

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA  
DECEMBER 4 - 5, 2003**

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**SUBJECT**

**NOTICE OF INTENT PROGRAM APPROVAL:**

New BSU Undergraduate Program—B.S., Materials Science and Engineering

**BACKGROUND AND DISCUSSION**

In accordance with Board Policy Section III.G.4., all new academic and professional-technical programs must have full Board approval prior to implementation or inclusion in the Board's fiscal year budget request.

Boise State University is proposing a new undergraduate program in Materials Science and Engineering. The proposed program of study is consistent with nominal requirements found in the broad spectrum of materials science and engineering programs in the U.S. The quality of the program will be assessed by tracking the following metrics: student attributes (GPA, SAT or ACT, diversity in all of its forms), student financial support, student participation in research and industrial internships, student performance on GRE and FE exams, placement of graduates into industrial positions, placement of graduates into graduate (M.S. and Ph.D.) programs, and feedback from employers.

The Industrial Advisory Board of BSU's College of Engineering has continuously placed strong emphasis on the development of a Materials Science and Engineering program at BSU. Currently, BSU offers a minor in materials science and engineering. The University of Idaho Moscow campus offers a bachelor's, master's and Ph.D. degree programs in Materials Science and Engineering. The UI offers select engineering programs at the UI Boise campus and through the Engineering Outreach program. There is not a degree at any level in Materials Science and Engineering through either of these forums in Boise.

Student interest in a Materials Science & Engineering program is demonstrated by the enrollment in the M.S. in Interdisciplinary Studies program with an emphasis in Materials Science and Engineering. In the first academic year after devising the trial MSIDS curriculum, five graduate students enrolled in the program. In the last month, four more students indicated that they intend to apply to the MSIDS programs, and more than 15 other potential students have approached faculty about the program. More than 50% of the graduate students pursuing a Master of Science degree in Engineering are also pursuing a Materials Science and Engineering minor.

This level of interest in the graduate level program indicates a strong demand in the Treasure Valley for a MS & E program. The demand at the undergraduate level is anticipated to be equally strong. Demand for process and materials engineers in the local economy naturally drive the demand at the student level for these academic opportunities. For example, during the summer term of 2003, BSU offered an introductory MS & E course and was taught at the Micron site. Twenty students enrolled in this course.

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Industry demand is also a prime motivator for establishment of an MS & E program. The synergistic relationship between industry and academia is evidenced by a recent quote by Governor Kempthorne (The Idaho Statesman, March 13, 2003, *What Kempthorne said about Senate Bill 1143*), "Our colleges and universities are engines for economic recovery and growth. They are producing the highly skilled workforce that will keep Idaho business and industry in a very competitive economy."

Hiring managers at Micron Technology have directly communicated an interest in employing engineers with materials science and engineering background. The proposed program responds to this interest by focusing on microelectronics materials and process engineering which are of vital interest to three of the largest employers in the region: Micron Technology, Hewlett Packard, and SCP Global Technologies.

It is anticipated that the MS & E program will reach steady state enrollment figures in a four-year period, with approximately 100-300 enrolled students. These enrollment projections are consistent with equivalent departments in the college, and the anticipated demand for this program.

Engineering is one of the primary areas of emphasis for BSU. The university is located in the most populous region of the state and in an area of concentration for high technology industries. The mission of the College of Engineering is to provide accessible and high-quality programs of instruction, research, and service that prepare students for engineering and other high technology careers.

<b>A. Source of Funds</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>
1. Appropriated Funds—Reallocation			
2. Appropriated – New			
3. Federal			
4. Other – Micron Foundation	\$400,000	\$600,000	\$500,000
<b>B. Nature of Funds</b>			
1. Recurring *	\$253,000	\$424,000	\$455,000
2. Non-recurring **	\$147,000	\$176,000	\$45,000
<b>Grant Total</b>	<b>\$400,000</b>	<b>\$600,000</b>	<b>\$500,000</b>

\* Recurring is defined as ongoing operating budget for the program, which will become of the base.

\*\* Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

Funding is provided by a grant from the Micron Technology Foundation. The grant provides \$2,000,000 over four years. Support of the program will gradually transition from grant funds to state funding over the four years. State funding will be provided by reallocation of funds.

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Boise State University's intent is to offer the program only in Boise at this time but has expressed that they would be open for discussions to offer the program in other service areas if there was interest and demand.

**IMPACT**

If Board approved, the institution will implement this program and will be subject to future monitoring for program compliance.

**RECOMMENDATION**

CAAP and Board staff recommends approval of this Notices of Intent as presented.

**MOTION**

A motion to approve Boise State University's Bachelor of Science in Materials Science and Engineering.

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

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**SUBJECT**

**NEW ISU ADMINISTRATIVE UNIT:**  
Idaho Center for Disability Evaluation

**BACKGROUND AND DISCUSSION**

At the Council on Academic Affairs and Programs (CAAP) Committee meeting held in October, Idaho State University shared with CAAP their intent to create a new administrative unit entitled the Idaho Center for Disability Evaluation.

This is in response to the Department of Health and Welfare, Medicaid Division, requesting that ISU in collaboration with other higher education units assume administrative responsibility for eligibility assessment and treatment planning for developmentally disabled adults applying for Medicaid Services. This is a two-year, four million dollar project that will require no Board or campus funding at this time.

The center will be staffed 100% on fee for services money through the contract with Medicaid. The project will provide some opportunities for students; especially graduate students in health and human services programs to gain experience in this important field. Each cooperating institution will help provide oversight through a board, staffed by representatives of each participating institution.

Although it is not clear in policy that this request requires Board approval, Board Member Rod Lewis, who attended the October CAAP meeting, emphasized the importance of keeping the Board informed of these types of trends that are occurring and encouraged CAAP to report ISU's new administrative unit to the full Board at their December meeting. Staff is presenting this proposal to the Board for review and instruction as to how to handle this type of proposal in the future.

<b>A. Source of Funds</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>
1. Appropriated Funds—Reallocation			
2. Appropriated – New			
3. Federal			
4. Other – Dept. of Health & Welfare	\$2,158,753	\$1,745,568	
<b>B. Nature of Funds</b>			
1. Recurring *	\$2,158,753	\$1,745,568	
2. Non-recurring **			
<b>Grant Total</b>	\$2,158,753	\$1,745,568	

**MOTION**

Depending upon the Board's disposition on this type of request; a motion to approve Idaho State University's Idaho Center for Disability Evaluation.

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

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**SUBJECT**

University of Washington School of Medicine Admissions Committee

**BACKGROUND AND DISCUSSION**

Three Idaho physicians serve on the University of Washington School of Medicine Committee on Admissions for the WWAMI program. Idaho physicians serving on the most recent admissions committee are Dr. James Dardis of McCall, Dr. Roger Boe of Pocatello, and Dr. Richard McLandress of Coeur d'Alene.

At the Board's September 2001 meeting, the Board had directed that in the future appointments to the Idaho WWAMI Admissions Committee be managed in such a way as to provide opportunities to Idaho physicians who have not previously served. The Board also requested that a schedule of rotating terms of membership be created to allow of the medical community greater opportunities to be involved in this important activity. Rotating terms would ultimately result in an improved process as well as increased awareness of the program.

In response to these Board directives OSBE staff met with the UW Medicine WWAMI (Idaho) Office for Clinical Medical Education and generated a rotating schedule of three-year terms for members of the Idaho WWAMI Admissions Committee. This schedule is attached.

A vacancy has been created on the Admissions Committee by the resignation of Dr. James Dardis. OSBE staff met with the UW Medicine WWAMI (Idaho) Office for Clinical Medical Education in the role of a nominating Committee to review applications and forward a recommendation for appointment to the Admissions Committee to the State Board of Education. The recommendations for appointment to the Admissions Committee, in ranked order are:

- (1) James Scheel, M.D.  
Twin Falls, ID

Dr. Scheel earned his B.A. degree at the University of Idaho in 1964 and his M.D. degree at the University of Washington in 1968 as a WWAMI student graduate. He has practiced as a Family Physician for 31 years in the State of Idaho. Although now retired full-time from the Physicians Center in Twin Falls since September 2001, he is presently serving as a part-time Family Physician at the Primary Health Center in Boise. He has been active in the medical/political process having served as Idaho Medical Association President, Speaker of the House of Delegates, and Lobbyist. He is a present member of the American Academy of Family Practice and South Central Medical Society.

- (2) James Gardner, M.D.  
Grangeville, ID

Dr. Gardner earned his B.S. degree in Biology/Chemistry at Tarleton State University, Stephenville, Texas in 1986 and his M.D. degree at The University of Texas Medical School, Houston, Texas in 1992. His residency in family practice was completed at Memorial Southwest Hospital, Houston, from 1992 – 1995. He

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became Chief Resident in Family Practice at Southwest Memorial Hospital in 1994. In 1995, he was Staff Physician at Syringa General Hospital, Grangeville, Idaho and in 1996 and 2002 became Chief of Staff. He has several affiliations such as with the Diplomate American Board of Family Practice, American Academy of Family Practice, Idaho Medical Association, and American Medical Association. He has co-published articles in the Journal of Pediatric Gastroenterology and Nutrition and in the Digestive Diseases and Sciences.

**RECOMMENDATION**

The creation of a rotating schedule of three-year terms responds to the Board of Education's desire to expand involvement in the process. Additionally, both physicians nominated are very well qualified to serve on the University of Washington School of Medicine Admission Committee.

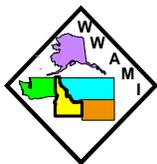
Board staff recommends approval of the rotating three-year terms and the appointment of either Dr. Scheel or Dr. Gardner to the University of Washington School of Medicine Committee on Admissions.

**MOTION**

A motion to approve the three-year rotating terms for the University of Washington School of Medicine Committee on Admissions and the appointment of Dr. \_\_\_\_\_ as an Idaho member of the Committee.

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

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UW Medicine  
SCHOOL OF MEDICINE

**IDAHO WWAMI ADMISSIONS COMMITTEE**

<b>2004</b>	<b>Years Left on Term</b>	<b>2005</b>	<b>Years Left on Term</b>	<b>2006</b>	<b>Years Left on Term</b>
Roger Boe, MD	1	E-04 Admissions Member	1	Dick McLandress, MD	1
E-04 Admissions Member	2	Dick McLandress, MD	2	E-05 Admissions Member	2
Dick McLandress, MD	3	E-05 Admissions Member	3	E-04 Admissions Member 2 <sup>nd</sup> Term or E06 Admissions Member	3

Key:

E = Entering Year on the Admissions Committee as well as entering year for the first class of students they interview.

Notes:

New Member Entering 2004 is initially a two-year term in order to get the position terms staggered. If this position becomes reinstated for a second term in 2006, the length of that term will be three years.

Terms are three-years in length with the option to renew for a second three-year term.

E-04 Admissions Member to be identified by December in order to participate as an Idaho WWAMI Admissions Committee interviewer:

February 4, 5, & 6, 2004 with Dr. Roger Boe  
March 2, 3, 4, & 5, 2004 with Dr. Richard McLandress

2003 Idaho WWAMI Admissions Committee Members:

Richard A. McLandress, M.D., Chairman  
Family Physician  
700 Ironwood Drive, Suite 101  
Coeur d'Alene, Idaho 83814  
(208) 667-2541  
[rmclandr@u.washington.edu](mailto:rmclandr@u.washington.edu)

James Dardis, M.D. (Position Being Replaced 2004)  
Family Physician  
P.O. Box 1047  
McCall, Idaho 83638  
208) 634-2225  
[Dardisfamily@ctweb.net](mailto:Dardisfamily@ctweb.net)

Roger Boe, M.D.  
Retired Pediatrician  
226 South 16<sup>th</sup>  
Pocatello, Idaho 83201  
(208) 233-5651  
[boeroger@cableone.net](mailto:boeroger@cableone.net)

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**SUBJECT**

OTHER ACADEMIC INDICATOR OPTIONS

**BACKGROUND AND DISCUSSION**

The No Child Left Behind Act of 2001 requires that states implement strategies to assure that all public school students achieve a proficiency in math, reading and science by the 2013 school year. The process to achieve this requirement is known as Adequate Yearly Progress or AYP. AYP measures the percent of students in grades 2 through 10 whose scores on the Spring ISAT are at or above the proficiency targets approved by the Board.

AYP determinations are made annually and include the following components:

1. 95% participation by all students in each disaggregated population group.
2. Meeting the annual target of proficiency on each test in each disaggregated population group.
3. Make progress toward the Board established target for a second indicator that validates student academic growth:
  - a. Graduation rate for high schools
  - b. Another academic indicator for non-high schools

The Board has established the proficiency scores for ISAT, the annual proficiency targets to achieve 100% proficiency by 2013 and the graduation rate target. The final piece of AYP is the development and implementation of the academic indicator for non-high schools.

The indicator that is selected must be implemented statewide, allow for on-going assessments, be aligned to state standards, allow for disaggregation of student data and be compatible with ISIMS. It would also be desirable to have the program provide remediation, with teacher direction, for students who require additional assistance to meet the proficiency targets of AYP.

Staff has prepared a review of the Indicators that have been adopted by the other 49 states. 31 have adopted school attendance, while 18 states have adopted academic measures. The review will highlight the pros and cons of each option along with any anticipated expenses related to implementation.

**RECOMMENDATION**

To select an indicator that will provide the maximum benefit to Idaho schools allowing for remediation while complying with NCLB requirements. It may be possible to provide a multiple number of options to schools.

**MOTION**

A motion to direct staff to develop an Idaho Other Academic Indicator.

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

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**SUBJECT**

Distribution of Title IIA, Title IIIA, and Title VIA Funds

**BACKGROUND AND DISCUSSION**

At the Idaho State Board of Education meeting held in Moscow, on June 26-27, 2003, the Board reviewed the Federal grants from the No Child Left Behind Act that are granted to the State. In the 2003-04 school year Idaho will receive \$90,974,621 from the titled grants that are included in NCLB.

After a thorough review of the grants, Karen McGee moved and Jim Hammond seconded a motion for the Board to pass on \$88,077,263 directly to the State Department of Education to provide support to ongoing activities. The motion called for the Board to hold back \$5,110,358 at the Board office to provide resources to facilitate the Board's State Education Agency (SEA) responsibilities. The total amount of the motion is the sum of six budget items.

(Motion in June 26-27 Board minutes)

**M/S (McGee / Stone): All federal funds pass through to the SDE, with the exception of the following: VI A - State Assessments in the amount of \$4,108,407; II A - Improving Teacher Quality State Grants in the amount of \$363,031 (\$17,391 Administration and \$345,640 Grants); III A - Language Acquisition State Grants in the amount of \$175,000, for a total of \$5,110,358. The motion carried 7-1 (Howard dissented).**

When Board member McGee made the motion she stated the total dollar amount of the holdback would be \$5,110,358. She then began to list the budget items that made up that total. During the process she was interrupted and inadvertently left off two items (State Directed Activities - \$345,640 and SEA administration - \$118,280) both of which were intended as part of the \$5,110,358 holdback. The total of the six items is \$5,110,358, the amount previously included in Board minutes.

At the Idaho State Board of Education meeting held in Boise on November 4, 2003, the following motion was approved 7-0:

(Motion in Draft November 4, 2003 Board minutes)

**A motion to correct the minutes of the June 26-27, 2003 board meeting to include both the SEA State Directed Activities in the amount of \$345,640 and the SEA administration in the amount of \$118,280 in the list of items that are part of the \$5,110,358 directed to be retained by the Board office, from NCLB funds.**

This motion did not change the total amount included in the approved 6/27 minutes.

In a November 6, 2003 letter to Gary Stivers, Executive Director of the Idaho State Board of Education, Dr. Marilyn Howard, Superintendent of Public Instruction, requested that a portion of these federal funds be forwarded to the State Department

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of Education to support the Bilingual Education position with Title III-A funds, partial salaries benefits and operating expenses of five SDE employees currently responsible for administering Title II-A funds, and funds for "State-Directed Activity" to support efforts to increase student achievement through improving teacher and principal quality from Title II-A funds.

- 1. That \$125,00 of the \$175,000 of Title III-A funding be forwarded to the State Department of Education to support a Bilingual Education position.**

**Motion 1:** That \$125,00 of the \$175,000 of Title III-A funding be forwarded to the State Department of Education to support a Bilingual Education position.

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

**Motion 2:** Denying the request to forward \$125,00 of the \$175,000 of Title III-A funding to the State Department of Education to support a Bilingual Education position.

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

- 2. That \$118,280 of Title II-A funding earmarked for administrative costs be forwarded to the State Department of Education to continue the Department's state level administration of Title II-A activities.**

**Motion 1:** That \$118,280 of Title II-A funding earmarked for administrative costs be forwarded to the State Department of Education to continue the Department's state level administration of Title II-A activities.

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

**Motion 2:** Denying the request to forward \$118,280 of Title II-A funding earmarked for administrative costs to the State Department of Education to continue the Department's state level administration of Title II-A activities.

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

- 3. That \$345,640 of Title II-A funding for "State Directed Activities" for improving teacher & principal quality be forwarded to the State Department of Education.**

**Motion 1:** That \$345,640 of Title II-A funding earmarked for "State Directed Activities" for improving teacher & principal quality be forwarded to the State Department of Education.

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

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**Motion 2:** Denying the request to forward \$345,640 of Title II-A funding for “State Directed Activities” for improving teacher & principal quality to the State Department of Education.

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

Office of the State Board of Education ... Federal Education Funds

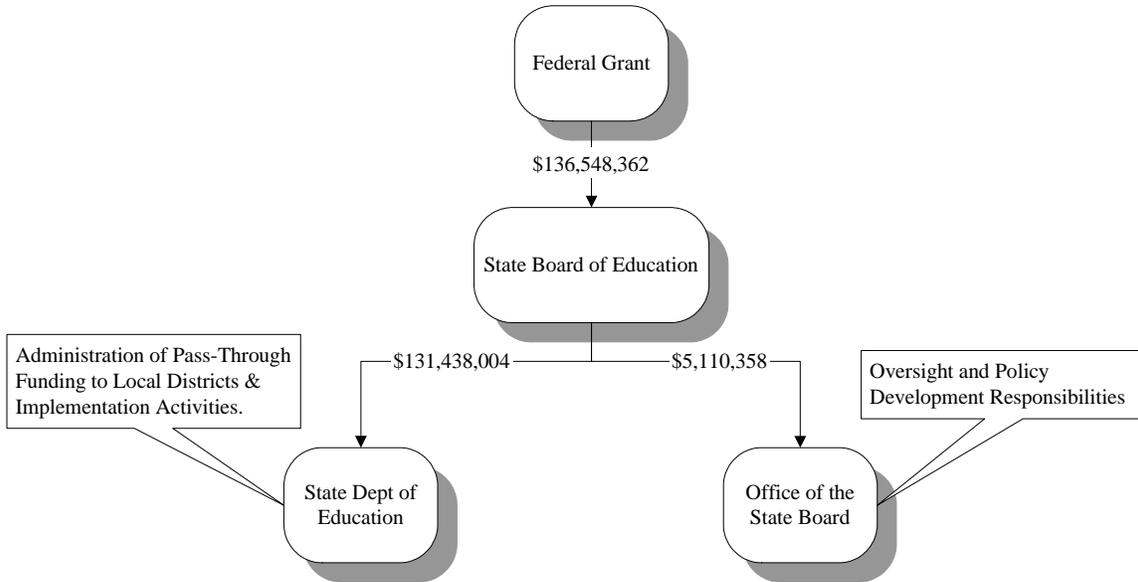
Title II-A ... Administrative Costs				Responsibilities
	Federal	State	Total	
<b>Revenue</b>				Calculating Annual Allocation to Districts
Federal Grant	\$118,280	\$0	\$118,280	Technical Assistance (Local Projects)
SAHA Administration	\$17,391	\$0	\$17,391	Report to US Dept of Ed on Fund usage & Results
State Appropriation		\$23,810	\$23,810	On-sight Monitoring & Compliance Reviews
<b>Total Revenue</b>	<b>\$135,671</b>	<b>\$23,810</b>	<b>\$159,481</b>	Establishing Policy for Allocations
<b>Expenditure</b>				Development of a Statewide Plan
Salaries				Reviewing Annual Applications (District)
Fiscal Analyst (Corporate Fiscal) 33%	\$17,970	\$4,530	\$22,500	Assess Effectiveness of District Strategies
Federal Programs Mgr 33%	\$17,920	\$4,480	\$22,400	
Administrative Specialist 33%	\$12,000	\$3,000	\$15,000	
Teacher/Administrator Standards Mgr	\$46,900	\$11,800	\$58,700	
Operating Expenses	\$40,881		\$40,881	
<b>Total Expenditure</b>	<b>\$135,671</b>	<b>\$23,810</b>	<b>\$159,481</b>	
<b>Balance</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	
Title II-A ... State-Directed Activity ... K-12				Responsibilities
	Federal	State	Total	
<b>Revenue</b>				Idaho Mathematics & Science Initiative
Federal Grant	\$345,640	\$0	\$345,640	Science Teachers Association (Prof Dev)
State Appropriation	\$0	\$0	\$0	Report to US Dept of Ed on Fund usage & Results
<b>Total Revenue</b>	<b>\$345,640</b>	<b>\$0</b>	<b>\$345,640</b>	Establishing Policy for Allocations
<b>Expenditure</b>				Development of a Statewide Plan
Grants ... Teacher Competency	\$345,640	\$0	\$345,640	Humanities Council (Prof Dev)
<b>Total Expenditure</b>	<b>\$345,640</b>	<b>\$0</b>	<b>\$345,640</b>	Council of Teachers of Mathematics (Prof Dev)
<b>Balance</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	Est. State Priorities for Educator Quality Activities
Title II-A ... State-Directed Activity ... Higher Education				Responsibilities
	Federal	State	Total	
<b>Revenue</b>				Assess Effectiveness of District Strategies
Federal Grant	\$345,640	\$0	\$345,640	Report to US Dept of Ed on Fund usage & Results
State Appropriation	\$0	\$0	\$0	
<b>Total Revenue</b>	<b>\$345,640</b>	<b>\$0</b>	<b>\$345,640</b>	
<b>Expenditure</b>				
Grants ... Teacher Competency	\$345,640	\$0	\$345,640	
<b>Total Expenditure</b>	<b>\$345,640</b>	<b>\$0</b>	<b>\$345,640</b>	
<b>Balance</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	

Title III-A ... Bilingual Education				Responsibilities
	Federal	State	Total	
<b>Revenue</b>				Standards Development
Federal Grant	\$175,000	\$0	\$175,000	Technical Assistance
State Appropriation	\$0	\$72,010	\$72,010	Report to US Dept of Ed on Fund usage & Results
<b>Total Revenue</b>	<b>\$175,000</b>	<b>\$72,010</b>	<b>\$247,010</b>	Calculating Annual Allocation to Districts
<b>Expenditure</b>				Development of a Statewide Plan
Salary and Benefits				Establishing Policy for Allocations
Fiscal Analyst (Corporate Fiscal) (33%)	\$17,970	\$4,530	\$22,500	LEP Assessment
Federal Programs Mgr (33%)	\$17,920	\$4,480	\$22,400	Professional Development
Administrative Specialist (33%)	\$12,000	\$3,000	\$15,000	Assess Effectiveness of District Strategies
LEP Specialist	\$54,000	\$0	\$54,000	Report to US Dept of Ed on Fund usage & Results
Operating Expenses	\$27,000	\$20,000	\$47,000	
In-service & Meetings	\$46,110	\$40,000	\$86,110	
<b>Total Expenditure</b>	<b>\$175,000</b>	<b>\$72,010</b>	<b>\$247,010</b>	
<b>Balance</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	

Title VI ... State Assessments				Responsibilities
	Federal	State	Total	
<b>Revenue</b>				Assess Effectiveness of District Strategies
Federal Grant	\$4,108,407		\$4,108,407	Report to US Dept of Ed on Fund usage & Results
State Appropriation	\$0	\$0	\$0	Develop New State Assessments
<b>Total Revenue</b>	<b>\$4,108,407</b>	<b>\$0</b>	<b>\$4,108,407</b>	Monitor the Federal Compliance Plan
<b>Expenditures</b>				Develop ISAT in the Area of Science
Salary and Benefits				Monitor AYP Progress
Fiscal Analyst (Corporate Fiscal) 33%	\$17,970	\$4,530	\$22,500	Monitor State Accountability Plan
Federal Programs Mgr 33%	\$17,920	\$4,480	\$22,400	
Administrative Specialist 33%	\$12,000	\$3,000	\$15,000	
Assessment Program Mgr (80/20)	\$56,700	\$14,200	\$70,900	
Assessment Adm/Business Spec (80/20)	\$41,800	\$10,500	\$52,300	
Group Position (Temporary)	\$11,000	\$0	\$123,200	
Operating Expenses				
Data Analysis & Management	\$30,000	\$0	\$30,000	
Other Academic Indicator	\$4,078,407	\$0	\$4,078,407	
<b>Total Expenditure</b>	<b>\$4,108,407</b>	<b>\$0</b>	<b>\$4,108,407</b>	
<b>Balance</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	

# Flow of Federal Education Dollars

## School Year 2003



### No Child Left Behind

Title I-A ... ESEA Grants (\$38,852,460)  
 Title I-B1 ... Reading First (\$4,213,421)  
 Title I-B3 ... Even Start (\$1,120,106)  
 Title I-C ... Migrant (\$4,572,256)  
 Title I-D ... Neglected & Disadvantaged (\$212,128)  
 Title I-D ... Comprehensive School Reform (\$715,130)  
 Title II-A ... Improving Teacher Quality (\$13,138,295)  
 Title II-B ... Math & Science Partnerships (\$499,218)  
 Title II-D ... Educational Technology (\$3,214,970)  
 Title III-A ... Language Acquisition (\$1,183,397)  
 Title IV-A ... Safe & Drug-Free Schools (\$2,058,365)  
 Title IV-A2 ... Community Service -Expelled (\$248,375)  
 Title IV-B ... Community Learning Ctrs (\$2,755,958)  
 Title V-A ... Innovative Programs (\$1,899,100)  
 Title V-D1 ... Improvement of Education (\$367,567)  
 Title VI-B1 ... Small Rural School Achievement (\$1,058,140)  
 Title VI-B2 ... Rural & Low Income Schools (\$245,446)  
 Title VII-A ... Indian Education (\$447,785)  
 Title VII-B ... Education for Homeless (\$186,400)  
 Title VIII ... Impact Aid Basic Support (\$7,202,091)  
 Title VIII ... Impact Aid Children with Disabilities (\$401,376)  
 Title VIII ... Impact Aid Construction (\$37,089)

Title II A ... Improving Teacher Quality (\$826,951)  
 Title III-A ... Language Acquisition (\$175,000)  
 Title VI-A ... State Assessments (\$4,108,407)

### Special Education

Special Education ... Grants to States (\$41,225,568)  
 Special Education ... Preschool Grants (\$2,220,506)  
 Infants & Families ... (\$2,127,667)

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**State Department of Education Budget for Federal Education Monies**

**Title II-A: Teacher Quality-Preparing, Training and Recruiting High Quality Teachers and Principals**

Assists school districts to meet the requirements for highly qualified teachers and to hire teachers to reduce class size.

Expenditures include administration, flow through to districts, state provided activities, higher education administration, and higher education activities.

**Administrative set asides (K-12 and IHE program):**

Personnel costs--

Program Coordinator salary/benefits/travel/operating costs

Support staff salary/benefits

Outreach Coordinator salary/benefits/travel/operating costs

Administrative assistant Federal Programs Bureau Chief q salary/benefits

Grants Specialist salary/benefits

Responsibilities--

**\*\*Program Coordinator:**

Provides technical assistance, monitoring, allocation determination, financial distribution, plan approval, professional development, and communication services

Manages Title II program

Develops and publishes RFP applications, program guidance, evaluation rubrics

Collaborate with other programs to develop state consolidated plan application

Data collection, analysis, student counts

Allocation determinations

Notification of allocation of flow through funds to districts

Review and approve state Consolidated Plan application

Provide technical assistance (T/A)

Lead on providing connections for professional development

Collect, analyze, and report data to local, state, and federal entities

Monitor, evaluate, and report on state and local program

**\*\*Support staff person:**

Works with Program Coordinator and provides support services

**\*\*Outreach Coordinator:**

Provides technical assistance, monitoring, allocation determination, financial distribution, plan approval, professional development, and communication services

Manages IHE portion of program

Develops and publishes RFP applications, program guidance, evaluation rubrics

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Manages State level activities program  
Coordinates math/science state directives under/through Title II-A  
Manages committees that evaluates programs  
Collaborate with other programs to ensure the development and implementation of teacher quality programs  
Data collection, analysis, student counts  
Develop IHE and state level project RFPs  
Review and approve IHE and state level project applications  
Allocation determinations for IHE approved projects and state level projects  
Provide technical assistance (T/A)  
Lead on providing connections for professional development  
Collect, analyze, and report data to local, state, and federal entities  
Monitor, evaluate, and report on IHE, state, and local program  
Coordinator for SDE and business interests in math/science education  
    \*\*Administrative Assistant:  
Works with Bureau Chief and Federal Programs staff providing support services  
    \*\*Grants Specialist:  
Manages the accounting of all consolidated plan accounts  
Communicates with all districts regarding their consolidated plan accounts  
Collaborates with staff on format development of plans, reports, and evaluations  
One of the staff partners in reviewing and evaluating consolidated plans  
Provides support services

**Flow through to districts:**

Title II-A is part of the state's consolidated plan  
All data for student and/or staff count collected, analyzed and formulated  
Allocations determined  
Plan, report, and evaluation formats and guidance published  
Districts notified of allocations and responsibilities  
Budget amendments reviewed  
Site reviews  
District auditing

**State level activities:**

These have been on-going successful and efficient programs supporting professional groups and activities  
See Attachment

**Higher Education:**

IHE RFP project and guidance published  
Report requirements, rubrics, and evaluation formats published  
IHEs notified of winning grant allocations and responsibilities  
Project review and evaluation committee management

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Project site visits, evaluations, and audits

**Title III-A: English Language Acquisition, Language Enhancement, and Academic Achievement Act**

Assists limited English proficient students in meeting the challenging state academic standards.

Expenditures include flow through to districts, consortium grants, and administration.

**Administrative set aside:**

Personnel costs--

\*\*Program Specialist salary/benefits/travel/operating costs

Responsibilities—

Manages program

Provides technical assistance, monitoring, allocation determination, financial distribution, plan approval, professional development, and communication services

Collaborate with other programs to develop state consolidated plan application

Data collection, analysis, student count

Allocation determinations

Notification of allocation of flow through funds to districts

Development of consortium application template

(for those districts that do not qualify for the \$10,000 allocation minimum based on student count/they must form a consortium and “pool” their allocations)

Review and approve state Consolidated Plan application

Provide technical assistance (T/A)

Provide professional development

Lead on development of LEP standards and assessments

Lead on implementation of State and LEP standards and assessments

Collect, analyze, and report data to local, state, and federal entities

Monitor, evaluate, and report on state and local program

**Flow through to districts:**

Determined by grant amount and student count

Integrated as part of consolidated application

**Consortium grants:**

Those districts that do not qualify for a \$10,000 minimum allocation, based on student count, must form a consortium and “pool” their allocations with other districts.

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**SUBJECT**

LEP EDUCATION INITIATIVE

**BACKGROUND AND DISCUSSION**

Results from the first round of ISAT tests suggest that our public schools will be severely challenged to meet the AYP requirements associated with our Accountability Plan. The 2003 baseline for student proficiency is 66% for reading and 51% for math. Statewide LEP stats show the following proficiency performance:

	<u>Proficient in reading</u>	<u>Proficient in Math</u>
4 <sup>th</sup> Grade	39%	44%
8 <sup>th</sup> Grade	35%	18%
10 <sup>th</sup> Grade	26%	32%

Leaders from the Hispanic community have made repeated calls for action to address this problem. The Board's adoption of a graduation requirement associated with the ISAT increases the importance of creating an effective response to this problem.

Board members have initiated discussions with leaders of minority groups to develop a long-term plan to address this issue. The Board has been asked to create a sub-committee to work with a coalition of minority groups to create this plan.

Key issues to be addressed by the sub-committee would include: language acquisition, remediation, and consistent access to instruction for migrant students.

**RECOMMENDATION**

That the President of the Board create a sub-committee of the Board to develop a plan to increase academic proficiency of LEP students.