

MINUTES
SENATE EDUCATION COMMITTEE

DATE: Tuesday, February 08, 2022

TIME: 3:00 P.M.

PLACE: Room WW55

MEMBERS PRESENT: Chairman Thayn, Vice Chairman Lent, Senators Den Hartog, Crabtree, Woodward, Blair (Johnson), Cook, Ward-Engelking, and Nelson

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 Thayn** called the meeting of the Senate Education Committee (Committee) to order at 3:00 p.m.

MINUTES APPROVAL: **Senator Blair** moved to approve the Minutes of January 31st, 2022. **Senator Cook** seconded the motion. The motion carried by **voice vote**.

PRESENTATION: The **Evaluation of Idaho's Dual Credit Funding through Advanced Opportunities** presentation was conducted by Patrick Lane, V.P., Policy Analysis and Research for the Western Interstate Commission on Higher Education (WICHE). **Mr. Lane** provided information on the WICHE Commission which includes: President Rick Aman, College of Eastern Idaho (CEI), Senator Dave Lent, Idaho State Senate, and Executive Director Matt Freeman, Idaho State Board of Education (SBOE). WICHE was selected to independently conduct an evaluation using three key areas related to Dual Credit: Fiscal Impact, Student Outcomes and Student Funding "Appropriateness." **Mr. Lane** explained that this is a first look at the graduating class of a fully functional Advanced Opportunities Program.

There are four key conclusions: First, dual credits earned: the dual credits earned by graduating public high school students are continuously increasing, Second, the fiscal impact: the state spending on Dual Credit has increased, which has also increased the student and family savings overall, Third, go-on rates: the rates for dual credit students who go-on to a postsecondary institution outpace those of non-participants. Fourth, academic performance rates: the evidence collected shows that students who earn dual credit have a higher overall Grade-Point Average (GPA) and Fall to Spring retention for continuing on to post-secondary institutions.

Mr. Lane concluded that the Advanced Opportunities program is making a positive impact and is attributed to growth in dual credit participation. **Mr. Lane** made a recommendation that the evaluation research remain continual and ongoing for program implementation purposes, and in order to systematically approach questions from the legislature over the course of time. (See Attachment 1)

DISCUSSION:

Senator Nelson asked if the data provided regarding the savings to students and families included students who had graduated a year early, had living expenses, or were employed. **Mr. Lane** explained that the data stopped at the first year of enrollment, however this would be considered in the future for a full evaluation of the student and family savings.

Senator Woodward wanted to know about the state spending over fiscal year, what the distinction between total Advanced Opportunity dollars spent and dual credit monies that were spent. **Mr. Lane** clarified that the expenditures were based on dual credit. **Senator Woodward** followed up with a question regarding parameters for data collected on the appropriation of Advanced Opportunity program funding regarding course offerings and eligibility. **Mr. Lane** said that exploratory research was conducted, specific to the dual credit program, some of the factors including go-on rates for dual credit students who have taken Math and English courses.

Senator Thayne asked how the go-on rates were calculated, if those rates included other areas such as military, vocational or career and technical schools. These calculations included high school students who took dual credit and post-secondary enrollments, which do not include things such as the military, and are limited to the immediate go-on rate. Post-secondary institution is defined as a four-year, two-year or a technical college. **Senator Thayne** commented that the intent of the program is for a student to take ownership over their education, and to have more kids in high school who would pursue alternate routes such as vocational or career technical school after taking dual credits.

Senator Woodward wanted to know how it would be factored in for high school students who take dual credit to receive repetitive exposure and complexity level increases much like those courses offered in an on-site college environment. **Mr. Lane** replied that one way to measure this would be performance outcomes in a subsequent course, and make an analog comparison using those differences. **Senator Woodward** asked for ways to quantify the evaluation outcomes if the data as presented was only suggestive in nature. **Mr. Lane** explained that the metrics that could be used to assess the evaluation outcomes would be more definitive if a control group of students taking dual credit were compared with students who did not participate in the dual credit program. **Senator Woodward** asked about measurement of go-on rates, and if this was based on feedback from students and institutions that were in-state or out-of-state. **Mr. Lane** replied that the data capture from out-of-state institutions comes from other sources and is not as granular as the data from Idaho.

Senator Cook asked why the estimated student savings had declined and the state investment had increased. **Mr. Lane** explained that the student savings is multi-factor, meaning that the spending per cohort has increased, while separately the student savings have decreased because they are based on go-on rates. Additionally, the student savings for economically disadvantaged who take dual credit courses are based on federal and state financial aid.

GUBERNATORIAL APPOINTMENT:

William G. Gilbert Jr. introduced himself as a **Gubernatorial Appointment to the Idaho State Board of Education** and lifelong Idaho resident, and as a product of the public education system - kindergarten through a four-year degree at the University of Idaho (UI). He is the co-founder and managing director, and CEO of the Cap Rock Group. He has dedicated his time to being a chairman for the UI Foundation, as well as being Co-Chair for the Governor's Education Task Force in 2019. He expressed his drive to produce better outcomes for students and tax payers, as well as community responsibility.

DISCUSSION:

Senator Den Hartog asked Mr. Gilbert what he believed to be the greatest challenge in education, primarily K-12. **Mr. Gilbert** replied that his perspective is to focus on an agreement in our communities as a local control state to drive measurable growth and improvement in outcomes for students, school buildings and for our lives. He stated that arriving at simplicity in K-12 would be a great challenge and should start with literacy.

Senator Thayn asked if there should be metrics in place for what percentage of cost for students that are graduating with a degree other than education. For example, could there be a consideration for an apprenticeship model as a direction for higher education. **Mr. Gilbert** replied that an improvement in the higher education system is beginning to occur and could relate to program prioritization or the cost of education. He stated that this may lead to more graduates from exposure to field internships.

GUBERNATORIAL APPOINTMENT:

Cally Roach introduced herself as a **Gubernatorial Appointment to the Idaho State Board of Education** and stated that she has a passion for education. **Ms. Roach** grew up on a farm in southern Idaho and explained that she has graduated from the College of Southern Idaho (CSI) as well as obtaining a Master's degree from Idaho State University (ISU). **Ms Roach** has had career involvement in education through the Idaho Business for Education, and is currently a board member.

DISCUSSION:

Senator Den Hartog asked Ms. Roach what she believed to be the greatest challenge in education, primarily K-12. **Ms. Roach** responded that the high school graduation rate was a great concern for her. She stated that encouraging people to become involved at early level, through the dual credit program or career and technical education may be the key to success.

Senator Cook asked how Ms. Roach would measure a successful district or school, and the education that comes from K-12. **Ms. Roach** replied that community involvement is the success, as well as self sufficiency.

Chairman Thayn asked Ms. Roach thoughts about innovative things that can be done for the future of higher education. **Ms. Roach** explained that system-ness throughout the Idaho institutions is a good start and encouraging. For example: initiatives such as Online Idaho and Next Step Idaho show success through collaboration.

ADJOURNED:

There being no further business at this time, **Chairman Thayn** adjourned the meeting at 4:15 p.m.

Senator Thayn
Chair

Katy Morden
Secretary