

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**APRIL 21-22, 2005**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>UNIVERSITY OF IDAHO – PROPOSED PROGRAM PHASE OUT</b>	Motion to Approve
<b>2</b>	<b>CENTER FOR ADVANCED ENERGY STUDIES (CAES)</b>	Information Item
<b>3</b>	<b>REPORT ON PAY FOR PERFORMANCE</b>	Information Item

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**SUBJECT**

Notice of Intent for the planned phase out of the doctoral emphasis in Adult and Organizational Learning at Idaho Falls by University of Idaho

**REFERENCE**

December 2-3, 2004      During the open forum, a student expressed concern about a planned teach out of the College of Education doctoral program with emphasis in Adult and Organizational Learning offered at Idaho Falls (AdOL).

January 24, 2005      Information item on the planned phase out of the doctoral emphasis in Adult and Organizational Learning at Idaho Falls.

**APPLICABLE STATUTE, RULE OR POLICY**

- Idaho State Board of Education Governing Policies and Procedures, Section III.G.8, and Section III.Z. 4.e.

**BACKGROUND**

At the January 24-25 meeting, a motion was passed to reverse the decision of the University of Idaho to close out the AdOL program in Idaho Falls and require UI to file a Notice of Intent prior to proceeding with the teach out to allow the Board the opportunity to determine if a proper decision was made to close the program in Idaho Falls. The motion was made with the understanding that UI would suspend admission for new students until the Notice of Intent had been filed and reviewed by the Board. Please refer to the attached Notice of Intent.

Also at the January meeting, the Board expressed concern that UI had not properly notified ISU of their intent to phase out the AdOL program based on Board policy III.Z. It should be noted that the AdOL program in Idaho Falls was established between 1990-92 before policy III.Z was approved. Because policy III.Z. was not applied retroactively, a memorandum of understanding would not have been developed between UI and ISU.

**DISCUSSION**

Justification for Terminating the AdOL program in Idaho Falls

The request to phase out the delivery of the doctoral emphasis in Adult and Organizational Learning program at the Idaho Falls location is based on the ability of the college to sustain a *quality* program with the resource base allocated to the program. The majority of the funds to support the program come from graduate student fees. Off-campus graduate programs are considered to be self-supporting cost centers. These programs are supported by graduate fees and limited general fund dollars. As per current practice at UI, graduate fees paid by students in Idaho Falls are allocated to the College of Education to support its

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Idaho Falls courses. The decision to phase out the program was based on a cost vs revenue analysis of the Idaho Falls courses. During this period, several factors influenced the sustainability of the program.

- 1) One faculty member was located on Idaho Falls beginning fall 2001. Program enrollment grew quickly between 2001 and 2003; the transition of Ricks College to Brigham Young University – Idaho contributed to the growth. A second faculty member was hired on a temporary basis to assist with program delivery including instruction, advising, and serving on doctoral committees. By Fall 2003, it became evident that the existing resources allocated to Idaho Falls (2 full-time instructors) could no longer sustain program growth without affecting program quality. As a benchmark, doctoral programs of this size typically have a minimum of about five full-time faculty members to support student work. In Spring 2004, the decision was made to teach out the program with 1 full-time resident faculty (Dr. Karen Wilson Scott) and 1 full-time faculty based in Boise to assist with the phasing out the teaching load in Idaho Falls.
- 2) A number of students enrolled in doctoral programs at the University of Idaho are eligible for the state rate of \$20 registration and \$5 per credit fee (rather than the full fee graduate rate) making it difficult to cover instructional graduate education costs of delivery. In Fall 2004, only 28 of the 75 students enrolled in Idaho Falls or 37% paid full fees. This was down from Spring 2004 when 57.5% of the students paid full fees.
- 3) The enrollment workload adjustment was not funded by the state for the last three years (FY03, 04, and 05). These additional resources could have been used to support faculty in Idaho Falls.
- 4) At the same time the decision was being made to phase-out the Idaho Falls classes, the College of Education was responding to institutionally mandated budget reductions that led to faculty and staff layoffs. The multi-year budget target for the College of Education was \$675,392. The College is reviewing their options and it will prioritize programs and services as a course is charted for the future. To meet current budget targets, it may be necessary to close, consolidate, or reconfigure one or more programs.

The college experienced growth in this program at Moscow and Boise as well during this same period of time. A significant difference between the Moscow and Boise locations and Idaho Falls is the presence of multiple faculty *in residence* to provide course work and to serve on doctoral committees. The affiliate and adjunct faculty who have supported the Idaho Falls courses have provided quality service; however, this is not a long-term solution to the delivery of a sustainable doctoral program. The lack of resident faculty and the cost analysis were the significant factors in making the decision to phase out courses in Idaho Falls.

Plan to Teach-Out AdOL Courses at Idaho Falls

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The college developed and advertised a plan to teach out ADoL in Idaho Falls. Applications for admission to the program were considered for students enrolled in courses through May 2004. A course sequence was developed to provide a cycle for all degree required courses; all scheduled courses are being offered, and some adjustments have been made to accommodate student instructional needs. Course enrollments are at 15 to 20 students per course and seem to be meeting the needs of the majority of students who plan to complete the courses in Idaho Falls. Program faculty have implemented doctoral seminars as an additional link with program requirements and advising; most of the feedback on advising is positive. Course offerings will conclude spring semester 2007.

The college conducted two searches and hired Dr. Wilson Scott (June 2004) on a three-year term appointment to teach, advise, and mentor student research as the college teaches-out the program and Dr. Kroth (August 2004) on a tenure line appointment, based in Boise, with a primary responsibility to support the teach out of the Idaho Falls program.

College and university faculty and qualified individuals in the region serve on doctoral committees; the college has worked with the College of Graduate Studies to increase the pool of committee members through affiliate appointments for this program. Faculty will mentor dissertation work for admitted students who are making continuous progress toward degree completion.

UI Commitment to Eastern Idaho

The UI has offered educational services to the national laboratory contractors and their predecessors since 1954, and the current site cleanup request for proposals again asks that those services be provided.

The role of UI in Idaho Falls was presented in the eight-year plan and is based primarily on 1) the relationship with the national laboratory and 2) a set of state-wide programs, principally in agriculture and the sciences (with a third factor to support ISU and EITC in areas that are underserved).

Based on the eight-year plan, an MOU between the institutions serving eastern Idaho was developed and accepted by the Board. Programs will be added and eliminated through continual review of area needs and refinement of the planning process. A potential adult education doctoral emphasis presented by ISU for implementation in 2007-2008 is included in the eight-year plan (refer to attached letter from ISU). A doctorate in Educational Leadership in Higher Education Administration and Instructional Technology is currently being offered by ISU. The program has been offered in Idaho Falls and Idaho Falls students are currently and have been enrolled in the program.

The UI will continue collaborative initiatives with Boise State University and Idaho State University through the Inland Northwest Research Alliance (INRA) and the

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Idaho National Laboratory (INL) including offering selected degree programs, providing professional development preparation, conducting research, and providing outreach. One component of these services is the continued delivery of the B.S. Industrial Technology and the master's degree through the College of Education under the INL contract.

**IMPACT**

Internal discussions about phasing out delivery of the program in Idaho Falls preceded the request by the UI Foundation to sell property in Idaho Falls to ISU. The proposal to sell the land was developed after the decision and announcement was made to phase out delivery of the College of Education's doctoral emphasis in Adult and Organizational Learning in Idaho Falls. However, UI recognizes that the Board was left with the impression that programs would not be cut as a result of sale.

UI has established a plan to meet the needs of currently enrolled students in Idaho Falls and ISU is planning to add an adult education doctoral emphasis by Fall 2007.

**STAFF COMMENTS AND RECOMMENDATIONS**

Given the difficulty of sustaining a quality program in Idaho Falls primarily due to the lack of resident faculty and the resources to support on site faculty, staff is recommending that UI phase out the AdOL program as planned.

**BOARD ACTION**

A motion to approve phasing out the Adult and Organizational Learning doctoral program at Idaho Falls.

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

**IDAHO STATE BOARD OF EDUCATION**  
**ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION**  
**NOTICE OF INTENT**

To initiate a  
**New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit**

Institution Submitting Proposal: UNIVERSITY OF IDAHO  
 Name of College, School, or Division: College of Education  
 Name of Department(s) or Area(s): Division of Adult, Counselor, and Technology Education

Indicate if this Notice of Intent (NOI) is for an Academic or Professional - Technical Program

Academic X Professional - Technical \_\_\_\_\_

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:

Discontinuance of doctoral emphasis in Adult and Organizational Learning at Idaho Falls location  
 \_\_\_\_\_  
 (degree or certificate)

Proposed Starting Date: \_\_\_\_\_

**For New Programs:**

Program (i.e., degree) Title & CIP 2000 \_\_\_\_\_

**For Other Activity:**

- ☐ Program Component (major/minor/option/emphasis)  
☐ Off-Campus Activity/Resident Center  
☐ Instructional/Research Unit  
☐ Addition/Expansion  
☒ Discontinuance/consolidation  
☐ Contract Program  
☐ Other

Christina 03/28/05  
 College Dean (Institution) Date

Margaret von Braun 3/30/05  
 VP Research & Graduate Studies Date

Pat 3/27/05  
 Chief Fiscal Officer (Institution) Date

State Administrator, SDPTE Date

Linda J. Thomas  
 Chief Academic Officer (Institution) Date

Chief Academic Officer, OSBE Date

Timothy F. L. L. 4.13.05  
 President Date

SROE/OSBE Approval Date

**Before completing this form, refer to the "Board Policy Section III.G. Program Approval and Discontinuance.**

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

The College of Education offers graduate degree programs in Adult and Organizational Learning (AdOL) in four locations -- Boise, Coeur d'Alene, Idaho Falls and Moscow (master's degree in Coeur d'Alene [as outreach from Moscow]; master's degree and doctoral emphasis in Boise and Moscow; doctoral emphasis in Idaho Falls). The college is seeking to discontinue the delivery of the program at the Idaho Falls location.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary.).

The request for phasing out the delivery of the doctoral emphasis in Adult and Organizational Learning program at the Idaho Falls location is based on the ability of the college to sustain a quality program with the resource base allocated to the program. One faculty member was located on Idaho Falls beginning fall 2001. Program enrollment grew quickly between 2001 and 2003; the transition of Ricks College to Brigham Young University – Idaho contributed to the growth. A second faculty member was hired on a temporary basis to assist with program delivery: instruction, advising, and serving on doctoral committees. During this period, several factors influenced the sustainability of the program: 1) doctoral programs typically have a minimum of about five full-time faculty members to support the work of the students; 2) enrollment workload adjustment was not funded in the state, 3) the internal allocations at the University of Idaho did not support full staffing for program growth, 4) a number of students enrolled in doctoral programs at the University of Idaho are eligible for the state rate of \$20 registration fee and \$5 per credit making it difficult to cover instructional graduate education costs of delivery, and 5) university budget reductions. The college experienced growth in this program at Moscow and Boise as well during this same period of time. A significant difference between the Moscow and Boise locations and the Idaho Falls location is the presence of multiple faculty in residence to provide course work and to serve on doctoral committees. The affiliate and adjunct faculty who have supported the program have provided quality service; however, this is not a long-term solution to the delivery of a sustainable doctoral program.

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

A three-year teach out has been designed to provide all matriculated students with one more complete cycle of required courses for the doctoral emphasis in Adult and Organizational Learning offered at Idaho Falls. The sequence includes courses in the major, selected elective courses related to the major, and doctoral research courses. A schedule of advising has been established to support course selection and degree completion. Faculty have been identified to serve as major professors and mentor students through the dissertation. Two faculty have been hired. One faculty member has been hired in a three-year term appointment and is located at Idaho Falls. Another faculty member has been hired in a tenure line position and is located in Boise with a primary responsibility for supporting the teach out of the doctoral emphasis at Idaho Falls. Faculty from Boise, Coeur d'Alene, and Moscow and affiliate and adjunct faculty have been identified to provide some course work and to serve as major professors for and as members of the doctoral committees for the students. The faculty and staff are committed to quality program delivery and service through the teach out of the program.



4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication.

The phasing out of this program would eliminate a potential duplication of programs in southeast Idaho. Idaho State University offers the Ed.D. in Educational Leadership with an emphasis in higher education and the Doctor of Arts degree in selected areas. Additionally, Idaho State University includes a doctoral degree in Adult Education in their 8-year plan.

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

Doctoral education and research is central to the role and mission of the University of Idaho. The College of Education offers the Ph.D. and the Ed D. in Education with several areas of emphasis. This request affects the delivery of one area of emphasis in one location. The college continues to provide the degrees in Boise and Moscow.

6. Is the proposed program in the 8-year Plan? Indicate below.  
Yes  X  No

The program is listed under Ph.D./Ed.D. delivery at Idaho Falls. The 8-year plan was under development at the time this decision process was occurring. The 8-year plan shows the proposed addition of a similar program emphasis, Adult Education, at Idaho State University in fall 2007, the semester after final phase out of the University of Idaho program in Adult and Organizational Learning.

If not, provide a justification for adding the program.

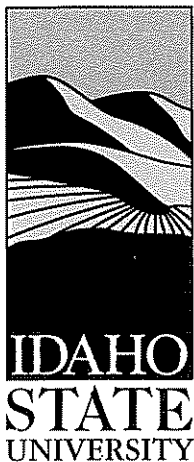
7. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

Estimated Fiscal Impact	FY <u>05</u>	FY <u>06</u>	FY <u>07</u>	Total
<b>A. Source of Funds</b>				
1. Appropriated-reallocation				
2. Appropriated – New				
3. Federal				
4. Other:				
<b>TOTAL:</b>				
<b>B. Nature of Funds</b>				
1. Recurring *	\$39,377.00	\$40,535.00***	\$41,739.00***	\$121,651.00
2. Non-recurring **	\$96,987.00	\$100,715.00	\$104,591.00	\$302,294.00
<b>TOTAL:</b>				

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

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

\*\*\* Reflects projected increases in salary and benefit costs



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College of Education  
Campus Box 8059  
Pocatello, Idaho  
83209-8059

Phone: (208) 282-3259  
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OFFICE OF THE IDAHO  
STATE BOARD OF EDUCATION

March 28, 2005

Dr. Marilyn Davis  
Chief Academic Officer  
Idaho State Board of Education  
PO Box 83720  
Boise, ID 83720-0037

Dear Dr. Davis:

In response to our telephone conversation of last week, the College of Education at ISU would like to provide support for doctoral study in Idaho Falls.

Presently the College offers a doctorate of Education (Ed.D.) in Educational Leadership, Higher Education Administration, and Instructional Technology. Many students from Idaho Falls have been and are currently enrolled in these programs. We have also offered the programs in Idaho Falls. According to the eight-year plan we are exploring adding an emphasis area in Adult Education. This will be contingent upon adequate resources, including new faculty positions.

In addition to the programs offered by the College of Education, ISU also offers the Ph.D. and doctor of arts (D.A.) degrees for those desiring a content specialization. If we may provide any further information, please do not hesitate to call upon us.

Sincerely,

Larry Harris, Ph.D.  
Dean, College of Education

Barbara Adamcik, Ph.D.  
Assistant Academic VP

**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**G. Program Approval and Discontinuance**

**April 2002**

**8. Instructional Program Discontinuance Policy**

If in conflict, any policies of the Board of Trustees of North Idaho College, or the Board of Trustees of the College of Southern Idaho related to program discontinuance shall supersede the policies set forth herein.

- (a) discontinuance of professional-technical programs requires Board approval.
- (b) discontinuance of academic programs, majors, minors, options, emphases or instructional units with a financial impact of \$250,000 or more per year requires Board approval.
- (c) discontinuance of academic programs, majors, minors, options, emphases or instructional units with a financial impact of less than \$250,000 requires executive director approval. The executive director may refer any of the requests to the Board or a subcommittee of the Board for review and action. All discontinuances approved by the executive director shall be reported quarterly to the Board.

**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**Z. Delivery of Postsecondary Education**

**April 2002**

**4. Academic Planning Process**

**e. Discontinuance of Offerings**

Unless otherwise agreed between a statewide mission owning institution and the designated institution pursuant to an MOU, if, for any reason, a designated institution offering programs or courses in its service region that supports a statewide mission program of another institution, wishes to discontinue the offering(s), the designated institution will use its best efforts to provide the statewide mission owning institution at least one (1) year's written notice of withdrawal. In such case, the statewide mission owning institution will carefully evaluate the workforce need associated with such program or course and determine whether it is appropriate pursuant to its regional mission to provide such program or course. In no event will the statewide mission owning institution be required to provide such offering(s).

Unless otherwise agreed between the partnering institution (whether statewide mission owning, or otherwise) and the designated institution pursuant to an MOU, if, for any reason, a partnering institution offering programs or courses in a service region wishes to discontinue the offering(s), the partnering institution will use its best efforts to provide the designated institution at least one (1) year's written notice of withdrawal. In such case, the designated institution will carefully evaluate the workforce need associated with such program or course and determine whether it is appropriate pursuant to its regional mission to provide such program or course. In no event will the designated institution be required to provide such offering(s).

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**SUBJECT**

Center for Advanced Energy Studies (CAES)

**APPLICABLE STATUTE, RULE, OR POLICY**

N/A

**BACKGROUND**

In May 2003, the Department of Energy announced it would divide the Idaho National Engineering and Environmental Laboratory into two contracts; one for nuclear energy research and one for the cleanup. The Battelle Energy Alliance was awarded the contract to manage the new Idaho National Laboratory (INL) for nuclear energy research. The INL will create a technically achievable, economically competitive, and environmentally sustainable nuclear energy option for the nation that earns public confidence and trust.

**DISCUSSION**

As part of the contract, Battelle will establish the Center for Advanced Energy Studies in Idaho Falls, which is designed to become a nationally and internationally recognized focal point for the advancement of education in energy science and technology. The Center is a collaborative effort between the State of Idaho, INL, and universities in Idaho and throughout the nation. The lead institution is Massachusetts Institute of Technology in conjunction with North Carolina State, New Mexico State University, Ohio State University, Oregon State University, and the Idaho universities.

Governor Kempthorne signed a proclamation on February 1, 2005 to designate this date as Idaho National Laboratory Day. He urged "all Idaho citizens to welcome and celebrate this bold and exciting new initiative for the nation's nuclear energy future. Kempthorne also indicated that the "laboratory has committed to create within Idaho a new Center for Advanced Energy Studies...to help augment the State's reputation as a high-tech destination of choice for companies looking to expand or relocate."

Dr. Leonard Bond, Director for the Center for Advanced Energy Studies will provide an overview of the center mission and its programs. He will also discuss the facility that is targeted for completion in 2008 at University Place in Idaho Falls.

**IMPACT**

N/A

**STAFF COMMENTS AND RECOMMENDATIONS**

Board staff offers no comments or recommendations.

**BOARD ACTION**

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

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## INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

April 21-22, 2005

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### SUBJECT

Report on Pay for Performance

### APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1004. Idaho Code. Staff Allowance.

Section 33-1004A. Idaho Code. Experience and Education Multiplier

### BACKGROUND

At the culmination of the work done by the MOST Committee (maximizing opportunities for students and teachers), the legislature asked the Board to continue working on the concept of performance-based compensation for teachers.

A committee made up of parents, teachers, principals, administrators, business people, legislators, higher education, the Department of Education and the Board of Education began meeting in July 2004.

At the August 2004 meeting the Idaho Education Association Executive Director presented the Association's thoughts regarding a merit-based pay system. In addition, several teachers representing the IEA have attended the meetings.

The committee continues to develop a performance-based compensation model and study best practices from around the country.

### DISCUSSION

Models that have drawn some attention and that Idaho has looked at are:

**Denver Pro Comp** system, which is to be voted on by the Denver citizens in November. It has a \$25million price tag with funds coming from an amount that will be tagged on to the sale of new homes.

**Vaughn Public Charter School**, Los Angeles, has 100% free and reduced lunch and started with less than one third of their students meeting proficiency. Now the school has met AYP. The principal recreated the salary structure based on performance in the classroom and the school as a whole.

**Chattanooga TN** rewards teachers who take on tough assignments.

Presentations made at committee meetings include:

**Dr. Ted Hershberg** of the University of Pennsylvania presented his program on accountability and value-add. His philosophy is that schools can and should add value for each student from Sept to June. This is true whether the student comes in above grade level, at grade level or below grade level, and students are entitled to grow academically, at least at a rate they have demonstrated they can.

**Dr. June Rivers** from Tennessee presented a more in depth report on value-add at a subsequent meeting. Dr. Rivers demonstrated the method of calculating value-add developed by Dr. William Sanders, who is nationally recognized for his work. Dr. Sanders has concluded that teachers are the most important influence on student progress and a greater determining factor than socioeconomic status. His process of assessing student academic growth by carefully tracking student progress over time is a more accurate and fair way to gauge student academic performance and the teacher's effect on that performance.

**IMPACT**

In the report **Teaching at a Risk: A call to Action**, Chairman Gerstner is quoted as saying "Our nation is at a crossroads. We will not continue to lead (the world) if we persist in viewing teaching, the profession that makes all other professions possible, a second-rate occupation. Nothing is more vital than ensuring that we attract and retain the best teachers in our public schools."

**STAFF COMMENTS AND RECOMMENDATIONS**

Chairman Reed DeMourdant will give a more detailed update on the work of committee and plans for a pilot.

**BOARD ACTION**

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**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

TITLE 33  
EDUCATION  
CHAPTER 10  
FOUNDATION PROGRAM --  
STATE AID -- APPORTIONMENT

33-1004. STAFF ALLOWANCE. For each school district, a staff allowance shall be determined as follows:

1. Using the daily attendance reports that have been submitted for computing the February 15th apportionment of state funds as provided in section 33-1009, Idaho Code, determine the total support units for the district in the manner provided in section 33-1002 8.b., Idaho Code;

2. Determine the instructional staff allowance by multiplying the support units by 1.1. A district must demonstrate that it actually employs the number of certificated instructional staff allowed. If the district does not employ the number allowed, the staff allowance shall be reduced to the actual number employed;

3. Determine the administrative staff allowance by multiplying the support units by .075;

4. Determine the classified staff allowance by multiplying the support units by .375;

5. Additional conditions governing staff allowance:

a. In determining the number of staff in subsections 2., 3. and 4. of this section, a district may contract separately for services to be rendered by nondistrict employees and such employees may be counted in the staff allowance. A "nondistrict employee" means a person for whom the school district does not pay the employer's obligations for employee benefits. When a district contracts for the services of a nondistrict employee, only the salary portion of the contract shall be allowable for computations.

b. If there are circumstances preventing eligible use of staff allowance to which a district is entitled as provided in subsections 2. and 3. of this section, an appeal may be filed with the state department of education outlining the reasons and proposed alternative use of these funds, and a waiver may be granted.

c. For any district with less than forty (40) support units:

(1) The instructional staff allowance shall be calculated applying the actual number of support units. If the actual instructional staff employed in the school year is greater than the instructional staff allowance, then the instructional staff allowance shall be increased by one-half (1/2) staff allowance; and

(2) The administrative staff allowance shall be calculated applying the actual number of support units. If the actual administrative staff employed in the school year is greater than the administrative

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staff allowance, then the administrative staff allowance shall be increased by one-half (1/2) staff allowance.

(3) Additionally, for any district with less than twenty (20) support units, the instructional staff allowance shall be calculated applying the actual number of support units. If the number of instructional staff employed in the school year is greater than the instructional staff allowance, the staff allowance shall be increased as provided in paragraphs (1) and (2) of this subsection, and by an additional one-half (1/2) instructional staff allowance.

d. Only instructional, administrative and classified personnel compensated by the school district from the general maintenance and operation fund of the district shall be included in the calculation of staff allowance or in any other calculations based upon staff, including determination of the experience and education multiplier, the reporting requirements, or the district's salary-based apportionment calculation. No food service staff or transportation staff shall be included in the staff allowance.

6. In the event that the staff allowance in any category is insufficient to meet accreditation standards, a district may appeal to the state board of education, demonstrating the insufficiency, and the state board may grant a waiver authorizing sufficient additional staff to be included within the staff allowance to meet accreditation standards. Such a waiver shall be limited to one (1) year, but may be renewed upon showing of continuing justification.

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TITLE 33  
EDUCATION  
CHAPTER 10

FOUNDATION PROGRAM --  
STATE AID -- APPORTIONMENT

33-1004A. EXPERIENCE AND EDUCATION MULTIPLIER. Each instructional and administrative staff position shall be assigned an appropriate multiplier based upon the following table:

EXPERIENCE AND EDUCATION

	MA	MA + 12	MA + 24	MA + 36			
Years	BA	BA + 12	BA + 24	BA + 36	BA + 48	BA + 60	ES/DR
0	1.00000	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730
1	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410
2	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260
3	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290
4	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510
5	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930
6	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550
7	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380
8	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430
9	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430	1.73710
10	1.39290	1.49930	1.55550	1.61380	1.67430	1.73710	1.80220
11	1.39290	1.49930	1.55550	1.61380	1.73710	1.80220	1.86980
12	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	1.93990
13 or more	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	2.01260

In determining the experience factor, the actual years of teaching or administrative service in an accredited public school or in an accredited private or parochial school shall be credited.

In determining the education factor, only credits earned after initial certification, based upon a transcript on file with the teacher certification office of the state department of education, earned at an institution of higher education accredited by the state board of education or a regional accrediting association, shall be allowed. Instructional staff whose initial certificate is an occupational specialist certificate shall be treated as BA degree prepared instructional staff. Credits earned by such occupational specialist instructional staff after initial certification shall be credited toward the education factor.

In determining the statewide average multiplier for instructional staff, no multiplier in excess of 1.59092 shall be used. If the actual statewide average multiplier for instructional staff, as determined by this

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section, exceeds 1.59092, then each school district's instructional staff multiplier shall be multiplied by the result of 1.59092 divided by the actual statewide average multiplier for instructional staff.

In determining the statewide average multiplier for administrative staff, no multiplier in excess of 1.86643 shall be used. If the actual statewide average multiplier for administrative staff, as determined by this section, exceeds 1.86643, then each school district's administrative staff multiplier shall be multiplied by the result of 1.86643 divided by the actual statewide average multiplier for administrative staff.