

**Task Force for Improving Education
Fiscal Stability Committee
May 17, 2013**

Present: Geoffrey Thomas, Linda Clark Wayne Freedman, Laurie Boeckel, Roger Quarles, Teresa Jackman

Thank you to Camille Wells for taking the minutes during the joint meeting of the Structural Change and the Fiscal Stability Subcommittees

Vice-Chairman Bob Lokken of the Structural Subcommittee led the discussion.

The subcommittees began by discussing a statement of support for the Idaho Core standards. Members shared their ideas on what should be included in the statement. Common themes suggested for the statement included:

- Higher standards help achieve the goal of 60% of Idaho's population having some form of post-secondary degree or certificate
- Proper implementation of the standards is critical
- Concerns from the public hearings were taken into consideration
- It is the role of the state, not the federal government, to adopt and implement standards

The group then moved on to discussing the areas of overlap between the two groups, including funding models (enrollment vs. average daily attendance), salary schedule, funding adequacy, and educational service agencies. There are structural changes that could address fiscal stability, but there are also structural changes that focus on achieving the group's 60% goal. The group discussed and considered merging the Structural Change Subcommittee with the Fiscal Stability Subcommittee, but decided not to make a decision until after the lunch break.

When the subcommittees reconvened shortly after 1:00 p.m., Paul Headlee, the Deputy Division Manager for the Legislative Services Office, presented on public school funding. Public schools received 47% of the FY 2014 General Fund appropriation. Public schools averaged 48.2% of the annual General Fund appropriation over the past 22 years. There are four main factors that make up salary-based apportionment: support units, staff allowance, base salaries, and the statewide experience and education index. Mr. Headlee showed the group the salary multiplier table ("salary grid").

He then gave a brief history of public school funding in Idaho. Single salary schedules have been common in districts since the 1950s. State funding based on weighted average daily attendance (ADA) and state average cost per student began in the 1960s and 1970s. State funding to districts based on support units began in the 1980s. Prior to 1990, there was no statewide salary schedule. In 1994, Senate Bill 1560 created a new funding formula using a statewide salary grid, base salaries, and staff allowances. It established base salaries, and required \$90 million more funding for public schools in order to be established. In Fiscal Year 2007, House Bill 1 removed a .3% maintenance and operation (M&O) local levy and increased sales tax by one cent. Recent years have seen a recession and different reform efforts. In closing, Mr. Headlee presented factors for consideration when recommending changes to the funding model. A list of the factors for consideration and the full presentation can be found at: http://www.boardofed.idaho.gov/board_initiatives/education_improvement_taskforce/05-17-13/K-12%20Public%20School%20Funding.pdf.

Next, Dr. Corrine Mantle-Bromley presented on educational service agencies (ESA). She drew from a presentation prepared by Dr. Brian Talbott, Executive Director Emeritus of the Association of Educational Service Agencies. There is currently one ESA in Idaho—COSSA. ESAs are a way to consolidate services without consolidating districts. In order to qualify as an ESA, there have to be at least two shared services, and one of those services is usually professional development. The role of an ESA is to equalize educational opportunity, improve student learning, maximize operational and fiscal efficiencies, and provide technical assistance to local school districts. There are three broad categories of shared services: academic, business, and commodities. Funding for the ESA differs from state to state, but includes local, state, federal, cooperative, and foundation funding. ESAs have existed in some states for a very long time. In Washington, they're the vehicle for delivery of professional development. In the past, the Idaho Legislature commissioned a study around the viability of ESAs in the state. Superintendents were perceived as being leery of ESAs, because they view them as a step towards consolidation. However, Ms. Mantle-Bromley said Dr. Talbott think ESAs are actually a way to keep consolidation at bay.

After Ms. Mantle-Bromley's presentation on ESAs, the group returned to the discussion of a statement of support on the Idaho Core Standards. They reviewed a statement the Effective Teachers and Leaders Subcommittee had reviewed. After discussion and revision, the present subcommittee revised and submitted the following statement for the Chairman's consideration:

"After an analysis of the adoption and methodology behind the Common Core and ensuring the state has maintained its independence in its ability to create and adopt standards, curriculum, and assessment, the Task Force for Improving Education strongly endorses Idaho's decision to raise academic standards for all students by implementing Idaho's Core Standards in mathematics and English language arts. Proper implementation of the Idaho Core Standards is an essential component to preparing Idaho's students to meet the Task Force goal. The goal of the Task Force is for 60% of Idaho's 25-34 year old population to earn a post-secondary degree or certificate by the year 2020. For more information on the Idaho Core Standards, their adoption and implementation, please visit www.sde.idaho.gov/site/ics."

The final topic of discussion before the two groups separated to finish their work for the day was whether the two subcommittees should merge for the long-term. After discussion, the group agreed to work independently until a specified time later in the summer and then reconcile overlapping issues.

The two subcommittees then split to discuss the direction for future conversation in developing the subcommittee recommendations and set the timeline for ensuing meetings. In determining the approach to take, members of the Fiscal subcommittee brought up various issues. Dr. Clark suggested that the committee might look at district funding based on enrollment and membership. She also said that the biggest single problem leading to funding instability is the differential. There was further discussion regarding the districts' need to receive discretionary funding.

Discussions briefly touched upon teacher salary schedules. Paul Headlee said there are different 'career ladder models' the committee could look at. For instance – perhaps Idaho could look at a schedule that paid a novice teacher an amount and then after a certain number of years when they became 'fully certified' they would jump to a greater salary. Dr. Clark suggested that this may be a parallel movement of work coming out of the Effective Teachers/Leaders Subcommittee. Allison will provide some

examples of career ladders and pay scales from other states, which committee members can review prior to the next meeting.

The group plans to meet June 12 at the Meridian School Dist. Office 9:00-Noon.