

WORKFORCE DEVELOPMENT COUNCIL

Minutes of December 13, 2005

Welcome and Introductions

Karen McGee, Chair of the Workforce Development Council, welcomed the Council members at 10:00 a.m., and thanked them for being present at the special teleconference meeting to consider the pending Administrative Rules changes prepared by the Idaho State Board of Education for submission to the 2006 Idaho Legislature. For the record, Chair McGee took a roll call with the following Council members identifying themselves as attending: Steve Ahrens, Joe Burgoyne, Dr. Marilyn Howard, Dwight Johnson, Betty Kerr, Karl Kurtz, Roger Madsen, Patrick Minegar, Kirby Ortiz and Con Paulos. Dr. Dene Thomas joined the call offering comments on the High School Reform Initiative prior to the vote.

Consent Agenda (Minutes of November 22, 2005 and Transmittal #1)

Chair McGee noted that a quorum was present and referred the Council to the Consent Agenda including 1) Minutes of the November 22, 2005 Council meeting; and 2) the order transmitting to the Governor the Council's adoption of the decision of the Hearing Officer re: the designation of Workforce Investment Areas in Idaho. Chair McGee asked if there were any additions or corrections to the minutes. Dwight Johnson moved the adoption of the consent agenda; Karl Kurtz seconded, and the motion passed unanimously.

High School Reform Initiative (Transmittal #2)

Dwight Johnson, Interim Executive Director, Idaho State Board of Education, presented the Board's plan to increase rigor and academic expectations to better prepare Idaho's high school students for higher education and/or the workforce. The Board has prepared some proposed changes to the administrative rules concerning high school graduation requirements for presentation to the 2006 Idaho Legislature for review and ratification. This process will benefit greatly from this Council's endorsement.

Dwight Johnson explained that the proposed rules are the result of a year-long effort undertaken by the Board to determine if Idaho high schools are competitive in meeting the needs of the future workforce. Current data suggests that Idaho students might not be prepared to take college math and science courses; only 34 percent of high school graduates immediately enter postsecondary education while two-thirds of the nation's new jobs will require additional education beyond high school.

The Board formed a high level task force to study and prepare recommendations on this issue. A statewide summit was held to present ideas for change and to obtain feedback. Six regional hearings were held. After these hearings, the Board refined some of the proposed changes, established an implementation schedule, and developed cost estimates. (See attached summary of the proposed rule changes.)

Chair McGee noted Idaho's study is consistent with the National Governors' Association recommendation that every state evaluate its current curricula against future workforce needs.

Dr. Howard said the proposed rules and timelines have met with generally wide acceptance among school district administrators and high school teachers. However, the phase-in of the changes and new requirements will be the real test of their effectiveness.

Betty Kerr asked Dwight if the \$1.5 million might be too high for the first year (FY'07) of the new requirements. He responded that a working committee assigned to develop cost estimates came up with this preliminary estimate of the additional costs for some teacher training, greater access to the Idaho Digital Learning Academy, and additional administrative costs for more Advanced Placement courses and senior projects.

Karl Kurtz asked if the school districts currently teach the math classes and science classes contained in the proposal.

Dr. Howard stated her department has not done a survey of all districts but it is her feeling that the curricula exist and is being taught in the public schools. If additional classes are needed, more teachers will have to be added. Not only do teachers have to teach content, they have to be flexible to teach various levels. She added that her legislative budget request matches the Board's estimate for initial implementation for the new high school requirements, but the Board's does not include estimates for the additional costs of adding the algebra preparation course in junior high. The curricula exist but there are probably small rural districts that do not have enough teachers to meet the new demand.

Kirby Ortiz expressed his concern that the proposed rules do not address the school dropout problem, especially among Hispanic youth or the problem with youth who are struggling to stay in school.

Dr. Howard said she would respond first and said all classes need to teach subject matter at the appropriate level for the students but still present a challenge to them. It is up to the local school boards to do this and it might require some special course enhancements and adjusting.

Dwight Johnson responded by saying the Board is sensitive to the dropout and struggling student issues and noted that a task force to address the Hispanic issues was appointed by the Board. He concluded that the Board will be looking at potential rule changes for the junior high level and particularly ways to encourage kids to stay in school.

Dr. Howard said many districts are "double dosing" (repeating a course) junior high students in core courses so that they enter high school better prepared.

Chair McGee said the Board looked at the experience of other states that have raised their graduation requirements. Those states reported no significant increase in the number of students dropping out of school.

Kirby Ortiz asked if the state has a clear count for the number of dropouts. He understands there is no standard method of counting. Idaho needs to have a standard method that begins with

tracking kids in middle school. He asked that the same attention be given by the Board to the dropout issues as to the students addressed in the proposed rules.

Vice Chair Steve Ahrens said the students at the “lower end” will respond positively to the proposed rules, and the higher standards are needed by those going on to college or entering the workforce prepared for jobs that pay a livable wage.

Dr. Dene Thomas said the colleges are supporting the proposed rules, especially because they should speed up the time it takes students to earn a degree and lessen the need for remedial classes that slows down the degree attainment time. The colleges want to get out of the remediation business except for those who really need it, such as an adult returning to school after a long time or the first time.

Patrick Minegar said from his industry’s (construction) perspective the proposed rules will help prepare kids who work in it. He emphasized that he does not want to see the proposed rules cause kids to drop out, as his industry has enough problems with workers who are unprepared.

Dr. Howard added that there still has to be a robust vocational-technical education component in the educational system.

Chair McGee asked if there were additional questions. There were none.

Steve Ahrens moved the Workforce Development Council endorse the proposed graduation rules as presented and encourage the 2006 Idaho Legislature to approve them. Roger Madsen seconded the motion which passed unanimously. Dwight Johnson suggested that a news release be sent out immediately in response to Vice Chair Ahrens’ question asking what the Council might do to expand on this support.

New Business

Chair McGee asked if there was any new business and none was offered.

Next Meeting Date

Chair McGee announced the next Council meeting is scheduled for January 30-31, 2006 in Boise. It is a joint meeting with four other advisory councils that will first meet together and then separately on Monday, followed by the Idaho Economic Symposium on Tuesday.

- January 30-31, 2006 Idaho Economic Symposium

Adjournment

There being no further business, the meeting adjourned at 10:45 a.m.

Attachment

Attendance:

Workforce Development Council
December 13, 2005

Council Members:

Steve Ahrens
Lois Bauer (absent)
Joe Burgoyne
Millie Flandro (absent)
Jennifer Giro (absent)
Cindy Hedge (absent)
Marilyn Howard
Dwight Johnson
Betty Kerr
Karl Kurtz
Roger Madsen
Karen McGee
Patrick Minegar
Kirby Ortiz
Con Paulos
Jim Schmidt (absent)
Jim Soyk (absent)
Dene Thomas
Dave Whaley (absent)

Guests:

Jim Adams
Rico Barrera
Cheryl Brush
Ken Dey
Dale Dixon
Jay Engstrom
Teresa Molitor
Megan Ronk
Ann Stephens
Alice Taylor
Rich Watson
Judy Welker
Luci Willits

Accelerated Learning Proposed Graduation Rules High School – Grades 9 –12

Content Area	Current Requirement	Proposed Requirement	Final Proposed Requirement
Language Arts – includes 1 credit of speech	9	9	9
Mathematics	4	8 (including Algebra I, Geometry and Algebra II) Students may opt out of Algebra II	8 credits including 2 credits of Algebra I; 2 credits of Geometry; 2 credits of Algebra II or advanced math beyond Geometry according to standards and course approved by Idaho Department of Education; and 2 other math credits. Students may opt out of Algebra II or advanced math. Implementation date: 3 years of math in 2012 Implementation date: 4 years of math in 2013
Science	4	6 (All lab)	6 credits – 4 credits which are lab based Refer to definition of “lab” (1) Implementation date: 2012
Social Studies includes 2 credits of government 2 credits of History 1 credit of economics	5	5	5
Humanities	2	2	2
Health	1	1	1
PE	0	0	0
Postsecondary Readiness Plan	Learning Plan at end of 8 th grade – revised yearly	Postsecondary Readiness Plan at end of 6 th grade – revised yearly or more often at student or parent request	Learning Plan at end of 8 th grade – revised yearly Insert sentence (2)

(1) “Lab” Definition –A laboratory science course is defined as one in which at least one (1) class period each week is devoted to providing students with the opportunity to manipulate equipment, materials, specimens or develop skills in observation and analysis and discover, demonstrate, illustrate or test scientific principles or concepts.

(2) Learning Plan –The plan should include a rigorous academic core and a related sequence of electives in academic, professional technical education (PTE), and/or humanities aligned with the students’ post graduation goals.

Content Area	Current Requirement	Proposed Requirement	Recommended
Career Focus Electives – Do not have to be in the same area – students may change interest/focus every semester	0	8 May include courses in any content area including fine arts, professional technical, technology, PE, liberal arts, etc.	0
Senior Project	None	Required including oral presentation, project and written report – Districts will set requirements for project	Required including oral presentation, project and written report – Districts will set requirements for project Implementation date: 2012
College Entrance Exam	None	ACT, SAT or Compass by the end of 11 th grade	ACT, SAT or Compass by the end of 11 th grade – Implementation date: 2012
Advanced Learning Opportunities defined as Advanced Placement®, dual credit, Tech Prep or International Baccalaureate courses/programs	None	Require schools to offer advanced opportunities <i>at the high school campus</i> or provide opportunities for students to take courses at the postsecondary campus	Require schools to provide advanced opportunities or provide opportunities for students to take courses at a postsecondary campus Implementation date: 2007
Total credits required for graduation including electives and core requirements * *More credits may be offered or required by individual school districts	42	46	46

Middle School – Grades 6 – 8

Content Area	Current Requirement	Proposed Requirement	Recommended
“C” Average	No cumulative grade average required	Cumulative C average in content area courses (Math, Science, Language Arts and Social Studies)	No cumulative grade average required
Pre-Algebra	No requirement	Passing grade (D or higher) before entering 9 th grade	Before entering 9 th grade Implementation date: 2012
Postsecondary Readiness Plan	Learning Plan at end of 8 th grade – revised yearly	Postsecondary Readiness Plan at end of 6 th grade – Can change anytime	Learning Plan at end of 8 th grade – revised yearly Insert sentence (2)