

**STATE BOARD OF EDUCATION**  
**Planning, Policy & Governmental Affairs Committee**  
**January 22, 2001**  
**5:15 PM**  
**Gold Room, Statehouse**

**REPORTS**

1. Report on January 12, 2001 PPGAC Work Session
2. Presidents' Council
3. Agency Heads'
  - Corrections Education and Programs Advisory Council Recommendations

**DISCUSSION TOPICS**

4. Funding Equity
5. Legislative Items of Interest

***The intent of this Committee is to provide an informal forum for discussion. The purpose is to develop long and short term planning and coordination, have initial discussions and provide direction on strategic policy initiatives and goals, and to consider items related to legislative relations and governmental affairs.***

### **ITEM 3**

#### **Recommendations of the Corrections Education and Programs Advisory Council For Adult Correction Education**

- I. Corrections should continue to be responsible for the education program and the State Board of Education should work with the State Board of Correction to develop a process to provide a thorough and regular review of corrections education.
  - A. Include a reevaluation of the School Accreditation process.
  - B. Include a process to evaluate curricula and programs.
  - C. Include assessment process.
  - D. Include review of revised policies developed by the Department of Correction consistent with state law.
  - E. Include developing procedures to ensure hiring appropriate personnel consistent with the need and requirements of providing a correctional education program.
- II. Workforce Recommendations
  - A. The Department of Correction and the Division of Vocational Rehabilitation should examine their present procedures for referral of all inmates with disabilities for possible vocational rehabilitation services. If warranted, the two entities should develop a recommendation for program continuation and expansion.
  - B. The Department of Correction in collaboration with the Division of Professional-Technical Education should develop an action plan on improving professional-technical opportunities to include expanding sites and opportunities for training.
    - 1. Look at all locations.
    - 2. Expand short-term, work-based technical education.
  - C. The Governor's office should add a Department of Correction representative to the Workforce Development Council.
- III. The Department of Correction should review internal collaboration among the Education Services Bureau, the rest of Institutional Services, Field and Community Services, Correctional Industries, and the Division of Prisons in light of the issues identified in the educational audit.
- IV. The State Board of Correction should develop measures and tracking for post incarceration success and incorporate a reduction of recidivism rates into the performance goals throughout Corrections.
- V. The State Board of Correction should develop an appropriate education assessment and outcome process that measures individual student accomplishment in a correctional setting.
  - A. This needs to be compatible with State Board of Education reporting requirements
- VI. Programs should be designed and delivered to appropriately meet the critical rehabilitation needs of all the inmates.
- VII. Ongoing communication should be established among the Board of Education, Board of Correction and Juvenile Corrections.

Recommendations on further committee actions should be developed and presented to the appropriate governing bodies.

## **ITEM 4**

### **Subject: Postsecondary Funding Mechanisms**

#### **Background & Discussion**

There have been some inquiries from Board members as to the equity of the distribution of the lump sum appropriation to the postsecondary institutions. Section V, Subsection T of the Board's Governing Policies & Procedures Manual is provided for your information in the discussion. The funding process used by the Division of Professional-Technical Education for allocating dollars to the technical colleges is different than that used for the others and is not included in a written policy, but a representative from the Division will be available to speak to the process if there are questions.

#### **Idaho State Board of Education**

### **GOVERNING POLICIES AND PROCEDURES**

#### **SECTION: V. FINANCIAL AFFAIRS**

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## **T. Allocation of Lump Sum Appropriation**

### **1. Objectives**

- a. The funding process should offer maximum institutional flexibility to allocate funds internally to carry out roles and missions established by the Board.
- b. The funding process should be a straightforward approach which can be used by the Board to express system-wide priorities.
- c. There should be a clear and understandable relationship between institutional needs, the system-wide funding request, the legislative appropriations, the allocation of funds, and the ultimate use of the funds.
- d. The funding process should not penalize institutions as the result of decisions related to the internal allocation of resources by other institutions.
- e. Any incentives that the Board uses in the funding process should be explicit.
- f. The funding process should be applied consistently from year-to-year so that there can be some level of predictability in the allocation as well as increased confidence in the outcome.
- g. The funding process should encourage cooperative programs among institutions.
- h. The funding process should be compatible with the Statewide Plan for Higher Education.

## 2. Methodology

The allocation shall consist of the total of the lump sum general account appropriation and actual land grant endowment receipts. The allocation shall be made in the following order:

- a. Each institution shall be allocated its base allocation of the prior year.
- b. An enrollment Workload Adjustment shall be applied to the allocation of each institution. The adjustment shall be calculated as follows:
  - (1) A three-year moving average of credit hours multiplied by the program weights shall be used. The three (3) years to be used shall be those which precede the year of the allocation and shall consist of two (2) years of actual and one (1) year of estimated credit hours.
  - (2) Effective with the FY 1990 allocation, credit hours generated from externally funded sources and contracts shall be removed from this adjustment. Credit hours for in-service teacher education shall not be removed.
  - (3) The total budget base of the institutions shall be multiplied by 0.33 and divided by the three-year moving average of total weighted credit hours for the prior year. The resultant amount per credit hour shall be multiplied by the change from the prior three-year moving average of weighted credit hours for each institution to calculate the adjustment by institution.
  - (4) Program weights are the weighting factors applied to four (4) categories of instructional disciplines with different weight factors by category and course level. The groups and factors follow.

<u>Group I</u> Physical Education Law Letters Library Sciences Mathematics Military Science Psychology Social Sciences	<u>Group II</u> Area Studies Business & Management Education Communications Home Economics Public Affairs Interdisciplinary Studies
<u>Group III</u> Agricultural & Natural Resources Architecture & Environmental Design Biological Sciences Fine & Applied Arts Foreign Languages Physical Sciences	<u>Group IV</u> Engineering Health Professions Computer & Information Sciences

The weighting factors for the above categories are as follows:

<u>Course Level</u>	<u>Category</u>			
	I	II	III	IV
Lower Division	1.00	1.30	1.60	3.00
Upper Division	1.50	1.90	2.50	3.50
Graduate	3.50	3.50	6.00	6.50
Law	2.60	--	--	--

An additional 5% emphasis factor is given to the Primary Emphasis areas at each institution. These areas are:

<u>Boise State University</u> Business Social Science (includes Economics) Public Affairs Performing Arts (excluding Art) Education Engineering	<u>Idaho State University</u> Health Professions Biological Sciences Physical Sciences Education
<u>University of Idaho</u> Agriculture Forestry Mines Engineering Architecture Law Foreign Languages Education	<u>Lewis-Clark State College</u> Business Criminal Justice Nursing Social Work Education

- c. Operations and maintenance funds (custodial, maintenance, and utilities) for new, major general education capital improvement projects shall be allocated to affect institutions.
- d. Decision units above the base shall be consistent with the legislative budget request. The allocation of these decision units to the institutions shall be based on the proportionate share of each institution in the total budget request for these decision units applied to the increase in appropriations above the base excluding special allocations.
- e. The Board may also allocate funds for special activities or projects at the discretion of the Board.