

MINUTES
HOUSE EDUCATION COMMITTEE

DATE: Wednesday, March 09, 2016

TIME: 9:00 A.M.

PLACE: Room EW41

MEMBERS: Chairman DeMordaunt, Vice Chairman VanOrden, Representatives Shepherd, Wills, Boyle, Clow, Gestrin, Harris, Mendive, McDonald, Dixon, Kerby, Pence, Kloc, Rubel

**ABSENT/
EXCUSED:** None

GUESTS: The sign-in sheet will be retained in the committee secretary's office until the end of the session. Following the end of the session. the sign-in sheet will be filed with the minutes in the Legislative Services Library.

Chairman DeMordaunt called the meeting to order at 9:00 a.m.

Chairman DeMordaunt explained **RS 24701**, new legislation addressing funding for student mobility, was the first item on the agenda, because the committee's action on it may affect action on **RS 24645**, which the committee had held for time certain.

Chairman DeMordaunt turned the gavel over to Vice Chair VanOrden.

RS 24701: **Rep. DeMordaunt** spoke to **RS 24701**. He said the legislation deals with apportionment affected by student mobility. The legislation to address this was passed by the legislature during the last session, and vetoed by the governor, he said. **RS 24645** did not address the net gain logistics, which are difficult to address, and attempted to prorate apportionment based on when students transferred to different schools. **RS 24701** does not attempt to prorate the apportionment for each student, he said. Instead, if the best 28 weeks attendance is greater than the first ten weeks attendance, the school will receive an additional 50% of apportionment based on the increase in attendance.

Currently, all salary-based apportionment funds are based solely on the first ten week (mid-term) average daily attendance, said **Rep. DeMordaunt**. **RS 24701** would enable the minority of schools, which experience enrollment growth as the school year progresses, to receive additional funding for these students. If full-time support units are at least 3% greater than mid-term support units, the apportionment is adjusted to add 50% of the difference between full-time support units and mid-term support units. The fiscal impact of \$837,000 was determined based on data from the previous four fiscal years, said Rep. DeMordaunt.

In response to questions from the committee, **Rep. DeMordaunt** said the fiscal impact will vary each year, from amounts lower than the average to amounts higher than the average. The lowest fiscal impact over the last four years would have been \$674,000, and the highest would have been \$1.1 million. There could be many dynamics affecting student mobility, including the economy. **RS 24701** does not address reducing funding to schools which lose students later in the year, said Rep. DeMordaunt.

In response to questions from the committee, **Tim Hill**, State Department of Education, said the final apportionment payment is distributed on July 15, and the average daily attendance data from both the first ten weeks and the highest twenty-eight weeks will be available before then. The decision to change from a pro-rated model to a 50% of difference model was made based on data from the governor's task force on education, to determine an easier formula for funding student mobility., said Mr. Hill. It is a compromise between those wanting 100% funding and those wanting 0% funding.

Rep. DeMordaunt said the use of the 50% formula will mean more funding for schools than the prorated formula in the previous legislation. He said he believes it is prudent fiscally, but it provides a little more funding than the previous legislation.

In response to questions from the committee, **Mr. Hill** said the best twenty-eight weeks do not need to be consecutive weeks. They are the weeks with the highest average daily attendance.

In response to questions from the committee, **Rep. DeMordaunt** said not all the schools in the state were involved in drafting the legislation. He said he imagined they would all like to have more funding to take care of the students who move to their district after the first ten weeks.

MOTION: **Rep. Wills** made a motion to introduce **RS 24701**.

Vice Chair VanOrden returned the gavel to **Chairman DeMordaunt**.

VOTE ON MOTION: **Motion carried by voice vote.**

MOTION: **Vice Chair VanOrden** made a motion to return **RS 24645** to the sponsor. **Motion carried by voice vote.**

S 1279: **Senator Nonini** spoke to **S 1279**. This bill creates a STEM Education fund to support the initiatives and work of the Idaho STEM Action Center, said Senator Nonini, with a one-time transfer of \$10 million from the General Fund. Senator Nonini said establishing and funding the STEM Education Fund would demonstrate to the private sector that the Idaho Legislature is engaged in STEM Education.

Sonia Galaviz, Garfield Elementary School, spoke **in support** of **S 1279**. She said Garfield Elementary School has a diverse and high needs population, and STEM opportunities are critical to help level the playing field for her students. Being able to apply for grants allows her to include STEM opportunities in her classroom, and changes the trajectory for her students. In response to questions from the committee, Ms. Galaviz said students at Garfield Elementary currently do not have access to STEM opportunities outside of the school day, because of their demographics, and increased funding for grants would allow schools to provide after-school STEM enrichment activities.

Von Hansen, Alertsense, ITC, spoke **in support** of **S 1279**. He said Idaho has a critical shortage of software talent, not just in the private sector, but also in government jobs. The shortage of talent is a critical factor for companies, and is inhibiting his own company's growth. He said he hoped the committee would send the message that Idaho cares about education and technology. More funding for STEM Education will help attract people to Idaho, said Mr. Hansen.

Tara Thue, AT&T, spoke **in support** of **S 1279**. She said AT&T is a strong supporter of STEM nationwide. The ASPIRE Program increases high school graduation and makes sure students are prepared for careers in science, technology, engineering and math. AT&T is looking at how it can involve the INSPIRE Program with the STEM Education fund.

MOTION:

Rep. Kloc made a motion to send **S 1279** to the floor with a **DO PASS** recommendation.

Dr. Norris Krueger, Entrepreneurship Northwest, spoke **in support** of **S 1279**. He said 58% of new jobs come from start up businesses, 40% of new jobs are from existing companies which grew, and 2% from companies which moved to Idaho. All of the companies need employees with skills learned from STEM education, he said.

Jaycon Ronk, Micron, spoke **in support** of **S 1279**, and said the bill will help all industries to fill jobs positions in Idaho.

Jesse Ronnow, Zion's Bank, spoke **in support** of **S 1279**. She said all of Zion Bank's clients have needs for employees with STEM education, both in the private sector and the government sector. The bill is a critical component, and shows Idaho's commitment to funding STEM Education, she added.

Jay Larsen, Idaho Technical Council, spoke **in support** of **S 1279**. He said the number one issue every company has is access to a workforce with STEM education, and the education needs to start at the elementary level. The bill will help Idaho compete in the economy, he added.

Heidi Pauloski, Boise School District, spoke **in support** of **S 1279**. The Boise School District is a partner with the Idaho Technology Council to offer professional development in computer science for teachers, she said, but there are no funds for travel to the classes. A STEM Education Fund is important for initiatives like this, she explained.

In response to questions from the committee, **Ms. Pauloski** said the Boise School District has increased the number of computer science classes from seven to seventy, and the class offerings will continue to double. Currently, computer science classes are offered as an elective, she said. However, starting next year, students will have the option to use computer science classes for some of their math or science graduation requirements.

Angela Hemmingway, STEM Action Center, spoke **in support** of **S 1279**. She said it creates a place for STEM funding, and industries can donate to the fund. For example, many industries have interest in creating a state-wide science and industry fair, she said.

In response to questions from the committee, **Ms. Hemmingway** said the current professional development model brings teachers to Boise, and the travel expenses are not reimbursed. The STEM Action Center will be having a Pi Day fund raising event to raise money for teacher transportation, she added. The STEM Action Center has already received a number of pledges of donations from industries interested in supporting specific programs, said Ms. Hemmingway, should the STEM Education Fund be established.

Ken Edmunds, Department of Labor and STEM Action Board, spoke **in support** of **S 1279**. He said the bill sends the message to industry that the state recognizes the important of STEM funding.

VOTE ON MOTION:

Motion carried by voice vote. Rep. DeMordaunt will sponsor the bill on the floor.

Chairman DeMordaunt turned the gavel over to **Vice Chair VanOrden**.

H 571:

Rep. DeMordaunt spoke to **H 571**. He said legislation was passed in the 2015 legislative session to add pupil support staff to the career ladder, but evaluation criteria were not included. A work group representing various types of pupil services staff developed language for evaluation criteria on page three. On page nine, language involving institutes of higher education in teacher preparation programs was added, to ensure consistency and fidelity in teacher preparation programs.

Colene Letterle, West Ada Schools, spoke **in support** of **H 571**. She said student indicators for teacher evaluations do not always apply to pupil support staff. She gave examples of student indicators which could be used for evaluation of school nurses, including: improved attendance after concussion education; increased class time for students who spend much of the day in the nurse's office; scheduling and keeping an appointment with an optometrist; pre and post tests on subjects taught by the nurse; improved knowledge, safety and access to care for students with allergies; improved attendance after asthma care education; increased compliance with state law concerning vaccines; and increased attendance in areas where vaccines are provided by the nurse.

In response to questions from the committee, **Ms. Letterle** said the work group was diverse, and the education and certification levels of various professions represented were very diverse. The task of the work group was to bring all school personnel on to the career ladder, and do the best job for a large number of diverse specialties.

Rich Osguthorpe, Boise State University, spoke **in support** of **H 571**. He said evaluations is a complex endeavor, and best conducted in a climate of continuous improvement. It is important to reward personnel for growth, he said, and audits can provide insight into instructional practices, providing confidence in decisions for professional growth, and opportunities to improve.

Laura Mundy, Boise School District, spoke **in support** of **H 571**. She said she is a counselor who participated on the task force. The members of the task force all agreed they wanted to be included on the career ladder, she said, but how effectiveness would be measured was less clear. For counselors, pre and post tests on career guidance materials could be used. The national organization governing school counselors is already pushing for data collection, she added. **H 571** just asks personnel to track what they are already doing, she said, and it shows Idaho values the work pupil services staff do.

In response to questions from the committee, **Ms. Mundy** said student progress on behavior problems is already measured and documented, on students' Individualized Education Plans. Ideally, students are involved in creating the plans, but the students' involvement depends on their age and ability.

MOTION:

Rep. Kerby made a motion to send **H 571** to the floor with a **DO PASS** recommendation.

Vice Chair VanOrden returned the gavel to **Chairman DeMordaunt**.

Rep. Clow commented the work group might want to look at how to include staff who must have a master's degree or higher to start working, over the interim.

VOTE ON MOTION:

Motion carried by voice vote. Representative DeMordaunt will sponsor the bill on the floor.

H 570:

Rep. Horman spoke to **H 570**. She said the bill has a five-year sunset clause, so the grants are one-time planning grants to schools which apply, not an ongoing expense. The Every Student Succeeds Act supports increased flexibility and removing barriers for schools, she said.

David Peterson, Nampa School District, spoke **in support** of **H 570**. He said many rules and regulations were important in the past, and provided predictability, but now they impede innovation. Education is now a consumer-driven commodity, he added, and public schools would like the same opportunities as charter schools to innovate and customize education. Charter schools already enjoy many of the provisions in the bill, he said, and public schools should have the same flexibility.

Andrew Grover, Melba School District, spoke **in support** of **H 570**. He said the Melba School District is always looking for opportunities to improve. One change is to tie the learning in each grade level to something in the community, such as potato farming, he added.

Matt Compton, Idaho Education Association, spoke **in opposition** to **H 570**. He said the Idaho Education Association is not opposed to innovation. One recommendation of the governor's task force on education was to work with the legislature to remove laws which impede innovation. However, the bill allows participating schools to opt out of existing rules they find cumbersome, and the IEA believes the bill could have unintended consequences. Other questions need to be answered, he said. For example, why limit the innovation schools to only ten, and can all ten be in the same district? What happens if the schools fail? Will there be parent involvement? He asked the committee to hold the bill in committee and ask the State Board of Education to work on the recommendations of the task force.

Karen Echeverria, Idaho School Boards Association, spoke **in support** of **H 570**. She said the ISBA believes decisions made closest to the student are best. She said she supports the concept of autonomy, but wonders if removing all the laws is the best approach, as it may add to inequality between schools. Also, she said she did not believe schools needed additional funding to be an innovative school.

In response to questions from the committee, **Ms. Echeverria** said she was not familiar with the innovative program at the Shoshone School District. She said the Innovative Schools Act should be limited to a few schools at first, to gauge success.

MOTION:

Rep. Harris made a motion to send **H 570** to the floor with a **DO PASS** recommendation.

In response to questions from the committee, **Ms. Echeverria** said she was not aware of a particular innovation a school would like to do, but is impeded by law.

Rep. Horman said **H 570** does not remove all applicable rules. The Notus and Nampa School Districts have testified about their particular innovations, she added.

VOTE ON MOTION:

Motion carried by voice vote. Reps. **Kloc**, **Pence** and **Rubel** requested to be recorded as voting **NAY**. Representative Horman will sponsor the bill on the floor.

ADJOURN:

There being no further business to come before the committee, the meeting was adjourned at 10:33 a.m.

Representative DeMordaunt
Chair

Jenifer Cavaness-Williams
Secretary