

STRUCTURE AND GOVERNANCE HGH EXPECTATIONS WORK GROUP June 6, 2014 Meeting Notes

Present: Jason Hancock, Cindy Wilson, Cheryl Charlton, Tom Taggart, Senator Dean Mortimer; and Alan Millar via teleconference

Others present: Marilyn Whitney and Dana Kelly, State Board of Education; Matt McCarter and Jennifer Caprile, State Department of Education; and Sherawn Reberry, Idaho Digital Learning Academy.

Sherawn Reberry, Idaho Digital Learning Academy (IDLA) described the partnership work between the State Department of Education (SDE) and IDLA to develop a transfer portal to assist students in understanding how academic credits would transfer both from high school to college, and from one college to another. The registrars at each of the state institutions have played an integral role in developing the portal. The course equivalency guide shows students how classes might transfer to fulfill core requirements versus electives. At this time, it does not address whether a course will fulfill the requirements of specific degrees. Advanced Placement (AP) courses, unlike dual credit courses, are not always accepted at postsecondary institutions.

Phase 2 will focus on dual credit, AP and general education core courses, as well as information on how to apply to various Idaho institutions, admissions requirements, important deadlines, campus tours, etc. In time, a live admissions advisor will be added to the site. While the site is now live and accessible by parents and students, marketing efforts have been delayed until fall to ensure that any problems can be fixed prior to a heavy marketing campaign. Ms. Reberry and Ryan Gravette, also from IDLA, plan to present the portal at the fall conference of the Idaho School Counselors Association. Community colleges and private accredited colleges have been invited to participate.

Matt McCarter, Director, Student Engagement & Postsecondary Readiness, SDE, reviewed the advanced opportunities available for Idaho students. These programs provide mechanisms for students with the ability and willingness to satisfy graduation requirements at an accelerated rate, earn postsecondary credits while in high school, or earn a scholarship, and support the State Board of Education's 60% goal for Idaho. The programs are:

8 in 6 Program: Allows enrolled students to complete graduations requirements at an accelerated rate through overload/summer coursework starting as early as 7th grade. Eligible courses must be provided by an accredited school and include at least 50% of coursework online. The 2014 Legislature provided reimbursement of up to \$225 per course taken.

Dual Credit for Early Completers: SDE provides funding for postsecondary credit attainment for students satisfying state graduation requirements early. Student may take up to 18 credits per semester of postsecondary credits at a reimbursement of \$75 per credit. Students can take up to 6 college credit-bearing advanced placement exams per semester at a reimbursement rate of \$90 per exam.

Mastery Advancement Program: Provides scholarships for students graduating at least one year early from high school, and provides a mechanism for students to “test out” of courses. Scholarships are only eligible for public Idaho institutions of higher education.

Fast Forward Program: A new program established by SB 1233 provides \$200 for every junior, and \$400 for every senior in Idaho public schools for dual credit courses and advanced placement exams. The Fast Forward program is intended for those students who are ineligible for the Dual Credit for Early Completers program.

The committee discussed the need to simplify and perhaps consolidate some of the programs in order to reach more parents, students and counselors. Senator Thayne acknowledged that these programs were developed separately, and if he had to do it over again, he would have structured the programs differently. The committee agreed to discuss simplification at their next meeting on June 12.

The committee discussed next steps for exploration of a mastery-based education system. The committee agreed it would like to hear more from South Carolina and Oregon on their efforts. Senator Thayne commented that Maine had considerable funding for their program. The State Department of Education’s Professional-Technical Education (PTE) Division is working now on a badge approach.

Tom Taggart noted that this committee is a small group, and to move forward to a mastery based system will require a broader group working through the details. Alan Millar agreed, and could envision a recommendation that provides a pilot model. He also noted that mastery would change the funding model. Solutions might be different for elementary versus middle and high school. Cindy Wilson suggested that the committee look ahead 15 years and then incrementally look back to how to get there. Cheryl Charlton added that the IDLA is developing a project to identify an elementary school mastery model that anyone could brand and use.

Jason Hancock presented his work on enrollment model funding, and provided the committee with three examples:

The first, and simplest, is to review Idaho code and change “attendance” to “enrollment”. If that were done, all districts would generate significantly more support units. This utilizes the best 28-weeks statewide average which, for the current year is \$20,000 and next year would be \$22,400. Every district has different numbers because of attendance. If the divisors are not changed, the cost will increase 5-6% or a total of \$74 million (\$47.7 million in salary based apportionment, \$9 million in benefits, \$17 million in discretionary funds) which is unlikely to be palatable to the legislature.

The second approach would be to use enrollment-based funding but increase all of the divisors and support units so that the results are revenue neutral (bottom numbers, which are zeroes).

The third approach is the custom adjustment approach. This approach uses the historical attendance rate at the first reporting period (3-year average) and best 28 weeks, creating a blended approach and resulting in a weighted adjustment factor. For Idaho Falls, 74% is salary-based apportionment and 26% is discretionary which provides the basis for the percentage weightings and goes to enrollment. It does not change the divisors, but each district is adjusted. Meridian will gain slightly as their attendance was a bit lower. Everyone receives a custom adjustment factor.

If the model includes a fractional measure, then the adjustment will be a somewhat different. The fractional piece will need to be determined. If a student attends a charter school for part of the day and then goes to a traditional school for music, etc. a fractional adjustment is needed.

Alan Millar noted that the recommendation to move to enrollment model funding came from the Task Force Fiscal Stability group because the overall way schools are funded, based on seat time, has led to instability. By funding on attendance, there are two unknowns: how many kids will enroll and what is the attendance rate each year. By going to enrollment base, the attendance piece is eliminated.

Tom Taggart agreed that enrollment funding is a huge change. When the current formula was devised, it involved a high group of stakeholders. He suggested that the committee look at a timeframe leading up to next legislative session for a group of people to take on the mechanics of enrollment funding. As the committee continues to discuss mastery-based education, they need to understand how it will affect funding as well. He suggested getting information from other states who have changed their funding. The committee agreed to look at Colorado, Alaska and Washington State.

Next meetings: July 10 and July 22.

Course Equivalency Guide

Prepared by: IDLA

Course Equivalency Guide

Introduction

- Objective
 - Development of website and resources for prospective transferring students
- Outcome
 - Simplification of transfer across all Idaho state sponsored post-secondary institutions



User Functionality



High School Student



College Student

College Student

Thinking about transferring?

[LEARN MORE](#)

Is transferring right for me? idtransfer.org helps students navigate transfer of credit across Idaho institutions.



Project Overview/Next Steps

- Phase 1
 - Website
 - Transfer Information
- Phase 2
 - Dual Credit
 - Course Matrix
 - GEM Courses
- Phase 3
 - Additional Transfer Tools



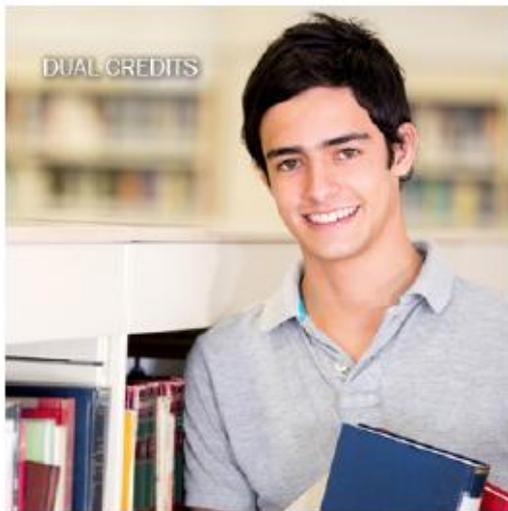
The Idaho College Search Engine



The screenshot shows the website's header with the **idtransfer** logo on the left and navigation links for **ABOUT**, **PLANNING**, **COURSE EQUIVALENCY GUIDE**, and **CONTACT US** on the right. In the top right corner, there are **Sign up** and **Sign in** buttons. Below the header, the main heading reads **THE IDAHO COLLEGE SEARCH ENGINE**. The central content area features a background image of a smiling young woman with a backpack. On the left side of this image, there is a text prompt: "Start here by viewing the top most ask questions." followed by a white search input field with a green arrow button. Below this is a large **OR** separator. Underneath, another text prompt says "Search the site with any question or topic you may have." followed by another white search input field with a green magnifying glass button.

The Idaho College Search Engine

THE IDAHO COLLEGE SEARCH ENGINE



The Idaho College Search Engine

I WOULD LIKE TO RECEIVE
ADDITIONAL INFORMATION:

Course Equivalency Guide



About idtransfer.org



idtransfer.org is a statewide collaborative project to help students navigate their higher education.

idtransfer.org is mad possible through the hard work and dedication of:



Questions





ADVANCED OPPORTUNITIES

Program Updates and Guidance

ADVANCED OPPORTUNITIES FOR IDAHO STUDENTS

Division of Student Engagement & Postsecondary Readiness



Matt McCarter

Director

DIVISION OF STUDENT ENGAGEMENT &
POSTSECONDARY READINESS



Jennifer Caprile

Coordinator

ADVANCED OPPORTUNITIES/GEAR UP

Agenda

- Advanced opportunities programs overview

- Overview of legislative changes around advanced opportunities

- Guidance / tools for implementation

- Frequently asked questions

- Next steps

The Big Ideas



- Provide mechanisms for students with the ability and willingness to:
 - Satisfy graduation requirements at an accelerated rate (8 in 6)
 - Earn postsecondary credits while in high school (DC4EC / \$200-\$400), or
 - Earn a scholarship (MAP)

These program supports the State Board of Education's goal that 60 percent of Idahoans between the ages of 25 and 34 attain a postsecondary degree or credential by 2020.

8 in 6 Program Overview

- Enrolled students complete graduation requirements at an accelerated rate through overload / summer coursework starting as early as 7th grade.
-
- Data on students enrolled and courses taken are submitted through ISEE, which triggers the SDE reimbursement to districts and public charter schools.

8 in 6 Program Overview

- Complete data sets for 8 in 6 courses in ISEE are required for SDE reimbursement.
-
- Reimbursements are distributed to districts and public charter schools in February and June of each year.

8 in 6 Program Overview

- Eligible 8 in 6 courses are:
 - ✓ Taught by an Idaho HQT
 - ✓ Provided by an accredited school
 - ✓ Non-sectarian
 - ✓ 50%+ online

8 in 6 Program Overview

- Parameters:
 - ✓ Students must enroll in the program
 - ✓ Students complete at least 1 overload, or 1 summer course each year
 - ✓ Maximum of 2 overload, 2 summer courses per year, and 8 courses during a student's lifetime in the program
 - ✓ Maximum of 10% in each grade (7-12) are allowed district / public charter school wide

8 in 6 Program Overview

- Updated enrollment form is posted at:
<http://www.sde.idaho.gov/site/advancedOpp/docs/Form.pdf>
-
- Process improvement- students are asked to submit data to their schools on 8 in 6 courses to reduce the burden on counselors. Student Data Form will be posted on website by June 6, 2014.

8 in 6 Legislative Changes for FY15 (SB1233)

- Reimbursement of **up to** \$225 per course
- Dual credit, AP and concurrent enrollment courses are eligible
- Overload eligibility:
 - ✓ full course load (maximum number of courses offered during regular school day), and,
 - ✓ No fewer than 12 credits (grades 7-8)
 - ✓ No fewer than 14 credits (grades 9-12)
- Summer course eligibility:
 - ✓ No fewer than 12 credits (grades 7-8)
 - ✓ No fewer than 14 credits (grades 9-12)

(discuss seminary issue)

8 in 6 ISEE Data

<ul style="list-style-type: none"> ▪ Student Demographic File <ul style="list-style-type: none"> ✓ Is 8in6 	Yes / No
<ul style="list-style-type: none"> ▪ Course Enrollment File <ul style="list-style-type: none"> ✓ Course code ✓ Course type ✓ Course entry date ✓ Course exit date ✓ Course exit reason ✓ Credits offered ✓ Credits earned ✓ 8 in 6 course cost ✓ Provider school ✓ Provider instructor 	Option set V (FY15 change) Date course starts Date course ends Option set Number Number Dollar amount Option set EDU ID

Dual Credit for Early Completers Overview

- SDE provides funding for postsecondary credit attainment for students satisfying state graduation requirements early.*
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- Students with 6 credits of math, including at least 2 semesters of AP or dual credit calculus (or higher) are exempt from the math in the final year requirement (IDAPA 08.02.03 104, 105, 106).

**Excludes 2 math credits in the final year of high school and the senior project*

Dual Credit for Early Completers Overview

- Complete data sets for courses in ISEE are required for SDE reimbursement.
-
- Reimbursements are distributed to districts and public charter schools in February and June of each year.
-
- Process improvement- students are asked to submit data to their schools on courses / exams to reduce the burden on counselors. Student Data Form will be posted on website by June 6, 2014.

Dual Credit for Early Completers Overview

- Students can take up to 18 credits per semester, or 12 credits per trimester term of postsecondary credits (\$75 per credit reimbursement).

- Students can take up to 6 college credit-bearing advanced placement examinations per semester, or 4 per trimester (\$90 per examination reimbursement).

- Participation in the Dual Credit for Early Completers Program does not impact ADA funding.

Dual Credit for Early Completers Legislative Changes for FY15

- Includes reimbursement for Advanced Placement or other college credit bearing or professional technical exams such as:
 - ✓ Advance Placement (AP)
 - ✓ College Level Examination Program (CLEP)
 - ✓ International Baccalaureate Exams (IB)
 - ✓ Professional Certificate Examinations (PTE)

Dual Credit for Early Completers ISEE Data

▪ Course Enrollment File	
✓ Is early completer	Y / N
✓ Course code	Option set
✓ Course type	Option set
✓ Dual credit	Y / N
✓ Course entry date	Date course starts
✓ Course exit date	Date course ends
✓ Course exit reason	Option set
✓ Credits offered	Number
✓ Credits earned	Number
✓ Cost per credit	Dollar amount
✓ College issuing credit	Option set
✓ Provider instructor	EDU ID*

**If not available, provide counselor / principal EDU ID and name of course instructor.*

Dual Credit for Early Completers ISEE Data

- Course Enrollment File- college credit bearing exams
 - ✓ Exam course Y / N
 - ✓ Exam type Option set
 - ✓ Exam cert / license Option set
 - ✓ Exam result Option set*
 - ✓ Exam cost Dollar amount

**Not required for reimbursement*

Mastery Advancement Program Overview

- Provides scholarships for students graduating at least 1 year early from high school (3 year maximum).

- Provides a mechanism for students to ‘test out’ of courses.

- Districts and public charter schools must apply to the SDE to participate in the Mastery Advancement Program.
 - ✓ Application materials are located on the SDE website:
<http://www.sde.idaho.gov/site/map/>

Application deadline: June 30, 2014

Mastery Advancement Program Overview

- Students graduating early through MAP **does** impact ADA funding.

- Scholarships are derived from a statewide average ADA funding amount from the previous year.

- Scholarships are only eligible for public Idaho institutions of higher education (IHEs).

- The SDE distributes scholarship funds directly to IHEs on student's behalf.

Mastery Advancement Program Overview

- Statewide ADA average for the 2012 / 2013 school year was \$4,049.78 per student.

 - Scholarship for a student graduating at least one year early in 2013 divides the ADA for that student thusly:
 - ✓ 35% statewide average (\$4,049.78) for scholarship-\$1,417.42
 - ✓ 35% to district / public charter school*
 - ✓ The remainder remains at the state
-

**Legislative impact for FY14*

Mastery Advancement Program Legislative Changes for FY15

- Prior to the FY14 session, only students attending a MAP district / public charter school could earn a MAP scholarship.

- SB 1233 allows any student graduating at least one year early to receive a scholarship regardless of whether or not their district / public charter school participates in MAP.

- Non-MAP districts / public charter schools do not receive 35% of statewide ADA average previously mentioned.

Mastery Advancement Program ISEE Data

- Student demographics

- ✓ Grade level

Option set

- ✓ Exit reason

Option set

- ✓ Exit date

Date

- Data shared outside of ISEE (SFTP)

- ✓ Students graduating at least 1 year early

- ✓ Public institution of interest

Fast Forward Program Overview

- New program established by SB 1233 for FY15.

- Provides an amount of \$200 for every junior, and \$400 for every senior in Idaho public schools.

- The funds are available for dual credit, concurrent credit and:
 - ✓ Advanced Placement Exams (AP)
 - ✓ College Level Examination Program (CLEP)
 - ✓ International Baccalaureate Exams (IB)
 - ✓ Professional Certificate Exams (PTE)

Fast Forward Program Overview

- \$200 / \$400 is intended for those ineligible for the Dual Credit for Early Completers program.

- \$200 / \$400 may be used to pay an amount not to exceed 75% of the cost of eligible courses and examinations.

- Student participation does not impact ADA funding.

- The SDE is constructing a student balance calculation application to assist with tracking student allocation for FY15.

Fast Forward Program Overview

- Student grade level is determined by district / public charter school.
-
- All awards, charitable or governmental programs providing funding for dual credits are to be exhausted prior to using \$200 / \$400*.

**Except for students earning credit from a community college and live out of the taxing district of the community college, and the college elects to charge a fee for out-of-district students*

Fast Forward Program Overview

- Complete data sets in ISEE are required for reimbursement.
-
- Process improvement- students are asked to submit data to their schools on courses to reduce the burden on counselors. Student Data Form will be posted on website by June 6, 2014.

Fast Forward Program Overview

- Significant interest among parents and students

- Community meetings will be held in mid-August

- Marketing materials are being designed for dissemination

Fast Forward ISEE Data

▪ Course Enrollment File	
✓ Is early completer	Y / N
✓ Grade level	Option set
✓ Course code	Option set
✓ Course type	Option set
✓ Dual credit	Y / N
✓ Course entry date	Date course starts
✓ Course exit date	Date course ends
✓ Course exit reason	Option set
✓ College credits offered	Number
✓ College credits earned	Number
✓ Cost per credit	Dollar amount
✓ College issuing credit	Option set
✓ Provider instructor	EDU ID*

**If not available, provide counselor / principal EDU ID and name of course instructor.*

Fast Forward ISEE Data

- Course Enrollment File- college credit bearing exams
 - ✓ Exam course Y / N
 - ✓ Exam type Option set
 - ✓ Exam cert / license Option set
 - ✓ Exam result Option set
 - ✓ Exam cost Dollar amount

Challenges Identified

- Variable Student Information System configurations at the district level
- Trimester vs Semester schedules
- Seminary conflicts
- No cookie cutter approach
- Variance in local graduation requirements
- Identifying eligible courses
- Misunderstanding of program intent and requirements
- Dearth of high school teachers qualified to teach dual credit courses
- Dual credit impact on scholarships and academic standing
- Capturing and reporting data in ISEE required for reimbursement
- SDE bandwidth limitations

Challenges Identified

- Why the data requirements?
 - ✓ Legislative interest in program use / accountability
 - ✓ Assurance that public funds are expended for intended use
 - ✓ Aids in identifying process improvements and decision-making
 - ✓ Validity- replicable and auditable

District Implementation / Policy Recommendations

- Identify local point of contact and subject matter experts
- Establish data submission timelines for students
- Leverage existing dual credit agreements with IHEs
- Clarify student responsibilities / expectations
- Refresh advising practices
- Leverage 4 year learning plan implementation
- Adherence to SBOE policy III.Y
 - ✓ http://www.boardofed.idaho.gov/policies/documents/policies/iii/iiiy_advanced_opportunities_0612.pdf

Questions?

Additional information about all SDE Advanced Opportunities can be found at:

<http://www.sde.idaho.gov/site/advancedOpp/>

Jennifer Caprile

Coordinator

ADVANCED OPPORTUNITIES/GEAR UP

jpaprile@sde.idaho.gov

208-332-6944