

The Council champions strategies that prepare Idahoans for careers that meet employers' needs. Though the council does not have any pending legislation we support these initiatives, as well as policies that support college credit for work-based learning.

Idaho State Board of Education:

- **Full-time/day Kindergarten Funding** (based on Task Force recommendation) - The proposed legislation would adjust the calculations for support units so that students in kindergarten could be funded for a full day if they attended a full day and a half day if they only attended a half day, similar to how the other grade band support units are calculated. The fiscal impact would be dependent on the number of parents who chose to send their students to a full-time kindergarten program. **66% yes 33% no**
- **Rural Educator Incentive Program** (based on Task Force recommendation) - The purpose of this legislation would be to establish a rural educator incentive program for educators who work in high-need or rural school districts or charter schools. Unlike other programs that provide the same amount over a fixed number of years, this program would provide a gradually increased amount for each year the educator stays in the high need school district or charter school. The funds could be used for education loan repayments or reimbursement of other education costs. The fiscal impact would be based on the annual appropriation for the program. **66% yes 33% no**
- **Postsecondary Credit Scholarship** - The purpose of this legislation would be to amend Section 33-4605, Idaho Code, Postsecondary Credit Scholarship. Currently, this scholarship requires students to also earn an academic merit-based scholarship from business or industry to match the state award. Due to the challenge it often is for students to find merit based scholarships from business and industry, it has been very difficult for students to qualify for the full amount available and the scholarship has been under prescribed. The proposed amendment would remove the requirement that the matching scholarship be merit based. There would be no fiscal impact above the total award amount limit contained in Section 33-4605(8), Idaho Code. This scholarship program is statutorily limited to \$2,000,000 dollars from the Advanced Opportunities line item funding. **80% yes 20% no**

State Department of Education:

- **Full-day Kindergarten** - The budget request includes \$39 million for optional all-day kindergarten for at risk students. The amount was calculated based on a three-year average of Kindergarten fall IRI scores and economic status, with 66 percent of incoming students identified as at risk. The Superintendent's request also includes \$100,000 for a statewide kindergarten screener that all districts can use. For those districts that already have a screener, they can continue to use their choice of screener." **50% yes 50% no**
- **Educator Compensation** - The budget request includes more than \$49 million in additional funds to continue increasing pay for our educators. The COVID pandemic has made the teacher shortage even more urgent due to the fear and extra workload caused by the pandemic. It is essential to continue to improve teachers' salaries to attract individuals to the profession and reward and retain experienced teachers. **50% yes 50% no**

WDC Legislative Priorities Cont. (DRAFT)

State Department of Education (cont.):

- **Classified and Administrator Salaries** - Superintendent Ybarra's budget request includes approximately \$10.3 million in new funding for a 6 percent increase in classified staff pay and \$2.1 million and a 2 percent increase for administrators (combined total is \$12.4 million). Teachers are essential, but so are the classified staff who keep our schools running and support students. There are shortages across the board in school staffing, and the gap between what the state provides to fund these positions and what districts and charter schools have to pay continues to grow. 50% yes 50% no
- **Literacy** - Next year's budget request includes ongoing funding of \$26 million to continue the state's focus and support for K-3 literacy. The interruptions to in-person instruction and a decline in kindergarten enrollment increase the importance of literacy intervention programs and support for struggling readers. Districts and charter schools will likely need additional funds and resources for literacy intervention programs in grades K-3 in coming years. 50% yes 50% no
- **Advanced Opportunities** - The Fiscal Year 2023 budget request also includes \$33 million in total to fund Advanced Opportunities. This is a \$3.3 million increase to fund the expanded opportunities, including workforce training courses and apprenticeships. 75% yes 25% no

Idaho Career & Technical Education:

- Program Alignment – ### - Each program goes through a rigorous program prioritization/alignment and audit process to ensure alignment to employer needs (regionally and statewide). This funding would be a one-time influx to the ongoing appropriation for program alignment and standard setting.
- New Secondary Program Funding Bucket - #####- Initial start-up for an account which would provide new secondary programs access to program added cost funds. Currently the process is a three-year turn-around between initial application and access to funding. 60% yes 40% no
- Building Idaho V2.0 - -#####- Provide additional funding for secondary and postsecondary program expansion and modernization. Including facility improvements to accommodate additional upgraded equipment." 100%

Idaho Department of Labor

Unemployment Tax Freeze – proposed legislation to freeze the UI tax for two years. This would allow businesses to save \$64 million over two years. Not voted on

Bill H330

Bill H330 From last year: To provide honorably discharged United States Military veterans with in-state tuition at all public institutions of higher learning in the State of Idaho. This legislation is also intended to attract more Veterans to the State of Idaho for their educational needs. Any enrollment increase should not create capacity issues for our institutions of higher learning. Idaho Division of Veterans Services supports this bill. 50% yes 50% no

(DRAFT)

Not majority:

SBOE

Shift to FTE Enrollment to Calculate Support Units (based on Task Force recommendation) - This legislation would change the support unit calculation to one based on FTE enrollment rather than one based on daily attendance. The current FTE enrollment calculation also requires students attend the course they are enrolled in; however, it is based on excluding students who have not attended for 11 or more days rather than only including students for each day they attend. The fiscal impact is \$11M over what was originally appropriated for the fiscal year. 20% yes 80% no

SBOE

Shift to FTE Enrollment to Calculate Support Units (based on Task Force recommendation) - The current calculation for determining support units in public school funding is driven by the number of students based on a local education agencies' students in average daily attendance. Average daily attendance is calculated based on the number of students reported in full or half-day attendance each day the school is in session. This legislation would change the support unit calculation to one based on FTE enrollment rather than one based on daily attendance. The current FTE enrollment calculation also requires students attend the course they are enrolled in; however, it is based on excluding students who have not attended for 11 or more days rather than only including students for each day they attend. The fiscal impact is \$11M over what was originally appropriated for the fiscal year." 20% yes 80% no

SBOE:

Career Technical School Added Cost Funding Eligibility - Currently, Section 33-1002G, Idaho Code, only authorizes school districts and public charter schools to establish career technical schools that qualify for funding appropriated for the specific purpose of supporting the added cost of career technical schools. Additionally, Section 33-317, Idaho Code, allows two or more school districts to join together for education purposes to form a cooperative service agency to purchase materials and/or provide services for use individually or in combination. These cooperative service agencies are also authorized to construct and maintain facilities funded through the member districts, including the use of levy funds. Currently, a career technical education program operated out of one of these facilities must technically be the program of a single school district, with the other school districts sending students to the program for it to qualify for the career technical school added cost funding provided through Section 33-1002G, Idaho Code. The proposed amendment would allow for cooperative service agencies to "own" the program when certain conditions are met, such as, having a separate facility that is not part of any of the member school districts and employing the teaching and administrative staff managing the program. These career technical schools would also be responsible for reporting the course and student data currently reported by the sending school districts, be responsible for evaluating the staff under the same provisions as school district staff, and be responsible for reporting student outcomes. There would be no additional fiscal impact to the state general fund. Currently, career technical school added cost funding is based on an annual appropriation. That annual appropriation is then divided by the eligible career technical schools on a student enrollment basis pursuant to IDAPA 55.01.03." 20% yes 80% no

Charter School Authorization - The purpose of this legislation would be to make administrative amendments to Chapter 52, Title 33 regarding provisions around the authorization of charter schools and a charter school Board of Directors responsibilities. The proposed amendments clarify the eligibility requirements for replication vs new petitions; provisions regarding expanding capacity when it requires additional facilities; coming into compliance with current state procurement provisions; and the definition of “operated by” as used in Section 33-5203, Idaho Code. Additional amendments would require training be provided to charter school Board of Directors regarding roles and responsibilities, and expanding revocation options for charter schools who fail to meet the pre-opening conditions of their authorization or violates state law and chooses not to correct the issue. These amendments would not result in any additional fiscal impact to the state. Currently funding is available on a reimbursement basis for Board training. 16% yes 83% no

Armed Forces and Public Safety Officer Scholarship - The purpose of this legislation is to make a technical correction updating the language in Section 33-4302(7), Idaho Code, regarding the determination of disability for members of the Armed Forces. Currently, the statute references the disability determinations made by the United States Social Security Administration. The proposed amendment would change this language to the disability determinations for this class of awardees to the entity used by the Office of Veterans Affairs. It is not expected this change will have a measurable fiscal impact. While the change to the process for receiving the disability determinations will be streamlined with the Office of Veterans Affairs, making it easier to receive documentation of an individual’s disability, it does not broaden the overall eligibility pool. 40% yes 60%. no

CTE

Division Data Management Systems/Integration – ##### - To develop, in collaboration with ISEE staff and system, a data management system which integrates ISEE and PS data, educator certification, funding models, program management database, program application process, assessment systems, SkillStack®, etc. 40% yes 60% no

SDE

Civics Standards - Superintendent Ybarra plans to bring forward a resolution to establish standalone civics standards for Idaho public schools. Civics education is essential to sustain our democracy and our Constitution. Ensuring that students are informed, effective, and responsible citizens requires more focused and defined civics standards. 25% yes 75% no