

**State Board of Education
70% COMMITTEE AGENDA
June 14, 2000
1:30 - 5:00 p.m.**

**Palouse Room
North Campus Center
University of Idaho
Moscow, Idaho**

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ITEM 1 COMMITTEE ACTION

SUBJECT: Minutes of the April 19, 2000 meeting

It was moved by _____ and carried to approve/disapprove the 70% Committee Minutes for April 19, 2000 meeting.

**70% Committee
April 19, 2000
Ricks College**

UNAPPROVED MEETING MINUTES

Members Present:

Pat Young	Barry Thompson	Karen Fraley	Ranaye Marsh
Jerry Gee	Ray Sanders	Stan Brings (for Larry Barnhardt)	
Steve Casey	Chuck Mollerup	DeVere Burton	Hector de Leon

Ann Stephens Miles La Rowe

Staff:

Mike Rush
Sara Jones

Board Members:

Jim Hammond	Karen McGee
Serevina Haws	Marilyn Howard

Others Present:

Kirk Dennis	Alberta Friday	Robert Young	Maggie Blackburn
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2. Minutes of the March 15 meeting. **Motion by Karen McGee and seconded by Severina Haws to approve the minutes of the March 15, 2000 meeting. Motion Passed.**
3. Presentation by Division of Vocational Rehabilitation
 1. Barry Thompson introduced the presentation by saying that Vocational Rehabilitation serves clients who fall into the 70% population in many different settings.

1. Burley, Idaho client, Bruce Bowen was featured on video to give insight into the advances in rehabilitation technology and techniques.
 - (1) Individuals from CSI met with Mr. Bowen and designed delivery so that he could take over 90% of the classes needed for a Agribusiness Management degree right from his home computer.
 - (2) Many kinds of habitations need to be considered to return clients to what is a normal, functional life-style.
 - (3) A quote from Mr. Bowen - - "If this sort of thing has to happen, technology is everything."
2. School-Work transition programs - These are for public school students with disabilities to prepare them for the world of work.
 - (1) There are 8 SWT offices in the state. Another position is approved for FY2001 in Coeur d'Alene
 - (2) Served 1,623 SWT students in FY1999 and 169 were rehabilitated. In FY 2000 to date, 1,569 students have been served.
3. Adult Corrections
 - (1) Partnership between IDVR and Corrections - individuals in transition from the institution with poor work histories and documented stories of maladaptive behavior are referred directly to IDVR.
 - (2) In 1999, 684 inmates were paroled out of the state institutions and 80% of those had disabilities that significantly impeded their ability to obtain employment. 50% of individuals paroling out of the institutions in Idaho have a traumatic brain injury.
 - (3) IDVR has a high success rate with rehabilitated individuals. This results in a savings in institutional costs.
 - (4) In FY 1999 1,209 inmates were served and 172 rehabilitated. In FY2000 to date, 1,035 have been served.
2. Juvenile Corrections
 1. Partnership between IDVR and the Department of Juvenile Corrections.
 2. Pilot Program initiated in July 1999. Youth served are ages 16-21 and they have multiple disabilities. Transportation is a major concern as the juveniles cannot travel and the one counselor has to travel to get to the juveniles.
 3. As of March 2000, 60 clients had been served.
3. Accountability
 1. The IDVR can provide numbers regarding clients served, clients rehabilitated, program and status information, disability status, acceptance rate, rehabilitation rate and success rate.
 2. Retention and wage earnings study has been completed at the national level. (5,500 clients were evaluated)

- (1) Among those who achieved success outcomes, 84.1% were working at the end of 1 year, 81.2% were working 2 years later, and 78.3 were still working after 3 years.
 - (2) In Idaho a follow-up was done for a 2 year period of time.
 - (1) 75% were still working 2 years later at the end of FY99
 - (2) Hourly earnings after 2 years were at \$6.50 at the end of FY1999.
4. 2002 Budgetary Needs.
 1. Case Services Catch-up Funding - - transfer of central office staff to field services positions has resulted in a decrease in the amount of case service funds available per counselor. Additional funds are necessary to address the VR caseload.
 2. Twin Falls/Jerome SW project - - goal is to establish a SWT office in Twin Falls/Jerome area in FY2002.
 3. Adult Corrections Project in Idaho Falls/Pocatello.
 4. Juvenile Corrections Project in Idaho Falls/Pocatello.
 5. Workforce Development One Stop Shared Costs - - state funding will be required to address additional operating expenses resulting from IDVR participation in the One Stop Center concept as prescribed by the Workforce Investment Act.
5. Questions and Discussion
 1. Robert Young asked about statistics regarding minorities. Mr. Thompson said those could be provided.
4. Minority Recruitment Report
 1. Discussions have started on how to provide better interpretive data with the statistics. Those interpretations will be included with next year's report.
 2. A revised report with corrected data was submitted
 1. Findings:
 - (1) Minority enrollments at institutions are increasing
 - (2) Number of minority faculty are fairly low and relatively static
 - (3) Numbers of private scholarships have increased significantly in five of the seven institutions.
5. Minority Education Budget Requests
 1. The Indian Education Committee and the Hispanic Education Task Force were in agreement to forward the two requests again this year.
 1. Both projects were approved by the legislative education committees last session, but were not funded by JFAC.
 2. Grow Your Own
 - (1) Would provide money to make teacher education available to people working in the school districts as aids in ESL programs. Money would support additional instruction in outlying areas and stipends for the students to be able to participate

- (2) Has been successful in the past. It has been funded by the federal government but not the state. This is a request for state support.
 - (3) Correction on page 11 - - people do not have to be buying their own home to qualify
- 3. Success for all Children
 - (1) Would help teachers prepare to successfully teach minority children.
 - (1) Have worked with the Deans of the Colleges of Education to put this request together. More work needs to be done with the Deans, however this request does highlight the problems with LEP students.
 - (2) It was pointed out that this effort is closely related to Idaho's Most. This proposal would help support the goals identified in those standards.
 - (3) The numbers of ESL students listed on page 16 should be 19,000.
- 2. Discussion
 - 1. Grow Your Own is open to all people who working as teacher assistants - not just minorities. Most people working as ESL aids, however, are bilingual and minorities fill most of those positions.
 - 2. Idaho needs ESL teachers and can either recruit them from out-of-state which is difficult and expensive or can help people who have already shown an interest become certified.
 - 3. The FTP identified in both proposals are primarily instructors.
 - 4. Career planning would also be one strategy that should be used to improve minority student success
 - (1) CDA is working this summer to include career pathways as part of the curriculum rewrite
 - (2) Many other school districts are organizing course planning around career pathways
 - 5. Many funding sources are being directed toward minority student success. The reading initiative will direct more attention and dollars to helping these students succeed.
 - 6. BSU has a five-year federal grant to provide bilingual education.
 - 7. A legislative directive was passed to study the ESL issue. The legislature would like more specific data regarding student scores to determine whether state and federal dollars are being used effectively.
 - 8. 75% of the Indian population falls into the level 1 reading category and needs attention.

3. COMMITTEE ACTION:
 1. These requests are on agendas for the Finance Committee and the Academic Affairs Committee. The actual funding motion would come through the Finance Committee.
 - (1) **Motion by Karen McGee and seconded by Severina Haws to recommend both proposals to the Board. Motion passed.**
6. Rule Change - - IDAPA 55.01.03
 1. Last year this rule was written regarding the distribution of money to school districts related to federal funds. Since that time the federal requirements has changed so the rule is no longer relevant.
 2. COMMITTEE ACTION:
 1. **Motion by Karen McGee and seconded by Severina Haws to repeal the IDAPA 55.01.03. Motion carried.**
7. Corrections Education Distance Learning Project
 1. The 70% Committee initiated a number of discussions regarding Corrections Education about a year ago. Since then a number of meetings and efforts have taken place including the appointment of a subcommittee to study the issues. The subcommittee will be meeting shortly to continue those discussions.
 2. In addition, collaboration has taken place to put into place a distance learning pilot project for delivering training to inmates. There is a struggle to provide the training without violating security regulations.
 3. A conference last week between Corrections and technical colleges indicated that the best program to offer would be the A+ Certification.
8. Policy Change for Professional-Technical Schools - Final Reading
 1. Corrects an oversight in the original policy which dealt with how the appropriate funds should be distributed.. This would allow the distribution of all the funds.
 2. Note: This policy will be brought to the Board in June to promulgate it as a rule.
 3. COMMITTEE ACTION:
 1. **Motion by Marilyn Howard and seconded by Karen McGee to amend the Professional Technical Schools policy regarding distribution of funds. Motion carried.**
9. Technical College Facilities Study
 1. The 70% Committee discussed the problems created by increased growth in technical programs.
 2. A baseline study was done to identify the availability of facilities and the scope of the problem.
 3. The findings indicate that facilities are indeed scarce and that institutions are dealing with those limitations in a variety of ways including night classes, distance learning, shared facilities with high schools and other agencies, off campus sites, using grant funds to build facilities and remodeling of existing space.

4. Space issues will continue to be evaluated.
10. Policy item was pulled for future consideration.
11. Transition of 70% Committee
 1. Discussions are underway regarding the reorganization of Board committees. This is an effort to streamline the workload, improve staff utilization and more effectively target Board efforts.
 2. One proposal would reduce the number of Board committees by combining existing committee functions.
 1. The 70% Committee can provide input to the Board in the designing and defining of the new committee structure.
 2. Ideas should be forwarded to the Board office.
 3. The meeting in June will focus on initiatives dealing with the 70% population that the Board should address.
 1. Jim Hammond suggested that individuals forward ideas to Mike Rush so issues can be brought forward to the full committee in June with some effort to prioritize and synthesize the issues. Committee members were instructed to act on this suggestion.
12. Other Information Items
 1. Karen Fraley said the national STW group is in Idaho this week for onsite study of best practices and quality services. Idaho was one of 6 states selected.
 2. Educators from a number of schools in the Magic Valley met last week to work on integrating high academic skills with technical education. The schools in that region have also created a common school calendar and bell schedule.
13. Meeting adjourned at 3:00 p.m. The next meeting will be June 14th in Moscow.

ITEM 2 BOARD ACTION

SUBJECT: Notice of IDAPA Proposed Rulemaking - - First Reading
IDAPA 55.01.03 Professional-Technical Schools, a new, proposed rule

BACKGROUND:

IDAPA 55.01.03 Professional-Technical Schools is being promulgated to identify and set forth the criteria and requirements for the establishment and operation of a professional-technical school in Idaho that qualifies for funding under Idaho Code 33-1002G.

DISCUSSION:

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 Professional-Technical Education to be expended by the Division of Professional-Technical Education.

STAFF RECOMMENDATION:

To approve the first reading of the Notice of Proposed Rulemaking, IDAPA 55.01.03 Professional-Technical Schools.

COMMITTEE ACTION:

To agree to forward the first reading of the Notice of Proposed Rulemaking IDAPA 55.01.03 Professional-Technical Schools 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 of the Notice of Proposed Rulemaking IDAPA 55.01.03 Professional-Technical Schools as exhibited in Item 2a

**IDAPA 55
TITLE 01
CHAPTER 03**

**IDAPA 55 - - DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION
55.01.03 - RULES OF PROFESSIONAL-TECHNICAL SCHOOLS**

000. LEGAL AUTHORITY. The State Board of Education is designated as the State Board for Professional-Technical Education and is responsible to execute the laws of the state of Idaho relative to professional-technical education, administer state and federal funds, and through the administrator of the State Division of Professional-Technical Education, coordinate all efforts in professional-technical education (Idaho Code § 33-2202 through 33-2212).

001. TITLE AND SCOPE. These rules serve the administration of Professional-Technical Education in Idaho and define the duties of the State Division of Professional-Technical Education.

002. WRITTEN INTERPRETATIONS. Written interpretations of these rules, if any, are on file at the office of the State Division of Professional-Technical Education.

003. ADMINISTRATIVE APPEALS. All appeals under these rules shall be conducted pursuant to the procedures set forth by the State Board of Professional-Technical Education.

004. DEFINITIONS.

01. Professional-Technical Schools. Schools designed to provide high-end, state-of-the-art technical programs that foster quality technical education at the secondary level. Programs and services are directly related to the preparation of high school students for employment in current or emerging occupations that require other than a baccalaureate or advanced degree. These schools are closely linked to postsecondary education, thereby avoiding redundancy and maintaining rigor. They are also closely linked to current business and industry standards to ensure relevance and quality.
02. Attendance Zones. For purposes of Idaho Code § 33-1002G, each high school is classified as an attendance zone. The attendance zone requirement can be met by having students from at least two (2) high school zones within a district or two (2) high school zones in different districts participate in the professional-technical school.

03. Dual credit. Pursuant to Idaho Code § 33-5109 dual credit may be granted for Advanced Placement, College Level Examination Program, or Tech Prep class offerings that are approved through an accredited institution of higher education. This does not have to be a one (1) credit for one (1) credit articulation. Competencies from multiple classes can count toward postsecondary credit/credits.
04. Field Experience. Paid or unpaid work experience such as business/industry internship, clinical experience, supervised occupational experience, job placement, school-based enterprise, or similar work experience setting. The field experience must be of sufficient duration and depth to add to the technical competencies of the student.

(005 - 099 Reserved)

100. STATEMENT OF PURPOSE.

The purpose of this rule is to clearly define general implementation criteria, the criteria for approval for funding, the added cost unit calculation, the procedure to follow in calculating average daily attendance (ADA), the process to follow for fund distribution, and program accountability for Idaho Professional-Technical Schools.

101. PROFESSIONAL-TECHNICAL SCHOOL GENERAL APPROVAL CRITERIA.

For approval, applying districts/consortiums must meet at least four (4) of the five (5) criteria listed in Idaho Code § 33-1002G.

01. Approval Criteria:
 - a. Two (2) or more high school attendance zones.
 - b. Dual credit.
 - c. Field experience.
 - d. Funded as a separate district.
 - e. Located at a separate site or approved by the State Board of Education as a cooperative service agency.

102. PROFESSIONAL-TECHNICAL COMPONENT CRITERIA.

01. Program Criteria. Professional-technical schools are intended to deliver high-end technical education programs that go beyond the scope of traditional professional-technical education. The lab should be appropriately designed for the type of program and the number of students enrolled. The program should have state-of-the-art equipment, current technology and strong links to business and industry. Each program of a professional-technical school shall:

- a. Be based on industry standards that are measurable using a competency-based evaluation system.
- b. Demonstrate a responsiveness to students' needs and to labor market needs.
- c. Contain a sequence of instruction that follows a set of industry competencies.
- d. Reinforce basic and advanced academic skills.
- e. Have at least one (1) dual credit technical course and/or be approved for postsecondary credit as part of a Tech Prep agreement.
- f. Promote access and equity for all students and school personnel.
- g. Incorporate active input from an appropriately qualified business/industry technical advisory committee.
- h. Ensure that all programs implement instructional delivery methods that use current teaching and industry technologies.
- i. Employ instructors who hold professional-technical certification to teach the occupation and who also hold a related industry-based credential or equivalent.
- j. Promote the development of leadership, interpersonal and other cross-functional workplace skills through professional-technical student organizations or other appropriate means.
- k. Ensure that the instructional setting is appropriate and effective regarding:
 - i. student-teacher ratios
 - ii. number of lab work stations
 - iii. number of quality work-experience sites
 - iv. safety
 - v. work-experience agreements
 - vi. facility maintenance

103. APPLICATION PROCESS.

Applications for professional-technical school funding must be received by the Division of Professional-Technical Education on or before the first Friday in July for the following fiscal year.

104. 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 Professional-Technical Education to be expended by the Division of Professional-Technical Education. Funding is based on the average daily attendance (ADA) of students enrolled in the professional-technical school.

105. PROFESSIONAL-TECHNICAL SCHOOL AVERAGE DAILY ATTENDANCE.

The Division of Professional-Technical Education shall use the enrollment reports sent to the State Department of Education to calculate professional-technical school average daily attendance (ADA) in accordance with applicable laws and rules (I.C. § 33-1002). Students in attendance at a qualifying professional-technical school shall be reported as aggregate hours and/or aggregate attendance. The aggregate hours and aggregate attendance will be combined to calculate the ADA for the professional-technical school.

01. Aggregate Hours. The daily hours of all students who attend less than 2.5 hours per day shall be added together and reported as weekly aggregate hours.
02. Aggregate Attendance. Students attending more than two and one-half (2.5) hours per day are to be reported as aggregate attendance.

106. PROFESSIONAL-TECHNICAL SCHOOL ADDED COST UNIT FUNDING.

The Division of Professional-Technical Education shall use the professional-technical school average daily attendance (ADA) as the basis for added cost unit funding.

01. State Support Unit Value. The added cost support unit value shall be based on state salary-based apportionment, state paid employee benefits (less state unemployment), base support, and safe environment distribution factors found in the Public School Support Program.
02. Support Unit Divisor. Added cost support units for professional-technical schools shall be calculated by using the secondary support unit attendance divisor of eighteen point five (18.5) as shown in Idaho Code § 33-1002, Section 6.
03. Added Cost Support Factor. The added cost support factor for professional-technical schools shall be calculated by multiplying .33 times the added cost support units generated in the professional-technical school.
04. Estimated Reimbursement. The estimated reimbursement shall be calculated by multiplying the state support unit value by the added cost support factor.

107. PROFESSIONAL-TECHNICAL SCHOOL ADDED COST UNIT FUND DISTRIBUTION.

Once the professional-technical appropriation is made, the per unit value will be determined by dividing the total units into the appropriation.

01. Payment Distribution. Added cost support unit funds shall be distributed by the Division of Professional-Technical Education in two (2) payments:
 - a. Seventy percent (70%) of the total estimated funds for which a professional-technical school is eligible shall be distributed each year following receipt of first-period enrollment data from the Department of Education.
 - b. Based on actual support units generated during the year, the balance shall be distributed each year by July fifteenth (15).
02. Reduced Funding. In the event that the legislature does not appropriate enough funds to cover at least ninety percent (90%) of the calculated per unit value, preference will be given to existing schools and funding will not be reduced to less than ninety percent (90%) of the previous year's level.
03. Adjusted Distribution. In the event that program growth exceeds the amount of the

requested appropriation on a given year, the distribution of funds to each professional-technical school will be based on the projected ADA from the Annual Application or the actual ADA from the enrollment reports, whichever is smallest.

108. ACCOUNTABILITY.

01. Assessment Process. The Division of Professional-Technical Education shall develop an assessment process that includes measures and standards for professional-technical school programs.
02. Administrator Responsibility. The administrator of each professional-technical school shall be responsible to provide a complete report for each program on the measures and standards at the end of each fiscal year.
03. Accreditation. Each professional-technical school shall be accredited following Department of Education guidelines. This accreditation shall be appropriate for the individual type of professional-technical school that is developed.
04. School Improvement Plan. The administration, faculty and staff at each professional-technical school shall be responsible to develop and implement a local school improvement plan based on the assessment process.