

**State Board of Education  
70% COMMITTEE AGENDA  
April 19, 2000  
1:00 - 3:00 p.m.**

**Manwaring Center, Room 318  
Ricks College  
Rexburg, Idaho**

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**ITEM 1 COMMITTEE ACTION**

**SUBJECT: Minutes of the March 15, 2000 meeting**

**It was moved by \_\_\_\_\_ and carried to approve/disapprove the 70% Committee Minutes for March 15, 2000 meeting.**

**70% COMMITTEE  
March 15, 2000  
UNAPPROVED MINUTES**

**Members Present**

Dr. Shirley Spencer	Dr. DeVere Burton	Mr. Hector de Leon
Mr. Chuck Mollerup	Dr. Ranaye Marsh	Dr. Jerry Gee
Mr. Pat Young	Ms Ann Stephens	Ms. Karen Fraley
Mr. Steve Casey	Mr. Stan Brings (for Larry Barnhardt)	
Dr. Ray Sanders	Mr. Bob Sobotta, Sr. (for Bob Sobotta, Jr.)	

**Board Members Present**

Ms. Karen McGee	Mr. Jim Hammond	Dr. Marilyn Howard
Ms. Sam Haws		

**Staff to the Committee**

Dr. Mike Rush	Ms. Sara Adams
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**Others Present**

Dr. Cliff Green, IDPTE	Mr. Kirk Dennis, IDPTE	Mr. Jerry Engstrom, OSBE
Mr. Gary Felt, DFM	Mr. Mike Falconer, IDPTE	
Ms. Donna McArthur, Blackfoot School District and Indian Education Committee Vice Chair		
Ms. Claire Manning-Dick, Owyhee Nevada Duck Valley Reservation Secretary of Nevada Indian Education Committee)		

Facility Tour - - The meeting convened at 1:00 p.m. in Boise, Idaho at the Professional-Technical Education Center. The first order of business was a guided tour of the facility by Dr. Jim Schmidt of the Boise School District.

The regular business portion of the meeting began at 2:15 p.m.

1. Minutes November 1999 meeting
  - a. **MOTION to approve by Sam Haws, seconded by Karen McGee. Motion passed.**
2. Minority Recruitment Report
  - a. Mr. Engstrom from the State Board Office presented the annual Minority Recruitment Report for Higher Education. The Board requested that this update be provided each year. The report included:
    - i. The number of minority employees, the number of minority students receiving grants and scholarships and the fund source, the number of minority student graduates, and the minority student headcount (both full and part-time undergraduates).
  - b. Findings:
    - i. Minority enrollments at postsecondary institutions are increasing
    - ii. Percentage of Hispanic students enrolled in higher education is 3% compared to a 9% estimate of Hispanics aged 17 to 22 in Idaho s population.
    - iii. Numbers of minority faculty are low and fairly static over the past three years
    - iv. Scholarships information is mixed. Total numbers of scholarships across the state appear to be relatively static, however privately funded scholarships, particularly for Hispanics have increased significantly in 5 of 7 institutions. It should be noted that institutions have the most influence over private scholarships.
    - v. Mr. Hammond asked if the institutions could submit narrative information to compliment and explain the data.
      - (1) An extensive survey was sent out three years ago to the institutions collecting a significant amount of information. Since then, the report has consisted of data already collected by the Board office. However, additional steps can be taken to collect other data.
      - (2) It was agreed that next year s report would have additional analysis and interpretations of the data.
3. Corrections Education Subcommittee Update
  - a. The 70% Committee appointed a subcommittee to look at a variety of issues and recommendations relating to Corrections Education in Idaho. The subcommittee presented a report to the Board in November.
  - b. The Board passed a motion that the subcommittee continue for another year to see how to best implement the recommendations and to make it s first report to the Board in January.
  - c. Before the subcommittee could hold its first meeting legislation was proposed to move the responsibility for educating inmates from Department of Corrections to the State Board of Education (SB 1288).

- i. In response, an informal meeting was held by the concerned agencies to discuss the potential impact of the legislation on the educational services provided to inmates.
    - ii. The legislation has since been amended to emphasize better cooperation with the Department of Corrections.
    - iii. The Department of Corrections Board has not taken a position on the legislation.
    - iv. To date, the amended version of SB1288 is still in the Senate waiting to pass the 3<sup>rd</sup> reading.
  - d. Dr. Howard said it would be helpful to have an objective third-party evaluation of the issues to identify the real issues (faculty, services, efficacy of the programs, etc.). She suggested having that done.
  - e. It appears that the Board's Corrections Education subcommittee is the right forum to deal with correction education issues regardless of whether the legislation passes.
- 4. Professional-Technical Information Technology Initiatives
  - a. Dr. Cliff Green reported on the Professional-Technical response to the Board's request to increase the opportunities for preparing students in information technology. The report covered 6 initiatives involving partnerships with technical colleges, industry, foundations, etc. which have dramatically increased the numbers of people being prepared in information technology.
    - i. There is a high demand today for professionally trained IT personnel on a national and local level.
    - ii. By 2006 an estimated 1,004,000 IT positions will be available.
    - iii. There are not enough qualified people to fill these jobs.
    - iv. Industry leaders agree there are a lot of positions out there but not enough people to fill them.
    - v. Jobs with the most potential for base pay increase are those that are technology related.
    - vi. Since 1994 there has been an infusion of computer-related technology in Idaho's K-12 school system.
    - vii. There is a high need in education for information technology, but very limited resources.
    - viii. There is a huge infrastructure to support and Idaho needs to gear up to be able to support that initiative.
    - ix. The initiatives currently underway are:
      - (1) Jump Start Program
        - (a) One week of professional training in Novell or Microsoft for at least 112 school district network administrators.

- (b) To date, 171 from 109 school districts have been trained. Most were first-level classes.
- (2) Technical Network for Training
  - (a) A long-term solution to create a sustainable statewide infrastructure for training.
  - (b) Uses a partnership between the technical colleges Workforce Training Network and the Local District Network Academies.
  - (c) Albertson Foundation gave this effort a letter of recommendation to the Bill and Melinda Gates Foundation.
- (3) Professional-Technical Education Skills Grant
  - (a) Uses the TNT infrastructure.
  - (b) Designed to train teachers to teach A+ and CISCO programs.
  - (c) Will be done by June 30, 2000
- (4) The Information Technology Training Program (ITTP)
  - (a) Trains IT people within the state agencies.
  - (b) Since December 1998, 8584 employees have been trained.
  - (c) Now doing Web-based training which is a better use of resources. This offers different learning modalities.
  - (d) Since its inception, the ITTP program coordinated by the Division has saved the state over ½ million dollars.
  - (e) Agency partnerships have been created and strengthened.
- (5) Distance Learning Network
  - (a) Established with EDA funds connecting the state technical college system.
  - (b) A key development in using this system has been hiring a person housed at ISU to serve as a scheduler for the system
- (6) Health Professions Web-Based Delivery Courses
  - (a) Provides a web-based introductory health program to secondary students

5. Budget Initiatives

- a. The institutions and agencies will be asked for budget recommendations for special projects to make for the FY2002 budget. This is their opportunity for those entities to speak.
  - i. Hector de Leon said the Hispanic Education Task Force and Indian Education Committee ask the SBOE to strongly supported the initiatives that were proposed this year if they aren t funded by JFAC this year.

- ii. Mr. de Leon asked the 70% Committee to make a recommendation to the SBOE to ask the institutions to include the concepts in Success for All Students into their teacher education programs.
  - iii. Mr. Sobotta said procedural issues seem to be the problem not the quality of the proposals. He asked the committee to look at those procedural issues and correct them.
  - iv. Dr. Howard suggested that additional meetings with the Colleges of Education need to be held to address this issue.
  - v. Ms. Haws said that this might be a good time to have the institutions include action words addressing this point in their mission statements.
  - vi. Mr. Felt suggested special programs did have some success this year in the budget setting process. He also suggested that programs tend to do better the second time around.
  - vii. Although no formal action was taken, the consensus was that the Board should continue to ask for the two decision units targeting better teacher preparation for teaching minority students and that the colleges of education also be asked to focus on this issue as they work on their teacher education reform efforts.
6. Minority Report
- a. The primary topic of the discussion in the Indian Education Committee and the Hispanic Task force were the two minority education budget requests.
7. Legislative Update
- a. Dr. Rush said two pieces of legislation that went through this committee (HB 404a and SB 1386). It is expected that both bills will pass through the legislature as there has been no opposition.
8. Farm Crisis Initiative
- a. Dr. Rush said that Representative Jones approached the IDPTE to work with other agencies to coordinate an effort to address the issue of farmers in crisis. This effort uses existing resources to put into place a safety net to help farmers who are at risk of losing their farms. It is a coordination of training and services.
9. First Reading of Professional Technical Schools Policy Change of the Governing Policies and Procedures of the Idaho State Board for Professional-Technical Education Section VII, Professional-Technical Education, Subsection H
- a. Dr. Rush said that the change would parallel the procedure used by the Department of Education to calculate and distribute public school funds.

i. Committee Action:

- (1) 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.
- (2) **MOTION made by Sam Haws and seconded by Marilyn Howard to forward the policy change as presented to the full Board with the recommendation to approve it for first reading. Motion passed.**

10. Next Meeting - - April 19, 2000 @ Rick s College in Rexburg.

11. The meeting adjourned at 4:30 p.m.

## **ITEM 2      COMMITTEE INFORMATION**

**SUBJECT:    Presentation by the Division of Vocational Rehabilitation**

### **BACKGROUND:**

The Idaho Division of Vocational Rehabilitation provides services required to go to work and assists in locating suitable employment. Only services that are required to reach employment are provided. Some of the options available include: Professional counseling, evaluation, medical assistance, training, tools and licenses, job development and placement, and follow-along.

### **DISCUSSION: None**

Video Tape visit with Bruce Bowen of rural Burley. Bruce has quadriplegia and uses an electric wheelchair. He experienced his injury in a farming accident. He has been able to maintain his dairy and grain farm and is now finishing an agriculture management degree with CSI in Burley & from his living room. Agriculture consulting will supplement his farming income. IDVR has been at his side from injury to rehabilitation.

Newly approved budget allows the establishment of a new school work office in the Coeur d'Alene school district. Plans are underway to implement the new office in July with new staff to provide services to students with disabilities.

Corrections (Adult and Juvenile). IDVR has been in recent contact with Jim Spaulding and Brett Reinke concerning improved and expanded rehabilitation services to this inmate population. Results of these efforts will be shared.

Accountability of the Vocational Rehabilitation program. An overview of system and outcome accountability. A discussion of how IDVR follows a person in the system and then after exiting the system. A survey will be presented with findings of job longevity and salary increases after rehabilitation.

**STAFF RECOMMENDATION:** Information only. No action needed.

**COMMITTEE ACTION:** Information only. No action needed.

**ITEM 3      COMMITTEE INFORMATION**

**SUBJECT:    Minority Recruitment Report Update**

**BACKGROUND:**

The Minority Recruitment report was presented at the March 15, 2000 meeting. In reviewing the data several errors were noted. The corrected version is submitted at this meeting.

**DISCUSSION:** None.

**STAFF RECOMMENDATION:** Information only. No action needed.

**COMMITTEE ACTION:** Information only. No action needed.

**ITEM 3a      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 4      BOARD ACTION**

### **SUBJECT:    Minority Education Budget Request**

#### **BACKGROUND:**

The Hispanic Education Task Force and the Indian Education Committee in their recommendations of 1991 and 1992 respectively, identified a need for trained teachers in multi-cultural education with an endorsement in bilingual/ESL education to teach children with Limited English Proficiency (LEP). They also recognized the importance of properly prepared teachers to the success of minority students. The need for trained teachers has increased and continues to grow.

The Indian Education Committee and the Hispanic Education Task Force (subcommittees of the 70% Committee) and staff from the Department of Education and the Division of Professional-Technical Education worked with representatives of the colleges and universities to develop recommendations to address this need.

In December 1998, the State Board of Education adopted a resolution for preparing teachers in multi-cultural education. The adoption of the resolution reinforced Idaho's desire to not only close the performance gap between Native American, Hispanic and other minority students with those of their Anglo counterparts, but to also develop a plan for making sure Idaho's teachers were prepared to help close that gap.

The initiatives outlined below represent Idaho's goal that each and every student have an increased opportunity to receive a high-quality education and the chance to achieve to the highest academic standards.

1.      Grow-Your-Own Teacher Program
2.      Success for All Students: Pre-Service and In-Service Teacher Training Project

**DISCUSSION:**

The Idaho Department of Education reports that 19,000 students who come from homes where the language spoken is other than English are currently enrolled in the public schools . Of these children, 13,251 are LEP. In total, the 19,000 students came from 59 different languages. The population of 13,251 LEP children represent 52 different languages spoken by their parents. The increase comes from children from Mexico, as well as children of refugees from Yugoslavia, Croatia, etc. Idaho currently has only \_\_\_ ESL teachers in the state.

It is clear that Idaho must drastically increase the numbers of bilingual/ESL endorsed classroom teachers as well as better prepare all teachers to work with children from diverse ethnic backgrounds.

(See additional project detail on subsequent pages.)

**STAFF RECOMMENDATION:**

The staff recommends approval of two funding requests to improve the numbers of ESL teachers and the preparation of all teachers in working with children from different ethnic backgrounds.

**COMMITTEE ACTION :**

To recommend to the full Board that they approve/disapprove as a special project, the \$217,800 budget request for the Grow-Your-Own Teacher Program. for FY2002.

To recommend to the full Board that they approve/disapprove as a special project, the \$478,000 budget request for the Success for All Students: Pre-Service and In-Service Teacher Training Project for FY2002.

**BOARD ACTION:**

It was moved by \_\_\_\_\_ and carried to approve/disapprove as a special project, the \$217,800 budget request for the Grow-Your-Own Teacher Program. for FY2002.

It was moved by \_\_\_\_\_ and carried to approve/disapprove as a special project, the \$478,000 budget request for the Success for All Students: Pre-Service and In-Service Teacher Training Project. for FY2002.

## **ITEM 4a Grow Your Own Teacher Program**

### **The Need**

Currently, the majority of all Limited English Proficiency (LEP) students are placed in classrooms with teachers who have little or no background in, nor training to effectively address the needs of these students. Idaho school districts tend to rely on Hispanic bilingual Instructional Assistants to serve LEP students. While some of these aides have had many years of classroom experience and some training in teaching methods, they have for the most part no specific training or formal preparation. Statistics follow.

" Out of 16,759 certified teachers in Idaho during the 1997-98 school year, only 114 were Hispanic (less than 1%), 14 were Black, 90 were Asian or Pacific Islander, and 23 were Native Americans (Source: Idaho Department of Education, *Evaluation of Programs for LEP Students*, 1997-98)

" Only 92 of these certified teachers were assigned specifically to provide ESL (English as a Second Language) or Bilingual Instruction (Source: Idaho Department of Education, *Evaluation of Programs for LEP Students*, 1997-98).

" 389 non-certified Instructional Assistants were assigned to serve the 16,328 LEP students enrolled in Idaho public schools in 1997-98 (Source: Idaho Department of Education, *Evaluation of Programs for LEP Students*, 1997-98).

" 70% of Idaho educators in high minority districts surveyed said recruiting and retaining qualified personnel was key to student success (Source: NWREL *Regional Needs Assessment*, 1999).

### **Program Purpose/Design**

The purpose of the *Grow Your Own Teacher Program* is to increase the number of certified minority teachers in Idaho, which will then improve educational outcomes for Idaho's minority students.

The Program has been designed as a partnership between Idaho's Colleges of Education and local school districts to provide qualified Instructional Assistants with teacher education classes. Classes will be held in outlying areas where participants live and work. They will be held in the afternoon so that participants can continue to work, pursue their degrees and still have time for their studies and their families.

(Continued on next page)

All participants will be local residents, owning or buying their own homes, with spouses and family members in the area. This will assure that most will stay in the area and not leave for jobs in other states. The Instructional Assistants will obtain at least 18 credits per year toward a B.A. or B.S. degree in Education with an emphasis on Bilingual Education or English as a Second Language. Thirty students would be recruited and enrolled during the first year. If funding allows, that number would increase in subsequent years.

### **Impact of the Program/Expected Results**

By increasing the number and quality of minority teachers, it is anticipated that the *Grow Your Own Teacher Program* will improve minority student achievement. *Grow Your Own* will impact education in Idaho by

- ~ reducing the minority dropout rate by providing teachers who can effectively identify and address the unique needs of LEP, Hispanic and other minority students;
- ~ preparing minority and LEP students to perform more competently on standardized testing such as the ITBS and TAP tests, to improve their reading ability and their ability to meet exiting standards;
- ~ increasing the number of minority students participating in Gifted and Talented Programs and Advanced Placement courses;
- ~ increasing the number of minority students who enroll in Idaho's colleges and universities;
- ~ increasing the number of qualified and certified minority teachers who have the special training needed to address the unique needs of diverse students.

In addition to these outcomes, the *Grow Your Own Teacher Program* would provide a career ladder for individuals from ethnically diverse backgrounds to become certified teachers. This program was used a number of years ago in the state and produced outstanding results. It works!

(Continued on next page)

**Budget**

Description	Expenses
<p><b>Personnel Costs:</b>            3 part-time educators @ \$20,000 each = \$60,000            Fringe benefits: \$60,000 x .32 = \$19,200            Tutor assistance: 2,000 hours x \$6.50/hr = \$13,000            Secretarial Assistance: 1,500 hours x \$6.50/hr. = \$9,750            Travel to local education agencies by tutors, staff and participants = \$6,850</p> <p style="text-align: right;">TOTAL</p>	\$ 108,800
<p><b>Operating Expenses (Training Stipends):</b>            Tuition for 30 students @ \$1,200 x 2 semesters = \$72,000            Tuition for 30 students @ \$500 (summer session) = \$15,000            Books for 30 students @ \$300 x 2 semesters = \$18,000            Books for 30 students @ \$133.33 (summer) = \$4,000</p> <p style="text-align: right;">TOTAL</p>	\$109,000
<b>TOTAL</b>	<b>\$217,800</b>

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## **ITEM 4b Success for All Students: Pre-Service and In-Service Preparation Project**

### **Success for All Students: Pre-Service and In-Service Teacher Training Project**

#### The Need

The Idaho Department of Education reports that 17,790 students currently enrolled in public schools come from homes where the language spoken is other than English. Over 59 languages are represented by these students who come from Mexico, Yugoslavia, Bosnia, Croatia, Vietnam, and many other places. Idaho currently has only 92 ESL (English as a Second Language) teachers. Meeting the educational needs of these students presents a great challenge to Idaho educators as reflected in the following statistics:

Finding effective strategies for helping students who are not succeeding in school was rated high or very high in importance by 94% of Idaho educators (Source: NWREL Regional Needs Assessment, 1999).

Helping students meet performance standards by improving teacher preparation was rated very high in importance by 90% of Idaho educators (Source: NWREL Regional Needs Assessment, 1999).

Only 92, of the total number of certified teachers in Idaho during the 1997-1998 school year, were assigned specifically to provide ESL or Bilingual instruction. (Source: Idaho Department of Education, Evaluation of Programs for LEP Students, 1997-1998).

#### Program Purpose/Design

The *Success for All Students* project would improve the academic achievement and success of Idaho's minority and LEP students by providing Idaho educators with training in cultural, ethnic, and language diversity issues in K-12 classroom.

This project would provide funds to Idaho's Colleges of Education to work in partnership with local school districts to develop teacher education preparation and in-service training to provide public school teachers with skills needed to meet the educational needs of Hispanic, Native American and other Limited English Proficient students. It will infuse into teacher education programs the most effective and proven instructional strategies and methodologies for serving the growing number of students from diverse backgrounds. The project will address: Pedagogy; Curriculum; Assessment; and Classroom Climate. Teachers will develop competencies for working with these students by employing methods, strategies, content and assessment tools appropriate to this student population. The project will also include: program development, curriculum development, evaluation, and cooperative pilot programs.

### Impact of the Project/Expected Results

By improving the skills of teachers who work with minority and LEP students, the performance of these students will increase. The *Success for All Students* project will impact education in Idaho by

reducing the drop-out rate of Hispanic, Native American and other Limited English Proficient (LEP) students;

increasing the number of Hispanic, Native American and other Limited English Proficient (LEP) students who complete high school;

increasing the number of Hispanic, Native American and other Limited English Proficient (LEP) students who participate in the Gifted and Talented program and Advanced Placement courses;

raising test scores of Hispanic, Native American and other Limited English Proficient (LEP) students;

increasing the number of certified teachers in Idaho who are qualified to work with minority and LEP students; and

providing access to the most effective and proven instructional strategies and methods for Idaho's public school teachers.

Budget

Description	Expenses
<p><b>Personnel Costs:</b>            Personnel Costs: \$225,000.00                3 full-time educators @ \$45,000.00 = \$135,000.00                1 part-time instructor 44% time = \$20,000.00                Fringe Benefits = 32% x \$155,000.0 = \$49,600                Clerical support = for the 4 projects= \$30,400                    3 areas @ \$8,500                    1 project @ \$ 4,900</p>	<p>\$235,000</p>
<p><b>Operating Expenses</b>            Travel to coordinate and provide inservice training with local educational agencies:                3 x \$10,000.00 = \$30,000.00                1 x \$ 5,000.00 = \$ 5,000.00                Total travel = \$35,000.00</p> <p>Diversity Conferences - one per institution and total of 4 (Trainers and assistance to conference participants):            \$80,000.00</p> <p>Tuition assistance for teachers to take the needed inservice for credit: \$105,000.00</p>	<p>\$220,000</p>
<p><b>Equipment</b>            Equipment: Computers, and other equipment necessary for inservice and preservice training: \$23,000.00</p>	<p>\$23,000.00</p>
<b>TOTAL</b>	<b>\$478,000</b>

**ITEM 5 BOARD ACTION**

**SUBJECT:** Rule Change - First Reading  
Repeal in its entirety, IDAPA 55.01.03 Perkins Title III Secondary Funding  
Formula Waiver

**BACKGROUND:**

IDAPA 55.01.03 was promulgated this past year under the assumption that the federal regulations would allow Title I funding to be used as a model. That has not turned out to be the case.

**DISCUSSION:**

A semi-final ruling has been received from the U.S. Department of Education on Idaho's distribution formula for secondary Perkins funds. They are now allowing Census compatible age designations and not allowing Title 1 funding to be used as a model. This negates the need and direction for the Chapter 3 rule. As a result IDAPA 55.01.03 needs to be repealed in its entirety.

**STAFF RECOMMENDATION:**

To approve the rule change and repealing of IDAPA 55.01.03 Perkins Title III Secondary Funding Formula Waiver in its entirety.

**COMMITTEE ACTION:**

To agree to forward the rule change and repealing of IDAPA 55.01.03 Perkins Title III Secondary Funding Formula Waiver in its entirety to the full board for its consideration and action with the recommendation to approve/disapprove for first reading.

**BOARD ACTION:**

It was moved by \_\_\_\_\_ and carried to approve/disapprove the first reading the rule change and repealing of IDAPA 55.01.03 Perkins Title III Secondary Funding Formula Waiver in its entirety as exhibited in Item 2a

**ITEM 5a      IDAPA 55.01.03 - Rules Governing Perkins Title III Secondary Funding  
Formula Waiver**

This item is provided in hard copy only. To obtain a copy contact the Division of Professional-Technical Education or access on the Internet at the following Web site address:

<http://www2.state.id.us/adm/adminrules/rules/idapa55/55index.htm>

## **ITEM 6 COMMITTEE INFORMATION**

**SUBJECT: Correctional Education Distance Learning Postsecondary Project**

### **BACKGROUND:**

The Department of Correction Education Bureau began studying the possibility of bringing postsecondary education to Idaho s inmate population via distance learning about 18 months ago. They looked at a variety of programs and entities to partner with in this endeavor. Intense research into the most suitable curriculum, format, and equipment suitable for distance learning delivery has taken place. They are now at a point of being ready to purchase compressed video equipment and making curricular decisions for their pilot service delivery.

### **DISCUSSION:**

Meetings with ISU, BSU and LCSC distance learning and curriculum staff have taken place and the decision made to offer non-credit courses to pilot the first year of delivery. Now the Department of Corrections Bureau of Education is seeking input from the Workforce Training Network and other appropriate faculty to discuss what programs will work best under the conditions and restrictions that apply to this unique population.

The Department of Corrections Bureau of Education is seeking courses for the Youth Offender grant that will: adapt to compressed video delivery; prove cost-effective for both colleges and prison education; meet reasonable duration timelines for short-term, transient population; consider security tool restrictions in any lab work required; contain institutional work experience opportunities; provide documentation from the colleges indicating competencies or transcribed work completed; and conclude in post-release employment.

The programs being suggested by the Bureau of Education for consideration include Electrical Technician, Cosmetology and A+ Certification through ISU; Custodial Science, Flagging and Medical Transcription through LCSC; and, Culinary Arts, Customer Service and Office Occupations through BSU. These are simply suggestions, however, the Department of Corrections is desiring each institution to participate with one program being offered this year with expanded curriculum in subsequent years.

**STAFF RECOMMENDATION:** None required. Information only.

**COMMITTEE ACTION:** None required. Information only.

**BOARD ACTION:** None required. Information only.

**ITEM 7 BOARD ACTION**

**SUBJECT: Final 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. The first reading of this policy change was at the March 2000 Board meeting.

**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 for final reading.

**BOARD ACTION:**

It was moved by \_\_\_\_\_ and carried to approve/disapprove 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 final reading as exhibited in Item 9.

**Item7a Policy Change**

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**Idaho State Board for Professional-Technical Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: VII PROFESSIONAL-TECHNICAL EDUCATION**

**SUBSECTION: H. Professional-Technical Schools**

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5. Professional-Technical School Added Cost Unit Funding

Idaho Code § 33-1002G provides school districts an opportunity to establish professional-technical schools that qualify for funding appropriated for the specific purpose of supporting the added cost of professional-technical schools. The funds are appropriated to the State Board for Vocational Education to be expended by the Division of Vocational Education.

a. Professional-Technical School Added Cost Unit Calculation

(1) The added cost factor for professional-technical schools is calculated by multiplying .33 times the support units generated in the professional-technical school. Added cost support units for professional-technical schools will shall be calculated by dividing the ADA by the support unit divisor of 18.5 unless a different ratio is already pre-determined by the State Department of Education. The per unit value for each added cost support unit shall be based on the total state public school funding driven by support units. Currently this includes salary-based apportionment, state paid employee benefits (less state unemployment), base support, and safe environment provisions.

(2) ~~If the number of added cost support units exceeds the available funding,~~  
Once the professional-technical appropriation is made, the per unit value will shall be reduced proportionately determined by dividing the total units into the appropriation.

**ITEM 8      BOARD INFORMATION**

**SUBJECT:    Technical College Facilities Study**

**BACKGROUND:**

At the June 16, 1999 meeting of the 70% Committee there was discussion about capacity building and the related issue of facilities. As technical programs (colleges) grow or expand, the facilities are not always able to keep up with the growth.

**DISCUSSION:**

There is a question of how critical the issue of facilities for technical programs is on the campuses and how the system might begin to address the problem. All of the technical colleges indicated that space was indeed a problem that could become more serious. Increased pressure from students coming from professional-technical schools was identified as one of the factors that would make the space problems more serious.

As a result of the discussion at the June 16, 1999 the 70% Committee proposed developing a system-wide evaluation of the technical system (facilities) to meet the increasing capacity. The Division of Professional-Technical Education was charged with conducting the study. The study was completed and is presented as information.

**STAFF RECOMMENDATION:** This is an information item. No action is required.

**COMMITTEE ACTION:** Information only. None required.

**BOARD ACTION:** Information only. None required.

**ITEM 8a      Technical College Facilities Study**

2/22/00

This item provided in hard copy only. Copies may be obtained from the Division of Professional-Technical Education.

## **ITEM 9      BOARD INFORMATION**

### **SUBJECT:**

First Reading: Section VII Professional-Technical Education policies into the Governing Policies and Procedures of the State Board of Professional-Technical Education Policy Manual

### **BACKGROUND:**

Idaho has a streamlined educational structure with a single State Board of Education responsible for all public education including academic and professional-technical education from kindergarten through graduate school. The single Board of Education structure in Idaho allows for a seamless, more accountable system of education, working cohesively for the betterment of the citizens of Idaho.

In 1919, the Idaho Legislature enacted Idaho Code Section 33, Chapter 22, Professional-Technical Education - Federal Aid which designated the State Board of Education as the State Board for Professional-Technical Education.

In addition, Idaho Code 33-2205 directs the State Board of Education to appoint an administrator to the State Board for Professional-Technical Education, known as the administrator of professional-technical education. The State Board delegates to the state administrator, the chief executive officer of the statewide system, the responsibility to supervise and manage professional-technical education in Idaho. The division administrator shall report to the Board through the Executive Director.

### **DISCUSSION:**

Idaho's Professional-Technical Education System consists of programs and services in secondary schools, the technical college system and a system office—the Division of Professional-Technical Education. Idaho's Professional-Technical Education System is the state's primary educational delivery system for preparing Idaho's workforce.

The Division of Professional-Technical Education provides leadership, advocacy and technical assistance for professional-technical education in Idaho by targeting resources, organizing and applying industry input, and creating policies and guidelines necessary for high quality technical education.

In keeping with its defined and assigned duties and responsibilities, the Division of Professional-Technical Education has routinely developed, compiled and maintained both Administrative Rules (IDAPA 55) and Governing Policies and Procedures for Professional-Technical Education. All Governing Policies and Procedures of the Professional-Technical Education System have been officially approved by the State Board of Professional-Technical Education throughout the years.

In order to more effectively communicate with members of the State Board of Education and help them better incorporate their responsibilities as the State Board for Professional-Technical Education into their other duties, the Division formatted its system operating policies into a format similar to the one used by the Office of the State Board of Education. The Division identified its operating policies as Section VII to make it more convenient for the Board members themselves to read and follow the content.

Now, the Division of Professional-Technical Education seeks to further provide the members of the Board with ready access to the operating policies of the Professional-Technical Education system. Therefore, the Division is bringing forward Section VII Professional-Technical Education to the Board for insertion into the Governing Policies and Procedures of the State Board for Professional-Technical Education.

**STAFF RECOMMENDATION:**

To approve the insertion of Section VII Professional-Technical Education policies to the Board for its insertion into the Governing Policies and Procedures of the State Board for Professional-Technical Education.

**COMMITTEE ACTION:**

To agree to forward Section VII Professional-Technical Education policies for insertion into the Governing Policies and Procedures of the State Board for Professional-Technical Education the with the recommendation to approve/disapprove/table the action.

**BOARD ACTION:**

It was moved by \_\_\_\_\_ and carried to approve/disapprove the insertion of Section VII Professional-Technical Education into the Governing Policies and Procedures of the State Board for Professional-Technical Education.

**ITEM 9a      Section VII State Board of Professional-Technical Education Governing Policies**

This item provided in hard copy only. Copies may be obtained from the Division of Professional-Technical Education.