

**State Board of Education  
70% COMMITTEE  
REVISED AGENDA  
March 15, 2000**

Professional-Technical Education Center  
8201 West Victory Road  
Boise, Idaho  
1:00 - 4:30 p.m.

**1:00 - 2:00 p.m. -- HOSTED TOUR**

**The Committee will tour of the Professional-Technical Education Center**

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**Committee Meeting 2:00 - 4:30 p.m.**

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**ITEM 1 COMMITTEE ACTION**

**SUBJECT: Minutes of the November 17, 1999 Meeting**

It was moved by \_\_\_\_\_ and carried to approve/disapprove/table the 70% Committee Minutes for November 17, 1999.

**70% Committee  
November 17, 1999  
Lewis Clark State College  
Unapproved Meeting Minutes**

**Present**

Ray Sanders, LCSC	Jerry Gee, NIC	Larry Barnhardt, BSU
Ranaye Marsh, ISU	Miles La Rowe, EITC	Ann Stephens, IDPTE
Chuck Mollerup, CIS	Karen Fraley, STW	Pat Young, IDVR
Jerry Beck, CSI	Bob Sobotta, Jr., Indian Education Committee	
Bob Sobotta, Sr., Department of Education		

**Board Members**

Tom Dillon	Sam Haws
Jim Hammond	Marilyn Howard

**Committee Staff**

Mike Rush and Sara Adams

**Others Present**

Robert Young, Sho-Ban Tribe	Kirk Dennis, IDPTE
Dan Petersen, IDPTE	DeVere Burton, IDPTE

The meeting convened at 1:40 p.m. at Lewis Clark State College. Introductions were made and the agenda was reviewed.

1. The minutes of the September 17, 1999 meeting were approved as written.
2. Corrections Education Subcommittee Recommendations. Mike Rush presented the report from Corrections Education Subcommittee.
  1. Committee participants were listed which included members, specialists, and
  2. The charge to the committee was to make recommendations on how to improve the educational services to the adult and juvenile inmate population.
  3. Observations
    1. Delivery of educational services is very complex.
      1. Many entities are involved in a number of areas
      2. Relationships among the groups not well defined.
      3. Not a single system.

4. Issues Raised
  1. There is problem in coordination between juvenile, adult, and educational systems.
  2. Less than 60% leave the system (adult) with a high school diploma or equivalent.
  3. More than 70% have dropped out of high school before ever entering the system.
  4. More than 150 of the 535 maximum security inmates are under 25 and will be out in less than three years.
  5. Education makes a difference.
    1. Recidivism increases with traditional punishments.
    2. Inmates who leave the system having received educational services have a 12% recidivism rate.
  6. Public is hesitant to spend more money on education
  7. Most effective intervention starts from 3-5 years prior to release.
  8. Eliminating substance abuse is key to success as well.
    1. A statewide substance abuse program would be beneficial.
  9. Grant funds have been reduced or cut.
  10. Additional resources are addressing prison growth.
  11. School districts cannot be forced to cooperate with juvenile corrections (i.e., summer vacation, expulsion of students).
  12. Lack of effective delivery forces students to get a GED
  13. Communication with local school districts is difficult for a number of reasons.
    1. Data exchange
    2. Concerns about having "criminals" in the classroom.
  14. Juveniles in the state system cost \$45,000 per year.
  15. Year-round education is a problem
  16. 30% of juveniles in the system have one or more of their parents in the adult system.
  17. Average stay in the juvenile correction centers is 10 days.
  18. Special education services are only available for those previously identified.
5. Assets
  1. In the adult correction system
    1. Adequate administrative/program structure and staff with expertise.
    2. Completed plans for program improvement
    3. Good partnerships with DOE
  2. County juvenile correction centers aligned with local school districts.
  3. Alternative High Schools
  4. ABE centers throughout the state to provide assistance
  5. Aggressive public education reading program will help with prevention
  6. Agreements are being formed between agencies
6. Needs
  1. Regular forum for addressing common problems is essential.

2. Better educate the public to develop ownership for the problems and solutions.
3. Explore alternative systems for delivery
4. Need resources to address needs
5. Common accountability measures

6. Spread financial responsibility for juveniles in the detention centers beyond the local school district
  7. Provide startup costs for educational programs in county juvenile facilities.
  8. The time for delivering instruction needs to be close to the release time to be beneficial.
  9. Need to remember that the inmate population includes women and they require different skill training opportunities.
7. Recommendations
1. Develop action plan for improving educational services and report it to the SBOE
  2. Provide regular times for addressing correctional education issues on the SBOE agenda (70% Committee)
  3. Develop joint research project to describe the population
    1. This will help define the scope of the problem
  4. Create a clear picture/model of who does what
    1. Partnership building
    2. Write a grant to develop a collaborative model
  5. Establish and identify funding for year round facilities
  6. Create a better transition between the systems.
  7. Address needs of 16-18 year olds who are between the systems
  8. Better education public school staff on warning signs
  9. Identify the various funding streams to be more effective
    1. Federal
    2. At-risk
    3. Other funding sources
  10. System to deal with substance abuse issues
  11. Explore professional-technical education and voc rehab options with the correctional industries.
  12. The SBOE and Juvenile Corrections adopt a message similar to the Dept of Corrections
8. Discussion and Questions
1. The issue is turning more resources towards educational opportunities.
    1. Charge the corrections system to work collaboratively to redirect their resources towards more educational opportunities.
    2. Track the progress
  2. Consider making a recommendation to the SBOE that the 70% Committee endorses the concept of a permanent oversight committee to look at the money going into education, keep the players at the table, and move forward with the recommendations that have been made. This group might include the original subcommittee as well as representatives of the House and Senate Education Committees.
    1. This would be a definitive move to get something done.
    2. This would be a way to encourage more dialogue and define issues

more clearly.

3. Look at best practices in the United States to see what is being done.
4. Look at other deliver systems that don't create a massive infrastructure.
5. Invite the Department of Labor to be involved in any oversight committee be
6. **MOTION made by Tom Dillon and seconded by Marilyn Howard to continue an oversight committee to define the key issues identified in the recommendations, implement the recommendations as appropriate and develop additional recommendations to propose to the appropriate agency (Juvenile Corrections, Adult Corrections, SBOE). This committee would function for one year report to the 70% Committee and then be reviewed. The committee would consist of Corrections Subcommittee, Department of Labor, and Legislative Education Committees. The initial meeting would be to develop a budget and explore funding and report that back to the Board.**
7. Discussion on Motion -
  1. Build in prevention to the whole issue, not just how to educate inmates.
  2. Involve minorities on the committee because of their percentage of the prison population.
  3. Involve judges in the discussion
  4. Recommendations were less about more money and more about improving the system so that it is more effective.
    - (1) We can give a voice to many interested parties without having everyone be a committee member.
  5. Funding the oversight committee is a concern. The members need a source of funds for travel and other expenses.
    - (1) This should be a part of the report when it is brought before the SBOE.
    - (2) This should be a joint effort between the SBOE and Corrections.
    - (3) Make this issue the first item of discussion of the oversight committee. The recommendation can be worded as pending the report back from the oversight committee on this issue.
    - (4) The report by the oversight committee would be to the 70% Committee.
  6. Looking at the juvenile problem, could we make the juvenile centers alternative schools and require judges to sentence offenders to a one-year sentence.
    - (1) This is a good topic for the oversight committee.
    - (2) This type of mandatory sentencing would make a difference.
    - (3) There are legal technicalities connected to the alternative schools that may make this difficult.
  7. Most of the juveniles don't have a high school diploma.
  8. Explore some different paradigms to make a difference. Pursue the best practices and see if they can be implemented here.

9. Look and see where the critical needs are and what we can do to make a difference.
8. The motion was read again and approved.

3. Cooperative Service Agency Agreement – moved by Marilyn Howard and seconded by Tom Dillon to approve. The motion was carried
4. Workforce Investment Act Endorsement. Mike Rush reviewed the issues for the committee. Requirements of the WIA have an impact on the postsecondary institutions in regard to funding. An endorsement by the Board would give the Workforce Development Council leverage when it meets with the National Governors' Association.
  1. Waivers of federal regulations are available.
  2. **MOTION: Made by Marilyn Howard and seconded by to recommend to the SBOE that the they endorse greater flexibility in reporting education performance and cost information under the WIA.**
5. Professional Technical Education Report. DeVere Burton presented highlights of the professional-technical schools now operating in Idaho as a result of legislation enacted in 1998.
  1. Receive additional funding for added costs of professional-technical schools.
  2. Administered and funded as a separate school.
  3. Serve students from at least two attendance zones.
  4. Offer dual credit classes.
  5. Have at least one supervised field experience.
  6. There are 8 professional-technical schools in operation today. The enrollment this year is 2500-2600 students compared to 800 students last year. The projected enrollment for next year is 4000.
    1. This level of growth will impact the infrastructure of the postsecondary system. The Board needs to be prepared to address that issue fairly soon.
  7. Offer high-level programs.
  8. They need to be able to sustain what they start in the long-term.
  9. Discussion
    1. Field experience means that the student is out in a business for a portion of their education experience.
    2. There are several funding streams including the local districts, the Department of Education, secondary vocational program funding, professional-technical school added cost funds, and other entities (i.e., Albertson Foundation).
    3. These schools are all driven by the communities and each one is unique to the community.
    4. There will come a time when Board policy is challenged to assure these schools are able to sustain themselves in the future.
      1. Suggest bringing the professional-technical school administrators in to report to the Board.
6. Minority Recruitment/Retention Report. Mike Rush reviewed the background and overviewed the current report.
  1. The 70% Committee directed the higher education institutions report data yearly.
  2. This report contains data for the last two years as available.
  3. ACTION: The final report will be presented at the next meeting of this committee.
  4. The intent of the report is to check on progress and address negative progress.

5. Discussion
  1. The region and the incidence of the population to that region impacts the results.
  2. Another factor that impacts the report is the perception of minorities that Idaho (and regions of Idaho) are intolerant to diversity. That stigma is beyond the control of the institution and even of the Board.
  3. The question of how to get more minorities into teacher education is something this committee needs to continue to focus on. Can we get data by major to see how many students there are in teacher ed programs.
  4. Often minorities are recruited away from the institutions in Idaho to other jobs in other states at higher salaries because they are in high demand.
  5. Recruitment of minority students is made difficult by the dropout rates at the high school levels.
  6. Open admissions at the institutions would help. We could look to the 70% Committee to perhaps encourage that kind of policy.
6. Next Steps for this Committee in response to this report.
  1. Garner support for the budget requests/proposals that the SBOE has before the Legislature (Grow Your Own and the Success for All Students).
  2. Continue to draw attention back to the needs and issues.
  3. We need time to take the energy and initiative forward.
  4. We need, as a state, to reach parents and elevate their concern about the education (reading ability) of their children. Catch parents where they are to get the information and the message to them.
    1. Community centers
    2. Tribal councils
  5. Initiate a publicity campaign about the importance of education. Help from the state to address those kinds of things is necessary.
7. Minority Education Report
  1. Bob Sobotta, Jr. distributed minutes of the October meeting of the Indian Education Committee.
    1. They want very much to encourage more Native Americans to enter into teacher education programs.
    2. All five Tribes in Idaho attended the meeting along with representation from the BSU, LCSC, U of I.
    3. The committee meets again in December.
    4. Discussion
      1. What activities that would recruit Native Americans to education?
        - (1) Grant programs like the one initiated through the U of I that provide greater opportunity for Native Americans to enter the programs.
        - (2) These grants support the candidates with scholarships, tutoring support, etc.
8. Displaced Homemaker Act – update on legislation to amend Idaho Code. Mike Rush said this

legislation has been submitted to the Division of Financial Management.

9. Next Meeting. March 15 unless otherwise needed.
10. The meeting adjourned at 4:50 p.m.

**ITEM 2      BOARD INFORMATION**

**SUBJECT:    Minority Recruitment Report**

**BACKGROUND:**

An annual update, consisting of data from the Idaho Postsecondary Data System and data reported from the institutions will be collected and reported at the state level.

**DISCUSSION:**

At the November 1999 meeting, the Committee reviewed the current report. The final report was scheduled to be presented at the March 2000 meeting.

**STAFF RECOMMENDATION:**

To accept the report as presented.

**COMMITTEE ACTION:**

The Committee agreed/disagreed to forward the Minority Recruitment Report to the full Board as an information item.

**BOARD ACTION:**

None at this time. Information only.

**ITEM 2a - - Minority Recruitment Report**

This item is provided in hard copy only. Copies may be obtained from the Office of the State Board of Education.

### **ITEM 3 BOARD INFORMATION**

#### **SUBJECT: Corrections Education Subcommittee Update**

#### **BACKGROUND:**

At the November 1999 meeting of the Board, the 70% Committee was instructed to continue the Corrections Education Subcommittee.

The Subcommittee will define the key issues identified in the recommendations, implement the recommendations as appropriate and develop additional recommendations to propose to the appropriate agency.

The Corrections Education Subcommittee of the 70% Committee will function for one year and report regularly to the 70% Committee. At the end of a year the function and need of the subcommittee will be reviewed.

The subcommittee will consist of representatives from Department of Corrections, Department of Juvenile Corrections, Department of Education, Division of Vocational Rehabilitation, Division of Professional-Technical Education, Minority Education Task Force, Department of Labor, and Legislative Education Committees. The first order of business is to develop a budget, explore funding for the subcommittee and report back to the Board.

#### **DISCUSSION:**

Subcommittee members were contacted to determine on funding and facilitation of meetings. Each of the key agencies agreed to host a meeting and be responsible of the costs incurred for that meeting.

Before the first meeting could be held it was learned that legislation had been proposed (SB1288) to change the oversight of Corrections Education from the Department of Corrections to the State Board of Education. Representatives of the various agencies considered to be interested parties of the legislation agreed to meet to for discussion concerning the legislation. A copy of the meeting summary is attached (Item 3.a)

#### **STAFF RECOMMENDATION:**

To accept the information.

#### **COMMITTEE ACTION:**

To take into consideration the key points and observations made at the unofficial meeting of interested parties.

#### **BOARD ACTION:**

None at this time. Information only.

**ITEM 3a – Discussion Notes on Proposed Corrections Education Legislation February 4, 2000**

Meeting Participants:

James Spalding, Dept. of Correction	Jake Howard, Dept. of Correction
Doug Gray, Dept. of Correction	Marilyn Howard, Dept. of Education
Bob West, Dept. of Education	Shirley Spencer, Dept. of Education
Russ Hammond, Dept. of Education	Roy Valdez, Dept. of Labor
Pat Young, Div of Voc. Rehabilitation	Mike Rush, Div Professional-Technical Education
Sara Adams, Div. of Professional-Technical Education	

11. Observations

1. The message legislators hear is that most inmates will be released and they need to have employability skills.
2. Legislators fear that those who leave the system won't be skilled enough to work and will recidivate.
3. A joint legislative over-site committee may be correlating the substance abuse problem to education. The concentration of resources goes towards the inmate who will be getting out the soonest. This is the same approach taken for drug and alcohol treatment.
4. There aren't enough facilities within the Corrections system to facilitate greater numbers of inmates in classes.
5. Education suffers because of significant growth in prison populations.
6. The budget is impacted by the needs of the system overall not by whether or not specific programs are deserving and worthwhile. Legislators need to understand that offering additional programs isn't possible on the funds that are allocated.
7. The 70% Committee Corrections Education subcommittee has already identified needs, programs already in place, and recommendations to follow up on.
8. There are waiting lists in the vocational courses.
9. This legislation strikes out the "cooperation" component. Removing the language on cooperation suggests that the implementation can be unilaterally done by the education board.
10. Create a memorandum of understanding between the Board of Corrections and the State Board of Education that describes how educational services will be offered.
11. There seems to be no consideration of the education programs that are already in place.
12. Goals for education need to be realistic.
13. This legislation removes the assessment component from the Dept. of Correction. Assessment is critical to targeting resources to those who need it the most.
14. A better inmate tracking process is being implemented now to help analyze and make some of the choices as to who gets what kind of education and when.

15. The special-education students are covered by federal legislation requirements until they are 21. Currently there is a program within the Dept. of Corrections to provide that type of education in a high school setting with diploma options.
  16. There are many ways Corrections Education systems are run throughout the country. Some use contracted services, some use the community college system, some are like Idaho's, some use a school district with the Department of Corrections as the school board.
  17. There would be a number of infrastructure and interdepartmental connections that could flounder.
  18. At the minimum security institution, only about 50% of the inmates are leaving the system with a high school diploma which isn't as good as at Cottonwood. Inmates get significant incentives to complete educational goals at Cottonwood.
  19. Inmates with on-the-job-training and a decent salary tend to be more successful on the outside.
  20. Between 1983 and 1993 Corrections had a pre-employment training system. That program didn't teach job-specific skills, but rather generic skills. Even so, out of 300 released in 1993 entering unsubsidized employment, 72% are still outside of institutional custody.
  21. Talk to legislative committees about educational programs.
  22. Develop a concurrent resolution that educational programs need to be improved and expect the Departments involved to work together to make progress
  23. Generate a report for the sponsors and State Board
  24. Could use additional staff to facilitate coordination with voc rehab and professional-technical education.
  25. Statistics can be misleading.
12. Questions
1. Within whose budget will the money be appropriated?
  2. Can the SBOE access funding that the Dept. of Corrections isn't able to?
  3. How will this legislation improve the educational delivery system for inmates?
  4. Does a memorandum of understanding accomplish the same purpose?
  5. How does this affect the teachers? Would the legislation change the "state employee" status of Corrections educators and make them more like other teachers?
  6. Who would hire the instructors? The Dept. of Education doesn't do that. Would they come out of the local school district?
  7. How will this affect inmate assessment if the assessment judgement is removed from the Department of Corrections?
  8. Will this legislation really accomplish the desires of the legislators as far as "improving inmate education?"
  9. Will we be required to educate all inmates, some inmates, which inmates. etc.?
  10. How will safety and security issues be addressed?
  11. How will this legislation improve the "thinking process" of inmates?
  12. Will GED and increasing the literacy levels be sufficient to correct the problem of

recidivism?

13. What is meant by education?
  14. Where will the education take place?
  15. How would the State Board of Education hire the teachers?
  16. How would changing administration affect the momentum of existing effort?
  17. Is there or can there be research or a study done to see how many people are going to be released and what their needs are and how the SBOE would address those needs?
  18. What are the possible career paths of inmates who exit?
  19. What is the ability of the system to educate in relation to the numbers of inmates assessed? How many inmates are actually involved in the education process?
  20. What would the infrastructure really look like? What really is the role of education?
  21. What is needed to provide the optimum education program to inmates? Is there a gap?
13. Possible courses of action
1. Let the Bill's sponsor(s) know that Corrections and Education have had a discussion.
  2. Encourage them to let the 70% Committee finish their work and then look at it again next year to see what progress has been made.
  3. Suggest they develop a concurrent resolution expressing the legislative concern for improving educational services rather change the Code.
  4. **ACTION: draft a summary for the individual use of individuals in the group.**
14. Accreditation Report and Recommendations for Five-Year Plan.
1. Doug Gray summarized the accreditation report and the recommendations.

**ITEM 3b -- Senate Bill 1288: Relating To The Education Of Inmates Under The  
Jurisdiction Of The Department Of Corrections**

This item is provided in hard copy only. It can be accessed on the Internet at:  
<http://www3.state.id.us/oasis/minidata/html>

## ITEM 4 BOARD INFORMATION

### **SUBJECT: Professional-Technical Information Technology Initiatives**

#### **BACKGROUND:**

The demand for highly qualified technical training continues to increase as the computer and networking industries evolve. Recently estimates of between 200,000 to 1,004,000 unfilled information technology (IT) jobs have been commonplace. Idaho's school districts are currently fully realizing the impact of the IT worker shortage on recruiting and retaining qualified system administrators and network engineers.

Since 1994 the Idaho State Legislature through the Idaho Council for Technology in Learning has invested 10.4 million per year in technology in Idaho's schools. This investment coupled with donations from private foundations and federal grants exceeding 80 million dollars created a demand for hardware and software support in Idaho's schools. Due to the national IT worker shortage, many school districts found they could not attract or retain qualified IT personnel. To aid Idaho's school districts in managing the impact of the technology a technology support technician program was developed. The Technology Support Technician (TST) program offered through partnerships between the Idaho State Division of Professional-Technical Education and Idaho school districts focuses on providing students with the opportunity to acquire and apply skills which aid school districts in installation, maintenance, repair and trouble shooting of their IT infrastructure helping to alleviate the IT worker shortage.

In early 1999 the J.A. & Kathryn Albertson Foundation provided 2.8 million dollars in seed monies over a three year period to build upon the existing base of TST programs creating a new statewide secondary to postsecondary training infrastructure. This infrastructure is known as the Technical Network for Training (TNT) program. ***The TNT program provides a sustainable statewide network of IT training programs by bringing together existing resources from postsecondary and secondary education and business and industry to solve the school district IT shortage.*** The TNT program is presently delivered through a consortium of partnerships including: the Idaho State Division of Professional-Technical Education, Idaho technical colleges through membership in the Workforce Training Network (WTN), Idaho school districts who offer Idaho Networking Technology programs (formerly TST), Tech-Prep and/or other IT student training programs, Idaho Professional Technical Schools, and industry partnerships with international corporations such as Microsoft, Cisco, and Novell.

## **DISCUSSION:**

April 1, of 1999 the Idaho State Division of Professional-Technical Education through partnerships with private industry, the Workforce Training Network and Idaho's Technical Colleges began providing for the training needs of postsecondary vocational teachers and students, secondary vocational teachers and students, and district network support technicians through the following TNT programs:

TNT Jump Start Training Project - 171 school district network administrators from 96% of Idaho's school districts have received training in the Novell NetWare and Microsoft NT network operating systems. Statewide Cisco training is planned for early 2000.

The TNT Academy Program is fashioned after the successful Cisco Academy programs in which Regional Academies are set up to provide training and support for Local Academy programs. The main difference between the Cisco and the TNT concepts is that TNT provides Network Operating System (NOS) and A+ training in addition to Cisco curriculum. Idaho's Regional Academies are located in the six technical colleges throughout the state which have been provided the resources and staff to deliver high-end IT Novell, Microsoft, Cisco and/or A+ training to secondary INT program teachers, district system administrators, as well as postsecondary IT students. Teachers who receive training from a Regional Academy program in turn provide industry standard IT curriculum and training to Junior and Senior high school students in district INT programs. The training is integrated with in-school or work related experiences, ultimately providing the school with a trained group of student IT professionals to help install, maintain and troubleshoot school district IT infrastructure.

Currently there are 15 official Local Academies with an additional 10-12 scheduled to come online in July of 2000. The Academy concept has met with such success that Idaho school districts have started an additional 14 Cisco academies at their own expense. Benefits for the students include college credit for satisfactory course completion, industry standard curriculum providing the rigor and relevance the students require, and real world experience in the IT field.

In addition, upon completing the program each student will be adequately prepared to sit for the Microsoft, Novell, Cisco and/or A+ certification exams. Ultimately, graduates of the secondary Idaho Networking Technologies and the postsecondary TNT programs provide a pool of qualified IT professionals for employment in Idaho's school districts. As for the success of the program, this quote from one of the teachers in a local academy speaks volumes.

"Alice is a tough kid. Her parents aren't home much. She has pretty much raised herself and her sister. Alice signed up for Computer Science because she heard it was fun. Along comes the A+ curriculum and articulation with Boise State University. Students have homework with essay questions and 80% mastery on tests. Labs must be completed satisfactorily with a partner. Alice has an A in the class. She has asked where she needs to go for postsecondary training after high school. When I asked her why she said, 'I want to make something of myself. I don't want to always live in a trailer. Computers and technology are the future and I know I can get a job.' "

**STAFF RECOMMENDATION:**

This item is presented for information only.

**COMMITTEE ACTION:**

None required. Information only.

**BOARD ACTION:**

None required. Information only.

**ITEM 7      COMMITTEE INFORMATION**

**SUBJECT:    Legislative Update**

**BACKGROUND:**

The three pieces of legislation are: Senate Bill 1288 relating to the education of inmates under the jurisdiction of the Department of Corrections (see Item 3 of the agenda), House Bill 404a relating to displaced homemakers, and Senate Bill 1386 relating to the educational support program.

**DISCUSSION:**

Information item only.

**STAFF RECOMMENDATION:**

Presented as information only.

**COMMITTEE ACTION:**

None required.

**BOARD ACTION:**

None required. Information only.

**ITEM 7a – House Bill 404a - Relating To Displaced Homemakers**

This item is provided in hard copy only. It may be accessed on the Internet at:  
<http://www3.state.id.us/oasis/minidata.html>

**ITEM 7b – Senate Bill 1388 - Relating To The Educational Support Program**

This item is provided in hard copy only. It may be accessed on the Internet at:

<http://www3.state.id.us/oasis/minidata.html>

## **ITEM 8      COMMITTEE INFORMATION**

### **SUBJECT: Farm Crisis Initiatives**

#### **BACKGROUND:**

Late last fall at the request of a concerned Legislator, IDPTE was asked to help coordinate efforts to provide enhanced support services to struggling Idaho farm and ranch families utilizing existing agencies and institutions. At that time confirmation had just been received of a \$1.5 million department of labor grant to the University of Idaho in FY 2001 for the purpose of education and training for farm families. It was decided to form a special ad hoc committee on farm crisis intervention comprised of stakeholder agencies and facilitated by IDPTE staff.

As a result of meetings held in November and December, the committee has identified two key strategies in response to this serious farm crisis situation:

1. Creation of the "Idaho Ag Resources Network" which is an enhanced partnership of Idaho agencies and institutions to facilitate a high level of service to families asking for resources and assistance. The existing Idaho Agriculture Hotline initiated a few years ago by the Idaho Department of Agriculture as well as the U of I Cooperative Extension System county offices will serve as the primary referral network.
2. Training and coordination of services for lead staff in each of the Idaho agency stakeholders.

#### **DISCUSSION:**

The Idaho Ag-Resources network consists of many resources and agencies that are prepared to help farmers and ranchers who see the need to strengthen their existing operations and/or to look at other business and career opportunities. Experienced farmers and ranchers possess traits that will enable them to successfully plan and prepare for alternative enterprises as well as new career fields. The participating agencies and institutions within the state of Idaho which make up this network are drawing upon their combined resources and information to provide a high level of service to farm and ranch families.

One outcome of this cooperative effort is the creation of a pamphlet featuring phone numbers for the Ag Hotline, local extension offices, and the partner agencies and businesses. It can be used as an easy reference tool for anyone making inquiries or providing services.

#### **STAFF RECOMMENDATION:**

Information item only.

#### **COMMITTEE ACTION:**

No action required. Information only.

**Item 8a - - Farm Crisis Initiatives**

This item is a brochure and available only in hard copy. You may request a copy from the Division of Professional-Technical Education.

**ITEM 9 BOARD ACTION**

**SUBJECT: First Reading – Policy Change: Idaho State Board for Professional-Technical Education Section VII, Subsection H. Professional-Technical Schools**

**BACKGROUND:**

Section 5, a, (2) of the Policy for Professional-Technical Schools only outlined what would happen if the added cost of support units exceeded the available funding. This change addresses how to equally distribute the funds that are appropriated.

**DISCUSSION:**

The proposed policy uses a process similar to what is used by the Department of Education for distribution of state funds. The total number of units will be based on the professional-technical average daily attendance (ADA) as described under Section 6. The per unit value will be determined by dividing the total units into the amount of the appropriation.

**STAFF RECOMMENDATION**

To approve the policy change.

**COMMITTEE ACTION:**

To agree to forward the change in the Professional Technical Schools policy of the Governing Policies and Procedures of the Idaho State Board for Professional-Technical Education Section VII, Professional-Technical Education, Subsection H as exhibited in Item 9 to the full board for its consideration and action with the recommendation to approve/disapprove/table for first reading.

**BOARD ACTION:**

It was moved by \_\_\_\_\_ and carried to approve/disapprove/table the changes in the Professional Technical Schools policy of the Governing Policies and Procedures of the Idaho State Board for Professional-Technical Education Section VII, Professional-Technical Education, Subsection H for first reading as exhibited in Item 9.

**Item 9a - - First Reading Policy Change: Idaho State Board for Professional-Technical Education Section VII, Subsection H. Professional-Technical Schools**

This item is provided in hard copy only. Copies may be obtained from the Office of the State Board of Education.