

**MINUTES OF THE
STRATEGIC PLANNING FOR PUBLIC AND HIGHER
EDUCATION COMMITTEE**

November 9, 2000 - 9:00 a.m.- Room 303 State Capitol

Members Present:

Sen. David H. Steele, Co-Chair
Rep. Lloyd Frandsen, Co-Chair
Sen. Howard Stephenson
Rep. Patrice Arent
Maria Farrington
David Greene
Jan Ferre'
Val Finlayson
Cecelia Foxley
Jill Kennedy
Anthony Morgan
Stephen Ronnenkamp
Con Rowley
Phyllis Sorensen
Paul H. Thompson

Members Absent:

Rep. Keele Johnson
Aileen Clyde
Joyce Gray
Sal Jansson
Dolores Riley

Members Excused:

Sen. Joseph Hull
Steven O. Laing
Paul Sybrowsky

Staff Present:

James L. Wilson,
Associate General Counsel
J. Wayne Lewis,
Research Analyst
Wendy L. Bangerter,
Legislative Secretary

- 1. Call to Order** -Rep. Frandsen called the meeting to order at 1:10 p.m.

MOTION: Ms. Foxley moved to approve the minutes of September 5, 2000. The motion passed unanimously.

Mr. Gary Carlston, Deputy State Superintendent of Public Instruction, summarized a report on Schools for the 21st Century and said the State Office of Education is eager to review second year performance outcomes. He said the State Board of Education will be discussing possibilities for continuing the program.

Mr. Carlston reviewed the Alternative middle-level Schools Report (AMLS) and said the State Board of Education recommends the program continue to receive funding and program enhancements. He said an increase in funding would help participating districts keep pace with rapidly increasing personnel costs and enable other districts to apply for similar programs.

Modified School Week Program Report - Mr. Carlston said the contractor preparing the Modified School Week Program report had not submitted his study results. He explained that several school districts, mostly in rural areas, had been given permission to selectively implement

a pilot 4-day week program in several of their schools. Requests to fund a Modified School Week program will be introduced in the legislature in the 2001 General Session.

2. Master Plan for Higher Education - Ms. Cecelia Foxley, Commissioner of Higher Education, distributed an operating budget summary and a Master Plan 2000 for Higher Education. She emphasized the importance of reinvesting in higher education so the state will continue to enjoy a thriving economy. She reviewed the Board of Regent's commitment to higher education and summarized the following recommendations from the master plan.

1. Expand access to quality programs. Ms. Foxley explained that Davis County now has a critical population mass and qualifies for higher education programs to be taught locally. Weber State University has been designated as the principal provider. Areas of concern include addressing increasing ethnic diversity and low-income student needs.
2. Increase performance accountability. In addition to reporting performance in instructional quality, graduation efficiency, transfer efficiency, and faculty workload, the Board of Regents will link performance with funding to reward systemwide improvements as well as for specific institutions.
3. Use resources and facilities efficiently through accelerated graduation, more effective use of technology, and better cooperation within the education community.
4. Fund quality improvements. Ms. Foxley said a higher education task force proposed a higher education funding formula similar to public education's weighted pupil unit to address student attendance and growth. She assumed funding adjustments of 4 percent to the base budget and for tuition increases and believed a funding formula would establish consistency in funding higher education.
5. Expand opportunities for applied technology education. Ms. Foxley said higher education non-credit applied technology education programs are funded by contracts with business, industry, or through student tuition. She felt the state should have a greater investment in applied technology for adults.
6. Collaborate with public K-12 education, applied technology education, teacher preparation, concurrent enrollment, and other areas where higher education interfaces with public education. Higher education is focusing on preparing teachers to be proficient in today's technological classroom.
7. Promote economic development through university research, technology transfer, training and cooperative extension programs.
8. Refine institutional missions and roles in each public college and university to respond to the changing needs of students, businesses, and communities.
9. Make long-term educational improvements.

Ms. Foxley reviewed a proposed operating budget and said public and higher education have ongoing joint programs funded with one-time money. She said although higher education was granted one-time funding for ongoing maintenance of new facilities, she hoped ongoing costs will be addressed first. Ms. Foxley reported a higher-than-expected student growth in the system

this year, especially in high-cost programs. She reviewed increases in funding basic needs, including ongoing costs such as fuel, power, and hazardous waste.

1. Proposed Legislation on Teacher Quality - Mr. Jim Wilson, Associate General Counsel, reviewed draft legislation which will coordinate statutes dealing with teacher quality. The legislation will provide for a comprehensive policy on teacher quality that includes components on recruitment, preservice, induction, professional development, and evaluation. He explained that annual reports prepared by the State Board of Education and the Board of Regents will furnish data on teacher supply and demand.

Mr. Con Rowley, Education Deputy, Office of the Governor, inquired if the bill would be given a fiscal note. Mr. Wilson said the bill requirements would be funded through other legislation. Sen. Steele felt the bill content will remind Legislators how important it is for teachers to maintain their professional status. He explained the background for this proposed legislation was prepared and delivered as a coordinated effort of public and higher education. Mr. Carlston said the bill would make significant changes in Utah schools. Mr. Val Finlayson, Director of the Utah Partnership for Educational and Economic Development, felt the bill should specifically include reference to the business community as an essential element in educational excellence and teacher quality.

MOTION: Mr. Finlayson moved to insert the word “business” into line 256, along with educators, parents, and the community. The motion to amend the bill passed unanimously.

MOTION: Ms. Ferre’ moved to recommend the amended bill to the Education Interim Committee. The motion passed unanimously.

4. Developmental Program for Extended School Year - Junior and Senior High Schools - Mr. Mike Bennett, Superintendent of Iron School District, introduced individuals from the four districts who received a grant to develop an extended year program in one or more of their schools. He explained that HB. 35 from the 1997 General Session outlined 16 parameters to be addressed in implementing an extended school year program.

Ms. Patti Harrington, Assistant Superintendent, Provo School District, described the Provo School District extended year program and said participation was voluntary and classes offered were consumer driven. Program outcomes included early graduation and earning high school credits in middle school. She said most students initially enrolling in the program attended to remediate a failed class. However, since the beginning of the program, school administrators have seen substantial improvement in reading and math test scores and four times fewer behavioral incidents than in the regular school year. Ms. Harrington said although the clearest program outcome has been student achievement, more time is needed to determine the full impact of the program, not only as an outcome, but as a process.

Mr. David Stevens Principal of Granger High School and Ms. Susan Maxfield from the Granite School District, reported that a large diverse ethnic population attends Granger High and many problems had to be resolved. Mr. Stevens reported that large numbers of students drop out of high school before graduation and the extended year program provides alternatives for students to stay in school or to even accelerate graduation. He said Granger High School is in its third year of the pilot program and students receive services beyond traditional summer school. More than 50 percent of the students enrolled selected classes from the core curriculum.

The extended year program has given teachers an opportunity to team teach, to engage in their profession during the summer, to enjoy greater autonomy, and have an opportunity to participate in innovative instruction procedures. A wide variety of core and elective classes are available and school counselors monitor student progress. Many students decide not to graduate early, but add vocational options or AP classes to their classroom experiences, after they have met their graduation requirements. He said the extended year offers greater options for employed teen parents who are trying to complete high school. Mr. Stevens said last year Granger High graduated twenty-two students early.

Program enrichments included layered class curriculum and field trips. He explained that stipends are available for teachers to vary their lesson plans. All classes are taught by licensed teachers. Credits earned in summer courses are added to a student's transcript and are transferrable to any accredited institution. Granger High School extended year attendance increased more than 300 percent in three years and has become an integral part of its total educational package.

Ms. Karen Kowalski, Assistant Superintendent of North Sanpete School District, said participation in North Sanpete is voluntary and enrollment is steady. The district considers the extended year program as a laboratory for innovative and effective instructional practices. She explained that the courses are designed to include integration of content areas, teaming with other instructors, active learning, and community-based service. The elementary level extended year includes more hands-on learning, more field experiences, and more site-based experiences. She explained that the program has enabled the county to provide enrichment programs by coordinating funds and service which include Title I, migrant education, school to careers, and gifted and talented programs. She said students in the migrant program progress through the regular curriculum and accept internships in schools related to their career goals. Professional development programs give teachers and administrators new strategies designed to improve outcomes for all students.

Mr. Bennett explained the value of voluntary enrollment in the extended year program and said that summer school programs have not always been a positive experience for students. However, through the extended school year program, classes are market driven through student requests. He said only 243 students enrolled in the first year because students initially considered the program as regular "summer school." Professors from SUU taught concurrent enrollment classes. In three years, concurrent enrollment credits increased from 592 to 1,645. He said ATE

skills certifications increased from 389 to 940 and district-wide, full-time WPU's increased from 45 to 568. Students enrolled in the extended year summer program increased from 243 to 1,744 with students taking 2,492 classes. High school credit earned increased from 52 to 242. During the past year, 33 percent of all Iron District's high school students were enrolled in extended year classes, 25 percent of middle school students, and 40 percent of fifth and sixth graders. He said many home-school parents who enrolled their students in summer classes have decided to continue their children's education in public schools. Mr. Bennett said the extended year school dovetails with accountability. Teachers work hard to add rigor and excitement because it is a condensed curriculum.

Mr. Bennett explained that classes are competency based and when students enter college with post secondary credit, the amount of financial aid needed to complete their college education is reduced. Students are charged \$10 per class, which is refunded upon passing the class, and the completion rate (passing with A or B) for the summer program was 86 percent in 2000. Mr. Bennett observed that district expenses decrease by using fewer school personnel.

Rep. Frandsen suggested that part of the program could be funded with one-time money. He asked the state office to seriously consider his theory. Many committee members commented favorably about the extended school program. Mr. Bennett explained that funding was allocated from the Experimental and Developmental Program in the State Office of Education, but will terminate this year.

MOTION: Sen. Steele moved to recommend to the Education Interim Committee that the extended-year school program continue and be expanded. The motion passed unanimously with Mr. Finlayson and Mr. Thompson absent for the vote.

5. Other Committee Business

Sen. Steele expressed appreciation to the committee members, specifically Rep. Lloyd Frandsen, Rep. Keele Johnson, and Sen. Joseph Hull, who will not be involved next year with the Strategic Planning Committee. Mr. Greene expressed appreciation for the committee leadership and for the committee progress and achievement.

MOTION: Sen. Steele moved to present plaques of appreciation to Rep. Keele Johnson, Sen. Joseph Hull, and Rep. Lloyd Frandsen who are leaving the legislature and the Strategic Planning Committee. The motion passed unanimously with Mr. Finlayson and Mr. Thompson absent for the vote.

6. Adjournment

MOTION: Ms. Farrington moved to adjourn the meeting. The motion passed unanimously. The meeting was adjourned at 3:38 p.m.

