

**STATE BOARD OF EDUCATION  
PLANNING, POLICY & GOVERNMENTAL AFFAIRS AGENDA  
September 20, 2001**

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**SUBJECT      FINAL READING: PROPOSED ANNUAL PLAN APPROVAL AND  
PROGRESS REPORTING**

**BACKGROUND**

The Board has discussed at its last three meetings the development of a process and format for annual strategic planning and progress reporting. Consistent with the Board's interest in spending more time on governance issues, it is critical for the Board to be involved in the planning process for its governed entities and to have a regular opportunity to meet with the CEOs of each agency and institution and discuss where each organization is, where it wants to go, and how best to get it there.

**DISCUSSION**

ITEM 1A1 – Proposed Policy – Requires Board approval for final Reading

A Board policy statement was developed in order to secure a place for planning, performance measures and periodic reporting in Board policy. The policy was approved for first reading in August. The proposed policy is attached as Item 1A.1 and is before the Board for approval for final reading. The policy provides direction related to annual strategic planning, including general formatting requirements that are in compliance with the State's annual planning process, and also delegates to the executive director the responsibility to develop a schedule for reports and additional formatting requirements. The policy further provides for annual review of performance measures, which are already in place but not yet provided for in the Board's written policy, and also provides general requirements for progress reports. Progress reporting requirements are fairly general in the written policy, giving the executive director the responsibility to develop a schedule and format for reports. Having the executive director develop the specifics related to format and timing of reports will allow greater flexibility to revise the process based on institution and agency activities and interests of the Board over time. Changes to the policy from first reading include:

- Clarification of the role of ISHS and ISL
- Inclusion of ISDB with educational institutions rather than with agencies for formatting requirements
- Addition of "external environments served" to be addressed in institutional plans
- Inclusion of special appropriations in progress reporting
- other minor wording corrections

ITEM 1A2 – Proposed Schedule – Policy designates authority for development to the Executive Director – provided to the Board for information and comment

Item 1A2 contains a draft reporting schedule for plans and progress reports from the institutions and agencies. There has been some shuffling to the schedule since last forwarded at the request of the organizations. Additionally, the biggest change is the addition of special appropriation programs. The intent is that these programs, although not required by policy to submit a strategic plan, will be asked to provide a comprehensive report to the Board annually to ensure the Board is fully informed of their activities.

ITEM 1A3 – Proposed Format for Progress Reports - Policy designates authority for development to the Executive Director – provided to the Board for information and comment

The proposed format for progress reports clarifies what is to be covered by each organization. The UI suggested the entities reporting multiple times annually should establish a schedule of topics to be covered over the course of the year. Their suggestion and example of their schedule is also attached.

**IMPACT**

Creation of this new Board policy provides further meaning and management to a process that the State already requires. It also adds aspects that will enhance the Board’s ability to govern its agencies and institutions effectively. State law currently requires annual strategic plans and performance measures; however, the Board has in the past been loosely connected to this process. This policy formalizes the Board’s role to approve plans and performance measures from its governed entities on an annual basis before they are submitted to meet State requirements. The addition of progress reporting will provide the opportunity for essential communication with the CEOs of each Board organization and will increase time spent on the Board agenda on overall governance issues.

**MOTION**

To approve for final reading the proposed new policy section on Annual Planning and Reporting as shown in Item 1A1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_ No \_\_\_

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: M. Annual Planning and Reporting

First Reading August 2001  
Final Reading September 2001**M. ANNUAL PLANNING AND REPORTING (new subsection)****1. Strategic Plans**

- a. Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, North Idaho College, College of Southern Idaho, Eastern Idaho Technical College, Division of Professional-Technical Education, Division of Vocational Rehabilitation, Idaho Educational Public Broadcasting System, ~~the State Library, State Historical Society~~, and the School for the Deaf and the Blind will develop and maintain five-year strategic plans.

- (1) Institution and agency strategic plans shall be aligned with the Board's strategic plan, be created in accordance with Board guidelines, and be consistent with assigned role and mission statements
- (2) Plans shall be updated annually and submitted to the Board for approval
- (3) Plans shall be submitted by the Board to the appropriate state administrative entity in order to meet the state's annual planning requirements

b. The Idaho State Historical Society and Idaho State Library are recognized as unique collaborators in the state education system and are encouraged to report annually to the Board in accordance with these guidelines.

b.c. Format

Plans submitted to the Board annually should be as concise as possible and in accordance with a schedule and format ~~established forwarded~~ by the executive director.

Plans should contain:

- (1) A comprehensive mission and vision statement covering the major programs, functions and activities of the organization
- (2) General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved
  - (a) Institutions (including Professional-Technical Education and the School for the Deaf and the Blind) should address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), ~~and~~ advancement (including foundation activities), and the external environment served by the institution.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: M. Annual Planning and Reporting

First Reading August 2001  
Final Reading September 2001

~~(b)~~ Agencies should address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).

(3) Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives (if applicable).

(4) A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

**2. Performance Measures**

Performance measures will be developed in conjunction with the Board's planning process and will be updated annually for Board approval. Performance measures will be used to measure results, ensure accountability, and encourage ~~the use of targets that are linked to~~ continuous improvement to meet goals and objectives.

- a. Postsecondary institutions will develop a set of uniform performance measures that will gauge progress in such ~~general~~ areas as enrollment, retention, and graduation.
- b. Each AH institutions and agencyies will develop unique measures tied to its ~~their~~ strategic plan.

**3. Progress Reports**

Progress reports that include, but are not limited to, progress on the approved strategic plan, details of implementation, status of goals and objectives, and expanded information on points of interest and special appropriations will be provided to the Board at least once annually in accordance with a schedule and format established ~~forwarded~~ by the executive director.

**DRAFT ANNUAL PLANNING AND REPORTING SCHEDULE**

<p><b>JANUARY</b> <u>Board Meeting</u> (Boise)  Progress Reports: ISU IDPTE ISL <u>IDVR</u></p>	<p><b>FEBRUARY</b>  Meeting with Legislators</p>	<p><b>MARCH</b> <u>Board Meeting</u> (Boise)  Progress Reports: UI (<u>ARES, FURS, IGS</u>) LCSC BSU (<u>Small Business Development Center, Idaho Council for Economic Education</u>)</p>	<p><b>APRIL</b> <u>Board Meeting</u> (Idaho Falls)  Progress Reports: IDPTE EITC ISU <u>ICTL</u></p>	<p><b>MAY</b> <u>Board Retreat</u>  <b>Update and approval of the Board's Strategic Plan and Performance Measures</b> Evaluate and provide specific objectives for OSBE and SDE</p>	<p><b>JUNE</b> <b>June 15 – All Strategic Plans and Performance Measures due to the Board for review</b> <u>Board Meeting</u> (Moscow)  Progress Reports: UI (<u>WWAMI, WOI</u>) LCSC IPTV</p>
<p><b>JULY</b> No Board Meeting <b>Plans analyzed by staff and mailed to Board members for individual review</b></p>	<p><b>AUGUST</b> <u>Board Meeting</u> (Coeur d'Alene) <b>Board Action on Strategic Plans and Performance Measures</b>  Progress Reports: NIC BSU <u>Scholarships &amp; Grants</u></p>	<p><b>SEPTEMBER</b> <u>Board Meeting</u> (Pocatello)  Progress Reports: IDPTE ISHS ISU (<u>Idaho Museum of Natural History, IDEP, FPR</u>)</p>	<p><b>OCTOBER</b> <b>Board Meeting</b> (Twin Falls)  Progress Reports: CSI ISDB IPTV</p>	<p><b>NOVEMBER</b> <u>Board Meeting</u> (Lewiston)  Progress Reports: LCSC UI BSU</p>	<p><b>DECEMBER</b> No Meeting</p>

**Progress Report Format**

All progress reports should be submitted to the Board office at least ten working days prior to the presentation and should be no more than fifteen pages in length. Each submitted report shall be accompanied by an associated 15-minute presentation to the Board at designated times throughout the year.

Those organizations scheduled to present one time annually will provide a comprehensive look at progress on their strategic plan, covering at least the areas outlined in the table below, along with information on topical areas of interest.

Those organization scheduled to present more than once annually shall develop a schedule for distinct reports each time that collectively cover at least the areas outlined in the table below, along with information on topical areas of interest. (please see example from UI on the following page)

**Institutions / IDPTE**

Role & Mission Goals

- Instruction
- Accreditation
- Enrollment
- Research
- Outreach

Infrastructure Goals

- Personnel
- Finance
- Grants and Contracts
- Facilities
- Advancement

**Agencies**

Role & Mission Goals

- Constituent Issues and Service Delivery
- Utilization
- External Reviews/Certifications (if applicable)

Infrastructure Goals

- Personnel
- Finance
- Grants and Contracts
- Facilities
- Advancement

**ISDB**

Role & Mission Goals

- Instruction
- Accreditation
- Enrollment

Infrastructure Goals

- Personnel
- Finance
- Facilities
- Advancement

Special Appropriation Programs – Information on special appropriation programs should be included with the institution they are associated with in accordance with the reporting schedule. Those not associated with a particular organization should report as follows:

Scholarships & Grants – shall include statistical data and information on the status of each program and major accomplishments and challenges.

ICTL - Idaho Code 33-4805 charges ICTL with developing and maintaining a statewide education technology plan that is subject to annual review and approval by the SBOE. Time is set aside annually for ICTL to present its plan and additional information of their choosing or as requested by the Board.

**SUBJECT: PROGRESS REPORT - IDAHO STATE UNIVERSITY**

Dr. Richard Bowen will give the report.

Idaho State University  
Strategic Plan and Progress Report  
September 2001

## **Idaho State University**

Idaho State University ( ISU) was founded in 1901 as the Academy of Idaho. The Academy became Idaho Technical Institute in 1915, continuing its mission in what was effectively a community college. The introduction of Pharmacy in 1920 led to baccalaureate degree granting curricula and set institutional direction in the health professions. In 1927, the Institute became the University of Idaho Southern Branch. The institution was established as Idaho State College in 1947 and became Idaho State University in 1963. Today, Idaho State University is a broad-based regional public doctoral university, providing a wide range of educational services to citizens of the state and the intermountain region.

Idaho State University has experienced tremendous growth in scope, sophistication, and size. The university employs approximately 600 full-time faculty members and a large number of part-time faculty. Growth over the last five years has been steady, with an increase in enrollment from 11,000 to over 13,000. Degree offerings range from certificate to doctoral. In cooperation with other institutions, ISU has founded and expanded outreach sites in Idaho Falls, Twin Falls, Coeur d'Alene, and Boise to meet the growing needs of Idaho's citizens. The university also delivers comprehensive and creative programs using distance learning technology.

Sustained and significant research is an essential component of the institution's academic and public service programs. With the continual increase in research activity and graduate enrollment, Idaho State University strives to achieve the Carnegie Classification Doctoral/Research--Extensive. The ISU campus is also being transformed with new construction, additions, and renovations. Recently completed facilities include additional on-campus housing to accommodate students with families, the medical and dental residents' facility, the renovation of the physical science building, and the Bennion Student Union in Idaho Falls. Current initiatives include partnering on new facilities in Twin Falls and Boise and a new multi-purpose facility in Pocatello. A capital campaign drive, culminating at ISU's Centennial Celebration, has as its goal \$102 million for academic enhancement, scholarship endowment, and the construction of the L.E. and Thelma E. Stephens Performing Arts Center.

### **Mission and Vision**

Today, Idaho State University is a broad-based regional public university, providing a vast array of educational opportunities to citizens of the state and the intermountain region. ISU provides comprehensive educational services, including certificate, associate, baccalaureate, masters, and doctoral programs. ISU's mission statement reflects both our state-mandated lead in health professions and our commitment to providing a broad array of educational opportunities.

## **Idaho State University Mission Statement**

As a regional public doctoral university, Idaho State University (ISU) meets the needs of a diverse population with certificate, associate, baccalaureate, masters and doctoral degree offerings as well as family practice, dental and pharmacy residency programs. Through programs in Pharmacy and health-related professions, ISU is the state's lead institution for education in the health professions and related biological and physical sciences. This responsibility carries a statewide outreach component. The preparation of teachers, administrators and other education professionals is another primary emphasis at ISU. Programs in business and engineering respond to a variety of current and emerging demands within the state and region. ISU is committed to maintaining strong arts and sciences programs as the basis of other academic disciplines and as independent, multifaceted fields of inquiry. The College of Technology provides high-quality education and training in response to the needs of students and private industry. The university offers 77 graduate programs and is a center for the Doctor of Arts degree, designed specifically to prepare college teachers.

Fundamental to Idaho State University's Strategic Plan is the commitment to meet the evolving needs of the state by providing accessible, high-quality education to the diverse citizenry of its region. The university's broad vision underlying its Strategic Plan includes:

- **Sustaining Growth and Increasing Quality**-- As it has through the recent past, The university will continue a course of modest growth, while increasing the quality of its student body.
- **Growing Sophistication**-- Across its program array, The university has been increasing the sophistication of its offerings. By increasing enrollment in doctoral programming, the institution will achieve Carnegie classification Doctoral/Research Universities-Extensive. Research and scholarly activity will grow significantly concomitant with its graduate programs, meet state and national needs, and achieve regional and national stature in selected areas. As entry-level and first professional degree expectations escalate across the health professions, ISU will see more of those programs at the master's and doctoral level. Its College of Technology is the first in Idaho to expand offerings to the baccalaureate and graduate levels.
- **Continuing Efficiency**-- As the institution continues its quest for additional resources, it will operate at the high level of efficiency that has marked the past decade.
- **New Revenues**-- Through the capital campaign, increased efforts in annual fund raising, and new initiatives in federal line item appropriations, the institution will seek new revenue streams to support its activities.
- **Mission and Outreach**--Guided by its mission, The university will continue to deliver its health profession programs throughout the state of Idaho. This includes a significant initiative in the Boise area and a review of our current and potential medical education programs.
- **Institutional Recognition**-- As it enters a new millennium, The university will build on its Centennial Celebration to ensure that it is recognized locally, statewide, and nationally for the high quality of its educational programs and value of its services and research.

Complementing the Idaho State Board of Education's system-wide goals, ISU has six Institution specific goals:

**ACCESS.** Increase access to opportunities that maximize student success and learning by offering relevant programs and services to meet student needs. In particular, provide programming in the health professions statewide in fulfillment of ISU's mission.

**LEARNING.** Provide an effective and efficient learning environment that serves students of varied ages, abilities, needs, and backgrounds.

**RESEARCH.** Conduct research consistent with the state, regional, and national public service missions and The university's undergraduate and graduate programs.

**SERVICE.** Provide quality educational services to support economic development, continuing Education, and access to University-sponsored training clinics, facilities, and events.

**FACULTY.** Hire and retain a faculty that sustains a high-quality learning environment through effective teaching, productive scholarship, and useful public service.

**SUPPORT.** Manage University resources to provide appropriate staff and support while maintaining a high-quality learning environment.

Associated with each of these goals are objectives and performance measures. These appear in the Idaho State University 2001-2005 Strategic Plan and are addressed in detail in the 2001 Idaho State University Performance Report.

## **Instructional Issues**

### **Accreditation**

The Northwest Association of Schools and Colleges (NASC) accredits ISU. Our last (five year) accreditation visit occurred in 1999. Accreditation was extended until 2004. ISU received several commendations and no notes of concern. We are now preparing for our 2004 decennial accreditation visit by NASC. Many of ISU's programs also hold specialized accreditation (including NCATE, ABET, AACSB, CACREP). All of these programs are in good standing. Maintaining and expanding our array of accredited programs is an institutional priority.

### **Enrollment**

Idaho State University is moving from a period of explosive enrollment growth to one of moderate and sustainable rates of growth. This is true of undergraduate, graduate, and technical enrollments.

	<b>Undergraduate Enrollment</b>	<b>Graduate Enrollment</b>	<b>College of Technology Enrollment</b>	<b>TOTAL ENROLLMENT</b>
Fall 1990	6418	1661	1060	9139
<b>Fall 1995</b>	8709	2101	1231	12041
Fall 2000	9237	2337	1466	13040

### **Curriculum**

Idaho State University is committed to developing and maintaining a responsive, high-quality curriculum. This includes reviewing existing programs, developing new ones, and improving access and delivery. ISU has an ongoing assessment and program review procedure in place. Recently developed degree programs include a BS in Surveying Technology, and Boise based degrees including a Master of Health Education, an M.S. in Clinical Laboratory Science, and a fast tract B. S. in Nursing using Boise State’s facilities in the evening. Outreach efforts in Boise, Idaho Falls, North Idaho, and Twin Falls make ISU’s courses available to a growing constituency.

### **Research**

Research is an essential, and growing, activity at Idaho State. Last year ISU faculty and staff submitted over 300 proposals. This resulted in more than 140 awards totaling in excess of \$13 million. ISU is home to five formal research centers: the Center for Ecological Research and Education, the GIS Training and Research Center, the Idaho Accelerator Center, the Institute of Rural Health Measurement, and the Control Engineering Center. ISU’s National Information Assurance Training and Education Center is recognized by the NSA as a National Center of Academic Excellence in information assurance. ISU is an active collaborator. Important external examples include INRA (ISU, BSU, the U of I, MSU, the U of M, USU and WSU), the proposed Center for Science and Technology (ISU, UI, Bethel BWXT) and the National Alliance for Information Assurance. (ISU, UI, George Mason University, and James Madison University).

### **Infrastructure**

### **Personnel**

In addition to the approximately 600 full-time faculty, over 100 part-time faculty and nearly 1,000 affiliate faculty serve ISU. Of the full-time academic faculty, 309 are tenured (new applied technology faculty are generally not currently eligible for tenure). Despite salaries that lack national competitiveness, the retention of quality faculty at Idaho State University has been high: 5% have been here more than 30 years; 14% have been here 21-30 years; 28% have been here 10-20 years. Retaining

our best faculty and staff in the future, however, is a growing concern. Salary equity funds provided in the 2001-2002 budget will help with this. It is important that these equity efforts be ongoing.

**IDAHO STATE UNIVERSITY  
FULL-TIME EMPLOYEE TURNOVER RATES  
OCTOBER, 1999 TO OCTOBER, 2000**

Employee type	Number On Oct. 1999 Payroll	Total Number Terminated	Number Retired	Percent Terminated
Faculty	<b>535</b>	<b>37</b>	<b>11</b>	<b>6.9%</b>
Exempt	<b>276</b>	<b>32</b>	<b>4</b>	<b>11.6%</b>
Classified	<b>514</b>	<b>47</b>	<b>12</b>	<b>9.1%</b>
All I.S.U.	<b>1,325</b>	<b>116</b>	<b>27</b>	<b>8.8%</b>

**NOTE: The number retired is included in the number terminated.**

**IDAHO STATE UNIVERSITY  
Full-Time Employee Terminations  
REASONS FOR TERMINATION  
OCTOBER, 1999 TO OCTOBER, 2000**

Employee Type	Number Deceased	Number Dismissed	Number of Expired Contracts	Number Laid Off	Number Resigned	Number Retired	Total Number Terminated
Faculty	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>24</b>	<b>11</b>	<b>37</b>
Exempt	<b>0</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>22</b>	<b>4</b>	<b>32</b>
Classified	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>33</b>	<b>12</b>	<b>47</b>
ALL I.S.U.	<b>1</b>	<b>2</b>	<b>7</b>	<b>0</b>	<b>79</b>	<b>27</b>	<b>116</b>

NOTE: Includes full-time, permanent employees who have been employed at ISU for at least one year. The following employees are excluded: GTAs, Family Medicine and Pharmacy Residents, and Post-Doc. Fellows.

**Finance**

Although ISU is a state supported institution, recent years have seen a steady shift of funding burden away from the state and onto students. In 1989, State General Account funds constituted 52.5% of ISU's revenues. By 1999 this declined to 43.0%. During the same period student tuition and fee revenue rose from 14.2% of ISU's revenue to 22.9%. Although post-secondary education remains relatively affordable in Idaho, this shift is a matter of concern in a state which is nearly last nationally in the percentage of its high school graduates who go directly on to higher education.

Idaho State University strives to operate efficiently and to maximize the resources directed toward teaching, learning, research, and service. ISU's administrative structure is lean and the single largest expenditure area is in instruction.

IDAHO STATE UNIVERSITY EXPENDITURES		
Area of Expenditure	F.Y. 1999	%
<b>Educational and General</b>		
Instruction	\$55,227,357	38.5%
Research	\$6,972,866	4.9%
Public Service	\$2,592,141	1.8%
Academic Support	\$6,240,152	4.4%
Libraries	\$3,896,443	2.7%
Student Services	\$6,419,859	4.5%
Institutional Support	\$9,085,571	6.3%
Plant Operation and Maintenance	\$10,080,462	7.0%
Scholarships and Fellowships	\$17,721,803	12.4%
<b>Total: Educational &amp; General</b>	<b>\$118,236,654</b>	<b>82.5%</b>
Mandatory Transfers	\$27,215	0.0%
Non-mandatory Transfers	\$1,914,601	1.3%
Auxiliary Enterprises	\$23,217,245	16.2%
<b>TOTAL EXPENDITURES</b>	<b>\$143,395,715</b>	<b>100%</b>

Grants and contracts constitute an increasingly important activity and source of revenue for Idaho State University. Last year research grants exceeded \$13 million. In total, federal grants provided 10% of ISU's revenue while state grants contributed an additional 3% (FY99). Recently, ISU has been particularly successful in obtaining line item appropriations from the federal government. Last year, this brought \$3.7 million to the institution.

**Facilities**

Idaho State University operates and maintains a variety of facilities in support of its role and mission. Most of these are on or near the Pocatello campus. With the growth of our outreach activities, however, we now have operations in Boise, Idaho Falls, North Idaho, and Twin Falls. ISU's facilities are used in a manner consistent with its mission- a breakdown of square footage utilization follows:

IDAHO STATE UNIVERSITY  
TOTAL ASSIGNABLE SQUARE FEET

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On-Campus Space By Room Use Categories	<b>Assignable Square Feet</b>
Classroom Facilities	124,787
<b>Laboratory Facilities</b>	271,559
Office Facilities	248,038
Study Facilities	119,580
Special Use Facilities	289,857
General Use Facilities	171,297
Supporting Facilities	92,134
Health Care Facilities	13,125
Residential Facilities	256,117
ON-CAMPUS USE FACILITIES IN USE	
	1,586,494
Inactive Area	
	187
Alteration/Conversion Area	
	3,064
Unfinished Area	
	93
ON-CAMPUS ASSIGNABLE AREA	
	1,589,838

A number of important building initiatives have been completed recently or are underway. They include the remodeling and expansion of the physical sciences building, the completion of the Bennion Student Union in Idaho Falls, the Performing Arts Center, and the Rendezvous building. Facilities in the design phase include Idaho Place in Boise and The Rendezvous (a multi-purpose classroom, activities and residential building) on the Pocatello campus.

Ground breaking ceremonies were held in late August, for the ISU/UI Center for Science and Technology, a multi-million dollar research, development, and educational facility that will provide opportunities for additional collaboration between the University of Idaho, Idaho State University, the Inland Northwest Research Alliance, the National Engineering and Environmental Laboratory, and regional industry. It will be a world-class center in Idaho Falls for graduate education and research focusing on subsurface and energy science specialties.

## **Advancement**

### **Foundation**

Idaho State University is in the midst of its Centennial Campaign, its first-ever capital campaign. Having set an ambitious goal of \$102 million, ISU is nearing the achievement of that goal. This campaign, through the money it raises and the connections it forges, is critical to ISU's future.

### **Outreach**

Outreach is an important activity at Idaho State, with statewide leadership in health professions and extension as a key part of its mission. ISU has major initiatives underway in Idaho Falls, Boise, Twin Falls, and North Idaho. In particular, ISU is engaged in a major health professions initiative in Boise. New degrees offered there include a Master of Health Education, an M.S. in Clinical Laboratory Science, and a fast track B. S. in Nursing using Boise State's facilities in the evening. Partnering with the University of Idaho, ISU is planning a multi-university facility (Idaho Place) in Boise. At the same time, we are increasing our service to Idaho Falls, Twin Falls, and North Idaho. A Ph.D. in Biological Science with an emphasis in Environmental Biotechnology as well as both B. S. and M. S. degrees in Computer Information Systems have been added in Idaho Falls. An endorsement program in Special Education has been added for teachers in Twin Falls. Each of these is a collaborative venture and involves partnering with a variety of private and public entities. ISU supports the largest array of 2-way audio-video courses in the state and is developing a variety of web-based courses. More Idahoans than ever before have access to ISU's programs.

### **Points of Particular Interest**

Three of the accomplishments discussed above are of such significance that they merit revisiting.

- Having set an ambitious goal of \$102 million, ISU is nearing the achievement of that goal.
- Ground has been broken on the L.E. and Thelma E. Stephens Performing Arts Center. This will provide a critical cultural resource for Idaho State and the community.
- Funding has been secured, and designs are finalized, for the Rendezvous. This multi-purpose, state of the art, facility will serve our growing student body and will strengthen the "center" of our campus.

### **Self Assessment**

Idaho State University enters its centennial year as a vigorous and rapidly maturing institution. Proud of our past, and looking forward to the future, we are aware of the challenges facing us. We must continue to develop our mission-mandated health programs and increase access to them. We need to improve the continuation rate of high school graduates into post-secondary education (at present Idaho is a net importer of employees with post-secondary degrees). ISU's College of Education needs to continue to develop and disseminate its nationally recognized teacher education programs. To do all these things (and more), we must continually work to improve efficiency, work for funding equity, and pursue external funds from both private and public sources.

**SUBJECT: PROGRESS REPORT – IDAHO DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION**

Dr. Mike Rush will give the report.

*Professional-Technical Education in Idaho*  
*Progress Report*  
**September 20, 2001**

(Note: Final year-end data are not complete at this time. This report will describe the system and goals and provide highlights to date. A comprehensive summary will be provided in January.)

**❖ Instruction**

- **Secondary – 752 programs (41% net growth since 1995)**
  - ◆ **50 new Technology Support Technician Programs**
  - ◆ **39 new Individualized Occupational Programs**
  - ◆ **11 Professional-Technical Schools**
- **Postsecondary – 151 Programs (14% growth since 1995)**
- **Short-term – 2565 classes**

**❖ Enrollment**

- **Secondary – 75,622 (44.3% increase since 1995)**
  - **Professional-Technical Schools – 2,052**
- **Postsecondary – 7,227 (31.7% increase since 1995)**
- **Short-term – 44,976 (19.5% increase since 1995)**

**❖ Placement**

- **Secondary – 92% positive placement**
- **Postsecondary – 95.3% positive placement**

**Please find IDPTE Strategic Plan at**

[http://www.ptc.state.id.us/services/ppscoord/pdf/02-06 Plan Brochure.PDF](http://www.ptc.state.id.us/services/ppscoord/pdf/02-06%20Plan%20Brochure.PDF)

**Please find IDPTE Strategic Plan at**

[http://www.pte.state.id.us/services/ppscoord/pdf/02-06 Plan Brochure.PDF](http://www.pte.state.id.us/services/ppscoord/pdf/02-06%20Plan%20Brochure.PDF)

**ITEM 2**

**SUBJECT: PRESIDENTS' COUNCIL REPORT**

Dr. Miles LaRowe will give the report.

**ITEM 3**

**SUBJECT: AGENCY HEADS' COUNCIL REPORT**

At their most recent meeting, the Agency Heads' discussed progress reporting and the budget holdback.

**SUBJECT: PROPOSED LEGISLATION FOR PREFILING****BACKGROUND**

Every year, the Governor's office provides executive agencies the opportunity to prefile legislation. The Board approved a legislative idea to change Idaho Code 33-1207A as outlined below. The Governor's office has approved this submission.

**DISCUSSION**

Staff at OSBE has been in contact with the Deans of the Colleges of Education, the SDE and Idaho's MOST to develop recommendations for technical changes to Idaho Code 33-1207A in relation to the reading assessments for teachers that were established a few years ago as part of the Idaho Reading Initiative.

Current law states that "The State Board of Education shall be responsible for the development of a single preservice (reading) assessment measure for all kindergarten through grade eight (8) teacher preparation programs." It further states that, "By September 2002, all teacher candidates shall pass this assessment as part of the graduation requirements from an Idaho teacher preparation program."

(1) There is some confusion over the fact that the second sentence uses the phrase "all teacher candidates" while the assessment is developed for only K-8 teacher programs. It is proposed to clarify that only K-8 teacher candidates shall pass the assessment.

(2) There is concern that passage of the assessment is tied to graduation rather than certification. There is general consensus among the groups identified above that making passage of the assessment a certification requirement rather than a graduation requirement is more appropriate and will still meet with the intent of the law as it currently exists.

Attached is a copy of the proposed legislation. Staff is seeking Board approval to prefile this legislation.

**IMPACT**

It is anticipated that this change would, foremost, clarify the reading assessment requirements. Further, it would eliminate difficulties or unintended consequences of tying these requirements to graduation while maintaining the intent of the law, which is to ensure that only well-qualified individuals are granted certificates to teach.

**MOTION**

To approve prefiling the proposed legislation making changes to Idaho Code 33-1207A as shown in Item 4A1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_ No \_\_\_

#### **STATEMENT OF PURPOSE**

This bill provides clarity to law established as part of the Idaho Reading Initiative. Current law (Idaho Code 33-1207A) provides that the state board of education shall develop a preservice assessment measure on best reading practices for all kindergarten through grade eight teacher preparation programs. The law then goes on to require that all new teacher candidates must pass the assessment. This bill would clarify that only K-8 teacher candidates must pass the assessment.

Additionally, passage of this assessment in current law is tied to graduation from an Idaho teacher preparation program. It is possible that there are postsecondary students in teacher education programs who will not pass the assessment, and then will not go on to apply for teaching certification. It is not believed that the original intent of the law was to punish these students by not allowing them to graduate, but rather to ensure that those individuals who do not pass the assessment are not eligible for a teaching certificate. Therefore, this legislation makes passage of the assessment a qualification for an Idaho Standard Elementary Teaching Certificate rather than a requirement for graduation from a postsecondary teacher education program.

#### **FISCAL IMPACT**

There is no fiscal impact associated with the proposed changes.

AN ACT

RELATING TO TEACHER PREPARATION; AMENDING SECTION 33-1207A, IDAHO CODE, TO CLARIFY THAT ONLY K-8 TEACHER CANDIDATES MUST PASS THE ASSESSMENT; AND TO REVISE AND REPLACE GRADUATION REQUIREMENTS WITH CERTIFICATION REQUIREMENTS; AND  
DECLARING AN EMERGENCY.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Section 33-1207A, Idaho Code, be, and the same is hereby amended to read as follows:

33-1207A. TEACHER PREPARATION.

(1) Higher Education Institutions. The state board shall review teacher preparation programs at the institutions of higher education under their supervision and shall assure that the course offerings and graduation requirements are consistent with the state board approved, research based "Idaho Comprehensive Literacy Plan." To assure the most immediate compliance with this requirement, the board may allocate funds, subject to appropriation, to institutions which require revision of the program.

The state board shall be responsible for the development of a single preservice assessment measure for all kindergarten through grade eight (8) teacher preparation programs. The assessment must include a demonstration of teaching skills and knowledge congruent with current research on best reading practices. In addition the assessment must include how children acquire language; the basic sound structure of English, including phonological and phonemic awareness; phonics and structural analysis; semantics and syntactics; how to select reading textbooks; and how to use diagnostic tools and test data to improve teaching. It shall also include the preservice teacher's knowledge base of reading process: phonological awareness; sound-symbol correspondence (intensive, systematic phonemes); semantics (meaning); syntax (grammar and language patterns); pragmatics (background knowledge and life experience); and comprehension and critical thinking. By September 2002, all K-8 teacher candidates ~~shall pass this assessment as part of the graduation requirements~~ from an Idaho teacher preparation program shall pass this assessment in order to qualify for an Idaho Standard Elementary Teaching Certificate. The state board shall report the number of preservice teachers taking and passing the performancebased reading assessment to the legislature and governor annually. All costs associated with administration of this test shall be borne by the institution which administers the test and shall be shown as a line item in the appropriation request of the institution for state reimbursement.

(2) In-service Programs. Each teacher employed in a classroom for kindergarten through grade eight (8), Title I, or special education and each school administrator of a school which includes kindergarten through grade eight (8), Title I, or special education shall complete three (3) credits (or forty-five (45) contact hours of in-service training) of a state approved reading instruction course titled "Idaho Comprehensive Literacy Course" based on the state approved research based "Idaho Comprehensive Literacy Plan" in order to recertify. Courses which qualify for credit shall be approved by the state department of education, and any educator who completes a state approved reading instruction course prior to September

2001, shall be deemed to have met the requirements of this subsection. Completion of a state approved reading instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education or renewal. The department shall provide a waiver of this requirement if the applicant successfully completes the reading assessment measure developed for preservice purposes as provided in subsection (1) of this section. The department shall establish a procedure to allow a waiver of this requirement if the applicant teaches in a secondary grade subject which does not directly involve teaching reading or writing.

The board of trustees of every school district shall include in its plan for in-service training, coursework covering reading skills development, including diagnostic tools to review and adjust instruction continuously, and the ability to identify students who need special help in reading. The district plan for in-service training in reading skills shall be submitted to the state department of education for review and approval, in a format specified by the department.

**SUBJECT: PROPOSED RULES REVIEW**

**BACKGROUND**

At its June and August meeting, the Board approved submission of proposed rules in the following areas:

K-12 State Achievement Standards  
K-12 State Assessment Program  
Standards for Idaho School Buses and Operations  
Idaho Promise Scholarship Program  
Idaho Minority and At-Risk Scholarship Program

These rule changes will come to the Board at their October meeting for final approval.

**DISCUSSION**

The proposed rule changes on K-12 Assessment are attached. The proposed changes are as recommend by the Board's Assessment and Accountability Commission. Because they represent a significant change from previous assessment requirements, they have been included herein for Board review/questions/comments before a final version is forwarded for approval in October.

**BOARD ACTION**

This item is intended for information and discussion. No specific Board action is anticipated.

IDAPA 08  
TITLE 02  
Chapter 03

08.02.03 – RULES GOVERNING THOROUGHNESS

111. ~~ASSESSMENT TESTING IN THE PUBLIC SCHOOLS.~~ (EFFECTIVE DATE: JANUARY 1, 2002)

01. **Philosophy.** Acquiring the basic skills is essential to realization of full educational, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. A statewide student assessment testing program consisting of standardized achievement testing and performance appraisal activities in the fundamental basic skills will be conducted annually under the supervision of the State Department Board of Education. (4-1-97)(    )

02. **Purposes.** The purpose of assessment testing in the public schools is to measure and improve student achievement; to assist classroom teachers in designing lessons; to identify areas needing intervention and remediation; to identify areas requiring acceleration and challenge; to assist school districts in making needed curriculum adjustments; to inform parents of their child's progress; to provide comparative local, state and national data regarding the achievement of students in essential skill areas; and to identify performance trends in student achievement across grade levels tested and student growth over time; ~~to provide supplemental information to local educational agencies that may be useful in evaluating local curriculum and instructional practices, screening students for special program entry/exit, diagnosing individual differences, developing student schedules, making differential assignments within classes and in communicating school progress information to various publics; and to determine State Department of Education technical assistance/consultation priorities.~~ (4-1-97)(    )

03. **Content.** The ~~statewide testing comprehensive assessment~~ program will consist of multiple assessments, including standardized tests, level tests, the Idaho Reading Indicator, and the Iowa Tests of Basic Skills (ITBS), the Tests of Achievement and Proficiency (TAP); the Direct Writing Assessment (DWA) and the Direct Mathematics Assessment (DMA). (4-1-97)(    )

04. **Testing Population.** All students in Idaho public schools, grades ~~three through eleven (3-11)~~ kindergarten through twelve (K-12), are required to participate in the comprehensive assessment program standardized portion of the statewide testing program approved by the State Board of Education and funded. ~~In addition, all students in grades four (4), eight (8) and eleven (11) are required to participate in the Direct Writing Assessment and all students in grades four (4) and eight (8) are required to participate in the Direct Mathematics Assessment portions of the statewide testing program.~~ Non-public school students at those same grade levels are encouraged to participate at private school expense. All students who are eligible for special education shall participate in the statewide assessment program. Each student's individualized education program team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with allowable accommodations, or whether the student qualifies for and shall participate in the alternate assessment. (4-5-00)(    )

05. **Scoring And Report Formats.** Scores will be provided for each skill area assessed and reported in standard scores, percentile ranks, stanines, and holistic scores (Direct Writing Assessment and Direct Mathematics Assessment). Test results will be presented in a class list report of student scores, building/district summaries, and pressure sensitive labels. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their

performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students.

(4-5-00)

**06. Comprehensive Assessment Program.** The State approved comprehensive testing program is outlined below. Each test should be comprehensive of and aligned to the Idaho State Achievement Standards it is intended to assess. In addition, districts are responsible for writing and implementing assessments in social studies, science, health and humanities. Districts are encouraged to consider implementation of level testing in these areas. Districts are also encouraged to develop local secondary-level end-of-course exams. ~~Each test should be comprehensive of and aligned to the Idaho State Achievement Standards it is intended to assess.~~

- a. Kindergarten – Idaho Reading Indicator ( )
- b. Grade 1 – Idaho Reading Indicator ( )
- c. Grade 2 – Idaho Reading Indicator, Level Testing on Language Arts/Communication and Math Standards ( )
- d. Grade 3 – Idaho Reading Indicator, Level Testing on Language Arts/Communication and Math Standards ( )
- e. Grade 4 – Direct Math Assessment, National Assessment of Educational Progress, Level Testing on Language Arts/ Communication and Math Standards ( )
- f. Grade 5 – Direct Writing Assessment, Level Testing on Language Arts/ Communication and Math Standards ( )
- g. Grade 6 – Direct Math Assessment, Level Testing on Language Arts/ Communication and Math Standards ( )
- h. Grade 7 – Direct Writing Assessment, Level Testing on Language Arts/ Communication and Math Standards ( )
- i. Grade 8 – Direct Math Assessment, National Assessment of Educational Progress, Level Testing on Language Arts/ Communication and Math Standards ( )
- j. Grade 9 – Direct Writing Assessment. Level testing on Language Arts/ Communication and Math Standards for only those students determined to be below grade level at the end of the eighth grade. In Spring 2002, all ninth grade students are required to take the Idaho Standards Achievement Test (ISAT) pilot. Beginning Fall 2002, only ninth grade students who meet the eligibility criteria as established by the State Board of Education and who have parent approval may take the ISAT. ( )
- k. Grade 10 – Beginning Fall 2002, all tenth grade students are required to take the ISAT. Students who do not pass a portion or portions of the ISAT will retake the appropriate portion or portions each time thereafter that it is offered. Once a student achieves proficiency on the test, regardless of which grade level 9-12, that student is not required to continue taking the ISAT. ( )
- l. Grade 11 – ISAT ( )
- m. Grade 12 – National Assessment of Educational Progress, ISAT ( )

**07. Testing Assessment Schedule.** ~~The Iowa Tests of Basic Skills and the Tests of Achievement and Proficiency will be administered in October of each school year. The Direct Writing Assessment will be administered in early Fall and the Direct Mathematics Assessment will be administered in the early Spring of each school year during a time period specified by the State Department Board of Education. The Idaho Reading Indicator will be administered in accordance with Idaho Code 33-1614. The National Assessment of Educational Progress will be administered in a time period to be determined by the State Board of Education. Level testing on Language Arts/Communications and Math Standards will be administered twice annually in early Fall and early Spring in a time period to be specified by the State Board of Education. For 2002, the ninth grade pilot of the Idaho Standards Achievement Test will be administered in early Spring in a time period specified by the State Board of Education. Beginning in 2003, the tenth grade ISAT will be administered in early~~

~~Spring in a time period specified by the State Board of Education. The ISAT will be administered twice annually for 11<sup>th</sup> and 12<sup>th</sup> grade students, in the early Fall and early Spring, in a time period specified by the State Board of Education.~~ (4-1-97)( )

**078. Costs Paid By The State.** Costs for the following testing activities will be paid by the state: (4-1-97)

a. All consumable and non-consumable test materials needed to conduct the prescribed statewide ~~testing assessment~~ program; (4-1-97)( )

b. Statewide distribution of all test materials; (4-1-97)

c. Processing and scoring student response forms, distribution of prescribed reports for the statewide ~~testing assessment~~ program; and (4-1-97)( )

d. Implementation and scoring of the Direct Writing Assessment ~~component to the fourth, eighth and eleventh grade batteries~~ and the ~~fourth and eighth grade batteries of the~~ Direct Mathematics Assessment. (4-1-97)( )

**089. Costs Of Additional Services.** Costs for any additional ~~sub-test~~ administrations or scoring services not included in the prescribed statewide testing program will be paid by the participating school districts. Cost for replacement or supplemental materials ~~which that~~ exceed expectation may also be charged to the district. (4-1-97)( )

**109. Services.** Statewide testing should be scheduled so that a minimum of instructional time is invested. Student time spent in testing will not be charged against attendance requirements. (4-1-97)

**101. Test Security.** Test security is of the utmost importance. It is expected that school districts will employ the same security measures in protecting statewide testing materials from compromise as they use to safeguard other formal assessments (4-1-97)

**142. Demographic Information.** Demographic information may be required by the State Department of Education to assist in interpreting test results. (4-1-97)

**123. Assurances.** The State Department of Education will neither advocate nor undertake performance comparisons across Idaho school districts. It is recognized the scholastic achievement can be adversely impacted by individual/environmental differences beyond the control of the school. (4-1-97)

**134. Dual Enrollment.** For the purpose of non-public school student participation in non-academic public school activities, the Idaho State Board of Education recognized achievement test is Form K of the Iowa Tests of Basic Skills, at the elementary level (grades K-8), and the Tests of Achievement and Proficiency, at the secondary level (grades 9-12). The minimum score on each assessment is the fifth (5<sup>th</sup>) stanine for the battery total score. (4-1-97)