

INSTRUCTION, RESEARCH & STUDENT AFFAIRS COMMITTEE
APRIL 22-23, 2004

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SUBJECT

Compass Charter School Appeal.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-5207(5)(b).

BACKGROUND

The Compass Charter School has submitted an appeal to the State Board of Education for consideration of an application to operate a public charter school. The Board will review testimony and information from interested parties relevant to this appeal.

DISCUSSION

Idaho Code §33-5207 outlines the process through which an application decision is made by a local school district and then may be appealed to the State Board of Education. The state board of education shall hold a public hearing within a reasonable time after receiving notice of such appeal but no later than sixty (60) calendar days after receiving such notice, and after the public hearing, shall take any of the following actions: (i) approve the charter for the establishment of a new public charter school if it determines that the authorized chartering entity failed to appropriately consider the charter petition, or if it acted in an arbitrary manner in denying the request; (ii) remand the matter back to the authorized chartering entity for further review as directed by the state board of education; or (iii) redirect the matter to another authorized chartering entity for further review as directed by the state board of education. Such public hearing shall be conducted pursuant to procedures as set by the state board of education.

The petitioners allege they did not receive an appropriate consideration of their charter request and are hereby appealing to the State Board of Education. The set aside of seats for Founders' children is the key issue in this appeal. Prior state law did not allow the set aside of seats, but new law does.

IMPACT

If the Board determines that the local board of trustees failed to appropriately consider the charter request or that the local board acted in an arbitrary manner in denying the request, the State Board of Education shall either approve the charter, remand it back to the Meridian School Board for further review or redirect the petition to the Charter Commission. If the Board upholds the local Board's decision, the denial of the charter stands. The Board's decision may be appealed to the District Court under the Administrative Procedures Act.

STAFF COMMENTS AND RECOMMENDATIONS

To be determined by the Board.

BOARD ACTION

To be determined by the Board.

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 52
PUBLIC CHARTER SCHOOLS

33-5205. PETITION TO ESTABLISH PUBLIC CHARTER SCHOOL. (1) Any group of persons may petition to establish a new public charter school, or to convert an existing traditional public school to a public charter school.

(a) A petition to establish a new public charter school, including a public virtual charter school, shall be signed by not fewer than thirty (30) qualified electors of the service area designated in the petition, and shall first be submitted to the local board of trustees in which the public charter school will be located. The board of trustees may either: (i) consider the petition and approve the charter; or (ii) consider the petition and reject the charter; or (iii) refer the petition to the public charter school commission. If the petitioners and the local board of trustees have not reached mutual agreement on the provisions of the charter, after a reasonable and good faith effort, within thirty (30) days from the date of the submission of the charter petition, the petitioners may withdraw their petition from the local board of trustees and may submit their charter petition to the public charter school commission.

(b) A petition to convert an existing traditional public school shall be submitted to the board of trustees of the district in which the school is located for review and approval. The petition shall be signed by not fewer than sixty percent (60%) of the teachers currently employed by the school district at the school to be converted, and by one (1) or more parents or guardians of not fewer than sixty percent (60%) of the students currently attending the school to be converted.

(2) Not later than thirty (30) days after receiving a petition signed in accordance with the specifications in subsection (1) of this section, the authorized chartering entity shall hold a meeting open to the public for the purpose of discussing the provisions of the charter, at which time the authorized chartering entity shall consider the merits of the petition and the level of employee and parental support for the petition. In the case of a petition submitted to the public charter school commission, the public hearing shall also include any oral or written comments that an authorized representative of the school district in which the proposed public charter school would be physically located may provide regarding the merits of the petition and any potential impacts on the school district. Following review of the petition and the public hearing, the authorized chartering entity shall either grant or deny the charter within sixty (60) days of receipt of the petition, provided however, that the date may be extended by an additional sixty (60) days if the petition fails to contain the requisite signatures or fails to contain all of the information required in this section, or if both parties agree to the extension.

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(3) An authorized chartering entity may grant a charter under the provisions of this chapter only if it determines that the petition contains the requisite signatures, the information required by subsection (4) of this section, and additional statements describing all of the following:

(a) The proposed educational program of the public charter school, designed among other things, to identify what it means to be an "educated person" in the twenty-first century, and how learning best occurs. The goals identified in the program shall include how all educational thoroughness standards as defined in section 33-1612, Idaho Code, shall be fulfilled.

(b) The measurable student educational standards identified for use by the public charter school. "Student educational standards" for the purpose of this chapter means the extent to which all students of the public charter school demonstrate they have attained the skills and knowledge specified as goals in the school's educational program.

(c) The method by which student progress in meeting those student educational standards is to be measured.

(d) A provision by which students of the public charter school will be tested with the same standardized tests as other Idaho public school students.

(e) A provision which ensures that the public charter school shall be state accredited as provided by rule of the state board of education.

(f) The governance structure of the public charter school including, but not limited to, the person or entity who shall be legally accountable for the operation of the public charter school, and the process to be followed by the public charter school to ensure parental involvement.

(g) The qualifications to be met by individuals employed by the public charter school. Instructional staff shall be certified teachers, or may apply for a waiver or any of the limited certification options as provided by rule of the state board of education.

(h) The procedures that the public charter school will follow to ensure the health and safety of students and staff.

(i) Admission procedures, including provision for overenrollment. Such admission procedures shall provide that the initial admission procedures for a new public charter school, including provision for overenrollment, will be determined by lottery or other random method, except as otherwise provided herein. If initial capacity is insufficient to enroll all pupils who submit a timely application, then the admission procedures may provide that preference shall be given in the following order: first, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school; second, to siblings of pupils already selected by the lottery or other random method; and third, an equitable selection process such as by lottery or other random method. If capacity is insufficient to enroll all pupils for subsequent school terms, who submit a timely application, then the admission procedures may provide that preference shall be given in the following order: first, to pupils returning to the public charter school in the second or any subsequent year of its operation; second, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school; third, to siblings of pupils already enrolled in the public

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charter school; and fourth, an equitable selection process such as by lottery or other random method. There shall be no carryover from year to year of the list maintained to fill vacancies. A new lottery shall be conducted each year to fill vacancies which become available.

(j) The manner in which an annual audit of the financial and programmatic operations of the public charter school is to be conducted.

(k) The disciplinary procedures that the public charter school will utilize, including the procedure by which students may be suspended, expelled and reenrolled.

(l) A provision which ensures that all staff members of the public charter school will be covered by the public employee retirement system, federal social security, unemployment insurance and worker's compensation insurance.

(m) The public school attendance alternative for students residing within the school district who choose not to attend the public charter school.

(n) A description of the transfer rights of any employee choosing to work in a public charter school and the rights of such employees to return to any noncharter school in the school district after employment at a public charter school.

(o) A provision which ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining.

(p) The procedures to be followed by the public charter school and the authorized chartering entity to resolve disputes relating to provisions of the charter.

(q) The manner by which special education services will be provided to students with disabilities who are eligible pursuant to the federal individuals with disabilities education act.

(r) The manner by which eligible students from the public charter school shall be allowed to participate in dual enrollment in noncharter schools within the same district as the public charter school, as provided for in section 33-203(7), Idaho Code.

(s) The process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school.

(4) The petitioner shall provide information regarding the proposed operation and potential effects of the public charter school including, but not limited to, the facilities to be utilized by the public charter school, the manner in which administrative services of the public charter school are to be provided and the potential civil liability effects upon the public charter school and upon the authorized chartering entity.

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33-5207. CHARTER APPEAL PROCEDURE. (1) If a local school board of trustees, acting in its capacity as an authorized chartering entity, grants a charter for the conversion of an existing traditional public school within the school district over the objection of thirty (30) or more persons or employees of the district, or if an authorized chartering entity denies a petition for the establishment of a new public charter school for any reason including, but not limited to, failure by the petitioner to follow procedures or for failure to provide required information, then such decisions may be appealed to the state superintendent of public instruction, at the request of persons opposing the conversion of an existing traditional public school, or at the request of the petitioner whose request for a new charter was denied.

(2) The state superintendent of public instruction shall select a hearing officer to review the action of the authorized chartering entity, pursuant to section 67-5242, Idaho Code. The hearing officer shall, within thirty(30) days of the request, review the charter petition and convene a public hearing regarding the charter petition. Within ten (10) days of the public hearing, the hearing officer shall submit a written recommendation to the authorized chartering entity and to the persons requesting the review. The recommendation by the hearing officer either to affirm or reverse the decision of the authorized chartering entity shall be based upon the standards and criteria contained in this chapter and upon any public charter school rules adopted by the state board of education. The recommendation shall be in writing and accompanied by a reasoned statement that explains the criteria and standards considered relevant, states the relevant contested facts relied upon, and explains the rationale for the recommendations based on the applicable statutory provisions and factual information contained in the record.

3) Within thirty (30) days following receipt of the hearing officer's written recommendation, the authorized chartering entity shall hold a public hearing. Within ten (10) days of this hearing, the authorized chartering entity shall either affirm or reverse its initial decision. The authorized chartering entity's decision shall be in writing and contain findings which explain the reasons for its decision.

(4) If, upon reconsideration of a decision to approve the conversion of traditional public school to a public charter school, the local school board:

(a) Affirms its initial decision to authorize such conversion, the charter shall be granted and there shall be no further appeal.

(b) Reverses its initial decision and denies the conversion, that decision is final and there shall be no further appeal.

(5) If, upon reconsideration of a decision to deny establishment of a new public charter school, the authorized chartering entity:

(a) Reverses its initial decision and approves the new public charter school, the charter shall be granted and there shall be no further appeal.

(b) Affirms its initial decision denying the new public charter school, the petitioners for the establishment of the new public charter school may appeal to the state board of education. The state board of education shall hold a public hearing within a reasonable time after receiving notice of such appeal but no later than sixty (60) calendar days after receiving such notice, and after the public hearing, shall take any of the following actions: (i) approve the charter for the establishment of a new public charter school if it determines that the authorized chartering entity failed to appropriately consider the

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charter petition, or if it acted in an arbitrary manner in denying the request; (ii) remand the matter back to the authorized chartering entity for further review as directed by the state board of education; or (iii) redirect the matter to another authorized chartering entity for further review as directed by the state board of education. Such public hearing shall be conducted pursuant to procedures as set by the state board of education.

(6) A public charter school for which a charter is granted by the state board of education shall qualify fully as a public charter school for all 18 funding and other purposes of this chapter. The public charter school commission shall assume the role of the authorized chartering entity for any charter authorized by the state board of education as provided in subsection (5)(b) of this section. Employees of a public charter school authorized by the state board of education shall not be considered employees of the local school district in which the public charter school is located, nor of the state board of education, nor of the commission.

(7) The decision of the state board of education shall be subject to review pursuant to chapter 52, title 67, Idaho Code. Nothing in this section shall prevent a petitioner from bringing a new petition at a later time.

(8) There shall be no appeal of a decision by a local school board of trustees which denies the conversion of an existing traditional public school 30 within that district to a public charter school, or which grants a petition for the establishment of a new public charter school.

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SUBJECT

Idaho Leadership Academy Appeal.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-5207(5)(b).

BACKGROUND

The Idaho Leadership Academy has submitted an appeal to the State Board of Education for consideration of an application to operate a public charter school. The Board will review testimony and information from interested parties relevant to this appeal.

DISCUSSION

Idaho Code §33-5207 outlines the process through which an application decision is made by a local school district and then may be appealed to the State Board of Education. The state board of education shall hold a public hearing within a reasonable time after receiving notice of such appeal but no later than sixty (60) calendar days after receiving such notice, and after the public hearing, shall take any of the following actions: (i) approve the charter for the establishment of a new public charter school if it determines that the authorized chartering entity failed to appropriately consider the charter petition, or if it acted in an arbitrary manner in denying the request; (ii) remand the matter back to the authorized chartering entity for further review as directed by the state board of education; or (iii) redirect the matter to another authorized chartering entity for further review as directed by the state board of education. Such public hearing shall be conducted pursuant to procedures as set by the state board of education.

The petitioners allege they did not receive an appropriate consideration of their charter request and are hereby appealing to the State Board of Education. The local school district has established a narrow time window for accepting petitions. The school will not accept petitions outside the window and petitioners allege the restriction is not permitted.

IMPACT

If the Board determines that the local board of trustees failed to appropriately consider the charter request or that the local board acted in an arbitrary manner in denying the request, the State Board of Education shall either approve the charter, remand it back to the Idaho Falls School Board for further review or redirect the petition to the Charter Commission. If the Board upholds the local Board's decision, the denial of the charter stands. The Board's decision may be appealed to the District Court under the Administrative Procedures Act.

STAFF COMMENTS AND RECOMMENDATIONS

To be determined by the Board.

BOARD ACTION

To be determined by the Board.

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SUBJECT

Rolling Hills Charter Appeal.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-5207(5)(b).

BACKGROUND

The Rolling Hills Charter has submitted an appeal to the State Board of Education for consideration of an application to operate a public charter school. The Board will review testimony and information from interested parties relevant to this appeal.

DISCUSSION

Idaho Code §33-5207 outlines the process through which an application decision is made by a local school district and then may be appealed to the State Board of Education. The state board of education shall hold a public hearing within a reasonable time after receiving notice of such appeal but no later than sixty (60) calendar days after receiving such notice, and after the public hearing, shall take any of the following actions: (i) approve the charter for the establishment of a new public charter school if it determines that the authorized chartering entity failed to appropriately consider the charter petition, or if it acted in an arbitrary manner in denying the request; (ii) remand the matter back to the authorized chartering entity for further review as directed by the state board of education; or (iii) redirect the matter to another authorized chartering entity for further review as directed by the state board of education. Such public hearing shall be conducted pursuant to procedures as set by the state board of education.

The petitioners allege they did not receive an appropriate consideration of their charter request and are hereby appealing to the State Board of Education.

IMPACT

If the Board determines that the local board of trustees failed to appropriately consider the charter request or that the local board acted in an arbitrary manner in denying the request, the State Board of Education shall either approve the charter, remand it back to the Boise School Board for further review or redirect the petition to the Charter Commission. If the Board upholds the local Board's decision, the denial of the charter stands. The Board's decision may be appealed to the District Court under the Administrative Procedures Act.

STAFF COMMENTS AND RECOMMENDATIONS

To be determined by the Board.

BOARD ACTION

To be determined by the Board.

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REFERENCE

March 11, 2004

At the Board's March meeting, the Idaho Council of Teachers in English and the SIC English Symposium petitioned the State Board of Education to add the Direct Writing Assessment back into State Board Rule.

The Board declined to amend the Rule and opted instead to organize a sub-committee to examine the appropriateness of this additional testing requirement. The Teachers group and the Superintendent of Public Instruction, Dr. Marilyn Howard were asked to submit names of teachers to participate.

SUBJECT

Appointment of Committee for Review of Direct Writing Assessment in the 11th Grade.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

In 1996, all State Board of Education rules were rewritten. At that time, new Assessments in Public Schools were placed into rule. Prior to 1996, the State required a Direct Writing Assessment in the 11th grade. When the rules were rewritten, that requirement was removed from the 11th grade requirements.

DISCUSSION

A list of names submitted is attached. Also, staff has provided a proposed scope of work for the sub-committee.

IMPACT

An important aspect of the sub-committee's work will be to examine and report to the Board on the following:

1. The connections of the proposed test to earlier tests
2. The cost associated with this test
3. The remediation options resulting from this test

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends the Board select names from the list, preferably one per school, to participate on the sub-committee. Staff also recommends that the Board approve the proposed scope of work.

BOARD ACTION

A motion to approve the sub-committee members and approve the scope of work.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

DIRECT WRITING ASSESSMENT SUB-COMMITTEE

Proposed Names

Lindy Freeman	Bishop Kelly High School
Judy Chandler	Burley High School
Ann McMaster	Caldwell High School
Lorrie Meyers	Capital High School
Claudia Gearhardt	Capital High School
Ken Mecham	Carey High School
Vicky Godfrey	Fairmont Jr. High School
Shannon Sackman	Gooding High School
Gregory Taylor	Hillside Jr. High
Paula Fisher	Meridian School District
Laura Heritage	Nampa High School
Bev Fransen	Payette High School
Jonelle Warnock	Timberline High School
Marilyn Thompson	Twin Falls High School
Kathy Plunk	Twin Falls High School
Verlie Stanger	Twin Falls High School
Mary Lu Barry	Twin Falls High School

Proposed Scope of Work

The Direct Writing Assessment (DWA) sub-committee will examine the use of the DWA in the 11th grade based on the following criteria:

1. How well the results of the 11th grade test will be linked to 9th grade results.
2. Identify remediation possibilities based on 11th grade test results.
3. Examine relationship to ISAT.

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SUBJECT

WICHE Changing Direction: Integrating Higher education financial aid and financing policy.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

In November 2001, The Western Interstate Commission for Higher Education began a two-phase project with funding from the Lumina Foundation for Education entitled Changing Direction: Integrating Higher Education Financial Aid and Financing Policy. The purpose of the project is to examine how to structure financial aid and financing policies and practices to maximize participation, access and success for all students. Partners in this project are the Center for Policy Analysis at the American Council on Education (ACE), National Conference of State Legislatures (NCSL), and State Higher Education Executive Officers (SHEEO).

Five states were selected to participate in the first phase (AZ, CT, FL, MO, OR). Idaho was selected as one of five states (ID, HI, LA, TN, OK) to participate in the second phase of this project.

DISCUSSION

One of the goals of the project is to achieve an integrated state policymaking framework and process so that policies related to tuition, financial aid, and appropriations are coordinated, occur in an environment of collaboration, and support state goals for higher education.

Idaho's goals include:

- Conducting a state financial aid, tuition, and appropriations policy and data inventory;
- Broadening participation in policy-making efforts; building consensus among key policy and educational leaders, businesses, philanthropies, students, and student families on the factors involved in and the financial support to pay the cost of a college education; and
- Improving collaboration in aligning tuition, fees and financial aid policies and state appropriation decisions; and communicate results, processes, efforts through multiple venues, e.g. American Council on Education, National Conference of State Legislatures, National Governors Association, as well as regional and multi-state forums.

IMPACT

The WICHE project will provide \$6000 dedicated for use toward project expenditures. OSBE estimates that an additional \$4100 will be needed for project costs.

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The knowledge and experience gained by participation in the project will be used to implement improvements to the existing policymaking framework. We anticipate that by bringing policy makers, educators, and business leaders together to educate, to inform and to facilitate discussions, we will be able to develop tuition and fee, financial aid and appropriation policies that are aligned with the goals of the State Board of Education and the goals of the state.

STAFF COMMENTS AND RECOMMENDATIONS

N/A

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.



A project funded by Lumina Foundation for Education

In November 2001, WICHE began a two-phase project with funding from Lumina Foundation for Education entitled *Changing Direction: Integrating Higher Education Financial Aid and Financing Policy*. The purpose of this project is to examine how to structure financial aid and financing policies and practices to maximize participation, access, and success for all students. Our primary partners are the Center for Policy Analysis at the American Council on Education (ACE), National Conference of State Legislatures (NCSL), and State Higher Education Executive Officers (SHEEO).

Changing Direction is designed around an integrated approach to appropriations, tuition, and financial aid policies to foster access and success. The project addresses current practices and policies, and emphasis is on exploring innovative, creative, perhaps untested approaches to national- and state-level challenges. Working with a small number of states, one of our goals is to achieve a holistic state policymaking framework and process so that policies related to tuition, financial aid, and appropriations are aligned, occur in an environment of collaboration, and support state goals for higher education. A more detailed description is available at http://wiche.edu/Policy/Changing_Direction/index.htm.

Phase One activities, which were completed in September 2003, included conducting a state financial aid, tuition, and appropriations policy and data inventory; surveying state legislators on their perceptions of effective financial aid, tuition, appropriations policies and practices and examining the efficacy of these perceptions; providing technical assistance to the five *Changing Direction* states selected through a competitive process; establishing a national advisory board on research issues and developing a research agenda; and commissioning research papers.

This fall, WICHE began the second stage of this project. Phase Two includes a commitment to broader participation by the public two-year sector and a focus on aligning financial aid and financing policies to enhance retention to graduation. It also allows us to invite additional states to *change direction*. Those selected will receive technical assistance and host roundtables to develop consensus among key policy and education players and achieve implementation, as well as hold leadership institutes for legislators, executive office policy directors, trustees, and board members. Multi-state forums will be convened to seek input from key players, disseminate information, and generate continued dialogue on regional and national issues. In addition, a national forum will be held in 2004. In this second stage of the project, emphasis also is being placed on expanding the stakeholders and the sectors involved in *Changing Direction*.

Call for Participation

A central strategy to achieve our goals is to work directly with five new states to explore and implement innovative ways of improving the policymaking framework and state-level decision-making involving tuition, financial aid, and appropriations.

We invite states to submit a letter of interest together with the attached form to participate in this project. Submissions are due by 4:00 p.m. MST on Friday, January 16, 2004. All submissions will be reviewed, and invitations to participate will be sent to selected states by mid-February. We anticipate inviting five states from around the nation to participate.

State Commitment

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States that are selected will be involved in this project for two years. The state must commit to participation during the first state technical assistance period, which will run from approximately March 2004 to February 2005, with the understanding that involvement in a second year is highly recommended in order to have time to more fully develop the planning and groundwork achieved.

A strong proposal will include involvement from both the two- and four-year sectors of public higher education in the state, and states are encouraged to include other significant providers of service within the purview of the project.

During the technical assistance period, each state will convene key state leadership as frequently as needed to conceptualize the project and develop an action plan. Activity during this period (approximately March 2004 through February 2005) should include:

- Identifying desired state outcomes and outputs;
- Describing the status of tuition, financial aid, and appropriations decision-making at the initiation of the project, including state trends and challenges in those three areas;
- Reviewing other strategies for integrated decision-making to identify an appropriate approach;
- Initiating activities toward revising existing policies and processes for making decisions concerning tuition, financial aid, and appropriations to move toward an integrated approach;
- Appointing one or two individuals to provide leadership at the state level and serve as conveners for meetings and other activities;
- Appointing a SHEEO staff person to serve as the local coordinator and provide assistance to project staff in scheduling meetings, coordinating logistics, developing and dissemination materials, and assisting with other work as needed; and
- Securing buy-in and commitment from key constituents, including the two-year sector when possible.

Because the *Changing Direction* project cannot meet all costs that a state may incur in this activity, the state must commit limited state fiscal resources, depending on the objectives, strategies, and outcomes defined by the state.

By participating in this state-level activity, we expect that the state will agree to share its experiences, processes, and results with the broader education and policy communities and assist project staff with related evaluation activities to better understand the effectiveness of these focused state interventions.

WICHE Commitment

As the grantee for this project, WICHE commits to provide technical support, advice, and staff as needed to promote a successful experience for each selected state. We will employ a variety of activities to meet the individual state's needs in this process. For selected states, these activities include providing technical assistance such as facilitators and experts during state planning meetings, limited research and analysis funding, limited travel and meeting support, and support for other activities as needed by the state and contingent on fiscal resources from the project.

WICHE and its partner organizations will work individually with each state's leader(s) and coordinator as often as needed to assist in conceptualization and development. Activity during this period will include:

- Convening leaders from selected states via conference call or face-to-face meetings;
- Exploring opportunities through conferences and written materials to provide visibility nationally and regionally for the selected states in these efforts;
- Coordinating with each state to identify and contract with the appropriate facilitator(s) and type of expertise to work with the state;
- Appointing project staff to attend state roundtable meetings and assist the state in its work;

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- Appointing a project staff person to work with the local coordinator;
- Supporting the state as needed to help ensure success in this project; and
- Providing assistance with resource materials such as background papers other models for integrated decision-making.

To help defray expenses incurred during the technical assistance period, the *Changing Direction* project will reimburse each state up to \$6,000 for expenses such as meeting materials, meeting expenses, travel, and consultants.

For further information on *Changing Direction: Integrating Higher Education Financial Aid and Financing Policy*, please visit our Web site at http://wiche.edu/Policy/Changing_Direction/index.htm.

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IDAHO STATE BOARD OF EDUCATION

650 W. State Street • P.O. Box 83720 • Boise, ID 83720-0037
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e-mail: board@osbe.state.id.us

January 16, 2004

Dr. Cheryl D. Blanco, Project Director
And Director of Policy Analysis & Research
Western Interstate Commission for Higher Education
P.O. Box 9752
Boulder, CO 80301
cblanco@wiche.edu

Dear Dr. Blanco,

Idaho is excited about the possibility of participation in phase two of the Changing Direction: Integrating Higher Education Financial Aid and Financing Policy.

Please consider our application (see attached).

Sincerely,

Gary Stivers, Executive Director

GWS/dk

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A project funded by Lumina Foundation for Education

Please briefly address the following questions and complete the information form below. Please e-mail by 4:00 p.m. MST Friday, January 16, 2004 to:

Dr. Cheryl D. Blanco
Director, Policy Analysis and Research
WICHE
PO Box 9752
Boulder, CO 80301
Phone: 303.541.0221 Fax: 303.541.0291 E-mail: cblanco@wiche.edu

1. Briefly describe how tuition, financial aid, and appropriations decisions are currently made in your state, including collaboration and who participates in the process.

Fee and tuition decisions are participatory at the campus level. The State Board of Education approves recommendations. The Legislature approves the expenditure of funds collected through fees and tuition. Financial aid decisions are largely campus-based, in compliance with federal and state guidelines. The Legislature and the Governor make appropriation decisions.

2. Briefly describe the challenges you face in integrating financial aid and financing policy. How do you anticipate your participation in this project helping you overcome these challenges?

Currently, these processes are rather autonomous and not integrated. The knowledge and experience gained by participation in this project will be used to implement improvements to the existing policymaking framework. We anticipate that by bringing policy makers, educators, and business leaders together to educate, to inform and to facilitate discussions, we will be able to develop tuition, financial aid and appropriation policies that are aligned.

3. Please describe the commitment among the various stakeholders and sectors that you plan to engage in this project.

Funds available for scholarship programs (need-based and merit-based) are limited in Idaho due to economic conditions. In spite of this, the majority of policy makers at all levels value Idaho's children as our greatest natural resource. They are committed to all programs and plans that keep Idaho's students in Idaho.

4. How do you anticipate incorporating current and future efforts to enhance retention?

By understanding the challenges students face with funding higher education and by helping to address those challenges through the policy making process we will enhance access, retention and completion of educational programs and degrees.

5. Briefly describe the outcomes you would expect to have achieved by the end of the first year of the technical assistance period (approximately March 2004 through February 2005).

- Broaden participation in policy-making efforts.
- Build consensus among key policy and educational leaders, businesses, philanthropies, students and student families on the factors involved in and financial support to pay the cost of a college education.
- Complete a thorough review/inventory of finance policies.
- Improve collaboration in aligning tuition and financial aid policies and state appropriation decisions.
- Communicate results, processes, efforts through multiple venues, i.e. American Council on Education, National Conference of State Legislatures, National Governors Association, as well as regional and multi-state forums.

Name Mr. Gary Stivers

Title Executive Director

Agency Idaho State Board of Education

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WICHE

Changing Directions: Integrating Higher Education Financial Aid and Financing Policy

Description	Quantity	Expense	Reimbursement
Statewide meetings with 30 participants	3	3000	
Printing and Copying		1500	
Conference calls		500	
Postage		100	
Consultant Expense (facilitator)		3000	
WICHE Meeting/Conference for 2 Staff	2	<u>2000</u>	
WICHE reimbursement up to \$6000			<u>6000</u>

Estimated State or OSBE funds necessary for Participation 4100

Staff time commitment Estimate for 11 month project

Student Affairs Program Manager	300
Chief Technology Officer	300
Chief Academic Officer	48
Exececutive Director	48
Chief Fiscal Officer	80
Misc. Staff Involvement/Assistance	100

Summary of Estimated Staff Hours 876

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SUBJECT

FY05 Idaho Technology Incentive Grant Program.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

The Idaho Technology Incentive Grant (ITIG) program was created in 1997, and has since funded 83 projects at a total of more than \$11 million. The Board requested \$1.575 million from the Legislature for FY2005 for continued funding of this competitive program to foster innovative learning approaches using technology.

DISCUSSION

The evaluation committee, consisting of two Board members (representatives from IRSA and BAHF), an ITRMC representative, the Chief Academic Officer, and the Chief Technology Officer, met on March 24, 2004, to review the proposals and to formulate a recommendation to the Board.

IMPACT

In light of the college and universities appropriation base being reduced by 10%, it was the recommendation of the Presidents' Council at their meeting on March 5, 2002, that the \$1.75 million for the Idaho Technology Incentive Grant Program monies be reduced by 10%, \$1.575,000. For planning purposes, the institutions were asked to use the following figures:

Universities =
\$523,500
- 52,350 (10% adjustment)
\$471,150

LCSC =
\$174,500
- 17,450 (10% adjustment)
\$157,050

STAFF COMMENTS AND RECOMMENDATIONS

The Evaluation Committee recommends funding the grant projects as exhibited in the FY2005 Idaho Technology Incentive Grant Program Proposals document.

BOARD ACTION

A motion to approve the funding of the projects as exhibited on the FY2005 Idaho Technology Incentive Grant Program Proposals document.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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FY05 Idaho Technology Incentive Grant Program

Proposal Number	Institution	Principal Investigators	Collaborating Departments	Proposal Title	Amount Requested
T05-001 Continuation	ISU	Jonathan Lawson Terry Lay	VP Academic Affairs Instructional Technology Resource Center Center for Teaching & Learning English, Math, Speech Communications, Art, Soc, Psych, Econ, Biol	ISU's Gateway Initiative	\$471,150
ISU Total (Sub Grant Total):					\$471,150
T05-002	LCSC	Tristan T. Utschig Victor G. Kriss Barbara J. McNeil David A. Massaro	Division of Natural Sciences Division of Nursing & Health Sciences Division of Education	Modular Technology Center for Cooperative Learning and Laboratory Experience	\$75,500
T05-003 Continuation	LCSC	Kristy A. Roberts	Distance Learning IT Media Services, (Online Course Development; Academic and Professional -Technical Development	Faculty Development	\$31,550
T05-004	LCSC	Gary Mayton	Division of Education Library Others to be identified	Technological Skills for Academic Success	\$49,677
LCSC Total (Sub Grant Total):					\$156,727

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Proposal Number	Institution	Principal Investigators	Collaborating Departments	Proposal Title	Amount Requested
T05-005	UI	Jack Morris Mario Reyes Ray Dacey Linda Morris Robert Stone K.D. Hatheway Dial	Business, Accounting, Center for Teaching and Innovation and Engineering Outreach	Online Business Minor and MBA Foundation Certificate	\$149,105
T05-006	UI	Larry Forney Margaret P. Ricci Jill M. Johnson	Biological Sciences	BIONet: A web-based Tool for introductory Biology courses	\$109,309
T05-007	UI	William Voxman Maria Jankowska Diane Prorak	Library, UI Center for Teaching Innovation, History, English, Art, Philosophy, Music, Dance, Theater Arts, Foreign Languages, Fish and Wildlife Resources	Immersion of Information Literacy and Technology into the University of Idaho Core Discovery Courses	\$147,077
T05-008	UI	Fritz R. Fiedler Edwin Schmeckpeper Michael Dixon Sunil Sharma	(none listed)	Informatics-Supported Instruction for Introductory Engineering Courses	\$65,561.19
UI Total (Sub Grand Total):					\$471,052.19

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Proposal Number	Institution	Principal Investigators	Collaborating Departments	Proposal Title	Amount Requested
T05-011 Continuation	BSU	Ben Hambelton Cindy Anson Stephanie Witt	Office of the Provost Academic Technologies Various academic departments and Colleges	H3 High Tech, High Quality, Hybrid: Designing Instruction for the Future	\$465,900

BSU Total (Sub Grand Total): \$465,900

Grand Total: \$1,564,829

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FY 2005 IDAHO TECHNOLOGY INCENTIVE GRANT PROGRAM FUNDED PROJECTS

The Idaho Technology Incentive Grant Program focuses on projects that advance the goals and objectives stated in the State Board of Education's 2000-2005 Statewide Strategic Plan. **The purpose of the ITIG is:** To focus on integrating technology into the curriculum; To enhance the rate and quality of student learning; To enhance faculty productivity; and To increase access to educational programs.

Gateway Initiative—ISU

Jonathan Lawson—PI

Terry Lay—CoPI

\$471,150

Continuation

The Gateway Initiative is a continuing ISU effort to use technology to strengthen and broaden access to courses identified as critical for student success. This continuation proposal marks the third year of the Initiative. Gateway projects focus on courses where student success opens a wide range of opportunities as well as courses that are crucial to program advancement.

Gateway projects expect to:

- enhance the student learning experience,
- improve access,
- attract and retain students and
- develop methods and strategies that will ensure the sustainability of the technology-strengthened courses that emerge.

Modular Technology Center for Cooperative Learning and Laboratory Experience—LCSC

Tristan T. Utschig—PI

Victor G. Kriss, Barbara J. McNeil, David A. Massaro—

CoPI

\$75,500

This proposed center will consist of modular computing/laboratory workstations for groups of 4-6 students and multimedia educational tools required for instructional presentations and active learning in both lecture and laboratory environments. The center will impact over 500 students in at least 8 programs each year including physical science, engineering, science education, informatics, the health professions, and other specialty science areas. Numbers in these programs are expected to grow based on recent enrollment trends.

The Goals of this proposal are to:

- Facilitate high quality, efficient instruction via implementation of state of the art educational technology tools for lecture and

laboratory work in at least fourteen science, engineering, education, and nursing course

- Achieve high level learning outcomes through an environment conducive to active and cooperative learning techniques in many disciplines, particularly in areas requiring intensive computing resources, internet access, and/or laboratory equipment
- Maximize student opportunities for hands-on learning using technology

Faculty Development—LCSC

Kristy A. Roberts—PI

\$31,550

Continuation

More students at Lewis-Clark State College (LCSC) enroll in online courses every semester. The tenth day statistics for Spring 2004 report total headcount for LCSC at 3,246 students. Of those students, 899 (27.7%) enrolled in online courses. Since Fall 2002 students elected to take online courses at an average 9% per semester increase. LCSC needs to upgrade obsolete online course offerings as well as create new offerings to meet this student demand. This project will build on the faculty development supported by Idaho Technology Incentive Grant Program projects funded in the past. The project is an effort to systematically increase the number of faculty with skills to integrate new technologies into traditional and online course curriculum to correspond with the steady increase in demand.

Objectives are to:

- Develop and upgrade 10 course offerings by Spring 2006,
- Maintain LCSC's successful course completion rate of 80%, indicating; high student achievement and satisfaction.

Technological Skills for Academic Success

LCSC

Gary Mayton—PI

\$49,677

Technological Skills for Academic Success is the second phase of a project initiated in 2003-2004. In Phase One, a project made possible in large part to funds from the Idaho Technological Incentive Grant,

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vital preparatory activities were completed. These activities included important creation and updating of technology-accessible, teaching and testing facilities. Assessment procedures and instructional modules that would enable Lewis-Clark State College (LCSC) students to identify and acquire technological skills to succeed in LCSC courses were also developed. This project will involve the implementation of these diagnostic testing procedures and instructional modules. As a result of documented evidence from a thorough survey conducted in Phase One, we will be able to target specific technological skills for students. We will implement a system of assessment and instruction for LCSC students that would diagnose and provide instruction for students. A formal testing procedure would identify level of skill and suggest instructional placement. Identified instructional modules would prepare students to use technologies as tools for learning and allow faculty to focus their coursework on intended, discipline-related objectives.

**Online Business Minor and MBA Foundation
Certificate—UI**

Jack Morris—PI

**Mario Reyes, Ray Dacey, Linda Morris, Robert Stone,
K.D. Hatheway Dial—CoPIs
\$149,105**

A faculty team from the College of Business and Economics (CBE), supported by the Center for Teaching Innovation (CTI) and curriculum design consultants through Engineering Outreach, proposes to develop an online Business Minor that will better serve both residential and distance students. The program will also be offered as a Masters of Business Administration (MBA) foundation certificate program designed to satisfy certain first-year MBA requirements. Over the next two years, the online program will replace a set of nine (9) existing classroom-based courses in accounting, business and economics providing greater flexibility and access to both residential and distance students. The current year proposal seeks funding to develop five (5) of these courses with the remainder coming online in the following year.

The courses in this certificate program will integrate a multi-modal delivery approach to on-line and media supported instruction. Students will be able to access the courses on-line in both high and low bandwidth environments while receiving similar levels of instructional quality. The courses will also utilize a variety of learning technologies to deliver instructional content to a wide-ranging student audience including undergraduate residential students pursuing a business minor, majors in technical fields such as engineering, forest products, and industrial technology who are interested in pursuing an MBA after graduation, and employees from corporate partners such as Micron Technology, Boeing, and Albertson's.

**BIONet: A Web-based Tool for Introductory
Biology Courses—UI**

Larry J. Forney—PI

**Margaret P. Ricci, Jill M. Johnson—CoPIs
\$109,309**

Introductory science courses can be challenging to teach because of the large class sizes and the diverse backgrounds and interests of the

students enrolled. At the same time giving students a strong foundation in basic scientific concepts is vital to the students' success as they continue their education. In the Department of Biological Sciences at the University of Idaho the Biological Information Online Network (BIONet) is providing the tools to help instructors give introductory biology students a solid foundation in biological concepts. The web-enhanced version of BIOL 115 (the first semester of introductory biology), using the BIONet website as a major vehicle for presenting content and allowing self-assessment, was recently implemented and beta tested. Dramatic improvements in student learning over the traditionally taught course were realized, and instructors reported savings in preparation time as well as greater satisfaction in teaching the course. The beauty of the BIONet approach is that it focuses on concepts rather than details, emphasizes the integration of those concepts, shows the similarities among organisms rather than the differences, and allows the students access to the material and the means for self-assessment 24/7.

Over the next two years UI proposes to expand the BIONet website to include the core content for BIOL 116, the second semester of introductory biology. As with BIOL 115, content will be presented in the forms of narrated PowerPoint lectures, animations, interactive activities, links to other resources, and self-assessment quizzes.

**Immersion of Information Literacy and
Technology into the University of Idaho Core
Discovery Courses—UI**

William Voxman—PI

**Maria Jankowska, Diane Prorac—CoPIs
\$147,077**

This two-year project is directed towards enhancing information skills and concepts for students and faculty at the University of Idaho. Traditional library practices are being changed by the online access to information resources and services. Currently, there are over 3 billion web pages on the Internet, pumping out volumes of information—much inaccurate, much lacking scientific substance. This project will guide college freshman in acquiring information literacy skills to access, evaluate, and use information to solve problems and generate knowledge, skills essential for lifelong learning. In 2000, the University of Idaho established the Core Discovery Program to strengthen general education for students entering and graduating from the university. To this point, the program has focused on the development of a series of high-quality freshman courses with interdisciplinary content. With the growth of digital information resources and learning opportunities, the core faculty seeks to enhance the program by incorporating information literacy skills and technologies into the courses.

This collaborative project brings together teams of faculty teaching the University's Core Discovery Courses, information specialists from the library, and information technologists to design activities that increase proficiency in information retrieval and apply information resources and technology to learning and problem-solving. A second contribution will be the development of the online Idaho Literacy Portal, consisting of four modules; (a) Information Literacy, (b) Assessment, (c) Print and Digital Resources, and (d) Critical Thinking.

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**Informatics-Supported Instruction for
Introductory Engineering Courses—UI**

Fritz R. Fiedler—PI

Edwin Schmeckpeper, Michael Dixon, Sunil Sharma—
CoPIs

\$65,561.19

We propose to develop a database of modular resources for the introductory Civil Engineering courses CE 115 Introduction to Civil Engineering and CE 215 Civil Engineering Analysis and Design. As these two classes provide students with the fundamental skills required for upper division courses, improved learning at this level will have far-reaching impacts. High quality freshman and sophomore experiences are also essential for student retention. Unfortunately, very few introductory resources are available to support courses intended to offer an interactive experience of real world engineering experiences. The proposed project intends to develop a set of discipline-specific modules (or learning objects), organizing them in a relational database, accessible via a web interface. The modules will be composed of self-contained notes, case studies, design activities, example problems developed using common tools (spreadsheets, symbolic math software, CAD programs, presentation tools, etc.), video clips, evaluation materials and other electronic media. This *educational informatics system* will be designed such that it is flexible, maintainable and scalable; once the framework is in place it will be relatively simple to add modules. The educational informatics system framework will allow instructors to efficiently develop and maintain state-of-the-art resources to support other engineering courses, and may be expanded to other disciplines.

**H3 High Tech, High Quality, Hybrid: Designing
Instruction for the Future—BSU**

Ben Hambelton—PI

Cindy Anson, Stephanie Witt—CoPIs

\$465,900

Continuation

During the first year of the H3 Project, extensive research on hybrid course development was completed, including direct personal consultation with award-winning programs at other universities; a hybrid course-development seminar was designed; and the first cohort of 25 faculty was selected. Following their training in the hybrid seminar, the faculty participants will work full-time in an 8-week summer development institute to redesign their target course and create all course materials. During the second year, these courses will be taught and evaluated. Also in the second year, a second cohort of faculty will be trained and will develop their hybrid courses. Marcia Belchair, Director of Institutional Assessment, is directing the development of evaluation instruments to be used in the second year.

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Idaho Technology Incentive Grant Program Results Summary FY1997-2003

Proposal Number	Institution	Amount Funded	Faculty Impacted	Student Impacted	No. of Publications	No. of Presentations	Courses Developed/Enhanced
T97-002	UI	\$149,696	13	1,125	5	15	9
T97-004	UI	\$232,542	56	2,333	0	7	20
T97-009	UI	\$86,523	28	200	0	2	5
T97-011	UI	\$155,490	41	75	1	11	4
T97-013	UI	\$207,627	55	1,032	0	16	3
T97-015	UI	\$72,474	33	6,249	2	0	37
T97-018	UI	\$122,197	3	5	4	7	1
T97-021	LCSC	\$138,446	6	96	0	0	3
T97-035	BSU	\$149,813	7	282	2	7	2
T97-042	BSU	\$117,440	3	91	0	1	4
Totals for FY97		\$1,432,248	245	11,488	14	66	88
T98-001	LCSC	\$197,300	26	551	0	3	27
T98-003	UI	\$173,500	10	950	23	32	22
T98-004	UI	\$630,700	44	1,796	2	14	29
T98-006	UI	\$198,700	7	121	0	0	3
T98-010	UI	\$179,400	18	230	4	11	5
T98-017	BSU	\$390,900	3,587	24,600	0	6	600
T98-018	BSU	\$143,800	15	150	0	25	10
T98-023	ISU	\$199,800	79	82	10	23	3
T98-024	ISU	\$203,700	135	251	4	1	4
T98-027	ISU	\$228,700	274	892	4	3	15
Totals for FY98		\$2,546,500	4,195	29,623	47	118	718
T99-001	LCSC	\$228,000	40	6,100	0	1	17
T99-004	ISU	\$101,600	11	675	5	11	1
T99-005	ISU	\$250,500	22	559	4	10	20
T99-007	UI	\$75,000	72	450	0	3	27
T99-011	UI	\$200,000	10	306	4	14	10
T99-012	UI	\$148,100					
T99-015	BSU	\$273,300	12	355	2	2	12
T99-017	BSU	\$156,100	7	7	12	28	1
Totals for FY99		\$1,432,600	174	8,452	27	69	88

 Multiple year projects

 Multiple institution collaboration

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Proposal Number	Institution	Amount Funded	Faculty Impacted	Student Impacted	No. of Publications	No. of Presentations	Courses Developed/Enhanced
T00-004	UI	\$99,100	3	0	1	1	4
T00-005	UI	\$311,400	27	487	0	0	21
T00-006	LCSC	\$196,400	7	350	1	3	1
T00-007	LCSC	\$236,000	40	46	2	30	27
T00-008	ISU	\$580,900	9	1,600	5	10	16
T00-009	ISU	\$375,500	1	597	1	12	5
Totals for FY00		\$1,799,300	87	3,080	9	56	74

Multiple year projects

Multiple institution collaboration

Proposal Number	Institution	Amount Funded	Faculty Impacted	Student Impacted	No. of Publications	No. of Presentations	Courses Developed/Enhanced
T01-001	ISU	\$48,950	2	112	0	0	2
T01-002	ISU	\$69,000	7	14	0	0	4
T01-003	ISU	\$71,125	14	600	1	6	9
T01-004	ISU	\$122,110	4	6	0	0	3
T01-006	ISU	\$34,484	1	80	0	0	4
T01-007	BSU	\$345,240	78	2,700	0	2	25
T01-008	LCSC	\$115,080	63	1,500	0	1	53
T01-009	UI	\$22,296	3	20	0	0	2
T01-010	UI	\$100,000	8	1,500	1	1	3
T01-011	UI	\$50,000	6	13	0	0	4
T01-012	UI	\$50,000	3	172	0	0	2
T01-013	UI	\$47,086	4	19	0	0	2
T01-014	UI	\$47,914	133	131	0	1	0
Totals for FY01		\$1,123,285	326	6,867	2	11	113

T02-001	LCSC	\$155,080	73	1,500	0	1	94
T02-002	LCSC	\$73,380	16	283	0	0	17
T02-003	BSU	\$565,000	74	6,514	0	4	28
T02-004	ISU	\$38,214	2	140	0	0	1
T02-005	ISU	\$53,666	122	3,600	2	4	9
T02-006	ISU	\$43,153	7	161	0	0	8
T02-007	ISU	\$61,650	13	400	0	0	2
T02-008	ISU	\$152,275	61	3,000	0	1	0

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T02-009	ISU	\$43,839					
T02-010	ISU	\$167,116	4	1,009	0	0	3
T02-011	UI	\$50,000					
T02-012	UI	\$17,015	3	100	0	0	3
T02-013	UI	\$49,973	36	1,231	1	2	3
T02-014	UI	\$49,901	3	44	0	1	3
T02-015	UI	\$49,978	1	20	1	1	0
T02-016	UI	\$47,921	2	67	0	0	2
T02-017	UI	\$49,989	4	8	1	1	4
T02-018	UI	\$49,990	7	183	0	0	1
T02-019	UI	\$50,000	3	141	0	0	3
T02-020	UI	\$50,372	10	84	0	0	8
T02-021	UI	\$50,000	6	49	0	0	5
T02-022	UI	\$50,000	34	500	4	0	15
Totals for FY02		\$1,918,512	481	19,034	9	15	209

T03-001	BSU	\$471,150					
T03-002	ISU	\$261,451					
T03-003	ISU	\$46,738					
T03-004	ISU	\$162,961	2	548	0	1	0
T03-005	LCSC	\$157,050	3	57	0	4	1
T03-006	UI	\$15,000	1	68	0	1	0
T03-007	UI	\$100,000	6	600	0	1	0
T03-008	UI	\$14,977	2	8	0	1	0
T03-009	UI	\$12,103	3	74	0	2	0
T03-010	UI	\$99,642	7	0	0	1	0
T03-011	UI	\$15,000					
T03-012	UI	\$95,940	6	0	0	6	0
T03-013	UI	\$12,160					
T03-014	UI	\$95,556	7	178	0	5	0
T03-015	UI	\$14,244	3	126	0	1	1
Totals for FY02		\$1,573,972	40	1,659	0	23	2

Grand Totals:		\$11,826,417	5,548	80,203	108	358	1,292
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SUBJECT

New ISU Graduate Degree Program: Masters of Dental Hygiene (MSDH).

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy Section III.G. Program Approval and Discontinuance.

BACKGROUND

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. Idaho State University proposes a new Master of Science in Dental Hygiene program. The Notice of Intent was approved at the Board's June 2002 meeting.

DISCUSSION

The Master of Science in Dental Hygiene (MSDH) is an advanced degree, designed for students who already are licensed dental hygienists with baccalaureate degrees. Graduates will be prepared for progressive roles in the discipline such as dental hygiene educators, researchers, and/or advanced community/rural health practitioners.

The proposed program will be a statewide, academic-based graduate curriculum located in Boise, taught from Boise and Pocatello, and offered in part via ISU's statewide distance learning network. It will be housed administratively within the ISU Kasiska College of Health Professions and the Department of Dental Hygiene.

A new graduate program director in Boise will be responsible for the daily operation of the program and report directly to the department chair. Another full-time faculty member will be recruited to provide a critical mass of teaching and research expertise in Boise or Pocatello. Existing ISU dental hygiene faculty members with master's degrees recognized as terminal degrees in the discipline will contribute 10-20% of their time to teaching graduate students and supervising research projects, internships, and externships, pending appointment to the Graduate Faculty. The budget also includes two graduate assistantships for those students studying full-time on campus.

As the only MS in Dental Hygiene program in the Western region incorporating distance-learning modalities, ISU may also have a broad regional appeal. Initial enrollment is anticipated at ten students and should double or triple in three years time.

Short-range expansion plans include the development of a dual degree option in dental hygiene and public health. The new MSDH program director would develop the specifics and submit to appropriate college, university, and administrative entities as required prior to initiation of the plan. The long-range future expansion plans include addition of the first program in dental hygiene to

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award a doctoral degree, pending recruitment of faculty members with related doctoral degrees to teach in the master's program located in Boise. Another option being considered is a baccalaureate degree completion program for dental hygienists with entry level associate degrees or a "fast track" baccalaureate degree, entry level program for health professionals seeking career redirection. The latter two options would require a dental hygiene clinical facility and additional faculty members in Boise and/or Pocatello.

No similar program exists in Idaho or in the Western region of the U.S and only eight Master of Science degrees in dental hygiene are offered anywhere in the U.S. Five other universities offer master's degrees in related disciplines for dental hygienists. These programs grant degrees such as Master of Science degree for Dental Hygiene Educators, Master of Health Education, Master of Public Health, Master of Health Services Administration, or Master of Science in Health Sciences with emphasis areas in dental hygiene or oral biology.

The demand for graduate education in dental hygiene has been well documented in the literature. A 1999 special feature article in the Journal of Dental Hygiene states, "Although entry level education remains a priority, it is important to now focus on graduate professional education to prepare dental hygienists for future health care needs." Several directors have also commented on the need for graduate programs in the Western region of the U.S. because no programs exist west of Texas. Also, a 2001 survey of all Master of Science programs in dental hygiene published in fall/winter 2001/2002 indicated that enrollment increased to a maximum to 31 students in seven responding graduate programs in 2000-2001.

Since the October 2002 announcement of the initial approval of the Notification of Intent for this master's degree program, the department at ISU has received over 20 inquiries from interested dental hygiene alumni. A formal survey indicated that ISU dental hygiene graduates were interested in this proposed program.

Fiscal Impact

A. Source of Funds	FY05	FY06	FY07
1. Appropriated Funds—Reallocation	0	0	0
2. Appropriated – New	0	0	0
3. Federal	397,640	413,421	374,365
4. Other Grants			24,000
5. Fees (local)	30,000	45,000	60,000
B. Nature of Funds			
1. Recurring *			
State: (requested)	0	0	0
Local: (student fees)	30,000	45,000	60,000
2. Non-recurring **	397,640	413,421	374,365
Grand Total	427,640	458,421	458,365

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- * Recurring is defined as ongoing operating budget for the program, which will become part of the base.
- ** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

The CAAP committee, based on policies for program review (i.e., of quality, centrality to role and mission, duplication, demand/need, and resources) has acted on the Board charge to evaluate new program requests and recommends approval of ISU's proposed Master's degree in Dental Hygiene. Board staff also recommends approval of this proposed program as presented.

BOARD ACTION

A motion to approve Idaho State University's Notice of Intent for a Master of Science program in Dental Hygiene.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

G. Program Approval and Discontinuance

October 2002

4. Program Approval Policy

Program approval will take into consideration statewide and institutional objectives.

- a. New instructional programs, instructional units, majors, minors, options, and emphases require approval prior to implementation;
 - (1) Board Approval – Board approval prior to implementation is required for any new:
 - (a) professional-technical program,
 - (b) academic program leading to a master's, specialist or doctoral degree,
 - (c) major,
 - (d) academic program, instructional unit, minor, option, or emphasis with a financial impact* of \$250,000 or more per year
 - (2) Executive Director Approval – Executive Director approval prior to implementation is required for any new academic program, instructional unit, minor, option, or emphasis with a financial impact of less than \$250,000 per year
- b. Existing instructional programs, majors, minors, options, emphases and instructional units.
 - (1) Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases, or instructional units with a financial impact of \$250,000 or more per year require Board approval prior to implementation.
 - (2) Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases or instructional units with a financial impact of less than \$250,000 require executive director approval prior to implementation. The executive director may refer any of the requests to the Board or a subcommittee of the Board for review and action. All modifications approved by the executive director shall be reported quarterly to the Board. Non-substantive name or title changes need not be submitted for approval.
- c. Routine Changes

Non-substantive name or title changes, credits, descriptions of individual courses, or other routine catalog changes do not require notification or approval.

5. Approval Procedures

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a. Board Approval Procedures

- (1) Subsequent to institutional review and consistent with institutional policies, all requests requiring Board approval will be submitted by the institution as a notice of intent in a manner prescribed by the Chief Academic Officer of the Board.
- (2) The Chief Academic Officer shall forward the request to the CAAP for its review and recommendation. Professional-technical requests will be forwarded to the Idaho Division of Professional-Technical Education for review and recommendation prior to CAAP review and action. If the CAAP recommends approval, the proposal shall be forwarded to the Board for action. Requests that require new state appropriations will be included in the annual budget request of the institution and the State Board of Education.
- (3) CAAP may, at its discretion, request a full proposal for any request requiring a notice of intent. A request for a new graduate program requires a full proposal. Full proposals should be forwarded to CAAP members at least two (2) weeks prior to the CAAP meeting.
- (4) As a part of the full proposal process, all doctoral program request(s) will require an external peer review. The external peer-review panel will consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Chief Academic Officer. The review will consist of a paper and on-site review followed by the issuance of a report and recommendations by the peer-review panel. Considerable weight on the approval process will be placed upon the peer reviewer's report and recommendations.

b. Office of the State Board of Education Approval Procedures

- (1) All requests requiring approval by the Executive Director will be submitted by the institution as a notice of intent in a manner prescribed by the Chief Academic Officer of the Board. At his discretion, the Chief Academic Officer shall forward the request to the CAAP for review and recommendation. Professional-technical requests will be forwarded to the Division of Professional-Technical Education for review and recommendation prior to CAAP review and action.
- (2) If the CAAP recommends approval of the request(s), the notice of intent will be submitted to the Executive Director for consideration and action. The Executive Director shall act on any request within thirty (30) days of receipt of the CAAP recommendation.
- (3) If the Executive Director denies the request he or she shall provide specific reasons in writing. The institution has thirty (30) days in which to address the issue(s) for denial of the request. The Executive Director has ten (10) working days after the receipt of the institution's response to reconsider the denial. If the

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Executive Director decides to deny the request after re-consideration, the institution may send its request and the documents related to the denial to the president of the Board for final reconsideration.

(4) Distance Learning Delivery and Residence Centers

All academic programs delivered to sites outside of the service area defined by the institution's role and mission statement shall be submitted to the Executive Director using a notice of intent.

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SUBJECT

New BSU Administrative/Research Unit: Center for the Study of Aging.

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy Section III.G. Program Approval and Discontinuance.

BACKGROUND

At the Council on Academic Affairs and Programs (CAAP) Committee meeting held on March 25, 2004, Boise State University shared with CAAP their intent to create a new administrative unit entitled the Center for the Study of Aging. Although it is not clear in Board policy that Board approval is required if the financial impact is greater than \$250,000, regardless of the source of funding, Board Members have emphasized the importance of keeping the Board informed of such requests.

DISCUSSION

Major focuses of the proposed center include:

- Supporting research on aging, with an emphasis on policy analysis and program evaluation
- Providing education and training to caregivers and service providers in health and policy areas related to aging
- Serving as a resource center for community groups, university faculty, and researchers who are seeking external funding for studies on aging

The proposed center faculty and staff will represent a variety of professions, such as nursing, psychology, sociology, public health, social work, public policy, health policy, economics, kinesiology, criminal justice, respiratory care, health promotion, and public administration.

The proposed center will be self-sustaining. While academic programs exist, no other research unit exists at Idaho higher education institutions that focus solely on aging. BSU currently has an interdisciplinary undergraduate minor in Gerontology and ISU has a graduate certificate in Gerontology. It is anticipated that the proposed center will collaborate with other Idaho higher education institutions on research and future academic programs related to gerontology.

Because the youngest of the "Baby Boom" generation will have attained senior citizen status by the year 2020, about 25% of the population of Idaho, like that of the nation as a whole, will be aged 60 or older (Source: Idaho Commission on Aging).

The proposed center will contribute to addressing the various needs of this group by engaging in research that enhances policy development and program

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improvement, and by facilitating training to caregivers and hosting seminars and conferences.

The State Board of Education Role and Mission Policy instructs Boise State University to formulate its academic plan and programs with the major emphasis (among other areas) in the social sciences, public affairs, and economics and continuing emphasis in the health sciences.

IMPACT

First year funding for establishing the center (\$250,000) has been approved and allocated through the Department of Health and Human Services, Administration on Aging. As noted below, additional federal funding is anticipated in FY2005 and 2006. It is expected that beginning in FY 2007, the center will acquire adequate resources through external grants and contracts to become self-sustaining.

A. Source of Funds	FY04	FY05	FY06
1. Appropriated Funds—Reallocation			
2. Appropriated – New			
3. Federal	\$250,000	\$200,000	\$150,000
4. Other: grants		\$50,000	\$100,000
B. Nature of Funds			
1. Recurring *	\$250,000	\$250,000	\$250,000
2. Non-recurring **			
Grant Total	\$250,000	\$250,000	\$250,000

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

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

STAFF COMMENTS AND RECOMMENDATIONS

The CAAP committee and Board staff recommend approval of this proposed center as presented.

MOTION

Depending upon the Board's disposition on this type of request, a motion to approve Boise State University's Center for the Study of Aging.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Update from LEP Subcommittee regarding committee work and the Limited English Proficiency Standards.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

The LEP subcommittee, chaired by Board President Hall, has held three meetings. Work has included the identification of best practices and program models that can be made available to the districts to better address the delivery of instruction to LEP students. The Committee is also looking at present requirements for reporting and the development of district plans, as well as the allocation of federal and state funds for LEP.

DISCUSSION

At the March meeting, sub-committee member, Ann Farris, presented on the Sheltered Instruction Observation Protocol SIOP method some of the schools are using in Boise. Initially, LEP students who need it are placed into the Newcomers School—two years of intensive language acquisition through content. The students then enter the regular classroom stream where sheltered instruction is used. Teachers are training regular classroom teachers to use the sheltered content method (teaching content while teaching English).

Boise does a five-week course followed by several 1- 2 day sessions. Boise teachers have also trained teachers in other districts (Bruneau/Grandview, Middleton and Meridian) in the SIOP method.

Lisa Kinneman and Jill Ball, teachers in the Boise School District, talked about how they use the SIOP method in their classrooms. Both think it is extremely valuable. Ms. Kinneman encouraged the Board to consider using this method throughout the state.

Staff from OSBE will follow up regarding the cost of the program, both training and delivery of the SIOP method.

Delia Valdez provided a summary of the programs used in the Cassia County School District. The newcomer center has been a successful method of helping LEP students get acclimated and started on the right foot educationally.

Parent involvement. The committee is looking into the importance of and avenues for parent involvement. Delia Valdez gave a summary of the programs used in the Cassia County School District. The newcomer center has been a successful method of helping LEP students get acclimated and started on the right foot educationally.

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An ELP Standards Committee is developing Idaho standards that meet our existing state achievement standards. The Committee is presently looking at the four components (reading, listening, speaking and writing) to ensure they blend with the existing standards and meet the needs of English language learners. The Committee is now checking the standards to make sure the strands match.

Presently, an eight-state consortium is working on regional standards and a single test that all eight states would use for the growth measurement. The regional standards will also blend with Idaho's standards. Sally Tiel, from the State Department of Education, is representing Idaho on the consortium.

The recent passage of HB787 directs the Board and the Department to work together. After the state LEP Standards are adopted, the Annual Measurable Achievement Objectives can be developed as required by NCLB. These will be helpful for the Board and the Department in developing the goals required by HB787.

IMPACT

The Board will receive the proposed LEP standards for approval at its June meeting. These standards will provide the basis for testing and instructional design to meet the needs of LEP students throughout the state.

STAFF COMMENTS AND RECOMMENDATIONS

N/A

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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SUBJECT

Temporary and Proposed Rule Amendment to the Rules Governing Accountability – Docket No. 08-0203-0401.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code 33-116. School Districts Under Board Supervision.
Idaho Code 33-118. Course of Study—Curricular Materials.
Idaho Code 33-1612. Thorough System of Public Schools.

BACKGROUND

New guidance was received from the U.S. Department of Education on February 23, 2004, regarding the testing of Limited English Proficient (LEP) students. The guidance informed states that the testing and classification of LEP students, specifically those students “enrolled in their first year of a U.S. school,” could be changed and still comply with the “No Child Left Behind” (NCLB) Act.

The specific flexibilities are:

- Allowing this specific group of new LEP students to take a language proficiency test in lieu of the state reading/language usage test; and
- Counting the participation of such students, but not including the scores for proficiency calculations.

In addition, the flexibility outlined also allows states to classify LEP students as LEP for two additional years beyond the original guidance in NCLB.

Further guidance was received on March 29, 2004, from the U.S. Department of Education outlining two areas of flexibility in calculating the participation rates:

- Participation rates can be calculated on a three-year average; and
- Students who are absent during the entire testing window for a medical condition are not required to take the test.

DISCUSSION

This new guidance allows school districts to accommodate unique situations and provide the maximum fairness in applying NCLB requirements to LEP students. It also provides a safety net for small schools in meeting NCLB test participation requirements, especially as it relates to disaggregated populations.

IMPACT

Both of these changes add flexibility without weakening the underlying objectives of the Accountability System. They will not affect the ability to make AYP determinations.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends Board action to approve the maximum flexibility allowed by the US Department of Education.

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BOARD ACTION

A motion to approve the Temporary and Proposed Rule Amendment to the Rules Governing Accountability—Docket No. 08-0203-0401.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1

STATE BOARD OF EDUCATION

33-116. SCHOOL DISTRICTS UNDER BOARD SUPERVISION. All school districts in Idaho, including specially chartered school districts, shall be under the supervision and control of the state board.

33-118. COURSES OF STUDY -- CURRICULAR MATERIALS. The state board shall prescribe the minimum courses to be taught in all public elementary and secondary schools, and shall cause to be prepared and issued, such syllabi, study guides and other instructional aids as the board shall from time to time deem necessary. The board shall also determine how and under what rules curricular materials shall be adopted for the public schools. The board shall require all publishers of textbooks approved for use to furnish the department of education with electronic format for literary and nonliterary subjects when electronic formats become available for nonliterary subjects, in a standard format approved by the board, from which reproductions can be made for use by the blind.

TITLE 33
EDUCATION
CHAPTER 16

COURSES OF INSTRUCTION

33-1612. THOROUGH SYSTEM OF PUBLIC SCHOOLS. The constitution of the state of Idaho, section 1, article IX, charges the legislature with the duty to establish and maintain a general, uniform and thorough system of public, free common schools. In fulfillment of this duty, the people of the state of Idaho have long enjoyed the benefits of a public school system, supported by the legislature, which has recognized the value of education to the children of this state.

In continuing recognition of the fundamental duty established by the constitution, the legislature finds it in the public interest to define thoroughness and thereby establish the basic assumptions which govern provision of a thorough system of public schools.

A thorough system of public schools in Idaho is one in which:

1. A safe environment conducive to learning is provided;
2. Educators are empowered to maintain classroom discipline;
3. The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized;
4. The skills necessary to communicate effectively are taught;
5. A basic curriculum necessary to enable students to enter academic or

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professional-technical postsecondary educational programs is provided;

6. The skills necessary for students to enter the work force are taught;

7. The students are introduced to current technology; and

8. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.

The state board shall adopt rules, pursuant to the provisions of chapter 52, title 67, Idaho Code, and section 33-105(3), Idaho Code, to establish a thorough system of public schools with uniformity as required by the constitution, but shall not otherwise impinge upon the authority of the board of trustees of the school districts. Authority to govern the school district, vested in the board of trustees of the school district, not delegated to the state board, is reserved to the board of trustees. Fulfillment of the expectations of a thorough system of public schools will continue to depend upon the vigilance of district patrons, the dedication of school trustees and educators, the responsiveness of state rules, and meaningful oversight by the legislature.

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111. ASSESSMENT IN THE PUBLIC SCHOOLS.

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 program consisting of standardized achievement testing and performance appraisal activities in the fundamental basic skills will be conducted annually. The State Board of Education will provide oversight for all components of the comprehensive assessment program. The State Department of Education will be responsible for the administration of assessment efforts as provided for by the State Board of Education. (3-15-02)

- 02. Purposes.** The purpose of assessment in the public schools is to: (3-15-02)
- a. Measure and improve student achievement; (3-15-02)
 - b. Assist classroom teachers in designing lessons; (3-15-02)
 - c. Identify areas needing intervention and remediation, and acceleration; (3-15-02)
 - d. Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments; (3-15-02)
 - e. Inform parents and guardians of their child's progress; (3-15-02)
 - f. Provide comparative local, state and national data regarding the achievement of students in essential skill areas; (3-15-02)
 - g. Identify performance trends in student achievement across grade levels tested and student growth over time; and (3-15-02)
 - h. Help determine technical assistance/consultation priorities for the State Department of Education. (3-15-02)

03. Content. The comprehensive assessment program will consist of multiple assessments, including, the Idaho Reading Indicator (IRI), the Direct Writing Assessment (DWA), the Direct Mathematics Assessment (DMA), the National Assessment of Educational Progress (NAEP), and the Idaho Standards Achievement Tests (ISAT). (3-20-04)

04. Testing Population. All students in Idaho public schools, grades kindergarten through ten (K-10), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded. (3-19-04)T

a. All students who are eligible for special education shall participate in the statewide assessment program. (3-19-04)T

b. Each student's individualized education program team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with accommodations or adaptations, or whether the student qualifies for and shall participate in the alternate assessment. (3-19-04)T

c. Limited English Proficient (LEP) students, as defined in Subsection 112.03.d.iv., who receive a score in the low range on the State Board of Education approved language acquisition proficiency test and have an Education Learning Plan (ELP), shall be given the ISAT with accommodations or adaptations for three (3) consecutive years. A further extension of two (2) consecutive years may be granted by the local district or local education agency, provided the language proficiency test score is still in the low range. Students can be categorized as LEP students for two (2) years after testing proficient on the language proficiency test. Students cannot exceed a

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total of seven (7) years as an LEP student. LEP students who do not have an ELP or a language acquisition score will be given the regular ISAT without accommodations or adaptations. LEP students who are enrolled in their first year of school in the United States may take the English Proficiency test in lieu of the reading/language usage ISAT but will still be required to take the math ISAT with accommodations or adaptations as determined by the language proficiency score and ELP. ~~(3-20-04)~~(3-19-04)T

05. Scoring And Report Formats. Scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building/district summaries, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. 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. (5-3-03)

06. Comprehensive Assessment Program. The State approved comprehensive assessment program is outlined in Subsections 111.07.a. through 111.07.m. Each assessment will 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 those standards not assessed by the state assessment program. (3-20-04)

- a. Kindergarten - Idaho Reading Indicator. (3-15-02)
- b. Grade 1 - Idaho Reading Indicator. (3-15-02)
- c. Grade 2 - Idaho Reading Indicator, Grade 2 Idaho Standards Achievement Tests.(3-20-04)
- d. Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests.(3-20-04)
- e. Grade 4 - Direct Math Assessment, National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests. (3-20-04)
- f. Grade 5 - Direct Writing Assessment, Grade 5 Idaho Standards Achievement Tests. (3-20-04)
- g. Grade 6 - Direct Math Assessment, Grade 6 Idaho Standards Achievement Tests. (3-20-04)
- h. Grade 7 - Direct Writing Assessment, Grade 7 Idaho Standards Achievement Tests. (3-20-04)
- i. Grade 8 - Direct Math Assessment, National Assessment of Educational Progress, Grade 8 Idaho Standards Achievement Tests. (3-20-04)
- j. Grade 9 - Direct Writing Assessment, Grade 9 Idaho Standards Achievement Tests. (3-20-04)
- k. Grade 10 - High School Idaho Standards Achievement Tests. (3-20-04)
- l. *Students who achieve a proficient or advanced score on a portion or portions of the ISAT offered in the Spring of their tenth grade year or later are not required to continue taking that portion or portions. (3-20-04)

07. Comprehensive Assessment Program Schedule. (5-3-03)

- a. The Idaho Reading Indicator will be administered in accordance with Section 33-1614, Idaho Code. (3-15-02)
- b. The Direct Math Assessment and the Direct Writing Assessment will be administered in December in a time period specified by the State Department of Education. (3-15-02)

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c. The National Assessment of Educational Progress will be administered in timeframe specified by the U.S. Department of Education. (3-15-02)

d. The Idaho Standards Achievement Tests will be administered twice annually in the Fall and Spring in a time period specified by the State Board of Education. (5-3-03)

08. 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 materials needed to conduct the prescribed statewide comprehensive assessment program; (3-15-02)

b. Statewide distribution of all assessment materials; (3-15-02)

c. Processing and scoring student response forms, distribution of prescribed reports for the statewide comprehensive assessment program; and (3-15-02)

d. Implementation, processing, scoring and distribution of prescribed reports for the Direct Writing Assessment and the Direct Mathematics Assessment. (3-15-02)

09. Costs Of Additional Services. Costs for any additional administrations or scoring services not included in the prescribed statewide comprehensive assessment program will be paid by the participating school districts. (3-15-02)

10. Services. The comprehensive assessment program should be scheduled so that a minimum of instructional time is invested. Student time spent in testing will not be charged against attendance requirements. (3-15-02)

11. Test Security, Validity And Reliability. Test security is of the utmost importance. School districts will employ the same security measures in protecting statewide assessment materials from compromise as they use to safeguard other formal assessments. (3-20-04)

a. All ISAT paper and pencil test booklets will be boxed and shipped to the test vendor to be counted no later than two (2) weeks after the end of the testing window. (3-20-04)

b. The ISAT will be refreshed each year to provide additional security beginning with grades four (4) eight (8) and ten (10) in 2007. Items will be refreshed for grades three (3) and seven (7) in 2008; grades five (5) and six (6) in 2009; and grades two (2) and nine (9) in 2010. (3-20-04)

c. Any assessment used for federal reporting shall be independently reviewed for reliability, validity, and alignment with the Idaho Achievement Standards. (3-20-04)

12. Demographic Information. Demographic information will be required to assist in interpreting test results. It may include but not be limited to race, sex, ethnicity, and special programs, (Title I, English proficiency, migrant status, special education status, gifted and talented status, and socio-economic status). (5-3-03)

13. Dual Enrollment. For the purpose of non-public school student participation in non-academic public school activities as outlined in Section 33-203, Idaho Code, the Idaho State Board of Education recognizes the following: (3-15-02)

a. The Idaho Standards Achievement Tests (grades 2-9 and High School). (5-3-03)

b. A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas listed in Subsections 111.14.c.i. through 111.14.c.vi. Portfolios are to be judged and confirmed by a committee comprised of at least one (1) teacher from each subject area presented in the portfolio and the building principal at the school where dual enrollment is desired. (3-15-02)

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- i. Language Arts/Communications. (3-15-02)
- ii. Math. (3-15-02)
- iii. Science. (3-15-02)
- iv. Social Studies. (3-15-02)
- v. Health. (3-15-02)
- vi. Humanities. (3-15-02)

112. ACCOUNTABILITY.

The provisions in this section apply for the purposes of meeting the “No Child Left Behind” Act and the state of Idaho accountability requirements. (3-20-04)

01. Student Achievement Levels. There are four (4) levels of student achievement for the ISAT. (3-20-04)

a. Advanced: Exceeds Standards. The student demonstrates thorough knowledge and mastery of skills that allows him/her to function independently above his current educational level. (3-20-04)

- i. The student demonstrates a comprehensive understanding of all relevant information. (3-20-04)
- ii. The student demonstrates comprehension and understanding of knowledge and skills above his/her grade level. (3-20-04)
- iii. The student can perform skills or processes independently without significant errors. (3-20-04)

b. Proficient: Meets Standards. The student demonstrates mastery of knowledge and skills that allow him/her to function independently on all major concepts and skills at his/her educational level. (3-20-04)

- i. The student demonstrates a comprehensive understanding of all information relevant to the topic, at level. (3-20-04)
- ii. The student can perform skills or processes independently without significant errors. (3-20-04)

c. Basic: Below Standards. The student demonstrates basic knowledge and skills usage but cannot operate independently on concepts and skills at his/her educational level. Requires remediation and assistance to complete tasks without significant errors. (3-20-04)

- i. The student has an incomplete knowledge of the topic or misconceptions about some information. (3-20-04)
- ii. The student requires assistance and coaching to complete tasks without errors. (3-20-04)
- d. Below Basic: Critically Below Standards. The student demonstrates significant lack of skills and knowledge and is unable to complete basic skills or knowledge sets without significant remediation. (3-20-04)

- i. The student has critical deficiencies of relevant knowledge of topic or misconceptions about some information. (3-20-04)
- ii. The student cannot complete any skill set without significant assistance and coaching. (3-20-04)

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02. Adequate Yearly Progress (AYP). (3-20-04)

a. Proficiency is defined as the number of students scoring proficient or advanced on the spring on-grade level ISAT. (3-20-04)

b. The State Department of Education will make AYP determinations for schools and districts each year. Results will be given to the districts no later than one (1) month prior to the first day of school. (3-20-04)

c. The baseline for AYP will be set by the Board and shall identify the amount of growth (percentage of students reaching proficiency) required for each intermediate period. (3-20-04)

03. Adequate Yearly Progress (AYP) Definitions. For purposes of calculating and reporting adequate yearly progress, the following definitions shall be applied. (3-20-04)

a. Full Academic Year (continuous enrollment). (3-20-04)

i. A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the end of the state approved spring testing administration period will be included in the calculation to determine if the school achieved AYP. A student is continuously enrolled if he/she has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students. Students who are expelled but return to another school in the same district are considered continuously enrolled to determine the district AYP. ~~(3-20-04)~~ (3-19-04)T

ii. A student who is enrolled continuously in the school district from the first eight (8) weeks or fifty-six (56) calendar days of the school year through the end of the state approved spring testing administration period will be included when determining if the school district has achieved AYP. ~~(3-20-04)~~ (3-19-04)T

iii. A student who is enrolled continuously in a public school within Idaho from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the end of the state approved spring testing administration period will be included when determining if the state has achieved AYP. ~~(3-20-04)~~ (3-19-04)T

b. Participation Rate. (3-20-04)

i. Failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of students in designated subgroups automatically identifies the school as not having achieved AYP. The ninety-five percent (95%) determination is made by dividing the number of students assessed on the Spring ISAT by the number of students reported on the class roster file for the Spring ISAT. (3-20-04)

(1) If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most current three (3) year average of participation. (3-19-04)T

(2) Students who are absent for the entire state-approved testing window because of a medical condition are exempt from taking the ISAT. (3-19-04)T

ii. For groups of ten (10) or more students, absences for the state assessment may not exceed five percent (5%) of the current enrollment or two (2) students, whichever is greater. Groups of less than ten (10) students will not have a participation determination. (3-20-04)

c. Schools. (3-20-04)

i. An elementary school includes a grade configuration of grades Kindergarten (K) through six (6) inclusive, or any combination thereof. (3-20-04)

ii. A middle school is a school that does not meet the definition of an elementary school and contains grade 8 but does not contain grade twelve (12). (3-20-04)

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- iii. A high school is any school that contains grade twelve (12). (3-20-04)
- iv. The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended that feeder school. (3-20-04)
- d. Subgroups. Scores on the ISAT must be disaggregated and reported by the following subgroups: (3-20-04)
- i. Race/Ethnicity - Black/African American, Asian, Native Hawaiian/Pacific Islander, White, Hispanic/Latino Ethnicity, American Indian/Alaska Native. (3-20-04)
- ii. Economically disadvantaged - identified through the free and reduced lunch program. (3-20-04)
- iii. Students with disabilities - individuals who are eligible to receive special education services through the Individuals with Disabilities Education Act (IDEA). (3-20-04)
- iv. Limited English Proficient – individuals who score in the low range on the state-approved language proficiency test and meet one of the following criteria: (3-19-04)T
- (1) Individuals whose native language is a language other than English; or (3-19-04)T
- (2) Individuals who come from environments where a language other than English is dominant; or (3-19-04)T
- (3) Individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English. (~~3-20-04~~)(3-19-04)T
- e. Graduation Rate. The State Board of Education will establish a target for graduation. All high schools must maintain or make progress toward the target each year. The graduation rate will be disaggregated by the subpopulations listed in Subsection 112.03.d. in the event the “safe harbor” is invoked by the school/district. By 2014, the schools/districts must meet the target. (3-20-04)
- f. Additional Academic Indicator. The State Board of Education will establish a target for an additional academic indicator. All elementary and middle schools must maintain or make progress toward the additional academic indicator target each year. The additional academic indicator target will be disaggregated by the subpopulations listed in Subsection 112.03.d. in the event the “safe harbor” is invoked by the school/district. By 2014, the schools/districts must meet the target. (3-20-04)

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SUBJECT

Update on Charter School Rules.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

On April 2, 2004, Governor Kempthorne signed into law two bills that revamp Idaho charter school law. These bills make a number of significant changes to improve the environment for charter schools in Idaho. Some of the changes clarify enrollment procedures (allowing a set aside of seats for founders' children), eliminating the five-year limit for charter authorization, clarifying the appeal process and providing two new options for the Board to use in appeal decisions.

The law creates a Charter School Commission to be located in the Office of the Board of Education. This commission will oversee Board approved charters, review petitions for virtual charters and serve as a chartering entity in addition to local school districts.

This new law directs the Board of Education to adopt rules to establish a consistent application and review process and for the approval and oversight of all charter schools in the state. The Temporary and Proposed Rules will replace the existing Board Rule on Charter Schools. They establish a uniform process for the review, approval, and oversight of all charter schools in Idaho.

DISCUSSION

The Office of the State Board of Education is working with legal counsel to craft temporary and proposed rules. Among the primary purposes of these rules will be the establishment of clear and consistent expectations for all chartering entities (local school districts and the Charter School Commission), including the processes for the application and review of charter petitions. Additionally they will establish a uniform application and review form and criteria for determining when a petitioner may apply to the Charter School Commission. A consistent lottery process will also addressed.

Rules will also clarify the role of the State Board in appeals hearings, and clarify the criteria for identifying the six schools that may be approved in any school year, consistent with state law.

IMPACT

These rules will provide the mechanisms to provide a healthy environment of charter school operations in Idaho.

STAFF COMMENTS AND RECOMMENDATIONS

N/A

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BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion