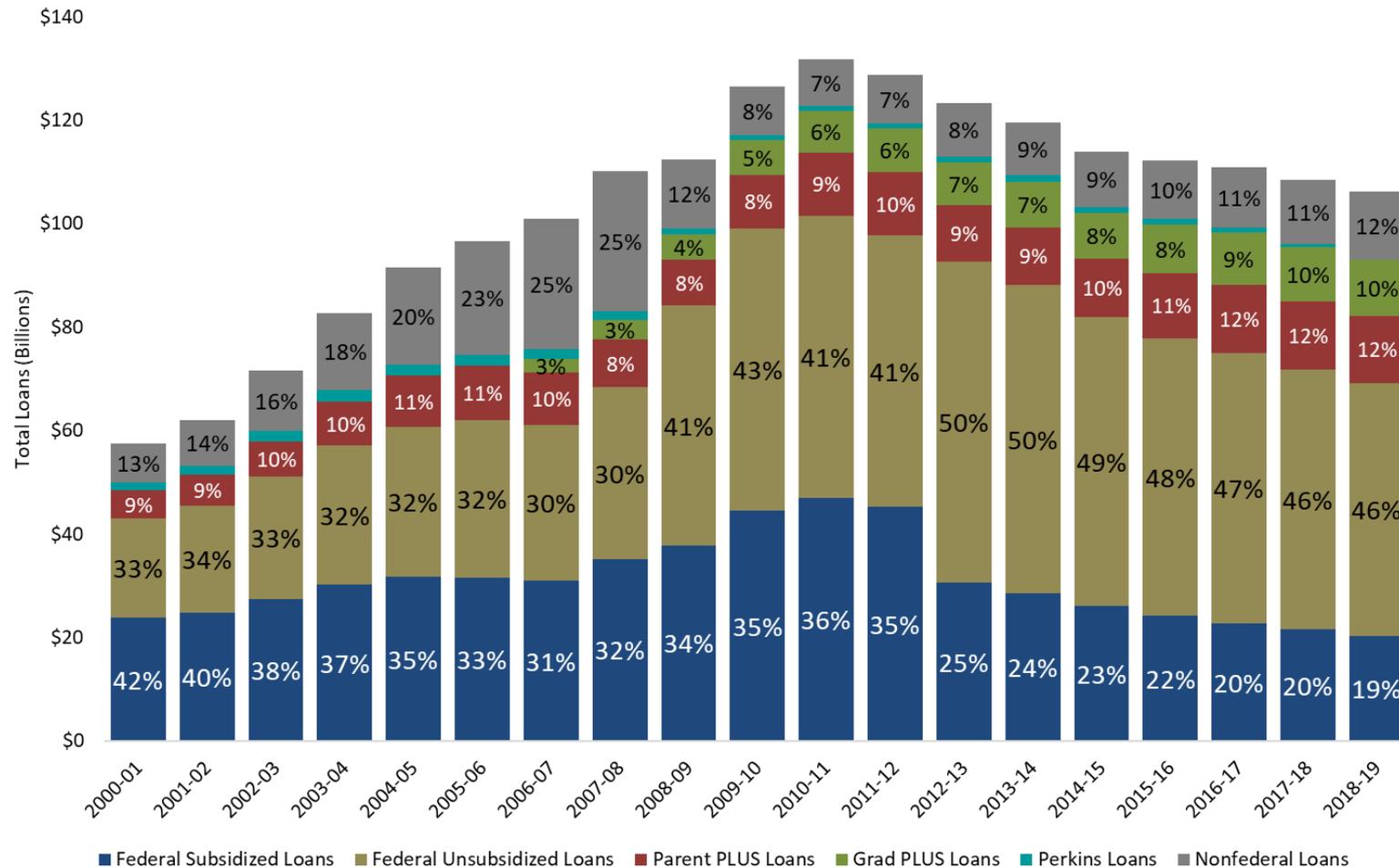
Maximum and Average Pell Grant Awards in Constant 2016 Dollars from 1978-79 to 2018-19



Share of Grants, Loans, and Other, 2000-01 to 2018-19

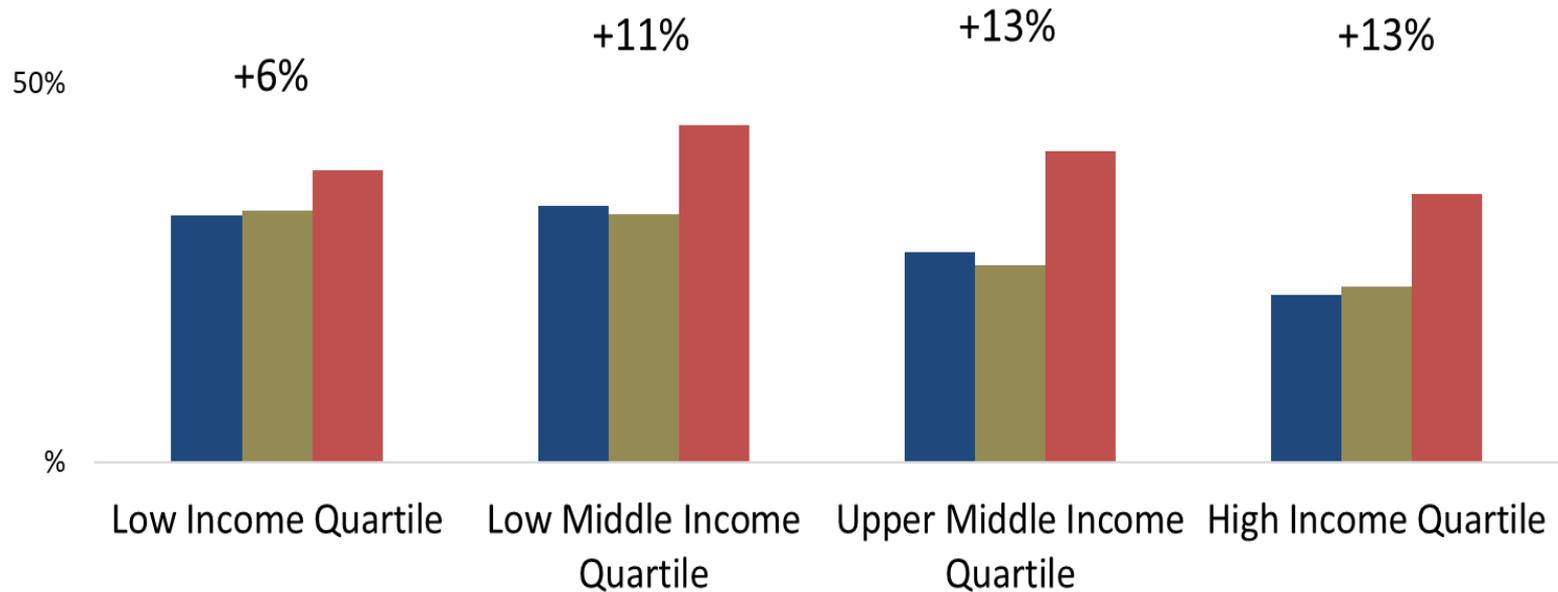


Total Loans by Loan Type, 2000-01 to 2017-18



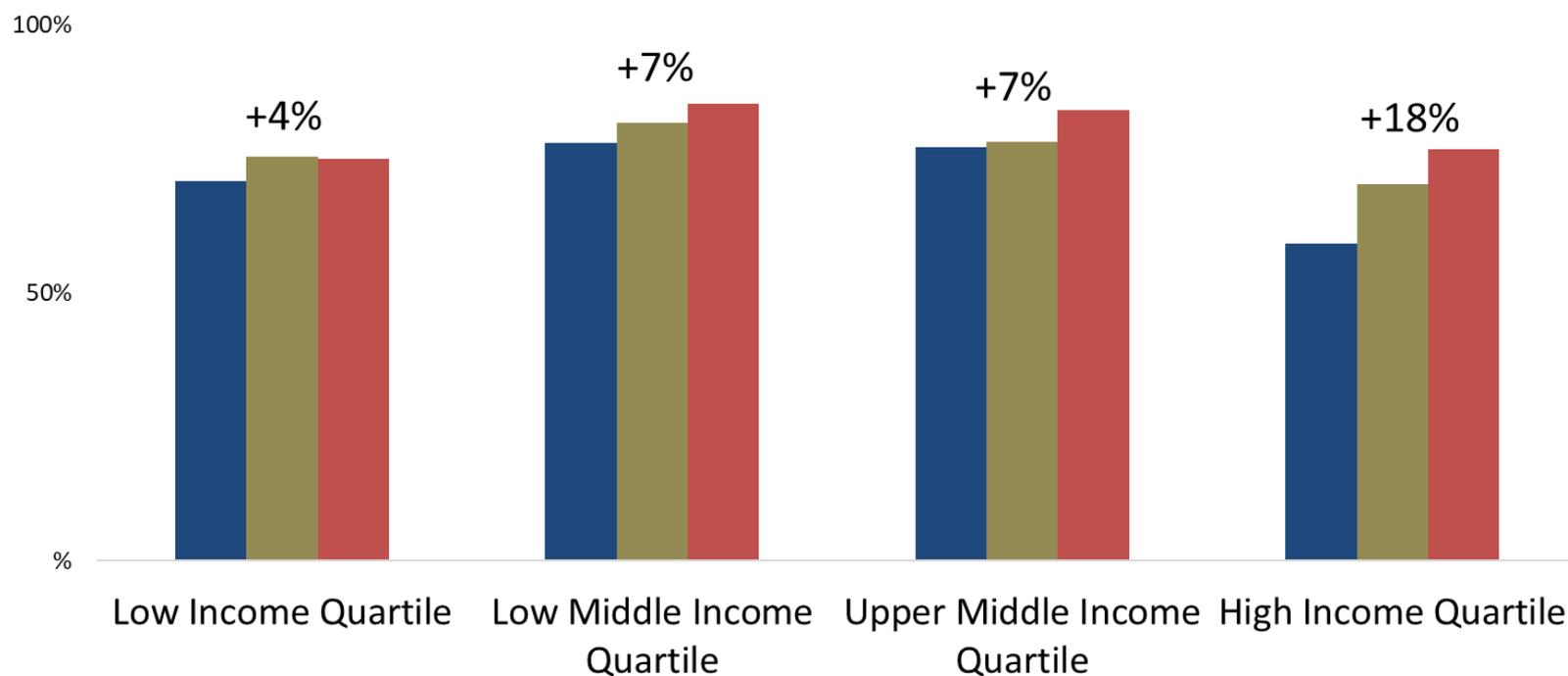
Percentage of Full-Time Undergraduates Enrolled in Four-Year Public Institutions Who Received Institutional Aid and Among Recipients, the Average Amount Received, 2007-08, 2011-12, 2015-16

	2008	2012	2016
<i>Low Income Quartile</i>	\$ 4,291	\$ 4,594	\$ 5,193
<i>Low Middle Income Quartile</i>	\$ 4,090	\$ 4,479	\$ 4,970
<i>Upper Middle Income Quartile</i>	\$ 4,405	\$ 4,599	\$ 5,561
<i>High Income Quartile</i>	\$ 4,372	\$ 5,359	\$ 5,928



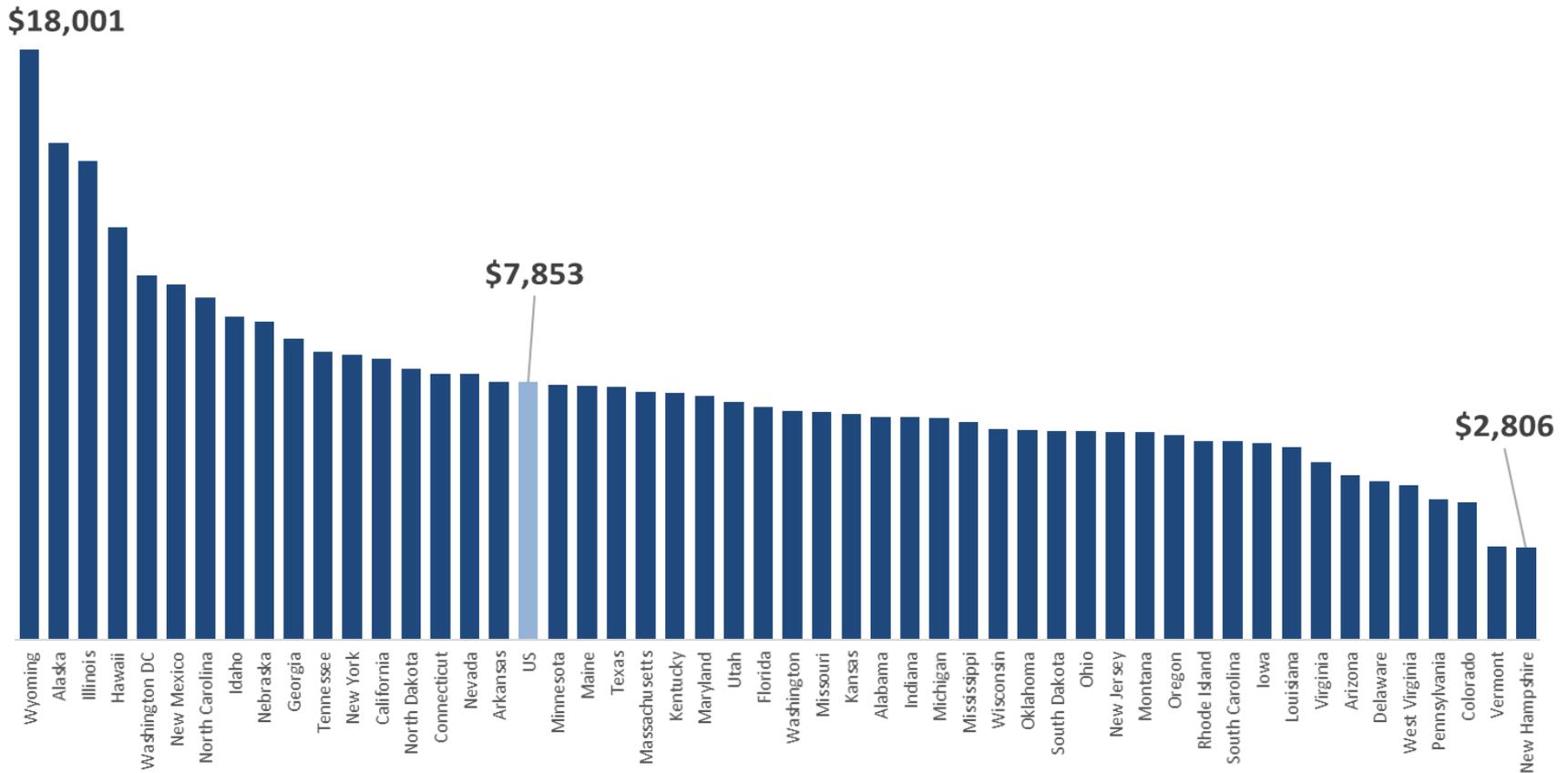
Percentage of Full-Time Undergraduates Enrolled in Four-Year Private Institutions Who Received Institutional Aid and Among Recipients, the Average Amount Received, 2007-08, 2011-12, 2015-16

	2008	2012	2016
<i>Low Income Quartile</i>	\$ 11,030	\$ 15,842	\$ 19,436
<i>Low Middle Income Quartile</i>	\$ 11,722	\$ 16,159	\$ 19,571
<i>Upper Middle Income Quartile</i>	\$ 11,890	\$ 15,081	\$ 19,588
<i>High Income Quartile</i>	\$ 10,794	\$ 14,122	\$ 17,511

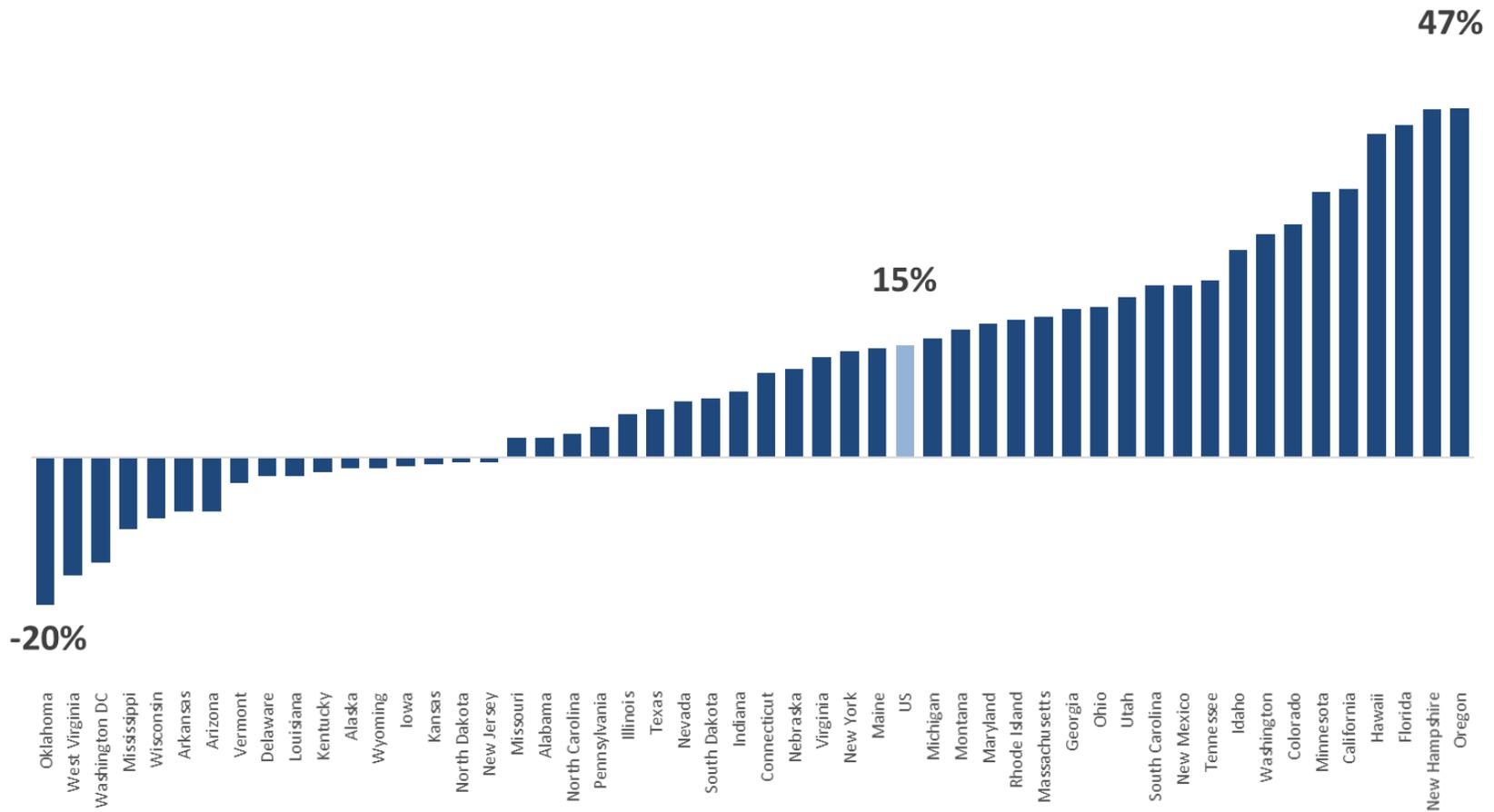


So who is right?

Postsecondary Educational Appropriations per FTE, FY 2018



Percent Change in Public Higher Education Educational Appropriations per FTE, FY 2013 to FY 2018



Conclusion: It's far better to
find a way to do this together



For More Information

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2019 IN REVIEW

IDAHO

Career & Technical
Education



IDAHO CAREER & TECHNICAL EDUCATION

cte.idaho.gov | Clay Long, State Administrator - clay.long@cte.idaho.gov

2019

2019 in Review

Secondary Statewide Enrollment

IDAHO

Career & Technical Education



701 Total Programs

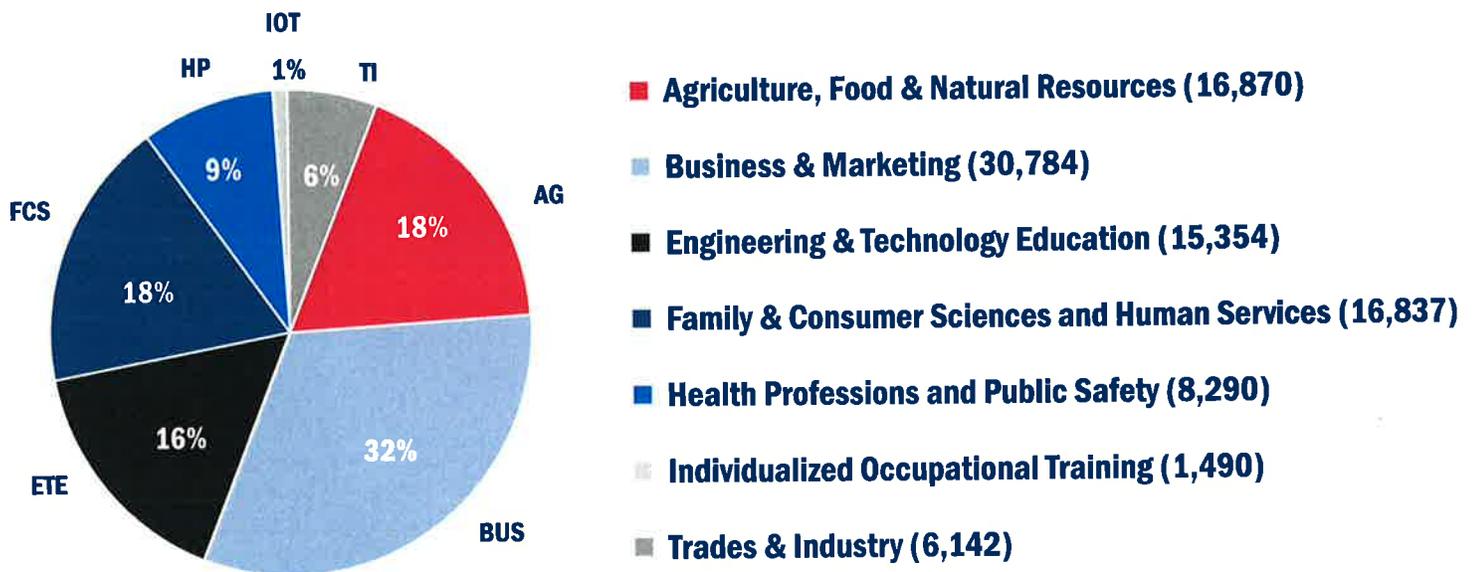


142 School Districts



17 Career & Technical Schools

Total Course Enrollment: 95,767*



Positive Placement: 95% of high school CTE concentrators in Idaho successfully found jobs (26%), continued their education (64%), or joined the military (5%).

Advanced Opportunities: 3,736 students were enrolled in CTE courses where students were eligible to earn technical competency credits.

Career & Technical Student Organizations: 15,326 secondary students participated in seven student organizations.

Career & Technical Concentrators: 5,415 juniors or seniors enrolled in the culminating, capstone course of a pathway program.

* **63,207** unique career & technical education students (based on EDUID)

2019 in Review

Secondary Enrollment Trends (fiscal year)

IDAHO

Career & Technical Education



Secondary Enrollment

Secondary Statewide Totals	2013	2014	2015	2016	2017	2018	2019
CTE Course Enrollment	74,419	71,741	71,601	71,330	76,605	84,038	84,674
CTS Course Enrollment (intermediate/capstone classes)	10,004	11,285	13,597	11,362	10,132	9,812	11,093
Secondary Total Course Enrollment	84,423	83,026	85,198	82,692	86,737	93,850	95,767
Technical Skills Assessment Pass Rate (goal 67%)	73%	73%	72%	72%	56%*	68%	67%
Workforce Readiness Assessment Pass Rate (goal 75%)	NA	NA	NA	75%	79%	89%	86%
SkillStack® Badges Awarded**	NA	NA	NA	NA	1,674	6,755	6,320
CTE Digital Enrollment	NA	NA	NA	207	871	1,251	1,949



96% of CTE concentrators graduated from high school.



64% of high school CTE concentrators went on to college, compared to 48% of all Idaho graduates.

*Change in methodology due to program alignment efforts and standardizing assessments.

**Idaho SkillStack® is a digital badging or micro-credentialing platform that allows Idaho's public education institutions to validate the predefined skills and competencies individuals demonstrate proficiency in.

2019 in Review

IDAHO



Postsecondary Statewide Enrollment

Career & Technical Education



4 Technical Colleges at Community Colleges
College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College



2 Technical Colleges at Four-Year Colleges
Idaho State University and Lewis-Clark State College

AAS/Certificate (Headcount): 5,234

Workforce Training (Headcount): 54,032

Total Enrollment: 59,266

FY 2019	Total	CEI	CSI	CWI	ISU	LCSC	NIC
AAS/Certificate Enrollment							
Student FTE	3,321	419	672	639	919	267	405
Year End Credits	99,643	12,568	20,157	19,178	27,580	7,999	12,161
Headcount	5,234	690	973	1,100	1,333	344	794
Number of Programs	167	19	40	29	30	23	26
Workforce Training							
Headcount	54,032	16,236	10,553	8,127	7,952	3,699	7,001
AAS/Certificate Enrollment and Workforce Training Totals							
Headcount	59,266	16,926	11,526	9,227	9,285	4,043	7,795

Positive Placement: 92% of technical college completers found jobs, continued their education, or joined the military. 62% obtained training-related employment.

Degrees and Certificates: 1,670 students graduated from the Idaho technical college system with postsecondary degrees and certificates.

2019 in Review

Postsecondary Enrollment Trends (fiscal year)

IDAHO

Career & Technical Education



Postsecondary by Institution		2013	2014	2015	2016	2017	2018	2019
College of Eastern Idaho								
AAS/Certificate	Student FTE	531	514	514	461	467	484	419
	Headcount	1,240	1,198	1,196	1,013	1,008	868	690
Workforce Training	Headcount	11,789	11,446	11,289	11,662	10,549	14,824	16,461
College of Southern Idaho								
AAS/Certificate	Student FTE	961	894	816	768	698	703	672
	Headcount	1,354	1,190	1,097	1,049	1,084	1,000	973
Workforce Training	Headcount	3,398	3,137	4,333	9,768	6,459	8,482	10,553
College of Western Idaho								
AAS/Certificate	Student FTE	780	821	739	685	740	743	639
	Headcount	1,564	1,322	1,499	1,345	978	1,249	1,100
Workforce Training	Headcount	8,163	8,295	8,038	8,104	8,741	9,150	8,366

Postsecondary Enrollment

2019 in Review

Postsecondary Enrollment Trends (fiscal year)

IDAHO

Career & Technical Education



Postsecondary by Institution		2013	2014	2015	2016	2017	2018	2019
Idaho State University								
AAS/Certificate	Student FTE	960	870	821	787	755	739	919
	Headcount	1,857	1,664	1,563	1,436	1,340	1,252	1,333
Workforce Training	Headcount	12,334	9,624	6,759	9,575	9,621	8,106	7,952
Lewis-Clark State College								
AAS/Certificate	Student FTE	410	361	317	317	358	315	267
	Headcount	659	576	502	468	436	391	344
Workforce Training	Headcount	3,165	3,500	3,471	2,887	3,345	3,563	3,699
North Idaho College								
AAS/Certificate	Student FTE	707	660	596	494	486	416	405
	Headcount	1,083	1,105	1,036	984	908	837	794
Workforce Training	Headcount	4,638	3,649	4,018	5,916	6,086	6,672	7,001
		2013	2014	2015	2016	2017	2018	2019
Postsecondary Totals								
AAS/Certificate	Student FTE*	4,349	4,120	3,803	3,512	3,505	3,400	3,321
	Headcount	7,757	7,055	6,893	6,295	5,754	5,597	5,234
Workforce Training	Headcount	43,487	39,651	37,908	47,912	44,801	50,797	54,032
Fire Service Technology	Headcount	4,519	3,748	3,454	4,935	4,709	4,726	5,098
SkillStack® Badges**	Awarded	NA	NA	NA	3	624	1,073	727

Postsecondary Enrollment

* **Statewide totals** may be slightly different than totals reported earlier due to updates provided by institutions. FTE totals may be slightly different from individual totals reported due to rounding. **Enrollments** are unduplicated.

** Idaho SkillStack® is a digital badging or micro-credentialing platform that allows Idaho's public education institutions to validate the predefined skills and competencies individuals demonstrate proficiency in.

2019 in Review

Postsecondary Statewide Enrollment

IDAHO

Career & Technical Education



Apprenticeships	Total	CEI	CSI	CWI	ISU	LCSC	NIC
Total Completers	2,727	239	286	1,444	130	122	506
Total Students	3,153	271	314	1,694	167	144	563
Completion Rate	86%	88%	91%	85%	78%	85%	90%

Degrees/Certificates*	Total	CEI	CSI	CWI	ISU	LCSC	NIC
Basic Technical Certificate	281	1	67	179	15	3	16
Intermediate Technical Certificate	363	84	85	91	31	2	70
Advanced Technical Certificate	102	19	N/A	10	61	5	7
Associate of Applied Science	924	132	203	198	225	55	111
Total	1,670	236	355	478	332	65	204

Positive Placement	Total	CEI	CSI	CWI	ISU	LCSC	NIC
Number Responding	1,457	193	414	295	362	56	137
Military	6	N/A	N/A	5	N/A	N/A	1
Employed - Related	909	146	171	194	269	30	99
Employed - Not Related	145	16	11	55	36	5	22
Continuing Education	281	28	184	16	34	16	3
Total w/Postive Placement	1,341	190	366	270	339	51	125
Positive Placement Rate	92%	98%	88%	92%	94%	91%	91%

Apprenticeships

Degrees/Certificates

Positive Placement

* Definitions of Degrees/Certificates

- Basic Technical Certificate ≥ 8 semester credits
- Intermediate Technical Certificate ≥ 30 semester credits
- Advanced Technical Certificate ≥ 52 semester credits
- Associate of Applied Science ≥ 60 semester credits

2019 in Review

Financial Overview

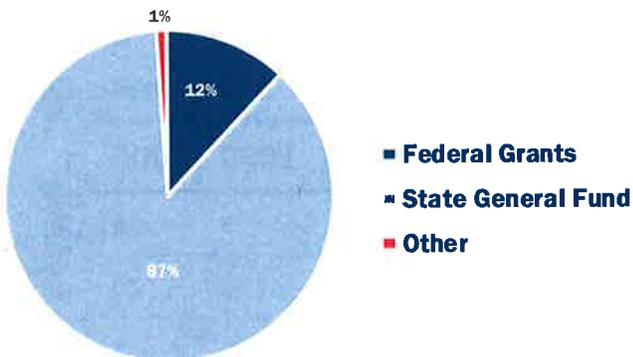
IDAHO

Career & Technical Education

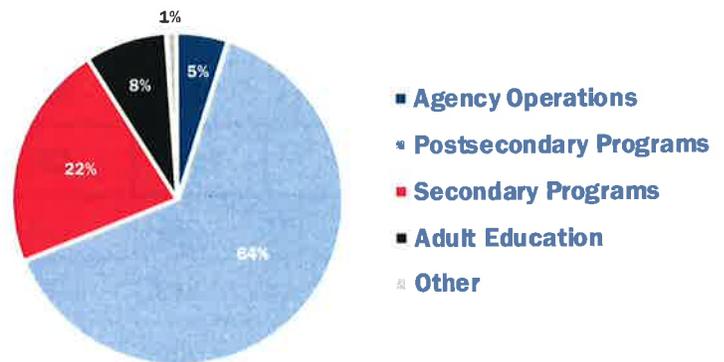


ICTE received appropriations of \$75,963,200 for fiscal year 2019 and had 41 employees.

Funding Sources



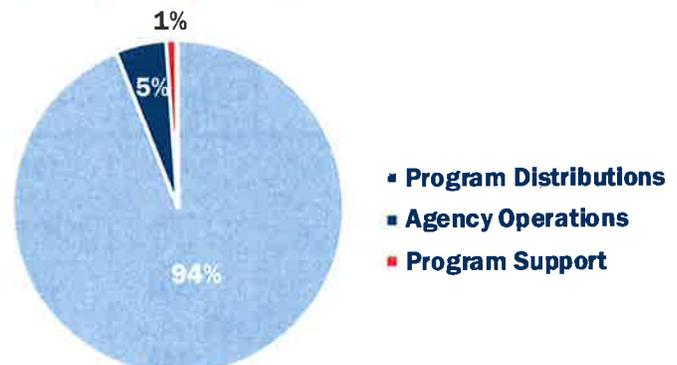
Uses of Funds



Agency Operations



Funding Allocation



Educational Programs and Services Support

Secondary Programs	Other Educational Programs	Related Services Programs
Added-Cost Operating Support \$12,700,800	Teacher Pipeline Development \$566,700	Adult Education \$3,657,500
Perkins Grant Programs \$3,275,300	Program Alignment \$260,000	Workforce Training Centers \$1,233,100
Program Quality Initiatives \$600,000	• Student Organizational Development • SkillStack® Microcertification in Idaho • REACH Professional Development • BASIC Training	Centers for New Directions \$170,000
Agriculture and Natural Resources \$325,000		• Fire Safety Training • Hazardous Materials Safety • Motorcycle Safety Training

Division of Career Technical Education

January 29, 2020

Clay Long, State Administrator

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



Why Do We Serve?

Provide a talent pipeline for Idaho's businesses.



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



Who Do We Serve?



High School



Postsecondary

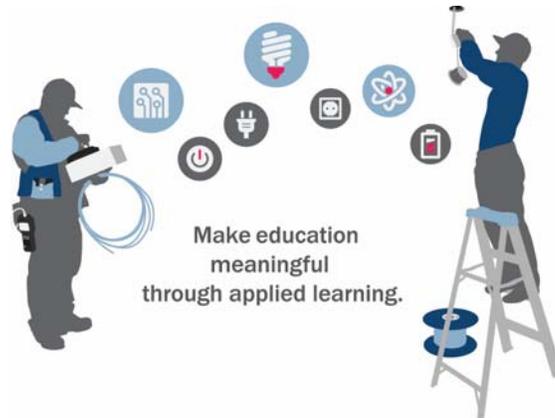


Adult Education

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



How Do We Serve?



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



Current Initiatives

-  Expand Access
-  Middle School
-  Increase Educator Pipeline



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



Priorities

-  Commitment to customer service
-  Responsive to state and local workforce needs
-  Dedicated to educator services and program quality

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



Looking Ahead



-  5-year Strategic and Long-Range Plan
-  Increased collaboration and engagement with CTE stakeholders

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



AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Thursday, January 30, 2020

SUBJECT	DESCRIPTION	PRESENTER
Presentation	Workforce Development	Wendi Secrist, Executive Director, Idaho Workforce Development Council
<u>RS27397</u>	Driver Education	Senator Janie Ward-Engelking
<u>RS27478</u>	Superintendent Evaluations	Senator Dave Lent
<u>RS27518</u>	High School Graduation Pathways	Senator Steven Thayn

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Woodward
Vice Chairman Thayn	Sen Lent
Sen Winder	Sen Buckner-Webb
Sen Den Hartog	Sen Ward-Engelking
Sen Crabtree	

COMMITTEE SECRETARY

Morgan Howard
Room: WW39
Phone: 332-1321
Email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

- DATE:** Thursday, January 30, 2020
- TIME:** 3:00 P.M.
- PLACE:** Room WW55
- MEMBERS PRESENT:** Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Crabtree, Woodward, Lent, 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.
- PRESENTATION:** **Wendi Secrist**, Executive Director of Idaho Workforce Development Council (Council), introduced members of the Council, her daughter, and the Council staff. She shared the goals of the Council as well as the organizations with whom the Council worked. **Ms. Secrist** continued with an overview of the Council's responsibilities and activities over the past year. She expounded upon the Council's goals in relation to under-served communities, prison inmates, and refugee populations. She continued with a description of new initiatives the Council would be implementing in the coming months (see Attachment 1).
- In response to Committee questions, **Ms. Secrist** described how participating schools are using funds to pay for their students to take part in the new initiatives. She gave a description of the Council's use of funds over the 2019 calendar year and highlighted the grants that the Council awarded. She concluded with a story about the Council's teacher extern, and how the teacher extern used her experience in the classroom.
- DISCUSSION:** **Ms. Secrist** responded to Committee questions that the Council and the Next Steps program are working to change the cultural idea that career and technical education is not a desirable option. She also responded that the Council is working to assist education institutions with finding funds for start-up programs in the face of reduced state appropriations.
- RS 27397** **Senator Ward-Engelking** explained that the RS increases the reimbursement from the State Department of Education to school districts in order to make driver education more affordable for student education.
- MOTION:** **Vice Chairman Thayn** moved to send **RS 27397** to print. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**.
- RS 27478** **Senator Lent** told the Committee that the RS is intended to help guide school boards in superintendent evaluation.
- MOTION:** **Senator Woodward** moved to send **RS 27478** to print. **Senator Winder** seconded the motion. The motion passed by **voice vote**.
- RS 27518** **Vice Chairman Thayn** told the Committee that the resolution directs the State Board of Education and State Department of Education to recognize alternative paths to high school graduation. He continued that the Board was already planning to undergo the research, and that the resolution allowed the Legislature to express support for the endeavor.

MOTION: **Senator Ward-Engelking** moved to send **RS 27518** to print. **Senator Lent** seconded the motion. The motion passed by **voice vote**.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 3:47 p.m.

Senator Dean M. Mortimer
Chair

Morgan Howard
Secretary



Workforce Development Training Fund 2019 Annual Report

Idaho Workforce Development Council
State of Idaho
Brad Little, Governor

The Council serves as a coordinating body across state agencies, education, and economic development partners in order to address one of the most critical issues threatening the continued growth of Idaho's economy – developing a skilled workforce that meets the unique needs of Idaho's communities and employers.

The Council is responsible for the Workforce Development Training Fund, a dedicated fund generated by a 3% offset of unemployment insurance taxes. The goals of the Workforce Development Training Fund are:

- Increase the economic mobility of Idahoans through training that leads to wage gains and retention.
- Provide timely assistance to businesses while shifting focus to broader talent pipeline development strategies that serve multiple employers.
- Support growth of the economy by assisting employers with job creation and integration of technology, specifically through the development of skills in their existing and/or new employees.
- Provide a return on investment to Idahoans as evidenced by increased wages, job creation, capital investment, retention of Idaho's workforce, credential attainment, and/or customer satisfaction (employer and trainee).
- Promote innovation in talent development.
- Encourage replication of best practices in talent pipeline development.

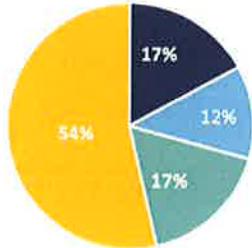
In 2019 the Idaho Department of Labor conducted an evaluation of 40 Workforce Development Training Fund grants awarded between 2012 and 2016 that reached nearly 2,000 Idahoans throughout the state. The evaluation uncovered these key findings:

- Employer grant trainees realized an average annualized wage increase of 23 percent one year following program completion
- Wage increases for new-hires were more than double those for incumbent workers
- More than half the innovation grants and nearly half the employer grant participants were trained in rural counties
- Eighty-three percent of trainees remained in Idaho, with 68 percent remaining at the same employer. Thirty-four percent of employer grant trainees who found employment at a different company remained in the same industry
- The final cost per trainee for employer grants during the evaluation period decreased to \$960

Grants by Type and Amount

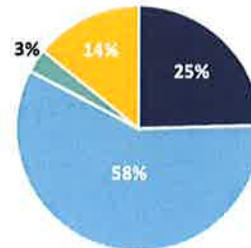
Forty-one grants were awarded between January 1, 2019 and December 31, 2019. Combined, they anticipate training 3,112 trainees and will work with 116 employer and community partners. The following charts reflect the Council’s priority to shift focus from helping employers one-at-a-time to broader sector strategies, including increasing line-of-sight through Outreach Project awards. While the majority of projects funded in 2019 went toward increasing awareness of career opportunities for all Idahoans, the majority of dollars went towards sector grants.

Grants by Type
Calendar Year 2019



- Employer Grant - 7
- Innovation Grant - 7
- Industry Sector - 5
- Outreach - 22

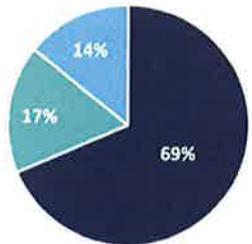
Grants by Amount
Calendar Year 2019



- Employer Grant
- Innovation Grant
- Industry Sector
- Outreach

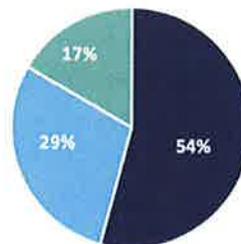
Historical Grants by type:

Number of Grants by Type
Calendar Years 2014-2017



- Employer Grant - 48
- Innovation Grant - 12
- Industry Sector - 10

Number of Grants by Type
Calendar Year 2018



- Employer Grant - 13
- Innovation Grant - 4
- Industry Sector - 7

Workforce Development Training Fund



YEARLY FINANCIAL SUMMARY for FY2018 & FY2019 (UNAUDITED)

	ACTUAL FY2018 7/1/17 - 6/30/18	ACTUAL FY2019 7/1/18 - 6/30/19
Beginning Cash Balance*	\$13,656,183	\$17,863,912
Revenue		
Collections**	\$7,162,073	\$3,646,101
Interest	\$252,542	\$405,829
Miscellaneous Revenue		\$36,339.00
Total Revenue	\$7,414,615	\$4,088,269
Expenditures		
WDTF Grants	\$2,338,801	\$4,708,910
Administrative Expenses	\$922,510	\$735,282
Total Expenses	\$3,261,311	\$5,444,192
Ending Cash Balance	\$17,809,487	\$16,507,989
Outstanding Grant Obligations	\$4,858,815	\$4,233,170
Ending Unobligated Balance	\$12,950,672	\$12,274,819

* Responsibility for the Workforce Development Training Fund (WDTF) transitioned from the Idaho Department of Labor to the Workforce Development Council (WDC) on July 1, 2018. The beginning cash balance reflects the amount that was transferred to the WDC.

**Includes a \$2.5m general fund transfer into the WDTF in FY18 to offset the impact of the unemployment insurance tax rate reduction passed in 2018.

JANUARY 1, 2019 THROUGH DEC. 31, 2019

Employer Grants

Direct grants provided to new and expanding business with an emphasis on transferrable skills and structured training programs.

	COMPLETED	ACTIVE*
Total Contracts-----	7	17
Amount Awarded-----	\$5,591,086	\$3,730,200
Total Expended-----	\$4,864,107	\$1,314,879
Average Hourly Wage-----	\$17.55	\$21.26
Number of Trainees -----	3,360	3,060
Average Cost per Trainee -----	\$1,448	\$1,219

Industry Sector Grants

Education institutions partner with three or more industry partners who provide a cash match and/or in-kind resources.

	COMPLETED	ACTIVE*
Total Contracts-----	2	11
Total Awarded-----	\$562,098	\$5,067,936
Total Expended-----	\$543,579	\$597,106
Average Hourly Wage-----	\$22.55	\$19.18
Number of Trainees-----	272	3003
Average Cost per Trainee-----	\$1,998	\$1,688

Innovation Grants

Community consortiums of business, education and other partners to solve workforce issues.

	COMPLETED	ACTIVE*
Total Contracts-----	3	8
Total Awarded-----	\$60,481	\$215,461
Total Expended-----	\$56,656	\$895
Number of Trainees-----	61	200
Average Cost per Trainee-----	\$944	\$1,077

Outreach Grants

Increasing public information and outreach on career education and workforce training opportunities.

	COMPLETED	ACTIVE
Total Contracts-----	6	17
Total Awarded-----	\$217,234	\$852,754
Total Expended-----	\$207,140	\$52,136
**Total Reach-----	16,805	13,696

*Information provided for active grants shows planned wages, trainees and cost per trainee.

**Information for total reach includes reported data on completed activities. Reach includes contact at an event, clicks through to a website as a result of outreach efforts, direct mail, and participation in an outreach activity as relevant to each project.

Award Highlights

The fund, established in 1996, is one of the state's most powerful workforce development tools available to support new and existing businesses as they seek to relocate or expand.

Highlights from just a few of the companies and organizations that have been boosted through the program illustrate not just the economic impact of the program, but also the human factor, and the diverse strategies at work to accomplish the training fund's goals.

Region 1 - Northern Idaho

Unitech Composites, Hayden – Employer Grant

Period of Performance: April 1, 2018, through March 30, 2020

Total Dollars Awarded: \$822,337

Estimated Number of People Trained: 400

Estimated Post-Training Wages Increase: \$2 to \$5/hour

Unitech Composites – Employer Grant

Northern Idaho's burgeoning aerospace industry is projected to grow 41% over the next 10 years and the companies in the area are feeling the effects.



Unitech Composites of Hayden, a key industry employer in the region, has been hiring and training more than 100 additional staff since April 2018 - many with very little exposure to the aerospace standards or the composites industry.

But with the help of an \$822,337 Workforce Development Training Fund employer grant, the company has been able to provide training across a spectrum of skills for more than 400 employees.

Unitech manufactures structural and non-structural composite laminates and assemblies for the aerospace and defense industry. The majority of the parts it manufactures are built to customer specifications, but Unitech also designs and builds parts, such as weapons pylons for rotorcraft. The need for precision and highly technical skills is essential.

The training is a combination of classroom and structured on-the-job training, led by supervisors, to ensure technical standards are followed. Classroom instruction covers composite fundamentals, safety, workplace ethics and new industry technologies.

Overall training covers more than 35 topics, ranging from highly technical skills, such as non-destructive inspection certification, calibration technician certification and advanced composite manufacturing to software and lean manufacturing principals.

Employees have been training for such positions as assembly technicians, CMM (coordinate measuring machine) inspectors and operators, CNC (computer numerical control) machine operator, FAI (first article inspection) coordinators, Gerber machine operators, and manufacturing, program and quality engineers.

Nearly every training module concludes with the trainee earning a certification. Both new and existing employees will be trained over the two-year grant period. Incumbent employees see an increase of \$2 to \$5 an hour after completing the training. In addition to hiring and training employees, Unitech has invested \$5 million in facilities and \$3.5 million in equipment.

Region 2 - North Central Idaho

Lewis-Clark State College, Adult Learner Program – Outreach Grant

**Period of Grant: February 7, 2019 through
August 6, 2020**

Total Dollars Awarded: \$35,000



Lewis-Clark State College launched its Adult Learner program in July with the help of a \$35,000 outreach grant from the Idaho Workforce Development Council.

LCSC's Adult Learner program targets non-traditional students who need a flexible, affordable and focused solution to pursue postsecondary education, especially individuals who have previously taken college courses, but did not finish their degree or certificate. Besides night and weekend classes, the program has expanded to include more than 30 degree and certification opportunities students can complete fully online.

The grant funding provided the foundation of an outreach effort to communicate the many resources available to non-traditional students, starting with LCSC's new Adult Learner website at www.lcsc.edu/finish. Social media advertising on Facebook, Instagram and YouTube was essential in driving traffic to the website, which drew nearly 3,000 prospective participants in its first three months. People throughout Idaho and Washington have visited the site, with the highest number from Boise, Lewiston and Coeur d'Alene.

Grant funding has supported outreach events in Coeur d’Alene, Orofino, Grangeville and Lewiston over the first quarter of the grant period. Other outreach efforts include newspaper ads, distributing flyers, post cards and postage to reach targeted audiences.

At the grant’s conclusion, LCSC will provide assets or lessons learned with other institutions and incorporate findings into their own marketing plans for the future.

Region 3: Southwestern Idaho Aviation Specialties Unlimited – Employer Grant

Period of Performance: Feb. 1, 2019, to Jan. 31, 2021

Total Dollars Awarded: \$60,138

Estimated Number of People Trained: 20

Estimated Post-Training Wage Increase: \$3 to \$14/hour



Boise-based Aviation Specialties Unlimited Inc. (ASU) has been safeguarding pilots and aircrews in law enforcement, air medical services, national defense, aerial firefighting, agriculture and counter-drug operations with advanced aerospace imaging systems for more than 20 years.

As the company continues to expand its products for new customers, so does its need to employ workers with skills unique to the industry and introduce new skills to incumbent workers. With the help of a \$60,138 Workforce Development Training Fund employer grant, ASU has been able to provide specialized training for 20 workers with an annual average increase in wages of more than \$19,000 each over the two-year grant period.

ASU has started providing aviation services for the Australian-based Scenic Cruises’ new luxury “discovery yacht” called the Eclipse, requiring training in such areas as maritime safety and security and certifications for overwater travel. The company also is developing a night vision goggle system it will manufacture in Boise. The U.S. Air Force has contracted with ASU to develop a prototype of a new flight helmet and may end up manufacturing it as well.



New and incumbent workers are learning new skills to support these projects through a combination of vendor and internal structured on-the-job training, and specific training for industry certifications and occupational licenses. Airbus and Boise State University are among external training providers. Among new workers are pilots, aircraft operations specialists, aircraft logistical specialists and relief pilots – operations specialists. Aircraft

ASU conducts night vision initial, recurrent and instructor pilot training. PHOTO: ASU website.

maintenance technicians and goggle maintenance technicians are among the incumbent workers who are receiving retraining.

Wages for all positions will increase, some substantially, after the training. ASU is investing \$72,000 in facilities and \$115,000 in equipment as part of their expansion. The two-year grant wraps up Jan. 31, 2021.

Region 3 – Southwestern Idaho Idaho Youth Ranch, Youthworks! Program – Outreach Grant



Period of Performance: Jan. 1, 2018 to Dec. 31, 2020

Total Dollars Awarded: \$26,292

The Idaho Youth Ranch (IYR) Youthworks! job readiness programs saw a substantial increase in participation in 2019 with the help of a \$26,292 outreach grant from the Idaho Workforce Development Council.

Initial outreach activities were targeted towards community job readiness workshops, which are free to individuals 16-24 years of age who are struggling to find employment. IYR created partnerships with four new groups, which boosted participation. Each workshop focuses on a critical part of the job search process – creating resumes, applying for a job and successful interviewing. In the 24 workshops offered from early March through June 2019, attendance topped 400 with a 100 percent completion rate.



One of the Youthworks! Summer Experience interns on her first day of work at an Idaho Youth Ranch thrift store.

The outreach campaign also targeted individuals to apply for Youthworks! Summer Experience, which is a job readiness program designed to give young people skills – especially soft skills - and experience proven

to be effective in preparing them to get a job that will open doors to new opportunities. The eight-week, paid internship starts in June and includes orientation, workshops and six work experience sessions at one of the Idaho Youth Ranch thrift stores. In-store training includes working with donations, sorting, merchandising and stocking product.

More than 60 individuals applied to the program in 2019 and 22 were accepted – 12 for the Ada County program and 10 for the Canyon County program.

Another outreach project drew IYR residents and alums to workshops and one-on-one sessions that focus on helping youth research careers that match for their interests and skills. They learn about the educational requirements, job outlook, wage potential and skills required. Fifty individuals participated in 16 sessions between March 4 and May 16, 2019.

IYR's outreach campaign covered a gamut of methods - social media posts on Facebook, Twitter and Instagram, posters in IYR thrift stores, radio ads, support from the Idaho Department of Labor, meetings with college and career counselors from the Treasure Valley area, attending community resource fairs and distributing flyers at several community meetings. The [Youthworks! website](#) also provided a vehicle for outreach.

In nearly every measure, actual participation exceeded IYR's projections, including:

- Number of youth attending job readiness workshops: Projected: 100; Actual: 415 (234 unduplicated)
- Percent of youth completing job readiness workshops: Projected: 88 percent; Actual: 100 percent
- Of the youth who participated in Next Steps Workshops, 97 percent reported improved knowledge of career opportunities.
- Of the youth who participated in one-on-one sessions, 36 percent obtained employment within 30 days.

Region 4 – South Central Idaho City of Twin Falls – Innovation Grant

Event Date: March 14-15, 2019

Estimated Number of People Trained: 40

Total Dollars Awarded: \$3,300

Nearly 40 students from six south central Idaho high schools received hands-on building instruction from the region's leading contractors with the help of an Idaho Workforce Development Training Fund innovation grant of \$3,300.

The two-day event - Magic Valley Construction Expo - took place March 14-15, 2019. Inspired by the Construction Combine, a trade education initiative developed by Idaho State University, the event gave local high school students the opportunity to learn construction industry skills from licensed professionals and gave contractors a chance to meet with and train future

candidates for employment. Students were introduced to key skills including framing, electrical, plumbing, roofing and more.

By the end of the event students had built sheds and bathroom vanities using their new skills.

Event organizers garnered significant support for the 2019 event from local contractors and companies that provided equipment and/or hands-on training including, Black Pine Cabinets, BMC, Bridger Smith Custom Homes, Builder’s FirstSource (Twin Falls Lumber), Castle’s Custom Homes, Chris Brann Drywall, Classic Stone Works, Ferguson Showroom, Franklin Building Supply, Gietzen Solar, High Water Plumbing, PSI Environmental Systems, Rain Guard Roofing, Rocky Mountain Flooring, Sherwin Williams and Starr Corporation.



Students worked alongside construction professionals to get hands-on experience and exposure to the industry during the 2019 Magic Valley Construction Expo.

Other sponsors were Farmer’s Bank, Idaho Central Credit Union, Westmark Credit Union, and the College of Southern Idaho, who provided the facility and staff support.

Event organizers are planning to hold the event in 2020 and expect it to grow significantly and will involve the Twin Falls School District’s new career technical education (CTE) program for construction.

Region 5 – Southeastern Idaho
Idaho State University, Surveyors – Industry Sector Grant

Period of Performance: Jan. 1, 2019, to Dec. 31, 2021
Estimated Number of People Trained: 32
Total Dollars Awarded: \$159,595



Idaho State University

The land surveying profession in Idaho, like many industries, has been losing skilled workers due to retirements while seeing an increasing need for professional land surveyors and technicians all across the state. In addition, 53 firms in Idaho employing surveyors and technicians were surveyed and more than 72 percent of them had employees who want to advance their education.



Surveyors play an integral role in developing society's infrastructure by establishing land boundaries, subdivision design, construction layout of roads highways, dams, utilities, topographic and aerial mapping while monitoring the earth's crustal movement and deformation.

With the help of a \$159,595 Workforce Development Training Fund industry sector grant, Idaho State University has taken a first step to remedy the situation by launching an initiative to build a fully online curriculum that either leads to a Land Survey Technician certification or can be used towards the degree program. This has been targeted to incumbent employees who work full time in many locations throughout the state.

Though ISU offers courses and even a bachelor's degree in its surveying and geomatics engineering technology program, it hasn't been accessible to individuals outside of the Pocatello area. ISU's program is the only ABET (Accreditation Board for Engineering and Technology)-accredited program in Idaho to offer these courses and is one of a few accredited four-year programs in the Pacific Northwest.

Faculty in ISU's surveying program and the civil engineering technology program are providing the online training. Licensed land surveyors serve as teaching consultants and mentors to provide on-site laboratory experiences for trainees across the state.

Eight surveying courses – 24 semester credits – available online prepares individuals to take the National Society of Professional Surveyors – Certified Survey Technician Level 1 exam. These courses provide the foundation for further certification and degree programs at ISU.

Grant funds have been used to develop instructional materials, assessments and learning activities along with updating the technologies necessary to make courses available online. In addition, \$50,000 was provided to the project by the Idaho Society of Professional Land Surveyors for recruiting to build up the numbers of students in this program to ensure that it will continue to produce surveying graduates to address the shortage of trained survey technicians and licensed surveyors.

Industry partners have provided resources, either cash match or in-kind contribution, and many have employees participating in the training. These partners include T-O Engineers, Keller Associates, J-U-B, and American Council of Engineering Companies of Idaho.

Region 6 – Eastern Idaho
College of Eastern Idaho, Cyber Security Program – Industry Sector Grant

Period of Performance: Aug. 31, 2018 to Aug. 30, 2020

Estimated Number of People Trained: 1,000+

Total Dollars Awarded: \$750,000

The College of Eastern Idaho is using a \$750,000 three-year Workforce Development Training Fund industry sector grant to help meet a critical need in the region for talented workers with cyber skills.



The funds are being used to set up and equip a dedicated cyber educational facility near CEI designed specifically to support multiple use cyber-related programs including cybersecurity, ethical hacking, computer network building and advanced computer training along with K-12 STEM outreach. All of these uses share the same needs for space, equipment, software and hardware that CEI did not have sufficient bandwidth to support.

The concentration of cyber related employers in the region is growing along with increasing demand for a cyber-skills talent pipeline at multiple levels of expertise. A consortium of government organizations and businesses are providing matching cash or in-kind support to deliver the training - Idaho National Laboratory, Department of National & Homeland Security, the FBI, Melaleuca and Bank of Idaho – and are all in need of such skills for their current and future workforce. All stand to benefit from a robust training program.



Students attend a Cyber Security Careers Awareness event as part of the K-12 STEM outreach efforts.

CEI’s outfitted facility set the stage for the other project component – training 1,000 individuals in cyber security and computer networking technology, thus expanding the educational opportunities in cyber careers including degree programs, technical certifications and public/private partnerships for customized training. CEI is providing the training through full-time and adjunct faculty representing employers in the region.

Besides CEI students, training is available to the public through open enrollment and to consortium partners and other regional employers by contract through CEI’s workforce training and continuing education program. CEI anticipates at least 400 individuals will earn certifications or credentials over the course of the three-year grant period. Training sessions include eight-week credit courses, alternated with workforce training boot camps and

certification courses. On-the-job structured training is part of the curriculum for most of the incumbent workers.

The first two rounds of training wrapped up in December 2019, with training sessions running through June 2022. The new training facility will host its first degree program classes beginning in January 2020.

As government and industry strive to address the full range of cyber threats and vulnerabilities, the demand for workers who can address these issues continues to grow. Data from the Idaho Department of Labor projects from 2018 data to 2026, the entire computer job market, including cybersecurity, is estimated to grow by 18 percent.

Grant Summaries

Active Contracts Calendar Year 2019 - January 1, 2019 - December 31, 2019								
Employer, Sector & Innovation Grants								
Type of Grant	Company Name	Start Date	End Date	Amount Awarded	Expenditures Through 2019	Balance	# of Trainees	Average Wage
Employer	Basic American Foods, Inc.	11/1/2018	10/31/2020	\$54,990.90	\$23,040.56	\$31,950.34	856	\$16.58
Employer	DA Glass	10/31/2018	10/30/2020	\$110,655.00	\$0.00	\$110,655.00	55	\$14.00
Employer	Fresh Air Manufacturing Co.	5/11/2016	12/31/2019	\$80,000.00	\$53,101.73	\$26,898.27	23	\$20.87
Employer	House of Design	8/15/2017	8/13/2020	\$99,983.56	\$21,702.53	\$78,281.03	34	\$31.78
Employer	NewCold	1/9/2019	1/8/2021	\$139,930.00	\$70,307.24	\$69,622.76	70	\$23.42
Employer	ON Semiconductor Comp	6/13/2017	6/12/2020	\$335,958.84	\$168,773.88	\$167,184.96	84	\$25.18
Employer	Plant Therapy	1/1/2019	12/31/2020	\$174,600.00	\$6,720.00	\$167,880.00	160	\$23.08
Employer	Simplot	12/1/2018	11/30/2020	\$552,438.00	\$43,931.96	\$508,506.04	490	\$35.11
Employer	Spudnik Equipment Company	6/1/2018	5/31/2020	\$158,271.25	\$92,608.58	\$65,662.67	270	\$15.36
Employer	Woodgrain Millwork	1/1/2019	12/31/2020	\$107,203.00	\$0.00	\$107,203.00	52	\$20.08
Employer	Unitech	4/1/2018	3/31/2020	\$822,337.00	\$448,155.00	\$374,182.00	421	\$14.47
Employer	Idaho Milk	2/1/2019	1/31/2021	\$110,987.75	\$73,247.32	\$37,740.43	37	\$18.50
Employer	Aviation Specialty Unlimited	2/1/2019	1/31/2021	\$60,138.03	\$13,813.06	\$46,324.97	20	\$24.47
Employer	Premier Technology, Inc.	6/14/2018	6/13/2020	\$423,690.00	\$170,039.13	\$253,650.87	254	\$18.35
Employer	Paylocity Corporation	1/1/2019	12/31/2020	\$231,884.00	\$129,437.56	\$102,446.44	116	\$27.84
Employer	Magic Valley Quality Milk	3/1/2019	2/28/2021	\$46,723.02	\$0.00	\$46,723.02	20	\$20.75
Employer	Bay Shore Systems	8/15/2019	8/14/2021	\$220,410.00	\$0.00	\$220,410.00	98	\$31.91
Sector	Cassia JSD #151	11/15/2017	11/14/2020	\$248,745.00	\$123,769.11	\$124,975.89	42	\$14.00
Sector	College of Eastern Idaho (CEI)-Nuclear	8/1/2018	7/31/2020	\$84,000.00	\$25,228.98	\$58,771.02	160	\$13.25
Sector	College of Eastern Idaho (CEI)-Welding	8/31/2018	8/30/2020	\$250,000.00	\$121,669.04	\$128,330.96	180	\$17.24
Sector	Idaho AGC	8/1/2018	7/31/2020	\$250,000.00	\$110,071.99	\$139,928.01	180	\$13.92
Sector	ISU Surveying	1/1/2019	12/31/2020	\$159,595.50	\$74,835.39	\$84,760.11	32	\$25.37
Sector	NIC - Health Careers	6/1/2018	6/30/2020	\$207,590.19	\$139,154.62	\$68,435.57	49	\$14.55
Sector	College of Eastern Idaho (CEI)-Cybersecurity	1/9/2019	1/8/2022	\$750,000.00	\$2,377.36	\$747,622.64	1000	\$20.32
Sector	University of Idaho - Co-op Program	5/1/2019	4/30/2022	\$419,622.50	\$0.00	\$419,622.50	80	\$38.46
Sector	Lewis Clark State College	10/1/2019	9/30/2022	\$750,000.00	\$0.00	\$750,000.00	250	
Sector	College of Southern Idaho (TeachForward)	9/1/2019	8/31/2022	\$1,114,424.70	\$0.00	\$1,114,424.70	830	\$19.95
Sector	Boise State University (Cyber)	11/15/2019	11/14/2022	\$833,958.00	\$0.00	\$833,958.00	200	\$39.00
Innovation	Clearwater County Problem Solving	6/1/2018	5/30/2020	\$7,418.25	\$894.68	\$6,523.57	30	\$17.25
Innovation	Idaho Digital Learning			\$25,000.00	\$0.00	\$25,000.00		
Innovation	City of Twin Falls	3/1/2019	2/28/2020	\$3,300.00	\$0.00	\$3,300.00	60	N/A
Innovation	Mountain Home Aviation Academy	TBD		\$24,200.00	\$0.00	\$24,200.00	8	N/A
Innovation	Sun Valley Culinary Institute	8/1/2019	7/31/2020	\$25,000.00	\$0.00	\$25,000.00	12	\$10.00
Innovation	St. Vincent de Paul	TBD		\$24,999.94	\$0.00	\$24,999.94	40	N/A
Innovation	CEI - GPS GIS	TBD		\$5,543.18	\$0.00	\$5,543.18	20	
Innovation	IACI	TBD		\$100,000.00	\$0.00	\$100,000.00	30	

Outreach Projects						
Type of Grant	Organization	Start Date	End Date	Amount Awarded	Expenditures Through 2019	Balance
Outreach	WDC - CTE Printing & Editing	1/1/2019	1/31/2020	\$25,000.00	\$10,207.97	\$14,792.03
Outreach	Lewis Clark State College	2/7/2019	2/6/2020	\$35,000.00	\$9,462.48	\$25,537.52
Outreach	WDC - Economic Development/WBL Outreach - FY19	3/6/2019	4/30/2020	\$30,300.00	\$4,552.55	\$25,747.45
Outreach	Idaho Career & Technical Education - REACH Scholarships	7/1/2019	10/31/2019	\$25,000.00	\$11,151.00	\$13,849.00
Outreach	WDC - Outreach/Marketing	5/1/2019	6/30/2020	\$125,000.00	\$0.00	\$125,000.00
Outreach	RISE	4/3/2019	4/2/2020	\$27,500.00	\$12,437.85	\$15,062.15
Outreach	Boise State Veterans	5/8/2019	5/7/2020	\$11,000.00	\$0.00	\$11,000.00
Outreach	Boise School District	7/8/2019	7/8/2020	\$14,733.70	\$0.00	\$14,733.70
Outreach	Next Steps	7/1/2019	6/30/2020	\$250,000.00	\$0.00	\$250,000.00
Outreach	WDC - Economic Development/WBL Outreach - FY20	9/1/2018	4/30/2019	\$15,000.00	\$0.00	\$15,000.00
Outreach	WDC - OSBE Adult Learner Campaign	TBD		\$80,000.00	\$0.00	\$80,000.00
Outreach	STEM Action Center	7/7/2019	7/7/2020	\$50,000.00	\$0.00	\$50,000.00
Outreach	WDC - Apprenticeship Outreach	9/4/2019	9/4/2020	\$4,750.00	\$0.00	\$4,750.00
Outreach	AFL-CIO	10/21/2019	6/30/2020	\$63,315.00	\$4,323.98	\$58,991.02
Outreach	Veterans	10/21/2019	10/20/2020	\$10,000.00	\$0.00	\$10,000.00
Outreach	CEDA	11/6/2019	4/1/2022	\$53,155.00	\$0.00	\$53,155.00
Outreach	WDC LEADER Portal Update	12/12/2019	6/30/2020	\$33,000.00	\$0.00	\$33,000.00

Completed Contracts in CY2019									
Type of Grant	Company Name	Start Date	End Date *	Amount Awarded	Expenditures Through 2019	Balance	# of Trainees	Average Wage	
Employer	Orgill, Inc.	11/1/2016	10/31/2019	\$151,032.01	\$151,032.01	\$0.00	454	\$18.61	
Employer	Paylocity Corporation	12/1/2015	11/30/2018	\$1,200,000.00	\$790,789.24	\$409,210.76	355	\$21.91	
Employer	Diversified Fluid Solutions	1/1/2017	12/31/2019	\$308,949.44	\$308,949.44	\$0.00	152	\$22.87	
Employer	CS Beef Packers, LLC.	10/1/2016	1/31/2019	\$1,099,935.00	\$1,099,935.00	\$0.00	1964	\$15.45	
Employer	Sorrento Lactalis	7/1/2016	1/8/2019	\$282,926.58	\$0.00	\$282,926.58	0	\$0.00	
Employer	Western States Equip Co	6/5/2017	6/4/2019	\$48,243.14	\$13,400.85	\$34,842.29	6	\$0.00	
Employer	McCain Foods	8/13/2017	8/12/2019	\$2,500,000.00	\$2,500,000.00	\$0.00	429	\$20.82	
Sector	College of Eastern Idaho (CEI)-Nursing	9/1/2017	8/31/2019	\$79,515.75	\$60,997.73	\$18,518.02	11	\$17.08	
Sector	North Idaho College (Wood Products)	3/1/2017	6/30/2019	\$482,582.19	\$482,581.35	\$0.84	261	22.78	
Innovation	Clearwater County CNA	9/17/2018	9/16/2019	\$10,481.10	\$10,040.55	\$440.55	15	N/A	
Innovation	Franklin County LPN	8/20/2018	8/19/2019	\$25,000.00	\$21,615.13	\$3,384.87	4	N/A	
Innovation	Lewiston ISD#1 - Pre- ENG.	7/1/2017	5/31/2019	\$25,000.00	\$25,000.00	\$0.00	42	N/A	
Outreach	SWIMA	9/4/2019	9/4/2020	\$7,500.00	\$7,500.00	\$0.00	N/A	N/A	
Outreach	STEM Action Center	1/10/2010	10/31/2019	\$50,000.00	\$50,000.00	\$0.00	N/A	N/A	
Outreach	WDC - OSBE Adult Learner Campaign			\$123,000.00	\$123,000.00	\$0.00	N/A	N/A	
Outreach	WDC - WBL Regional Summits Support			\$10,000.00	\$0.00	\$10,000.00	N/A	N/A	
Outreach	Idaho Youth Ranch	3/6/2019	3/5/2020	\$26,292.00	\$26,292.00	\$0.00	N/A	N/A	
Outreach	Silver Valley Economic Development	1/1/2019	6/30/2019	\$442.00	\$348.24	\$93.76	N/A	N/A	

The Council champions strategies that prepare Idahoans for careers that meet employers' needs. Though the council does not have any pending legislation we support these initiatives, as well as policies that support college credit for work-based learning.

Our Kids, Idaho's Future (K-12 Task Force) Recommendations

- Statewide accountability focusing on K-3 literacy.
- Greater all-day kindergarten opportunities to support K-3 literacy and future student achievement.
- Building out and updating the career ladder salary allocation program to elevate the profession and retain effective educators.
- Addressing social and emotional issues to support student learning.
- Strategic alignment and increased flexibility in the K-12 funding formula.

Idaho State Board of Education:

- **Opportunity Scholarship:** The FY20 budget for Scholarships & Grants included \$7 million in additional one-time funding to increase the number of Opportunity Scholarship awards. As a result, nearly 2,200 additional Idahoans – including recent high school graduates and adult learners returning to school, received scholarships in fall 2019. Making the \$7 million one-time funds permanent by adding it to the FY21 scholarship base budget will provide more Idahoans the opportunity to earn professional certificates or college degrees and help meet the skilled workforce demands of our employers.
- **Cybersecurity Degree Collaboration:** \$1 million in one-time funds to develop a cybersecurity programs that will be offered jointly by Boise State University, Idaho State University, and the University of Idaho.

Idaho Department of Commerce:

- **Small Employer Incentive Act:** Business Advantage (FY20 – Sunset Extension) – allows tax credits for businesses that invest a minimum of \$500,000 in facilities and creates at least 10 new jobs averaging \$40,000 annually plus benefits. Offers both enhanced personal and real investment tax credits, high wage job credits, sales tax rebate on construction materials, and potential property tax exemption from the county. This incentive was created in 2005 and went through years of legislative amending it did not start being utilized until 2009. This incentive is due to sunset in 2020. Idaho Commerce is recommending that this incentive be extended until 2030.
- **State Broadband Office:** Establishes a State Broadband office to coordinate efforts throughout the state to ensure all areas are adequately served with broadband connectivity.

Idaho Department of Labor

- **Idaho Job Corps Demonstration Project:** (FY21 --\$6,700,000 Spending Authority) The Idaho Department of Labor will partner with the community colleges to serve 300 students annually across the state. Income-eligible youth, ages 16-24 will be connected to training and workplace opportunities that will provide the students skills training to prepare them for sustainable careers in Idaho. Students will receive training and access to wide variety of social services.

Idaho Career Technical Education

- **Maintenance Funding for Secondary CTE Programs:** (FY21 – \$400,000) – “Added-Cost” funds for equipment, supplies and teacher professional development are available to support regular enrollment growth in high school CTE programs.
- **CTE Facilities:** (\$6 million) in the capital budget for new CTE facilities at the College of Eastern Idaho, Lewis-Clark State College, and the Department of Juvenile Corrections.

STEM Action Center

- **Computer Science Initiative:** (\$500,000 ongoing) for the Computer Science education initiative (Idaho Code 33-1633 including educator professional development, camps, student competitions, and grants. As a national leader in Computer Science education, and in partnership with other state agencies, Idaho STEM Action Center will work collectively to build a workforce prepared to fill the growing number of Computer Science jobs available in Idaho.
- **Supplemental Spending Authority:** (\$1,000,000) The spending authority will allow the STEM Action Center to spend cash raised through grant writing and fundraising efforts.

State Department of Education

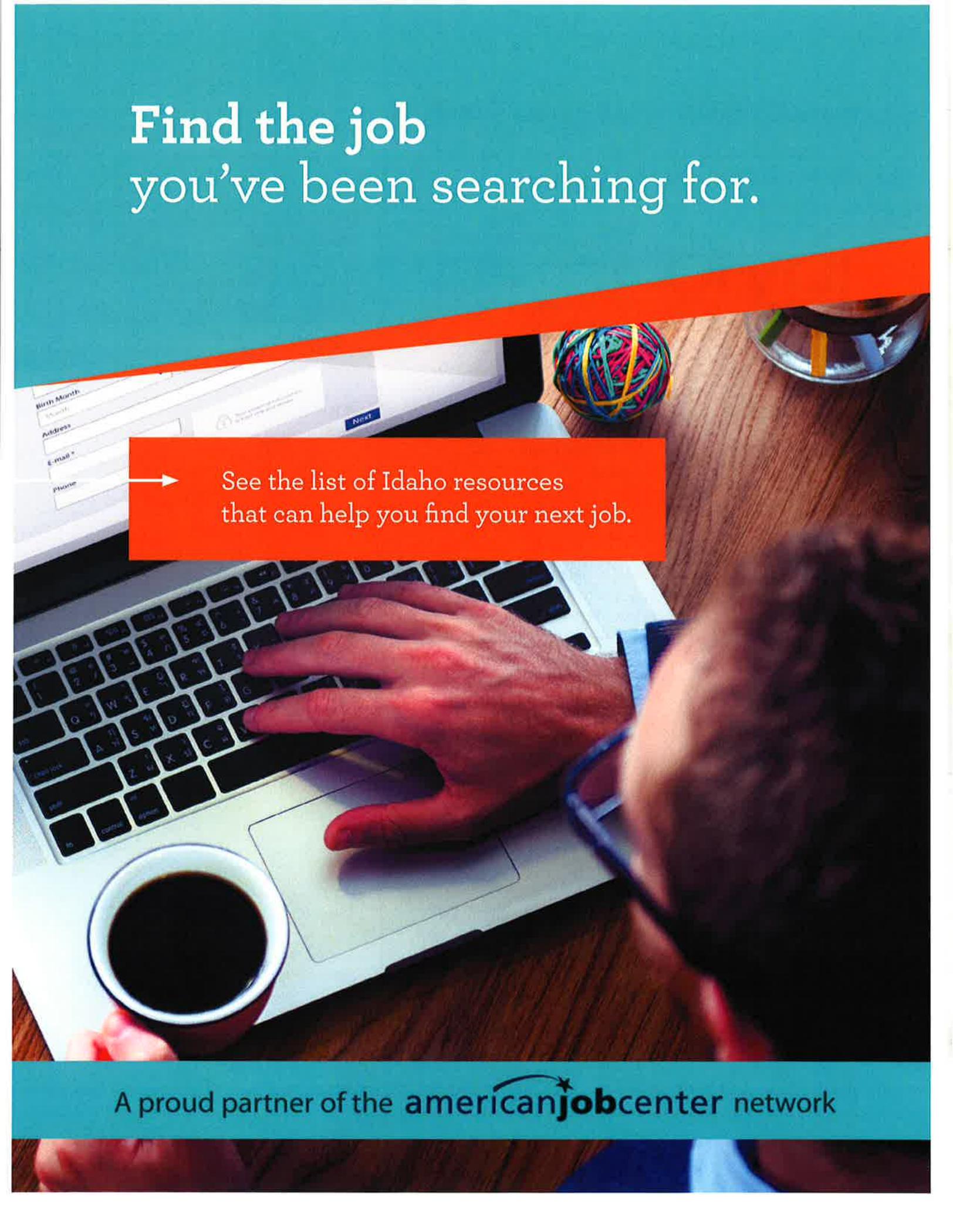
- **Teacher Compensation:** (\$30 million recommended by Governor) to extend the career ladder with an emphasis on improving pay for Idaho’s experienced and effective teachers. This request supports the direction of the Governor’s Task Force to enhance the career ladder. While the first five years of the career ladder focused on boosting pay for new and early career educators, more must be done to reward experienced teachers, recognizing their value and encouraging them to stay in Idaho schools despite higher pay in other states.
- **Literacy:** (\$26 million ongoing) to continue funding literacy intervention programs to support struggling readers. The funding will provide district’s with financial stability for literacy intervention programs in grades K-3.
- **Social/Emotional Training:** (\$1 million) to develop and implement social/emotional training for all educators and district staff to identify and better respond to students’ needs, including how to de-escalate unsafe situations and how to coordinate resources from state, local, and non-profit groups to provide “wraparound services.” Social-emotional learning is vital to helping children develop the self-awareness, problem-solving and impulse control needed to overcome challenges and thrive in school, work and community life.

Idaho Bureau of Occupational Licensing

We support IBOL’s efforts to streamline occupational licensing and reduce barriers to entry for licensed professions. Specifically:

Morticians: streamline and modernize the education and training requirements for a mortician license and a funeral director license, reducing barriers to entry.

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that can help you find your next job.

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to learn more about how they can help you connect with employers.



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Derek Harris

derek.harris@labor.idaho.gov
208-364-7781 ext. 3295



Preparing individuals with disabilities for employment and career opportunities while meeting the needs of employers.

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Connecting Idahoans with the resources they need to get a meaningful job to support themselves and their families.

Sarah Buenrostro

Sarah.Buenrostro@dhw.idaho.gov
208-334-4934



Offering eligible unemployed people ages 55 and older a chance to earn a paycheck while updating jobs skills as a path to employment.

Michelle Miller

208-454-8555

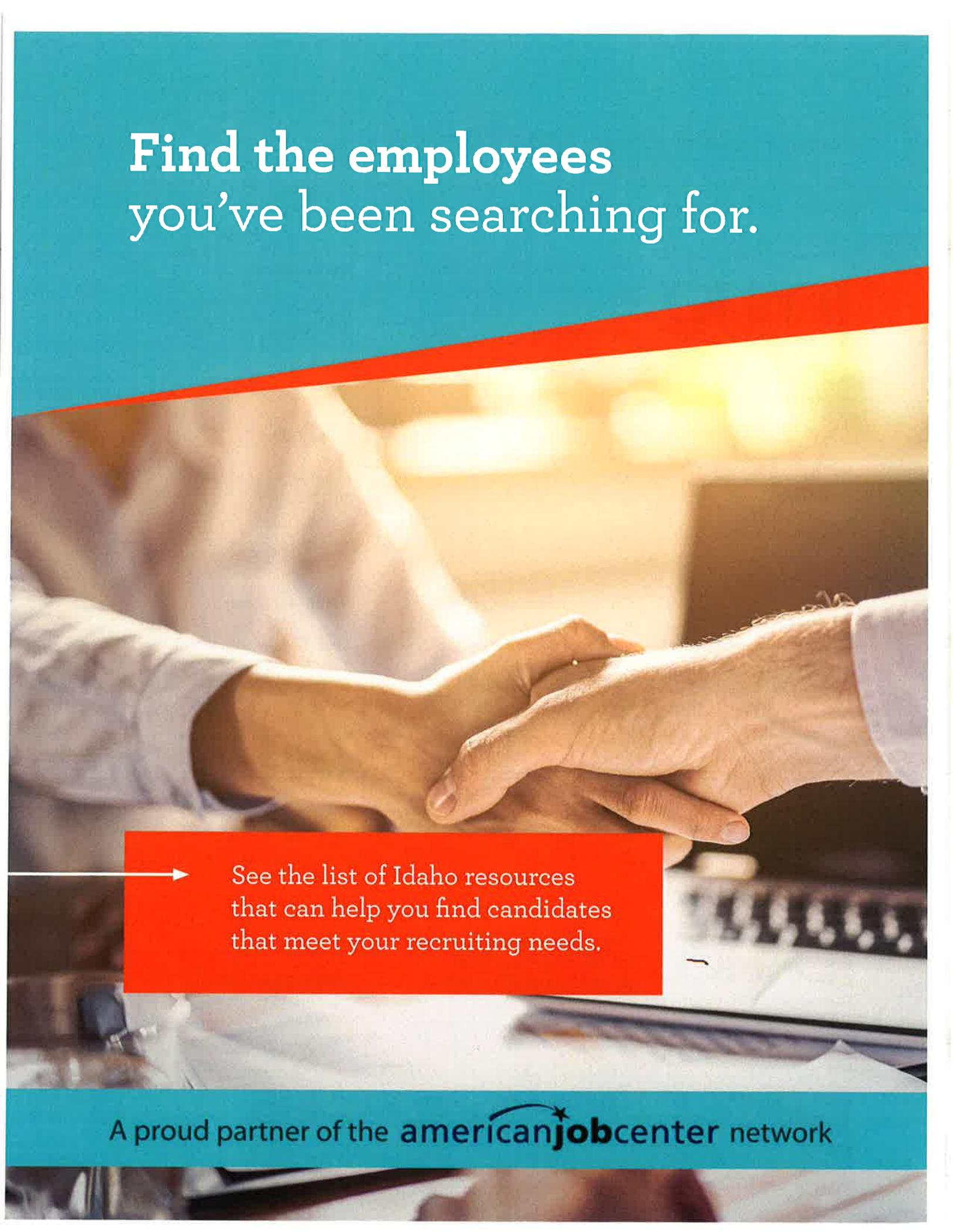


Helping Idahoans who are blind or visually impaired achieve their employment goals.

Laurie Carlin

lcarlin@ics.idaho.gov
208-334-3220

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Contact our partners

to learn more about how they can help you connect with potential employees.



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Derek Harris

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208-364-7781 ext. 3295



Idaho Division of
Vocational Rehabilitation

Connecting skilled and talented individuals with disabilities to your job needs.

Loni Hanka

Loni.hanka@vr.idaho.gov
208-287-6479



Connecting Idahoans with the resources they need to get a meaningful job to support themselves and their families.

Sarah Buenrostro

Sarah.Buenrostro@dhw.idaho.gov
208-334-4934



Connecting employers with experienced older workers who are skilled, reliable, and ready to re-join today's workforce.

Michelle Miller

208-454-8555



Idaho's experts on blindness and low vision provide creative solutions to help businesses hire, train, and retain talented employees with visual disabilities.

Earl Hoover

ehoover@icbvi.idaho.gov
208-334-3220

→ All of our workforce partners work with and place a priority on serving veterans. We look forward to connecting you with those who have served our country so well.

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Monday, February 03, 2020

SUBJECT	DESCRIPTION	PRESENTER
Gubernatorial Appointment	Gubernatorial Appointment of Kurt Liebich to the State Board of Education	Debbie Critchfield, State Board of Education Matt Freeman, State Board of Education
Presentation	Libraries Commission	Stephanie Bailey-White, State Librarian, Idaho Commission for Libraries
Presentation	State Department Budget	Tim Hill, Associate Deputy Superintendent, State Department of Education
Presentation	Idaho Digital Learning Alliance	Dr. Cheryl Charlton, Superintendent, IDLA
<u>RS27533</u>	School Boards, Training	Senator Dave Lent
Minutes Approval	Minutes from January 16, 2020	Senator Den Hartog and Senator Woodward

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Woodward
Vice Chairman Thayn	Sen Lent
Sen Winder	Sen Buckner-Webb
Sen Den Hartog	Sen Ward-Engelking
Sen Crabtree	

COMMITTEE SECRETARY

Morgan Howard
Room: WW39
Phone: 332-1321
Email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Monday, February 03, 2020

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Crabtree, Woodward, Lent, Mathias (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. He opened with a reading from the book *A Heap O' Living Along Life's Highway* by Edgar A. Guest, the poem entitled, "Those Duty Calls."

**GUBERNATORIAL
APPOINTMENT:** **Debbie Critchfield**, President of the State Board of Education (Board), introduced Kurt Liebich, appointed to the Idaho State Board of Education. **Mr. Liebich** explained to the Committee his work history in the lumber industry, and how this career allowed him to see what high school students need to be capable of upon graduation. He continued with a summary of his work on education task forces. In response to Committee questions, **Mr. Liebich** stated that his main focus area moving forward would be K-3 literacy. He went on that the affordability of higher education is another major issue and that, while progress has been made, there is still much to be done. He stated that parents serve the most important role in education, and that increasing parental engagement would offer great improvement in K-3 performance. He told the Committee that he believed his ability to look at budgets analytically would allow him to serve the Board by asking the right questions to best serve the state.

PRESENTATION: **Stephanie Bailey-White**, State Librarian at the Idaho Commission for Libraries, introduced the Commission staff accompanying her. She began her presentation by sharing that Idaho ranks number one in the nation for children's library attendance and number two for circulation of children's materials. She shared the accomplishments of Idaho's libraries over the past year, as well as listing several services that Idaho libraries offer to their patrons. **Ms. Bailey-White** highlighted some of the grants that Idaho libraries received and the programs they supported. She shared how Idaho libraries provide reliable internet access to their communities, and how many libraries in Idaho are increasing their broadband. She shared the importance of internet access to students and continued that libraries offer mobile hot spots to be brought into the home. **Ms. Bailey-White** continued that the Commission is committed to workforce development and shared their activities to that end.

Ms. Bailey-White responded to questions that H 194 (2019), relating to content filtering requirements, was causing issues to filtering adult material in their mobile hot spots. Due to the costs involved, many libraries were struggling to update their mobile hot spots to be able to filter adult material. She continued that a postponement of filtering requirements for mobile hot spots would allow libraries to find funding to support content filtering. She responded to Committee questions that E-Rate filtering funding could not be used for mobile hot spot filtering requirements.

PRESENTATION:

Tim Hill, Associate Deputy Superintendent of the Idaho State Department of Education (Department), explained the current funding for Idaho Educational Services for the Deaf and the Blind, as well as the current funding for public schools and the funding request for public schools from Superintendent Sherri Ybarra for the coming year. He detailed the changes in the requests from specific state dedicated funds. He went on to detail the uses to which the increased funding requests would be put. **Mr. Hill** continued with an explanation of how funds were utilized in fiscal year (FY) 2019 and an itemized estimate of the Department's funding needs in order to meet statutory requirements for FY 2021. This was followed with estimates for the Department's upcoming itemized funding requests.

Mr. Hill responded to a question about the past withdrawal from the public education stabilization fund by stating that increased enrollment had caused expenditures to be higher than expected.

PRESENTATION:

Dr. Cheryl Charlton, Superintendent of Idaho Digital Learning Academy (IDLA), introduced her staff and began her presentation with a brief history of IDLA.

Jeff Simmons, Director of Supervision and Instruction for IDLA, shared that middle school enrollment in IDLA has increased 183 percent since 2015. He shared that 87 percent of students pass their IDLA courses, and 90 percent of students who take the course with a teacher in the room during a designated hour pass the course. He continued that one in five rural students took IDLA courses last year, while one in ten urban students took an IDLA course. Nearly three-quarters of IDLA advanced placement (AP), and dual credit enrollments are from rural schools, while nearly a third of urban students taking IDLA courses were doing so to advance their post-secondary careers.

Ryan Gravette, Technology Director for IDLA, shared some of the additional resources that IDLA offers to students, including tutoring, a parent engagement portal, personalized math learning, and SLP (services for language pathology). **Mr. Gravette** shared IDLA's advances in cyber security. He continued with a discussion of the many different organizations that IDLA partners with. He concluded with a look forward to the upcoming programs in IDLA.

In response to Committee questions, **Mr. Simmons** noted that IDLA offers many resources for professional development for its instructors and for instructors in school districts across the state.

RS 27533

Senator Lent explained to the Committee that the RS seeks to promote proper preparation of school board members.

MOTION:

Senator Den Hartog moved to send **RS 27533** to print. **Vice Chairman Thayn** seconded the motion. The motion carried by voice vote

MINUTES APPROVAL: **Senator Den Hartog** moved to approve the Minutes of January 16, 2020, **Senator Woodward** seconded the motion. The motion carried by **voice vote**.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:31 pm.

Senator Dean M. Mortimer
Chair

Morgan Howard
Secretary

Bethany Johnson
Assistant Secretary

State of the State's Libraries and ICfL Update



1

Children's Program Attendance Idaho ranks #1 in the U.S. Up 16.73% over 5 years



East Bonner County Library Dist.
storywalk



Donnelly Public Library District

Donnelly Public holds most of its programs outdoors because the capacity of the library building is 16.

State FY18 – per capita



2

Circ. of Children's Materials Idaho ranks #2 in the U.S.



Lemhi County District Library, Salmon



Meridian Library District

State FY18 – per capita



3

Program Attendance Idaho ranks #2 in the U.S. Up 32.6% over 5 years



Idaho Falls Public Library
Princess Palooza



Glenns Ferry Public Library
STEM Day

State FY18 – per capita



4

2019 Gallup Poll:
"Visiting the LIBRARY remains the most common cultural activity Americans engage in, by far . . . and exceeds their participation in eight other common leisure activities."



2019 Highlights -- Idaho Libraries

Meridian Library District won the National Medal for Museum and Library Service.

College of Western Idaho -- Library received the 2019 Excellence in Academic Libraries Award.

Hailey Public Library celebrated 100 years and Caldwell Public Library launched a mobile maker space.



From DVDs and musical instruments, to cake pans, tools, and kayaks, libraries offer a wide range of things for check-out, along with the environment that encourages their patrons -- both young and young at heart -- to experience something new.

**FINE
FREE
2019**



7

Total Circulation of Physical Materials

15,957,722



State FY18

8

New ICfL Programs/Services:

Countdown to Coding -- offered in 25 Idaho libraries

Summer Intern Grant -- to cultivate a diverse group of interns who consider work in the library field as a viable career option

Donnelly Public Library



Intern
Challis Public Library



Kindergarten Readiness Grants

\$60,000 awarded to 7 libraries

Increase the amount of **early literacy** activities done in the **homes** of 4-year-olds

Establish **foundation** for children to be **ready to learn**, be **successful in school**, and be more likely to **"go on"** to post-secondary education



School Mini-Grants Idaho Lottery Commission



\$30,000 awarded to
12 elementary school
libraries to purchase
books



Central Elementary, Nampa

ICfL school library access grants help
elementary school libraries provide
current, age-appropriate

books

for their students to
read at school and to take home.

Plus, students and teachers respond very
favorably to having access to quality,
nonfiction books thanks to the grants.



28% of Idaho's public elementary school libraries receive **\$100** or less per year to purchase new books.

(In addition, 62% have an annual book budget of \$1,000 or less.)



ICfL Idaho Commission for Libraries

13

13

The ICfL builds the capacity of Idaho's libraries to better serve their communities.

Public libraries often offer the ONLY source of free and reliable **internet access** in many Idaho communities.



ICfL Idaho Commission for Libraries

14

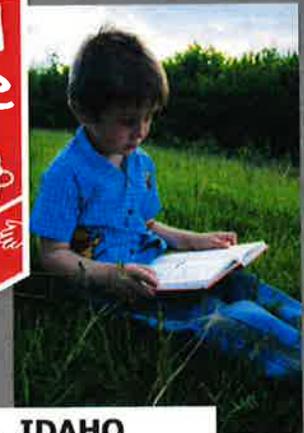
14

The ICfL offered library staff
 57 training events
 last fiscal year, attended by
 +1,400 individuals.



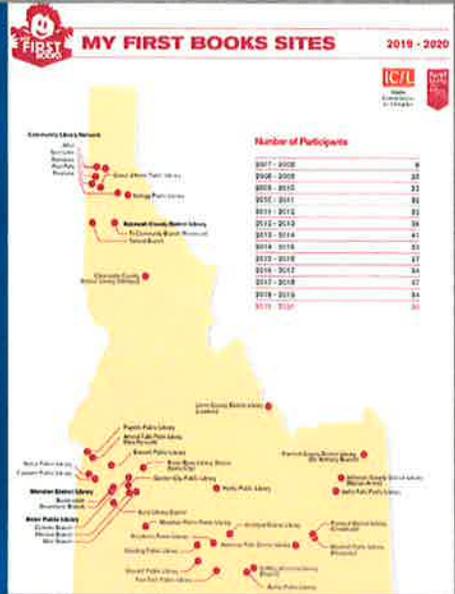
The ICfL supports
 college & career readiness
 with the LiLI databases,
 out-of-school STEM,
 summer reading, and
 Read to Me early literacy programs.

Students who do not continue reading over
 the summer can lose up to four months of
 academic progress.





has provided 417,000 books to more than 47,000 Idaho children



17



free, equitable access to a wide range of online resources that support and enhance Idahoans' education, business, and recreational needs.

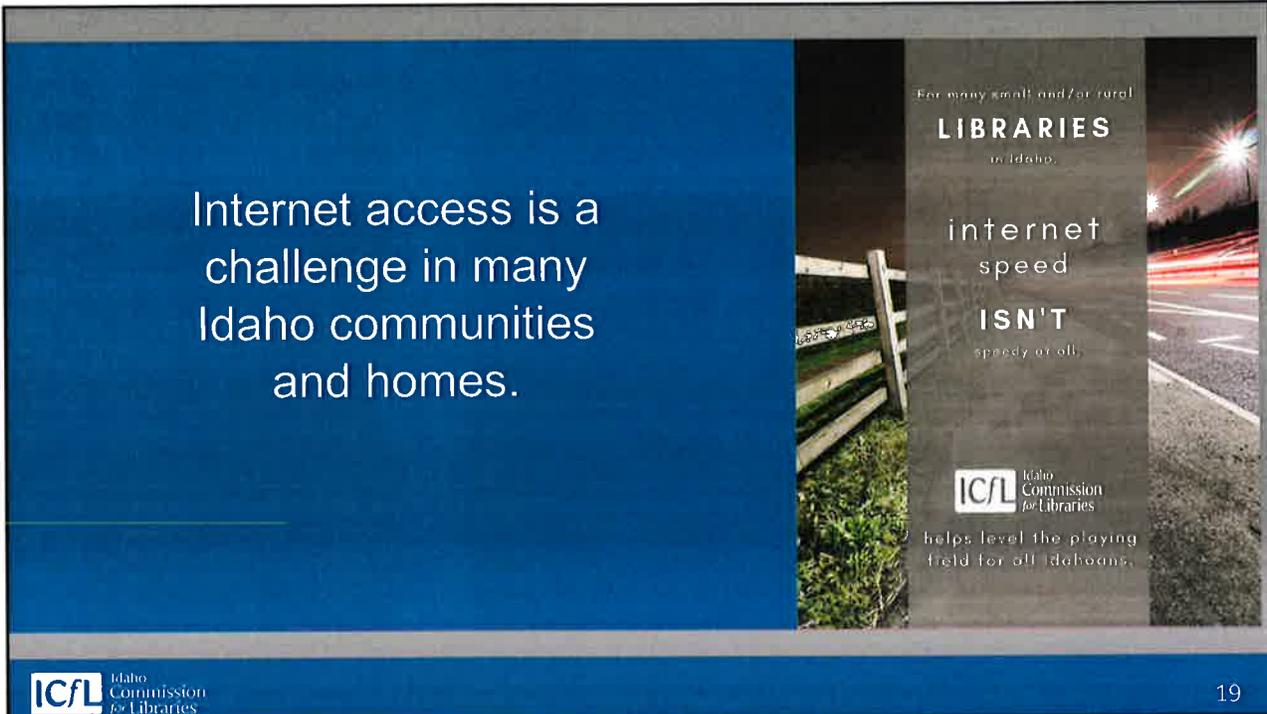


18

Internet access is a challenge in many Idaho communities and homes.

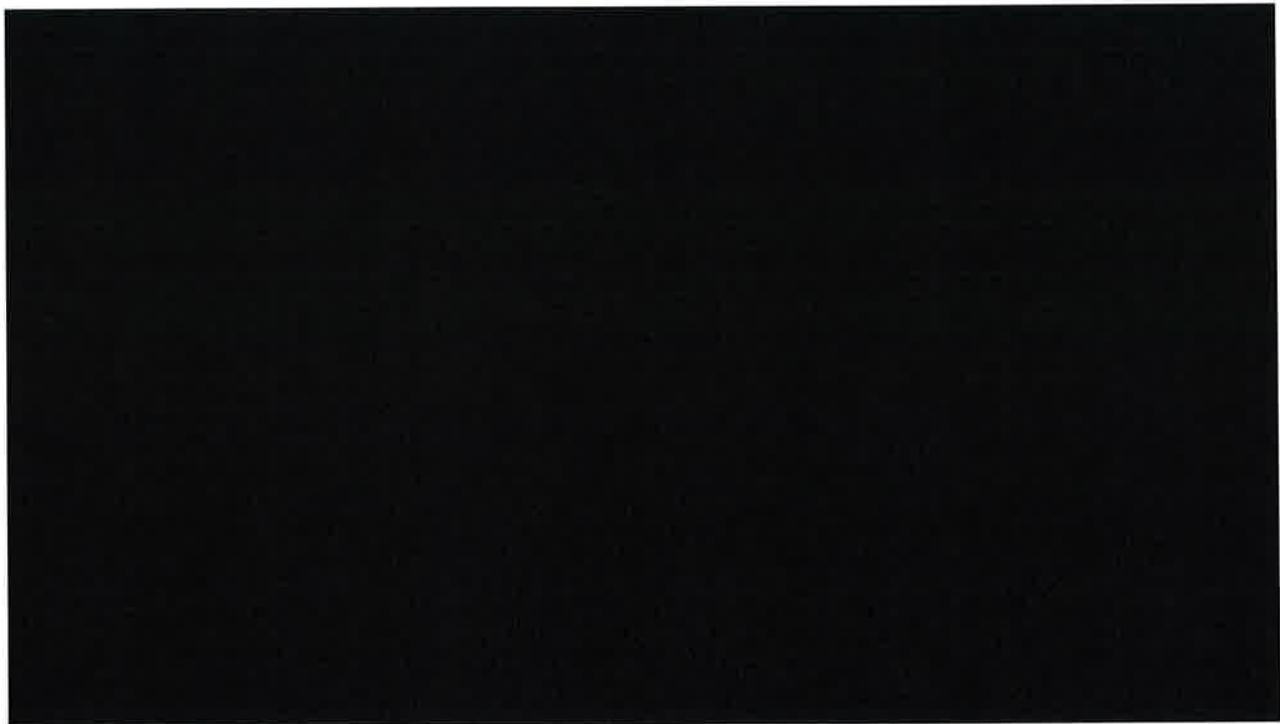
For many small and/or rural LIBRARIES in Idaho, internet speed ISN'T speedy at all.

IC/L Idaho Commission for Libraries helps level the playing field for all Idahoans.



IC/L Idaho Commission for Libraries 19

19



20

More than a dozen Idaho libraries check out mobile hotspots to patrons who lack internet access at home.



21

The ICfL is partnering with the State Board of Education, through a grant with the Lumina Foundation, to deliver outreach and support to prospective adult learners, particularly veterans, through public libraries.



22

The Talking Book Service (TBS) provides +3,500 Idahoans who are visually impaired or physically unable to hold a book with access to 100,000+ audio and braille books and magazines.

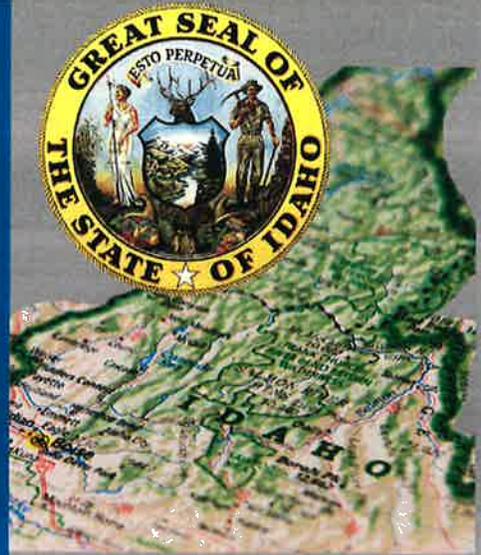
Last year, +163,000 items were processed and mailed to and from TBS patrons by the ICfL.



Workforce Development



The ICfL partners with other State agencies, including the STEM Action Center, State Board of Education, the State Historical Society, the Idaho Lottery Commission, Idaho Humanities Council, and the Commission on the Arts.



25

Idaho libraries are thriving and bringing great value to the communities they serve.



26

On their own, few Idaho libraries have the resources to create the **depth** and **breadth** of programming they need.



ICfL Idaho Commission for Libraries

27

27

Questions?



ICfL Idaho Commission for Libraries

28



For course syllabus and full course catalog, go to <https://www.idahodigitalllearning.org/courses/>

Dual Credit Course List

Attachment 2

Idaho Digital Learning Course Titles:	University Course Title	University Course code	Semester Credits	College/ University	GEM**
Dual Credit Academic Success Topics	Academic Success at Boise State	ACAD101	3	BSU	
Dual Credit Anatomy & Physiology A	Human Biology	BIOL1060 & BIOL1060L	4	NNU	
Dual Credit Anatomy & Physiology B					
Dual Credit Biology A	Concepts of Biology	BIOL100	4	CSI	Scientific Ways of Knowing
Dual Credit Biology B					
Dual Credit Biology A	Concepts of Biology	BIOL100 & BIOL100L	4	CWI	Scientific Ways of Knowing
Dual Credit Biology B					
Dual Credit Calculus A	Calculus 1	MATH170	5	CSI, CWI	Mathematical Ways of Knowing
Dual Credit Calculus B					
Dual Credit Career and Life Planning	Career and Life Planning	ACAD108	2	BSU	
Dual Credit Chemistry A	Concepts of Chemistry	CHEM100	4	BSU	
Dual Credit Chemistry B					
Dual Credit College Algebra/Precalculus A	College Algebra	MATH143	3	CSI, CWI	Mathematical Ways of Knowing
Dual Credit Computational Thinking & Problem Solving A	Computational Thinking & Problem Solving	CS112	3	UI	Mathematical Ways of Knowing
Dual Credit Computational Thinking & Problem Solving B					
Dual Credit Computer Science Principles A	Computer Science Principles	CS101	3	BSU	
Dual Credit Computer Science Principles B					
Dual Credit Development and Individual Differences	Development and Individual Differences	EDUC2201	3	ISU	
Dual Credit Education Field Practicum	Education Field Practicum	EDUC2295	1	ISU	
Dual Credit English 12A/Eng 101	Writing and Rhetoric I	ENGL101	3	BSU, CEI, CWI, LCSC	Written Communication
Dual Credit English 12B/Eng 102	Writing and Rhetoric II	ENGL102	3	CEI, CWI, LCSC	Written Communication
Dual Credit Entrepreneurship	Intro to Entrepreneurship	ENTREP294	2	BSU	
Dual Credit Environmental Science A	Environmental Science	BIOL1040	3	NNU	
Dual Credit Environmental Science B					
Dual Credit Families, Communities, Culture	Families Community Culture	EDUC2204	3	ISU	
Dual Credit Foundations of American Education	Education and Schooling in the U.S.	EDUC1110	3	ISU	

Year long class

**For more information on GEM Courses visit <http://coursetransfer.idaho.gov/>

Dual Credit Fundamentals of Health Professions	Introduction to Allied Health	ALLH100	2	CSI
Dual Credit Fundamentals of Health Professions	Introduction to Allied Health	AHLTH130	2	LCSC
Dual Credit Fundamentals of Health Professions	Introduction to Allied Health Professions	HCA1110	3	ISU
Dual Credit Government & Politics A	American National Government	POLS101	3	CSI, CWI
Dual Credit Government & Politics B				
Dual Credit Humanities A	Humanities A	HUM101	3	CWI
Dual Credit Humanities B	Humanities B	HUM102	3	CWI
Dual Credit Introduction to Art	Introduction to Art	ART100	3	BSU
Dual Credit Idaho Science & Aerospace Scholars	Idaho Aerospace Scholars	ENGR115	2	BSU
Dual Credit Lifetime Fitness	Stay Active, Live Well	EXHA104	1	CWI
Dual Credit Macroeconomics	Principles of Macroeconomics	ECON201	3	CSI
Dual Credit Macroeconomics	Principles of Macroeconomics	ECON2420	3	NNU
Dual Credit Medical Terminology	Medical Terminology	ALLH101	2	CSI
Dual Credit Medical Terminology	Medical Terminology	MEDPT173	3	LCSC
Dual Credit Medical Terminology	Medical Terminology	HCA2210	2	ISU
Dual Credit Microeconomics	Principles of Microeconomics	ECON2410	3	NNU
Dual Credit Microeconomics	Principles of Microeconomics	ECON202	3	CSI
Dual Credit Psychology A	General Psychology	PSYC101	3	CSI, CWI
Dual Credit Psychology B				
Dual Credit Sociology	Introduction to Sociology	SOCY101	3	CSI, CWI
Dual Credit Spanish 3A	Elementary Spanish	SPAN1010	4	NNU
Dual Credit Spanish 3B	Elementary Spanish	SPAN1020	4	NNU
Dual Credit Speech	Fundamentals of Oral Communication	COMM101	3	CSI, CWI
Dual Credit Trigonometry/Precalculus B	Trigonometry	MATH144	2	CSI, CWI
Dual Credit US History I	US History 1	HIST111	3	CSI, CWI
Dual Credit US History II	US History 2	HIST112	3	CSI, CWI
Dual Credit Web Development I	Web Development Basics	CITPT111	3	LCSC
Dual Credit Web Development II	Introduction to Computer Programming	CITPT106	3	LCSC



Fundamentals of Health Professions is designed to provide a broad understanding of the US health care system and an introduction to the roles of various members of the health team. Current trends in healthcare delivery are briefly discussed. Selected moral, ethical and legal medical dilemmas are included. This one-semester course meets Idaho standards for PTE - Health Professions (not general health standards). Fundamentals of Health Professions introduces you to the healthcare industry by providing the background required for all jobs in healthcare and a basic understanding of human anatomy and physiology. The course serves as the prerequisite for students planning to enter the CNA, basic EMT, pharmacy technology, or other healthcare programs. The skills learned in this course are transferable to many health occupations. Other topics include; anatomy & physiology, medical terminology, ethics and safety, and industry leadership.



Introduction to Drafting 1A is a CTE course to introduce to print reading. Students will develop the skills required to visualize and interpret industrial prints. They will learn the fundamentals of visualizing shapes, line usage, title blocks and notes, systems of measurement, dimensions, and tolerances. Details common to industrial prints and an introduction to geometric dimensioning and tolerancing will also be included. Throughout the course, real industrial prints are used to provide valuable hands-on learning opportunities. course.



Medical Terminology is designed to introduce the student to the fundamentals of medical terminology. It includes word structure of basic medical/surgical terms and procedures, body parts and organs, selected medical specialties, and commonly used medical abbreviations. Students will learn about the following systems: digestive, urinary, reproductive, cardiovascular, respiratory, nervous, sensory, blood, lymphatic, musculoskeletal, integumentary and endocrine. Students will gain an understanding of the functions of each system, analyze related terms, identify abnormal conditions, describe relevant laboratory tests and treatments and apply their new knowledge to understanding medical terms in their proper contexts, such as medical reports and records. This is a very self-directed, fast-paced class for online students, which will provide you with the tools necessary to read, speak, and understand the language of medicine. At the end of this course, students should be able to: identify medical terms accurately, promptly, and with correct pronunciation and spelling. Demonstrate a basic understanding of human anatomy and physiology and its associated medical terms.

CTE Courses



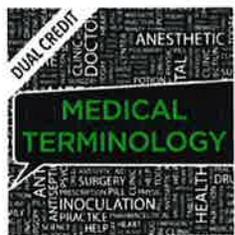
Computer Applications A is a CTE course to develop and apply basic skills in word processing, spreadsheet, and presentation applications. Students will review basic computer and keyboarding skills and explore specific skills in business productivity applications. Students will learn application skills that align to the Microsoft certification requirements. This course recommends the use of Microsoft Office 2013 but also includes instruction for students using Microsoft Office 2010.



Business Computer Applications B is a CTE course to extend basic skills in word processing, spreadsheet, presentation, and database applications. Students will expand on basic computer application skills and explore advanced skills in business productivity applications. Students will learn application skills that align to the Microsoft certification requirements and have the opportunity to take the certification tests. This course recommends the use of Microsoft Office 2013.



Dual Credit Fundamentals of Health Professions is designed to provide a broad understanding of the U.S. healthcare system and an introduction to the roles of various members of the health team. Current trends in healthcare delivery are briefly discussed. Selected moral, ethical and legal medical dilemmas are included. This CTE course introduces you to the healthcare industry by providing the background required for all jobs in healthcare and a basic understanding of human anatomy and physiology. The course serves as the prerequisite for students planning to enter the CNA, basic EMT, pharmacy technology, or other healthcare programs. The skills learned in this course are transferable to many health occupations. Other topics include; anatomy & physiology, medical terminology, ethics and safety, and industry leadership



Dual Credit Medical Terminology is designed to introduce the student to the fundamentals of medical terminology. It includes word structure of basic medical/surgical terms and procedures, body parts and organs, selected medical specialties, and commonly used medical abbreviations. Students will learn about the following systems: digestive, urinary, reproductive, cardiovascular, respiratory, nervous, sensory, blood, lymphatic, musculoskeletal, integumentary and endocrine. Students will gain an understanding of the functions of each system, analyze related terms, identify abnormal conditions, describe relevant laboratory tests and treatments and apply their new knowledge to understanding medical terms in their proper contexts, such as medical reports and records. This is a very self-directed, fast-paced class for online students, which will provide you with the tools necessary to read, speak, and understand the language of medicine. At the end of this course, students should be able to: identify medical terms accurately and promptly demonstrate a basic understanding of human anatomy and physiology and its associated medical terms.

Senate Education Committee

February 3, 2020

History

- 2001: Envisioned by School Superintendents for more equitable choice, access, and opportunity
- 2002: Created by Idaho State Legislature as a service to Idaho remote, rural and urban districts (Idaho Code 33-5501 and 33-1020)

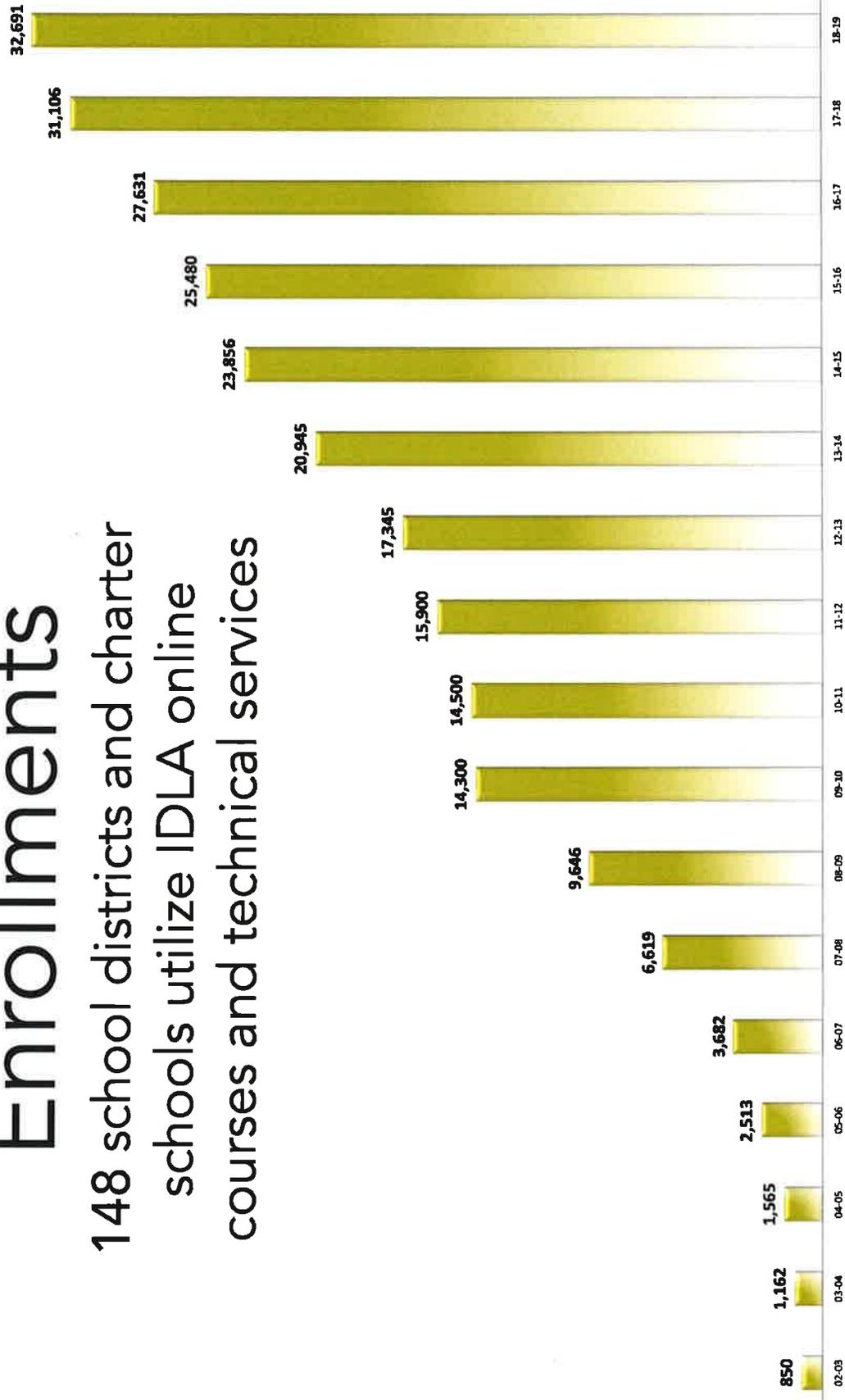


Overview of Services

- Provides online courses which includes:
 - Core courses, AP/DC, College and Career, Computer Science, Foreign Languages, and CTE
- Partners with school districts to meet the needs of students:
 - Custom Classrooms (Teacher shortage)
 - Rural and Urban Students
 - Additional Resources
- Establishes State and National Partnerships
 - Rural Education

Enrollments

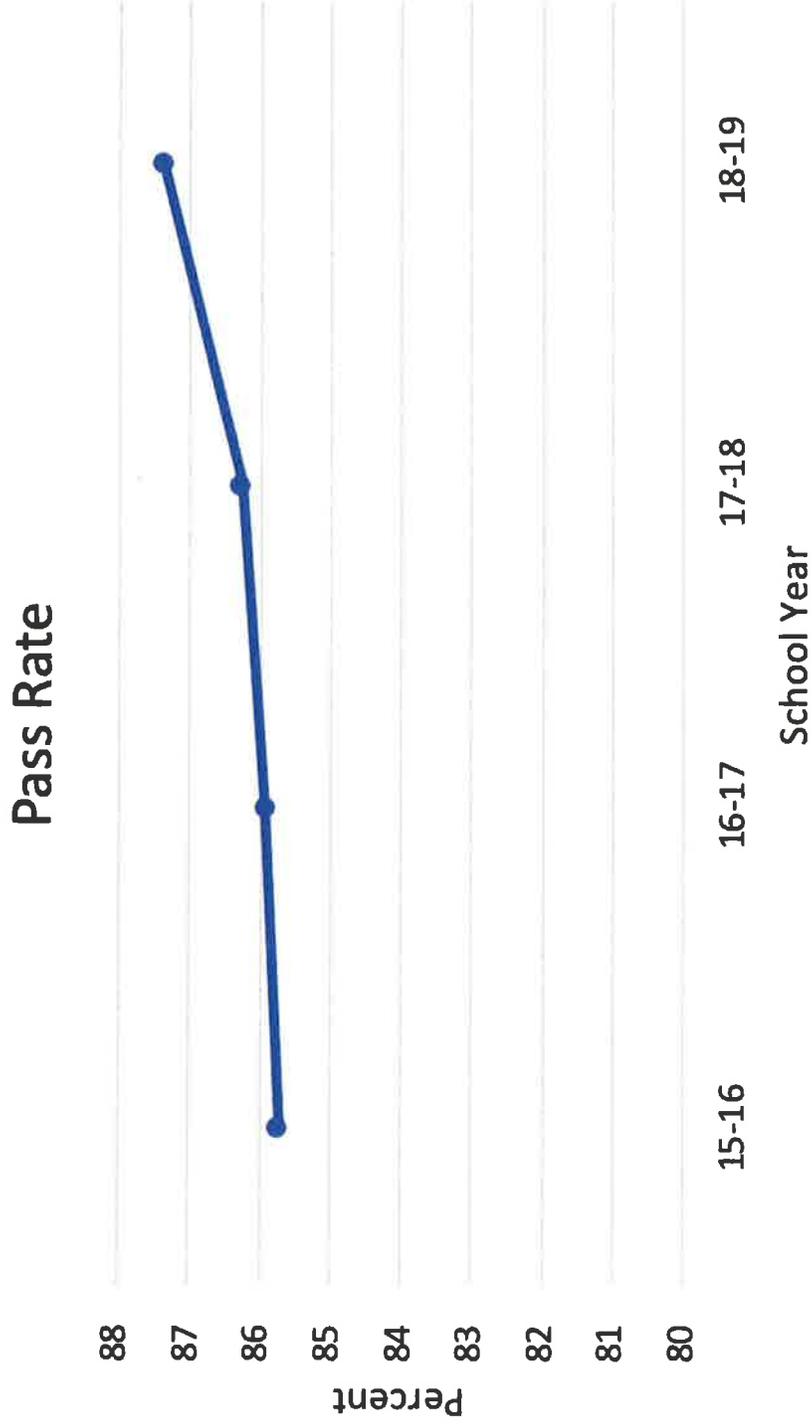
148 school districts and charter schools utilize IDLA online courses and technical services



Middle school
enrollments
have increased
183%
since 2015.



Student Completions

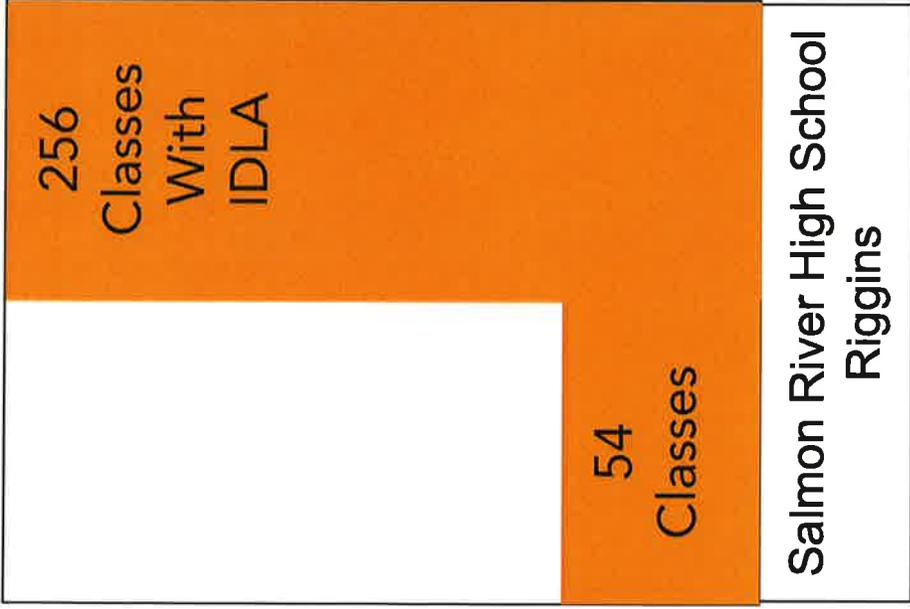


Custom Classrooms



Enrollments in custom classrooms increased by 21% over last year.

Courses have an average completion rate of 90%.



Salmon River High School
Riggins



Timberline High School
Boise



Leighton Vander Esch

Salmon River High School
Riggins

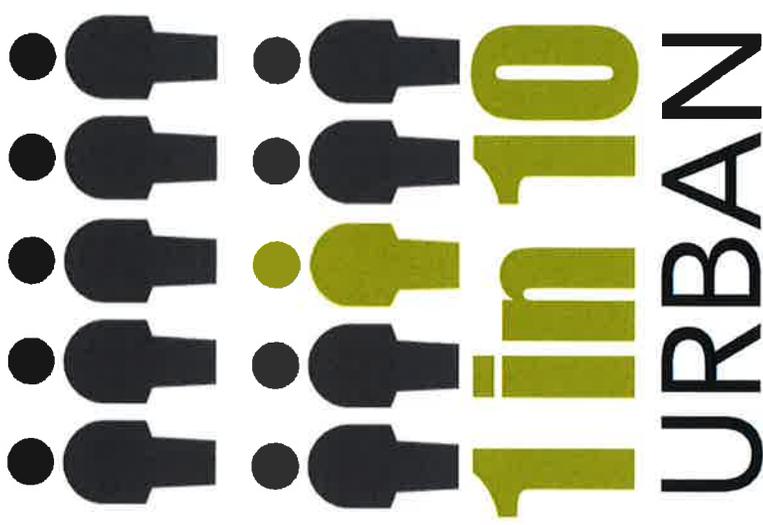
Took dual credit and advanced classes to prepare for college which advanced him on to a professional career



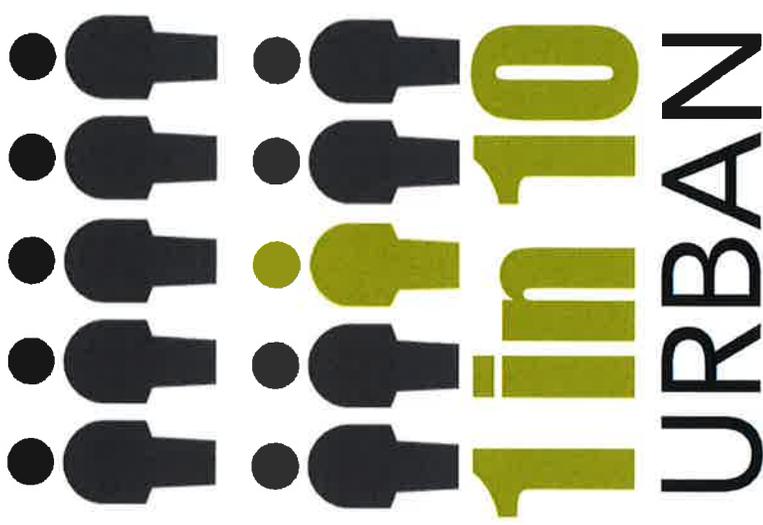
Sofia Edgar

Timberline High School
Boise

One of four students in the nation chosen by Dartmouth College - Institute of Arctic Studies to join the Joint Antarctic School Expedition (JASE) in King George Island, Antarctica



Students take
IDLA classes



Students take
IDLA classes

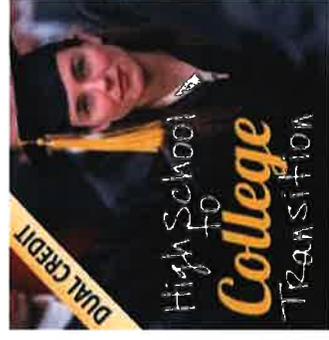
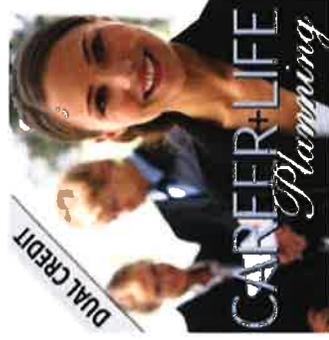
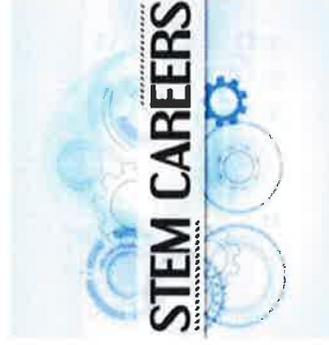


41% of enrollments from rural schools take classes because the classes are not offered locally. 73% of all IDLA dual credit and AP enrollments are from a rural school.



30% of enrollments from urban schools take classes because the students are getting ahead of their graduation requirements.

Career Courses



Career Technical Education



COMING SOON!



5

CTE

Courses

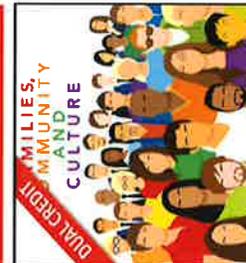
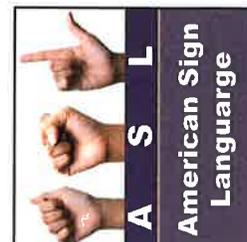
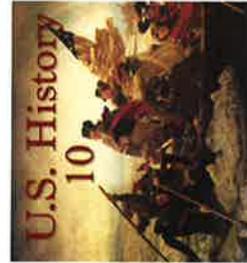
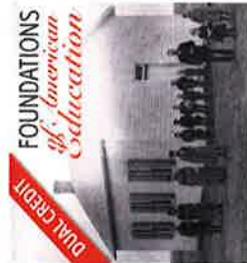
Computer Science



IdLA delivers 11 courses that meet the state's requirement for student access of computer science classes.



New Courses



Additional Resources

- Tutoring
- Parent Engagement
- Personalized Learning
- Computer Science PD
- SLP Services



Cyber Security

- IDLA is leading
 - Adopting the Idaho Education Technology Association recommended CIS critical security controls
 - Only K-12 to have a CISSP certified Security Architect
 - First K-12 to have hosting fully ISO/IEC 27001, 27017, and 27018 in the cloud
 - All staff receive security training both via online course and live training.



Education Partnerships

	College of Western Idaho		Idaho State Department of Education		Next Steps Idaho		Idaho Department of Labor		Idaho Career and Technical Education		Idaho STEM Action Center		Ideal		Boise Metro Board of Commerce		Project Leadership		Idaho Education Association		Idaho Association of School Administrators		Idaho Education Technology Association		Treasure Valley Education Partnership		Idaho School Boards Association		Idaho School Districts
	Apple		Micron		National Rural Association		Quality Matters		Idaho State Department of Administration		Idaho Association of School Business Officials		Idaho Science & Aerospace Scholars		Buy Idaho		Idaho Charter School Network		Idaho Technology Council		Idaho Middle Level Association		Idaho Historical Society		Agile Buzz		Education Northwest		
	Idaho State Board of Education		College of Southern Idaho		College of Eastern Idaho		North Idaho College		Lewis-Clark State College		University of Idaho		Boise State University		Idaho State University College of Education		College of Idaho		Northwest Nazarene University		Schooling		EdReady		NASA		SREB		Idaho Medicine Development Council
	Idaho Business for Education		Idaho Business for Education		Colorado Digital Learning Solutions		Wisconsin eSchool Network		Montana Digital Academy		VHS Learning		North Carolina Virtual Public School		Georgia Virtual Learning		Michigan Virtual School		Idaho Virtual School		Wisconsin Virtual School		Indiana Online Academy		Virtual Airlines		Virtual South Carolina		Virtual Learning Leadership Alliance

Education Partnerships



IDLA is the State Rural Affiliate

Moving Forward

- Industry and Community Engagement
 - OnRamp
- Project-Based Learning
- Student Support Services
 - SLP, OT, Psych
- Enhanced Regional Face-to-Face Support

Thank you!
Questions?

Dr. Cheryl Charlton
Superintendent

Jeff Simmons
Director of Supervision & Instruction

Ryan Gravette
Director of Technology

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Tuesday, February 04, 2020

SUBJECT	DESCRIPTION	PRESENTER
Presentation	Budget Presentation	Robyn Lockett and Janet Jessup, Legislative Services Office
<u>SCR 120</u>	ISAT Alternatives	Senator Steven Thayn
<u>S 1266</u>	Higher Education Stabilization Fund	Senator Dan Johnson
<u>S 1278</u>	Driver's Education Reimbursement	Senator Janie Ward-Engelking
<u>S 1279</u>	Superintendent Evaluations	Senator Dave Lent

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 Den Hartog
Sen Crabtree

Sen Woodward
Sen Lent
Sen Mathias(Buckner-Webb)
Sen Ward-Engelking

COMMITTEE SECRETARY

Morgan Howard
Room: WW39
Phone: 332-1321
Email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Tuesday, February 04, 2020

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Crabtree, Woodward, Lent, Mathias(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 3:01 p.m.

PRESENTATION: **Robyn Lockett**, Analyst for Legislative Services Office (LSO) Budget and Policy Division, gave an overview of the budget book, which included a side-by-side comparison of Superintendent Ybarra's budget request and the Governor's budget recommendation (see Attachment 1). **Ms. Lockett** then gave a more detailed analysis of the budget line items, including money to pay salaries of administrators, salaries and benefits for teachers, and health insurance for school employees. She went on to explain the line items for literacy improvement, mastery education, and the Central Services Division. **Ms. Lockett** concluded her presentation with an explanation of the line items for Educational Services for the Deaf and Blind and the Superintendent of Public Instruction's office budget.

Janet Jessup, Analyst for LSO Budget and Policy Division, gave an overview of the State Board of Education's budget, including budgets for higher education, the Opportunity Scholarship, and other grants and scholarships. She explained the formula behind the changes in funding from fiscal year (FY) 2020 to FY 2021. **Ms. Jessup** included the recommendation for funding of a cybersecurity program to be made collaboratively between Idaho State University, University of Idaho, and Boise State University. She also included the funding for health education programs and the programs which are exempt from decreasing their funding by 2 percent, including K-12 funding, scholarships and grants, and health education programs.

SCR 120 **Vice Chairman Thayn** told the Committee that, in creating this resolution, he tried to focus on the core of what was best for Idaho students. He went on that many tenth grade students don't take the Idaho Standards Achievement Test (ISAT) seriously, and that the legislature should look to either replace the test or address student engagement. He concluded that the resolution doesn't call for immediate action, but for action to be considered.

TESTIMONY: **Dr. Andy Grover**, Superintendent of Melba school district, testified in support of the bill and shared that Melba recently acquired an industry business partner to allow students to go straight from school into the workforce. He went on that many students are having issues passing the ISAT and the district was struggling to prepare a curriculum that would prepare students both for the ISAT and for entering the workforce. **Dr. Grover** reiterated Vice Chairman Thayn's point that students are not engaged in the ISAT. He continued that the data from the ISAT was not helpful for assessing where the school needs to focus special attention. He told the Committee that there is no perfect curriculum and focused data allows educators to better prepare their students.

Jeff Dillon, Superintendent of Wilder School District and Principal of Wilder Middle High School, testified in support of the bill. He told the Committee that the Wilder District focuses on teaching students how to learn and gives students the ability to choose a pathway to their career. He shared that students who are engaged in the ISAT are proficient in the ISAT at a rate of 100 percent. However, many students were not engaged because they did not see the ISAT as being valuable to their education.

Ryan Cantrell, Superintendent of Bruneau Grand View school district, shared that the ISAT is not a valuable summative assessment, and asked that Idaho cease the tenth grade ISAT and use the Scholastic Assessment Test (SAT) instead. He encouraged Idaho to look for ways to measure student achievement in ways other than using the ISAT.

DISCUSSION: **Senator Crabtree** asked if there would be a way to compare new testing methods to ISAT data so that the state would not lose the data gathered from the ISAT. **Vice Chairman Thayn** responded that the SAT had been used for several years and that because student engagement in the ISAT is so low, there were issues with using that data gathered from it.

MOTION: **Senator Lent** moved to send **SCR 120** to the floor with a **do pass** recommendation. **Senator Den Hartog** seconded the motion. The motion passed by **voice vote**.

S 1266 **Senator Johnson** explained that **S 1266** simply deleted language related to an account that, at the end of FY 2020, will be paid out and will no longer be active.

MOTION: **Senator Den Hartog** moved to send **S 1266** to the floor with a **do pass** recommendation. **Senator Winder** seconded the motion. The motion passed by **voice vote**.

S 1278 **Senator Ward-Engelking** invited Quinn Perry, Policy and Government Affairs Director for the Idaho School Board Association (ISBA), to present the bill.

Ms. Perry shared that the fee associated with getting a driver's license went to a fund for reimbursing schools and districts for driver's education. She went on that **S 1278** would increase the amount per student that school districts were reimbursed because the account had grown to nearly \$5 million but the reimbursement rate had not changed since 1996. The reimbursement per student would grow from \$125 to \$150.

Ms. Perry responded to Committee questions that in FY 2020, roughly 9,400 students were projected to take driver's education classes and that private driving schools could partner with school districts' or charter schools' driver's education classes and qualify for reimbursement, but that they would not qualify for reimbursement for students who simply took a privately offered class.

TESTIMONY: **Fred Birnbaum** of the Idaho Freedom Foundation (IFF) stood to testify in opposition to **S 1278**. He explained that IFF does not believe that the bill will benefit all students equally because it does not apply to students who took a privately offered class. **Mr. Birnbaum** responded to Committee questions that he did not know what percentage of Idaho students went to private driving schools and that he believed that there were certain requirements to move from a learner's permit to a driver's license, which would be met in driver's education.

Nancy Gregory, Boise School District Trustee, spoke in support of **S 1278** and said that because the reimbursement had not increased in so long, school districts were struggling to cover all of the costs associated with offering driver's education classes.

DISCUSSION: **Senator Ward-Engelking** closed by commenting that where she grew up in rural Idaho, there was no private option for driver's education. She pointed out that many rural areas still did not have private driving schools and that many students did not have the option of waiting to get their driver's licenses until they turned 18 and did not have to take driver's education.

MOTION: **Senator Ward-Engelking** moved to send **S 1278** to the floor with a **do pass** recommendation. **Senator Mathias** seconded the motion.

DISCUSSION: **Vice Chairman Thayn** and **Senator Winder** both commented that the bill contributes to the needs and safety of students, and that those things should outweigh the possibility of increasing competition to private driving schools.

VOICE VOTE: The motion to send **S 1278** to the floor with a **do pass** recommendation passed by **voice vote**, with **Senators Crabtree** and **Den Hartog** requesting that they be recorded as voting nay.

S 1279 **Senator Lent** explained that current code regarding annual superintendent evaluations was not very specific. He continued that the quality of leadership in school districts is one of the most essential factors to student success. He went on to explain that **S 1279** was to provide structure to school boards for evaluating superintendents with performance indicators of third grade literacy, eighth grade math, and graduation rates. **Senator Lent** continued that the plan was to work with the State Board of Education to develop a more detailed format for superintendent evaluation in rule, which would be a simple two-page framework.

TESTIMONY: **Rob Winslow**, Executive Director of the Idaho Association of School Administrators (Association), thanked Senator Lent for bringing **S 1279** forward. He told the Committee that Senator Lent shared the draft language with the Association and listened to feedback. He went on that most superintendents have told him that the language is a framework with which they can work.

MOTION: **Senator Woodward** moved to send **S 1279** to the floor with a **do pass** recommendation. **Vice Chairman Thayn** seconded the motion. The motion carried by **voice vote**.

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

Senator Dean M. Mortimer
Chair

Morgan Howard
Secretary

Public School Foundation Program

(excludes IESDB)

Attachment 1

	Appropriation 2019-2020	Request 2020-2021	\$ Change	% Change
1 REVENUES				
a. General Fund	\$1,887,420,200	\$1,988,196,700	\$100,776,500	5.3%
STATE DEDICATED REVENUE				
b. Endowment / Lands	\$51,260,000	\$52,586,400	\$1,326,400	2.6%
c. Miscellaneous	11,156,500	8,000,000	(3,156,500)	-28.3%
d. Lottery Dividend	22,842,500	24,187,500	1,345,000	5.9%
e. Bond Levy Equalization Fund	15,448,900	16,098,100	649,200	4.2%
f. Cigarette and Lottery Taxes	4,024,900	4,024,900	0	0.0%
TOTAL STATE DEDICATED REVENUE	\$104,732,800	\$104,896,900	\$164,100	0.2%
TOTAL STATE REVENUES	\$1,992,153,000	\$2,093,093,600	\$100,940,600	5.1%
g. FEDERAL REVENUES	\$264,115,000	\$264,115,000	\$0	0.0%
TOTAL REVENUES	\$2,256,268,000	\$2,357,208,600	\$100,940,600	4.5%
2 STATUTORY EXPENDITURES				
a. Transportation	\$75,334,700	\$83,040,000	\$7,705,300	10.2%
b. Border Contracts	1,200,000	1,484,100	284,100	23.7%
c. Exceptional Contracts and Tuition Equivalents	5,761,000	5,833,400	72,400	1.3%
d. Salary-based Apportionment (Administrators, Classified)	213,050,600	222,402,700	9,352,100	4.4%
e. Employer's Benefit Obligations (Administrators, Classified)	41,289,200	43,101,600	1,812,400	4.4%
f. Career Ladder Salaries	806,572,300	856,236,100	49,663,800	6.2%
g. Career Ladder Employer's Benefit Obligations	156,313,700	165,938,500	9,624,800	6.2%
h. Master Educator Premiums	7,175,400	7,175,400	0	0.0%
i. Leadership Premiums	18,400,700	19,310,000	909,300	4.9%
j. Teacher Incentive Award (Nat'l Bd Cert)	90,000	90,000	0	0.0%
k. Idaho Safe and Drug-Free Schools	4,024,900	4,024,900	0	0.0%
l. Bond Levy Equalization Support Program	23,387,900	23,079,500	(308,400)	-1.3%
m. Charter School Facilities	8,840,000	10,372,600	1,532,600	17.3%
n. Idaho Digital Learning Academy	11,854,200	12,221,400	367,200	3.1%
o. School Facilities Funding (lottery)	22,842,500	24,187,500	1,345,000	5.9%
p. School Facilities Maintenance Match	4,104,000	1,972,200	(2,131,800)	-51.9%
q. Advanced Opportunities	18,000,000	20,000,000	2,000,000	11.1%
r. Math and Science Requirement	6,590,900	6,502,600	(88,300)	-1.3%
s. Continuous Improvement Plans and Training	652,000	652,000	0	0.0%
t. Mastery-Based Education	1,400,000	1,900,000	500,000	35.7%
u. College and Career Advisors and Student Mentors	9,000,000	9,000,000	0	0.0%
v. Literacy Intervention	26,146,800	26,146,800	0	0.0%
3 NON-STATUTORY EXPENDITURES				
a. Technology (Classroom, Wireless Infrastructure, IMS Maintenance)	36,500,000	36,500,000	0	0.0%
b. IT Staffing	8,000,000	8,000,000	0	0.0%
c. Student Achievement Assessments	2,258,500	2,258,500	0	0.0%
d. Math Initiative	1,817,800	1,817,800	0	0.0%
e. Remediation / Waiver (non Title I)	5,456,300	5,456,300	0	0.0%
f. Limited English Proficient (LEP)	4,870,000	4,870,000	0	0.0%
g. Professional Development (Reading Coaches, District Funding, G/T)	21,550,000	21,550,000	0	0.0%
h. Content and Curriculum	6,350,000	6,350,000	0	0.0%
i. Social / Emotional Learning	0	1,000,000	1,000,000	NA
4 FEDERAL EXPENDITURES	264,115,000	264,115,000	0	0.0%
TOTAL EXPENDITURES	\$1,812,948,400	\$1,896,588,900	\$83,640,500	4.6%
5 PUBLIC EDUCATION STABILIZATION FUNDS	\$0	\$0	\$0	NA
6 NET STATE FUNDING	\$443,319,600	\$460,619,700	\$17,300,100	3.9%
7 SUPPORT UNITS	15,601	15,786	185	1.2%
8 DISTRIBUTION FACTOR (includes \$300 for Safe Environment Provisions)	\$28,416	\$29,179	\$763	2.7%

Idaho State Board of Education

Community Colleges
College of Southern Idaho
North Idaho College
College of Western Idaho
College of Eastern Idaho
Systemwide Programs

College & Universities
Boise State University
Idaho State University
Lewis Clark State College
University of Idaho
Systemwide Programs

Career Technical Education
State Leadership & Tech Asst.
General Programs
Post Secondary Education Program
Dedicated Programs
Related Services
Ag Research & Ext. Services

Health Education Programs
UUSOM Education Program
Family Medical Residencies
Boise Internal Medicine
Psychiatry Education
Eastern Idaho Med. Residencies
ID Dental Education Program
WIMU Veterinary Education
WWAMI Medical Education

Office of the State Board
OSBE Administration
Charter School Commission

Robyn Lockett

Sup. Of Public Instruction
Department of Education

Special Programs
Scholarships & Grants
TechHelp
Small Business Develop. Centers
Museum of Natural History
Forest Utilization Research
Idaho Geological Survey

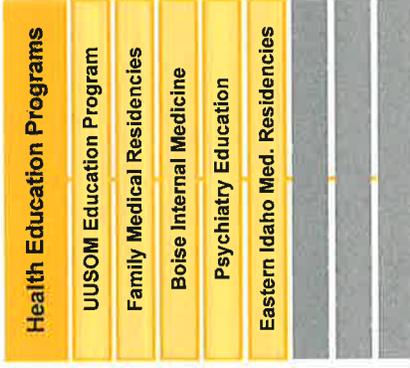
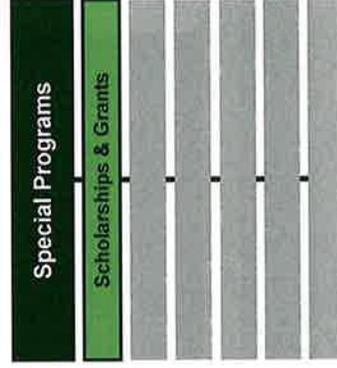
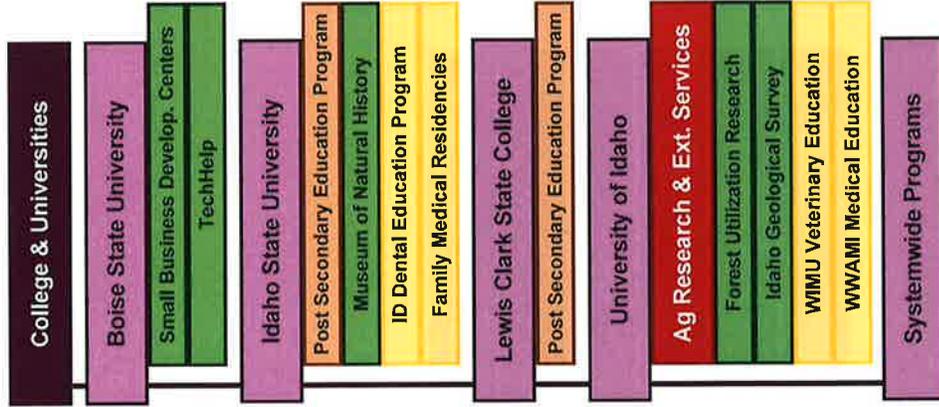
Jill Randolph

Idaho Public Television
Idaho Public Television

Jill Randolph

Vocational Rehabilitation
Vocational Rehabilitation
Extended Employment Services
Council for the Deaf and HH

Idaho State Board of Education



State Board of Education

Comparative Summary

Decision Unit	Request			Governor's Rec		
	FTP	General	Total	FTP	General	Total
FY 2020 Original Appropriation	6,158.88	528,670,200	912,225,600	6,158.88	528,670,200	912,225,600
Reappropriation	0.00	0	139,604,200	0.00	0	139,604,200
Supplementals						
College and Universities						
1. UI, Occupancy Cost Rescission	0.00	0	0	0.00	(80,100)	(80,100)
Rescissions						
College and Universities						
Rescission	0.00	0	0	0.00	(446,300)	(784,900)
Community Colleges						
Rescission	0.00	0	0	0.00	(92,600)	(93,100)
Office of the State Board of Education						
Sick Leave Rate Reduction	0.00	0	0	0.00	(7,100)	(8,000)
Health Education Programs						
Sick Leave Rate Reduction	0.00	0	0	0.00	(5,000)	(5,500)
Division of Career Technical Education						
Sick Leave Rate Reduction	0.00	0	0	0.00	(106,700)	(108,400)
Idaho Public Television						
Sick Leave Rate Reduction	0.00	0	0	0.00	(3,600)	(11,700)
Special Programs						
Sick Leave Reduction Rate	0.00	0	0	0.00	(4,200)	(4,200)
Superintendent of Public Instruction						
Sick Leave Rate Reduction	0.00	0	0	0.00	(15,600)	(33,200)
Vocational Rehabilitation						
Sick Leave Rate Reduction	0.00	0	0	0.00	(5,900)	(24,600)
Multi-Agency Decisions						
1% General Fund Reduction	0.00	0	0	0.00	(4,792,100)	(4,792,100)
Cash Transfers & Adjustments	0.00	0	0	0.00	0	0
FY 2020 Total Appropriation	6,158.88	528,670,200	1,051,829,800	6,158.88	523,111,000	1,045,884,000
Noncognizable Funds and Transfers	123.11	0	17,362,000	123.11	0	17,362,000
Expenditure Adjustments	0.00	(80,100)	(841,800)	0.00	0	(761,700)
FY 2020 Estimated Expenditures	6,281.99	528,590,100	1,068,350,000	6,281.99	523,111,000	1,062,484,300
Removal of Onetime Expenditures	0.00	(1,734,500)	(149,050,300)	0.00	(1,690,900)	(149,006,700)
Base Adjustments	0.00	(635,000)	(6,732,500)	0.00	(635,000)	(6,732,500)
Restore Ongoing Rescissions	0.00	0	0	0.00	5,435,500	5,822,100
FY 2021 Base	6,281.99	526,220,600	912,567,200	6,281.99	526,220,600	912,567,200
Benefit Costs	0.00	9,154,700	14,106,900	0.00	(1,660,900)	(2,672,200)
Inflationary Adjustments	0.00	1,135,000	3,299,400	0.00	179,400	2,343,800
Replacement Items	0.00	233,100	6,769,200	0.00	215,000	6,751,100
Statewide Cost Allocation	0.00	404,300	419,200	0.00	404,300	419,200
Change in Employee Compensation	0.00	3,604,600	5,632,400	0.00	6,830,900	10,687,200
Nondiscretionary Adjustments	0.00	2,777,900	2,777,900	0.00	2,777,900	2,777,900
Endowment Adjustments	0.00	0	1,182,300	0.00	0	1,066,900
FY 2021 Program Maintenance	6,281.99	543,530,200	946,754,500	6,281.99	534,967,200	933,941,100
Line Items						
Agricultural Research & Extension Service						
1. Occupancy Costs	1.10	243,700	243,700	0.39	58,500	58,500
College and Universities						
1. Occupancy Costs	7.24	2,256,100	2,256,100	1.73	707,300	707,300
2. Faculty Promotions	0.00	1,175,000	1,175,000	0.00	0	0
3. Personnel Cost Fund Shift	0.00	6,296,200	0	0.00	0	0
4. Idaho Law & Justice Learning Rent	0.00	0	0	0.00	(20,800)	(20,800)
5. Cybersecurity Programs	0.00	0	0	0.00	1,000,000	1,000,000
Community Colleges						

State Board of Education

Comparative Summary

Decision Unit	Request			Governor's Rec		
	FTP	General	Total	FTP	General	Total
Decision Unit						
1. PC Fund Shift from Local Funds	0.00	1,938,000	1,938,000	0.00	0	0
2. Occupancy Costs	0.00	135,200	135,200	0.00	6,700	6,700
Office of the State Board of Education						
1. INL Lease Payments and Lumina Grant	0.00	0	330,000	0.00	0	330,000
Health Education Programs						
1. Residency Expansion, New Residencies	1.00	1,500,000	1,500,000	1.00	1,250,000	1,250,000
Division of Career Technical Education						
1. Enrollment Growth for Secondary Pgms	0.00	400,000	400,000	0.00	400,000	400,000
5. Postsecondary, NIC Dental Hygeine	0.00	100,000	100,000	0.00	0	0
6. Agriculture Education Program Fund	0.00	0	0	0.00	0	0
Idaho Public Television						
1. Federal Video Production Grant	0.00	0	50,000	0.00	0	50,000
Special Programs						
1. Opportunity Scholarship	0.00	0	0	0.00	7,000,000	7,000,000
Multi-Agency Decisions						
OITS 1 – Operating Costs	0.00	0	0	0.00	3,400	6,000
OITS 2 – Servers and Licensing	0.00	0	0	0.00	8,200	41,000
OITS 4 – Agency Billings	0.00	0	0	0.00	100	100
Budget Law Exemptions	0.00	0	0	0.00	(9,811,600)	(9,811,600)
FY 2021 Total	6,291.33	557,574,400	954,882,500	6,285.11	535,569,000	934,958,300
Chg from FY 2020 Orig Approp.	132.45	28,904,200	42,656,900	126.23	6,898,800	22,732,700
% Chg from FY 2020 Orig Approp.	2.2%	5.5%	4.7%	2.0%	1.3%	2.5%

College and Universities

Analyst: Jessup

Historical Summary

OPERATING BUDGET	FY 2019 Total App	FY 2019 Actual	FY 2020 Approp	FY 2021 Request	FY 2021 Gov Rec
BY PROGRAM					
Boise State University	243,967,800	214,876,000	226,506,200	247,453,400	240,198,100
Idaho State University	231,540,600	152,400,800	150,021,900	154,994,200	150,423,800
University of Idaho	203,705,000	196,032,700	184,534,100	198,502,100	193,841,800
Lewis-Clark State College	53,821,500	36,717,100	36,770,500	38,246,800	36,714,600
Systemwide	6,215,800	1,954,400	6,415,800	6,370,100	7,242,700
Total:	739,250,700	601,981,000	604,248,500	645,566,600	628,421,000
BY FUND CATEGORY					
General	295,763,200	295,745,300	306,030,600	326,912,900	307,232,800
Dedicated	443,487,500	306,235,700	298,217,900	318,653,700	321,188,200
Total:	739,250,700	601,981,000	604,248,500	645,566,600	628,421,000
Percent Change:		(18.6%)	0.4%	6.8%	4.0%
BY OBJECT OF EXPENDITURE					
Personnel Costs	542,038,800	451,719,700	476,717,800	500,804,500	485,539,400
Operating Expenditures	160,902,500	118,448,500	108,665,700	119,547,100	118,342,400
Capital Outlay	32,151,400	21,314,000	14,707,000	21,057,000	20,464,400
Trustee/Benefit	4,158,000	10,498,800	4,158,000	4,158,000	4,074,800
Total:	739,250,700	601,981,000	604,248,500	645,566,600	628,421,000
Full-Time Positions (FTP)	4,680.80	4,680.80	4,753.54	4,879.04	4,873.53

Division Description

The College and Universities Division includes the following five programs: Boise State University (BSU); Idaho State University (ISU); University of Idaho (UI); Lewis-Clark State College (LCSC); and Systemwide Programs, which includes funding for programs and efforts that benefit all four institutions. The Legislature appropriates both from the General Fund and from dedicated funds to this division. Dedicated funds include endowment funds and revenue from tuition and fees. Federal funds and other "local funds" from specific fees are not appropriated by the Legislature.

Community Colleges

Historical Summary

OPERATING BUDGET	FY 2019 Total App	FY 2019 Actual	FY 2020 Approp	FY 2021 Request	FY 2021 Gov Rec
BY PROGRAM					
College of Southern Idaho	14,464,000	14,464,000	14,626,700	15,920,300	14,734,800
College of Western Idaho	14,138,900	14,138,900	15,517,000	17,367,700	16,166,600
North Idaho College	13,109,900	13,109,900	12,895,400	13,889,300	12,636,900
College of Eastern Idaho	5,213,800	5,213,800	5,527,700	5,714,200	5,418,000
CC Systemwide	0	0	40,000	40,000	39,200
Total:	46,926,600	46,926,600	48,606,800	52,931,500	48,995,500
BY FUND CATEGORY					
General	46,126,600	46,126,600	47,751,800	52,131,500	48,195,500
Dedicated	800,000	800,000	855,000	800,000	800,000
Total:	46,926,600	46,926,600	48,606,800	52,931,500	48,995,500
Percent Change:		0.0%	3.6%	8.9%	0.8%
BY OBJECT OF EXPENDITURE					
Personnel Costs	38,132,600	0	39,875,000	43,789,300	40,186,500
Operating Expenditures	7,927,600	0	8,026,400	8,488,500	8,188,700
Capital Outlay	866,400	0	650,400	653,700	620,300
Trustee/Benefit	0	46,926,600	55,000	0	0
Total:	46,926,600	46,926,600	48,606,800	52,931,500	48,995,500

Division Description

Idaho's community colleges provide: two-year associate degrees and academic transfer programs; ensure adequate knowledge for those entering para-professional levels of the labor market; provide skills and knowledge to those seeking professional licensure; and provide adult education and community service programs.

Codified community colleges in Idaho include the College of Southern Idaho (CSI) in Twin Falls, College of Western Idaho (CWI) in Nampa, North Idaho College (NIC) in Coeur d'Alene, and College of Eastern Idaho (CEI) in Idaho Falls.

The community college budget appropriated by the Legislature includes only the state support from the General Fund and an \$800,000 statutory distribution of liquor funds. Pursuant to Section 23-404(1)(b)(iii), Idaho Code, liquor funds are divided evenly among codified institutions. The Legislature does not appropriate local property tax revenues, student tuition and fees, county tuition, or other miscellaneous revenues.

Health Education Programs

Historical Summary

OPERATING BUDGET	FY 2019 Total App	FY 2019 Actual	FY 2020 Approp	FY 2021 Request	FY 2021 Gov Rec
BY PROGRAM					
WIMU Veterinary Education	2,116,500	2,116,500	2,159,900	2,225,100	2,207,400
WWAMI Medical Education	6,399,500	6,399,500	6,834,000	6,714,800	6,688,400
Idaho Dental Education	2,376,300	1,644,600	1,899,600	1,966,200	1,960,700
Univ. of Utah Med. Ed.	1,694,900	1,694,900	2,049,800	2,238,800	2,208,800
Family Medicine Residencies	5,000,900	5,000,900	5,799,600	5,904,600	5,865,000
Boise Internal Medicine	617,500	617,500	845,000	905,000	895,000
Psychiatry Residency	397,800	397,800	397,800	637,800	597,800
Eastern Idaho Med Residencies	455,000	455,000	1,005,000	1,965,000	1,805,000
Bingham Internal Medicine	525,000	525,000	635,000	0	0
Total:	19,583,400	18,851,700	21,625,700	22,557,300	22,228,100
BY FUND CATEGORY					
General	18,714,500	18,613,900	21,296,700	22,217,600	21,890,800
Dedicated	868,900	237,800	329,000	339,700	337,300
Total:	19,583,400	18,851,700	21,625,700	22,557,300	22,228,100
Percent Change:		(3.7%)	14.7%	4.3%	2.8%
BY OBJECT OF EXPENDITURE					
Personnel Costs	4,368,900	3,665,600	4,627,100	4,595,900	4,530,400
Operating Expenditures	2,276,300	2,441,800	2,251,700	2,316,400	2,292,700
Capital Outlay	93,900	106,900	12,500	5,500	5,500
Trustee/Benefit	12,844,300	12,637,400	14,734,400	15,639,500	15,399,500
Total:	19,583,400	18,851,700	21,625,700	22,557,300	22,228,100
Full-Time Positions (FTP)	30.15	33.15	36.65	37.65	37.65

Division Description

The nine Health Education Programs include:

1. The WIMU (Washington-Idaho-Montana-Utah) Veterinary Education Program provides access to a veterinary medical education through a cooperative agreement between the University of Idaho and Washington State University.
2. The WWAMI (Washington, Wyoming, Alaska, Montana, Idaho) Medical Education Program provides Idaho students with the opportunity to attend medical school through a cooperative agreement with the University of Washington.
3. The IDEP (Idaho Dental Education Program) provides access to dental education for Idaho students through a cooperative agreement between Idaho State University and Creighton University in Omaha, Nebraska.
4. The University of Utah Medical Education Program provides medical school opportunities for Idaho.
5. Idaho's three Family Medicine Residency programs (located in Boise, Pocatello, and Coeur d'Alene) provide the final three years of family physician residency training and encourage newly graduated medical doctors to practice in Idaho.
6. The Boise Internal Medicine (BIM) residency program allows training at rural and underserved sites in Idaho, such as small, non-affiliated offices and community-based training sites.
7. The Idaho Psychiatry Residency Program offers training for residents who spend the first two years in Seattle (University of Washington) and the last two years in Boise. Clinical rotations occur at the Boise VA, St. Alphonsus, and St. Luke's medical centers, as well as at rural rotations around the state.
8. The EIMR (Eastern Idaho Medical Residencies) program allows training at rural and underserved sites in eastern Idaho, based from the Eastern Idaho Regional Medical Center in Idaho Falls.
9. The Bingham (Bingham Internal Medicine) residency program allows training at rural and underserved sites in eastern Idaho, based out of Blackfoot. As the result of losing certification from the Accreditation Council for Graduate Medical Education, the residency program based in Blackfoot will not continue beyond FY 2020.

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Wednesday, February 05, 2020

SUBJECT	DESCRIPTION	PRESENTER
DOCKET NO. <u>08-0113-1901</u>	Committee Action on Docket	Tracie Bent, Chief Planning and Policy Officer, State Board of Education
DOCKET NO. <u>08-0201-1902</u>	Committee Action on Docket	Tracie Bent
DOCKET NO. <u>08-0202-1901</u>	Committee Action on Docket	Marilyn Whitney, Chief Policy Advisor, State Department of Education
DOCKET NO. <u>08-0202-1902</u>	Committee Action on Docket	Marilyn Whitney
DOCKET NO. <u>08-0202-1903</u>	Committee Action on Docket	Tracie Bent
DOCKET NO. <u>08-0203-1901</u>	Committee Action on Docket	Tracie Bent
DOCKET NO. <u>08-0203-1902</u>	Committee Action on Docket	Tracie Bent
DOCKET NO. <u>08-0203-1903</u>	Committee Action on Docket	Marilyn Whitney
DOCKET NO. <u>08-0204-1901</u>	Committee Action on Docket	Tracie Bent
DOCKET NO. <u>55-0103-1901</u>	Committee Action on Docket	Tracie Bent
<u>RS27598</u>	Flexible Elementary Schedules	Senator Steven Thayn

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Woodward
Vice Chairman Thayn	Sen Lent
Sen Winder	Sen Mathias(Buckner-Webb)
Sen Den Hartog	Sen Ward-Engelking
Sen Crabtree	

COMMITTEE SECRETARY

Morgan Howard
Room: WW39
Phone: 332-1321
Email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Wednesday, February 05, 2020

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Den Hartog, Crabtree, Woodward, Lent, Mathias(Buckner-Webb), and Ward-Engelking

ABSENT/ EXCUSED: Senator Winder

NOTE: The sign-in sheet, testimonies and other related materials will be retained with the minutes in the committee's office until the end of the session and will then be located on file with the minutes in the Legislative Services Library.

CONVENED: **Chairman Mortimer** called the meeting of the Senate Education Committee (Committee) to order at 3:05 p.m.

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

Vice Chairman Thayn said the Committee had previously heard the rules and Committee action would now take place.

DOCKET NO. 08-0113-1901 **Tracie Bent**, Chief Planning and Policy Officer, State Board of Education (Board), told the Committee the docket outlines the eligibility and application requirements and amends a section authorizing the Board to award up to 20 percent of the funds to individuals with 24 or more postsecondary credits.

MOTION: **Chairman Mortimer** moved to approve **Docket No. 08-0113-1901**. **Senator Ward-Engelking** seconded the motion. The motion carried by **voice vote**.

DOCKET NO. 08-0201-1902 **Ms. Bent** stated that last year, legislation was introduced that conflicted with language already in code. Also, two sections were identified that are now obsolete and are being removed.

MOTION: **Senator Lent** moved to approve **Docket No. 08-0201-1902**. **Senator Crabtree** seconded the motion. The motion carried by **voice vote**.

DOCKET NO. 08-0202-1901 **Marilyn Whitney**, Deputy Superintendent of Communications and Policy, State Department of Education, explained that the docket sets standards for suicide awareness and prevention training to public school personnel.

MOTION: **Senator Crabtree** moved to approve **Docket No. 08-0202-1901**. **Chairman Mortimer** seconded the motion. The motion carried by **voice vote**.

DOCKET NO. 08-0202-1902 **Ms. Whitney** presented this rule and said the Professional Standards Commission follows a strategic plan of annually reviewing 20 percent of the Idaho standards for initial certification. All standards and endorsements were revised to better align with national standards and best practices. Also, technical corrections were made.

DISCUSSION: **Chairman Mortimer** asked if this docket contains anything that the Idaho House of Representatives had taken issue with. **Ms. Whitney** responded that the House would be addressing the docket tomorrow.

MOTION: **Chairman Mortimer** moved that **Docket No. 08-0202-1902** be held subject to the call of the Chair. **Senator Den Hartog** seconded the motion. The motion carried by **voice vote**.

DOCKET NO. 08-0202-1903 **Ms. Bent** drew the Committee's attention to the added text of the rule and told the Committee that some definitions had been deleted from the rule since they had been updated in Idaho Code.

MOTION: **Chairman Mortimer** moved to approve **Docket No. 08-0202-1903**. **Senator Lent** seconded the motion. The motion carried by **voice vote**.

DOCKET NO. 08-0203-1901 **Ms. Bent** told the Committee that each Career Technical Education (CTE) program had standalone standards prior to 2016. During the 2016 rulemaking process, the standards were incorporated into the administrative code. The standards being considered this year include agriculture and natural resources; business and marketing education; engineering and technology; health sciences; and skilled and technical sciences.

DISCUSSION: **Chairman Mortimer** inquired if the Committee had already approved the CTE omnibus. **Ms. Bent** indicated that the Committee had, but that the standards were contained in the general omnibus rather than the CTE omnibus. **Ms. Bent** responded to Committee questions that the standards do not require any specific methods of teaching.

MOTION: **Senator Ward-Engelking** moved to approve **Docket No. 08-0203-1901**. **Senator Den Hartog** seconded the motion. The motion carried by **voice vote**.

DOCKET NO. 08-0203-1902 **Ms. Bent** told the Committee that this docket pertains to data collection and requires school districts to report chronic absenteeism to the Board rather than to the federal government.

MOTION: **Chairman Mortimer** moved to approve **Docket No. 08-0203-1902**. **Senator Crabtree** seconded the motion. The motion carried by **voice vote**.

DOCKET NO. 08-0203-1903 **Ms. Whitney** explained that this docket establishes science standards for significantly cognitively impaired students and updates the timing of the administration of the science assessment.

DISCUSSION: **Chairman Mortimer** asked if the rule only applies to significantly cognitively impaired students. **Ms. Whitney** responded that only the extended science standards affected that population of students, and that the timing update of science assessment applied to all students. The Committee asked what would happen if they rejected the science standards. **Ms. Whitney** responded that the state is required to have standards and that designing and developing a new set of standards, plus a new test, may take a very long time.

MOTION: **Chairman Mortimer** moved to approve **Docket No. 08-0203-1903**. **Senator Ward-Engelking** seconded the motion. The motion carried by **voice vote**.

DOCKET NO. 08-0204-1901 **Ms. Bent** explained that the rule allows for charter schools whose charter authorizer has neither approved nor denied a school's charter certificate to remain charter schools until a decision is reached.

DISCUSSION: **Senator Den Hartog** asked if charter schools authorized by school districts go through a process to be certified as charter schools and **Ms. Bent** responded that they do.

MOTION: **Senator Lent** moved to approve **Docket No. 08-0204-1901**. **Chairman Mortimer** seconded the motion. The motion carried by **voice vote**.

DOCKET NO. 55-0103-1901 **Ms. Bent** said that the docket transitioned the distribution formula for added-cost funding for CTE schools from average daily attendance to an enrollment-based formula.

DISCUSSION: **Chairman Mortimer** inquired if the amount of money for CTE schools would change. **Ms. Bent** responded that it would not.

MOTION: **Chairman Mortimer** moved to approve **Docket No. 55-0103-1901**. **Senator Den Hartog** seconded the motion. The motion carried by **voice vote**.

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

RS 27598 **Vice Chairman Thayn** told the Committee that **RS 27598** encourages parents to be involved in their elementary child's education and to partner with public school teachers. By doing this, students can get ahead in their academic studies and parents can negotiate a flexible attendance schedule which will allow a student to have partial day or full day absences for the purpose of family activities, recreation, travel, and home-based educational activities. The bill has a mechanism that will not let schools lose funding and it also determines if the child is advanced.

MOTION: **Senator Den Hartog** moved to send **RS 27598** to print. **Senator Crabtree** seconded the motion. The motion carried by **voice vote**.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 3:41 p.m.

Senator Mortimer
Chair

Morgan Howard
Secretary

Juanita Budell
Assistant Secretary

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Thursday, February 06, 2020

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	Preschool Development Grant	Beth Oppenheimer, Executive Director, Idaho Association for the Education of Young Children
Gubernatorial Appointment Vote:	Gubernatorial Appoint of Kurt Liebich	Chairman Dean Mortimer
<u>RS27619</u>	Financial Literacy Education	Senator Mary Souza
<u>RS27602C1</u>	Educator Endorsements	Senator Lori Den Hartog
<u>SCR 122</u>	Graduation Pathways	Senator Steven Thayn
<u>S 1285</u>	School Boards Training	Senator Dave Lent

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 Den Hartog
Sen Crabtree

Sen Woodward
Sen Lent
Sen Mathias(Buckner-Webb)
Sen Ward-Engelking

COMMITTEE SECRETARY

Morgan Howard
Room: WW39
Phone: 332-1321
Email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Thursday, February 06, 2020

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Crabtree, Woodward, Lent, 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 3:02 p.m.

PRESENTATION: **Beth Oppenheimer**, Executive Director of the Idaho Association for the Education of Young Children (IAEYC), opened her presentation with a description of the application process for IAEYC's application for a federal preschool grant (see Attachment 1). She shared the history of the purpose of the Preschool Development Grant. **Ms. Oppenheimer** went on to describe the actions required by the grant and IAEYC's plans for fulfilling those requirements. She outlined a timeline for the completion of this plan, which must be completed by December 30, 2020. She concluded her presentation with a video she had received from U.S. Senator Jim Risch.

DISCUSSION: **Chairman Mortimer** asked how Ms. Oppenheimer hoped to involve parents in the pre-school process. **Ms. Oppenheimer** responded that in the needs assessment stage of the grant, there would be multiple surveys and focus groups of parents to identify where work needs to be done to improve parent engagement.

GUBERNATORIAL APPOINTMENT VOTE: **Senator Winder** moved to send the Gubernatorial appointment of Kurt Liebich to the State Board of Education to the floor with recommendation that he be confirmed by the Senate. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**. **Senator Winder** agreed to sponsor the appointment on the floor.

RS 27619 **Senator Souza** shared that many education stakeholders have expressed concern that there are no classes addressing personal financial learning. She continued that the resolution was meant to start the conversation around financial literacy education.

MOTION: **Senator Crabtree** moved to send **RS 27619** to print. **Senator Winder** seconded the motion. The motion passed by **voice vote**.

RS 27602C1 **Senator Den Hartog** told the Committee that the legislation is meant to provide grandfather rights for when an educator has an endorsement that is no longer offered in Idaho, so that the educator may continue to display the endorsement.

MOTION: **Senator Ward-Engelking** moved to send **RS 27602C1** to print. **Senator Woodward** seconded the motion. The motion passed by **voice vote**.

SCR 122 **Vice Chairman Thayn** told the Committee that the resolution asks the State Board of Education and State Department of Education to review graduation requirements. He went on that current requirements are centered around university preparation, and many students' goals do not include four-year university. **Vice Chairman Thayn** told the Committee that some states had created different pathways to graduate high school (see Attachment 2). He continued that this would particularly serve career-technical high schools and that he believed it was time for Idaho to examine the possibility.

DISCUSSION: **Senator Lent** commented that in order to improve the educational situation of Idaho students, the Legislature must be open to growth and flexibility in the education system.

MOTION: **Senator Den Hartog** moved to send **SCR 122** to the floor with a **do pass** recommendation. **Senator Crabtree** seconded the motion. The motion carried by **voice vote**.

S 1285: **Senator Lent** opened his presentation with a description of his experience working in school boards and his time working in training development. He went on to describe the role of school boards working with unions, school facilities, and other highly regulated activities. He continued that school boards need to have a high degree of knowledge about all of these activities and the regulations involved. **Senator Lent** told the Committee that he had seen school board members whose knowledge base prevented them from feeling comfortable contributing to conversations. **S 1285** requires school board members to complete training and meet with their superintendent in order to ensure they have a deep understanding of the concepts which school boards must deal with.

DISCUSSION: **Senator Crabtree** asked if Senator Lent had any data to suggest that the training would translate into higher-performing school board members. **Senator Lent** referenced the Lighthouse Project, which had proven just that.

TESTIMONY: **Quinn Perry**, Policy and Government Affairs Director for the Idaho School Boards Association (Association), shared that the Association is taking a neutral position on **S 1285** and thanked Senator Lent for involving the Association in the bill's development. She went on that the Association supports educating school board members, but has a slight concern that an imposition of training may discourage future candidates from running for the school board. **Ms. Perry** responded to Committee questions that she agreed that an electronic training would increase accessibility and that the Association is working with Idaho Digital Learning Academy to create an online school board training platform.

DISCUSSION: **Senator Lent** concluded with a discussion on the importance of moving forward to improve Idaho education.

MOTION: **Senator Den Hartog** moved to send **S 1285** 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 3:47 p.m.

Senator Dean M. Mortimer
Chair

Morgan Howard
Secretary



Idaho Association for the Education of Young Children

Preschool Development Grant (PDG B-5) Highlights

Governor Brad Little authorized the Idaho Association for the Education of Young Children (Idaho AEYC) to apply for the federal Preschool Development Grant Birth through Five (PDG B-5) on Nov. 5, 2019 and designated Idaho AEYC as the lead agency to administer the grant. On Dec. 18, 2019, Idaho AEYC was awarded \$3,343,592.00. The one-year grant (Dec. 31, 2019 – Dec. 30, 2020) will focus on research, planning, collaboration and coordination on early childhood systems across the state. Idaho was one of six states and territories awarded funding for this planning grant.

In addition, Governor Little re-established the Idaho Early Childhood Advisory Council and designated Idaho AEYC to coordinate the council's efforts. Idaho AEYC will collaborate with various federal, state and local agencies and partners to support the Governor's goals to improve early literacy and school readiness, prepare low-income and disadvantaged children to enter kindergarten with foundational skills needed to be successful and to improve transitions into elementary schools. The PDG B-5 is an opportunity to bring resources into Idaho that will empower parents and early childhood educators and offer a mixed delivery system that includes private, public and community based approaches.

Per federal requirements, five specific activities must be addressed. Below you will find those activities with strategies we have put forth to accomplish the goals.

Activity One: Statewide Needs Assessment Plan

- Define the scope and develop a work plan.
- Collect, compile and present data.
- Complete a systems and facilities validation study, inventory and analysis.
- Finalize a written Needs Assessment.

Activity Two: Statewide Strategic Plan

- Define the scope of the strategic plan.
- Review needs assessment data and stakeholder input to create goal and strategy statements.
- Conduct a literature and best practice review.
- Incorporate stakeholder feedback and submit a final plan for approval.

Activity Three: Maximizing Parental Choice and Knowledge

- Conduct an outreach and recruitment campaign for early childhood program participation in the IdahoSTARS *Steps to Quality*.
- Recruit and incentivize child care professionals to start a new high-quality child care business.
- Conduct an outreach campaign and training for parents and early childhood educators on the CDC's *Learn the Signs, Act Early* developmental monitoring, screening and referrals for early intervention services.
- Utilize the *Ages and Stages Questionnaire* for developmental screenings within Idaho's star-rated *Steps to Quality* programs.

- Conduct a feasibility study to explore telehealth models that will improve access to speech pathology and other services for children in rural areas.
- Conduct an outreach and education campaign through Idaho Public Television's *Parent Engagement Initiative* to engage families and improve school readiness.
- Expand the Idaho Commission for Libraries' outreach campaign and *Read to Me* project through Kindergarten Readiness Grants.
- Empower parents to facilitate smoother transitions through a partnership of parents, children and kindergarten teachers in four high-need school districts via a pilot of the *Countdown to Kindergarten* program.
- Extend the English and Spanish version of the *Ready! for Kindergarten* program throughout the state to empower parents with resources and training to prepare their child for kindergarten.
- Provide *Block Fest* opportunities focusing on STEM activities for families in partnership with school districts and libraries.

Activity Four: Sharing Best Practices

- Expand the early childhood local collaborative structure (*Preschool the Idaho Way*) to establish a local governance structure; conduct a local B-5 needs assessment; conduct a local early childhood strategic plan; and engage in transition practices between early childhood programs and elementary schools.
- Share best practices in early childhood through seven regional Early Learning Academies focusing on strengthening early childhood educator's knowledge of language and early literacy practices. Included in the academies will be professional development in trauma informed care, creating inclusive settings and conducting early screenings for developmental delays, and how to interpret Idaho Reading Indicator scores.
- Support early childhood classrooms with materials designed to enhance early language and literacy development.
- Provide early childhood educator social service training and materials at the Head Start Collaboration Office *Early Years Conference*.
- Produce four one-hour course modules developed by Idaho Public Television and Lee Pesky Learning Center highlighting best practices in early literacy.

Activity Five: Improving Overall Quality of Early Childhood Care and Education

- Build capacity for quality early childhood classroom assessments and improvement through the CLASS assessment tool.

Program Performance Evaluation Plan

- Develop a plan to monitor ongoing processes and the progress towards the goals and objective of the project.

KENTUCKY DEPARTMENT OF EDUCATION: NEW MINIMUM GRADUATION REQUIREMENTS

FROM Sen. Thayne
Attachment 2

FOUNDATIONAL
4 English Credits
English I
English II

4 Math Credits
Algebra I
Geometry

3 Social Studies Credits
Social Studies
Social Studies

3 Science Credits
Lab-based Science
Lab-based Science

Other Credits
1/2 Health; 1/2 PE (one of which shall provide CPR training), and Visual/Performing Arts

PERSONALIZED

2 Additional English credits aligned with the ILP and covering the remaining KAS for Reading and Writing

2 Additional Math credits aligned with the ILP and covering the remaining KAS for Mathematics

Social Studies aligned with ILP

Science aligned with ILP

Additional course options could include, but are not limited to: English III, English IV, AP Language, AP Literature, dual credit English, etc.

Additional course options could include, but are not limited to: Algebra II, Pre-calculus, College Algebra, AP Calculus, dual credit math, dual credit CTE math, etc.

Additional course options could include, but are not limited to: Government (or AP), U.S. History (or AP), World Civilizations/History (or AP), dual credit social studies, etc.

Additional course options could include, but are not limited to: Chemistry (or AP), Physics (or AP), Biology (or AP), CSI Forensics, dual credit science, etc.

Additional course options could include, but are not limited to: Chorus 1, Orchestra 1, Visual Arts 1, Theatre 1, Band 1, etc.

6 credits aligned with ILP

GRADUATION QUALIFIERS FOR STUDENTS ENTERING HIGH SCHOOL IN 2019-2020 (COMPLETE ONE):

Precollege curriculum as established by the Council on Postsecondary Education in 13 KAR 2:020

Benchmark score in one section of a **college admissions** or **placement examination** as established by the Council on Postsecondary Education in 13 KAR 2:020

Three postsecondary credit hours or more of a Kentucky Department of Education-approved dual credit course with a grade of C or higher

One course and corresponding assessment meeting the following criteria:
Advanced placement (AP) with a score of three or higher; **or**
Cambridge Advanced International (CAI) with a score at **or** above benchmark; **or**
International Baccalaureate (IB) with a score of five or higher

Industry certification as approved by the Kentucky Workforce Innovation Board

Four credits from valid courses within a single KDE-approved **career pathway**

Two years of a KDE-approved or Kentucky Labor Cabinet-approved **pre-apprenticeship** or **apprenticeship** as prescribed in a student's IEP

A KDE-approved process to verify **500 hours of exceptional work experience**, or **alternative requirements** as prescribed in a student's IEP

GRADUATION PREREQUISITES FOR STUDENTS ENTERING HIGH SCHOOL IN 2020-2021 (MEET ONE OR A COMBINATION OF THE FOLLOWING TO DEMONSTRATE BASIC COMPETENCE IN READING AND MATH):

The student's **10th-grade** state-required assessments in reading and mathematics meet the minimum criteria. The minimum criteria shall include **scoring, at least, as an Apprentice in reading and mathematics** in the state-required assessments approved by the Kentucky Board of Education. Students who do not meet the minimum criteria on one or both assessments may retake the reading and/or mathematics assessments twice annually in the 11th and 12th grades of high school enrollment.

Score Proficient or higher for reading or mathematics or both reading and mathematics, if applicable, on the student's **8th-grade** state-required assessment.

The principal may **submit a collection of the following student evidence** to the superintendent or designee for review and approval: the student's ILP that includes student transcript; if applicable, for students with IEPs, evidence that the student has achieved progress on measurable annual IEP goals as determined by the Admissions and Release Committee; performance on the 10th-grade state-required assessments in reading or mathematics; and appropriate interventions, targeted to the student's needs, provided to the student to ensure support was offered and accessible in order for the student to meet the requirements outlined in this administrative regulation.

OTHER GRADUATION REQUIREMENTS:

- Pass state-mandated civics test
- Successfully complete a course or program in financial literacy
- Receive instruction in essential workplace skills
- Demonstrate competency in technology
- Completion of annual ILP (6th to 12th grade)



AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Monday, February 10, 2020

SUBJECT	DESCRIPTION	PRESENTER
<u>RS27249</u>	Extended Employment Services	Tracie Bent, State Board of Education
<u>RS27679</u>	Teacher Mentors	Senator Grant Burgoyne
<u>RS27668</u>	Teacher Certification	Senator Janie Ward-Engelking
<u>RS27551</u>	Quality Educator Loan Assistance	Senator Janie Ward-Engelking
<u>RS27649</u>	Student Funding	Senator Lori Den Hartog
<u>RS27650</u>	Advancement Opportunities	Senator Steven Thayn
<u>RS27350</u>	Teaching Certification Revocation for Certain Crimes	Senator Carl Crabtree
<u>RS27699</u>	Career Technical Education Instructor Certifications	Senator Dave Lent
<u>RS27600C1</u>	Content Standards	Senator Dean 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	Sen Woodward
Vice Chairman Thayn	Sen Lent
Sen Winder	Sen Buckner-Webb
Sen Den Hartog	Sen Ward-Engelking
Sen Crabtree	

COMMITTEE SECRETARY

Morgan Howard
Room: WW39
Phone: 332-1321
Email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Monday, February 10, 2020

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Crabtree, Woodward, Lent, 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. and opened with a reading from the book, *A Heap O 'Living Along Life's Highway*, by Edgar A. Guest, the poem "Washington."

RS 27249 **Tracie Bent**, Chief Planning and Policy Officer for State Board of Education (Board), explained that the RS codifies a program that exists by appropriation and rule. She explained that the codification of the Extended Employment Services program would address many of the challenges that the program faces. **Ms. Bent** explained the purpose and services of the program, to help those with disabilities enter the workforce.

MOTION: **Senator Buckner-Webb** moved to send **RS 27249** to print. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**, with **Senator Lent** requesting that he be recorded as voting nay.

RS 27679 **Senator Burgoyne** explained that the RS created a volunteer mentorship program to allow career professionals to mentor recently-graduated high school seniors to assist them in completing career readiness certifications. **Senator Burgoyne** explained that the volunteer mentors would be overseen by paid volunteer coordinators.

DISCUSSION: **Senator Lent** asked why the current system is not working for high school students. **Senator Burgoyne** replied that there is no statewide program providing mentors to students, so there is no cohesive current system.

MOTION: **Senator Den Hartog** moved to send **RS 27679** to print. **Vice Chairman Thayn** seconded the motion. The motion passed by **voice vote**.

RS 27668 **Senator Ward-Engelking** explained that **RS 27668** was brought forward to allow rural school districts to create their own educators. She went on to tell the Committee that the goal was to allow educators with provisional certifications to use professional development funds to work toward a full certification. **Senator Ward-Engelking** also shared that the RS opens the Opportunity Scholarship to educational paraprofessionals in order to allow them to get certified as teachers.

MOTION: **Vice Chairman Thayn** moved to send **RS 27668** to print. **Senator Den Hartog** seconded the motion. The motion passed by **voice vote**.

RS 27551 **Senator Ward-Engelking** told the Committee that **RS 27551** seeks to incentivize teachers to stay in rural school districts by providing student loan forgiveness at an increased rate for each year a teacher stays in a rural school district, for up to five years.

Representative Toone shared that most Idaho schools are rural in nature, and that one in five rural students does not graduate. She continued that keeping quality teachers in rural schools would increase the graduation rate.

MOTION: **Senator Buckner-Webb** moved to send **RS 27551** to print. **Vice Chairman Thayn** seconded the motion. The motion carried by **voice vote**.

RS 27649 **Senator Den Hartog** presented **RS 27649** and told the Committee that it creates an enrollment-based funding formula. She went on that the RS provides a transition period and trial period for the state to analyze if the current Average Daily Attendance (ADA) based funding formula is more appropriate for funding Idaho schools. **Senator Den Hartog** also pointed out that a portion of **RS 27649** incentivizes success in certain vulnerable student populations.

DISCUSSION: **Senator Winder** asked when the new funding formula is proposed to go into effect. **Senator Den Hartog** responded that it is meant to go into effect for the 2021-22 school year.

MOTION: **Senator Lent** moved to send **RS 27649** to print. **Senator Winder** seconded the motion. The motion carried by **voice vote**.

RS 27650 **Vice Chairman Thayn** told the Committee that the administrators of private schools had expressed that their students' parents were frustrated that their students had no access to funds for advanced opportunities. He continued that **RS 27650** opens the advanced opportunities funds for limited use by private school students.

DISCUSSION: **Senator Ward-Engelking** expressed concern that the Idaho State Constitution prohibits the use of public school funds for private school funds. **Vice Chairman Thayn** explained that the mechanics of the bill prevented this from being an issue. **Senator Winder** suggested obtaining an opinion from the Attorney General.

MOTION: **Senator Den Hartog** moved to send **RS 27650** to print. **Senator Winder** seconded the motion. The motion passed by **voice vote**, with **Senators Ward-Engelking** and **Buckner-Webb** requesting that they be recorded as voting nay.

Chairman Mortimer told the Committee that **RS 27699** would precede **RS 27350**.

RS 27699 **Senator Lent** told the Committee that the RS allows industry professionals to access teacher mentorship to become career technical instructors and provides a way for them to enter into the education profession with a position on the career ladder that considers their industry experience in the calculation of their salary.

MOTION: **Senator Den Hartog** moved to send **RS 27699** to print. **Senator Winder** seconded the motion. The motion passed by **voice vote**.

RS 27350 **Senator Winder** presented **RS 27350** on behalf of Senator Crabtree. He explained that the RS added to the statute guiding which crimes disqualify a person from holding a teaching certification. He went on that the current statute only includes crimes against children, and that the RS includes the same crimes when they are committed against adults.

MOTION: **Senator Lent** moved to send **RS 27350** to print. **Senator Winder** seconded the motion. The motion passed by **voice vote**.

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

RS 27600C1 **Chairman Mortimer** told the Committee that **RS 27600C1** is a resolution to create an interim committee for reviewing Idaho content standards. He went on that the time had come to try to get the Idaho education community on the same page surrounding content standards. **Chairman Mortimer** told the Committee that creating a path forward for content standards is the best option for Idaho.

DISCUSSION: **Senator Winder** asked if the RS had any support in the House. **Chairman Mortimer** responded that the idea to have a resolution had started in the House, but that this resolution was different than the resolution that the House had put forward. Currently, there was no standing agreement in the House regarding **RS 27600C1**.

MOTION: **Senator Lent** moved to send **RS 27600C1** to print. **Senator Den Hartog** seconded the motion. The motion carried by **voice vote**.

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

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

Senator Dean M. Mortimer
Chair

Morgan Howard
Secretary

Juanita Budell
Assistant Secretary

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Tuesday, February 11, 2020

SUBJECT	DESCRIPTION	PRESENTER
<u>S 1293</u>	Flexible Schedules	Senator Steven Thayn
<u>S 1304</u>	Grandfathering Endorsements	Senator Lori Den Hartog
Discussion	Education Budget Recommendations	Chairman Dean 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 Den Hartog
Sen Crabtree

Sen Woodward
Sen Lent
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

Morgan Howard
Room: WW39
Phone: 332-1321
Email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Tuesday, February 11, 2020

TIME: 3:00 P.M.

PLACE: Room WW55

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

S 1293 **Vice Chairman Thayn** presented **S 1293** and told the Committee that the bill allows elementary schools to implement a program to allow students to advance a year ahead of their grade level and negotiate a flexible schedule. He went on that parents are a major indicator of student success, because engaged parents help their children to succeed in school. **Vice Chairman Thayn** said that, in writing the bill, he was careful to minimize extra work on the teacher, as the teachers do not track the children's progress or homework at home, and that if a student's teacher does not believe the flexible schedule will work for the student, the flexible schedule will not be implemented. He continued that because the bill does not contain any mandates, any school district could participate in the flexible schedule program, but no school district would have to. He listed the benefits of the program, including increased student engagement in standardized testing, higher parent engagement, and opportunities for students

DISCUSSION: **Senator Ward-Engelking** asked how a teacher would assess a child's performance who was only attending school 55 percent of the time. **Vice Chairman Thayn** responded that the bill requires participating children to attend school 65 percent of the time and that the bill requires the parents, teachers, and administrators of the student to agree on the flexible schedule ahead of time, in order to allow teachers to schedule accordingly. He went on that many of the parents he had spoken to in drafting this bill were looking for ways to spend more time with their children without home schooling their children.

Senator Buckner-Webb expressed concerns about the program being utilized in a way that may not benefit the children involved. **Vice Chairman Thayn** responded that the teachers must sign off on the flexible schedule, which would protect the child's education. **Vice Chairman Thayn** made the point that children would be evaluated more than once per year. **Chairman Mortimer** told the Committee that it was important to remember that the program was voluntary, applied only to students who were advanced by a year, and stated his support for parent involvement in education. He went on that many advanced students, by remaining in the mainstream education schedule, lose their passion for learning.

Senator Ward-Engelking commented that she agreed that parent engagement is essential to student success, but that she believed it was more important in the classroom. **Senator Woodward** said that he struggled with the idea of funding the school at the same level as if the student were attending and the idea of the burden on the teacher.

MOTION: **Senator Den Hartog** moved to send **S 1293** to the floor with a **do pass** recommendation. **Senator Winder** seconded the motion.

DISCUSSION: **Senator Den Hartog** said that while the concerns expressed by the Committee were valid, the bill gave an opportunity to enhance the partnership between parents and schools. She went on that she was more concerned about funding schools for the education students received rather than for their physical attendance. She finished by stating parents are a resource that Idaho can and should tap into. **Senator Winder** told the Committee that some of the concerns that the Committee had raised over this bill were similar to the concerns raised over dual credit classes and expressed his support for **S 1293**.

VOICE VOTE: The motion passed by **voice vote**, with **Senator Woodward, Crabtree, Buckner-Webb,** and **Ward-Engelking** requesting to be recorded as voting nay.

S 1304 **Senator Den Hartog** introduced **S 1304** and told the Committee that an educator in Idaho was told that an endorsement she held on her teaching certificate could no longer be displayed on her certificate because Idaho no longer offered that endorsement. She went on that the bill would allow teachers to keep endorsements that Idaho no longer offers on their certificate, so long as that teaching certificate was kept up to date.

Senator Lent asked if she knew what the State Department of Education's (Department) stance on **S 1304** was. **Senator Den Hartog** responded that she did not. **Marilyn Whitney**, Deputy Superintendent for Communications and Policy for the Department, told the Committee that some endorsements become out of date and are transitioned into differently-named endorsements. She went on that the Department had requirements for teachers to keep their endorsements, and that the Department works with teachers whose endorsements are expiring to transition them into the new endorsements. **Lisa Colon Durham**, Director of Certification and Professional Development for the Department, told the Committee that the Department has a process for transitioning teachers from an expired endorsement to a new endorsement. She went on that many of the expired endorsements had been renamed and changed.

MOTION: **Senator Lent** moved to send **S 1304** to the floor with a **do pass** recommendation. **Vice Chairman Thayn** seconded the motion. The motion carried by **voice vote**.

DISCUSSION: **Chairman Mortimer** told the Committee that they would find some basic education budget information in their folders and briefly explained each of the documents. He invited the Committee to write down their top three funding priorities and to write a statement to the Joint Finance and Appropriations Committee (JFAC) which he would share with JFAC when he presented the Committee's budget recommendation.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:09 p.m.

Senator Dean M. Mortimer
Chair

Morgan Howard
Secretary

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Wednesday, February 12, 2020

SUBJECT	DESCRIPTION	PRESENTER
<u>S 1323</u>	Teaching Certification Revocation for Certain Crimes	Senator Carl Crabtree
Minutes Approval	Minutes from January 20, 2020	Senator Lent and Senator Ward-Engelking
Minutes Approval	Minutes from January 21, 2020	Senator Crabtree and Senator Winder
Minutes Approval	Minutes from January 22, 2020	Vice Chairman Thayn and Senator Woodward
Minutes Approval	Minutes from January 23, 2020	Senator Den Hartog and Senator Ward-Engelking
Docket No. <u>08-0000-1900</u>	Omnibus Rules	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 Den Hartog
 Sen Crabtree

Sen Woodward
 Sen Lent
 Sen Buckner-Webb
 Sen Ward-Engelking

COMMITTEE SECRETARY

Morgan Howard
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MINUTES
SENATE EDUCATION COMMITTEE

DATE: Wednesday, February 12, 2020

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Crabtree, Woodward, Lent, Rohn (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 3:04 p.m.

S 1323 **Senator Crabtree** told the Committee that Idaho Code does not prevent perpetrators of violence against adults from working in schools. He went on that **S 1323** prevents people convicted of violent crimes against children or adults from teaching or working schools.

DISCUSSION: **Senator Ward-Engelking** asked for clarifications on the types of crimes that would prevent a person from becoming a teacher. **Senator Crabtree** clarified that there would have to be proof that the crime was committed with intent to commit a serious felony.

Lisa Colon Durham, Director of Certification and Professional standards for the State Department of Education (Department), stood and told the Committee that there are certain crimes which will completely disqualify a person from certification, and others which can disqualify a person from certification. She also told the Committee that there are certificated individuals working in Idaho schools with the crimes under this bill, and that if they reapplied for certification, the Department would have to deny their application.

Senator Lent expressed that the bill could negatively affect individuals who had already made restitution for their past crimes.

Senator Crabtree closed by saying that Idaho students and teachers should have a reasonable expectation of safety in school and asked the Committee to send **S 1323** to the floor with a do pass recommendation

Senators Lent, Ward-Engelking, and Vice Chairman Thayn expressed thoughts that the bill may be too prohibitive. **Senator Winder** said that the bill addressed issues of security and protection of students.

MOTION: **Senator Woodward** moved to send **S 1323** to the floor with a **do pass** recommendation. **Senator Winder** seconded the motion. The motion passed by **voice vote**, with **Senators Ward-Engelking, Rohn, and Lent** requesting they be recorded as voting nay.

MINUTES APPROVAL: **Senator Lent** moved to approve the Minutes from January 20, 2020. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.

Senator Crabtree moved to approve the Minutes from January 21, 2020. **Senator Winder** seconded the motion. The motion passed by **voice vote**.

Vice Chairman Thayn moved to approve the Minutes from January 22, 2020. **Senator Woodward** seconded the motion. The motion passed by **voice vote**.

Senator Ward-Engelking moved to approve the Minutes from January 23, 2020. **Senator Lent** seconded the motion. The motion passed by **voice vote**.

**PASSED THE
GAVEL:**

Chairman Mortimer passed the gavel to Vice Chairman Thayn.

**DOCKET NO.
08-0000-1900**

Tracie Bent, Chief Planning and Policy Officer for the State Board of Education, told the Committee that the docket re-codifies all the administrative rules from IDAPA 08 prior to July 1, 2019. She then detailed the sections of the rule that had been allowed to expire, all of which were allowed to expire because their provisions were governed in other sections of rule or code or because the programs they governed were never implemented. **Ms. Bent** briefly explained each of the sections of the docket and explained that any substantive changes to the rules had been presented as separate dockets. She explained that the separate dockets would override the sections in the omnibus rules.

TESTIMONY:

Dr. Lori Sanchez, Idaho Association of Colleges for Teacher Education (IACTE), testified in favor of the docket and spoke to the importance of rigorous professional teacher certification standards. She went on that IACTE wished to be included in the development of teacher certification standards.

Rod Gramer, President and CEO of Idaho Business for Education (IBE), spoke in support of the docket and of Idaho education standards, as they create confidence in businesses moving to Idaho that the workforce is well-educated.

Jay Larsen, Idaho Technology Council (ITC), spoke in support of the docket and of Idaho education standards, as they foster innovation and critical thinking in students. He went on that Idaho's math and science education standards are rigorous and contribute to the rapid growth in Idaho's computer science industries.

Quinn Perry, Policy and Government Affairs Director for the Idaho School Boards Association, spoke in support of the omnibus docket and to the content standards contained in the docket.

MOTION:

Chairman Mortimer moved to approve **Docket No. 08-0000-1900**. **Senator Den Hartog** seconded the motion.

DISCUSSION:

Chairman Mortimer told the Committee that keeping a foundation of standards is essential to the education system, and that Idaho must discuss the possibility of new standards.

Senator Ward-Engelking expressed the importance of keeping robust teacher certification standards.

Vice Chairman Thayn told the Committee that simplification and prioritization of standards was extremely important. He went on that the unified discussion of content standards was the best option. He concluded that before repealing current standards, there ought to be a plan for new standards.

Senator Winder told the Committee that there is still a large amount of work to be done surrounding content standards, but that there must be standards in place.

Senator Den Hartog told the Committee that she supports the concept of having a foundation for stability as the Legislature moves forward in further developing content standards for Idaho Education.

Senator Rohn voiced his support for the education standards and went on that no matter the standards, Idaho schools would continue to prepare students for college and careers.

VOICE VOTE: The motion to approve **Docket No. 08-0000-1900** 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 Committee at 4:04 p.m.

Senator Dean M. Mortimer
Chair

Morgan Howard
Secretary

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Thursday, February 13, 2020

SUBJECT	DESCRIPTION	PRESENTER
Page Farewell	Farewell and Thank You	Sarah Young, Senate Page
Presentation	ACT, Inc.	Katherine Lawrence, Director of State Government Relations, ACT, Inc.

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 Den Hartog
Sen Crabtree

Sen Woodward
Sen Lent
Sen Rohn(Buckner-Webb)
Sen Ward-Engelking

COMMITTEE SECRETARY

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MINUTES
SENATE EDUCATION COMMITTEE

- DATE:** Thursday, February 13, 2020
- TIME:** 3:00 P.M.
- PLACE:** Room WW55
- MEMBERS PRESENT:** Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Crabtree, Lent, Rohn (Buckner-Webb), and Ward-Engelking
- ABSENT/ EXCUSED:** Senator Woodward
- 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 3:03 p.m.
- PAGE FAREWELL:** Senate Page **Sarah Young** thanked the Committee for the opportunity and shared that she felt privileged to be involved in the legislative process, and that she felt her experience had helped her prepare for her future career in law practice.
- Vice Chairman Thayn** asked Ms. Young to expound on her plans for the future. **Ms. Young** shared that she hopes to go to law school and become a judge.
- Chairman Mortimer** read aloud the letter of recommendation he had prepared for Ms. Young and gave her a gift of appreciation.
- PRESENTATION:** **Katherine Lawrence**, Director of State Government Relations for ACT, Inc. (ACT), thanked the Committee for the opportunity to present. She shared a brief history of ACT, Inc. She shared that moving forward, ACT is looking to offer online testing with test scores returned within 48 hours. Additionally, students will be able to retake specific subject matter sections of the test in order to focus on improving their scores. **Ms. Lawrence** went on to share that ACT offers fee waivers to take the test twice for low-income students, and that number will be increased to four fee waivers per student by September of 2020.
- Kaliko Oligo**, Director of State Partnerships for ACT, told the Committee how ACT deployed the test to states. He went on that ACT is working on college and career readiness to work toward preparing students for the workforce as well as post-secondary education. **Mr. Oligo** told the Committee that his team had studied data to provide information on possible career paths for students. **Mr. Oligo** told the Committee that the ACT is based on Common Core standards. He went on that 26 states use a college admissions test to measure student achievement for state data or for federal testing compliance. **Mr. Oligo** responded to Committee questions that the ACT concordance table allows students to compare their scores with the SAT and ACT to see if they had scored advanced, proficient, basic, or below basic in certain subject areas.
- DISCUSSION:** **Vice Chairman Thayn** asked how ACT would modify their test to meet Florida's new content standards. **Mr. Oligo** responded that ACT would provide ACT standards data to Florida for their review, and that they could create a test that would align with Florida's new standards.

In response to **Senator Rohn's** question about the equality of opportunity SAT and ACT tests offer to students, **Ms. Lawrence** told the Committee that standardized tests acted as an equalizer for students who cannot afford college without scholarship assistance.

Senator Den Hartog asked how the ACT would engage students who are not interested in post-secondary education. **Ms. Lawrence** responded that while the ACT measures college readiness, there is a program to measure career readiness as well. **Mr. Oligo** added that ACT offers a program to track a student's career interest and readiness from the eighth grade on.

Chairman Mortimer asked what the future holds for standardized testing. **Ms. Lawrence** responded that ACT is working to make the test serve students' futures. **Mr. Oligo** responded that ACT is working to provide resources to help educators respond to their students' test scores. He went on that ACT is reassessing how they deliver their test questions in order to accurately assess students' proficiency and needs.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 3:58 p.m.

Senator Dean M. Mortimer
Chair

Morgan Howard
Secretary

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Lincoln Auditorium, WW02
Monday, February 17, 2020

SUBJECT	DESCRIPTION	PRESENTER
Page Introduction	Introduction of New Page	Halle Torgerson, Idaho Falls
Presentation	"Something People Might Not Know About My School or District" Introduction: Wally Hedrick, ISBA President; Board Member, Meridian Technical Charter High School Brian Pyper, ISBA Region 6 Vice Chair; Trustee, Madison School District Karen Pyron, ISBA Region 7 Vice Chair; Trustee, Butte County School District Michelle Lippert, Region 1 Vice Chair; Trustee, Post Falls School District Marg Chipman, Past President; Trustee, Weiser School District Ken Hart, ISBA Region 2 Chair; Trustee, Nezperce School District	Idaho School Boards Association
<u>SCR 128</u>	Financial Literacy	Senator Mary Souza
<u>S 1325</u>	Teacher Certification	Senator Janie 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	Sen Woodward
Vice Chairman Thayn	Sen Lent
Sen Winder	Sen Buckner-Webb
Sen Den Hartog	Sen Ward-Engelking
Sen Crabtree	

COMMITTEE SECRETARY

Morgan Howard
Room: WW39
Phone: 332-1321
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MINUTES
SENATE EDUCATION COMMITTEE

- DATE:** Monday, February 17, 2020
- TIME:** 3:00 P.M.
- PLACE:** Lincoln Auditorium, WW02
- MEMBERS PRESENT:** Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Crabtree, Woodward, Lent, 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. He opened by reading a poem, "Destiny", from the book *A Heap o' Living Along Life's Highway* by Edgar A. Guest.
- PAGE INTRODUCTION:** **Halle Torgerson**, Senate page, introduced herself to the Committee. She told them of her future plans to attend Boise State University for her pre-medicine requirements.
- PRESENTATION:** **Wally Hedrick**, President, Idaho School Board Association (ISBA), introduced the ISBA officers and staff who were in attendance. **Mr. Hedrick** explained the makeup of the ISBA, and gave an overview identifying transparency, accountability, and local governance as the foundation for the operation of each school district and charter school. **Mr. Hedrick** introduced the five trustees who, having been encouraged to share something the Committee may not know about their school districts, would be presenting.
- PRESENTATION:** **Bryan Pyper**, ISBA Region 6 Vice Chair and Madison School District Vice Chair, reported accomplishments of the Madison School District over the past year including the following:
- parent and student engagement;
 - student teacher mentorship;
 - language immersion classes; and
 - pre-professional courses and work study in nursing, agriculture, welding, construction, and automotive engineering.
- Mr. Pyper** shared with the Committee the school district's high graduation and go-on rates.
- DISCUSSION:** **Vice Chairman Thayn** asked Mr. Pyper what he believed to be the reasons for the district's success. Mr. Pyper responded the Madison School District had extremely active and supportive parents as well as outstanding educators. He stated his belief that the most important indicator of a student's success is supportive parents or guardians.
- Chairman Mortimer** inquired how **Mr. Pyper** believed other districts could increase parent participation. **Mr. Pyper** replied Madison District's approach was to focus on what was best for the students.

PRESENTATION: **Karen Pyron**, ISBA Region 7 Vice Chairman and Trustee with Butte County School District in Arco, informed the Committee that through training by the ISBA and the Idaho State Department of Education (Department), and with the help of professional development funds made possible by the Legislature, the Butte School District was able to analyze student achievement data. This analysis revealed a serious need to improve sixth grade math scores. **Ms. Pyron** explained a plan was developed to address this issue. She shared planning and implementation processes that required the cooperation of the administration, School Board, and teaching staff. **Ms. Pyron** emphasized that local control was an important aspect of this process. She pointed out that it is too early to declare the new program a success, but there are indications that improvements are being made.

Chairman Mortimer and **Senator Den Hartog** congratulated Ms. Pyron on the Butte County School District's use of student data to create programs to better serve their students. **Senator Lent** echoed their sentiment.

PRESENTATION: **Michelle Lippert**, ISBA Region 1 Vice Chair, shared the successes of the Post Falls School District including:

- high graduation rates;
- student access to college credits; and
- programs requiring suspended students to engage in community service and academic work.

Ms. Lippert discussed the importance of social-emotional education and suicide prevention.

Senator Lent voiced his support of social-emotional education. **Senator Ward-Engelking** thanked Ms. Lippert for her service to Idaho education and expressed her hope for greater funding for social-emotional education.

PRESENTATION: **Marg Chipman**, ISBA Past President, presented the successes of the Weiser School District, where the first priority is the children. She listed programs available to the students including:

- expansive career-technical education opportunities;
- dual credit offerings;
- outstanding fine arts programs;
- college and career mentor program;
- extra-curricular and co-curricular offerings;
- successful academic and interscholastic stars competitions; and
- Indian Head Academy alternative school.

Ms. Chipman reported that the school district has a rate of 58 percent of its students going on to higher education, including acceptance into several Ivy League universities. She stated the Weiser School District is focused on positive placement and notes their graduates go on to missions, military service, and good-paying jobs.

DISCUSSION: In response to Chairman Mortimer's questions, **Ms. Chapman** stated she attributed the school's success to a combination of a student-centered community culture and an influx of young adults returning to the community.

PRESENTATION: **Ken Hart**, ISBA Region 2 Chair from Nezperce, pointed out that Nezperce is one of the two distinguished schools in Idaho in the Title I program, and has been nationally recognized for student performance and academic growth. He shared the strengths of the district as being:

- high quality educators;
- strong community support;
- low student to teacher ratio;
- grant success;
- well-maintained facilities; and
- focus on student expression.

Mr. Hart stated that the weaknesses of the district were low student numbers and new teacher recruitment. He felt the opportunities included expanding the curriculum into adult education, and the threats to the district being changing funding formulas.

In response to Senator Winder's questions, **Mr. Hart** discussed Nezperce's low student-teacher ratio which allowed teachers to identify and meet the needs of individual students.

Mr. Hedrick closed the presentation by asking the Committee to remember the variety of needs and abilities of the different school districts and charters, stressing the importance of local governance. He extended a plea to not support legislation that hinders school districts in doing their job. **Mr. Hedrick** thanked Chairman Mortimer for his thoughtful service and led a standing ovation in Chairman Mortimer's honor.

SCR 128

Relating to Financial Literacy. **Senator Souza** advised the Committee that **SCR 128** deals with financial literacy education. She stated that **SCR 128** was a general opening for a conversation about the importance of financial literacy. She pointed out some of the reason for the resolution as follows:

- Americans between the ages of 18 and 29 owe over \$1 trillion;
- lack of financial stability while young can have life long effects;
- making personal finance classes available to Idaho students would promote financial stability.

Senator Souza advised that **SCR 128** encourages Idaho high schools, colleges, and universities to offer credit-bearing personal finance classes.

Senator Ward-Engelking asked Senator Souza what classes would be eliminated in order to offer financial literacy. **Senator Souza** responded the classes would be optional, not required, so nothing would need to be eliminated.

TESTIMONY:

Lincoln Smyser, Legislative and Communications Director for Idaho State Treasurer's Office, voiced Treasurer Ellsworth's support for **SCR 128**, stating the Treasurer's belief that financial literacy is an important first step toward financial stability.

Michael Watson, Chief Marketing Officer for Idaho Central Credit Union (ICCU), affirmed that ICCU stands in full support of **SCR 128**. He explained that teachers have come to ICCU to request assistance in educating their students about personal finances. ICCU has a division devoted to helping adults achieve higher financial literacy. He noted that ICCU partners with STUKENT, an Idaho Falls company offering a personal finance education curriculum. He advised the Committee that ICCU has offered a five-year grant to all high schools in Idaho to offer the STUKENT program. The curriculum can be adapted to the teacher's needs from a month to a full year.

DISCUSSION

Vice Chairman Thayne inquired if the STUKENT curriculum is for high school or college credit. **Mr. Watson** replied that it is not accredited, and explained that it was developed by a high school teacher for high school students.

Senator Souza noted that Director Cameron stands in support of **SCR 128**, and that the Department of Insurance has a strong interest in financial education. She shared research results from Montana State University showing that financial education increases students' ability to make informed financial choices.

MOTION:

Vice Chairman Thayne moved to send **SCR 128** to the floor with a **do pass** recommendation. **Senator Lent** seconded the motion. The motion carried by **voice vote**.

S 1325

Regarding Teacher Certification. **Senator Ward-Engelking** told the Committee that the purpose of **S 1325** is to allow school districts to grow their own teachers. She pointed out that, especially in rural areas, it is difficult to find and to keep teachers. **S 1325** will establish programs in which non-certified employees may seek certification while employed by a school district or charter school, using professional development funds or the Opportunity Scholarship, as appropriate, if the district chooses. She explained that the program would apply to those with a college degree teaching on a provisional certificate. **Senator Ward-Engelking** emphasized that the teacher shortage is found all around the state with fewer students entering the teaching field, and that **S 1325** would provide a way to overcome this shortage.

At Chairman Mortimer's prompting, **Senator Ward-Engelking** explained how the Opportunity Scholarship works.

Senator Den Hartog asked if this bill targets rural school districts. **Senator Ward-Engelking** responded that it is not specifically geared to rural districts although that is where the need is greatest.

TESTIMONY:

Harold Ott, Director of Idaho Rural Schools Association, spoke in favor of **S 1325**. He alleged that having a certificated teacher in every classroom is paramount in increasing student achievement. **Mr. Ott** perceived the availability of professional development funds to assist these paraprofessionals in becoming certified would benefit school districts by helping them retain teachers. **Senator Den Hartog** asked if anything now prevents districts from using professional funds for this purpose. **Mr. Ott** responded that the professional development money has never been used for that purpose.

Karen Pyron spoke in support of **S 1325** declaring that paraprofessionals who have worked in districts for a number of years become highly skilled education professionals and should have the opportunity to become certified teachers. She continued that **S 1325** creates a way to help paraprofessionals in their own communities to become certificated teachers.

Marilyn Whitney, Deputy Superintendent of Policy, voiced Superintendent Ybarra's support of **S 1325**, commenting that the teacher shortage is real and she supports any additional tools and avenues districts and charter schools can use to ensure all students can have trained and qualified teachers in their classrooms.

DISCUSSION: **Senator Ward-Engelking** pointed out there is no additional cost to the state. **Senator Woodward** expressed concern regarding the use of the Opportunity Scholarship for this purpose. **Senator Ward-Engelking** replied that the paraprofessionals are part of the adult completers category.

Senator Den Hartog requested clarification regarding the need for a four-year degree whereas adult completers only need 24 credits under the Opportunity Scholarship. **Senator Ward-Engelking** responded that professional development funds would be used for those with a bachelor's degree and who only need teacher preparation classes. The paraprofessionals with 24 credits or more, and who are working in a school district, would access the Opportunity Scholarship funds.

Vice Chairman Thayn commented that he supported this program as it is giving people an opportunity to become more self-sufficient.

MOTION: **Senator Buckner-Webb** moved to send **S 1325** to the floor with a **do pass** recommendation. **Vice Chairman Thayn** seconded the motion. The motion carried by **voice vote** with **Senators Den Hartog** and **Crabtree** requesting they be recorded as voting nay.

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

Senator Mortimer
Chair

Morgan Howard
Secretary

Carol Cornwall
Assistant Secretary

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Tuesday, February 18, 2020

SUBJECT	DESCRIPTION	PRESENTER
Presentation	Idaho Job Corps Demonstration Project	Dr. Tina Polishchuk, Program Manager, Idaho Job Corps
Presentation	State FFA Officers	Idaho FFA Officers
<u>S 1329</u>	Career Technical Educators	Senator Dave Lent

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 Den Hartog
Sen Crabtree

Sen Woodward
Sen Lent
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

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MINUTES
SENATE EDUCATION COMMITTEE

- DATE:** Tuesday, February 18, 2020
- TIME:** 3:00 P.M.
- PLACE:** Room WW55
- MEMBERS PRESENT:** Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Crabtree, Woodward, Lent, Buckner-Webb, and Ward-Engelking
- ABSENT/ EXCUSED:** Senator Den Hartog
- NOTE:** The sign-in sheet, testimonies and other related materials will be retained with the minutes in the committee's office until the end of the session and will then be located on file with the minutes in the Legislative Services Library.
- CONVENED:** **Chairman Mortimer** called the Senate Education Committee (Committee) to order at 3:05 p.m.
- PRESENTATION:** **Dr. Tina Polishchuk**, Program Manager of the Idaho Job Corps Demonstration Project (Project), introduced her staff and recognized the students of the project who were listening to the Committee meeting remotely (see Attachment 1). She explained that the purpose of the Project is to help young people ages 16-24 to obtain the skills and certifications they need to obtain a job with a livable wage. She went on that the Project works to specifically serve Idaho residents (see Attachment 2). **Dr. Polishchuk** shared the breakdown of the funds and resources of the Project. She also shared the benefits of the Project, including providing students with housing, meals, medical care, daycare services, life coaching, mental health counseling, and a bi-weekly stipend for attending all classes and activities. She went on to tell the Committee about the requirements of students in the program, including weekly academic progress, weekly meetings with a case manager, two and a half hours of physical fitness weekly, and three hours of community service weekly. **Dr. Polishchuk** concluded with stories about the culture, community, and students of the Project.
- DISCUSSION:** In response to Committee questions, **Dr. Polishchuck** told the Committee that all of the costs of the Project are covered by their federal grant, that students' case managers help them form plans for the teachers, and that the Project recruits students by contacting high school counselors, publishing advertisements in newspapers and on social media, and has a presence at career fairs.
- PRESENTATION:** **Herman Roberts**, State President of the Idaho FFA Association (FFA), introduced the Idaho FFA state officer team.
- Cassidy Plum**, State Secretary of Idaho FFA, thanked the Committee for the opportunity to speak. She explained FFA's model for success, which includes experiential agricultural learning, Supervised Agricultural Experiences (SAEs), and FFA. She went on to explain the benefits of each of these components.
- Sydney Plum**, State Reporter of Idaho FFA, told the Committee that the state has a membership of over 5,300 members. She went on that Idaho has over 95 chapters, and shared the ongoing developments in Idaho FFA. This included new leadership conferences and other new events.

Katie Hettinga, State Treasurer of Idaho FFA, shared the leadership opportunities that Idaho FFA members have access to, including agricultural expositions and the opportunity to share information between FFA members and consumers in their communities. She invited the Committee to attend the Idaho FFA State Leadership Conference in Twin Falls in April.

S 1329

Senator Lent presented **S 1329** and told the Committee that the bill had been developed with the input of education professionals throughout the state. He went on that the bill identifies a formula to place Career Technical Education (CTE) industry professionals on the career ladder when they begin careers as CTE instructors and streamlines a path for industry professionals to become certified teachers. **Senator Lent** went on to explain the costs of the bill, including regional instructor mentors and a one-time cost to boost recently teaching-certified industry professionals to an appropriate salary on the career ladder.

TESTIMONY:

Karen Echeverria, Executive Director of the Idaho School Boards Association (ISBA), stood to testify in support of **S 1329**. She went on that many schools had to supplement new instructors' income with funds from levies in order to entice them to stay.

Terry Ryan, Board Chair of Idaho Charter School Network (ICSN) and CEO of Bluum, stood to testify in support of the bill and told the Committee that **S 1329** will allow CTE programs to grow and improve.

Paul Stark, General Counsel at Idaho Education Association (IEA), stood to testify in opposition to the bill. He told the Committee that while much of the bill is appreciated by IEA, the IEA doesn't believe that CTE teachers should be given stipends when no other teachers receive stipends. He went on that CTE instructors should not uniquely receive accelerated placement on the career ladder, and asked that the bill be amended to remove provisions uniquely benefiting CTE instructors.

John Eaton, Vice President of Idaho Association of Commerce and Industry (IACI), stood to testify in support of **S 1329** and told the Committee that IACI is focused on CTE and workforce development issues.

DISCUSSION:

Senator Woodward asked who made the decision of where to place new CTE instructors on the career ladder. **Tracie Bent**, Chief Planning and Policy Officer for the State Board of Education (Board), responded that the placement would be based on showing industry experience and that the State Department of Education (Department) would place instructors on the career ladder based on information provided by the school district. She went on that the placement on the career ladder would be similar to teachers coming into Idaho from other states.

MOTION:

Vice Chairman Thayne moved to send **S 1329** to the floor with a **do pass** recommendation. **Senator Buckner-Webb** seconded the motion. The motion passed by **voice vote**.

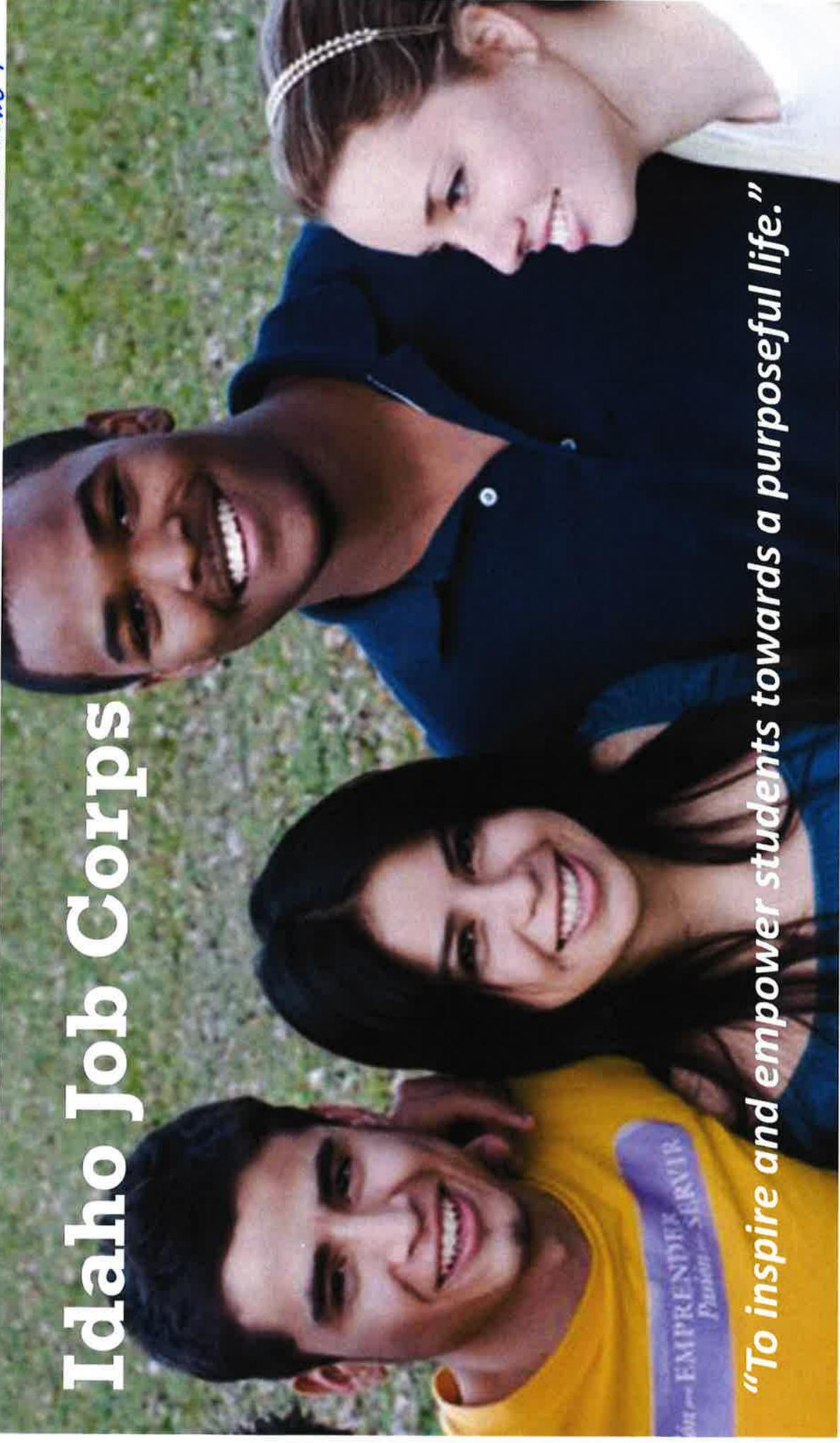
ADJOURNED:

There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:14 p.m.

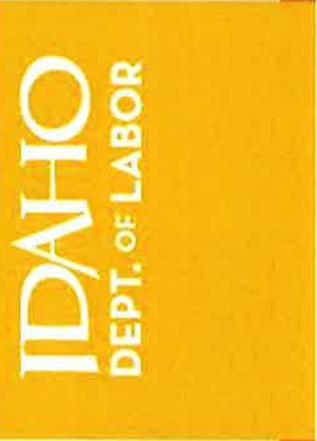
Senator Mortimer
Chair

Morgan Howard
Secretary

Idaho Job Corps



"To inspire and empower students towards a purposeful life."



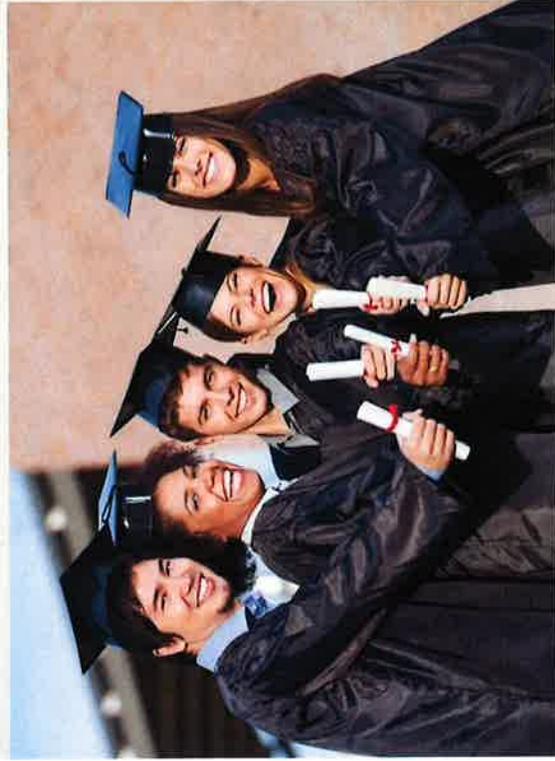
Dr. Tina Polishchuk

February 18, 2020

What is Job Corps

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The Job Corps program helps income-eligible youth (ages 16-24) improve the quality of their lives by connecting them to career technical and academic training and prepares them for careers in high demand occupations



High School/ GED



Skills Training



Job Placement

Background

Started in 1964

125 National Job Corps Centers

Serve 36,000 student annually

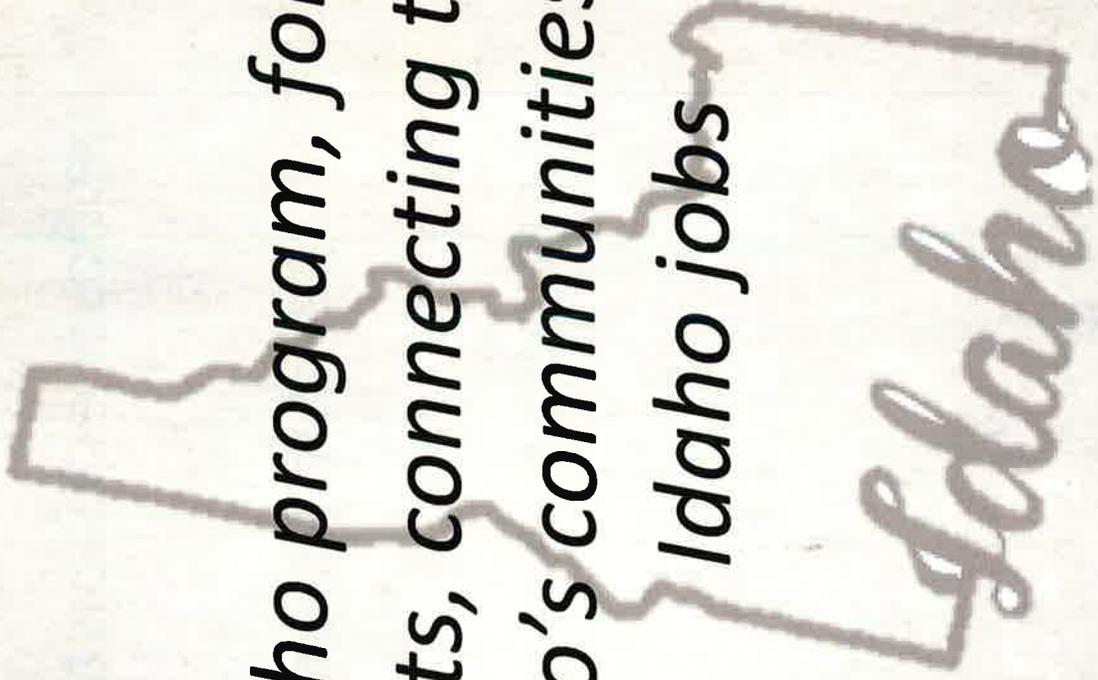
Traditionally a residential program

Centennial Job Corps in Nampa opened in 1997

Idaho Job Corps Vision

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*An Idaho program, for Idaho
students, connecting them to
Idaho's communities and
Idaho jobs*



Program Goal

Goal 1: Serve 750 students state-wide by September 30, 2022

(Place students in jobs or higher education in 2-years or less)

	Non-Residential	Residential
Year 1	100	50
Year 2	250	50
Year 3	250	50

Goal 2: Demonstrate same or better outcomes in a more cost effective manner

Resource Breakdown

Year	Amount
1	\$4.5 Million
2	\$6.6 Million
3	\$6.7 Million
Total	\$17.8 Million



Organization	Personnel
IDOL	26 FTE
CWI	7 FTE + Instructional Staff
CSI	5 FTE + Instructional Staff
CEI	5 FTE + Instructional Staff
NIC	5 FTE + Instructional Staff

25 acres and 16 buildings

Partnerships

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Benefits to Students

Educational Opportunities

Assistance in with enrollment

Daycare services (if applicable)

Assistance with transportation

Assistance with homework

A bi-weekly stipend for attendance in all classes

Connections to careers

Health services

Life coaching

Mental health counseling

Community resources

Weekly Commitment:

- Weekly Academic Progress
- Meet with case manager
- 1 life skills class
- 2.5 hours of physical fitness
- 3 hours of community service

Current Population

Category	Male		Female		Total
	Count	Percentage	Count	Percentage	
Total Enrollment	39	63%	23	37%	62
High School Students	7		5		12
GED Students	18		12		30
Post-Secondary Students	14		6		20
Workforce Development	6		2		8
Associates Degree	8		4		12
Minors (under 18)	15		6		21
Adults (above 18)	24		17		41
GED/HS students under 21	25		14		39

39 new students are approved to start on March 3rd, 2020.

Our Culture

IDAHO
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Student Stories

IDAHO
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Adamiry



Diana

Kris



“To inspire and empower students towards a purposeful life.”

Questions

IDAHO
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Jani Revier

Director

(208) 332-3570

Jani.Revier@Labor.Idaho.gov

Dr. Tina Polishchuk

Idaho Job Corps Program Manager

(208) 442-4500

Tina.Polishchuk@labor.Idaho.gov



March 4, 2020

Via Email

Idaho State Senate Health & Welfare Committee
Idaho House of Representatives Health & Welfare Committee
P.O. Box 83720
Boise, ID 83720-0081

Re: Statement for the Record on Rules Governing Completion and Correction of
Certificates; Vital Statistics Rules 16.02.08

Dear Chairman Wood, Chairman Martin, and Committee Members,

As members of the legal team that represented the Plaintiffs in *F.V. v. Barron*, 286 F. Supp. 3d 1131 (D. Idaho 2018), we write to submit a statement for record regarding the rules governing the Completion and Correction of Certificates. We write in support of these rules, which were a direct response to, and in compliance with, the U.S. District Court's March 5, 2018 decision in *F.V.* ordering the Idaho Department of Health and Welfare (IDHW) to accept applications made by transgender people for the purpose of correcting their gender markers to reflect their gender identity.

These rules are a straightforward means for IDHW to comply with the Court's order: they replace the previous, unconstitutional policy with a new, constitutionally sound procedure for amendment of birth certificates. In invalidating the previous policy as violating the equal protection clause of the U.S. Constitution, the Court noted the "potential implications of restrictions and restraints IDHW may place on the ability of transgender people to . . . change the sex listed on their birth certificates" and cautioned that "any new rule must not subject one class of people to any more onerous burdens than the burdens placed on others without constitutionally-appropriate justification." *Id.* at 1141-1142. The Court also explained that "any constitutionally sound rule most not include the revision history as to sex or name." *Id.* at 1135. Finally, the Court chose as its remedy to permanently enjoin the Department from enforcing the prior unconstitutional policy, and to order the Department to "begin accepting applications made by transgender people . . . through a constitutionally-sound approval process." *Id.* at 1146.

These rules are a direct response to the Court's order in *F.V.* They allow a transgender person to apply to have the gender marker on their birth certificate corrected in order to reflect their gender identity, and require that the amended certificate will not include any indication of amendment or revision history. In doing so, the rules comply with the order in *F.V.* without imposing burdens on transgender people in violation of the equal protection clause. *Id.* at 1141.

Indeed, in the nearly two years since these rules first took effect in April of 2018, transgender people with Idaho birth certificates have been able to correct their gender designation without issue. These rules are *necessary* to alleviate the immense harm and risk to the health and safety of transgender people who are not able to correct the gender designation on their birth certificate. Transgender people are at intense risk for discrimination, including verbal harassment and physical assault, especially when they are perceived or identified as transgender.¹

In particular, transgender people with identity documents that do not match their gender identity are frequently publicly identified as transgender, exposing them to harassment and discrimination.² These numbers are even worse in Idaho—thirty-six percent of transgender Idahoans who showed identity documents that did not match their presentation were verbally harassed, denied benefits or services, asked to leave an establishment, or assaulted.³

Additionally, in the two years since implementation of these rules, nothing has transpired whatsoever to suggest that the rules pose any risk of confusion, fraud, or any other conceivable harm to an identifiable public interest. The status quo, upon which transgender people born in Idaho have already relied for nearly two years, should be maintained. To ensure continued compliance with the Court's order, and in the interest of protecting the safety and well-being of all transgender people born in Idaho, we urge that these rules remain in place as a

¹ About half of all transgender people surveyed in the landmark 2015 U.S. Transgender Survey reported that they had been verbally harassed due to their gender identity, and nearly one in ten had been physically assaulted due to their gender identity. James, et al., *The Report of the 2015 U.S. Transgender Survey*, 198 (2016),

<https://transequality.org/sites/default/files/docs/usts/USTS-Full-Report-Dec17.pdf>.

² Overall, about a third of transgender respondents who have shown IDs with a name or gender that did not match their presentation reported negative experiences, with about a quarter reporting verbal harassment. *Id.* at 89.

³ Nat'l Ctr. For Transgender Equality, *2015 U.S. Transgender Survey: Idaho State Report 3* (2017),

<http://www.transequality.org/sites/default/files/docs/usts/USTSIDStateReport%281017%29.pdf>.

constitutionally required remedy to the previous, unconstitutional policy which prevented transgender people from correcting their Idaho birth certificates.

We appreciate the opportunity to provide comment on these important rules and to help ensure the health and safety of all Idahoans, including those who are transgender.

Sincerely,

Peter C. Renn
Counsel

Kara Ingelhart
Staff Attorney

Nora Huppert
Renberg Fellow



10 REASONS

TO APPLY TO JOB CORPS



- 1 **HANDS-ON CAREER TRAINING** in high-growth industries
- 2 **TUITION-FREE** to eligible men and women ages 16 through 24
- 3 Housing, meals and basic medical care provided at **NO COST**
- 4 Industry-recognized **CREDENTIALS**
- 5 **COMMUNITY COLLEGE** classes and partnerships
- 6 **WORKPLACE EXPERIENCE** with employers in all industries
- 7 **COMMUNITY SERVICE** projects that provide additional training opportunities
- 8 Networking and **PROFESSIONAL DEVELOPMENT** opportunities
- 9 **ADVANCED TRAINING PROGRAMS** in industries like health care and information technology
- 10 **RESULTS:** Job Corps graduates either enter the workforce or an apprenticeship, or go on to higher education, or join the military



Call (208) 442-4500
for more information



Idaho Department of Labor
labor.idaho.gov    

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**AMENDED AGENDA #1
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Monday, February 24, 2020**

SUBJECT	DESCRIPTION	PRESENTER
Presentation	Public Charter School Commission	Jenn Thompson, Director, Public Charter School Commission
<u>H 388</u>	Military Families, Advance Enrollment	Representative Bill Goesling
Docket No. <u>08-0202-1902</u>	Teacher Certifications	Marilyn Whitney, State Department of Education
Minutes Approval	Minutes from January 27, 2020	Vice Chairman Thayn and Senator Lent
	Minutes from January 28, 2020	Senators Winder and Den Hartog
	Minutes from January 29, 2020	Senators Ward-Engelking and Crabtree

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Woodward
Vice Chairman Thayn	Sen Lent
Sen Winder	Sen Buckner-Webb
Sen Den Hartog	Sen Ward-Engelking
Sen Crabtree	

COMMITTEE SECRETARY

Morgan Howard
Room: WW39
Phone: 332-1321
Email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Monday, February 24, 2020

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Crabtree, Woodward, Lent, 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 3:01 p.m. **Chairman Mortimer** read a poem from the book *A Heap O' Living Along Life's Highway* by Edgar A. Guest, entitled, "Plant a Garden."

DOCKET NO. 08-0202-1902 **Chairman Mortimer** told the Committee that **Docket No. 08-0202-1902** would be removed from the agenda for the day.

PRESENTATION: **Jenn Thompson**, Director of the Public Charter School Commission (Commission), told the Committee about the makeup of the Commission and its staff (see Attachments 1 and 2). She shared the choices in education that Idaho Charter schools offer. **Ms. Thompson** went on to share the reasons for and process by which charter schools are created and authorized. She expounded on this with an explanation of the Commission's role in reauthorization of charter schools. **Ms. Thompson** told the Committee about the Commission's priorities in the coming year. These included streamlining the communication and cooperation between charter schools, the Commissioners, and Commission staff.

DISCUSSION: In response to Committee questions, **Ms. Thompson** addressed the differences between policies addressed in administrative rules and in Idaho Code. She also discussed the recent and coming changes in data collection by the Commission. In response to Vice Chairman Thayn's question, **Ms. Thompson** explained that the Commission uses standards that are higher than those set by the State and explained some of the resources that have made Idaho charter schools successful.

H 388 **Representative Goesling** explained that **H 388** establishes a process to allow military members' students to pre-register for school and extra-curriculars by temporarily waiving the proof of residence requirement until 10 days after the start of school.

DISCUSSION: **Vice Chairman Thayn** asked what school levels this bill would apply to. **Representative Goesling** replied that **H 388** applies to kindergarten through the twelfth grade.

MOTION: **Senator Lent** moved to send **H 388** to the floor with a **do pass** recommendation. **Senator Den Hartog** seconded the motion. The motion passed by **voice vote**.

MINUTES APPROVAL: **Vice Chairman Thayn** moved to approve the Minutes of January 27, 2020. **Senator Lent** seconded the motion. The motion passed by **voice vote**.
Senator Winder moved to approve the Minutes of January 28, 2020. **Senator Den Hartog** seconded the motion. The motion carried by **voice vote**.

Senator Ward-Engelking moved to approve the Minutes of January 29, 2020.
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 3:31 p.m.

Senator Dean M. Mortimer
Chair

Morgan Howard
Secretary

Annual Report

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

Commission Composition



Alan Reed, Chair
Term Ends: 2022
Appt. By: Pro Tem



Kathleen "Kitty" Kunz
Renewal Committee
Term Ends: 2023
Appt. By: Pro Tem



Julie Van Orden
Petition Committee
Term Ends: 2022
Appt. By: Speaker



Brian Scigliano, Vice Chair
Petition Committee
Term Ends: 2020
Appt. By: Governor



Nils Peterson
Renewal Committee
Term Ends: 2023
Appt. By: Speaker

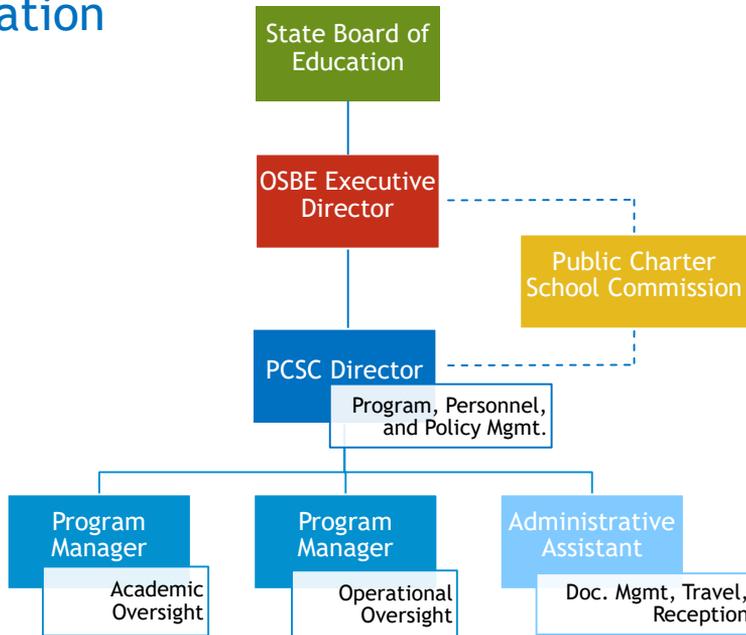


Sherrilynn Bair
Petition Committee
Term Ends: 2020
Appt. By: Governor



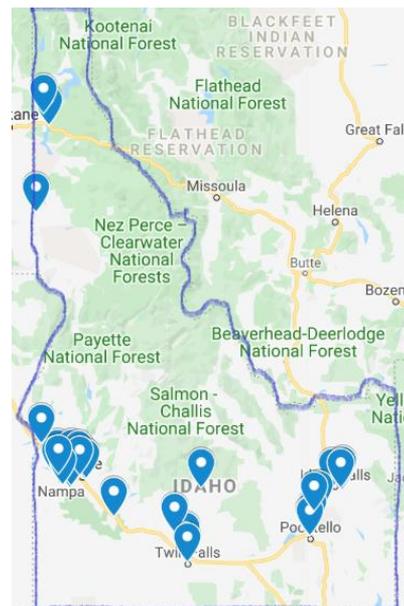
Wanda Quinn
Renewal Committee
Term Ends: 2020
Appt. By: Governor

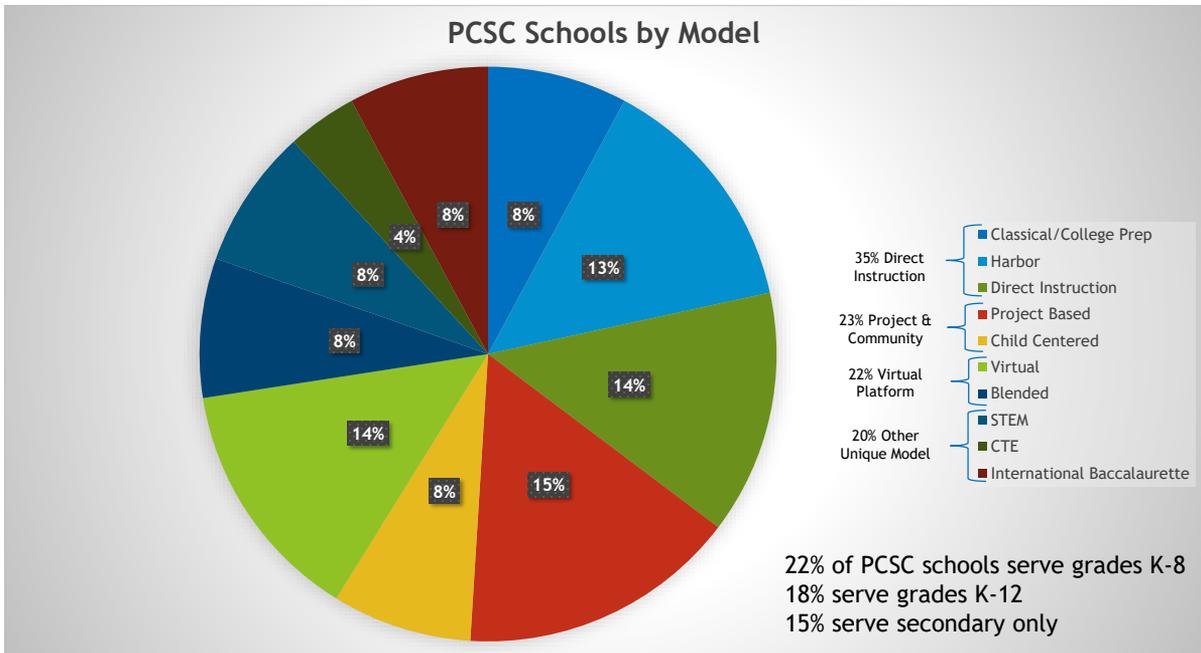
Organization



Schools Served

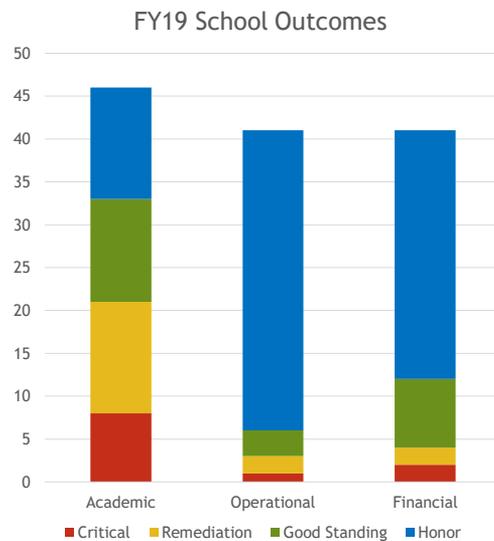
- ▶ The PCSC currently serves 52 schools.
- ▶ PCSC schools served approx. 19,200 in SY18-19
 - ▶ 7% of all students served by public schools
- ▶ The PCSC serves schools throughout the state.
 - ▶ Northern Idaho - 4
 - ▶ Treasure Valley - 20
 - ▶ Central Idaho - 4
 - ▶ Eastern Idaho - 15
 - ▶ Virtual Schools - 7





School Outcomes

- ▶ Academic honor/good = Guaranteed Renewal
- ▶ Operational/Financial critical/remediation = PCSC Intervention
- ▶ Schools with Critical/Remedial Academic Designations
 - ▶ 61% identified as CSI UP, CSI Grad, TSI or ATSI
 - ▶ 3 schools had first year of operations in SY18-19
 - ▶ 4 not identified by the SDE for additional support



Phases of Authorizer Development



Commission Points of Action

- ▶ Petition Hearing (Example: Dec. 2019)
 - ▶ Issue approval, denial, or conditional approval
- ▶ Renewal Hearing (Example: March 2025)
 - ▶ Issue 5-year renewal, 5-year renewal with conditions, or begin revocation proceedings
- ▶ Condition Review (Example: 2027-29)
 - ▶ No action if renewal conditions are met.
 - ▶ May begin revocation proceedings if conditions are not met.



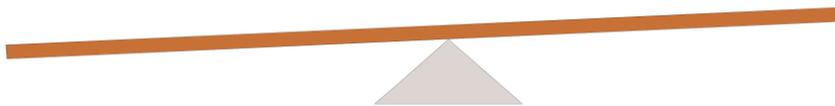
Staff Points of Action

- ▶ Annual Reports
 - ▶ Points awarded/deducted based on performance outcomes
 - ▶ Notes addressing concerns/context
 - ▶ Make reports public
- ▶ Notification of Fiscal Concern
 - ▶ Review annual audits and midterm financial reports
 - ▶ Recommend issuance/removal
- ▶ Intervention/Investigation
 - ▶ Process complaints received
 - ▶ Issue courtesy letters and conduct progress monitoring
 - ▶ Obligatory referral to investigative body (i.e. AG's office, Professional Standards, SDE departments, etc.)



Finding Balance

- | | |
|---|---|
| <ul style="list-style-type: none"> ▶ Educate and Inform <ul style="list-style-type: none"> ▶ Providing annual reports aligned to framework ▶ Communicating policy and procedure ▶ Issuing courtesy letters for minor issues ▶ Conducting interventions for major issues ▶ Monitoring progress | <ul style="list-style-type: none"> ▶ Oversee and Enforce <ul style="list-style-type: none"> ▶ Protecting taxpayers' return on investment ▶ Protecting students' right to education ▶ Providing families with school choice ▶ Reporting to investigative bodies ▶ Making renewal decisions |
|---|---|



PCSC Guiding Documents

▶ Performance Certificate

- ▶ Agreement between authorizer and charter school board that outlines the terms and conditions of the school's operations.

▶ Performance Framework

- ▶ Establishes the expected standards and outcomes (i.e. the risk threshold).

▶ Annual Report

- ▶ Provides a regular update highlighting each school's performance against the established standards.

Priority Projects



Simplify and Align Framework

- ▶ ETA - July 1, 2020
- ▶ Provide greater transparency of expected outcomes
- ▶ Eliminate unnecessary complexity of data calculations and scoring process
- ▶ Capture mission-specific context for individual schools

13

Annual “Report” to School Dashboard

- ▶ ETA - December 2020
- ▶ Present a more user-friendly tool
- ▶ Facilitate access to primary sources of data
- ▶ Empower commissioners to better “know” their schools

14

Communication

- ▶ Utilize committee structure to facilitate direct communication between schools and PCSC by topic
- ▶ Establish and maintain positive authorizer/school relationships
- ▶ Promote inter-agency collaboration

15

Policy Review

- ▶ Timeline - 2020, ongoing
- ▶ Evaluate the alignment of current PCSC policy to the intent of Idaho Code and IDAPA
- ▶ Evaluate the alignment of current PCSC procedure to policy

16

Contact Us

- ▶ Jenn Thompson
Interim Director, Public Charter School Commission
208-332-1583
jenn.thompson@osbe.idaho.gov
- ▶ General Office Contact
208-332-1561
pcsc@osbe.idaho.gov

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

Autonomy, Accountability, Access



Idaho Public Charter School Commission
2019 Annual Report

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

304 NORTH 8TH STREET, ROOM 242
BOISE, IDAHO 83702

PHONE: (208) 332-1561

PCSC.IDAHO.GOV

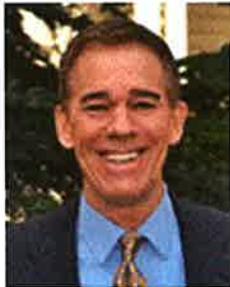
ALAN REED, CHAIRMAN

JENN THOMPSON, INTERIM DIRECTOR

PUBLIC CHARTER SCHOOL COMMISSION



Alan Reed, Chairman
Term Ends 2022
Appointed by Pro Tem



Brian Scigliano, Vice Chair
Term Ends 2020
Appointed by Governor



Sherrilynn Bair
Term Ends 2020
Appointed by Governor



Nils Peterson
Term Ends 2023
Appointed by Speaker



Wanda Quinn
Term Ends 2020
Appointed by Governor



Kathleen "Kitty" Kunz
Term Ends 2023
Appointed by Pro Tem



Julie Van Orden
Term Ends 2023
Appointed by Speaker

MISSION STATEMENT

The Public Charter School Commission’s mission is to ensure PCSC-authorized public charter schools’ compliance with Idaho statute, 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.

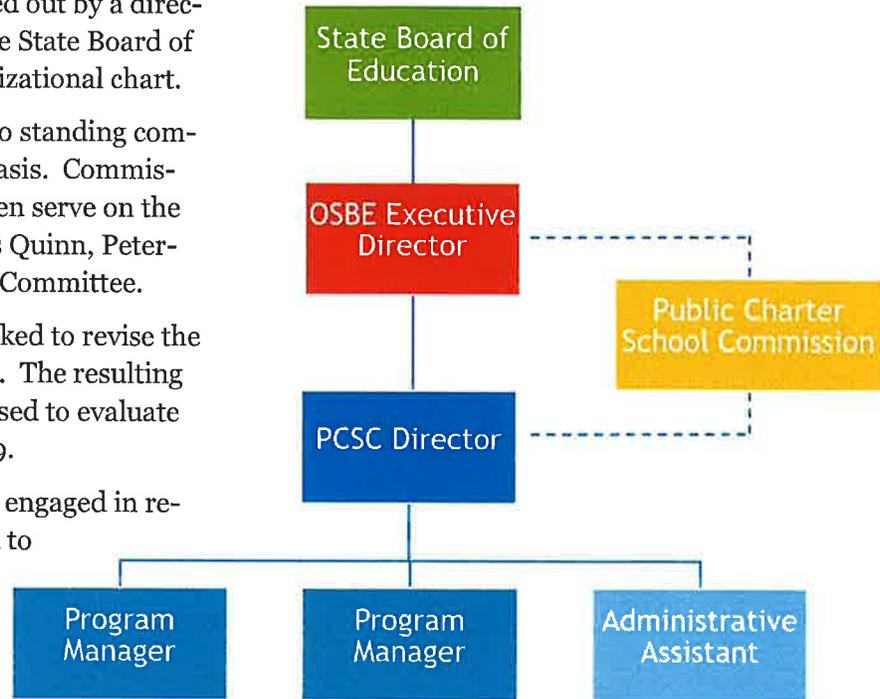
ORGANIZATIONAL STRUCTURE

The work of the commission is carried out by a director and a small team employed by the State Board of Education as illustrated in the organizational chart.

Additionally, the PCSC maintains two standing committees that meet on an as-needed basis. Commissioners Scigliano, Bair, and Van Orden serve on the Petition Committee. Commissioners Quinn, Peterson, and Kunz serve on the Renewal Committee.

In 2018, the Petition Committee worked to revise the PCSC’s new petition evaluation tools. The resulting Standard of Quality document was used to evaluate 10 new and transfer petitions in 2019.

The Renewal Committee is currently engaged in reviewing the academic measures used to evaluate schools for the purpose of renewal decisions. The committee intends to hold feedback sessions and continue researching through March and will make specific revision recommendations to the PCSC in the spring.



KEY DOCUMENTS

Performance Certificate

Within 75 days of approving a new charter school petition, the authorizer and the charter school’s board must execute an agreement for operations. In Idaho, this document is called a Performance Certificate. The certificate establishes the terms and conditions under which the school can operate, including how many students and what grade levels the school may serve, as well as the key design elements the school’s model will deliver. All certificates provide a 5-year term of operation.

Performance Framework

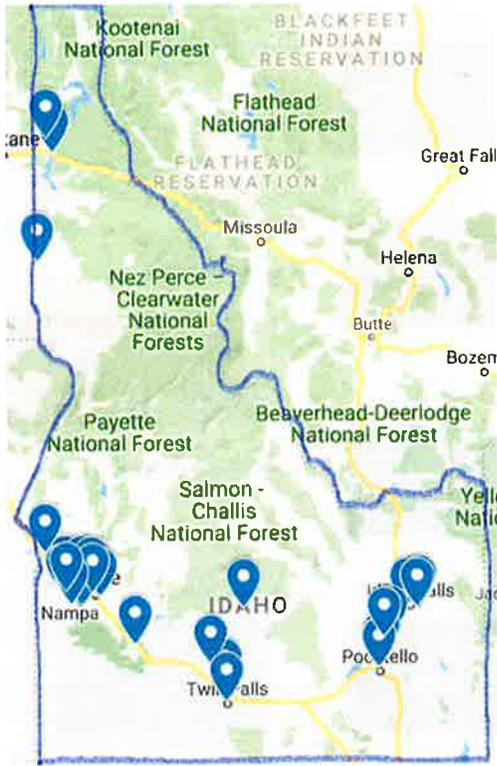
All performance certificates must include a performance framework that establishes the minimum acceptable standards a school must meet in order to earn a subsequent 5-year term of operation. Author-

izers have some flexibility in how measures and metrics are defined. However, all frameworks must consider proficiency, growth, college and career readiness, and board stewardship. The PCSC’s framework considers 34 measures across the categories of academic, operational, and financial performance.

Annual Report

Each year, authorizers are required to publish a report that communicates each school’s outcomes in relationship to the framework measures adopted in the school’s operational certificate.

This report provides continuous improvement data for the school and serves as the primary data source for the commission when considering whether to issue a subsequent operational term to any given charter school.



SCHOOLS SERVED

The Idaho Public Charter School Commission currently serves as authorizer for 52 schools. 45 of these schools were operational during the 2018-19 school year. 7 are pre-operational and plan to open fall of 2020 or 2021.

While the PCSC serves schools across the state, 70% of PCSC portfolio schools are located in either Eastern Idaho or the Treasure Valley.

Approximately 19,200 students attended PCSC portfolio schools last year. This represents 7% of the students who attended Idaho public schools during the 2018-19 school year.

22% of PCSC portfolio schools serve grades K-8. 15% serve only secondary grades, and 18% provide their unique instructional model for students from Kindergarten through graduation.

“Let us put our minds together and see what life we can make for our children.”

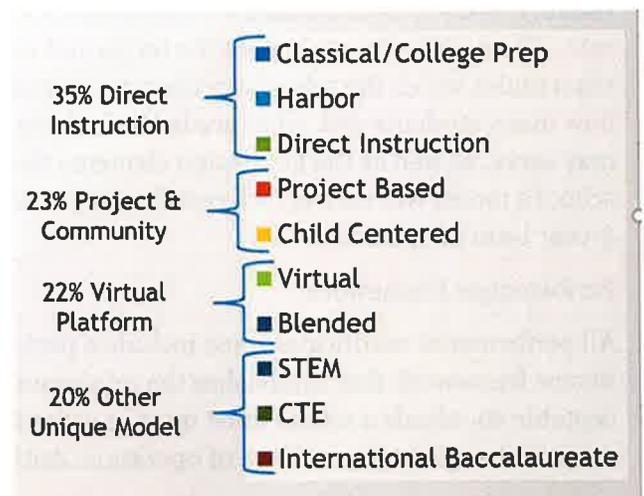
— *Sitting Bull*

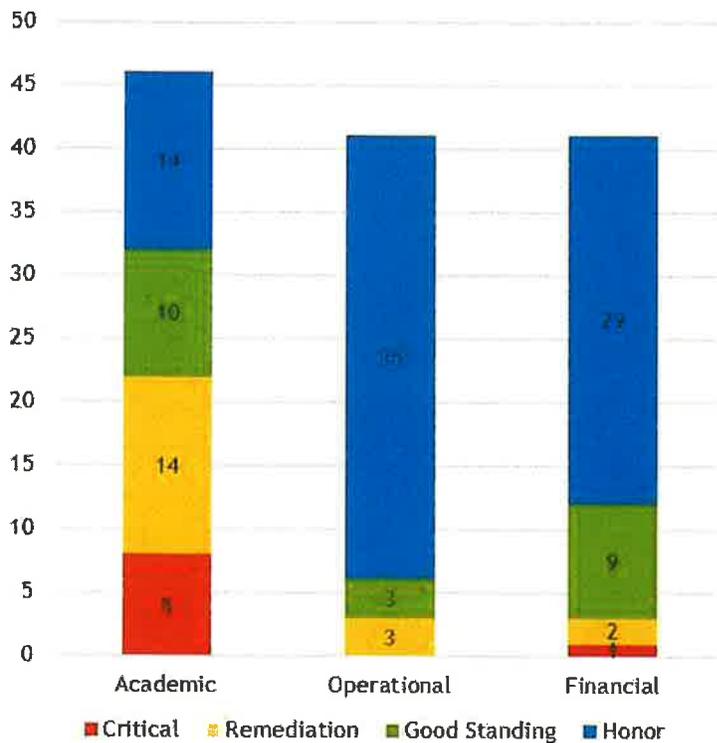
PORTFOLIO DIVERSITY

The PCSC values choice in education and has developed a portfolio that offers a wide variety of instructional models to Idaho families. PCSC schools include models that celebrate the importance of early childhood discovery, such as Montessori and Waldorf, as well as models that deliver a classical education that includes Latin instruction and accelerated learning plans. Instructional models at PCSC schools also include STEM, Project Based Learning, International Baccalaureate, and an Idaho specific model called Harbor.

In addition to diverse instructional models, the PCSC portfolio also offers a variety of delivery methods. These include face-to-face, blended learning, and virtual models, as well as 4-day weeks, 5-day weeks, and traditional, modified, and year-round calendars.

All charter schools in Idaho enroll students based on the equitable selection process established in Idaho Code. This process provides all students equitable access to Idaho’s charter schools.





“Public charter schools are unique public schools that are allowed the freedom to be innovative while being held accountable for advancing student achievement...”

— National Alliance for Public Charter Schools

SCHOOL OUTCOMES FY19

Annually each PCSC school’s performance outcomes are evaluated against the standards established in the PCSC’s framework. School’s receive an accountability designation of honor, good standing, remediation, or critical in three categories (academic, operational, and financial). Accountability designations are determined based on the percentage of points earned across multiple measures in each category. The chart above represents the distribution of accountability designations across PCSC schools during the 2018-19 school year.

Schools that earn an academic accountability designation of Good Standing or Honor in the academic section are guaranteed to receive another 5-year operational term when the school is considered for renewal. 61% of the schools that earned a Critical or Remediation accountability designation

in the academic section are also identified as CSI UP, CSI Grad, TSI or ATSI by the SDE. Through this identification, schools receive additional support and funding targeting improvement in academic outcomes. Because of the scope and quality of services and resources provided by the SDE, the PCSC does not currently offer additional supports in this area.

However, as the operational and financial issues encountered by charter schools are often unique to charter schools, the PCSC does provide additional support in these areas. Schools that earn a Critical or Remediation accountability designation in the operational or financial section receive additional evaluation, direction, and progress monitoring from the PCSC. The ultimate goal of this work is to help schools strengthen their outcomes.



PRIMARY POINTS OF ACTION—COMMISSION

Idaho statute provides three opportunities for authorizers to make operational decisions about any given charter school. These include: the school’s initial petition hearing, the school’s renewal hearing (every 5 years), and on any deadlines established by an operational condition adopted during the renewal process.

At a petition hearing the Commission must approve, deny, or conditionally approve a petition. At the time of renewal the Commission must renew, non-renew, or conditionally renew a school’s performance certificate. If a renewal condition is not met by the established deadline, the PCSC must decide whether to allow the school to continue operating for the remainder of its existing term.

In many ways, the PCSC functions as a risk management team, assessing the initial risk to taxpayer dollars and student achievement, and then revisiting that assessment regularly to determine whether the risk remains below the threshold established by the Performance Framework.

“There are no shortcuts to true excellence.”
— Angela Duckworth

PRIMARY POINTS OF ACTION—STAFF

In between a school’s initial petition approval and each 5-year renewal decision, the PCSC staff performs the work of ongoing oversight. This team prepares annual reports for each school aligned to the performance framework. They monitor financial reports and issue notifications of fiscal concern when there is reason to believe that a school may not remain financial viable for the remainder of their operational term. They also manage interventions and investigations when necessary— issuing courtesy letters detailing the concerns a school needs to address for minor issues and reporting more significant issues to the appropriate investigative bodies.

In addition to oversight work, PCSC staff visit schools on a rotational schedule, provide quality resources in areas not addressed by other entities, and deliver proactive communications in an effort to build strong relationships between the authorizer and its schools.

FINDING BALANCE

The PCSC strives to find balance in its dual roles of “Educate and Inform” and “Oversee and Enforce”.

Communicating policy and procedure, providing annual reports, and discussing concerns with honesty and kindness in a timely manner sit on one side of the scale.

On the other side of the scale is the responsibility to protect taxpayer dollars and student achievement through responsible authorizing decisions.

PHASES OF AUTHORIZER DEVELOPMENT

In addition to making decisions about new school approvals and renewing existing schools' operational terms, authorizers serve an important role in facilitating choice, quality, and growth of the sector.

Initially, an authorizer's focus is on providing diverse options for families. The goal during this phase is to respond to community demand for choice while remaining sensitive to data such as population growth and district yield rate to prevent oversaturation. The PCSC's Petition Evaluation Reports help ensure that petition decisions are well-informed.

As an authorizer begins to work with more schools, the work of authorizing evolves to include quality as well as choice. During this phase, evaluating academic, financial, and operational performance are primary actions of all authorizers. This work helps school boards and school leaders identify areas of

potential growth. It informs taxpayers and lawmakers about the return on their investment in charter schools, and it ultimately informs the authorizer's renewal decisions.

Once its schools are performing well, an authorizer can begin to focus on replicating its strongest models. At this mature stage of school development, new school openings are less frequent and more stable.

While charters have existed in Idaho for twenty years, only a few school models have found themselves in a position to effectively replicate, this includes the Gem Innovation blended learning schools as well as the Harbor schools located in Nampa.

Although choice and growth are always in motion, the PCSC is also concerned with supporting its schools as they strengthen and grow.



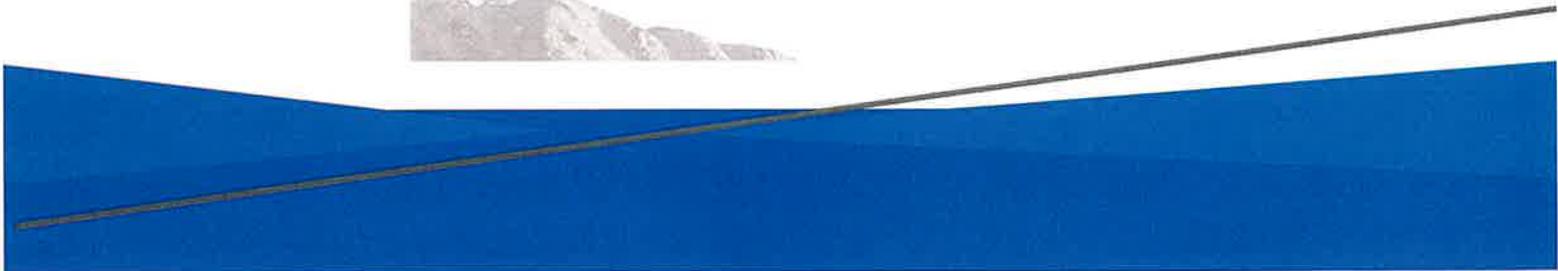
LOOKING FORWARD

2019 has been a record year of growth in Idaho's charter sector. The PCSC saw 10 charter petitions, the largest annual number in its history. Six new schools are currently preparing to open their doors for the first time. This year has also been one of reflection and lessons learned.

Several improvement projects are in progress. First, the PCSC is evaluating the structure of the academic measures used in its framework to ensure accuracy and credibility of annual reports. Second, the PCSC intends to clarify and document standard intervention procedures to ensure consistency in implementation. Third, the PCSC is working to revise its site visit rubric to better align it with its framework to ensure that site visits are more meaningful for schools and that the contextual information gathered can be used to supplement annual report data during renewal.

Much work lies ahead. The PCSC is committed to its continued service as a quality authorizer in Idaho.

IDAHO Public Charter
School Commission



AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Wednesday, February 26, 2020

SUBJECT	DESCRIPTION	PRESENTER
Presentation	Idaho Youth Challenge Academy	Trevor Sparrow, IDYCA Bicker Therien, IDYCA
<u>H 395</u>	Lewis Clark State College Instruction	Representative Paul Amador
<u>H 480</u>	Biliteracy Graduation	Representative Jerald Raymond
Minutes Approval	Minutes from January 30, 2020	Senators Woodward and Buckner-Webb
	Minutes from February 3, 2020	Vice Chairman Thayn and Senator Lent
	Minutes from February 4, 2020	Senators Winder and Den Hartog
	Minutes from February 5, 2020	Senators Crabtree and Ward-Engelking
	Minutes from February 6, 2020	Senators Woodward and Buckner-Webb

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Woodward
Vice Chairman Thayn	Sen Lent
Sen Winder	Sen Buckner-Webb
Sen Den Hartog	Sen Ward-Engelking
Sen Crabtree	

COMMITTEE SECRETARY

Morgan Howard
Room: WW39
Phone: 332-1321
Email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

- DATE:** Wednesday, February 26, 2020
- TIME:** 3:00 P.M.
- PLACE:** Room WW55
- MEMBERS PRESENT:** Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Crabtree, Woodward, Lent, Buckner-Webb, and Ward-Engelking
- ABSENT/ EXCUSED:** None
- NOTE:** The sign-in sheet, testimonies and other related materials will be retained with the minutes in the committee's office until the end of the session and will then be located on file with the minutes in the Legislative Services Library.
- CONVENED:** **Chairman Mortimer** called the meeting of the Senate Education Committee (Committee) to order at 3:00 p.m.
- PRESENTATION:** **Trevor Sparrow**, Program Director for Idaho Youth Challenge Academy (IDYCA), told the Committee that in the seven years since the program's inception, IDYCA has improved their graduation rates. He explained that IDYCA is an accredited residential high school with a quasi-military lifestyle. He then addressed the benefits of the military model that was incorporated. **Mr. Sparrow** shared the successes of the program regarding high school diplomas, GEDs, and high school credits. It was noted that most students of IDYCA are at risk of dropping out of school.
- Bicker Therien**, Principal of IDYCA, said that he has been involved as an educator for 35 years and has not seen anything that has impacted student lives as much as IDYCA. The teaching staff that was hired at the inception of the program are still teaching and are held accountable for the students' learning. **Mr. Therien** said the military model increases the students' chance of success.
- Crystal Cornejo**, a recent graduate of IDYCA, relayed her experience about how the structure helped her raise her GPA from 0.9 to 3.7. Her plans now are to graduate from high school, then join the Army.
- DISCUSSION:** **Chairman Mortimer** inquired about the follow-up program for graduates of IDYCA. **Mr. Sparrow** explained that for a year after graduation, students are paired with a mentor to stick to the post-graduation action plan they created while with IDYCA. **Chairman Mortimer** then asked how IDYCA recruited students. **Mr. Sparrow** responded that graduates of the program are the best recruiters. IDYCA receives approximately 20 letters of interest a day. Graduates provide support for current cadets and help with orientation classes throughout the state. **Senator Winder** asked what the largest challenge was for IDYCA and the reply was maintenance costs, due to the location of the school. **Mr. Sparrow** added that the location was also an asset as there are fewer distractions. **Mr. Therien** shared that testing accountability is an issue for IDYCA as the students are no longer in the school district when they receive test results. **Senator Buckner-Webb** remarked that when she visited IDYCA, the cadets were extremely motivated and excited for the opportunities that IDYCA offered.
- H 395** **Representative Amador** introduced **H 395** and explained that the current statute only allows Lewis Clark State College (LCSC) to offer up to a baccalaureate degree. He stated that LCSC had been approached to offer several nursing certifications which were only offered at the undergraduate level. He then asked Dr. Cynthia Pemberton, President of LCSC, to continue with an explanation of the bill.

Dr. Pemberton explained the bill would allow the State Board of Education to review proposals from LCSC for graduate level classes and programs. LCSC is the nursing education provider for students from McCall to Canada, and this bill would allow LCSC to respond to the needs of that industry. **Dr. Pemberton** said that no new programs could be developed without the express consent of the State Board of Education. She stated that the Legislature sets policy.

Senator Johnson voiced his support of **H 395**. He stated that the Legislature sets policy and compared LCSC's proposal to the development of the engineering program at Boise State University.

Representative Amador thanked the Committee for hearing the bill and said the bill would improve educational opportunities for northern Idaho nurses.

MOTION: **Senator Crabtree** moved to send **H 395** to the floor with a **do pass** recommendation. **Senator Winder** seconded the motion. The motion carried by **voice vote**. Senator Johnson will be the floor sponsor.

H 480 **Representative Raymond** told the Committee that the bill creates a seal to be put on the diplomas of students who have reached a certain level of fluency in any of a multitude of world languages. The seal would allow students to showcase their second language proficiency as they apply for post-secondary education or for jobs.

TESTIMONY: **Danyelle Davis**, President of Idaho Association for Teachers of Language and Culture, testified in support of the bill. She stated that 38 other states already have a seal for bilingual graduates and that the seal would be an asset for graduates who had achieved the correct level of proficiency in a second language.

Representative Raymond said he was supportive of the benefits of learning a second language and urged the Committee to send the bill to the floor with a do pass recommendation.

MOTION: **Vice Chairman Thayn** moved to send **H 480** to the floor with a **do pass** recommendation. **Senator Lent** seconded the motion. The motion carried by **voice vote**. Senator Thayn will be the floor sponsor.

MINUTES APPROVAL: **Senator Woodward** moved to approve the Minutes of January 30, 2020. **Senator Buckner-Webb** seconded the motion. The motion carried by **voice vote**.

Vice Chairman Thayn moved to approve the Minutes of February 3, 2020. **Senator Lent** seconded the motion. The motion carried by **voice vote**.

Senator Winder moved to approve the Minutes of February 4, 2020. **Senator Den Hartog** seconded the motion. The motion carried by **voice vote**.

Senator Ward-Engelking moved to approve the Minutes of February 5, 2020. **Vice Chairman Thayn** seconded the motion. The motion carried by **voice vote**.

Senator Buckner-Webb moved to approve the Minutes of February 6, 2020. **Senator Woodward** seconded the motion. The motion carried by **voice vote**.

ADJOURNED: There being no further business at this time **Chairman Mortimer** adjourned the meeting at 4:06 p.m.

Senator Mortimer
Chair
Chair

Morgan Howard
Secretary

Juanita Budell
Assistant Secretary

We Believe In
SECOND CHANCES!



**Respect. Integrity.
Courage. Commitment.**

Idaho Program Quick Facts

- **Mission:** To intervene in and reclaim the lives of 16-18 year old high school dropouts, producing program graduates with the values, life skills education, self-discipline necessary to succeed as responsible and productive citizens of Idaho.
- Cooperative program between Idaho Military Division and the National Guard Bureau, in contract with JSD #171. Fully State-Accredited Alternative High School.
- The first ChalLeNGe Program was started in 1993, to stem the nation's dropout problem. Idaho's inaugural class was in January 2014.
- **Three-Phase Program:** 2-week Acclimation, 20-week Residential and 12-month Post-Residential.
- **8 Core Components:**
 - ◆ Academic Excellence
 - ◆ Leadership and Followership
 - ◆ Life Coping Skills
 - ◆ Job Skills
 - ◆ Service to the Community
 - ◆ Responsible Citizenship
 - ◆ Physical Fitness
 - ◆ Health and Hygiene
- 1003 Idaho Program Graduates
- 14,001 High School Credits Recovered
- 120 High School Diplomas issued by IDYCA.
- 108 In-Residence GED Completions
- ~ 80% "Placed" at 6-months and 77% "Placed" at 12-months.
- Served Students from 43 of the 44 Idaho Counties (Franklin)
- 80 Graduates Joined the Military—8% (4+% nationally)
- 50,907 Hours of Service to the Local Communities Completed, Valued at \$369,074

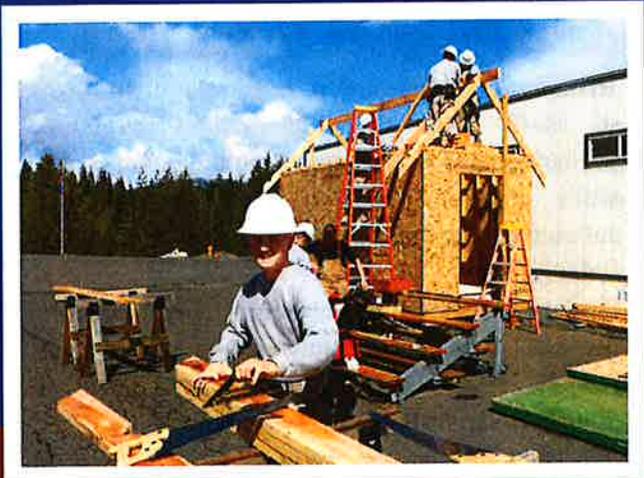


Idaho Youth ChalLeNGe Academy

www.idyouthchallenge.com

(208) 464-1253





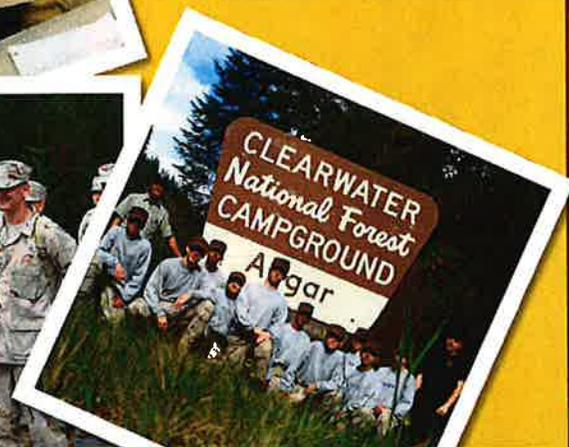
IDYCA Curriculum:

- **English:** 9th—12th
- **Math:** Integrated Geometry and Algebra
- **Social Studies:** US History and Government
- **Science:** Environmental Science and Anatomy & Physiology
- **Life Skills:** Consumer Economics and Careers
- **Physical Fitness:** Health and Physical Education
- **Introductory Vo-Tech Courses:**
 - ◆ Carpentry
 - ◆ Boating Safety
 - ◆ Lube Tech
 - ◆ Electronics
 - ◆ Aviation
 - ◆ Welding
 - ◆ Food Handling



Service to Community Projects & Partners:

- Dworshak Fish Hatchery
- Chief Joseph Foundation
- Veteran's Home & Elderly Care Facilities
- Friends of Deyo Reservoir
- Fish & Game Trail Work
- Lewiston & Orofino Holiday Lights
- US Forest Service Parks & Trails
- US Department of Interior
 - Bureau of Land Management
 - Local Chambers of Commerce
 - US Army Corp of Engineers



To learn how you can help support the Academy and its youth, please visit the Idaho Youth Challenge Foundation's web site at www.youthchallengeidaho.org.

IDYCA is a quasi-military, full-accredited residential high school academy, utilizing discipline and structure to ensure a productive learning environment. Open to all 16-18 year-old Idaho residents. Participation is voluntary, and tuition-FREE. Students who accept this opportunity have the potential to earn up to 14 high school credits (one-year) in only 5-1/2 months!



Youth Challenge Program Facts

National Guard Youth Challenge Program

The National Guard Youth Challenge Program (NGYCP)

- Multi-phased intervention program
- Targets high school dropouts 16 to 18 years of age
- Comprised of a structured, disciplined 5 1/2-month Residential Phase focusing on education and practical life skills followed by a 12-month Post-Residential Phase involving skilled and trained Mentors supporting Graduates engaged in positive, durable placement
- Over 165,073 graduates since Youth Challenge inception in 1993 (including graduates from closed YCPs)
- There are 39 programs in 28 states plus Washington D.C. and Puerto Rico with approximately 2,573 employees

The Challenge Model

- Administered by the Department of Defense (DoD) and implemented by the National Guard Bureau (NGB)
- Funded by Federal and State entities: Federal government contributes 75% and each state contributes 25%
- Utilizes quasi-military discipline and training along with educational instruction, experiential learning, and mentoring
- Focused on improving education, life skills, and employment potential of participants
- Based on eight core components: *Academic Excellence, Life Coping Skills, Job Skills, Health and Hygiene, Responsible Citizenship, Service to the Community, Leadership/Followership, and Physical Fitness*

Challenge Eligibility Criteria

- Economically and educationally disadvantaged youth from within each program state, commonwealth, or territory
- High school dropouts and/or at risk students 16 to 18 years of age
- Voluntary enrollment
- Unemployed or underemployed
- Drug free and not on parole or probation for other than juvenile status offenses, not indicted or charged, and free of felony convictions or capital offenses
- Physically and mentally capable of program participation with reasonable accommodations for disabilities

Challenge Statistics 1993 – 2018

- 391,547 Applicants
- 222,017 Enrollees
- 165,073 Graduates
- 116,382 Academic Credentials Awarded (GED, High School Diploma, High School and/or College Credit)
- 11,109,026 Hours of Service to Communities valued at \$211,667,214
 - Note: <https://www.independentsector.org/resource/the-value-of-volunteer-time/> (national average \$24.69 per hour)

Current Youth Challenge Programs

1. AK – Alaska Youth Challenge Academy – Fort Richardson AK
2. AR – Arkansas Youth Challenge Academy – Camp Robinson, N. Little Rock AR
3. CA – Discovery Youth Challenge Academy – Sharpe Army Depot, Stockton CA
4. CA – Grizzly Youth Challenge Academy – Camp San Luis Obispo CA
5. CA – Sunburst Youth Challenge Academy – Los Alamitos CA
6. DC – Capital Guardian Youth Challenge Academy – Laurel MD
7. FL – Florida Youth Challenge Academy – Starke FL
8. GA – Ft Gordon Youth Challenge Academy – Fort Gordon GA
9. GA – Ft Stewart Youth Challenge Academy – Fort Stewart GA
10. GA – Milledgeville Youth Challenge Academy – Milledgeville GA
11. HI – Kalaeloa Youth Challenge Academy – Barbers Point NAS, Kapolei HI
12. HI – Kulani Youth Challenge Academy – Keaukaha Military Reserve, Hilo HI
13. ID – Idaho Youth Challenge Academy – Pierce ID
14. IL – Lincoln Youth Challenge Academy – Rantoul IL
15. IN – Hoosier Youth Challenge Academy – Knightstown IN
16. KY – Appalachian Youth Challenge Academy – Gray’s Knob KY
17. KY – Bluegrass Youth Challenge Academy – Fort Knox KY
18. LA – Camp Beauregard Youth Challenge Academy – Camp Beauregard, Pineville LA
19. LA – Camp Minden Youth Challenge Academy – Camp Minden LA
20. LA – Gillis Long Youth Challenge Academy – Carville LA
21. MD – Freestate Youth Challenge Academy – Aberdeen Proving Grounds MD
22. MI – Michigan Youth Challenge Academy – Battle Creek MI
23. MS – Mississippi Youth Challenge Academy – Camp Shelby MS
24. MT – Montana Youth Challenge Academy – University of MT Western, Dillon MT
25. NC – Tarheel Youth Challenge Academy – Salemburg NC
26. NC – New London Youth Challenge Academy – New London NC
27. NJ – New Jersey Youth Challenge Academy – Fort Dix NJ
28. NM – New Mexico Youth Challenge Academy – Roswell NM
29. OK – Thunderbird Youth Challenge Academy – Pryor OK
30. OR – Oregon Youth Challenge Academy – Bend OR
31. PR – Puerto Rico Youth Challenge Academy – Fort Allen, Juana Diaz PR
32. SC – South Carolina Youth Challenge Academy – McCrady ARNG Training Center, Eastover SC
33. TN – Volunteer Youth Challenge Academy – Nashville TN
34. TX – Eagle Lake Youth Challenge Academy – Eagle Lake TX
35. VA – Commonwealth Youth Challenge Academy – Camp Pendleton, Virginia Beach VA
36. WA – Washington Youth Challenge Academy – Bremerton WA
37. WI – Wisconsin Youth Challenge Academy – Fort McCoy WI
38. WV – Mountaineer Youth Challenge Academy – Camp Dawson, Kingwood WV
39. WY – Wyoming Youth Challenge Academy – Camp Guernsey WY

Potential Future Youth Challenge Programs

- TBD – Pennsylvania is researching a program (legislation complete)
- TBD – Nevada researching a NGYCP at either the Stead Trng Center (Carson City) or Carlin Trng Center (Carlin)
- TBD – Missouri is researching a program on Fort Leonard Wood
- TBD – In addition Ohio, Delaware, Minnesota, North Dakota, Utah, and Alabama are interested in a program
- TBD – Puerto Rico, Michigan and New Mexico are interested in a second NGYCP
- TBD – California is researching two additional programs (near LA and San Diego)

12 Quasi-Military Characteristics

These characteristics and descriptions of a quasi-military environment are taken from a 2007 Brookings Institution¹ report on introducing a quasi-military environment into public high schools.

1. Belonging	Belonging to positive youth groups may boost participants' self-confidence and curb risky behaviors.
2. Teamwork	Success hinges on how efficiently and harmoniously the unit or team performs.
3. Motivation and Self-Discipline	The strict discipline long associated with military training helps instill the motivation that may be in short supply among some young people.
4. Valuing and Believing Every Youngster Can Succeed	The military excels at valuing and challenging young people, and at believing in the potential of every recruit and cadet.
5. Educating and Developing the Whole Adolescent	The ChalleNGe Program's eight core components reflect a commitment to educating and developing the whole adolescent.
6. Mentoring and Monitoring	While this level of attentiveness to cadets' overall development clearly requires more intensive staffing than traditional schools, young people evidently appreciate and profit from the heightened attention.
7. Rewards and Recognition	Ceremonies and rituals affirm that society values the contributions and accomplishments, be they monumental or modest, of those who are celebrated.
8. Accountability and Consequences	One staple of military-style programs is immediate accountability and predictable consequences for misbehaving.
9. Safety and Security	This enables staff to teach and cadets to learn without fear of disruption or danger.
10. Demanding Schedule	Places considerably greater time demands on young people than regular schools.
11. Curriculum and Instruction	To make up for lost time, fast-track approaches to instruction should be a staple of educational programs aimed at youngsters who are far behind academically.
12. Structure and Routine	The goal is to negate the culture of the streets and instill in young people the skills and self-discipline needed to function in the workforce and life. For many, the antidote for deeply ingrained behavioral problems and dysfunctional parenting is heavy doses of structure and regimentation.

¹ Hugh Price, *Demilitarizing what the Pentagon knows about developing young people: A new paradigm for educating students who are struggling in school and in life*. The Brookings Institution. 2007.
http://www.brookings.edu/~media/research/files/papers/2007/5/defense%20price/05defense_price.

Idaho Youth Challenge Academy



- Earn Up To 14 Credits
- Challenge Yourself
- Job Skills
- Social Skills
- Self Discipline
- FREE To Attend



Take the ChalleNGe!

www.idyouthchallenge.com



Eligibility Requirements

- Females and males, 16 to 18 years of age
- High school dropout or at risk due to credit deficiency or other risk factors.
- Legal resident of Idaho and the USA
- Not currently on parole or probation for anything other than juvenile offenses
- No felony convictions
- Drug free upon enrollment

↓ **Please Take One!** ↓

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STATE OF IDAHO
Idaho Youth Challenge Academy

117 Timberline Drive, Pierce, ID 83546
Main Campus: 1-(208) 464-1253
www.idyouthchallenge.com



Test of Adult Basic Education (T.A.B.E.)

The students who completed the Idaho Youth Challenge Academy's program showed remarkable gains between the Pre-TABE assessment test, given at the beginning of the session, and the Post-TABE, given near the end.

- The total battery average scale score on the Pre-TABE for all entering students was 523. The average total battery scale score on the Post-TABE was 549 for an average growth of 26 points per test and 78 points for the entire battery.

High School Credits Earned and Graduation

This class had a very impressive credit retrieval rate, as well.

- The highest number of credits possible at the Academy for the session is 14 credits.
- Comparatively, a full year at a high school is 14 credits. Earning all 14 credits in 22-weeks requires tremendous effort on the part of the student.
- The total number of credits possible for the completing students was 1694 and 1692 were earned. Additionally, our HS graduates recovered 13 additional credits utilizing PLATO curriculum.
- 23 Cadets will earn their HS diploma and 8 have earned their GED-3 others have one test left

Grade Point Average Increases

- Students at the Idaho Youth Challenge Academy on entry had an average GPA of 1.94. The average GPA of IDYCA courses is 3.28 and the current accumulative GPA is 2.42.
- 47% of the completers had an incoming grade point average less than a C (2.0). By session end, this has been reduced to 17% and none are below 2.0 in Academy classes!

Academic Achievement and Excellence Awards

- **Academic Achievement** awards are given for sustained academic achievement (90% or better) in one or more core academic subjects and no grades lower than 80%.
 - There were 50 *Academic Achievement* awards earned during session 2019-2.
 - 41% of the completing students earned an *Academic Achievement* award.
- **Academic Excellence Lamp of Knowledge** awards are given for sustained academic achievement in all five core academic subjects (85% or higher) and no grade lower than 80%.
 - This session, 30 *Lamp of knowledge* awards were earned and 5 Cadets will graduate with a 4.0 in their Academy classes.

We believe in SECOND CHANCES!

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Thursday, February 27, 2020

SUBJECT	DESCRIPTION	PRESENTER
Docket No. <u>08-0202-1902</u>	Teacher Certification Standards	Marilyn Whitney, State Department of Education
Presentation	Master Educator Premiums	Tracie Bent, State Board of Education
Minutes Approval	Minutes from February 10, 2020	Senators Den Hartog and Crabtree
	Minutes from February 11, 2020	Senators Winder and Lent
	Minutes from February 12, 2020	Senators Thayn and Ward-Engelking
	Minutes from February 13, 2020	Senators Buckner-Webb and Woodward

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Woodward
Vice Chairman Thayn	Sen Lent
Sen Winder	Sen Buckner-Webb
Sen Den Hartog	Sen Ward-Engelking
Sen Crabtree	

COMMITTEE SECRETARY

Morgan Howard
Room: WW39
Phone: 332-1321
Email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Thursday, February 27, 2020

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Crabtree, Woodward, Lent, 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 3:02 p.m.

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

DOCKET NO. 08-0202-1902 **Vice Chairman Thayn** told the Committee that the State Department of Education (Department) had written the Committee a letter regarding **Docket No. 08-0202-1902** (see Attachment 1). He went on that the Committee had already heard the full presentation for **Docket No. 08-0202-1902**.

MOTION: **Senator Ward-Engelking** moved to approve **Docket No. 08-0202-1902**. **Senator Buckner-Webb** seconded the motion.

DISCUSSION: In response to Committee questions, **Marilyn Whitney**, Chief Policy Advisor for the Department, explained that the letter suggests intent to rework teacher certification standards in the future and that there were concerns that the current certifications were too complex and redundant. She continued that **Docket 08-0202-1902** starts the process of addressing those concerns.

VOICE VOTE: The motion to approve **Docket No. 08-0202-1902** passed by **voice vote**.

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

PRESENTATION: **Tracie Bent**, Chief Planning and Policy Officer for the State Board of Education (Board) presented the Board's report on the Master Educator Premium. She told the Committee that she had provided handouts (see Attachments 2, 3, and 4). She then explained the requirements for educators to receive the Master Educator Premium. She expounded that the development of the requirements ensured that only educators who had achieved the highest level of excellence would qualify for the Master Educator Premium. She then described the application and selection process for the master educator premium, as well as the appeals process. **Ms. Bent** explained that applications were not reviewed by people who knew the applicants. She concluded with an explanation of the total awards given for fiscal year 2020.

DISCUSSION: In response to Committee questions, **Ms. Bent** said that teachers who moved districts after being awarded the premium would continue to receive it and that the application portfolio can take up to 120 hours to complete, but is meant to be developed over 3 years.

Rob Winslow, Executive Director for the Idaho Association of School Administrators (IASA), told the Committee that school administrators were supportive of the Board's process for the premium due to their hesitance to administer the program within their individual school districts.

**MINUTES
APPROVAL:**

Senator Den Hartog moved to approve the Minutes of February 10, 2020. **Vice Chairman Thayn** seconded the motion. The motion passed by **voice vote**.

Senator Winder moved to approve the Minutes of February 11, 2020. **Senator Lent** seconded the motion. The motion carried by **voice vote**.

Vice Chairman Thayn moved to approve the Minutes of February 12, 2020. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.

Senator Buckner-Webb moved to approve the Minutes of February 13, 2020. **Senator Woodward** 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

Morgan Howard
Secretary



IDAHO

STATE DEPARTMENT OF EDUCATION

February 26, 2020

Dear Senate Education Committee,

I appreciate your support for taking a thoughtful, measured approach to reviewing and revising Idaho's teacher certification standards and want to take this opportunity to share my thoughts about how to proceed.

Rather than bring forward only 20 percent of the certification and endorsement standards next year as the Department typically does, I plan to have a broad-based committee review all the teacher preparation standards over the next 18 months. The review committee would include educators, legislators, parents and others interested in reviewing, streamlining, and simplifying certification standards and endorsements.

The committee will be tasked with reviewing the standards with the goal of reducing requirements that cause unnecessary expense, time, and work for our higher education institutions but have no correlation to improving the quality of teaching. The goal would be to provide our teacher preparation programs with more flexibility and opportunity to innovate.

The work would begin this summer with the intent to bring changes to the Board of Education in Nov. of 2021 for review and approval of the Legislature in 2022.

I look forward to working with you and to having members of your committee participate in this important process.

Sincerely,

A handwritten signature in blue ink that reads "Sherri A. Ybarra".

Sherri A. Ybarra, Ed.S.
Superintendent of Public Instruction



MASTER TEACHER PREMIUM Summary

Summary – Master Teacher Premium Performance Criteria (\$4,000 premium paid to the teacher):

- Minimum of 8 years teaching provided that the three (3) years immediately preceding the award must be continuous.
- For 3 of the previous 5 years of instruction:
 - Demonstration of mastery of instructional techniques and professional practice through artifacts demonstrating effective teaching and successful completion of an annual individualized professional learning plan; and
 - Majority of students meeting measurable student achievement criteria as defined in Section 33-1001, Idaho Code.
- In addition to the minimum requirements:
 - Districts may develop additional requirements showing mastery through a plan developed at the district level by a committee of teachers, administrators and stakeholders and approved by the State Board of Education;
 - Districts may develop plans that recognize groups of teachers based on measurable student achievement goals aligned with school district approved continuous improvement plans. Groups may be school-wide or may be smaller groups such as grade levels or by subject matter. Each teacher in a master teacher group shall receive a master teacher premium if goals are met according to the district plans. Plans shall be developed by a committee consisting of teachers, administrators and other school district stakeholders and shall first be approved by the State Board of Education. Any school district that does not follow their preapproved plan shall not receive future master teacher premium dollars; or
 - If a district does not develop its own plan, districts must adopt a plan developed by a committee made up of teachers, administrators and other stakeholders facilitated by the State Board of Education and approved by the State Board of Education.

Idaho Code – Master Teacher Premium

33-1004I. Master teacher premiums. [effective July 1, 2019] (1) A portion of the moneys available to the education support program shall be distributed per full-time equivalent instructional staff position employed by each school district. Such moneys shall be paid to instructional staff employees who have earned a master teacher designation by meeting the minimum qualifications set forth in subsection (2) of this section and the additional qualifications developed or adopted by the employing school district pursuant to subsection (3) of this section, in an amount set forth in subsection (4) of this section.

(2) The minimum qualifications for an instructional staff employee to earn a master teacher designation shall be as follows:

- (a) The instructional staff employee must have eight (8) or more years of teaching experience provided that the three (3) years immediately preceding the award must be continuous;
 - (b) The instructional staff employee must demonstrate mastery of instructional techniques for not less than three (3) of the previous five (5) years of instruction through:
 - (i) Artifacts demonstrating evidence of effective teaching; and
 - (ii) Successful completion of an annual individualized professional learning plan; and
 - (c) A majority of the instructional staff employee's students meet measurable student achievement as defined in section 33-1001, Idaho Code, for not less than three (3) of the previous five (5) years.
- (3) In addition to the minimum qualifications for a master teacher designation set forth in subsection (2) of this section:
- (a) Local school districts may develop and require additional qualifications showing demonstrated mastery of instructional techniques and professional practice through multiple measures, provided that such qualifications shall be developed by a committee consisting of teachers, administrators and other school district stakeholders and shall first be approved by the state board of education;
 - (b) Local school districts may develop plans that recognize groups of teachers based on measurable student achievement goals aligned with school district approved continuous improvement plans. Groups may be school-wide or may be smaller groups such as grade levels or by subject matter. Each teacher in a master teacher group shall receive a master teacher premium if goals are met according to the district plans. Plans shall be developed by a committee consisting of teachers, administrators and other school district stakeholders and shall first be approved by the state board of education. Any school district that does not follow their preapproved plan shall not receive future master teacher premium dollars; or
 - (c) If a local school district has not developed qualifications pursuant to paragraph (a) or (b) of this subsection, then the school district shall adopt and require additional qualifications showing demonstrated mastery of instructional techniques and professional practice through multiple measures as developed by a committee facilitated by the state board of education consisting of teachers, administrators and other stakeholders, which measures shall be approved by the state board of education.
- (4) The amount of the master teacher premium paid to a qualified instructional staff employee shall be four thousand dollars (\$4,000) each year for three (3) years starting with the initial award of the master teacher premium. After the third year of receiving the master teacher premium, the instructional staff employee must continue to demonstrate that he or she meets the master teacher premium qualifications in each subsequent year. If the qualifications are not met, then the premium will be discontinued until such time as the qualifications are met.



- (5) Local school district boards of trustees may provide master teacher premiums to instructional staff employees consistent with the provisions of this section.
- (6) For the purposes of this section, the term "school district" also means "public charter school" and the term "board of trustees" also means "board of directors."
- (7) The state board of education may promulgate rules implementing the provisions of this section.



MASTER TEACHER PREMIUM

Demonstrated Mastery of Instructional Techniques and Professional Practice Plan

Eligible individuals may apply for the Master Teacher Premium by submitting a portfolio consisting of artifacts demonstrating mastery of instructional techniques and professional practice. Master Teacher Premium determinations will be based on the teacher meeting the minimum requirements pursuant to Section 33-1004I, Idaho Code, and the artifacts and evidence of exemplary teaching practices provided in the portfolio based on the following five standards:

- Leadership
- Professional Collaboration and Partnerships
- Students and Learning Environment
- Professional Growth
- Content, Instruction and Assessment

Artifacts must be submitted for each standard and must cover each characteristic of each standard. A single artifact may be provided as evidence of multiple characteristics within a standard.

Review Process

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 review will be provided with training on reviewing the portfolios and will receive a stipend for their service. Individual portfolio's will be reviewed by no less than two teachers. The number of teachers reviewing each portfolio will be determined based on the number of portfolios received and the number of available reviewers in a given year.

Ratings will be based on whether or not each standard and characteristic "meets the standard," "partially meets the standard," or "does not meet the standards." A scoring system will be established as part of the development of the rubric establishing a score range for each rating.

MASTER TEACHER PREMIUM STANDARDS

Definitions and Characteristics

Standard One: **Leadership**

Definition

Master Teachers ensure student learning and well-being by engaging in a variety of leadership roles and performing thoughtful stewardship responsibilities for the school community and the profession.

Characteristics

1. *Participates in decision-making*
2. *Initiates innovations*
3. *Empowers and influences others*
4. *Participates in leadership positions/opportunities in school, district, local community, and state*
5. *Active in professional organizations*
6. *Provides leadership in learning communities*
7. *Provides leadership on instructional policy, curriculum development, and staff development*
8. *Provides leadership with evaluations of school improvements initiatives and projects*

Standard Two: **Professional Collaboration and Partnerships**

Definition

Master Teachers work with educators, students, families and communities to create relationships; share knowledge, practice and responsibility; communicate effectively and support student learning. They respond to the needs of their colleagues and students in a timely and competent manner.

Characteristics

1. *Serves as Resource for colleagues, administrators, students, parents, and community*
2. *Mentors others*
3. *Creates an environment of respect and rapport*
4. *Collaborates with colleagues, students, families, and community*
5. *Effectively communicates student strength and weaknesses with students, parents/guardians and colleagues*



Standard Three: **Students and Learning Environment**

Definition

Master Teachers demonstrate knowledge and caring to connect instruction to students' needs, interests and prior knowledge. They engage learners in inquiry, promote high levels of learning for all students, and create a culture of civility and success. They foster rapport that results in an environment where all students feel valued and are comfortable taking risks.

Characteristics

1. *Creates a culture of mutual respect with parents and students*
2. *Inspires students to take risks, explore, think critically and achieve high levels of learning*
3. *Advocates for students*
4. *Demonstrates knowledge and caring about individual students' lives beyond the classroom and school*
5. *Promotes positive student to student interactions*

Standard Four: **Professional Growth**

Definition

Master Teachers engage in continuous professional development, demonstrate reflection, and implement best practices. They use multiple sources to shape their professional practice. They evaluate their personal growth, understanding and application of knowledge and develop an individualized professional learning plan.

Characteristics

1. *Advocates for the teaching profession*
2. *Seeks regular opportunities for continued professional development*
3. *Participates in organizations designed to contribute to the profession*
4. *Demonstrates reflective practice*

Standard Five: **Content, Instruction and Assessment**

Definition

Master Teachers have a deep and reflective understanding of the content, instructional methods, and assessments techniques, which they consistently use to promote high levels of learning for all students.

Characteristics

1. *Demonstrates in-depth understanding of the content area*
2. *Enables students to take ownership of their own learning*
3. *Works collaboratively with others to develop and improve content, teaching strategies and/or types of assessments*

4. *Effectively delivers content area concepts to students utilizing diverse methods*
5. *Actively engages and motivates students to learn*
6. *Provides an access point for all students to engage in the learning process no matter their ability level*
7. *Promotes critical thinking and problem solving skills*
8. *Uses a variety of formative and summative assessments to evaluate student learning*
9. *Analyzes the data provided by the assessments to modify or enhance instruction*
10. *Maintains accurate records and reflections on student progress towards mastery of content standards, social skills, critical thinking skills, and problem solving abilities*

Note: *Artifacts for Master Teacher Portfolios, Standard 5 – It is expected that master teachers will address each part of the standard – Content, Instruction, and Assessment. A rich portfolio will include at least one artifact that may address all three areas. Components of this standard may be developed as a team, but individual teachers must document how the formative assessments are helping students with specific examples of how all students are being reached.*



MASTER TEACHER PREMIUM REVIEW TEMPLATE

Standard *(Please indicate the standard being addressed):*

Describe the artifact being submitted in support of the standard. *(One paragraph maximum)*

What characteristic(s) of the standard identified above will be evident in the artifact:

** All characteristics must be met. Artifacts may cover multiple characteristics.*

Please provide a narrative stating how the artifact meets the standard and characteristics cited above.

The narrative should include an overview of the development and implementation of the artifact's activities, the intended outcome(s), the actual outcome(s) and the professional lesson learned. (Two page limit)

** Artifacts will be based on whether they "meet," "partially meet," or "do not meet" the standard. A completed template must be provided for each standard, multiple templates may be provided as needed for a single standard.*

MASTER TEACHER PREMIUM REVIEW TEMPLATE

Standard *(Please indicate the standard being addressed):* **Content, Instruction, and Assessment**

Describe the artifact(s) being submitted in support of the standard. *(One paragraph maximum)*

The artifacts being submitted include 45 minutes of unedited video of 6th grade classroom instruction on one-celled organisms. The video is supported by a detailed lesson plan for the videotaped session, including content standard, lesson's learning target, learning strategies, formative assessment, how it relates to student prior knowledge, and how it relates to future lessons.

What characteristic(s) of the standard identified above will be evident in the artifact:

- 1. Demonstrates in-depth understanding of the content area*
- 2. Enables students to take ownership of their own learning*
- 4. Effectively delivers content area concepts to students utilizing diverse methods*

Please provide a narrative stating how the artifact meets the standard and characteristics sited above.

The narrative should include an over view of the development and implementation of the artifact's activities, the intended outcome(s), the actual outcome(s) and the professional lesson learned. (Two-page limit)



IDAHO MASTER EDUCATOR – INSTRUCTIONAL STAFF RUBRIC

Attachment 4

Candidate: _____ Evaluator #: _____

Standard 1: Leadership. Master Teachers ensure student learning and well-being by engaging in a variety of leadership roles and performing thoughtful stewardship responsibilities for the school community and the profession.

Characteristics	2 points each	1 point each	0 points each	Score/Comments for Standard 1
1. Influences decision-making as an advocate for students	The evidence demonstrates that the teacher advocates for students' best interests through shaping policy at the building, district, state, and/or national level including professional organizations focused on improving teacher quality and student achievement.	The evidence demonstrates that the teacher is involved in professional efforts to advance teaching and learning.	The evidence demonstrates that the teacher is not involved in efforts to advance teaching and learning.	
2. Initiates innovations	The evidence demonstrates that the teacher is an agent of change who seeks opportunities to positively impact teaching quality, school improvements and student achievement.	The evidence demonstrates that the teacher implements change with school, district and state directive.	The evidence demonstrates that the teacher implements change as mandated by the principal.	



IDAHO MASTER EDUCATOR – INSTRUCTIONAL STAFF RUBRIC

3. Provides leadership	The evidence demonstrates that the teacher takes multiple leadership roles in department, school, district, state, national, and/or professional organizations' decision-making activities, such as curriculum development, staff development and/or policy design.	The evidence demonstrates that the teacher acts in leadership roles that are narrow in scope or limited.	The evidence demonstrates that the teacher participates in meetings as required.	<p><i>For a Master Teacher candidate to meet Standard 1, the candidate must demonstrate consistent leadership that has a direct impact on student learning.</i></p> <p>Candidate offered evidence that supported and/or clarified the written response: YES If "no" = subtract 2 points.</p> <p>Comments:</p>	<p>Max Score of 6</p> <p>5-6 exemplary 3-4 adequate 0-2 area for growth</p>
SCORE					



IDAHO MASTER EDUCATOR – INSTRUCTIONAL STAFF RUBRIC

Candidate: _____ Evaluator #: _____

Standard 2: Professional Collaboration and Partnerships. Master Teachers work with educators, students, families and communities to create relationships; share knowledge, practice and responsibility; communicate effectively to support student learning. They respond to the needs of their colleagues and students in a timely and competent manner.

Characteristics	2 points	1 point each	0 points each	Score/Comments for Standard 2
1. Serves as resource for colleagues, administrators, students, parents, and community	The evidence demonstrates that the teacher consistently acts as a resource for others inside and outside of the education community, reaching across professions to provide support.	The evidence demonstrates that the teacher occasionally acts as a resource for others inside or outside of the education community.	The evidence demonstrates that the teacher is not involved as a resource.	
2. Create an environment of respect and rapport with the larger community	The evidence demonstrates that the teacher collaborates effectively with the local community, parents and/or community agencies, when and where appropriate, to promote a positive environment for student learning.	The evidence demonstrates that the teacher occasionally collaborates with the parents.	The evidence demonstrates that the teacher does not collaborate with the local community, community agencies, or parents	
3. Engages in collaborative contexts with peers	The evidence demonstrates that the teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among	The evidence demonstrates that the teacher's relationships with colleagues are characterized by mutual support and cooperation; the	The evidence demonstrates that the teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The	



IDAHO MASTER EDUCATOR – INSTRUCTIONAL STAFF RUBRIC

	<p>the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry through peer observation, peer feedback, peer coaching, professional dialogue, and/or other collegial learning activities.</p>	<p>teacher actively participates in a culture of professional inquiry but may not initiate activities.</p>	<p>teacher participates in the school's culture of professional inquiry when invited to do so.</p>	
<p><i>For a Master Teacher candidate to meet Standard 2, the candidate must demonstrate focused collaboration that has a direct impact on student learning.</i></p> <p>Candidate offered evidence that supported and /or clarified the written response: YES NO If "no" = subtract 2 points.</p> <p>Comments:</p>				<p>Max Score of 6</p> <p>5-6 exemplary 3-4 adequate 0-2 area for growth</p> <p style="text-align: right;"><u>SCORE</u></p>



IDAHO MASTER EDUCATOR – INSTRUCTIONAL STAFF RUBRIC

Candidate: _____ Evaluator #: _____

Standard 3: Students and Learning Environment. Master Teachers demonstrate knowledge and caring to connect instruction to students' needs, interests and prior knowledge. They engage learners in inquiry, promote high levels of learning for all students, and create a culture of civility and success. They foster rapport that results in an environment where all students feel valued and are comfortable taking risks.

Characteristics	2 points each	1 point each	0 points each	Score/Comments for Standard 3
<p>1. Creates a culture of mutual respect with parents and students</p>	<p>The evidence demonstrates that the teacher collaborates with others to create environments in and out of the classroom that support individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>The evidence demonstrates that the teacher creates a classroom environment that supports individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self motivation.</p>	<p>The evidence demonstrates that the classroom environment limits mutual respect, collaborative learning, social interaction, active learning and self-motivation.</p>	



IDAHO MASTER EDUCATOR – INSTRUCTIONAL STAFF RUBRIC

<p>2. Inspires students to take academic risks, explore, and think critically to achieve high levels of learning</p>	<p>The evidence demonstrates that the teacher supports learners' independence and self-direction in identifying their learning needs, accessing resources, and using time to accelerate their learning. The teacher supports learners' growing ability to participate in decision-making, problem solving, and critical thinking.</p>	<p>The evidence demonstrates that the teacher supports learners' independence and self-direction in identifying their learning needs, accessing resources, and using time to accelerate their learning.</p>	<p>The evidence demonstrates limited support of learners' independence and self-direction in identifying their learning needs, accessing resources, and using time to accelerate their learning.</p>
<p>3. Prompts students to take ownership of their own learning and/or behavior, and promotes student self-assessment and goal-setting</p>	<p>The evidence demonstrates that the teacher involves learners in self-assessment and goal setting to address gaps between performance and potential.</p>	<p>The evidence demonstrates that the teacher provides opportunities for learners to set goals or self-assess.</p>	<p>The evidence demonstrates limited involvement of learners in self-assessment or goal setting.</p>
<p>4. Demonstrates holistic knowledge about individual students' lives</p>	<p>The evidence demonstrates that the teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design culturally responsive learning experiences that enable each learner to meet high standards.</p>	<p>The evidence demonstrates that the teacher understands learner differences within and across diverse communities to design learning experiences that enable each learner to meet high standards.</p>	<p>The evidence displays limited understanding of learners' commonalities and individual differences within and across diverse communities to design culturally responsive learning</p>



IDAHO MASTER EDUCATOR – INSTRUCTIONAL STAFF RUBRIC

<p>5. Promotes positive student-to-student interactions</p>	<p>The evidence demonstrates that the teacher effectively combines independent, collaborative and whole-class learning situations to maximize student understanding and learning.</p>	<p>The evidence demonstrates that the teacher uses independent, collaborative and whole-class learning situations.</p>	<p>The evidence demonstrates that the teacher uses one learning strategy the majority of the time.</p>	<p>experiences.</p>
<p><i>For a Master Teacher candidate to meet Standard 3, the candidate must demonstrate distinguished teaching focused on students and environment that has a direct impact on student learning for all students.</i></p>				
<p>Candidate offered evidence that supported and /or clarified the written response: If "no" = subtract 2 points.</p>				
<p>Comments:</p>				
				<p>SCORE</p>
				<p>Max Score of 10 8-10 exemplary 5-7 adequate 0-4 area for growth</p>



IDAHO MASTER EDUCATOR – INSTRUCTIONAL STAFF RUBRIC

Candidate: _____ Evaluator #: _____

Standard 4: Professional Growth. Master Teachers engage in continuous professional development, demonstrate reflection, and implement best practices. They use multiple sources to shape their professional practice. They evaluate their personal growth, understanding and application of knowledge and develop an individualized professional learning plan.

Characteristics	2 points each	1 point each	0 points each	Score/Comments for Standard 4
<p>1. Seeks regular opportunities for continuous professional development</p>	<p>The evidence demonstrates that the teacher uses a variety of data sources to analyze his/her professional knowledge, strengths and weaknesses in order to develop and implement targeted goals for professional growth.</p>	<p>The evidence demonstrates that the teacher identifies areas for professional growth using data sources.</p>	<p>The evidence demonstrates that the teacher participates in required professional development.</p>	
<p>2. Contributes to the development of learning opportunities designed to improve instructional and professional practices through participating in organizations/groups designed for this purpose</p>	<p>Evidence demonstrates active participation in educational organizations and contributes to the development of learning opportunities that provide professional development at the school, district and/or state level, that is relevant and is aligned to current best practices.</p>	<p>The evidence demonstrates that the teacher participates in professional organizations and professional development opportunities.</p>	<p>Evidence shows limited participation in professional organizations, and professional development opportunities that contribute to professional growth.</p>	



IDAHO MASTER EDUCATOR – INSTRUCTIONAL STAFF RUBRIC

<p>3. Demonstrates reflective practice to improve instructional decision making and/or professional practice</p>	<p>The evidence demonstrates that the teacher regularly reflects on and analyzes a wide range of evidence to evaluate the impact of instruction on individual learners and to set goals for improvement and consistently makes adaptations for future instruction.</p>	<p>The evidence demonstrates that the teacher has some use of reflection on evidence, but does not consistently make adaptations for future instruction.</p>	<p>The evidence demonstrates that the teacher seldom reflects on evidence to impact instructional decisions.</p>	<p>Max Score of 6 5-6 exemplary 3-4 adequate 0-2 area for growth</p>
<p><i>For a Master Teacher candidate to meet Standard 4, the candidate must demonstrate continued professional growth that has a direct impact on student learning and aligned to school and district goals.</i></p> <p>Candidate offered evidence that supported and/or clarified the written response: If "no" = subtract 2 points.</p> <p>Comments:</p> <p style="text-align: center;">YES NO</p>				<p style="text-align: center;"><u>SCORE</u></p>



IDAHO MASTER EDUCATOR – INSTRUCTIONAL STAFF RUBRIC

Candidate: _____ Evaluator #: _____

Standard 5: Content, Instruction and Assessment. Master Teachers have a deep and reflective understanding of the content, instructional methods, and assessment techniques, which they consistently use to promote high levels of learning for all students.

Characteristics	2 points each	1 point each	0 points each	Score/Comments for Standard 5
<p>1. Demonstrates in-depth understanding of the content area and/or professional concepts</p>	<p>The evidence demonstrates that the teacher continues to deepen his/her knowledge of content through new learning and uses it to support the growth of students.</p>	<p>The evidence demonstrates that the teacher continues to enhance his/her knowledge of content, but demonstrates little application to student growth.</p>	<p>The evidence demonstrates that the evidence demonstrates limited enhancement of his/her knowledge of content.</p>	
<p>2. Effectively delivers content area concepts to students utilizing diverse methods</p>	<p>The evidence demonstrates that the teacher understands and uses a variety of instructional strategies to encourage learners to develop understanding of content areas and to build skills to apply knowledge in meaningful ways.</p>	<p>The evidence demonstrates that the teacher uses of a variety of instructional strategies, but with minimal evidence of purposeful selection of strategies.</p>	<p>The evidence demonstrates that the teacher has limited use of a variety of instructional strategies.</p>	



IDAHO MASTER EDUCATOR – INSTRUCTIONAL STAFF RUBRIC

<p>3. Enables students to take ownership of and communicate their own learning</p>	<p>The evidence demonstrates that the teacher guides learners to take responsibility for their own learning through individualized goal-setting that will be effective for them as individuals and produce quality work.</p>	<p>The evidence demonstrates that the teacher guides learners to set individualized goals and monitor progress.</p>	<p>The evidence demonstrates limited guidance in student goal-setting.</p>	
<p>4. Actively engages and motivates students to learn</p>	<p>The evidence demonstrates that virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students.</p>	<p>The evidence demonstrates that some students are intellectually engaged with important and challenging content.</p>	<p>The evidence demonstrates little student engagement.</p>	
<p>5. Provides access points for students of all ability levels to engage in the learning process.</p>	<p>The evidence demonstrates that the teacher understands the development of students and systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs.</p>	<p>The evidence demonstrates that the teacher has understanding of the development of students and acquires knowledge from limited sources about groups of students' varied</p>	<p>The evidence demonstrates that the teacher recognizes differences between learners, but fails to develop lessons for those differences.</p>	



IDAHO MASTER EDUCATOR – INSTRUCTIONAL STAFF RUBRIC

	<p>interests, and cultural heritages to differentiate instruction to improve student achievement.</p>	<p>approaches to learning, knowledge and skills, special needs, interests and cultural heritages to differentiate instruction.</p>		
<p>6. Promotes critical thinking and problem solving skills</p>	<p>The evidence demonstrates that the teacher connects concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving involving relevant issues.</p>	<p>The evidence demonstrates teacher efforts to promote critical thinking and problem solving skills.</p>	<p>The evidence demonstrates limited efforts to promote critical thinking and problem solving skills.</p>	
<p>7. Uses a variety of formative and summative assessments to evaluate student learning</p>	<p>The evidence demonstrates that the teacher uses assessments and collaboratively analyzes data (diagnostic, formative and summative) to identify student strengths, promote student growth and maximize access to learning opportunities.</p>	<p>The evidence demonstrates that the teacher uses diagnostic, formative and summative assessments.</p>	<p>The evidence demonstrates limited use of assessment to inform instruction.</p>	
<p>8. Effectively communicates student strengths and weaknesses with students, parents/guardians and colleagues</p>	<p>The evidence demonstrates that the teacher works with students and their parents/guardians to develop mutual expectations for learner performance and growth. The teacher</p>	<p>The evidence demonstrates that the teacher regularly informs students and parents about student progression.</p>	<p>Evidence demonstrates limited and/or inconsistent communication.</p>	



IDAHO MASTER EDUCATOR – INSTRUCTIONAL STAFF RUBRIC

	communicates and records student performance through multiple mediums (e.g., newsletters, conferences, team meetings, etc.).		
<p><i>For a Master Teacher candidate to meet Standard 5, the candidate must demonstrate distinguished teaching focused on content, instruction and assessment that has a direct impact on student learning.</i></p> <p>Candidate offered evidence that supported and/or clarified the written response: YES NO</p> <p>If "no" = subtract 2 points</p> <p>Comments:</p>			
			Max Score of 16 13-16 exemplary 8-12 adequate 0-7 area for growth <u>SCORE</u>



IDAHO MASTER EDUCATOR – INSTRUCTIONAL STAFF RUBRIC

EVALUATOR'S SCORING SUMMARY

PLEASE CHECK THE CATEGORY BASED ON THE SCORE FOR EACH SECTION:

	EXEMPLARY	ADEQUATE	AREA FOR GROWTH	EVIDENCE
Standard 1:	_____	_____	_____	[] YES OR NO []
Standard 2:	_____	_____	_____	[] YES OR NO []
Standard 3:	_____	_____	_____	[] YES OR NO []
Standard 4:	_____	_____	_____	[] YES OR NO []
Standard 5:	_____	_____	_____	[] YES OR NO []

Notes:

Candidate: _____ Evaluator #: _____ Date: _____

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Monday, March 02, 2020

SUBJECT	DESCRIPTION	PRESENTER
Presentation	The College Board	Scott Hill, Vice President of State and District Partnerships, The College Board
Presentation	Superintendents' Report	Dr. Andrew Grover, Superintendent, Melba School District Don Coberly, Retired Superintendent Harold Ott, Idaho Association of School Administrators Rob Winslow, Idaho Association of School Administrators

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Woodward
Vice Chairman Thayn	Sen Lent
Sen Winder	Sen Buckner-Webb
Sen Den Hartog	Sen Ward-Engelking
Sen Crabtree	

COMMITTEE SECRETARY

Morgan Howard
Room: WW39
Phone: 332-1321
Email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Monday, March 02, 2020

TIME: 3:00 P.M.

PLACE: Room WW55

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

ABSENT/ EXCUSED: Senator Lent

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 3:01 p.m. He opened with a poem from the book *A Heap o' Living Along Life's Highway* by Edgar A. Guest, entitled, "My Creed."

PRESENTATION: **Scott Hill**, Vice President of State and Districts Partnerships for the College Board, explained the College Board's role serving educators and students of Idaho. He told the Committee that the SAT was redesigned in 2016 to better serve the needs of students. **Mr. Hill** went on to detail how the SAT was designed, the services that the College Board offers to students, and gave a summary of Idaho students' scores.

Rachel Dixon, College Board, expounded on the different assessments the College Board offers to students to allow them to assess their progress in different subject areas. She detailed the process by which students received their scores at each testing time. **Ms. Dixon** then explained the tools that the College Board offers to educators.

Steve McCue, College Board, outlined the College Board's partnership with Kahn Academy. This partnership allows students to link their PSAT scores to Kahn Academy. Kahn Academy will then develop a study curriculum to help them maximize their skill mastery. He told the Committee that there was a correlation between hours spent on Kahn Academy and an increase in score from PSAT to SAT. **Mr. McCue** then told the Committee about the scholarship opportunities and career guidance that the College Board offers.

Mr. Hill concluded the presentation by outlining College Board's goals for the future.

PRESENTATION: **Dr. Andrew Grover**, Superintendent of Melba School District, introduced **Dr. Sherry Ann Adams**, who presented the testing data from Melba School District. She explained how Melba teachers intervene on behalf of students and meet their needs to continue to grow academically. She presented the i-Ready program that Melba had used to identify students who were two or more years below grade level in math and English language arts, at grade level, or above grade level, and to intervene accordingly. **Dr. Adams** explained the intervention process. **Dr. Grover** told the Committee that the program allowed students and teachers to take a more vested interest in individual students' success.

PRESENTATION: **Don Coberly**, retired Superintendent of Boise School District, introduced **Coby Dennis**, the current Superintendent of Boise School District. **Mr. Dennis** told the Committee about the current tests that Boise School District administers to its students. He gave a summary of the time spent on testing, the quality of the data gathered from the tests, and the use that data has been put to.

Dr. Coberly told the Committee about the tests that Boise School District has administered in the past and how those tests have changed and developed in the past few years. He expounded on the benefits of pre-course and post-course testing to ensure that students are learning the course material.

DISCUSSION: **Chairman Mortimer** told the Committee that due to the Senate reconvening, the remaining presentations would be rescheduled.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:11 p.m.

Senator Dean M. Mortimer
Chair

Morgan Howard
Secretary

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Tuesday, March 03, 2020

SUBJECT	DESCRIPTION	PRESENTER
Presentation:	Health Care for Idaho Teachers	Representative Rod Furniss
<u>S 1324</u>	Promise Mentor Program	Senator Grant Burgoyne
<u>S 1328</u>	Advanced Opportunities	Senator Steven Thayn

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer
Vice Chairman Thayn
Sen Winder
Sen Den Hartog
Sen Crabtree

Sen Woodward
Sen Lent
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

Morgan Howard
Room: WW39
Phone: 332-1321
Email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Tuesday, March 03, 2020

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Den Hartog, Crabtree, Woodward, Lent, Buckner-Webb, and Ward-Engelking

ABSENT/ EXCUSED: Senator Winder

NOTE: The sign-in sheet, testimonies and other related materials will be retained with the minutes in the committee's office until the end of the session and will then be located on file with the minutes in the Legislative Services Library.

CONVENED: **Chairman Mortimer** called the meeting of the Senate Education Committee (Committee) to order at 3:01 p.m.

PRESENTATION: **Representative Furniss** presented information relating to health insurance for Idaho teachers (see Attachment 1). **Representative Furniss** outlined the challenges and reviewed the cost of covering teachers under the state employee health insurance plan. Coverage would be voluntary by district, not individually. One of the reasons for difficulty in hiring and retaining teachers, especially in the rural and small districts, is because of limited health care coverage and benefits.

DISCUSSION: **Vice Chairman Thayn** stated that what has been said is actually about reducing barriers to primary care and access to care, and getting better care at less cost. He said some best practices need to be discussed and cited the Allegheny School District as an example.

S 1324 **Senator Burgoyne** said **S 1324** is about the Idaho Promise Mentor Program and he introduced Dr. Jean Henscheid, PhD, to present the bill (see Attachment 2). **Dr. Henscheid** said she is here in her capacity as a workforce training and education policy analyst and a fellow with the National Resource Center for the first year experience and students in transition. She acknowledged several people who have accompanied her today and who have been instrumental in helping to have conversations about the program.

The purpose of the program is to fill vacant, good-paying jobs by helping recent Idaho high school graduates, veterans, and other adults earn post-high school career-ready credentials. **Dr. Henscheid** said that volunteers are needed to assist the people in the program and they need to be willing to receive a little training, go through a background check, and work with them for as little as five hours per month.

She explained that mechanisms are in place through the State Board of Education (SBE) and through non-profit organizations to train and support some community mentors across the state. Donors could be asked to help underwrite this work as it would involve 14 paid mentor coordinators who would then identify, train, and support local community volunteers.

Chairman Mortimer asked Senator Burgoyne to explain the fiscal impact of this bill. **Senator Burgoyne** stated that the program asks for a mix of grants, gifts, and appropriation to cover costs. It would be implemented in stages. **Senator Burgoyne** indicated that he has a proposed amendment to allow the program to accept both public and private funds and requested that the bill be sent to the 14th Order of Business.

MOTION: **Senator Winder** moved to send **S 1324** to the 14th Order of Business for possible amendment. **Vice Chairman Thayn** seconded the motion. The motion carried by **voice vote**.

S 1328 **Vice Chairman Thayn** introduced **S 1328** and said the bill allows 1 percent of the funding for the Advanced Opportunities Program to be allocated for students of non-public education to receive funding for dual credit courses or Advanced Placement (AP) tests. **Vice Chairman Thayn** stated he asked the Attorney General's Office for an opinion regarding the "no aid" provision which is commonly referred to as the Blaine Amendment (see Attachment 3).

TESTIMONY: **Ariel Kotte**, a senior attending Nampa Christian High, testified in favor of **S 1328**. She stated that she has spent \$1,350 on concurrent credits and that figure does not include calculus. **Ms. Kotte** acknowledged that financial help would have drastically increased her collegiate readiness.

Quinn Perry, Policy and Government Affairs Director for the Idaho School Boards Association (ISBA), spoke in opposition to **S 1328**. **Ms. Perry** said their main concern was that it puts an additional burden onto school districts, many of which are already strapped for resources in order to provide these programs. She requested that the bill's sponsor consider amending the bill to explicitly define the responsibilities of the non-public school where the child attends.

Jack Horton, a sophomore at Bishop Kelly High School, testified in support of **S 1328**. He told the Committee that in order to better prepare Idaho students for post-secondary education, Advanced Opportunities funding should be available for all students.

Paul Stark, General Counsel for the Idaho Education Association (IEA), testified in opposition to **S 1328**. He stated that private school students could attend dual credit courses through a public school in order to have those costs covered. He asked the Committee to hold **S 1328** to better address the constitutional problems, other potential problems, and also the line item.

DISCUSSION: **Vice Chairman Thayn** addressed the concerns of those who had testified against the bill and recommended that SBE create administrative rules to govern the distribution of funds under the bill.

MOTION: **Senator Den Hartog** moved to send **S 1328** to the floor with a **do pass** recommendation. **Vice Chairman Thayn** seconded the motion.

Senator Den Hartog stated she had a conflict of interest pursuant to Senate Rule 39(H) but intended to vote. Her son is a freshman in a private school and could potentially benefit from this.

SUBSTITUTE MOTION: **Senator Ward-Engelking** moved that **S 1328** be held in Committee. **Senator Buckner-Webb** seconded the motion.

ROLL CALL VOTE: **Chairman Mortimer** said a roll call vote would be taken on the substitute motion. **Senators Crabtree, Woodward, Lent, Buckner-Webb, and Ward-Engelking** voted aye. **Vice Chairman Thayn, Senator Den Hartog, and Chairman Mortimer** voted nay. The motion carried.

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

Senator Mortimer
Chair

Morgan Howard
Secretary

Juanita Budell
Assistant Secretary



Governor Brad Little

News Release

FOR IMMEDIATE RELEASE
February 17, 2020

Governor Little creates Teacher Health Insurance Working Group

Boise, Idaho – Governor Little announced today the creation of a new working group to examine ways to decrease the cost of health insurance for Idaho teachers.

"I am committed to elevating the teaching profession in Idaho by adequately compensating our teachers for the important work they do," Governor Little said. "Increasing teacher salaries is part of the solution – and I will continue in my efforts to raise teacher pay across the board – but as my partners in the Legislature have pointed out, we also need to find ways to decrease teachers' health insurance costs."

Representatives Jerald Raymond and Rod Furniss will co-chair the Teacher Health Insurance Working Group. In addition to finding ways to make health insurance more affordable for Idaho teachers, the group will examine ways to make the State of Idaho health plan more efficient.

The Idaho Department of Administration will be the lead state agency for the working group under the leadership of Director Keith Reynolds.

Other members of the working group will include additional members of the Idaho Senate and House of Representatives, the Idaho Department of Insurance, educators, the Division of Financial Management, and the Governor's Office.

"We look forward to working cooperatively with fellow legislators and the Governor's Office to create a comprehensive and cost-effective solution to health care coverage for those who work daily with our students. We will leverage our relationships jointly with all stakeholders to accomplish this important task. Public school employees have been struggling for years to access affordable health care for their families. Teachers in rural areas are in short supply because of the inability to be competitive and recruit. Many hours have been spent searching for a solution and we have made excellent headway. The Governor's new working group will search out even better options and seek consensus and input," Representatives Raymond and Furniss said.

The working group is expected to meet for the first time following the 2020 legislative session.

###

NEWS MEDIA CONTACT: Marissa Morrison, Press Secretary
208-943-1686 or marissa.morrison@gov.idaho.gov

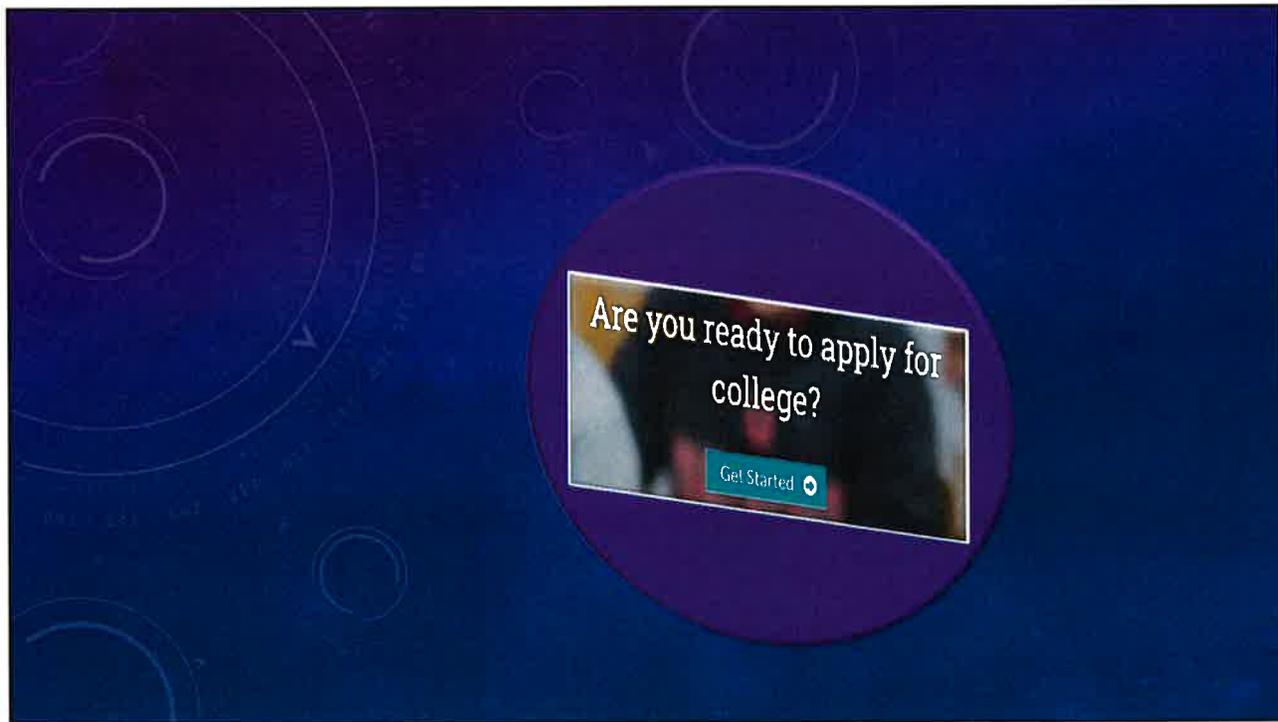
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[Sign up to receive news from Governor Little](#)

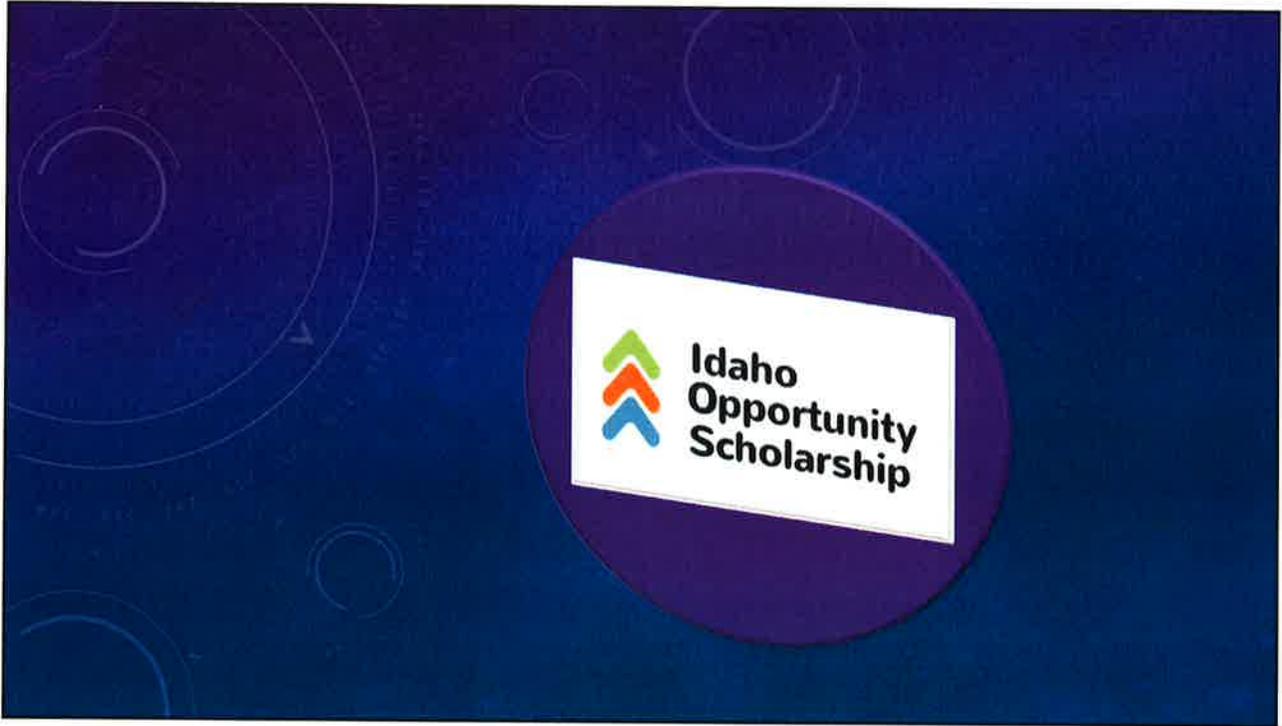
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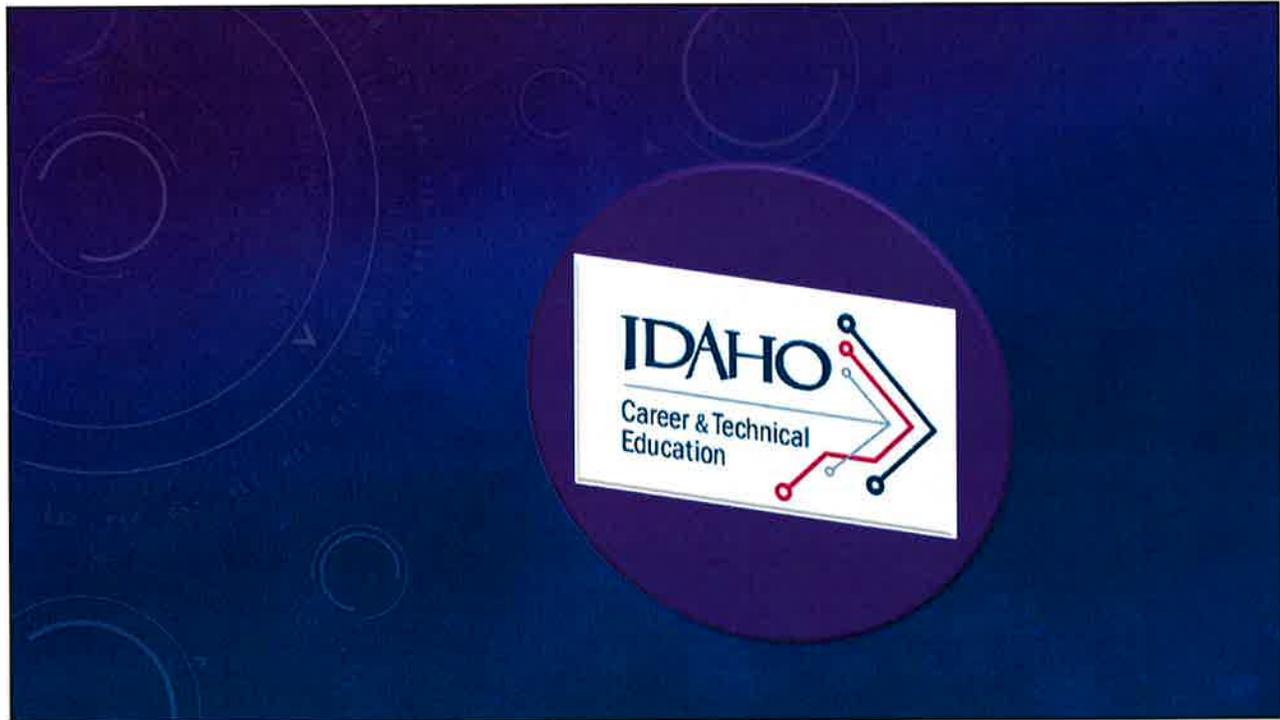
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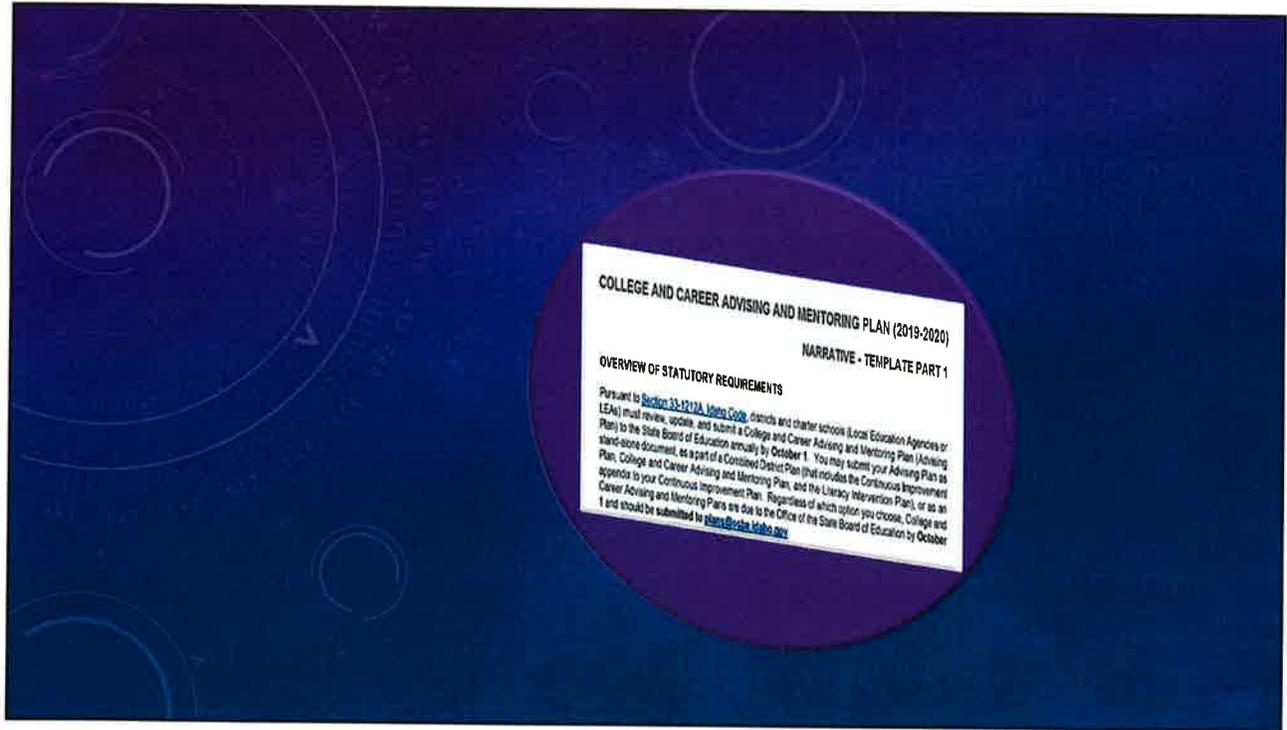
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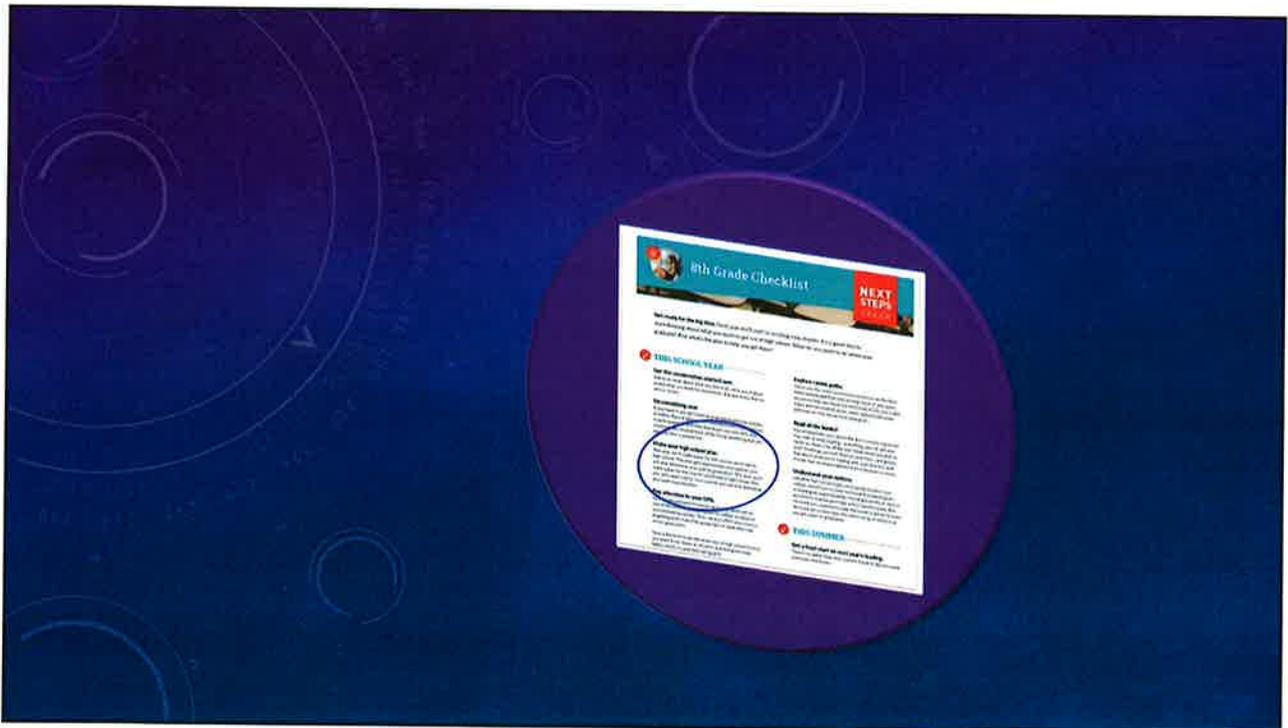
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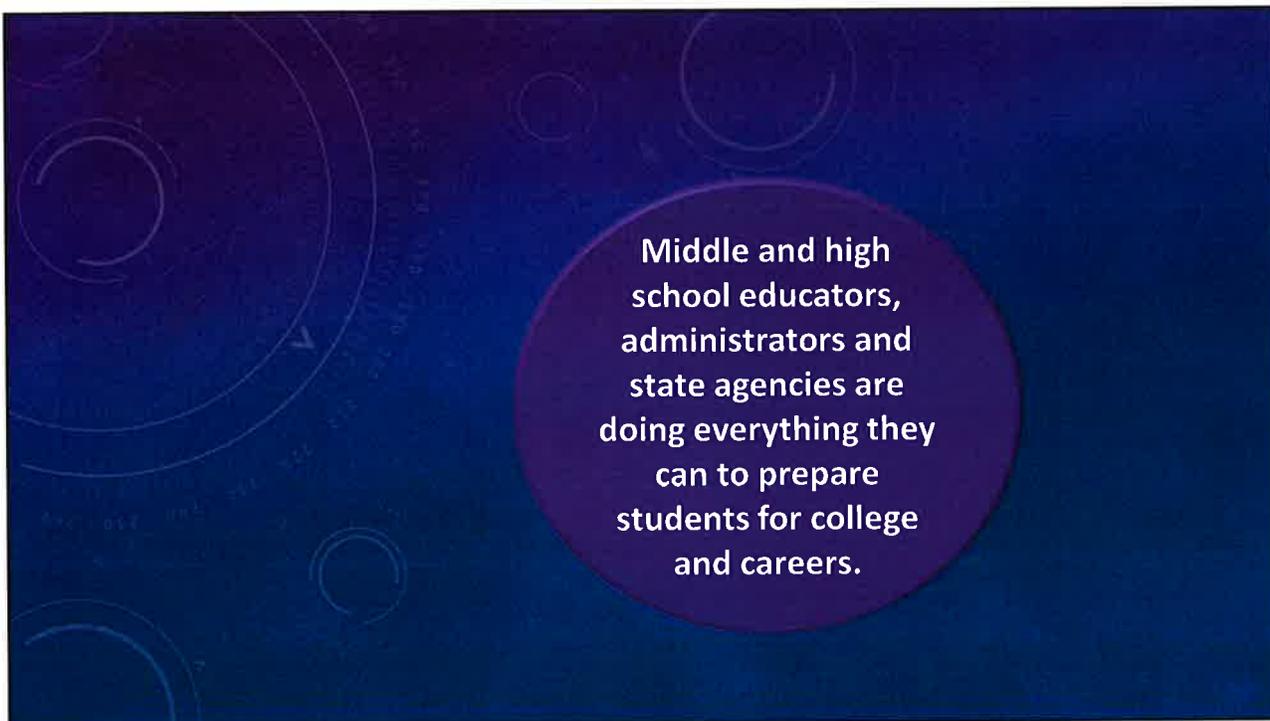
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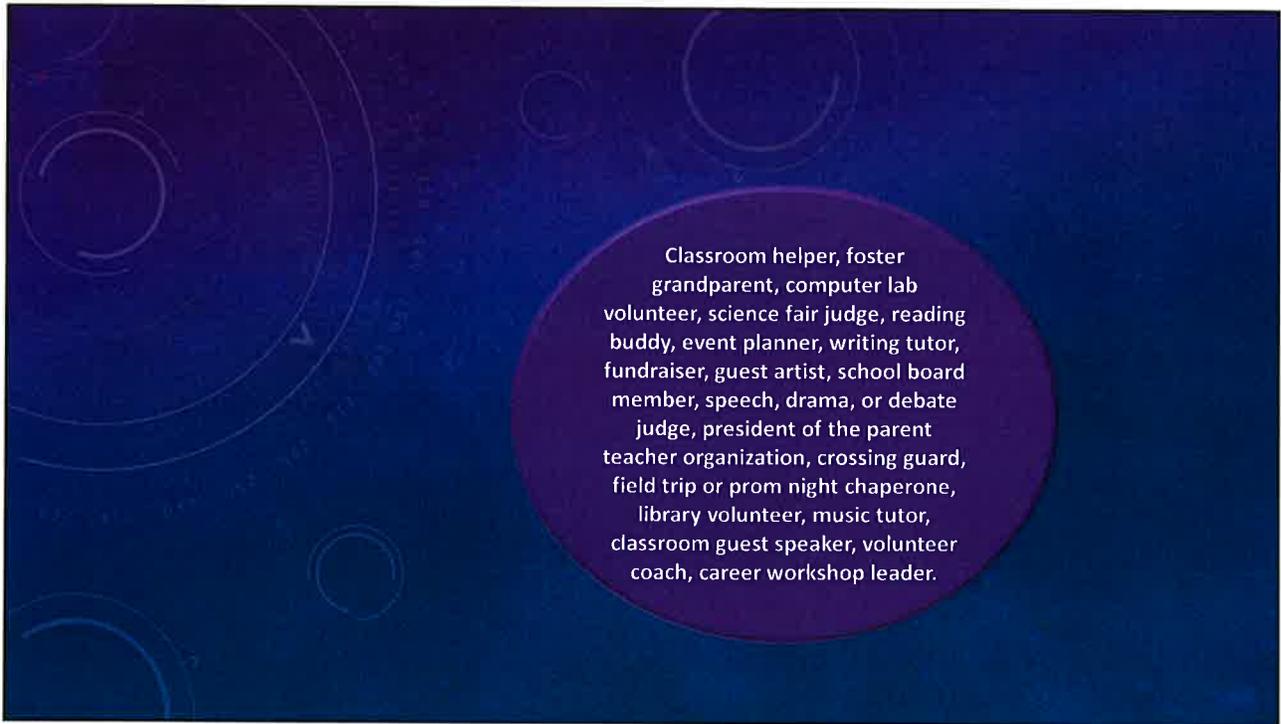
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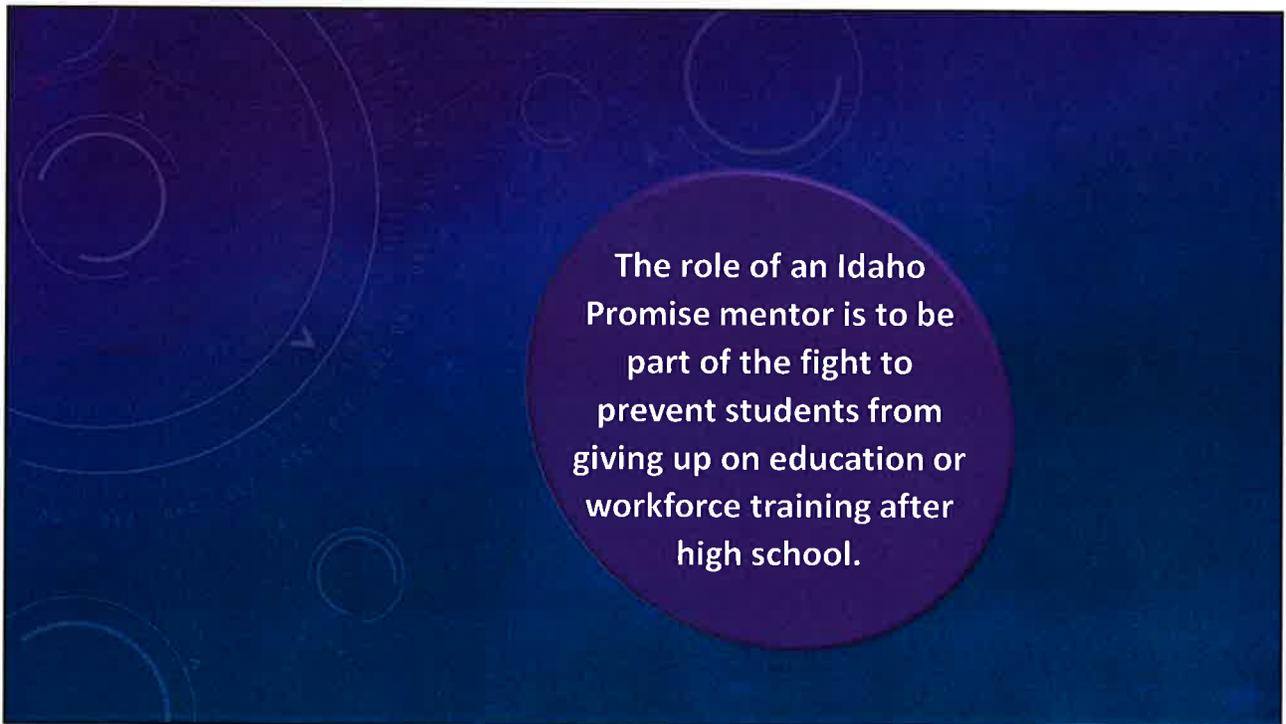
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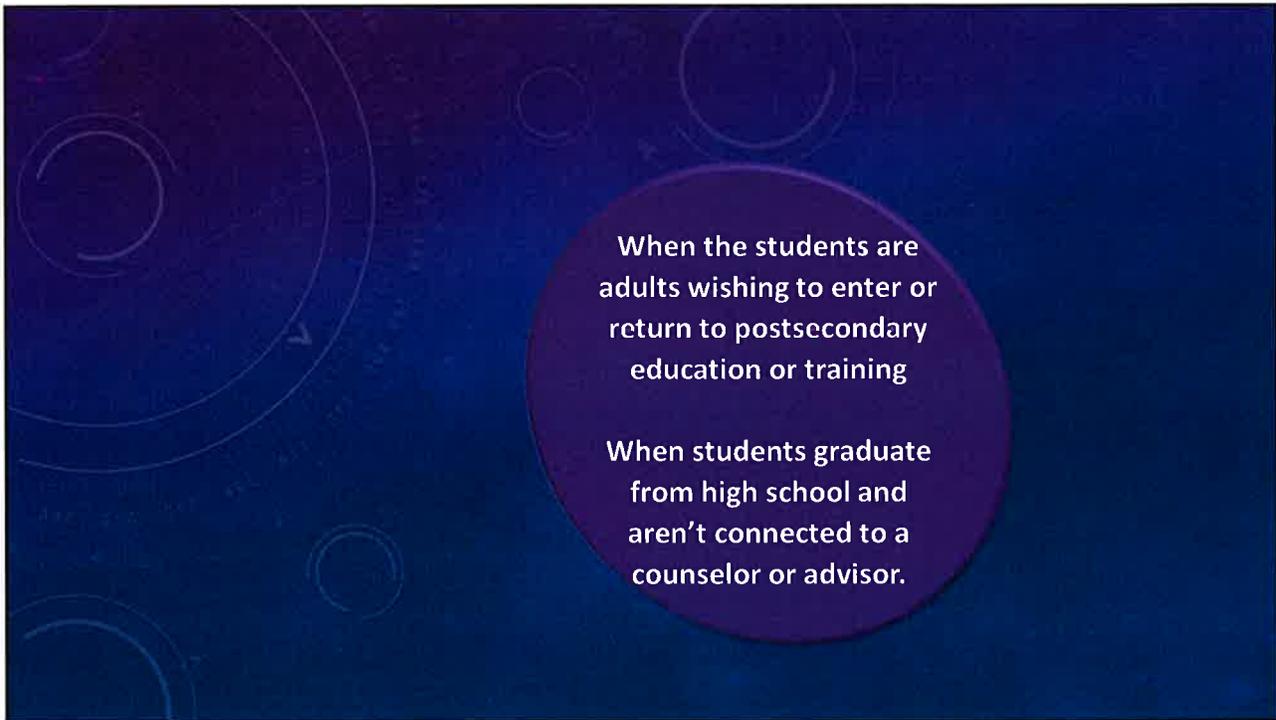
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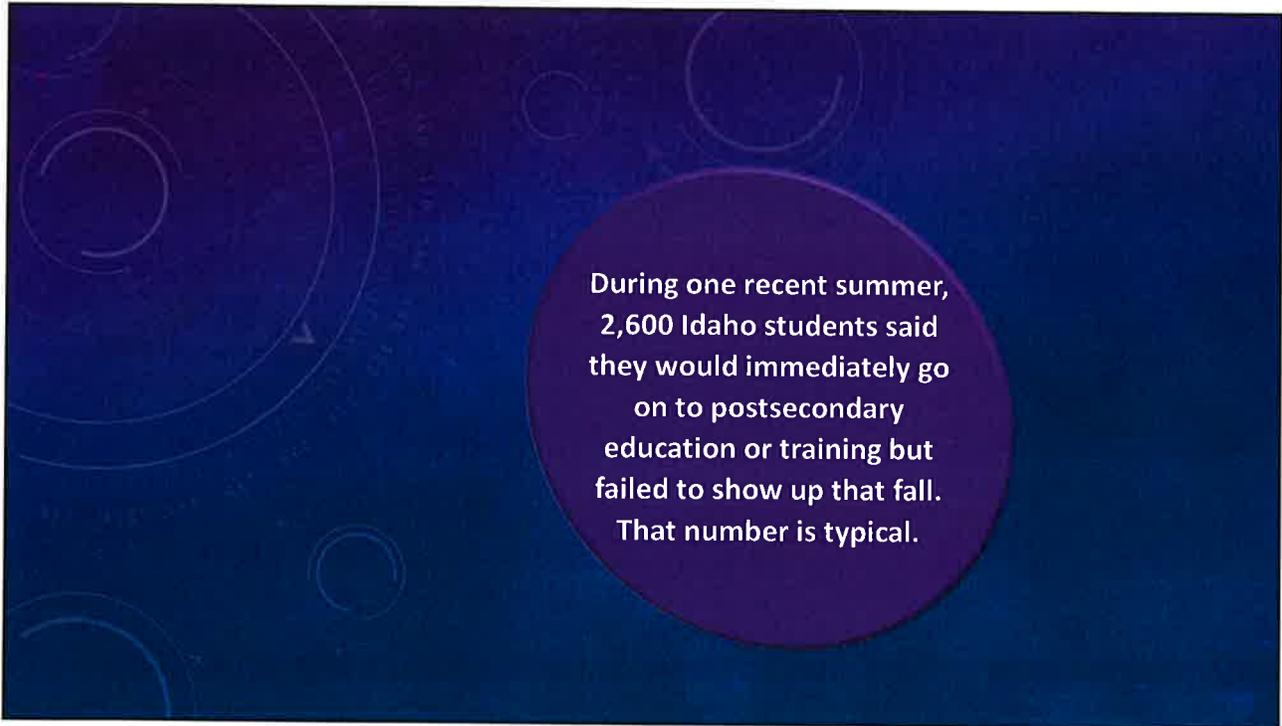
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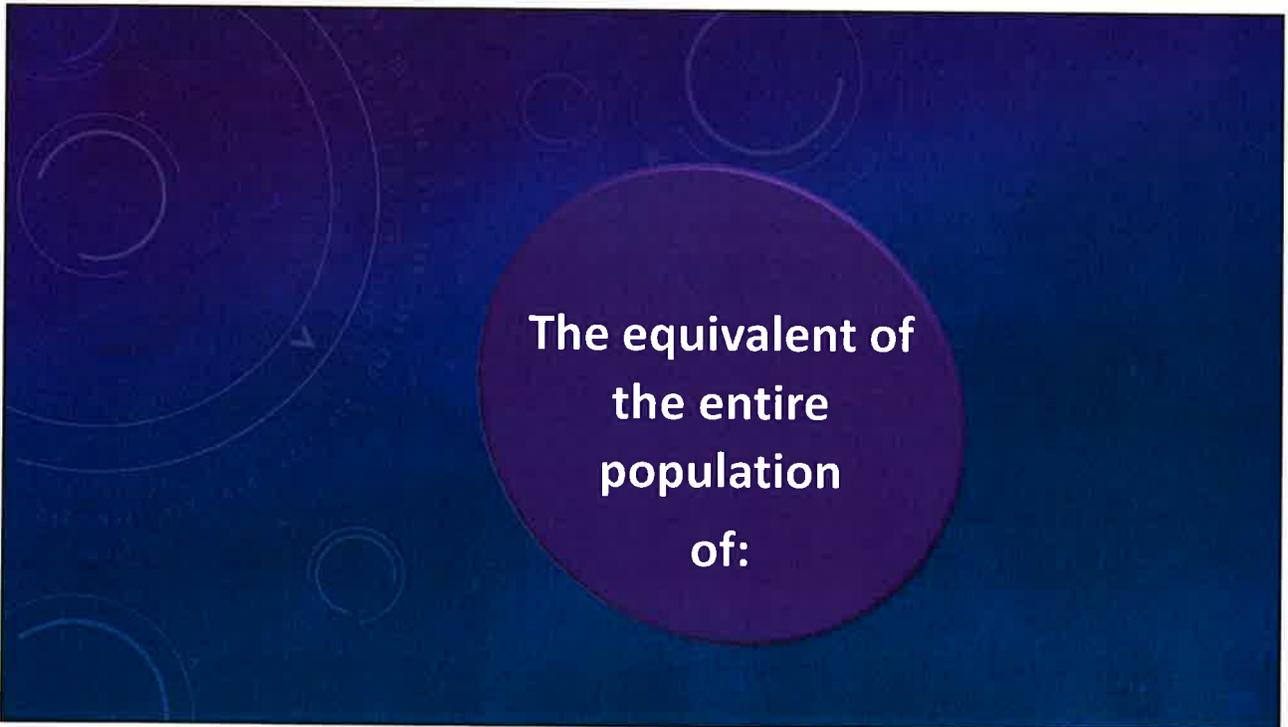
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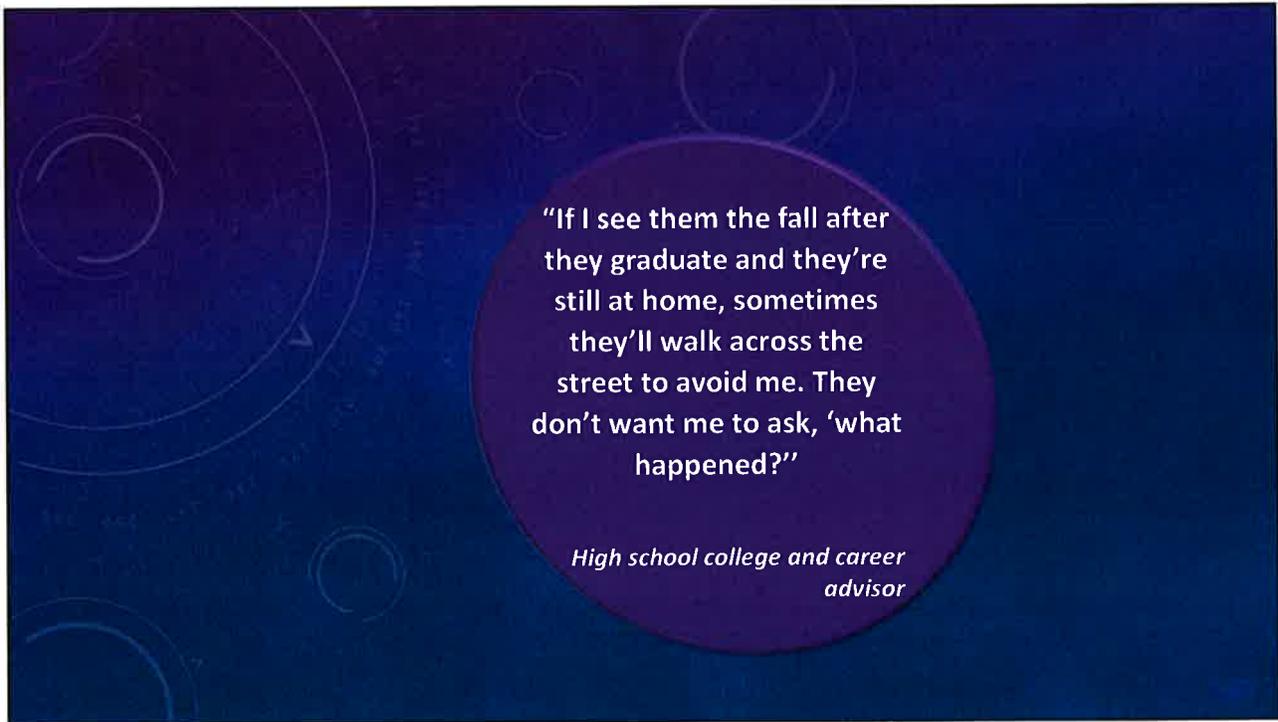
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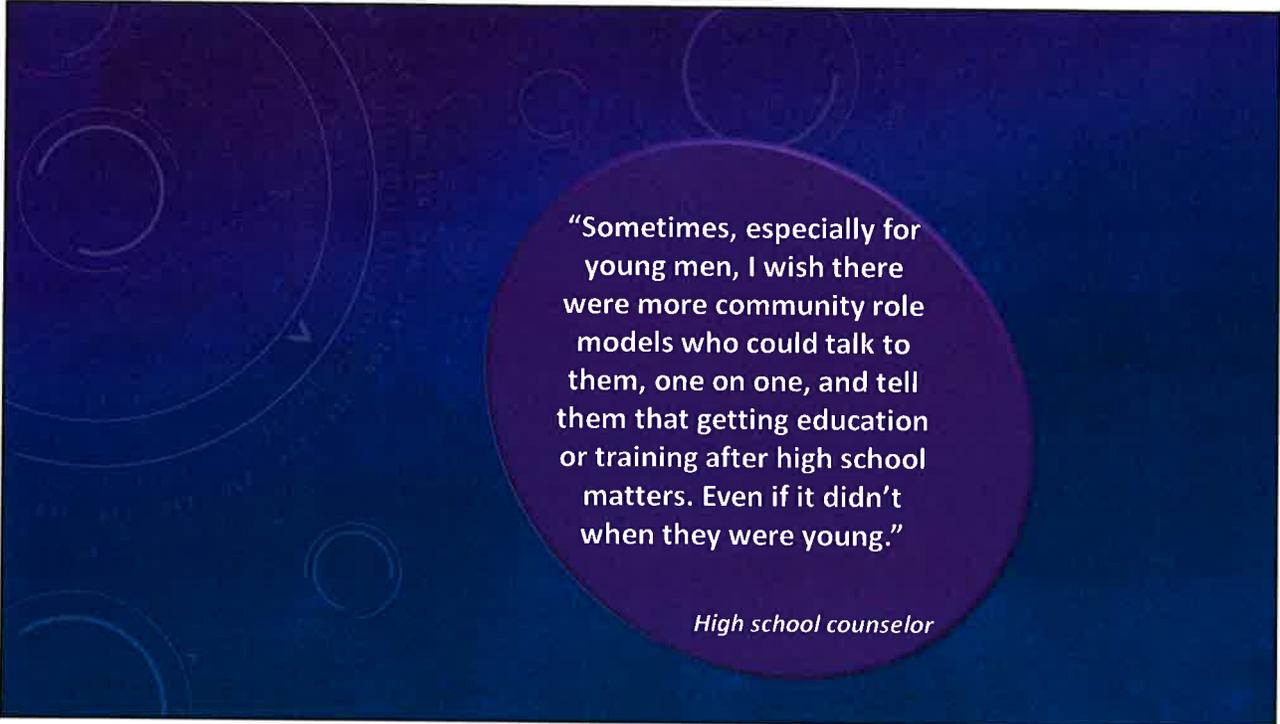
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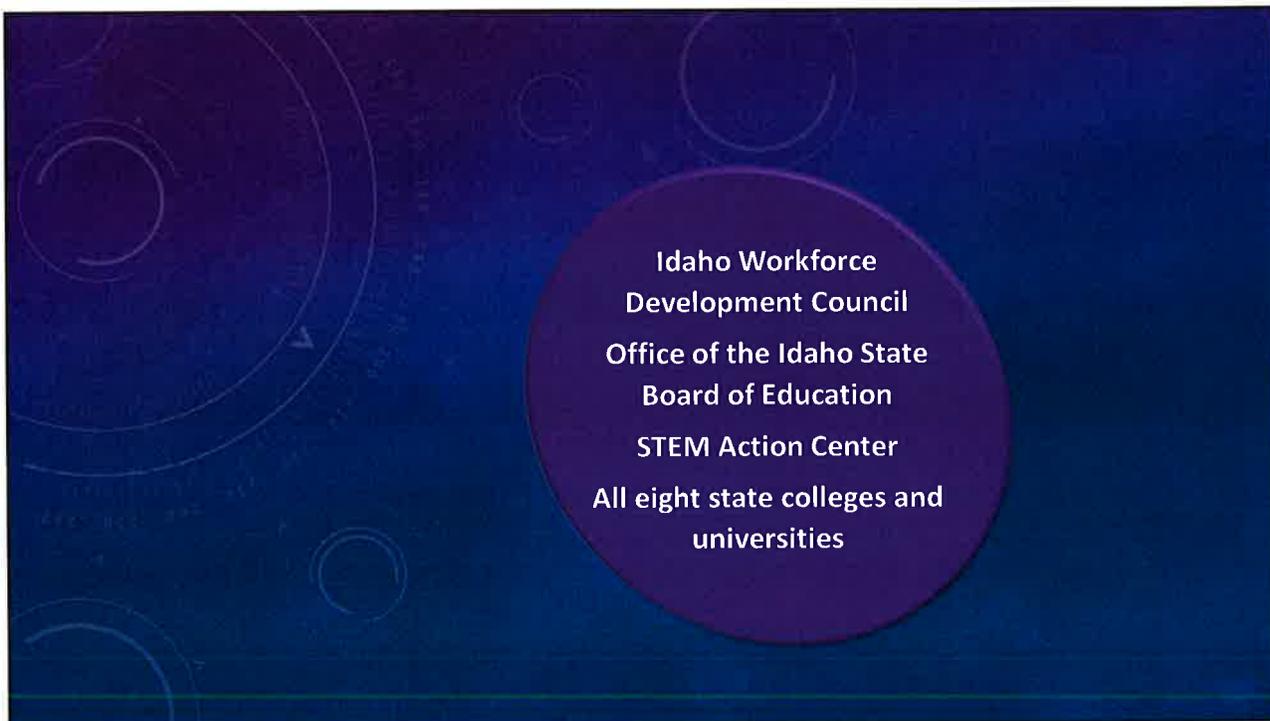
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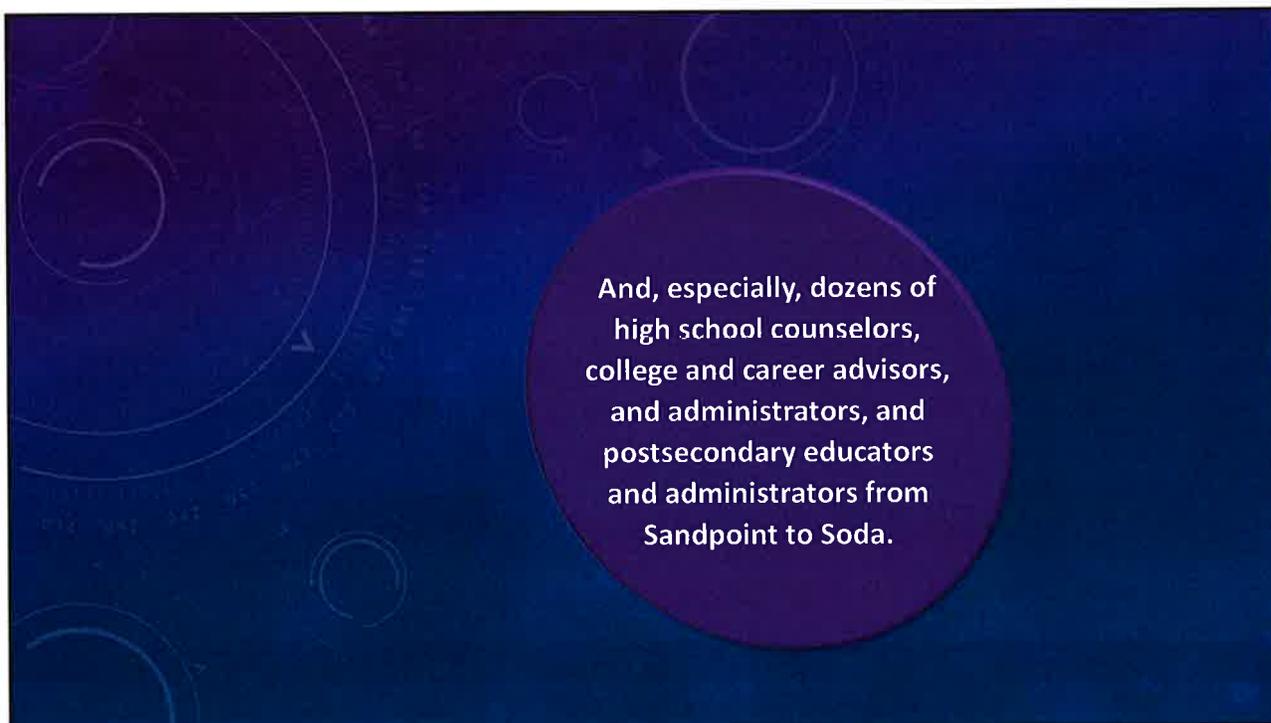
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Committee Members: I received this email from Brian Kane concerning SB1328

From: Kane, Brian <brian.kane@ag.idaho.gov>
Sent: Thursday, February 20, 2020 12:25 PM
To: Senator Steven Thayn <sthayn@senate.idaho.gov>
Cc: White, Kimi <Kimi.White@ag.idaho.gov>
Subject: RE: question from Senator Thayn

Hi Senator Thayn:

The Trinity Lutheran Church of Columbia, Inc. v. Comer decision dramatically lessened the impact of the Blaine Amendment in this context.

Quoting from Attorney General Opinion No. 18-01, "[t]he decision in Trinity Lutheran Church of Columbia, Inc. v. Comer, -U.S. -, 137 S. Ct. 2012, 198 L.Ed.2d 551 (2017), will likely have some limiting effect on the application of article IX, section 4 of Idaho's Constitution (the "Blaine Amendment"). Like the Missouri Constitution, which was at issue in Trinity Lutheran, Idaho's Constitution provides for greater separation of church and state than what is already ensured by the Establishment Clause in the First Amendment of the United States Constitution, as it contains a so-called "no aid" provision which is commonly referred to as a Blaine Amendment. " Denying students at parochial schools the right to participate in Advanced Opportunities, if the program is expanded to allow participation to private schools, would deny participation in a public benefit solely because it is a school affiliated with a church, and under the Trinity Lutheran analysis would violate the right to the free exercise of religion.

NNU and BYU-Idaho already offer dual credit courses to Idaho public students participating in the Advanced Opportunities. Sectarian courses offered for dual credit funded through the Advanced Opportunities program would likely run afoul of Idaho Constitution, Article IX, Section 5. To date no institutions have proposed offering sectarian dual credit courses.

I hope this is helpful.

Brian

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Wednesday, March 04, 2020

SUBJECT	DESCRIPTION	PRESENTER
<u>H 512</u>	Charter School Lottery for Disadvantaged Students	Blake Youde
Discussion	Draft Letter on Idaho Content Standards	Vice Chairman Steven Thayn

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer
Vice Chairman Thayn
Sen Winder
Sen Den Hartog
Sen Crabtree

Sen Woodward
Sen Lent
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

Morgan Howard
Room: WW39
Phone: 332-1321
Email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

- DATE:** Wednesday, March 04, 2020
- TIME:** 3:00 P.M.
- PLACE:** Room WW55
- MEMBERS PRESENT:** Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Crabtree, Woodward, Lent, 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 3:01 p.m.
- H 512** **Blake Youde**, Idaho Charter School Network, presented **H 512** and told the Committee that charter schools are required to accept students on a random basis with first preference given to certain groups of students. He went on that some charter schools are developing to serve students with specific goals or needs, and that some charter schools end up diverging from their intended purpose because they have many students that do not fit the mission of the school. **Mr. Youde** told the Committee that the bill allows charter schools to create a weighted student lottery to give preference to students who would fit the mission a greater chance of being enrolled. He stated that the bill only allows the weighted student groups to be students who are English language learners, economically disadvantaged, disabled, homeless or in foster care, or at risk.
- TESTIMONY:** **Brad Peterson**, Co-Founder of Future Republic School, testified in support of **H 512** and told the Committee that the school supports the bill because it is non-compulsory and would allow the school to better meet their charter agreement.
- Heather Dennis**, Organization Director of Answers Charter School, spoke in support of **H 512** and told the Committee that there are higher levels of success in students who attend economically diverse schools than those who attend economically homogenous schools.
- Keith Donahue**, Executive Director of Sage International School and Forge International School, spoke in support of **H 512**. He told the Committee that the school's economically disadvantaged students test for literacy at their grade level at a higher rate than the average students in the rest of the state.
- Terry Ryan**, Board Chair of Idaho Charter School Network (Network), spoke in favor of the bill and told the Committee about the expected benefits of the bill (see Attachment 1).
- DISCUSSION:** **Senator Den Hartog** asked if charter schools would have to return to their authorizers and amend their charter petition to allow a weighted lottery system. **Mr. Youde** responded that they would.
- MOTION:** **Senator Den Hartog** moved to send **H 512** to the floor with a **do pass** recommendation. **Senator Lent** seconded the motion. The motion carried by **voice vote**.

DISCUSSION: **Vice Chairman Thayn** told the Committee that there were issues about content standards brought up in the administrative rules process and that he and Chairman Mortimer had drafted a letter the State Department of Education (Department). He went on that the purpose of the letter was to state the House and Senate Education Committees' concerns with current content standards, state the goals for new standards, provide direction for the State Department, remove uncertainty for educators regarding the goals of the Legislature, begin the discussion of the process for new content standards, and give direction to the interim committee.

Chairman Mortimer told the Committee that the letter has been reviewed by some members of both the House and Senate Education Committees. He said that the letter is not seeking to replace the interim committee, but to guide the interim committee. He continued that the intent of the letter is to show unity between the House and Senate Education Committees and to provide guidance for the interim committee, the Department, and the State Board of Education (Board).

Senator Winder voiced his support for the intent of the letter and thanked Chairman Mortimer and Vice Chairman Thayn for their work on the letter.

Senator Ward-Engelking voiced concern that the letter is too prescriptive. **Chairman Mortimer** responded that the letter is meant to give a general framework rather than restrictions. **Senator Buckner-Webb** told the Committee that being collaborative, straight-forward, and non-prescriptive to the Board and Department is essential. **Chairman Mortimer** responded that the letter seeks to advance the collaboration between the Legislature, the Board, and the Department.

Senator Woodward discussed the possibility of revisiting and revising current content standards rather than entirely replacing them. **Senator Den Hartog** concurred with the need to find common ground with the House Education Committee. She went on that the letter requests a more extensive process than some other interim committees. **Vice Chairman Thayn** responded that there were some differences between the letter and the concurrent resolution, but not so much difference that it would be appropriate to halt the process of either.

Senator Lent told the Committee that the letter creates a good starting point for the interim committee on content standards. **Senator Ward-Engelking** voiced her support for finding a path forward regarding content standards. She went on that the process of revisiting content standards would be very expensive.

MOTION: **Senator Winder** moved to authorize Chairman Mortimer and Vice Chairman Thayn to sign the letter. **Senator Den Hartog** seconded the motion. The motion carried by **voice vote**.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 3:49 p.m.

Senator Dean M. Mortimer
Chair

Morgan Howard
Secretary



House Bill 512 Fact Sheet

What Is HB512?

HB512 would provide Idaho Public Charter schools the voluntary option of utilizing a “weighted student lottery” should the charter school be overenrolled and required to administer a lottery for new student enrollments. Students who meet the following criteria could be given additional “weights” in the lottery:

- Students living at or below 185 percent of the federal poverty level.
- Students who are homeless or in foster care.
- Children with disabilities.
- Students with limited English proficiency.
- At-risk students.

Twenty-six states allow weighted lotteries, and at least 11 do so through statute. Idaho’s bill is modelled after Utah’s law.

Why Is HB512 Needed?

This is an “**academic achievement gap closing**” bill. Idaho’s starkest educational challenge is its educational achievement gaps. In 2019, according to NAEP Data (The Nation’s Report Card) Idaho students who lived below the federal poverty level had an average score in 8th grade reading that was 21 points lower than that for students who were not in poverty. This performance gap has almost doubled since 2002. In 8th grade math the results are even worse. In 2019, Idaho students who lived below the federal poverty level had an average score that was 25 points lower than that for students who were not in poverty. This performance gap has also widened since 2000.¹

Similar gaps persist for students who are homeless or in foster care, students with disabilities and for students who are at-risk and or limited English proficient.

To close our achievement gaps, we must look for ways to increase opportunities for struggling students to attend our state’s higher performing schools. Idaho students living in poverty who attend a public charter school do better in both English Language Arts and in math on the ISAT than their peers in traditional public schools. This is true in both proficiency and growth. See Table 1 on the following page.

¹ <https://www.sde.idaho.gov/assessment/naep/>

Table 1: Performance of Students in Poverty by All State Charter Students & All Students Statewide (2018-19)

	All Public Charters	All State Public Schools
Share Proficient ELA	50%	42%
Share Proficient Math	39%	32%
Share Making Adequate Growth ELA	62%	56%
Share Making Adequate Growth Math	49%	44%

Data come from Idaho State Board of Education

HB512 Helps Idaho Meet Its ESSA Plan

Idaho's ESSA plan, as approved by the U.S. Department of Education in 2018, sets several ambitious five-year goals including:

- Decreasing the number of students who are not proficient at English language arts and math by one third.
- Decreasing the number of students who are not making progress toward English language proficiency by one third.

The performance of Idaho's public charter schools is helping move the needle towards meeting Idaho's ESSA goals. HB512 will allow charters that are ready, willing and able to serve more students who need better learning options to meet or exceed academic proficiency and growth.

HB512 Is Important for Helping Idaho Successfully Implement its federal "Communities of Excellence" Charter School Program Grant

In 2018, Idaho received a competitive Charter School Program (CSP) Grant from the U.S. Department of Education for \$17 million. It was subsequently increased to \$22.1 million in 2019. Idaho's "Communities of Excellence" Consortium includes: Bluum, J.A. and Kathryn Albertson Family Foundation, Idaho State Board of Education and Idaho Public Charter School Commission.

Idaho's CSP Grant Objectives included: "Increasing the number of quality charter school seats by 8,200 students, *especially for our most educationally disadvantaged and rural students*, through start-up, replication and expansion. So far, this grant has provided \$10,383,224 to 11 public charter schools across the state of Idaho to launch or expand 5,270 new school seats.

HB512 Helps Public Charter Schools Stay True to Their Missions

Idaho's Public Charter Schools deliver results in part because they are mission driven schools. Public Charter Schools are required under state law to have a Performance Certificate that defines clearly the school mission. Elevate Academy in Caldwell, for example, has the following mission: "Elevate Academy is a 6th-12th learning environment **committed to serving at-risk students**. Through purposeful instruction students will take responsibility for leading their own lives and studying a career track that may include vocational and college paths or a combination thereof. By owning their educational pathways, students will become contributing members of their community and local economy upon graduation."

For more information contact:

Terry Ryan, Board Chair
Idaho Charter School Network

[Cell: 202-341-4575](tel:202-341-4575)

AGENDA
SENATE EDUCATION COMMITTEE
3:00 P.M.
Room WW55
Thursday, March 05, 2020

SUBJECT	DESCRIPTION	PRESENTER
<u>H 522</u>	Online Library Resources	Representative Julianne Young
<u>S 1330</u>	Extended Employment Services	Tracie Bent, 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	Sen Woodward
Vice Chairman Thayn	Sen Lent
Sen Winder	Sen Buckner-Webb
Sen Den Hartog	Sen Ward-Engelking
Sen Crabtree	

COMMITTEE SECRETARY

Morgan Howard
Room: WW39
Phone: 332-1321
Email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Thursday, March 05, 2020

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Crabtree, Woodward, Lent, 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 3:03 p.m.

H 522 **Representative Julianne Young** told the Committee that **H 522** addresses online resources for kindergarten through twelfth grade students. She went on that the Libraries Linking Idaho (LiLI) databases have had resources that are not compliant with Idaho Code §18-1514. **Representative Young** continued that the bill would allow LiLI to terminate contracts with database providers who do not ensure that their content is compliant.

Stephanie Gifford, District 30 and member of Protect Child Health Coalition, told the Committee that many students use LiLI database resources for their schoolwork. She went on that some of the databases provide resources that meet the legal definition of "obscene" or "harmful to children." **Ms. Gifford** told the Committee that computers' content filters will not filter the content provided by these databases. The databases would have to apply their own content filters to meet the content restrictions of a given state.

Senator Ward-Engelking expressed a concern that no filter could block out all questionable material. **Ms. Gifford** agreed that it was unlikely to block all questionable material and went on that the bill sought to block the material that meets the legal definition of "harmful to children."

Representative Young closed by emphasizing that the bill wasn't meant to be rigid, but to allow schools and database providers to promote safe material for minors.

TESTIMONY: **Jamie Holyoak**, Superintendent of Grace Joint School District, testified in support of **H 522** and told the Committee that schools are entrusted with the safety of students during school hours and should take that commitment seriously. He went on that students who seek out inappropriate content in school lose internet privileges, and that resource providers should face the same consequences for providing inappropriate content.

Brian Hall, elementary school educator, testified in support of **H 522**. He told the Committee that students should not be exposed to obscene material in the course of their schoolwork. He went on that **H 522** would help keep students safe from exposure to obscene material.

Lindsay Zea summarized a letter from Dr. Craig Cobeya of Citizens for Decency which encouraged the Committee to support **H 522** (see Attachment 1).

MOTION: **Senator Lent** moved to send **H 522** to the floor with a **do pass** recommendation. **Senator Den Hartog** seconded the motion. The motion passed by **voice vote**. Chairman Mortimer will sponsor the bill on the floor.

S 1330 **Tracie Bent**, Chief Planning and Policy Officer for the State Board of Education (Board), explained that the Extended Employment Service (EES) program has been established through budget setting, but not through actual codification. She went on that without EES being established in Idaho Code, neither the Board nor the Division of Vocational Rehabilitation has the proper degree of direction to properly administer EES. **Ms. Bent** told the Committee that **S 1330** codifies EES and establishes what services EES shall provide, to whom those services shall be provided, and the circumstances under which services shall be provided.

At the prompting of the Committee, **Ms. Bent** presented the proposed amendment to **S 1330** and explained key changes. The amendment would provide greater detail to the description of the services EES would provide, the administering body of EES, the contractors that EES would work with, and the funding availability for EES.

TESTIMONY: **Maureen Stokes**, President and CEO of WitCo, Inc., testified in support of **S 1330** and its proposed amendments. She thanked Chairman Mortimer and Ms. Bent for their work on the amendments. She went on that EES has always been funded and controlled by Idaho. **Ms. Stokes** told the Committee that EES has served thousands of Idahoans through the dignity of work and should be able to continue to do so.

Tim Starns, Director of Vocational Services for Transition, Inc and President of Employment Services of Idaho, spoke in support of **S 1330** as printed. He went on that the bill without amendments would be sufficient to serve the needs of EES. **Mr. Starns** concluded that the minutia addressed by the amendments should be addressed in rulemaking.

Glenn Roach, WitCo, Inc., testified in support of **S 1330** and its proposed amendments. He said that the program that would benefit from the bill offers work skill development for those who would not otherwise have the ability to develop those skills.

Tracy Warren, Program Specialist with Council on Developmental Disabilities, spoke in support of the bill as written. She told the Committee that the bills offers a valuable opportunity for Idaho to establish an employment services program reflecting modern best practices in Idaho.

Hannah Liedkie, President of Opportunities Unlimited, Inc., testified in support of **S 1330** and the proposed amendments. She spoke to the need to protect the program and the people it serves, and concluded that **S 1330** is an effective piece of legislation with the proposed amendments.

Mel Leviton, Executive Director of the Idaho State Independent Living Council, spoke in support of **S 1330** as written. She told the Committee that **S 1330** positively impacts Idahoans with disabilities, particularly those suffering from severe, persistent mental illnesses, epilepsy, or traumatic brain injuries, who do not qualify to work for sub-minimum wages in segregated settings, and who spend years on work waiting lists.

DISCUSSION: **Jane Donellan**, Administrator for the Idaho Division of Vocational Rehabilitation (IDVR), explained the history of work waiting lists and the ways in which IDVR had worked to reduce the waiting list and increase efficiency to ensure that all eligible individuals receive the services they qualify for through comparable programs.

MOTION: **Senator Woodward** moved to send **S 1330** to the 14th Order of Business for possible amendment. **Senator Lent** seconded the motion.

SUBSTITUTE MOTION: **Senator Ward-Engelking** moved that **S 1330** be held in the Committee subject to the call of the Chair. **Senator Buckner-Webb** seconded the motion.

MOTION WITHDRAWN: **Senator Ward-Engelking** withdrew the substitute motion. There were no objections.

VOTE: The motion to send **S 1330** to the 14th Order of Business for possible amendment passed by **voice vote**.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 4:21 p.m.

Senator Dean M. Mortimer
Chair

Morgan Howard
Secretary

Craig Cobia's Testimony

Craig Cobia <craigrcobia@gmail.com>

Tue 2/25/2020 1:29 PM

To: Representative Julianne Young <jyoung@house.idaho.gov>; Stephanie Gifford <sjbgifford@hotmail.com>

HB522

Chairman Mortimer and Senate education committee. Thank you for allowing me to testify before you today.

My name is Dr. Craig Cobia, my wife and I have lived in Sugar City for over 26 years, and I work full time for a financial institution in Rexburg. I ~~am~~ took a vacation day, drove about 5 hours, to be with the House Education Committee on this topic, however I am unavailable today. I am a husband, father, grandfather, and a volunteer for Citizens for Decency who's goal is to empower people to take a stand against pornography.

Citizens for Decency was started ten years ago at the request of a mother of 8 children, living near Rexburg, who she said her husband took his life, as a direct result of his pornography addiction. She approached me and asked that I do something so other families and individual may be protected from pornography.

Recently on Saturday February 22, from 1-4 pm we had speakers travel from across the US, and speak to as many as 450 people in Blackfoot, who are interested in this topic. In November of 2018 we had a conference in Rexburg on the same topics at which we had 300 people attend the morning session, 800 in the afternoon, with over 400 hours of YouTube viewing of the conference. It is obvious that many Idahoans across the state are recognizing the threat that pornography and obscenity are posing to our most precious and vulnerable children who are the hope of of our future.

I would encourage you to vote yes for HB 522 that online research databases, used in the k-12 system, such as Ebsco, gale, and lilli.org to prevent school children from viewing obscene material, which has been upheld by the US Supreme Court, as harmful to minors.

Research is emerging that shows people of all ages may become addicted to viewing of obscenity. We should protect minors from obscenity that is harmful to them.

In these hallowed halls, the Idaho legislature has passed the following bills or resolutions to protect our Idaho children from obscenity:

- Resolutions proclaiming pornography as a public health crisis
- Bill requiring all Idaho K-12 school computers to filter pornographic content
- Idaho Public Libraries filter act which requires pornography to be filtered from library computers for children. At the hearing of this bill, one of the persons who testified, was a

college student who became addicted to pornography, as a child, in the Rexburg community library, on their computers, before the filter statute was incorporated.

-Wi fi amendment which now requires all Idaho public libraries to filter pornography for adults and children.

At the time when passing these bills we thought that all content flowing through or from databases such as EBSCO or Gale or through lilli.org would also respect our statute and filters. However apparently, new legislation is needed, to ensure the filtering occurs, since it is not occurring now.

I urge swift passage of HB 522 so you may add to your legacy of protecting children from things from which they cannot protect themselves. If not us, who? If not now, when?

Thank you.

Craig Cobia
Co-founder and Volunteer
Citizens for Decency
501(c)3 nonprofit organization
Headquartered in Rexburg, Idaho

AGENDA
SENATE EDUCATION COMMITTEE
2:30 P.M.
Room WW55
Monday, March 09, 2020

SUBJECT	DESCRIPTION	PRESENTER
Presentation	Teacher Evaluations	Tracie Bent, State Board of Education
<u>H 501</u>	School Districts, Excision	Quinn Perry, Idaho School Boards Association
<u>H 511aa</u>	Charter Schools	Blake Youde
Minutes Approval	Minutes of February 17, 2020	Senators Thayn and Lent
Minutes Approval	Minutes of February 18, 2020	Senators Ward-Engelking and Crabtree

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Woodward
Vice Chairman Thayn	Sen Lent
Sen Winder	Sen Buckner-Webb
Sen Den Hartog	Sen Ward-Engelking
Sen Crabtree	

COMMITTEE SECRETARY

Morgan Howard
Room: WW39
Phone: 332-1321
Email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Monday, March 09, 2020

TIME: 2:30 P.M.

PLACE: Room WW55

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

ABSENT/ EXCUSED: None

NOTE: The sign-in sheet, testimonies and other related materials will be retained with the minutes in the committee's office until the end of the session and will then be located on file with the minutes in the Legislative Services Library.

CONVENED: **Chairman Mortimer** called the meeting of the Senate Education Committee (Committee) to order at 2:50 p.m. He opened with a reading from the book *A Heap o' Living Along Life's Highway* by Edgar A. Guest, the poem entitled, "Family Prayer for Difficult Days."

PRESENTATION: **Tracie Bent**, Chief Planning and Policy Officer, State Board of Education (Board), told the Committee about the requirements and framework for the Board's report on teacher evaluations. **Ms. Bent** told the Committee that each year, roughly 20 percent of school administrators are randomly selected to be reviewed. **Ms. Bent** provided a breakdown of how the evaluations are conducted. She said much of the information used for these evaluations is the same information used for career ladder mobility (see Attachment 1).

DISCUSSION: In response to questions from the Committee, **Ms. Bent** said that new teachers are required to have mentors, which accounts for the high degree of performance change in the first few years of their careers. While the changes in teachers farther into their careers may be slight, it is still a positive change. She further explained the use of student success indicators in the evaluation of instructional and support staff. **Ms. Bent** told the Committee that the number of staff members who were not evaluated in fiscal year 2020 was typical, and that staff members who had not been evaluated in several years would not be able to move on the career ladder. She provided data showing the student success indicators.

H 501 **Quinn Perry**, Policy and Government Affairs Director, Idaho School Boards Association (ISBA), presented **H 501** which addresses the unintended consequences of excision. Currently, only the voters residing in the area of excision may vote on excision or annexation. The bill would allow all the voters in both school districts in question to vote on both issues.

MOTION: **Vice Chairman Thayn** moved to send **H 501** to the floor with a **do pass** recommendation. **Senator Crabtree** seconded the motion. The motion carried by **voice vote**. Vice Chairman Thayn will be the floor sponsor.

H 511aa

Blake Youde, Idaho Charter School Network, presented **H 511aa**. He said some charter schools face closure between reviews of their charters and that authorizers are not currently able to review charters ahead of schedule. **Mr. Youde** told the Committee that the bill required that any public charter school with less than 15 days of cash on hand would have one year to improve the financial deficiency before the authorizer would begin the process of charter revocation. He said that schools in their first two years of operation, and virtual schools, would be exempt from the bill.

DISCUSSION:

Chairman Mortimer inquired if any Idaho charter schools would be subject to the provisions of the bill. **Mr. Youde** replied there would be two schools subject to the provisions.

Marc Carignan, CFO of Bluum, told the Committee that 15 days of cash on hand represented roughly 4 percent of the school's budget.

MOTION:

Senator Lent moved to send **H 511aa** to the floor with a **do pass** recommendation. **Senator Buckner-Webb** seconded the motion. The motion carried by **voice vote**. Senator Crabtree will be the floor sponsor.

MINUTES APPROVAL:

Vice Chairman Thayn moved to approve the Minutes of February 17, 2020.

Senator Lent seconded the motion. The motion carried by **voice vote**.

Senator Ward-Engelking moved to approve the Minutes of February 18, 2020.

Senator Crabtree seconded the motion. The motion carried by **voice vote**.

INTRODUCTION:

Chairman Mortimer invited Sue Steed, an intern, to introduce herself to the Committee. **Ms. Steed** said she is currently a senior at Idaho State University and her plans are to become a college professor. She stated that she has enjoyed her time spent working with Chairman Mortimer and the Committee.

ADJOURNED:

There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 3:32 p.m.

Senator Mortimer
Chair

Morgan Howard
Secretary

Juanita Budell
Assistant Secretary

FY2020 Evaluation Review 2018-2019 Evaluations

Senate Education Committee

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.

Population and Data Sources

- 176 administrators randomly selected (approximately 20%) with at least two educators and/or pupil service staff randomly selected for review. Of those 147 had conducted evaluations and were included in the review.
- Sample of administrators purposefully represents the distribution of school administrators across the state of Idaho, including virtual schools.
 - A team of 20 experienced educators from across Idaho participated in the review process
 - 275 Instructional Staff evaluations and 18 Pupil Service Staff evaluations were reviewed.

Professional Practice

- All certificated instructional employees must receive an evaluation in which at least a majority of the evaluation ratings must be based on Professional Practice.
- Include a minimum of:
 - Two (2) documented observations annually, with at least one (1) observation being completed by January 1 of each year.
 - One (1) documented summative evaluation must include a rating for all components of the applicable professional standards used for evaluation of certified personnel.
 - One (1) of the following as a measure to inform the Professional Practice portion of each certificated instructional employee evaluations:
 - Parent/guardian input;
 - Student input; and/or
 - Portfolios.

Full Compliance - Evaluations meeting all IDAPA requirements

- **Instructional Staff - 75% Full Compliance** (Up from 71% in FY19 Review)
- **Pupil Service Staff - 59% Full Compliance** (No change from FY19 Review)
- *Overall compliance for Instructional Staff has increased steadily over time:*
 - *FY19 Review (71%)*
 - *FY18 Review (55%)*
 - *FY17 Review (51%)*

Two Documented Observations

- **Instructional Staff - 84% Compliance**
 - FY19 - 84%
 - FY18 - 79%
- **Pupil Service Staff - 67% Compliance**
 - FY19 - 54%

Statewide Framework - Domains and Components

- **Instructional Staff - 87% Compliance**
 - FY19 - No Change
 - FY18 - 81%

- **Pupil Service Staff - 67% Compliance**
 - FY19 - 75%

District Selected Measure of Professional Practice

- **Instructional Staff - 87% Compliance**
 - FY19 - No Change
 - FY18 - 81%

- **Pupil Service Staff - 67% Compliance**
 - FY19 - 75%

One Measure of Student Achievement or Growth/Student Success

- **Instructional Staff - 82% Compliance**
 - FY19 Review - 90%
 - FY18 Review - 81%

- **Pupil Service Staff - 67% Compliance**
 - FY19 Review - 84%

AMENDED AGENDA #1
SENATE EDUCATION COMMITTEE
2:30 P.M.
Room WW55
Tuesday, March 10, 2020

SUBJECT	DESCRIPTION	PRESENTER
<u>H 599</u>	Non-Public Teacher Preparation	Representative Gary Marshall
<u>H 555</u>	Literacy Intervention Tools	Representative Gayann DeMordaunt
<u>H 576</u>	Digital Content Curriculum	Representative Jerald Raymond
Minutes Approval	Minutes of February 24, 2020	Senators Winder and Buckner-Webb
Minutes Approval	Minutes of February 26, 2020	Senators Woodward and Den Hartog

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Woodward
Vice Chairman Thayn	Sen Lent
Sen Winder	Sen Buckner-Webb
Sen Den Hartog	Sen Ward-Engelking
Sen Crabtree	

COMMITTEE SECRETARY

Morgan Howard
Room: WW39
Phone: 332-1321
Email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Tuesday, March 10, 2020

TIME: 2:30 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Crabtree, Woodward, Lent, 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 Senate Education Committee (Committee) to order at 2:31 p.m.

H 599 **Representative Marshall** presented **H 599** and told the Committee about the review of teacher preparation programs. He explained that in his experience with teacher education, creating a program that meets the requirements for a teacher education program is restrictive and cumbersome. He further noted that **H 599** allows non-public teacher education programs to operate with more flexibility. **Representative Marshall** said that creating non-traditional teacher education programs is nearly impossible and that **H 599** would allow more flexibility in the creation of teacher education programs while ensuring the quality of the programs. He told the Committee that **H 599** requires the State Board of Education (Board) to award teacher certifications to individuals with a bachelor's degree, a passed criminal background check, substantive content training, and substantive pedagogue training. He went on that the bill will not damage the quality of teacher education, but allows greater flexibility and creativity in the creation of teacher education programs.

Representative Marshall responded to Committee questions that new non-traditional teacher education programs and teacher programs in non-public secondary education institutions would be covered under the requirements of **H 599**. In addition, he said that new teachers would be required to complete a year of teaching with mentoring if their programs did not require a student teaching experience.

MOTION: **Senator Lent** moved to send **H 599** to the floor with a **do pass** recommendation. **Senator Den Hartog** seconded the motion. The motion passed by **voice vote**. Senator Crabtree will sponsor the bill on the floor.

H 555 **Representative DeMordaunt** presented **H 555** and told the Committee that it addresses accountability, efficacy, and parental involvement in regards to kindergarten through third grade literacy. She told the Committee that the bill seeks to help increase parental involvement for students struggling to read fluently. She went on that the bill required an annual review by a third party independent evaluator on adaptive reading programs. **Representative DeMordaunt** noted that because the money is already being allocated, there is no fiscal impact and that the bill has the support of the Board.

DISCUSSION: **Representative DeMordaunt** responded to Committee questions by identifying the process for the requirement that adaptive reading programs involve the student's parents. **Senator Ward-Engelking** asked if the programs would require an internet connection. **Representative DeMordaunt** pointed out that the only requirement was that the tool is available to be used outside the classroom. She responded to further questions that the Board would be responsible for procuring an evaluator and that the bill intends for the evaluator to be paid for from the Board's existing budget. She clarified that the provider of the intervention program must not be the independent evaluator.

Lucie Willits, Associate Vice President for Curriculum Associates, responded to Committee questions that adaptive testing changes the content of questions based on a student's selected answer.

Representative DeMordaunt responded to further Committee questions that while curriculum decisions ought to be made at the district level, **H 555** would provide actionable data to districts about which adaptive learning programs had the best results as well as involve parents at a higher level.

Chairman Mortimer commented that the budget set for the Board did not allow the money to be distributed other than what was specifically stated in the existing budget. **Representative DeMordaunt** responded that her understanding was that there is a line item for independent reviews and that the review would be paid for from that line item. **Tracie Bent**, Chief Planning and Policy Officer for the Board, told the Committee that the line item for independent reviews is already used for existing reviews, and that there is no room in that line item for additional independent reviews.

TESTIMONY: **Ms. Willits** testified in favor of **H 555** and told the Committee about the similar practices of other states that are outlined in the bill and the purposes of each.

Representative DeMordaunt closed by expounding on the importance of parent involvement in reading intervention programs and the importance of knowing which programs work and which do not.

MOTION: **Senator Den Hartog** moved to send **H 555** to floor with a **do pass** recommendation, with potential changes to the fiscal note. **Vice Chairman Thayn** seconded the motion. The motion carried by **voice vote**. Senator Den Hartog will carry the bill on the floor.

H 576 **Representative Raymond** told the Committee that **H 576** has been through several iterations since the summer of 2019. He went on that Idaho has appropriated large amounts of money for online education and told the Committee that **H 576** creates a digital content curriculum fund and allows districts to access curriculum from multiple vendors. He said that roughly six or seven of the 176 Idaho schools using funding for online education use nearly a third of the state's funding for digital online curriculums. He continued that the bill allows any school district to apply for up to \$50,000 of funding from the digital content curriculum fund. He detailed the information required to be included in the application. **Representative Raymond** told the Committee that the bill makes funding truly meaningful for practical use in school districts.

DISCUSSION: **Representative Raymond** responded to Committee questions that the initial purchase of the licenses for digital content is more expensive than the annual renewal of these licenses.

TESTIMONY: **Kate Haas**, Kestrel West, testified in favor of the bill and told the Committee that the current distribution model for digital content funding is not working for many schools. She went on that the bill is meant to allow districts to fund those programs that continually work and that none of the stakeholders involved in the drafting of the bill had opposed it. **Ms. Haas** agreed with Committee concerns that some school districts would take a hit for their digital content funding, but clarified that those school districts had already been required to supplement their digital content funding from the remainder of their budget. She responded to Committee questions that she couldn't predict how many districts would or would not apply, but noted that the districts would not need to hire grant writers to apply for the funding. She noted that there are full competitive grant programs for funding embedded in other line items that were more complex than the proposed application program for digital content funding. **Ms. Haas** responded to Committee questions that the bill provides greater funding opportunities for those districts which do not receive meaningful amounts of funding for digital content under the current system.

Representative Raymond closed by reminding the Committee that the bill has gone through multiple iterations to reach a point that was acceptable to all of the stakeholders. He went on that the bill seeks to ensure that more school districts are able to implement digital content in a meaningful way.

MOTION: **Vice Chairman Thayn** moved to send **H 576** to the floor with a **do pass** recommendation. **Senator Lent** seconded the motion. The motion carried by **voice vote**, with **Senators Woodward** and **Ward-Engelking** requesting they be recorded as voting nay.

MINUTES APPROVAL: **Senator Winder** moved to approve the Minutes of February 24, 2020. **Vice Chairman Thayn** seconded the motion. The motion carried by **voice vote**.

Senator Woodward moved to approve the Minutes of February 26, 2020. **Senator Den Hartog** seconded the motion. The motion carried by **voice vote**.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 3:57 p.m.

Senator Dean M. Mortimer
Chair

Morgan Howard
Secretary

AMENDED AGENDA #1
SENATE EDUCATION COMMITTEE
2:00 P.M.
Room WW55
Thursday, March 12, 2020

SUBJECT	DESCRIPTION	PRESENTER
<u>H 523</u>	Career Ladder Allocation Legislation	Greg Wilson, Senior Policy Advisor for Education, 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 Den Hartog
Sen Crabtree

Sen Woodward
Sen Lent
Sen Buckner-Webb
Sen Ward-Engelking

COMMITTEE SECRETARY

Morgan Howard
Room: WW39
Phone: 332-1321
Email: sedu@senate.idaho.gov

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Thursday, March 12, 2020

TIME: 2:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Crabtree, Woodward, Lent, 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 2:02 p.m.

H 523 **Greg Wilson**, Senior Policy Advisor for Education, Office of the Governor, presented **H 523** and told the Committee that the bill seeks to support educators in order to retain them in the classroom. He went on to outline the benefits of improving the career ladder as outlined in the bill. **Mr. Wilson** described how the challenges of teacher recruitment and retention are met in other states and listed some of the Idaho school districts that rely on supplemental school levies to pay personnel. **Mr. Wilson** then outlined the mechanics by which teachers would advance their salaries through the career ladder as proposed in **H 523**.

Alex Adams, Administrator of the Division of Financial Management, spoke to the fiscal note of **H 523**. He described how each of the components of the bill fit into the Governor's budget recommendation. He also detailed the process by which the budget fit into the revenue projections for the next few years

TESTIMONY: **Debbie Critchfield**, President of the State Board of Education (Board) and Governor's task force member, testified in support of **H 523** and told the Committee that the Board endorses the bill. She told the Committee that the Board believes **H 523** will help to attract and retain experienced teachers, particularly in rural areas. **Senator Den Hartog** asked how the success of this legislation would be measured. **Ms. Critchfield** responded that one indicator of success would be school districts funding programs they had been previously unable to fund due to supplemental funds being dedicated to payroll. **Ms. Critchfield** responded to further questions that the minimum salaries outlined in **H 523** would help distribute teachers throughout the state and serve areas struggling with teacher shortages.

Rod Gramer, President of Idaho Business for Education, testified in support of **H 523**. He described the need to elevate the teaching profession and said that the bill addressed this need.

Peggy Hoy, instructional coach for the Twin Falls School District, testified in support of **H 523** and described the need for experienced educators in school districts. She responded to Committee questions that 22 teachers from Twin Falls had applied for the Master Educator Premium.

Stacy Wescott, fourth grade teacher for Fruitland School District, testified in support of **H 523**. She described the need to keep experienced educators in school districts and the difficulty of rural school districts to replace experienced educators when they left to teach in surrounding states for higher salaries.

Harold Ott, Idaho Rural Schools and Idaho Association of School Administrators, spoke in support of **H 523**. He spoke to the need to appropriately compensate experienced educators. **Vice Chairman Thayn** asked how **H 523** would help improve student achievement. **Mr. Ott** responded that the goal of reaching 75 percent student achievement rates outlined in the bill was realistic and achievable. **Senator Den Hartog** asked about the possibility of unnecessary leadership positions being created in order to allow teachers to qualify for the highest career ladder rung. **Mr. Ott** responded that due to the vast opportunities for meaningful leadership in the teaching profession, this was unlikely.

MOTION: **Senator Woodward** moved to send **H 523** to the floor with a **do pass** recommendation. **Senator Crabtree** seconded the motion.

DISCUSSION: **Senator Den Hartog** and **Chairman Mortimer** spoke to the need to have measurable goals and expectations in order to evaluate the success of the bill. **Chairman Mortimer** thanked the Governor's staff for their work on the bill and expressed his support for the legislation.

VOICE VOTE: The motion to send **H 523** to the floor with a **do pass** recommendation passed by **voice vote**.

The Committee recognized Rob Winslow and Harold Ott for their years of work as lobbyists for education and congratulated them on their upcoming retirement.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 2:57 p.m.

Senator Dean M. Mortimer
Chair

Morgan Howard
Secretary

AGENDA
SENATE EDUCATION COMMITTEE
8:00 A.M.
Room WW54
Tuesday, March 17, 2020

SUBJECT	DESCRIPTION	PRESENTER
H 624	Master Educator Premium Sunset	Greg Wilson, Senior Policy Advisor for Education, Office of the Governor
Minutes Approval	Minutes of February 27, 2020	Senator Crabtree
	Minutes of March 2, 2020	Vice Chairman Thayn
	Minutes of March 3, 2020	Chairman Mortimer
	Minutes of March 4, 2020	Chairman Mortimer
	Minutes of March 5, 2020	Vice Chairman Thayn
	Minutes of March 9, 2020	Vice Chairman Thayn
	Minutes of March 10, 2020	Senator Den Hartog
	Minutes of March 12, 2020	Senator Den Hartog
Page Farewell		Halle Torgerson, Senate Page

If you have written testimony, please provide a copy of it along with the name of the person or organization responsible to the committee secretary to ensure accuracy of records.

COMMITTEE MEMBERS

Chairman Mortimer	Sen Woodward
Vice Chairman Thayn	Sen Lent
Sen Winder	Sen Buckner-Webb
Sen Den Hartog	Sen Ward-Engelking
Sen Crabtree	

COMMITTEE SECRETARY

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MINUTES
SENATE EDUCATION COMMITTEE

DATE: Tuesday, March 17, 2020

TIME: 8:00 A.M.

PLACE: Room WW54

MEMBERS PRESENT: Chairman Mortimer, Vice Chairman Thayn, Senators Winder, Den Hartog, Crabtree, Woodward, Lent, 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 8:00 a.m.

H 624 **Greg Wilson**, Senior Policy Advisor for Education, Office of the Governor, presented **H 624** and told the Committee that the legislation compliments **H 523's** goals to strengthen accountability for Idaho teachers in regards to the Career Ladder. He explained the technical aspects of the bill and explained that the bill sets a deadline for the audit of teacher evaluations. **Mr. Wilson** said that the bill sunsets the Master Educator Premium, fulfilling the promise of the Premium for those teachers who had already been awarded and those who were currently in the process of applying for the Premium. He told the Committee that **H 624** creates a sunset for the Master Educator Premium in 2024.

MOTION: **Senator Den Hartog** moved to send **H 624** to the floor with a **do pass** recommendation. **Senator Buckner-Webb** seconded the motion. The motion carried by **voice vote**. **Senator Den Hartog** will carry the bill on the floor.

MINUTES APPROVAL: **Senator Crabtree** moved to approve the Minutes of February 27, 2020. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.

Vice Chairman Thayn moved to approve the Minutes of March 2, 2020. **Senator Den Hartog** seconded the motion. The motion passed by **voice vote**.

Vice Chairman Thayn moved to approve the Minutes of March 3, 2020 and the Minutes of March 4, 2020. **Senator Ward-Engelking** seconded the motion. The motion passed by **voice vote**.

Vice Chairman Thayn moved to approve the Minutes of March 5, 2020 and the Minutes of March 9, 2020. **Senator Crabtree** seconded the motion. The motion passed by **voice vote**.

Senator Den Hartog moved to approve the Minutes of March 10, 2020 and the Minutes of March 12, 2020. **Senator Crabtree** seconded the motion. The motion passed by **voice vote**.

PAGE FAREWELL: Senate Page **Halle Torgerson** thanked the Committee for the opportunity to work with them and discussed her plans for the future. She complimented the Senate as a whole for their unity, friendship, and professionalism. **Chairman Mortimer** presented Ms. Torgerson with a gift, a letter of recommendation, and a thank you letter from the Committee.

Chairman Mortimer presented Secretary Morgan Howard with a gift and a card.

Chairman Mortimer read a poem he had written for the end of session. He thanked the Committee for their strength and unity in his time as Chairman. He told the Committee about his goals for the future of education.

Vice Chairman Thayne and **Senators Ward-Engelking** and **Lent** thanked Chairman Mortimer for his leadership, mentorship, and hard work for education in his time as Chairman.

ADJOURNED: There being no further business at this time, **Chairman Mortimer** adjourned the meeting at 8:20 a.m.

Senator Dean M. Mortimer
Chair

Morgan Howard
Secretary