

**CORRECTED MINUTES OF THE JOINT
PUBLIC EDUCATION APPROPRIATIONS SUBCOMMITTEE INTERIM MEETING
WEDNESDAY, JANUARY 10, 2007**

**Audio Enhancement, 14241 South Redwood Road, Bluffdale, Utah, 8:00 A.M.
Room W110, West Office Building, State Capitol Complex, 2:00 P.M.**

Members Present: Sen. Howard A. Stephenson, Co-Chair
 Rep. Bradley G. Last, Co-Chair
 Sen. Lyle W. Hillyard
 Sen. Patricia W. Jones
 Sen Kevin T. VanTassell (morning meeting)
 Rep. Tim M. Cosgrove
 Rep. Brad L. Dee (afternoon meeting)
 Rep. Lorie D. Fowlke
 Rep. Gage Froerer
 Rep. Gregory H. Hughes
 Rep. Ronda Rudd Menlove
 Rep. Karen W. Morgan
 Rep. Phil Riesen
 Rep. Aaron Tilton
 Rep. Carl Wimmer

Staff Present: Ben Leishman, Legislative Fiscal Analyst
 J. Daniel Schoenfeld, Legislative Fiscal Analyst
 Nedra Duzett, Secretary

Public Speakers Present: Morning Speakers:

 Dusty Heuston, Waterford Institute
 Jeff Anderson, President, Audio Enhancement
 Brett Nielson, Account Executive, Pearson Digital Learning
 Brett Barber, LearnKey
 Jack Perkins, Senior Vice- President, DigitalBridge/DigitalSAMS
 Greg Barry, Area Representative, Imagine Learning
 Ralph Gilstrap, President, DynEd
 Paul Sagers, Granite School District
 Paul McCarty, Granite School District
 Jim Synder, Vice-President of Audio Enhancement

Afternoon Speakers:

Paul Hoffman, President of ProCert Labs
Brett Nielson, Account Executive, Pearson Digital Learning
John Clemons, CEO, LearnKey
Derrin Hill, CSM, Imaging Learning
Jim Synder, Audio Enhancement
Ralph Gilstrap, President, DynEd
Ray Timothy, Deputy Superintendent, State Office of Education
Teria Mortensen, Principal, Coral Cliffs Elementary School,
Washington County School District
Perry Edwards, Teacher, Working for Washington County School
District
Angela Spinks, Teacher, Working for Washington County School
District
Jerry Dyer, Principal, Fossil Ridge Intermediate School
Maria Farrington, Centro de la Familia
Superintendent Sagers, Associate Superintendent, Granite School
District

A list of visitors and a copy of handouts are filed with the Subcommittee minutes.

Co-Chair Stephenson called the meeting to order at 8:15 a.m.

1. **Welcome & Introductions, Announcements, Minutes from Previous Meeting** - Co-Chair Stephenson and Co-Chair Last welcomed the members of the Subcommittee to this meeting.
2. **Review of Meeting Presentations** - Co-Chair Stephenson gave the format of the morning meeting.
3. **Classroom Technology in the 21st Century** - Dusty Heuston of the Waterford Institute spoke on classroom technology in the 21st Century, and how education will be changed dramatically because of all the technologies that will be available to students.
5. **Audio Enhancement** - Jeff Anderson, President of Audio Enhancement, gave a presentation on using audio enhancement in the classroom. He remarked that a classroom is audio-enhanced when the teacher wears an infrared wireless microphone that distributes the teacher's voice evenly throughout the classroom so that every student can successfully focus on the spoken word of the teacher. Nationwide studies have shown the

effectiveness of audio enhancement technology improving student learning and teacher instruction environments of students.

6. **Pearson Learning (Waterford)** - Brett Nielson, Account Executive, Pearson Digital Learning, represented this company with a presentation. The presentation centered around the fact that a software-based curriculum, Waterford Early Reading Program, provides three levels of full-year instruction. From Level One for emergent readers through Level Three for developing fluency, Waterford Early Reading Program incorporates skills like letter mastery, reading and listening development, controlled and natural language stories, complex spelling, basic writing skills, and comprehension strategies.
7. **Soliloquy Reading** - Co-Chair Stephenson presented Soliloquy Reading which provides English Language Learners (ELLs) with guided oral reading experience, using the computer as the supportive listener. The computer program deploys speech recognition technology and research-validated intervention to help students master a text and allows them and their parents and teachers to chart their progress.
8. **Applied Technology and Math** - Brett Barber, CEO of LearnKey, represented this company. LearnKey is a premier global provider of on-demand training solutions for corporate, education, government, and personal users. For educators, the program empowers them with technology-based classroom tools that introduce and explain specific topics and skills. There is visible feedback on academic performance and progress to motivate students and set clear goals for improvement.
9. **DigitalBridge/DigitalSAMS** - Jack Perkins, Senior Vice- President, presented in behalf of DigitalBridge/DigitalSAMS. Digital improvements to education have the potential for providing exceptional tracking and analysis of student performance in ways which assist teachers to inform parents and administrators to hold teachers and schools accountable.
10. **Imagine Learning** - Greg Barry, Area Representative, spoke on Imagine Learning. Interactive tutoring systems for beginning to early intermediate ELLs develops vocabulary, listening and speaking, phonemic awareness, emergent literacy, and school readiness skills. It adapts to each student's unique learning style and ability, allowing progress at individual rates.
11. **DynEd** - Ralph Gilstrap, President, DynEd, represented DynEd. DynEd provides research-based courses covering all ELL proficiency levels and include a range of appropriate courses, from kids in school to adults in leading corporations. The program is supported by Records Management Systems, Mastery and Placement tests, and extensive teacher support materials, including teacher-training and mentoring.

12. **Utah ESL Family Literacy Centers Legislation** - Paul Sagers and Paul McCarty of the Granite School District spoke on how the above technology, student data management, and software correlates with the ESL Family Literacy Centers. They gave a report on the proposed research and accountability evaluations to determine program effectiveness and accountability of expenditures. The legislation proposes that the State of Utah allocate funds to create Utah Family Literacy Centers in minority-majority schools across the state (48 total statewide sites). The Utah Family Literacy Centers would respond to the unique needs of Utah families who speak English as a second language (ESL). Using Granite School District's successful model and experience with ESL family literacy programs, Granite would administer the centers nationwide. This program will focus on assisting English Language Learners to become competent in a much shorter time frame while simultaneously accelerating their families' English acquisition. Included will be accountability evaluations to determine program effectiveness and accountability of expenditures for possible publication in a peer reviewed academic journal.

13. **Review of Actions from Meeting** - Co-Chair Stephenson stated that 14 years ago Governor Leavitt introduced an educational technology initiative. Money was invested and given to the districts. Today in Utah, we have the most computer-connected homes in the nation. Yet in our schools, we are told that we have fewer computers per student than any in the nation. Over the next three years, this will be changed through a \$30 million proposed allocation. This should be allocated on a per student basis; and in order to qualify for the money, schools need to reach in the first year a third of the way toward that threshold of the 21st Century model. That same threshold needs to be reached both in the second year and in the third year with the assurance that ongoing training and ongoing replacement and repair of equipment will enhance student performance. This would be a one-time allocation. Jim Synder, Vice-President of Audio Enhancement, stated that the technology presented today will make an impact in the learning environment. The investment for improved technology must be made, and school districts should be held accountable as to how they are going to spend the funds. Mr. Synder suggested that legislation be included that shows what the 21st Century classroom will look like. A technology plan from each school should be submitted which states a proposal of how the funds will be used.

At this point in the meeting, the Subcommittee asked questions of each of the vendors.

The Subcommittee recessed for lunch at 11:30 a.m.

The meeting reconvened at 2:00 p.m.

14. **ProCert** - Co-Chair Stephenson explained that ProCert Labs is a company that provides correlation of Utah's core curriculum to various textbooks and media that are used in

educating people in public education. Paul Hoffman, President of ProCert Labs, stated that the technologies presented in the morning session are reviewed against the core by ProCert Labs. Mr. Hoffman explained that ProCert Labs believes that all learning begins with what needs to be taught and culminates with what has been learned. ProCert Labs' core business is a "Consumer Reports" style quality assurance testing of academic instructional materials and professional training products. ProCert Labs matches instructional materials in the Utah Core Curriculum Standards and provides an accurate report indicating alignment, quality, and acceptability. The review procedure includes three primary areas of testing:

- Correlation review
- Instructional design integrity review
- Industry analysis

ProCert Labs has developed a secure, web-based testing environment that provides advanced testing accuracy, consistency, and convenience. The system features online utilities that enable teachers and administrators to participate in the review process and view final results from any computer.

The benefits to teachers using the online services include the sharing of feedback with other teachers and an assurance that they are teaching 100 percent of the core objectives. The benefits to the USOE include continuous access to services, complete recording, consistency, systematic formatting, and dynamic updating,. There is no cost to Utah tax payers. The cost is borne by those publishers who wish their software to be purchased by the State of Utah. Benefits to students include the facilitation of parental involvement in knowing what should be taught and what is actually being taught in the classroom, focused teachers, and improved learning materials.

Co-Chair Stephenson gave a brief review of testing to the Subcommittee. He stated that when U-PASS was adopted, it was a two-year process and was the most comprehensive testing tool in the nation. A norm reference test is given in grades 3, 5, 8 and 11. These tests provide a national norm of comparison. At every elementary end-of-grade level and every secondary school end-of-core course, a CRT (Criterion Reference Test) test is also provided to ensure that textbooks are aligned to the core material. Co-Chair Stephenson indicated that using an independent third-party analysis gives an assurance that when textbooks are purchased, they meet the Utah core; and the analysis also indicates what parts need to be supplemented. Teachers are able to find the specific page on which each indicator of the core is contained. Legislation is being considered that would provide the schools and teachers with the tools to handle teaching to the state core. Legislative language would require that every publisher who sells books to Utah provide a third-party independent analysis of the core down to the indicator level. Other tests that are given are

writing assessment in grades six and nine and the UBSCT graduation test starting in grade ten. Online testing will also ensure that teachers are teaching to the core.

At this point in the meeting, members of the Subcommittee and staff introduced themselves.

15. **Review of Meeting Presentations** - Co-Chair Last addressed the Subcommittee and asked how the selection of specific software would take place. Co-Chair Stephenson commented that he feels that as far as the ELL software being used for any level, a target for having it common throughout the state should be set so that as students move from school to school and district to district, they have a continuation of what they have been working on previously. This would involve a decision of what software would be most advantageous for that particular grade level. Co-Chair Stephenson asked that the representatives from ProCert Labs address the question of providing an analysis of software from a third party.

Paul Hoffman, ProCert Labs, commented that the software could be reviewed against any type of standards that the State Office or districts present. They would review the software and make sure it meets core objectives. A list would be provided of the elements contained in the software, and then the district would make an educated decision on the selection. ProCert Labs could also provide a consumer analysis of the software.

Rep. Riesen asked the question concerning the cost for software. A representative from Pearson Digital Learning, Brett Nielson, addressed this question and stated that a committee is appointed by the State Office of Education to review the software against certain criteria. Vendors then respond in the form of a proposal and presentation. The vendors provide an analysis of the functionality of the software as well as a cost analysis. The committee reviews each proposal, and then awards a grant through the State Office of Education so that schools can apply for the grant to obtain the materials and implement them within the schools.

John Clemons, CEO of LearnKey, also addressed the Subcommittee concerning pricing. LearnKey charges an amount per high school, in Utah approximately \$2,000, and offers their training to every school.

Derrin Hill from Imaging Learning addressed the Subcommittee and stated that English Language Learners are being serviced twice a week, 30 minutes a day, for one-on-one instruction by specialists that travel from school to school. The cost for this service is approximately \$15,000 for the year. This relates to \$20 an hour for the specialist and provides 750 hours of instruction for students.

Jim Synder from Audio Enhancement, who presented a demonstration in the morning session, stated that a cost analysis could be provided as well to the State of Utah.

Ralph Gilstrap of the DynEd program also spoke to the Subcommittee concerning pricing.

Ray Timothy, Deputy Superintendent, State Office of Education, addressed a question posed by Rep. Hillyard concerning the selection of software throughout the districts. Rep. Hillyard stated that he feels that the selection process should involve more than one vendor, and that teachers should have training on new technologies used in the classroom. Mr. Timothy stated that for some software; for example, online testing software, there should be a consistent tool or instrument. Mr. Timothy also stated that the State Office of Education reviews vendors to make sure that the use of their product will meet the needs of the standard criteria

At this point in the meeting, further introductions were made by Rep. Morgan and Rep. Dee.

16. **Quality Teaching** - Co-Chair Last introduced this agenda item by giving a background of the Washington School District. This district was approached and asked how they could improve quality teaching. They responded by suggesting teacher development days where a few days would be taken out of the calendar away from the students to use for teacher training. A bill was developed that allowed the teachers 22 1/2 hours of classroom time for quality teacher training and development. This was taken out of the budget, and Co-Last suggested that this year because of the surplus budget that these days be added back into the budget.

Washington School District implemented the teacher development days by asking the teachers to give one half hour of their contract time plus the hours allowed in H.B. 100. This amounted to 90 minutes. A calendar was developed for the teachers which showed which day of the week would be used for collaboration. Benefits from this time included improved test scores and a higher degree of teacher collaboration.

Teria Mortensen, Principal, Coral Cliffs Elementary School, Washington School District, spoke in behalf of the advantages of collaborative teaching. These advantages include teachers learning from each other, gains in student achievement, ability to test new ideas, more support for new teachers, and a greater focus on student learning.

Perry Edwards and Angela Spinks who are teachers in the Washington County District help train teachers on collaboration, and they, too, spoke highly of teachers working together to bring about higher quality teaching.

Jerry Dyer, Principal of Fossil Ridge Intermediate School, also spoke to the Subcommittee on teacher collaboration and provided a handout that details comparisons of CRT results for the years 2005 and 2006. Test scores showed definite improvement. Mr. Dyer stated that there were four main reasons for this improvement: focus on student learning, time for collaboration, data based decisions, and classroom use of technology.

Comments from the Subcommittee centered around the need for principals also being involved and trained in collaboration. Sen. Jones raised a question concerning the impact that collaboration has on teacher morale and retention. Mr. Dyer stated that teachers have actually sought out Washington District because of the teaching environment. There has been greater teacher satisfaction because of the collaborative environment helping them to become better teachers. This type of training has made a difference in teacher retention. Co-Chair Last brought up the question of how collaboration will fit into improved technology. Mr. Dyer stated that through collaborative training, teachers are able to evaluate the technology to see if it will improve teaching; and if it does, the teachers will use it.

At this point in the meeting, Rep. Tilton and Sen Jones introduced themselves to the Subcommittee.

17. **Evaluations and Recommendations** - Paul McCarty, Administrator, Granite School District, stated that Granite School District is unique because they are the first school district to start a DSL, Newcomers, New Arrivals, Program and are working with the State Office of Education to work with students through the Electronic High School. Mr. McCarty stated that the reason Granite School District is collaborating is due to the fact that systems are in place to involve parents in teaching ELL students.

Maria Farrington, representing Centro de la Familia, stated that their role is to go out into the community, identify those families in that school community, and to motivate them to take responsibility for their children in making sure that they are registered for school and that they are attending school.

Superintendent Sagers referred to a proposal that has been made for the Utah ESL Family Literacy Centers. Family literacy is recognized as a family strategy to increase the literacy skills and language gains in all racial and ethnic groups of young children. The Utah ESL Family Literacy Centers will respond to the unique needs of ESL families, which include cultural, education, and language barriers. To successfully reach the targeted ESL families, the existing community outreach component and infrastructure of the state-wide Hispanic community based organization, Centro de la Familia, will be used. The Utah ESL Family Literacy Center was modeled after Granite Schools District's successful family literacy programs and its collaborative partner with Centro de la

Familia. Therefore, the existing Granite model can be enlarged on a state-wide level at the 48 sites and serving the ELL students and their family as quickly, cost-effective, and efficiently as possible. Details of this proposal are included in a handout.

Rep. Froerer posed the question and asked if ESL students will have access to all new technology. It was stated that any school in Utah that has an ESL population regardless of size will have access to all teacher training, backup, instruction, curriculum, as well as software.

Subcommittee discussion centered around the accountability and funding of these 48 Centers. It was stated also that each center will serve approximately 200 students and will bring in families of these students also. It was suggested that as the Subcommittee is evaluating the effectiveness of the programs presented, core curriculum as well as ESL standards be considered.

Co-Chair Stephenson stated that the agenda item Pro-Excel will be discussed in a future meeting.

Co-Chair Stephenson asked that a comment be addressed concerning having standards to ensure that the money for differentiated salaries as well as merit pay is based on statewide criteria, or whether it is something that is developed by each district. Rep. Menlove is working on legislation concerning this proposal. Superintendent Timothy addressed the three parts of this legislation. The bill has statewide structure. Criteria is established at the state level for the student performance levels. The bill is also locally driven. Local districts are allowed to look at the statewide framework and then look at their individual district needs and structure their plans so that they meet the statewide criteria. Rep. Menlove stated that the key pieces to the bill will be education leadership, teacher evaluation, teacher retention, teacher mentoring, and differentiated salary or compensation.

MOTION: Sen. Jones moved to adjourn.

Co-Chair Stephenson adjourned the meeting at 4:42 p.m.

Minutes were reported by Cherie Schmidt, Secretary