

STATE BOARD OF EDUCATION
Planning, Policy & Governmental Affairs Committee
April 19, 2001

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The intent of this Committee is to provide an informal forum for discussion. The purpose is to develop long and short term planning and coordination, have initial discussions and provide direction on strategic policy initiatives and goals, and to consider items related to legislative relations and governmental affairs.

SUBJECT:

Higher Education Funding Analysis

BACKGROUND:

The Board asked the president's council to review the current allocation system for the college and universities, identifying the pros and cons of the current method and recommending changes, if necessary. In addition, during the recent legislative session, legislators expressed concerns about funding equity among the four schools. In response, the president's council developed a "Request for Proposals" (Item 1.a) and contacted two firms to complete an independent funding analysis. Based on responses from the two firms, the presidents selected MGT of America to complete the analysis (Item 1.b). The principal working on the project is Mary P. McKeown-Moak, Ph.D. She will be visiting the campuses and interviewing the various stakeholders the week of April 16, 2001. She will be present during the PPGAC meeting to discuss the project with Board members.

DISCUSSION:

For the project to get started in the right direction, it is important proper directions be given at the beginning. If MGT's proposal does not fulfill the Board's concerns on funding issues, a discussion during PPGAC is needed to address those issues.

FISCAL IMPACT:

The cost of completing the analysis, will be shared by the institutions.

IMPACT:

The results of the analysis could affect future Board requests and allocations among the institutions, if funding inequity is discovered.

COMMITTEE / BOARD ACTION:

Item is provided for information, discussion and Board direction as necessary.

**State Board of Education
Higher Education Funding Analysis Project
Request for Proposals Information**

Project Goals:

- Determine if there is a Funding Inequity Among the College and Universities
- If Funding Inequity is Determined, Recommend Changes to the Current Allocation System to Resolve the Identified Funding Gap

Interview Stakeholders to Assess Funding Issues:

- Institutional Representatives
- Office of the State Board of Education Staff
- State Board of Education Members
- Legislative Leadership/Members
- Governor's Office

Develop Alternative Methods of Determining Funding Equity Considering:

- Clear Definition of Funding Equity
- Different Institutional Mission Statements
- Economies of Scale
- External Comparison of Funding (Peer Institutions and/or other comparisons)
- Funding Allocation Systems in Other States (i.e. Oregon, Nevada)

Allocation System Should:

- Provide Maximum Flexibility to Carry Out Missions Established by the Board
- Be a Straightforward Approach Which Can be Used by the Board to Express Priorities
- Be Clear and Provide Understandable Relationship Between Institutional Needs, the Request, the Appropriation, the Allocation and the Use of Funds
- Be Applied Consistently so there is some Level of Predictability

Timeline:

- Final Report Presented to the Board at the June 21, 2001 Meeting (to be distributed by June 8, 2001)

Analysis Includes:

- College and Universities (Lewis-Clark State College, Boise State University, Idaho State University and University of Idaho)
- Professional/Technical Post-Secondary Program— Potentially a Separate Analysis
- Community Colleges – Potentially a Separate Analysis

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25

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April 6, 2001

Dr. Gregory G. Fitch
Executive Director
Idaho Board of Education
P.O. Box 83720
Boise, ID 83720-0037

Dear Dr. Fitch:

MGT of America, Inc. is pleased to submit this proposal to conduct a two-part funding equity study for the four senior colleges and universities in Idaho. In this document, we:

- Describe our understanding of the engagement.
- Give an overview of the MGT's proposed study methodology and the related project work tasks.
- Provide an estimated time line and budget for the project.

Understanding of the Engagement

At an earlier meeting, the State Board of Education directed the staff and the institutions to review the method of allocating funds to the four senior institutions of higher education in Idaho: Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho. The Board receives a lump-sum appropriation that is allocated among the four institutions. The Board currently uses a "base-plus" approach to allocate funds, although a detailed funding formula had been used in the past.

As is true in much of the rest of the western U.S., Idaho has faced population growth in recent years that has resulted in increased enrollment pressures on the four-year institutions. These enrollment pressures have contributed to increased discontent with the allocation methodology. Like many systems in a growth mode, there have been concerns within the Idaho senior institutions that funding is not "equitably" distributed among the institutions, resulting in funding disparities. Various members of the State Board of Education and the Idaho Legislature also have voiced these concerns.

The State Board of Education is seeking to get a thorough and objective review of this critical issue, and decided that it is necessary to secure the services of a national firm with expertise in the area of financing public higher education that has no vested interest in the outcome of the study. In the initial phase of the study, the State Board of Education is interested in determining whether there is funding equity among the four institutions. Peer comparisons are to be included in the equity analysis.

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Alternative methods of determining funding equity are to consider different institutional missions and economies of scale. In addition to the initial request, the presidents have asked that funding levels at the Idaho institutions be compared to funding at the peer institutions, and that funding allocation systems of other states be reviewed. To complete the peer comparisons, the first component of the study also is to encompass validation of the peer lists proposed by the four institutions.

If a problem is determined to exist, the presidents requested a second phase to the study to recommend changes to the current allocation system that will address the inequities in a practical and sound manner. The allocation system should provide maximum flexibility to carry out the college and university missions established by the Board; be straightforward so that the Board may use the system to express its funding priorities; relate to institutional needs, the request and appropriation, and the allocation and use of funds; and be predictable and consistently applied.

A final report is to be presented to the Board of Education at its June 21, 2001 meeting, and is to be distributed by June 8, 2001. Because of the short time line, time will be of the essence in completing the project.

Overview of Proposed Methodology and Related Project Work Tasks

MGT's proposal is designed to address the study in two phases: initial assessment of funding equity (or inequity); and recommendation of changes to the current allocation process, if inequities are found. Because of the very short time frame for the project, our first task is to meet with the Board, the presidents, and other key staff to discuss the goals and objectives for this project. A main component of this discussion is to come to agreement on a working definition of "equity" to guide the project activities. This will ensure that there are no "false starts" or other missteps that waste valuable time.

Phase I. During the first week of gathering input (April 16-20), we also will be meeting with the presidents and staff at each of the institutions to assess the various perspectives on funding equity within the system. These meetings will serve at least two purposes: to collect data, and to gain valuable insights into the special circumstances of each of the institutions and their peer selections. We will be evaluating the peer lists presented by the four institutions during this time frame.

We will work with each of the institutions to validate the peers or to suggest additional/different peers. As an initial step in validation of the peer lists, we will discuss with each college/university those variables or characteristics that are critical to their mission. Then, we will employ a factor analytic statistical methodology to determine which institutions are "most like" the Idaho institutions. Briefly, the method uses factor analysis to develop factor scores on mission critical variables. Factor scores for all other institutions in a set (e.g. all public doctoral/research intensive or extensive universities) are then compared to the Idaho institutions to develop "distance scores." Institutions with the smallest distance scores, or differences between the factor scores, are the most alike the Idaho institution.

We then will conduct the actual funding equity analysis. Our experience has demonstrated that there is no single "best way" to conduct a funding equity study. All methodologies have advantages and disadvantages. Thus, MGT's approach is to analyze the issue from various perspectives. We believe that this approach provides a much more comprehensive assessment

of funding equity that ultimately results in a more credible study. We should note that we believe that many of our analyses can be conducted with readily available data from national sources. However, we suggest that it would be useful to have a single point of contact (Office of the State Board of Education) to assist us with obtaining any supplemental data to augment our analyses as necessary.

Finally in Phase I, we will compile our analyses and bring these results to the presidents and board staff. A key component of this “report” will be the assessment of whether funding “inequities” exist, and if so, preparation for the second phase of the study.

In short, our work tasks in Phase I will be as follows:

1. ***Meet with Board, Presidents, and staff to finalize work plan and project schedule, discuss goals, agree on definition of “equity,” and gather information.*** The purpose of this step is to ensure that all parties are in equal understanding of the goals and objectives of the project. MGT will work with the universities and board staff to reach an agreement on “equity.”
2. ***Visit institutions.*** The purpose of this step is to familiarize the consultant with the institutions, learn about mission-critical variables, discuss current conditions, and gather data.
3. ***Validate peer lists.*** MGT will evaluate peer lists submitted by the four institutions, working with the institutions to validate peer selection or recommend alternate choices.
4. ***Assess funding equity via multiple approaches.*** MGT will assess funding equity using the following approaches:
 - A comparison among Idaho institutions related to long-term trends in enrollment, state appropriations and tuition per FTE, and any other issues.
 - A comparison between each institution and its peers on core support per student (i.e., state funding and tuition revenue).
 - A comparison between each institution and the national average of similar institutions on core support per student.

Much of the data we will use for this study will come from readily available sources (e.g., IPEDS), although we will augment our analyses with Idaho data as necessary.

4. ***Prepare draft report on findings for Presidents and Board staff review.*** This report will include detailed tables and documentation of all analyses conducted. The report will also make an assessment as to whether funding inequities exist within the system, and if so, prepare for conducting the second phase of the study.

Phase II. In Phase II, MGT will develop recommendations for any changes to the current allocation process to address inequities found in Phase I. After the decision is made to move into Phase II, MGT will begin assessment of the current mechanism for allocating resources. In other states where we have evaluated funding mechanisms, we have begun with agreement on a set of guiding principles against which to evaluate funding mechanisms. We suggest that

such a set of principles would be useful in Idaho, and therefore, the first step in the evaluation would be to reach agreement on the principles.

In the next step of the evaluation of the funding mechanism, we would compare Idaho's funding mechanism to those of other states, focusing on best practices, using the guiding principles developed earlier as a framework. Special attention will focus on use of economy of scale factors and relationship of mission to funding. The current funding mechanism will be evaluated against the guiding principles, and recommendations developed for improvements.

Next, using material developed in Phase I, where funding at the institutions was compared to funding at the peer institutions, we will evaluate each component of the current funding mechanism to determine where inequities can be addressed. Additional analyses may be required during this step. If sufficient data are available from the peer institutions, MGT will compare funding that would be generated for the peers by the Idaho funding mechanism to funding actually received by the peers. In addition, MGT likely will simulate funding for the Idaho institutions using funding models that are considered "equitable" in other states.

From these three sets of comparisons, a set of recommendations for any needed improvements in the Idaho funding "model" will be developed and shared with the presidents and Board staff.

Our work tasks in Phase II, and to complete the project, will be as follows:

1. ***Develop set of guiding principles.*** MGT will work with the institutions and Board staff to develop a set of guiding principles against which the current funding mechanism, and any recommended changes, can be evaluated.
2. ***Compare Idaho's funding mechanism to other states'.*** Focusing on best practices, MGT would compare Idaho's current mechanism against the guiding principles and the best practices used by other states.
3. ***Compare funding at the peers.*** In this step, MGT will compare funding generated by Idaho's mechanism to the funding of the peer institutions, or other comparator groups. In addition, we will simulate funding for Idaho institutions using other states' formulas.
4. ***Prepare draft report on findings for Presidents and Board staff review.*** This report will include detailed tables and documentation of all analyses conducted.
5. ***Finalize report.*** MGT will incorporate the edits and issue a final report.
6. ***Make presentation to Board of Education.*** MGT will make a presentation of the study results to the Board, and other interested parties, after the final report is completed.

Proposed Time Line and Budget

Assuming a project award date of April 12th, MGT can successfully complete all of the tasks described above by June 20th. Our proposed cost to conduct Phase I of this important study is \$75,000, including professional fees and out-of-pocket expenses. We expect that Phase I can be completed by May 7 so that any work for Phase II can be completed by the June deadlines.

If funding inequity is found, our proposed cost to conduct Phase II would be up to \$60,000, to be negotiated at the end of Phase I, based on the findings of Phase I. Phase II will build on analyses completed in Phase I, which should result in a lower cost than we discussed on the conference call.

We are excited about the opportunity to assist the Board and the institutions in addressing this critical policy issue. I have purposely kept this letter relatively short to respond quickly to your request for a written proposal, so please contact me if there are any items that I can expand on or clarify. I look forward to hearing from you soon.

Sincerely,

Mary P. McKeown-Moak, Ph.D.
Principal

SUBJECT: PPGAC OPERATION AND FUTURE AGENDA PLANNING

BACKGROUND/DISCUSSION

At the March Board meeting, there was a discussion and general agreement that the Planning, Policy & Governmental Affairs Committee of the Board should meet at each regular meeting of the Board rather than quarterly or on an as needed basis. Given that there is a limited amount of time at each Board meeting, below is a proposal that would affect the regular Board agenda and the PPGA Committee for Board consideration.

A. Board Agenda

In an effort to accommodate all the Board's business as well create additional time for strategic planning type issues, it may be necessary to structure the regular meeting agenda in a uniform manner. Board policy already provides for an order of business that, if followed at each meeting, should serve to provide the appropriate time and function for all matters coming before the Board.

First day

Convene, establish quorum, Boardwork, etc. 8-8:15

Committee Meetings 8:15-10:00

IRSA

BAHR

PPGAC

PPGAC Report 10:15-12:00

BAHR Report 1:00-2:00

IRSA Report 2:00-3:00

Misc. Hearings & Presentations (information without board action) 3:15-5:00

Second Day

State Department of Education 8:00 – 11:00

Open Forum 11:00 -

Routine & Housekeeping

New Business

Adjourn 12:00noon

B. PPGAC Meetings and Membership

The main focus of the PPGA Committee is long range planning and coordination, initial discussions and direction on strategic policy initiatives and goals, governmental affairs, and receiving/reviewing reports and recommendations from the Presidents and Agency Heads. Even though this is the designated "policy" Committee, most policy readings and actual proposed changes will come through the

BAHR or IRSA committees, especially those contained in the “Postsecondary Affairs,” “Financial Affairs,” and “Personnel” sections of the Board’s Policy Manual. PPGAC is to provide initial discussions and direction on strategic policy initiatives, although, it may hear policy changes to those other, more general sections of the policy manual.

Having two or more Board members designated as PPGAC and meeting while the other Committees meet will streamline the Committee business and allow more time for planning and discussion. Many of the issues brought to PPGAC will require full Board consideration or attention, and thus will be forwarded to the full Board for consideration during the PPGAC report. The Committee meeting time would be used for agenda planning, open discussion with the Presidents and Agency Heads, planning for periodic reviews/evaluations of the institutions and agencies (the actual review/evaluation would occur in front of the full Board during the Committee report), in-depth analysis of proposed policy or rule changes under the purview of this Committee, etc. All initial consideration by the Committee would be forwarded to the Board for final action/consideration. With the Committee doing the initial review and making recommendations to the Board on the more routine items, it will allow the full Board, during the Committee report or at specially planned Board “retreats”, more time for open discussion/consideration of the strategic issues (examples below).

C. PPGAC Agenda

A standard PPGAC Agenda would generally include the following:

1. Presidents’ Council Report
Depending on the item, report may be heard by the Committee or with the full Board. Generally in an update format, keeps the Board informed on what the Presidents are working on or have been in discussion about at their most recent meeting.
2. Agency Heads’ Council Report
Depending on the item, report may be heard by the Committee or the full Board. Generally in an update format, keeps the Board informed on what the Agency Heads are working on or have been in discussion about at their most recent meeting.
3. Governmental Affairs Items
Depending on the item, report/consideration may be by the Committee or the full Board. Would include proposed legislation, updates on legislative activity, response to Governor’s initiatives, etc.
4. Open Forum Follow Up
No real mechanism for this currently. This would be a standing agenda item for PPGAC to review those topics/issues brought to the Board in Open Forum at the preceding Board meeting. The Committee would likely make recommendations or provide updates to the full Board on follow up to these items, if any is warranted.

5. Periodic Review/Evaluation of Institutions/Agencies

One or more institutions/agencies (BSU, ISU, LCSC, UI, EITC, PTE, VocRehab, IPTV, ISDB) would be asked to provide the Board with a report on activities, which could include progress on their strategic plan, how they are meeting role and mission goals, challenges, etc. The PPGAC Committee could provide format and direction for what is to be included (may be institution/agency specific). The report would be given to the full Board during the PPGAC Report, and would allow time for Board feedback and direction.

6. Strategic Planning / Public Policy Issues

The Committee may make recommendations to the Board on which issues should be addressed or taken up at future meetings, and provide direction on what to include in research of the issues, etc. The discussion of the issues (likely one or two per meeting) would actually take place with the full Board during the PPGAC report. More in-depth and detailed discussions would be planned for the May Board meeting and possibly other “retreat” type meetings throughout the year as needed. Topics might include the following:

- a. Community Based Education, Community College System
- b. Satellite Campuses (UI-Boise, University Place, NICHE, BSU Canyon County Campus)
- c. Removal of postsecondary institutions from state personnel, public works, and purchasing systems
- d. OSBE location, facilities, staffing
- e. Higher Education Funding Formula
- f. Financial Aid / Scholarship Programs
- g. Student Fee Issues (differential fees, professional fees, constitutional issues, etc.)
- h. Teacher Education (Professional Standards Commission, Teacher Certification, Idaho’s MOST, etc.)
- i. Professional-Technical Education
- j. Coordination/Cooperation with Governor’s Office (budget development, statewide initiatives, etc.)
- k. K-12 Budget (process, approval, etc.)
- l. K-12 Initiatives
- m. Grants Solicitation
- n. Role & Mission Statements
- o. Performance Measures
- p. Information Database
- q. Coordination/cooperation with statewide and national policy makers and professional organizations

RECOMMENDATION

Staff recommends the Board begin using the proposed agenda and committee format at its June 2001 meeting.

IMPACT

This approach would serve to focus Board activities, and provide additional time needed for consideration and discussion of larger educational planning and public policy initiatives, and would also serve to make meetings more consistent and predictable. This approach goes hand in hand with the Board's current initiative to delegate more of the administrative responsibilities to the agency heads and presidents so that more time can be spent on policy setting and planning.

COMMITTEE / BOARD ACTION

This item is provided for information, discussion and Board direction as necessary.

ITEM 5

SUBJECT: LEGISLATIVE REPORT

BACKGROUND/DISCUSSION

Attached are items that comprise the end of the session legislative report. Included is a summary of the major educational issues considered by the Legislature, a summary of legislative mandates and follow up activities, a recommendation for continued legislative relations and a complete Legislative Update, which identifies all education related legislation considered in the 2001 session.

COMMITTEE / BOARD ACTION

This report is provided for information, discussion and Board direction as necessary.

2001 LEGISLATURE – SUMMARY OF MAJOR EDUCATIONAL ISSUES

Budgeting issues – Although many of the items requested for FY 2002 were granted, especially in the area of higher education, it was close (the motion to send the college and universities appropriation bill to the amending order to take out the salary competitiveness component died on a 35-35 vote in the House). Given that all the same legislators will be back next year, and many of them did not necessarily get what they had hoped for as far as the state budget was concerned, and given that the new process of having the Education Committees hold public hearings on budget line items creates the opportunity for greater scrutiny of requests by additional members of the Legislature. It may be necessary to provide increased justification and details in relation to enhancement requests for next year's budget.

Higher education funding equity– As was presented to you at the last meeting, this issue was likely the most significant policy issue in relation to higher education taken up by lawmakers this session. Legislators are eager to have the Board look into the issue. It is important not only for the Board to communicate with lawmakers on their activity in relation to this issue during the interim, but also to provide a presentation to the Legislature next session explaining the funding formula, and including justification and proof of equity.

Community college system – Property tax relief for community college districts was provided this session; however, an interim committee to study the community college system in the state was not successful. This provides an opportunity for the Board to take the lead.

Charter schools – Numerous pieces of legislation were passed that make technical corrections to the law in relation to charter schools, most of which were brought forward by the SDE or Charter School entities in an attempt to make the provisions more workable. As a reminder, the law provides that the Board of Education will provide a report in by July 1, 2004 on the effectiveness of charter schools.

Teacher Salaries – This was a focus of numerous pieces of legislation this session, and may continue to be in the future given national reports of teacher shortages and the extraordinary measures being used across the Country to attract teachers. The only successful bill in this area provides for minimum base salary of \$25,000 for all teachers in Idaho. This issue goes hand in hand with many of the issues being dealt with by Idaho's MOST, and the Board may choose to make recommendations in this area as new requirements for teachers are developed.

Accountability – Related Issues – Legislation that establishes reading goals for school districts was successful. It establishes a goal of progressive increases in the percentage of students reading at or above grade level in grades K-3, and also provides that an individual school that makes a 5% increase in those students reading at or above grade level from one year to the next will have met the goal. Other legislation to establish the criteria to be used in teacher evaluations and legislation that would have eliminated renewable contracts for teachers was unsuccessful.

Pre-Kindergarten Programs – Several items of legislation focused on this area, although none of them were successful.

School Facilities – Although the focus of numerous pieces of legislation, the only new measure that was successful provides for interest grants from the existing \$10 million in the school safety and health revolving loan fund. Applications are made to and eligibility determined by the State Treasurer.

Private school tax credits- Legislation that would have provided tax credits to individuals or businesses when they directly donate funds for the education of a child in private school was not successful; however, it is highly likely it will return next year.

SUMMARY OF MANDATES AND FOLLOW UP ACTIVITIES

H 330 – College & University Appropriation – Requires that the SBOE will establish a standardized system for tracking and reporting data on staff turnover at the college and universities. Statistics shall be included with next year’s request. The Chief Fiscal Officer is coordinating the creation of this system with the institutions.

H 348 – Land Exchange - Allows land exchange with state board of land commissioners for property adjacent to University Place. An appropriation of \$500,000 was allocated for this purpose. It is anticipated that ISU and UI will proceed with purchasing the property for the exchange.

S1261 – Appropriation for Technology Training – Includes \$200,000 to be used as a match for grant funds from the Gates Foundation for technology leadership training of school administrators. The training shall be in accordance with the ICTL goals and the grant recipient (IASA) shall report all actual expenditures to the SBOE for approval and reimbursement. The Chief Technology Officer is coordinating this effort

HCR 27 – Achievement Standards Rules – Rejected certain portions of the K-8 Standards and provides they will be forwarded next year in the administrative code. As reported on previously, staff has begun reformatting the K-8 Standards in anticipation of rules promulgation for next session.

H 191 – School District Trustee Zone Reapportionment - Requires that each local school board initiate proposals for redefinition of trustee zones at their first regular meeting following the report of the decennial census. So the Board is aware, statute then requires any proposal to redefine trustee zones be forwarded to the SBOE for approval or disapproval.

S1223 – Special Programs Appropriation - Included \$450,000 for Grow Your Own. The purpose of the “Grow Your Own” Initiative is, through scholarship opportunities, to increase the number of well-qualified dual language teachers and education paraprofessionals available for assignment to Idaho K-12 classrooms. Meetings are planned with stakeholders to develop the administrative process for this program. One meeting has occurred thus far as reported below:

- On March 26, the Executive Director and Board staff met with representatives from the Idaho Commission on Hispanic Affairs, the Governor’s Office, Department of Education staff, and the College of Southern Idaho’s Vice President of Instruction to begin working on the details for administering the Grow Your Own program. At the meeting, Dr. Bill Ruud indicated that the Governor’s office would be supportive of using some of the \$450,000 for staff/mentors or faculty to provide specialized assistance for GYO recipients. Staff has requested and is awaiting written verification from the Governor’s office of support for this use of the Grow Your Own funds.
- The following was established at that March 2001 meeting:
 - The amount of the scholarship will be \$3,000 per year for full-time students and \$125 per credit, not to exceed the cost of attendance, for part-time students.

- To be eligible for the scholarship a recipient must have a contractual relationship with a local school district, either as an employee or volunteer, that indicates that the district will provide for release time as necessary, and that the recipient will be required to work in a classroom in that local school district upon completion of the A.A./A.S., A.A.S. or baccalaureate program.
- Recipients must be dual-language certified prior to receiving the scholarship.

S 1034 – Idaho Promise Scholarship Appropriation - Board staff has been meeting with the eligible college and university Financial Aid Directors and Scholarship coordinators to establish the procedures and guidelines for awarding the Category B Idaho Promise Scholarship. Board staff in cooperation with the Promise Task Group will draft proposed administrative rules for the scholarship as required by the statute and will bring those rules to the Board for its consideration and action at the June 21-22, 2001 meeting.

In addition, Board staff has been working with a consultant who will assist in the drafting of a Request for Proposals to develop a statewide student tracking system, which will be critical to the successful administration of the scholarship.

Efforts to publicize the scholarship have been ongoing. Information about the Promise Scholarship, along with other student aid programs administered by the Board has been posted to the Board's website and added to the Student Aid Brochure published by OSBE. The website information includes a Frequently Asked Questions document to help students and school counselors understand how the scholarship is awarded. Additionally, a memo notifying high school counselors about the program was sent to every Idaho high school in February 2001. Board staff also presented the scholarship information to participants at the annual Idaho Association of College Registrars and Admission Officers (IACRAO) conference in April 2001. Other plans to publicize the scholarship include press releases, a letter to Idaho principals and superintendents, and letters to the statewide association of home schoolers. In addition, the campuses are notifying applicants of their eligibility to receive the scholarship.

Those residents who graduated from an Idaho high school or its equivalent and who are entering college as a degree-seeking student for the first time in the 2001-2002 academic year are eligible to receive the Category B Promise Scholarship if they have earned a cumulative high school grade point average of at least 3.0 or an ACT score of 20 or better, are under the age of 22 on July 1, 2001, and attend an eligible Idaho college or university full-time. Full-time is defined as 12 semester credits. A student must enroll in and complete at least 12 semester credits to be eligible for the scholarship.

PROPOSED LEGISLATIVE RELATIONS ACTIVITIES

In the past few years, the Board has held Videoconference meetings with Legislators in the interim. This past year, the November videoconference was cancelled. Instead, the Board met with legislative leaders individually before and early in the session, and also held an open forum for legislators in the Gold Room during the session.

RECOMMENDATION

Given the success of the meetings held with legislators this past session and given that there are many individual legislators interested in specific Board initiatives, the staff recommends the following interim activities in the interest of legislative relations:

- Provide continuous communication and information to those legislators who have requested specific involvement in certain Board initiatives, including the Education Committee Chairs in all communications
- Plan to meet with leadership individually either prior to or early in next year's session to outline Board priorities and maintain open communication
- Schedule an "open forum" or "roundtable discussion" type session with legislators in conjunction with the January Board meeting. Schedule time for the Board to make presentations or discuss specific issues with the Education Committees in February.
- Make an effort to work more closely with the Governor's office in the development of the Governor's budget and education initiatives prior to next year's session

FINAL LEGISLATIVE UPDATE

56th Idaho Legislature / 1st Regular Session

April 11, 2001

Bold indicates recent action or additions

Shade indicates legislation that was successfully adopted or became law

Bill # Contact	Purpose	Status
ALL EDUCATION		
H 80 Rep. J. Clark	Doubles the amount allowable as an income tax credit from charitable contributions to primary and secondary education, libraries, public television, and university related research parks and foundation.	LAW effective 1/1/02
S 1034 R. Borden, LSO	Appropriates \$3,000,000 for Idaho Promise Scholarship Category B, with the intent that it be used only for those qualified and entering as first time freshman in the 2001/2002 academic year.	LAW effective 7/1/01
S 1238 J. Carrington, LSO	Provides for negative supplemental to reduce all budgets based on PERSI gains sharing. Includes \$269,900 for Ag Extension; \$2,967,200 for College & Universities; \$291,800 for Community Colleges; \$170,200 for the School for the Deaf and the Blind; \$20,500 for OSBE; \$25,500 for Health Programs; \$57,900 for ISHS; \$58,000 for ISL; \$448,900 for IDPTE; \$27,400 for Special Programs; \$180,800 for Supt/SDE; and \$201,000 for IDVR.	LAW effective 4/4/01
SR 102 Sen. B. Dunklin	Declares March 2, 2001 "Read Across Idaho Day."	Adopted
H 127 R. Law, PUC	Allows the PUC to establish minimum telecommunications service quality standards. As the telecommunications industry is in a state of transition from a regulated public utility industry to a competitive industry, there is a need to protect and maintain high-quality telecommunications services. May affect distance learning capabilities around the state.	Held in House St Affairs
H 355 Rep. G. Young	Adds to existing law to provide standards for state purchases that assure that technology applications provide access for the visually impaired.	Held in House Education
HCR 07 Rep. B. Deal	Establish an interim committee to undertake and complete a study of issues surrounding the regulation of the telecommunications industry to include, but not be limited to, encouraging statewide development of wideband, fiber optics, strengthening communications in rural Idaho and promoting e-commerce and Internet technology. May have affect on Idanet and vision for statewide network	Passed House Held in Senate St Affairs

POSTSECONDARY EDUCATION

Rules	Rule changes related to Proprietary schools, teacher education programs, residency classification, personnel, financial affairs, and intellectual property as submitted by the Board.	H & S Ed approved effective 7/1/01
H 53 J. Norris, IMD	Expands the educational encouragement program to permit national guard members to use the program when enrolled in private, non-state postsecondary institutions located within the state of Idaho.	LAW effective 7/1/01
H 169a R. Garber, ID Seed	Provides for remuneration for destruction of ag or horticultural crops grown for commercial purposes, testing or research.	LAW effective 7/1/01
H 330 R. Borden, LSO	Appropriation for the Colleges & Universities for FY 2002 in the amount of \$314,936,100, including \$75,000 for systemwide needs, \$1.6M for HERC, \$1.75M for technology grants and IEC, \$500,000 for reading assessment activities, \$1.3M for Gov. Exc. Initiative. Also requires the SBOE to establish a standardized system for tracking & reporting meaningful data about faculty, nonfaculty exempt and classified staff turnover at the college and universities.	LAW effective 7/1/01
H 348 Rep. Gagner	Authorizes the Dept. of Lands to exchange land from the public school endowment lands for land of equivalent market value owned by the SBOE (intended that the land will become part of the campus of the Center for Higher Education in Idaho Falls).	LAW effective 7/1/01

<u>H 373</u> R. Borden, LSO	Appropriation to the Permanent Building Fund Advisory Council for FY 2002 in the amount of \$103,030,000, which includes \$63,552,000 to the SBOE for postsecondary and ISHS building projects. Provides that \$65 million of the total will be allocated on 6/30/01 and only if available.	LAW effective 4/11/01
<u>HR 3</u> Rep. R. Chase	Enthusiastically recommends that there be annual men's and women's basketball games scheduled among UI, BSU and ISU.	House Adopted
<u>S 1036</u> Sen. G. Ipsen, et al	Extends date for allowable deductions for the College Savings Program for year 2000 to April 15, 2001.	LAW effective 1/1/01
<u>S 1063</u> Sen. D. Darrington	Provides for uniform registration, certification and background checks for sports agents seeking to represent student athletes, also imposes contract terms, and provides educational institutions with right to notice along with a civil cause of action for damages resulting from a breach of specified duties.	LAW effective 7/1/01
<u>S 1196</u> R. Borden, LSO	Appropriation for the Community Colleges for FY 2002 in the amount of \$20,581,400, which includes \$3,200,000 for property tax relief.	LAW effective 7/1/01
<u>S 1220</u> R. Borden, LSO	Appropriation for the Ag Research & Extension Service for FY 2002 in the amount of \$30,109,100.	LAW effective 7/1/01
<u>S 1222</u> R. Borden, LSO	Appropriation for the Health Education Programs for FY 2002 in the amount of \$7,103,700 includes 4 additional medical seats, 1 additional dental seat, replacement funding for family practice residency and enhancements for the Caine Center.	LAW effective 7/1/01
<u>S 1223</u> R. Borden, LSO	Appropriation for the Special Programs under the SBOE for FY 2002 in the amount of \$5,935,600, including enhancement funding for salary competitiveness (FUR, IGS & IMNH) at \$16,600, Forest Fiber Productivity at \$23,000, Operating Support for Mapping (IGS) at \$10,000, Promise Scholarship Category A at \$70,000, Special LEAP match at \$150,000, Small Business Legal Assistance (ISBDC) at \$21,700 and funding for the Grow Your Own program at \$450,000.	LAW effective 7/1/01
<u>S 1261</u> R. Borden, LSO	Appropriation to the Idaho Council for Technology in Learning for FY 2002 in the amount of \$700,000, which includes \$500,000 for teacher training and \$200,000 for a match to the Gates Foundation Grant.	LAW effective 7/1/01
<u>S 1269</u> R. Borden, LSO	Trailer bill to H 348, appropriates \$500,000 to the SBOE for endowment land exchange.	LAW effective 7/1/01
<u>SCR 116</u> Sen. Sandy, et al	Resolution accompanies S 1250 and provides approval for the Dept. of Parks & Rec to enter into the agreements necessary to acquire property in the Hagerman Valley. One of the stated purposes for the acquired property would be to present an opportunity to partner the existing fish hatchery with the UI in developing an aquaculture research facility for endangered species.	Adopted
<u>S 1250</u> Sen. Sandy, et al	Allows State to acquire parcels of property along Billingsley Creek in Hagerman, part of which contains an existing fish hatchery facility with a potential of becoming a major research facility, and appropriates \$1.8 million to Parks & Recreation Trust Fund for this purpose.	Held in Senate Finance
<u>H 263a</u> W. Thiesen, Ag Init.	Creates the Idaho Coalition for Agriculture, Rural Communities and the Environment. The Coalition is to be an instrumentality of the SBOE, through the College of Ag, but has legal existence independent of and separate from the state. Gives the coalition rulemaking authority through the SBOE. Purpose of the coalition is to bring ag stakeholders. Also establishes a fund that will provide grants for several purposes, including to support applied research and outreach/educational programs.	Returned to Ag Affairs
<u>HCR 29</u> Rep. K. Kunz, et al	Directs the SBOE to undertake a thorough review of the methodology used to distribute lump sum appropriations to higher education institutions, and directs that the SBOE should focus on enrollment and weighted credit hours in the revised formula, and directs that the new methodology should be applied over a time not to exceed seven years.	Held in House Education
<u>HCR 34</u> Rep. L. Gagner	Appoint a committee to undertake and complete a study of development of community colleges.	Passed House Held in Sen St Affairs

K-12 EDUCATION

<u>Rule</u> 08.02.03	ACHIEVEMENT STANDARDS – Changes already approved standards for 9-12 from “exiting” standards to “achievement” standards. Also establishes achievement standards for grades K-8.	Approved effective on adjournment
<u>HCR 27</u> Rep. Tilman	Rejects those portions of the K-8 achievement standards that were inadvertently placed, and rejects incorporating the 9-12 standards by reference.	Adopted
<u>Rule</u> 08.02.03	GIFTED AND TALENTED PROGRAMS – Establishes criteria and assists school districts in developing plans outlining how students are identified as gifted or talented, and how services will be provided to those students.	Approved effective on adjournment
<u>Rule</u> 08.02.02	TEACHER CERTIFICATION – Changes date reference in rule due to updates in the Standards Manual in relation to the Occupational Specialist Certificate requirements.	Approved effective on adjournment
<u>H 125</u> J. Hancock, LSO	Supplemental appropriation to the Superintendent of Public Instruction for spending authority on externally received funds in the amount of \$20,132,000.	LAW effective 2/2/01
<u>HR 2</u> Rep. Marley	Declares March 2, 2001 “Read Across Idaho Day.”	House Adopted
<u>HCR 1</u> Rep. M. Mortensen	Resolves that in U.S. History and civics classes in Idaho public schools, students are made aware of, and hopefully inspired by, the crucial role George Washington’s virtues played in forming the moral foundation of this nation.	Adopted by House & Senate
<u>H 191</u> Rep. K. Kunz	Requires that local school boards initiate reapportionment of trustee zones at the first meeting following the report of the decennial census.	LAW effective 3/23/01
<u>H 278</u> Bob Haley, SDE	Provides that the SDE may make an advanced payment of 25% for payroll obligations to charters schools based on estimated apportionment provided the school has an increase in student population greater than 20 students in a given year.	LAW effective 7/1/01
<u>H 292</u> Rep. Gagner	Provides a funding mechanism for the education of youth in county juvenile centers who are being instructed in a twelve month period.	LAW effective 3/28/01
<u>H 294</u> B. Haley, SDE	Provides that admission preference for charter schools be given to those who reside within the attendance area of the school.	LAW effective 7/1/01
<u>H 316</u> M. Friend, IASA	Removes the sunset dates on the pilot program for computer and/or distance learning programs, providing ongoing opportunities for students to participate in these activities.	LAW effective 7/1/01
<u>H 317a</u> Rep. T. Moss	Allows charter schools to utilize virtual distance learning and on-line learning.	LAW effective 7/1/01
<u>H 376</u> J. Hancock, LSO	Appropriation to the Superintendent of Public Instruction / State Department of Education for FY 2002 in the amount of \$131,009,000 (including some supplement funding available 4/4/01).	LAW effective 7/1/01
<u>S 1038a</u> Sen. Schroeder, et. al	Amends 33-5211 dealing with charter schools to take out language that implies charter schools may be terminated in 2004. Maintains that SBOE will report on the educational effectiveness of charter schools by July 1, 2004.	LAW effective 7/1/01
<u>S 1060</u> T. Hill, SDE	Amends Idaho Code to require charter schools to prepare and submit audit reports and to annually file financial and statistical reports with the State Department of Education.	LAW effective 3/20/01
<u>S 1111</u> Sen. Keough	Amends 33-601 to provide conditions governing the sale or other disposal of property owned by the school district	LAW effective 7/1/01
<u>S 1114a</u> Sen. Deide	Increases teacher base salary to \$25,000 and adopts new requirements for a school district salary schedule	LAW effective 7/1/01
<u>S 1116a</u> Sen. Deide	Amends 33-1616 by providing statewide goals for reading evaluations and provides assistance to schools which fail to achieve specified goals.	LAW effective 7/1/01

<u>S 1132</u> Sen. Deide	An act relating to Charter Schools; amending Section 33-5209, Idaho Code, to provide appeal of a decision on a revision of the charter to the SBOE if the local board denies it.	LAW effective 7/1/01
<u>S 1133</u> Sen. Goedde	Amends 33-512 such that local Boards of Trustees have the authority for timing of staff development activities.	LAW effective 7/1/01
<u>S 1157</u> B. Strickfaden, IBA	Allows school districts to sell general obligation bonds at public or private sale.	LAW effective 4/4/01
<u>S 1182</u> J. Hancock, LSO	Appropriation for Public School Support for FY 2002 in the amount of \$992,844,800. Intent language raises the base instructional salary from \$20,915 to \$23,210, administrative salary from \$30,599 to \$33,760 and classified salary from \$16,232 to \$18,463, and provides that no instructional staff shall be paid less than the base amount. Outlines funding for ICTL, Innovative Teacher Grants, LEP, Beginning Teacher Support, Safe & Drug Free schools, LRE, Gifted & Talented, IRI, Standards Implementation, and directs local trustees to examine personal expenditures for classroom supplies, and if there is a problem, directs them to allocate up to 25% of any savings generated from PERSI gains sharing (eff. 4/11/01).	LAW effective 7/1/01
<u>S 1275a</u> D. Burns, LSO	FY 2002 appropriation to the Dept. of H & W. Includes provisions that have Dept. of H&W redirecting \$2,000,000 to the Community Resource Worker program for 2001 – 2002, and stating that for every \$2 contributed by school districts toward the program, the state shall contribute \$1 in match.	LAW effective 7/1/01
<u>H 326a</u> Rep. G. Young	Provides that pupils within the compulsory attendance age who experience attendance related issues will fall under the jurisdiction of the juvenile corrections act.	Returned to House Education
<u>H 189</u> Rep. K. Kunz	Provide date for school trustee elections and dates for supplemental maintenance and operation levy elections.	Passed House Held in Sen St Affairs
<u>H 190</u> Rep. K. Kunz	Requires that trustee zones in a school district follow existing precinct lines, and where that is not possible, to follow visible features.	Passed House Held in Sen St Affairs
<u>H 219</u> Rep. Hammond	Would provide each 1 st year teacher with a \$2400 incentive, 2 nd year teachers with a \$1600 incentive and 3 rd year teachers with an \$800 incentive – effectively raising the base salary to \$25,600.	Returned to House Ed
<u>H 229</u> Rep. M. Henbest	Provides that school districts, at their request, may participate in the State of Idaho group insurance, group annuity or health care service coverage.	Held in House Business
<u>H 276</u> Rep. K. Kunz	Amends 33-512, specifically allowing districts to establish school uniform policies and includes provisions to be included if a district chooses to do so.	Held in House Education
<u>H 277</u> Rep. Meyer	Amends 33-1608 to include that if a family life & sex education programs are introduced by School Districts, the content of instruction shall be determined at the local level, and defining self-discipline to include abstinence as the only safe method to combat unwanted pregnancy, and sexually transmitted diseases.	Passed House Held in Senate Education
<u>H 279</u> Rep. Chase, et. al	Provides for repayment of student loans for certified teachers who have graduated from an Idaho institution and who have taught for two years and agree to teach for two more years. Repayment maximum is \$2000 per year, maximum total of \$10,000. The program is to be administered by the SBOE.	Failed in House
<u>H 293</u> Rep. G. Young	Allows children who will reach the age of 5 before Dec 31 to petition their local district for admission to kindergarten.	Held in House Education
<u>H 311a</u> Rep. Barrett, et al	Creates a school choice tax credit that allows individuals or businesses to take a tax credit when they directly donate money for the education of a child in a private school (does not include home schooled).	Passed House Held in Senate Ed
<u>H 323</u> Tim Hill, SDE	Amends IC 33-1004(4) to increase the classified staff allowance from .375 to .400.	Held by House Education

<u>H 324</u> Rep. B. Marley	Adds to IC provisions whereby non-certificated school district employees may “meet and confer” with the local board of trustees on employment related issues, also designated the local education organization as representative for the non-certificated employees.	Failed in House
<u>H 325</u> Rep. B. Marley	Adds to IC provisions whereby non-certificated school district employees may enter into negotiated agreements with the local board of trustees.	Held by House Education
<u>H 328</u> Rep. T. Trail	Provides for an income tax credit of 100% (up to \$400) of the amount used to purchase books or school supplies for a public or private school teacher, who was not reimbursed for the purchase.	Held in House Rev/Tax
<u>H 329</u> Rep. K. Higgins	Provides for an income tax credit of 100% (up to \$400) of the amount used to purchase classroom supplies for use in an Idaho public school, by a taxpayer employed in an Idaho public school.	Held in House Rev/Tax
<u>H 362</u> Rep. K. Roberts, et al	Amends Code in relation to renewable contracts for certificated personnel. Deletes 33-515, which provides for the issuance of renewable contracts, renames types of contracts that can be offered in 33-514; allows 2 year contracts to professional contract teachers; and, requires evaluation of certificated employees professional portfolio after ten years of services in addition to annual evaluations.	Held in House Education
<u>HCR 30</u> Rep. Trail, et al	Resolution declaring the teaching profession to be among the most responsible and significant to the future of society and establishing a goal that minimum teacher salaries be fixed at \$30,000 and seek to attain the goal as rapidly as possible.	Failed in House
<u>S 1027</u> Sen. Schroeder Sen. Dunklin	Amends and adds to existing law to authorize a prekindergarten program with funding support to be provided similar to that provided for kindergarten.	Held in Senate Education
<u>S 1028a</u> Sen. Schroeder Sen. Dunklin	Amends existing law to strike the requirement that a child attain the age of five years to attend school, while maintaining the requirement that a child must be five years of age to attend kindergarten. Amendment provides that for prekindergarten programs, a child must be at least 3 years of age.	Failed in Senate
<u>S 1061a</u> Sen. D. Deide	Directs districts that criteria for teacher evaluations must include, but not be limited to, classroom management, adherence to district adopted curriculum, parent communication, teacher effectiveness as evidenced by student growth determined by an assessment program based on district curriculum, and professional conduct.	Passed Senate Held in House Education
<u>S 1089a</u> Sen. B. Dunklin	Provides for school speed zone penalties.	Passed Senate Held in House Transp
<u>S 1099</u> Sen. C. Ingram	Exempts public school districts from paying impact fees on construction of any facility used in the educational process.	Held in S Loc Gov
<u>S 1115</u> Sen. Deide	Specifies the number of days which shall constitute a full time contract for professional personnel in school districts and provides for a deduction from salary-based apportionment based upon the percentage by which a district fails to implement a full-time contract	Held in Senate Education
<u>S 1117</u> Sen. Deide	Provides for a pre-kindergarten readiness program, provides eligibility, reimbursement and reporting	Passed Senate Held in House Ed
<u>S 1135</u> Sen. Schroeder	Provides that in all schools where enrollment exceeds 250 students must employ at least one full time certified librarian, who will staff the library and provide a program of information literacy.	Held in Senate Education
<u>S 1169</u> ID Med. Assoc.	Provides that smoking is prohibited on public primary and secondary school property.	Failed in Senate
<u>S 1195</u> Sen. D. Cameron	Allows school districts to establish LEP early intervention programs, directs the SDE to develop guidelines. Also creates a pilot program for an early intervention LEP program for 4 year olds, directs the SDE to develop guidelines.	Passed Senate Held in House Ed
<u>SCR 106</u> Sen. Deide	Establish an interim committee to undertake a study of all laws, rules, procedures and practices that hinder the success of teachers and students from achieving the achievement standards.	Passed Senate in House W/M
<u>SCR 107</u> Sen. Dunklin	Establish an interim committee to develop proposals for improving school readiness and preliteracy skills of Idaho's young children.	Passed Senate in House W/M

SCHOOL FACILITIES		
<u>H 315a</u> Rep. L. Denney	Amends IC relating to school building safety and authorizes interest grants to be made from the school safety and health revolving loan fund, sets up a method for qualifications for grants, and provides a sunset in 2004. Intended to use \$10 million already in the safety & health revolving loan fund.	LAW effective 4/4/01
<u>S 1174</u> Sen. Sandy	Establishes and provides provisions for the Idaho Bond Bank Authority, which allows school districts and other municipalities to reduce costs with the state pledging specific or general revenues of the state as repayment in order to allow for better credit rating on the bonds and lower interest rates.	LAW effective 7/1/01
<u>H 118</u> Rep. Tom Trail	Adds new section to Code to provide for state guaranteed school support and to provide a procedure for calculating tax levies for supplemental, plant facilities and bond funds of school districts.	Held in House Rev/Tax
<u>H 283</u> Rep. J. Clark	Provides that the amount appropriated into the school safety & health revolving loan fund in FY 2001 (\$60,912,300) will be the amount appropriated each year.	Held in House Rev/Tax
<u>H 284</u> Rep. Barrett, et al	Lowers the school M&O budget limit from .3% of the property tax value to .2%. Fiscal impact on the general fund is \$63.5 million.	Passed House Held in S Loc Gov
<u>H 285</u> Rep. Barrett, et al	Lowers the school M&O budget limit from .3% of the property tax value to .25%. Fiscal impact on the general fund is \$31.7 million.	Held in House Rev/Tax
<u>HJR 1</u> Rep. T. Hammond	Proposes an amendment to the Idaho Constitution that would exclude buildings or facilities of school districts in Section 1 that provides the Legislature "establish & maintain a general, uniform and thorough system of public, free common schools."	Returned to House St Affairs
<u>S 1070a</u> Sen. D. Deide	Amends existing Code 33-905 related to school district building account to take out provisions related to lottery dividends; amends 33-1009 related to public school income fund to provide that any remaining funds after distribution will go into the newly created School Facility Support Fund. New funds will distributed to districts by SDE based on proportions from previous year's school foundation program. Districts must use funds to reduce bond interest or be accumulated for district credit to be applied to bonded indebtedness or school plant facilities levy. Seeking \$30 million for new Fund.	Passed Senate Held in House Ed
<u>S 1071</u> Sen. B. Dunklin	Authorize annual payment by the state of up to 20% of the amount of property taxes collected by districts in the previous year with bond or plant facilities levies. School districts would be required to reduce their bond or plant facilities levy tax collections with the funds. School Facilities Fund created to distribute funds, to be administered by SBOE. Seeking \$20 million for new Fund.	Held in Senate Education
<u>S 1110</u> Sen. Keough	Amends 33-1613 to require that uniform reporting on unsafe & unhealthy conditions and abatement in schools, as provided for in Board rule, shall also be published and made available to the public.	Passed Senate Held in House Ed
<u>S 1112</u> Sen. Chase	Appropriates \$60,000,000 from the general fund to reduce bonded indebtedness of school districts and provides a formula for distribution	Held in Senate Education
<u>S 1113</u> Sen. Deide	Repeals 33-1017 that provides the balance in the school safety and health revolving loan fund shall revert to the general fund and deletes provisions for obtaining loans from the school safety and health revolving loan fund.	Returned to Senate Ed
<u>S 1131</u> Sen. Keough	Amending Section 33-905, Idaho Code, to create the disadvantaged school district building account and to match school district moneys for the purposes of the account; adding Section 33-905A, Idaho Code, to create a school facilities fund to provide distribution of lottery proceeds based upon average daily attendance of the district; amending Section 63-3638, Idaho Code, to provide a distribution from the sales tax to the disadvantaged school district building account and to make technical corrections; and amending Section 67-7434, Idaho Code, to provide for deposit of the lottery proceeds.	Held in Senate Education
<u>S 1134</u> Sen. Schroeder	Finances public school facilities with a 20% state / 80% local match, allows the State Treasurer to invest funds for bonds or notes for school districts, and establishes that \$6 million of lottery revenue be transferred annually to the school district building account.	Held in Senate Education

<u>SCR 114</u>	Appoints an interim committee to undertake a study of the appropriate and effective means of funding public school facilities.	Passed Senate Failed in House
<u>SJR 101</u> Sen. Schroeder	A Joint Resolution proposing an amendment to Section 3, Article VIII, of the Constitution of the State of Idaho, to allow school districts to incur indebtedness with the assent of sixty percent, rather than two-thirds, of the qualified electors.	Failed in Senate

PUBLIC EMPLOYEE OR PUBLIC AGENCY

<u>H 36</u> D. Tolman, DFM	Removes specific dollar amount limitation on meal reimbursements for state employees and officials and allows the amount to be set by the Board of Examiners.	LAW effective 7/1/01
<u>H 38</u> A. Winkle, PERSI	Amends I.C. 59-1308 in relation to the supplemental benefit plan to eliminate the requirement that voluntary contributions cannot be initiated until a PERSI member has received a gain sharing transfer.	LAW effective 3/22/01
<u>H 128</u> J. Guilfooy, ADMIN	Amending I.C. such that certain state agencies that are designated to be placed in Boise city can now be located in Ada County.	LAW effective 7/1/01
<u>H 251</u> Rep. K. Kunz	Creates provisions for energy savings performance contracts, which could be used to finance energy efficiency upgrades in public buildings.	LAW effective 7/1/01
<u>S 1025</u> J. Guilfooy, ADMIN	Amend statutes related to State Purchasing to permit electronic notices, solicitations, and bids, and to remove requirements for vendor registration.	LAW effective 7/1/01
<u>H 231</u> Rep. Gagner	Clarification of bidding process for public projects as provided for in 63-2320.	VETOED
<u>HCR 12</u> Rep. D. Lake	Resolution to ratify the Governor's recommendation of a 4.5% CEC increase, also gives direction that agencies provide a \$.36 per hour merit increase to all employees who have achieved performance standards, with the remaining to be distributed for performance related and agency specific compensation issues. <i>*The SBOE reaffirmed teacher and faculty salaries as a priority and encouraged CEC increases at the highest possible level.</i> <i>*The SBOE recommends that the postsecondary institutions be allowed the flexibility to determine how to allocate postsecondary faculty increases.</i>	Passed House Held in Senate Com/HR
<u>S 1082a</u> Sen. B. Davis	Provides that original construction or renovation of state buildings when costs exceed \$400,000 shall include works of art for public display, costs for which will be included in the construction costs and shall be .25 to .5% of the total cost; and provides exceptions.	Passed Senate Ret to House St Affairs
<u>S 1084</u> Sen. L. Whitworth	Provides that classified employees shall be entitled to representation of their own choosing during appeal and petition for review procedure.	Held in Senate Com/HR
<u>S 1126</u> Sen. B. Dunklin	Provides that 15% of the total labor hours on a public works contract of \$2 million or more must be set aside for apprenticeships.	Held in Senate Com/HR

OTHER BOARD GOVERNED AGENCIES

<u>Rule</u> 55.01.03	PROFESSIONAL-TECHNICAL SCHOOLS – Identifies and sets forth criteria and requirements for the establishment and operation of a professional-technical school in Idaho	Approved effective on adjournment
<u>Rule</u> 47.01.01	VOCATIONAL REHABILITATION – Refinement and technical corrections to rules	Approved effective on adjournment
<u>H 178</u> J. Hancock, LSO	Supplemental appropriation to the Idaho State Historical Society in the amount of \$446,000.	LAW effective 3/19/01
<u>S 1221</u> R. Borden, LSO	Appropriation to the Office of the State Board of Education for FY 2002 in the amount of \$2,847,300, including \$500,000 ongoing for achievement standards assessment.	LAW effective 7/1/01

<u>S 1227</u> J. Hancock, LSO	Appropriation to the Division for Professional-Technical Education for FY 2002 in the amount of \$54,866,500, including salary equity, a new position, and funds for EITC facilities maintenance.	LAW effective 7/1/01
<u>S 1228</u> J. Hancock, LSO	Appropriation to Idaho Public Television for FY 2002 in the amount of \$8,738,300, including all requested enhancements, a digital engineer and funding for digital conversion in the amount of \$6,212,500.	LAW effective 7/1/01
<u>S 1243</u> D. Burns, LSO	Appropriation to the Division of Vocational Rehabilitation for FY 2002 in the amount of \$17,520,600.	LAW effective 7/1/01
<u>S 1246</u> J. Hancock, LSO	Appropriation to the Idaho State Library for FY 2002 in the amount of \$4,029,800.	LAW effective 7/1/01
<u>S 1247</u> J. Hancock, LSO	Appropriation to the Idaho School for the Deaf and the Blind for FY 2002 in the amount of \$7,793,300.	LAW effective 7/1/01
<u>S 1248</u> J. Hancock, LSO	Appropriation to the Idaho State Historical Society for FY 2002 in the amount of \$3,992,800.	LAW effective 7/1/01
<u>H 138</u> Phil Barber	Amends Idaho Code to provide a sales tax exemption for admissions to and purchases by museums, and defines "museums."	Passed House Held in Sen Loc Gov
<u>HCR 19</u> K. Jones	Establish an interim committee to study the causes and remedies for the excessive unemployment rate among persons with disabilities, with input from vocational rehabilitation and education, among others.	Passed House Held in Senate St Affairs
<u>HCR 28</u> Rep. Tilman	Rejects certain vocational rehabilitation rules pertaining to administrative review and fair hearings.	Passed House Held in Sen Ed
<u>S 1001</u> Sen. G. Schroeder	Repeals Section 3 of the intent language included with the appropriation for Idaho Public Education Broadcasting passed during the 2000 session.	Held in Senate Education

GENERAL IMPACT

<u>H 377a</u> Rep. Crow	Tax relief legislation, fiscal impact of \$94.5 million in FY 2002.	LAW effective 1/1/01 & 1/1/02
<u>H 378</u> Rep. Crow	Exempts personal property used for agricultural purposes. Fiscal impact is \$12.4 million.	LAW effective 1/1/01
<u>H 282a</u> Rep. J. Clark	Sets state general fund expenditure limit not to exceed 6.0555% of the estimated total personal income of the state, and includes in the general fund ongoing and one-time appropriations.	VETOED