

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA
April 11-12, 2002

<u>TAB</u>	<u>DESCRIPTION</u>	<u>ACTION</u>	<u>PAGE</u>
1	PPGAC AGENDA SUMMARY		1
2	PROGRESS REPORT Eastern Idaho Technical College	Discussion	2-7
3	PROGRESS REPORT Professional-Technical Education	Discussion	8-15
4	PRESIDENTS' COUNCIL REPORT	Discussion	16
5	FINAL READING, GOVERNING POLICIES AND PROCEDURES Changes to Section III. Postsecondary Affairs related to Student Health Insurance	Motion to Approve	17-18
6	FINAL READING, GOVERNING POLICIES AND PROCEDURES Changes to Section IV. Agency Affairs related to State Library Board Appointments	Motion to Approve	19-21
7	POST LEGISLATIVE REPORT	Discussion	22-25
OTHER/NEW BUSINESS			

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA
April 11-12, 2002

SUBJECT

Progress Report: Eastern Idaho Technical College

March 27, 2002

President Karen McGee
Idaho State Board of Education
PO Box 83720
Boise, Idaho 83720-0037

President McGee:

Eastern Idaho Technical College (EITC) is proud to present its Annual Progress Report in conjunction with its April 2002 State Board of Education meeting presentation. This brief report will focus upon core values, precepts, progress, and change. This cursory communiqué will augment the Power Point presentation and additional materials (reports, plans) to be viewed on Thursday, April 11, 2002.

The Idaho State Board of Education approved Eastern Idaho Technical College Mission has remained constant since that time (November 22, 1996). It has acted as a guide for the College growth and improvement for the past six years. The College Vision likewise has inspired the College's performance as the institution has aspired to quality, performance, growth, need, and a host of other factors impacting its operations. Both statements are attached for your review.

The Eastern Idaho Technical College Strategic Plan has been developed through a dynamic process and, subsequently, produced a document that has guided the College with its mission. The College has, as directed, developed a Plan that emulates the 2000–2005 Idaho State Board of Education Statewide Strategic Plan. The College Plan reflects style, substance, and most critically, aligned Goals. Copies of the EITC Plan are on file in the Board office. The current and the new 2002–2007 Plan will be made available at the April Board meeting.

The following is a report on the Role & Mission Goals as requested.

Instruction:

The instructional mission of the College has been in growth, flux, and change this past year. Programs have been developed, expanded, refined, and otherwise nurtured to the benefit of the student. Examples of activity include a new Landscape Management Program, a revised Computer Network Technology program, an expanded Licensed Practical Nursing program, and an improved outreach effort

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA
April 11-12, 2002

Accreditation:

The College has focused upon four accreditation processes this year. They are as follows:

Attained re-certification from the National Automotive Technicians Education Foundation (NATEF) for the Automotive Technology program.

Attained initial accreditation from the Commission of Allied Health Education programs (CAHEP) for the Surgical Technology program.

Will be evaluated spring 2002 for re-affirmation of accreditation from the Northwest Association of Schools and of Colleges and Universities.

Will be evaluated spring 2002 for new National Automotive Technicians Education Foundation (NATEF) certification for the Diesel Technology program.

Enrollment:

Credit enrollments at the College have reached record levels in this instructional year. Spring semester 2002 reports reflect a record credit head count enrollment of 804 and a record FTE of 488. Coupled with the College's annually strong enrollments in Work Force Training, community education, adult education, and other areas one can surmise a healthy serving institution. Enrollment information has been provided to the Board office via the Idaho Division for Professional-Technical Education. More information will be available at the April 2002 Board meeting.

Outreach:

Outreach activities have become more focused and active during this instructional year. Annually, the College conducts various instructional programs throughout District Six to the limits of available resources. However, recent efforts have been made to provide Licensed Practical Nursing credit education to the communities of Driggs, Salmon, and Arco. Response has been significant.

Personnel:

The 2001-2002 instructional year saw an improved start to quality personnel acquisition, personnel functioning, and thus an improved College. Current year financial holdbacks and now 2002-2003 cutbacks resulting in personnel reduction will hamper some College operations and eliminate others. EITC has been determined in this time of financial strife to protect the instructional arm of the College. The College has pursued new and replacement faculty with competitive collegiate and employment credentials for all

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA
April 11-12, 2002

openings. Continued quality personnel operations will be reliant upon available resources.

Finance:

The College budget is approximately \$8 million. State appropriations via the Idaho Division of Professional-Technical Education as well as contracts and grants are the source of EITC funding. Tremendous demand exists for the resources, while revenue streams are limited. The 2001–2002 holdbacks totaled \$150,000 and impacted personnel functions, operations, and campus repairs. The 2002–2003 cutbacks will seriously impact personnel, operations, and capital. In spite of the State's financially bleak picture, the College has enjoyed progress due to effective and efficient operations and prudent values. Evidence through clean audits and orderly financial operations reflects solid correct measures of operations.

Grants and Contracts:

At present, the College engages in a variety of contractual agreements and grants. All effort is designed and focused upon instruction, economic development, and student success. Approximately \$2.2 million is the amount to date.

Facilities:

The College facilities are a source of interest, pride, and growth. A number of renovations have been completed this year including roof repair, painting, fiber-optic connectivity, parking lot repairs, and others. New signage has been added to campus thanks to the College Foundation. And most prominently, the College library addition has become a great asset and project completed to the betterment of all.

Current state of Idaho finances have postponed the state funded Health Education Building planning and the Maintenance Building addition construction. However, per Board directive, the College is pursuing funding for the Health Education Building through the Economic Development Administration.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA
April 11-12, 2002

Advancement:

The College at this writing could be in many minds a model and superior quality technical college. However, the College does not sit on its laurels and continues to strive to excellence. Much evidence publicly demonstrates this positive predisposition. Most prominent is the College Foundation and its efforts. The Foundation has increased its scholarship support to \$100,000 per year, continued its support of student activities, continued its purchase of needed equipment as well as increased its net worth to over \$1.6 million. The tireless effort of the Foundation Board and friends of the College have positively impacted countless students lives.

Further information will be conveyed at the April Board meeting. The College stands ready to present all necessary information and answer any and all questions.

Sincerely

Miles LaRowe, Ed.D.
President

jl

Enclosure



Eastern Idaho Technical College

Vision Statement



Our vision is to be a superior quality technical education college. We value a dynamic environment as a foundation for building our College into a nationally recognized technical education role model. We are committed to educating all students through progressive and proven educational philosophies. We will continue to provide high quality education and state-of-the-art facilities and equipment for our students. We seek to achieve a comprehensive curriculum that prepares our students for articulation to any college and full participation in society. We acknowledge the nature of change, the need for growth, and the potential of all challenges.

—November 22, 1996—



Eastern Idaho Technical College

Mission Statement



Eastern Idaho Technical College provides high-quality educational programs that meet the diverse needs of the citizens of its nine county service area and the State of Idaho. We offer an excellent learning environment and deliver a variety of learning opportunities to our students. The College serves by being a minimal cost, open-door institution that advocates for the needs of the individual. The College champions technical programs, customized industry training and retraining, developmental and basic skills instruction, workforce and community education, economic development, distance education, and student services.

To fulfill our mission, the College strives to achieve the following goals:

Provide post-secondary vocational-technical education for students who plan to enter full-time employment after completing a one- or two-year curriculum;

Offer customized training programs in current and emerging technologies;

Provide continuing education via credit and non-credit courses and seminars;

Participate in the economic development of the service area through collaborative planning, training, and education;

Offer developmental programs in adult literacy, General Educational Development, Adult Basic Education, and English as a Second Language;

Extend technical education to students currently enrolled in area secondary schools;

Provide support services that enhance the educational experience of students including advising, counseling, career planning, placement, and other activities;

Maintain and enhance partnerships with regional high schools, colleges, universities, businesses, industry, government, and health care institutions;

Prepare students for the 21st Century by providing state-of-the-art equipment, materials, facilities, and services;

Provide alternative instructional delivery systems for those students who do not attend classes on campus;

Recruit, hire, retain, and develop high-quality, dynamic college personnel; and

Provide and continually plan for a quality campus environment that encourages student growth, fosters respect for people, advocates positive human interaction, and serves the diverse student and community populations within the dimensions of college resources.

SUBJECT

Progress Report: Professional-Technical Education

Progress Report

Prepared for the State Board for
Professional-Technical Education

1

Mission

Mission

To provide Idaho's youth and adults with technical skills, knowledge and attitudes necessary for successful performance in a highly effective workplace.

Vision

A qualified, skilled workforce is essential to the competitiveness of Idaho's businesses and industries, the effectiveness of the public sector, and the well-being and safety of Idaho's citizens. Economic vitality as well as quality of life is dependent on effective people equipped with the necessary skills, knowledge and attitudes necessary to compete effectively, work efficiently and safely while balancing responsibilities to the family and community.

Professional-technical education is Idaho's public workforce education and training delivery system and is devoted to preparing students for occupations requiring other than a four-year college degree as well as training workers already in the workplace.

Professional-technical education spans educational levels, contributing to a thorough education for youth by providing them with career knowledge, technical skills and attitudes necessary to succeed in the workplace. Programs for youth are provided through the secondary schools operating in concert with the technical college system to provide a continuum of education and training opportunities.

Professional-technical education also focuses on providing adults with the skills necessary to perform effectively in the workplace, including skills needed for entry, reentry or advancement. Programs for adults are delivered through the technical college system as well as special arrangements with the private sector. Workforce education and training is delivered in close collaboration and cooperation with other state entities involved in workforce development.

Quality, accessibility, responsiveness and commitment to continuous improvement are hallmarks of Idaho's professional-technical education system.

Structure (from Administrative Rule)

Provide Idaho's youth and adults with technical skills, knowledge and attitudes

Division serves as administrative arm of State Board for Professional-Technical Education

State Board appoints administrator

Division is to develop, establish and disseminate policies, procedures and guidelines for the purpose of administering professional-technical education

2 Goals - Objectives

Instructional Issues

Goal 1 – Provide leadership and technical assistance that will continuously improve the quality of Idaho's Professional-Technical System.

The Division implemented a quality agenda focused on 1) rigorous technical curricula; 2) integration of academic achievement standards; and 3) articulation of high school and college curricula.

The Division funded 28 curriculum development/revision projects. The Technology 2001-2002 Taskforce began mapping the content objectives to the Idaho State Achievement Standards and the *2001 Edition Marketing Education, A Guide to How Marketing Education in Idaho's Classrooms Meet State Achievement Standards* was developed and published.

Twelve postsecondary health professions education improvement initiatives were developed by the Postsecondary Integration Task Force. These include professional development courses for practical nurses, and training programs in phlebotomy, nursing assisting and other aide level training programs.

In-service workshops, conferences and training were provided to 744 instructors, administrators, and other educators to assure that skills and current methodology are updated and reinforced. The range of activities covered a number of components such as support for university teacher education programs, curriculum development and analysis, resource acquisition, and leadership training. Approximately 900 instructors, administrators and other educators attended the 2001 Professional-Technical Educators' Summer Conference.

Idaho's professional-technical education system demonstrated significant growth between 1995 and 2001. Numbers of secondary programs were up 41% and secondary enrollments were up 44%. Postsecondary programs were up 14% and postsecondary enrollments were up 32%.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA

April 11-12, 2002

The number of high school students enrolled in professional-technical education programs increased by 2.18% from FY 2000 in comparison to a .23% drop in overall secondary enrollment. Secondary professional-technical education students attained positive placement of 92%. Eighty-eight percent of secondary completers demonstrated mastery of the competencies in capstone courses.

Postsecondary professional-technical education completers attained positive placement of 95.33%. The number of full-time equivalent postsecondary AAS Degree/Certificate students decreased by 2.78%. Accrued head-count increased by 10.95%.

Pamela Gomes, Lake City High School in Coeur d'Alene, won the GIANTS Award (Governor and Industry Award for Notable Teaching of Science). She is one of two winners and teaches a professional-technical program in Advanced Forest Management.

Program quality was demonstrated through success of students in national competitions. Secondary results included the following:

- Idaho's Family, Career and Community Leaders of America (FCCLA) chapters provided STOP the Violence training to over 2,500 Idaho students in 200 sessions.
- Kuna placed fourth in Parliamentary Procedure at the National FFA Convention
- Burley placed fourth in Extemporaneous Public Speaking at the National FFA Convention
- Six Idaho FFA members were named as national finalists in the FFA Proficiency Award Program
- Two Idaho FFA members were named as national Proficiency Award winners
- Four BPA members from Payette won first place in the nation in the Economic Research Project team event
- Eight BPA members placed second in the nation in their competitive events
- Gold medals were awarded to five FCCLA members for their achievement in national leadership projects
- Students from Coeur d'Alene were in the top ten finalists in Travel and Tourism Marketing Management at the International DECA Career Development Conference
- An American Falls student placed in the top 20 semi-finalists in Retail Merchandising, Manager Level event at the International DECA Career Development Conference
- Students from Prairie High School placed second in Construction at the TSA National Conference

Postsecondary results included the following:

- Eleven BPA members placed first in the nation at the National Leadership Conference.
- A student from LCSC placed third in Entrepreneurship at the International DEX Career Development Conference
- Members of the CSI DEX chapter placed second in the national Quiz Bowl Team competition
- A student from ISU placed third in aircraft mechanics at the National Skills competition
- A student from ISU placed third in carpentry at the National Skills competition
- Idaho had a total of 16 top ten winners in the 33 contests entered at the SKILLS-USA National Conference

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA

April 11-12, 2002

Goal 2 – Provide individuals access to professional-technical programs and services that enable them to develop and execute educational plans, make informed career choices, and develop their skills and knowledge in order to be globally competitive workers, responsible citizens and lifelong learners.

In FY 2001, 108 school districts had approved professional-technical programs. The number of approved secondary professional-technical education programs increased from 720 in FY 2000 to 752 in FY 2001. Ten professional-technical schools offered 74 programs to 2,435 students (compared to eight schools, 56 programs and 1,776 students in FY 2000). This is a 27% increase in enrollment.

Training was provided by distance learning to 156 male and female offenders through the Department of Correction in FY 2001. Thirty-seven out of the 50 offenders released obtained training related employment.

Course delivery and video conferencing for state agencies, business and industry and postsecondary institutions were provided via the distance learning network.

The number of Tech Prep agreements increased from 302 in FY 2000 to 345 in FY 2001. The number of secondary students participating in Tech Prep in FY 2001 was 3,211.

Workshops were conducted for counselors and other career development staff. The workshops included the Counselor Boot Camp: Basic Training in Implementing the Model. The boot camp was attended by 31 counselors and career development staff representing 20 school districts and the University of Idaho.

A total of 2,029 high school students were enrolled in the 46 Information Networking Technology programs delivered statewide. Additional Networking Program grants were awarded to train students to support network infrastructure, bringing the number of academies to 46.

There were 1,492 technical college students enrolled in business technology, software engineering, computer applications, customer service, network support, A+ computer support, and computer networking technology courses.

The web-based Fundamentals for Health Professions course in Region II was expanded beyond Region II into Regions III and IV and involved 146 students from 20 rural high schools.

At the technical college level, 369 Hispanic students (compared to 262 in FY 2000) and 194 Native American students (146 in FY 2000) were enrolled.

Delivery of the Farm Business Management Program was expanded during FY 2001. Boise State University used distance learning technology to connect to the community of Lewiston. The College of Southern Idaho expanded the resources and program delivery through the development of the website www.agaction.com. Idaho State University delivered off-campus programs to the communities of Soda Springs, Firth and Dayton.

The Centers for New Directions provided services to 1,737 single parents and displaced homemakers. Fifty-six percent of those entered jobs (450) or training programs (523). An additional 97 enrolled in nontraditional programs that focus on higher skills and higher-wage jobs.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA

April 11-12, 2002

Goal 3 – Ensure that professional-technical education and customized training is relevant to Idaho's continued economic, rural, and community development.

The Farm Business Management Program served 301 farm units throughout Idaho in FY 2001. Classes were delivered through Boise State University, College of Southern Idaho, Eastern Idaho Technical College and Idaho State University.

Idaho's technical colleges played a key role in a number of rural development projects in FY 2001. The College of Southern Idaho and the Southern Idaho Economic Development Organization worked together to provide training for 70 unskilled workers at Silver Creek Produce in Rupert. Eastern Idaho Technical College, the City of St. Anthony and several other entities combined resources to develop an outreach center in St. Anthony that will provide education for the upper Snake River Valley residents. Lewis-Clark State College developed an on-line Enhanced Medical Terminology course to pilot with the Department of Health and Welfare in Grangeville, Pierce, Weippe and Riggins.

Workforce and customized training was delivered to 39,388 adults for retraining and upgrading work skills through 2,899 short-term training classes. The Workforce Training Network (WTN), under the direction of the State Division of Professional-Technical Education, coordinated training resources from all six technical colleges in cooperation with the Departments of Labor and Commerce. Workforce Training Fund grants were used to provide customized training to more than 214 new Idaho employees through the technical college system. Technical colleges provided training for six of the fourteen companies who had been awarded Workforce Training Fund grants in FY 2001.

Fire service, hazardous materials and emergency services training were delivered through 333 classes to 5,588 emergency personnel. The distance learning network was used to deliver 80 hours of Fire Officer I training to 58 students. Eleven instructors taught the classes that originated in Boise, Twin Falls, Idaho Falls and Coeur d'Alene.

Idaho's Information Technology Training Program (ITTP) is operated by the Division of Professional-Technical Education in collaboration with the Department of Administration, Department of Labor, the six technical colleges and private industry. The Division of Professional-Technical Education coordinates the delivery of the ITTP Program. High-end technical and network programming training was provided to 3,000 state employees through 767 ITTP classes. The average cost of ITTP classes dropped from \$1,900 to \$795 (1998 to 2001) which saved the State of Idaho approximately \$500,000 in the first year alone. ITTP was the winner of a national 2001 award for Outstanding Achievement in the Field of Information Technology.

Infrastructure Issues

Goal 4 – Ensure maximum benefit from education resources through an efficient, rigorous professional-technical training system that includes professional-technical, applied academic, and employability skills.

The Strategic Plan for Professional-Technical Education in Idaho was used to assist in the effective and efficient use of resource management. Modification of the Division's current plan mirrors the State Board of Education Five-Year Strategic Plan by incorporating quality, access, relevance and efficiency goals.

The Division of Professional-Technical Education has consistently demonstrated staff efficiency since 1980. There are 37% fewer staff members than in 1980 which significantly increased the scope and responsibility of every staff member. This means that in FY 2001, each staff member administered two and one-half times more programs, four and one-half times more enrollment, and five times more money than they did in 1980. State leadership dropped from 5.34% of the budget in 1996 to 3.96% of the budget in 2002. Agency FTE has been reduced by 10% since 1996.

FY 2001 was the third year of a grant from the Albertson Foundation to create networking academies statewide. Six Regional Support Academies were created at the six technical colleges, 130 secondary teachers completed classes leading to 36 industry certifications, and 805 students helped install and maintain technology in the various districts. Overall, a total of 2.8 million dollars were distributed; 286 district teachers and technicians were trained; and 44 District Computer Support Technician Academies were created.

Advancement Issues

Strong public support for professional-technical education was demonstrated in Idaho's March, 2002 Public Policy Survey. Eighty seven percent (87%) of the respondents agreed that high school students should be offered more opportunities to take classes for a specific career, and 83% agreed that high school students need more work-based learning experiences. Eighty two percent (82%) wanted more one-and two-year technical college programs and 77% wanted more community college access. Seventy one percent (71%) agreed that more career exploration should be available to middle and junior high students. Finally, 40% agreed that they personally would need professional-technical training in the next 12 months to function in their jobs.

Two Automotive Youth Educational Systems (AYES) programs were implemented. AYES is a partnership among participating automotive manufacturers, participating dealers, and selected high schools and students. AYES includes a complete summer internship as a first step in the AYES process; a tool scholarship package provided by SNAP-ON Tools; the assignment of a mentor who oversees the technical training during the summer; and industry donations of components and vehicles. Advanced students progress to college level auto technology programs continuing with in-depth training while they earn Associate's degrees.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA

April 11-12, 2002

The Dehryl A. Dennis Professional-Technical Education Center received a teaching lab from Right! Systems of Idaho for its information technology program.

The function of the PTE Foundation is to promote professional-technical education programs, enhance programs through business and industry donations, offer scholarships to teachers to update skills, and to offer scholarships to students to attend a student organization national leadership conference. In FY 2001, the Foundation awarded six scholarships to students in the amount of \$150 each. To date in FY 2002, the Foundation has donated \$5,000 in technical equipment to schools in Idaho.

3

Challenges

Reduced funding combined with record enrollment increases and a significant need for retraining due to a declining economy.

Providing adequate facilities for professional-technical programs.

Impact of fee increases on equity and access.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA
April 11-12, 2002

SUBJECT

Presidents' Council Report

Dr. LaRowe will give the Presidents' Council report.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA
April 11-12, 2002

SUBJECT

Final Reading, Governing Policies and Procedures-
Changes to Section III. Postsecondary Affairs Related to Student Health Insurance

BACKGROUND

At the January meeting, the Board expressed interest in developing a mandatory policy on student health insurance. Board staff worked with representatives from each of the affected institutions (BSU, ISU, LCSC, UI, and EITC) in compiling a draft policy. At its March meeting, the Board approved a first reading draft of this policy change.

DISCUSSION

The new policy provides:

- Minimum direction to the campuses on student health insurance. Each institution may, at its discretion, adopt a policy that is more stringent.
- That all institutions will offer the opportunity for students to purchase health insurance through the institution (all already have this in place).
- That all full-fee paying students will be covered by either the health insurance offered through the institution or through equivalent insurance from an external source.
- That each institution will, through internally developed procedures, monitor student compliance with the policy, and will deny enrollment or terminate registration to students found to be out of compliance.

The following changes have been made since first reading

- Since the policy does not define it, added clarification that “full-fee paying” will be as defined by each institution. Currently, each institution defines it as follows: 8 credits or more at BSU, ISU, LCSC, UI, and 10 credits or more at EITC.
- Clarify that only students attending classes in Idaho shall be covered by health insurance. The institutions requested that we exclude students outside of the state enrolled in outreach or distance learning programs.
- Minor wording changes to improve clarity.

Additionally, because there is no effective date attached, this policy becomes effective upon passage by the Board. Institutions have expressed that they will work diligently to have the new policy implemented as soon as possible; however, because in some instances this will require significant changes, they have asked that the Board not expect complete implementation until Fall 2003.

BOARD ACTION

A motion to approve for final reading the change to Section III. Postsecondary Affairs, Item P.16 related to Student Health Insurance.

Moved by _____ Seconded by _____ Carried: Yes ___ No ___

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: P. STUDENTS

P. STUDENTS

16. Student Health Insurance

The Board's student health insurance policy is a minimum requirement. Each institution, at its discretion, may adopt policies and procedures more stringent than those provided herein.

a. Health Insurance Coverage Offered through the Institution

Each institution shall provide the opportunity for students to purchase health insurance. Institutions are encouraged to work together to provide the most cost effective coverage possible. Health insurance offered through the institution shall provide benefits in accordance with state and federal law.

b. Mandatory Student Health Insurance

Every full-fee paying student (as defined by each institution) attending classes in Idaho shall be covered by health insurance. Students ~~will~~ shall purchase health insurance offered ~~by~~ through the institution, or may instead, at the discretion of each institution, present evidence of ~~external~~ health insurance coverage that is at least substantially equivalent to the health insurance coverage offered ~~by~~ through the institution. Students without evidence of health insurance coverage shall be ineligible to enroll at the institution.

(1) Students presenting evidence of ~~external~~ health insurance coverage not acquired through the institution shall provide at least the following information:

- (a) Name of health insurance carrier
- (b) Policy number
- (c) Location of an employer, insurance company or agent who can verify coverage

(2) Each institution shall monitor and enforce student compliance with this policy.

(3) Each institution shall develop procedures that provide for termination of a student's registration if he or she is found to be out of compliance with this policy while enrolled at the institution. Each institution, at its discretion, may provide a student found to be out of compliance the opportunity to come into compliance before that student's registration is terminated, and may provide that a student be allowed to re-enroll upon meeting the conditions set forth herein, and any others as may be set forth by the institution.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA
April 11-12, 2002

SUBJECT

Final Reading, Governing Policies and Procedures
Changes to Section IV, Agency Affairs, related to the Idaho State Library (ISL) Board
Appointments

BACKGROUND

In revising Board policy related to State Historical Society appointments, it was discovered that the Board's policy related to appointments to the Idaho State Library Board also needed updating. At its March meeting, the Board approved a first reading draft of this policy change.

DISCUSSION

The proposed changes are summarized as follows:

- Updates mission, number of members and length of terms in accordance with Idaho Code.
- Allows for incumbent reappointments and outlines the process for reappointment.
- Provides that the ISL Board will review the applications and conduct interviews as necessary for the vacant trustee position.
- After forwarding the most highly qualified applicants to the State Board of Education for consideration, the Board may interview the applicants or make the appointment based on the recommendation of the ISL Board.
- Clarifies that the ISL Board and the State Board of Education shall consider geographic representation and qualifications as outlined in Board policy when making the final appointment.

These proposed changes are consistent with the changes proposed to the Idaho State Historical Society appointment procedure. **There have been no changes to the proposed policy since first reading.**

BOARD ACTION

A motion to approve for final reading the change to Section IV. Idaho State Library, Item H.1, which clarifies the appointment process for Idaho State Library Board.

Moved by _____ Seconded by _____ Carried: Yes ____ No ____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. AGENCY AFFAIRS

Subsection: H. Idaho State Library

Published February 2000

H. Idaho State Library

~~The Idaho State Library is responsible for fostering and promoting library services in the State of Idaho. Through its services, books, documents, and other materials are distributed to the citizens of Idaho. provides, promotes, and delivers library services to people in Idaho.~~

1. State Library Board.

- a. The State Library Board consists of the state superintendent of public instruction (or his or her designee), as an ex-officio member, and ~~three (3)~~ five (5) members appointed by the State Board of Education, each to a term of ~~three (3)~~ five (5) years. ~~An appointment to the Idaho State Library Board cannot be made until the nominations process has concluded.~~

- b. Board Appointment Procedures:

(1) Incumbent Reappointment

~~In the event that the incumbent candidate is interested in reappointment, the State Library Board shall forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The State Board of Education may choose to reappoint the incumbent without soliciting other candidates, thus completing the appointment procedures. If there is no incumbent seeking reappointment, or if the Board chooses not to reappoint an incumbent, the procedures are as outlined in item (2). Between January 1 and March 1 of each year, the Office of the State Board of Education will announce the upcoming vacancy on the Board of the Idaho State Library. The announcement of the vacancy will be advertised as deemed appropriate by the State Board of Education. Such advertisement will solicit interested persons to apply for the vacant position on the State Library Board.~~

(2) Open Appointment

~~(a) The State Library Board, on behalf of the State Board of Education, will advertise the vacancy in appropriate state, regional or local publications. Such advertisements will solicit interested persons to apply for the vacant position on the Idaho State Library Board.~~

~~(b) Each applicant must provide a written statement to the Office of the State Board of Education expressing his or her interest in becoming a member of the ISL State Library Board. Each applicant must also provide evidence of his or her qualifications, and must identify his or her primary residence, background, and experience.~~

~~(c) The State Library Board Board of Education may appoint a screening committee to will review all applications for the vacant Board member position and conduct interviews as deemed necessary. If a review committee is appointed, it shall include at least one member of the ISL Board. Otherwise,~~

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. AGENCY AFFAIRS

Subsection: H. Idaho State Library

Published February 2000

~~the review of applications will be conducted by the State Board itself, with the assistance of the ISL Board. The purpose of this review is to eliminate from further consideration all but the most qualified applicants, who will be interviewed by the State Board of Education.~~

~~(d) The State Library Board will forward only Board of Education will conduct interviews of the most highly qualified applicants, in order of preference, to the State Board of Education for consideration. The Board may provide for interviews of the applicants, or may make the appointment based on the recommendation of the State Library Board, as determined by the review of applications described in paragraph 3 above, and appoint one of the interviewees to the ISL Board.~~

~~(5) For vacancies on the ISL Board which occur before the expiration of a member's term, due to the resignation or death of a member, or for any other reason, the State Board of Education will immediately begin the procedure described above, and appoint a new member to serve the remainder of the unexpired term.~~

~~The State Board of Education shall solicit such nominations beginning with the acceptance of any resignation or as soon as a vacancy shall occur for any other reason and shall appoint a replacement within ninety (90) days of the beginning of solicitation for nominations.~~

~~(3) The State Library Board, in making their recommendation, and the State Board of Education, in making the final appointment, shall consider geographical representation, interest, knowledge, experience, and willingness to advocate for the development and delivery of library and information services in Idaho. In any case, regional representation on the State Library Board shall be maintained according to the discretion of the State Board of Education.~~

2. Policies and Procedures.

The State Library Board elects its own officers and makes all necessary rules and regulations for the conduct of the public business entrusted to its care.

3. Budgetary and Other Matters.

The State Library Board, through its chief executive officer, submits an annual budget request to the State Board of Education on a schedule established by the executive director or his or her designee. Other matters that might involve the Idaho State Library are referred to in these Governing Policies and Procedures of the State Board of Education.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA

April 11-12, 2002

SUBJECT

Post-Legislative Report and Activities

DISCUSSION / BACKGROUND

Overall, the Board's efforts this session were successful. Rule changes related to Standards, Assessment, Scholarships and Busing were all approved, with only a couple of very minor changes recommended. Two pieces of prefiled legislation related to special education and reading assessments for preservice teachers were also successful. However, the most notable success was related to the Board's priorities for the budget.

New dollars were allocated in two areas, quite an accomplishment in a year when funding for enhancements was extremely difficult to obtain. Enhancements were funded in the area of Assessment and Accountability as well as for the Idaho Promise Scholarship Category B. Additionally, the Board prioritized funding for health programs in order to ensure that contracts with University of Utah and University of Washington would be honored, and funding to complete Idaho Public Television's conversion to digital. Consequently, the health programs budget was the only one under the Board's purview to not incur a permanent base reduction for FY03, and the final allocation necessary for digital conversion was provided to IPTV. Given the success of establishing and concentrating on priorities in the budget this year, the Board may want to include a discussion on priorities when setting the FY 2004 budget requests in August.

As for policy issues for next session, initially we can anticipate rules revisions related to teacher certification, driver education, possibly minor revisions to the rules related to Standards and Assessments, and continued input and recommendations on an Accountability Plan.

In planning for 2003, the Board may want to take this opportunity to discuss other policy initiatives, rule revisions or proposed statutory changes that there is interest in pursuing.

Attached is a report that includes information on legislation passed in the 2002 session that requires Board action or follow up, and information on legislation that did not pass, but that the Board may want to react to. This report is intended to aid the Board in reviewing and reacting to legislation from the 2002 session, as well as in beginning to plan for next session.

BOARD ACTION

Item provided for Board information and discussion. No specific action can be anticipated.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA

April 11-12, 2002

SUCCESSFUL LEGISLATION –REQUIRING BOARD FOLLOW UP

TOPIC	MANDATE
Nursing Education	<p>HCR 58 provides that the Board, in consultation with the Idaho Commission on Nursing and Nursing Education, design a plan of action for addressing the nursing shortage. The plan should address:</p> <ul style="list-style-type: none"> - strategies for expanding nursing education into rural Idaho - enhancing recruitment and retention - ongoing health profession data collection, analysis and projections - provide incentives to attract nurses to higher education and encourage advanced degrees.
<p>Plan of Action: Staff will bring forward recommendations/nominations for a Task Force intended to recommend to the Board a plan to address the nursing shortage.</p>	
Standards & Assessment Rules	<p>The House Education Committee requested that changes be made to the preamble to the Humanities Standards and also that a line referring to non-public student participation in testing be removed from the assessment rule changes</p>
<p>Plan of Action: Staff will bring to the Board the recommended change to the assessment rules for approval this Summer, along with any other changes that may be necessary in that area. The Humanities Standards Subcommittee will be meeting in April to review Standards and will be asked to incorporate the recommended change and forward it along with any others to the Board for approval.</p>	
Scholarships	<p>There were several technical changes to the awards and eligibility requirements for the Promise Category B, POW/MIA, and Peace Officer/Firefighter scholarships administered through the Board office.</p>
<p>Plan of Action: Staff will ensure that information and procedures for students and institutions on these scholarship programs is updated to reflect the changes.</p>	
Idaho Digital Learning Academy	<p>The Academy Board of Directors will recommend rule changes to the Board to implement the digital learning academy and to govern student accountability issues in a virtual environment</p>
<p>Plan of Action: The Idaho Association of School Administrators is beginning to put together the Board of Directors, and they plan to come to the Board in the near future and make a presentation on their vision for the Idaho Digital Learning Academy. No funding was provided for this effort this year, thus it cannot be anticipated when the Board of Directors will be ready to make rule recommendations. Staff will continue to monitor the effort.</p>	

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA

April 11-12, 2002

School for the Deaf & the Blind Reserve Fund	SB 1414 provides the Board can create and establish a general fund reserve within the School for the Deaf and the Blind budget.
Plan of Action: Board action to authorize creation of such fund will be included in the BAHF agenda for the Board's April 2002 meeting.	
American Indian Languages Teachers	SB 1411 provides that the Board will develop rules authorizing tribal designated Indian Language Teachers in the public schools
Plan of Action: Staff will work through the MOST Advisory Committee and include rule recommendations in this area with others coming forward related to teacher certification.	
Public School Facilities	SB 1434 provides that the Board shall by rule provide for uniform reporting of unsafe and unhealthy conditions, and for the uniform reporting of abatement or absence of abatement. Copies of reports shall be provided to the administrator of building safety and the local trustees.
Plan of Action: Staff will review existing provisions in rules and will work with appropriate stakeholders in drafting newly required provisions, to be brought back to the Board at a later date.	

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS AGENDA

April 11-12, 2002

OTHER ISSUES THAT MAY WARRANT FOLLOW UP

TOPIC	
Achievement Standards	Some legislators have shown interest in having all education laws, rules and policies reviewed to ensure they do not hinder the success of teachers and students in meeting the achievement standards, and to ensure they support the growing emphasis on student achievement. A resolution for an interim legislative committee to do this was unsuccessful; however, it has been suggested that the Board could take the lead on this effort and assign staff to do a review and make recommendations or put together a subcommittee that includes Board members and legislators to do a review and forward any recommendations in future sessions.
Science Standards	Legislation that would have required the Board to ensure that courses related to natural resources include a comprehensive variety of resource issues including responsible multiple use management was not successful; however, several Senators would like the Board to do a review of the Science Standards before the 2003 session and ensure that multiple use issues are adequately addressed.
Residency for Tuition Purposes	Legislation that would have added to the definition of a resident student those individuals who have earned degrees from accredited postsecondary institutions was not successful; however, the state institutions voiced support for the measure. The Board may want to assess support from the institutions and possibly forward this proposed change next session as part of the Board's legislative packet.
Out-of-state course registration	Idaho Code 33-107 provides that the Board will maintain a register of courses being offered in Idaho by postsecondary institutions outside of the state. The House Education Committee Chair asked staff to review how this policy is being implemented in a digital age when Idaho residents have access to large numbers of courses through the Internet, and to work with all interested stakeholders to see if the charge needs to be updated or revised.
Higher Education Funding Equity	Legislation to mandate regular reviews and reports of funding equity was not successful; however, the message to the Board was that many members of the Legislature want to continue to be informed on this issue and ensure the Board continued to monitor it periodically.