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BOISE STATE UNIVERSITY

SUBJECT
Approval of Notice of Intent: Change the Minimum Number of Credits for Baccalaureate Degree to 120

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section III.E.3 and Section III.G.2.a

BACKGROUND/DISCUSSION
Boise State University is requesting to reduce the minimum number of credits required for a baccalaureate degree from the current 128 credits to 120 credits for many programs. Certain majors may continue to require more than 120 credits.

Based on a comparison study conducted by Boise State, the majority of institutions in the West (approximately 80%) currently have a minimum credit requirement of 120 (see page 4). By changing the number of credits required to 120 credits, Boise State will be better aligned with institutions in the region and with other state institutions of similar size in other regions.

The eight-credit reduction corresponds to one-half of the load for a full-time semester for a student. Therefore, it is reasonable to estimate that a student could graduate earlier under the new 120-credit rule. It would follow that the institution's graduation rate would increase as well.

Each department proposing to decrease the credits to degree for a program will carefully analyze the curriculum of that program so that the reduction can be made in a way that does not compromise the quality of the program. In practice, the reductions in credits in a particular program will be accomplished by a mix of reduction of required credits and/or reduction in core credits and/or reduction in elective credits. All proposed changes in curriculum must be reviewed and approved by the college and university curriculum committees and by the Office of the Provost.

The Faculty Senate at Boise State unanimously endorses the change in the number of credits.

IMPACT
Changes in the number of credits for baccalaureate degrees will result in cost savings to the institution and to the student. Based on fall 2009 costs, a full-time semester cost $2,432. Boise State estimates that on average a baccalaureate student will save approximately half that amount ($1200) during their academic career.

The University will also save resources (see page 4). An 8-credit reduction in graduation requirements would result in a reduction of 8 credits times 1,500 students = 13,500 student credit hours per year. The result would be some combination of fewer resources required to teach courses, greater capacity for enrollment of undergraduate students, and less time per faculty member required in the classroom thereby enabling increased grant writing and research activity. The resulting increase in grant revenue, on the order of several million of dollars, will more than offset any decrease in tuition revenue that might result from the proposed change.

ATTACHMENTS
Attachment 1 – Notice of Intent   Page 3

STAFF COMMENTS AND RECOMMENDATIONS
While Board Policy III.E states that a baccalaureate degree is equal to at least four (4) years of full-time academic work, Board policy does not provide a definition for specific credit requirements. In order to process the request, Board staff recommended that Boise State submit their request through the Notice of Intent process. The reduction in the number of credits shows there will be a significant savings. Due to this financial impact, it will require Board approval per Board Policy III.G.

Presently, all other public institutions in Idaho require a minimum of 128 credits to complete a baccalaureate degree. While Boise State would be the first public institution to propose the change to 120 credits, Idaho State University and the University of Idaho have indicated that they also are having discussions on campus and are considering a similar 120 credit requirement for their baccalaureate degrees.

CAAP and Board staff recommends approval of Boise State's request to reduce the number of baccalaureate degrees from 128 credits to 120 credits as presented.

BOARD ACTION
I move to authorize Boise State University to reduce the number of credits for baccalaureate degrees for any program from 128 to 120 credits based on Boise State University's determination of appropriateness.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
Academic/Professional-Technical Education
Notice of Intent

Institution Submitting Proposal: Boise State University

Name of College, School, or Division: All Colleges

Name of Department(s) or Area(s):   All departments that offer baccalaureate degrees

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

For a New, Expanded, or Off-Campus Instructional Program, or Administrative/Research Unit (circle one), and list the title/name:

_____

(Title of Degree or Certificate or Name of Unit)

Proposed Starting Date: Spring 2011

For New Programs:	**For Other Instructional Activity:**
	☐ Program Component (major/minor/option/emphasis)
_____ Program (i.e., degree) Title	☐ Off-Campus Program Activity
	☐ Instructional/Research Unit
_____ CIP 2010 Code (consult Institutional Researcher/Registrar)	☐ Addition/Expansion
For Existing Programs:	☐ Discontinuance/consolidation
All baccalaureate programs Program (i.e., degree) Title	☐ Contract Program/Collaborative
_____ CIP 2010 Code	**X** Other **CHANGE THE MINIMUM NUMBER OF CREDITS FOR BACCALAUREATE DEGREE TO 120**

N/A   NA

College Dean (Institution) Date	VP Research and/or Graduate Dean (as applicable) Date
[signature] 5-14-10	
Chief Fiscal Officer (Institution) Date	State Administrator, SDPTE (as applicable) Date
[signature] 5/13/10	*[signature]* 6-14-10
Chief Academic Officer (Institution) Date	Chief Academic Officer, OSBE Date
[signature] 6/2/10	
President Date	SBOE/OSBE Approval Date

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

1. Briefly describe the nature of the request.

   To reduce the minimum number of credits required for a baccalaureate degree from the current 128 credits to 120 credits. Certain majors may continue to require more than 120 credits.

2. Provide a statement of need for a new program or a program modification.

   For the past 45 years, Boise State University has required a minimum of 128 credits to obtain a baccalaureate degree. Although all of the public institutions in Idaho require a minimum of 128 credits for a baccalaureate degree, many institutions around the country require a minimum of 120 credits. We conducted a comparison of the credits required for a degree for institutions in our region and those that fall within the range of our existing and potential peers. The results are listed below. It is clear that the proposed reduction of credits to degree is consistent with many institutions and across the country.

Arizona State University West	120
Brigham Young University	120
California State University Fresno	120
Central Washington University	120
Cleveland State University	120
Cleveland State University	120
Eastern Washington University	120
George Mason University	120
Georgia State University	120
Idaho State University	128
Indiana University Purdue Indianapolis	120
Montana State University	120
Northern Arizona University	120
Oregon State University	120
Portland State University	120
San Francisco State University	120
San Jose State University	120
Texas Tech University	120
University of Alaska Anchorage	120
University of California Davis	120
University of Cincinnati	120
University of Idaho	128
University of Massachusetts Boston	120
University of Memphis	120
University of Missouri Kansas City	120
University of New Orleans	120
University of Northern Colorado	120
University of Northern Iowa	120
University of Oregon	120
University of Texas El Paso	120
University of Texas San Antonio	120
University of Utah	122
University of Washington	120
University of Wisconsin Milwaukee	120
University of Wyoming	120

Utah State University	120
Washington State University	120
Wayne State University	120
Weber State University	120

Nationally, a clear link has been established between the number of credits required for a degree and timely graduation. The eight-credit reduction corresponds to one-half of the load for a full-time semester for a student. Therefore, it is reasonable to estimate that, on average, a student would graduate half a semester earlier under the new 120-credit rule. Graduation rate would increase as well. Although we recognize that students cannot graduate mid semester, it is possible for students to take course during summer session and intersession and complete their degree a full semester early. It is also the case where student can take fewer credits in one or more semester and still graduate in 8 semesters.

The change will result in a significant savings to individual students. The fall 2009 cost of a full-time semester was $2,432. We estimate that on average a baccalaureate student will save about half that amount, ~$1200, during their academic career. Additional savings will be realized by reduced costs for housing, transportation, meals, and books. Finally, students will be able to enter the work force earlier.

The university will save resources as well. Approximately 2,000 students receive baccalaureate degrees each year from Boise State University. Assume that three-quarters of those students will graduate with a degree that will have 120 as the minimum number of credits. An 8-credit reduction in graduation requirements would result in a reduction of 8 credits times 1,500 students = 13,500 student credit hours per year. The average class section size at Boise State is 18 students and the typical class is three credits. Therefore, the reduction in student credit hours per year corresponds to 13,500 student credits divided by 18 students per section divided by 3 credits per class equals 250 fewer class sections that would need to be taught each year. The result would be some combination of fewer resources required to teach courses, less time per faculty member required in the classroom (thereby freeing up time for research), and greater capacity for enrollment of undergraduate students.

This proposal received unanimous support from the Boise State University Faculty Senate.

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

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D). Our regional accreditation does not specify the minimum number of credits to a degree.

Program Review: Internal program evaluations take place every five years as part of the normal departmental review process conducted by the Office of the Provost. This process requires a detailed self-study (including outcomes assessments) and a comprehensive review and site visit by external evaluators.

Boise State University will continue to rely on our program review process to ensure that the learning goals for each degree program are met, program quality is not compromised, and that our students have the opportunity for breadth and depth in their academic programs.

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. ***This may not apply to PTE programs if workforce needs within the respective region have been established.***

    At present, all the other public institutions in the state of Idaho require a minimum of 128 credits to complete a baccalaureate degree. Boise State University is the first public institution in Idaho to propose the change to a minimum of 120 credits.

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution.

    The State Board of Education has placed a significant emphasis on college retention and completion rates. The proposed action will help achieve those goals.

6. Describe how this request fits with the institution's vision and/or strategic plan.

    Boise State University's vision as a Metropolitan Research University of Distinction is dependent on our ability to provide the highest quality undergraduate experience for students. The reduction in credits to degree has the potential to streamline programs, contribute to timely graduation, save students' money, save university resources, and enhance the ability of faculty members to engage in research and creative activity.

7. Is the proposed program in your institution's regional 8-year plan? Indicate below.

    Yes _____   No _X___

    If not on your institution's regional 8-year plan, provide a justification for adding the program.

    Not applicable.

8. List potential ways your campus can collaborate with other institutions on this program to reduce cost and expand learning opportunities in Idaho. For example, what courses, if any, can be delivered electronically by another state institution.

    Not applicable

9. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).

    Boise State University will advertise the changes and will conduct informational sessions for students to alert them to this change. Students will also have the opportunity to complete their program using the catalog they entered under if they so desire.

10. This section requires institutions to reference all cost savings and/or additional resources needed. (Use additional sheets if necessary.):

1. Savings to students.

   a. The fall 2009 cost of a full-time semester was $2,432. We estimate that on average a graduating student would have saved about half that amount, $1200, during their academic career.

   b. By graduating earlier, a student will save costs associated with housing, transportation, meals, and books.

   c. By graduating earlier, a student will be able to enter the workforce earlier.

2. Savings to the University

   a. Approximately 2,000 students receive baccalaureate degrees each year from Boise State University. Assume that three-quarters graduate from programs that will have an 8-credit reduction in graduation requirements. The result would be a reduction of 8 credits times 1,500 students = 13,500 student credit hours per year. The average class section size is 18 students and the typical class is three credits. Therefore, the reduction in student credit hours per year corresponds to 13,500 student credits divided by 18 students per section divided by 3 credits per class equals 250 fewer class sections that would need to be taught each year.

   b. At present, 35% of the credits delivered at Boise State are taught by adjuncts. It can be estimated that 87 of the no-longer-needed 250 courses (250 times 0.35) would have been taught by adjuncts. At $3000 per course, not teaching those courses would yield an annual savings of $262,500. Savings could be used to increase overall teaching capacity and thereby increase access.

   c. If the remaining reduction in class sections taught was used to enable greater investment of time by faculty members in research and creative activity, the remaining 250 minus 87 equals 155 class sections would be equivalent to a reduction of teaching load for each of our ~500 official faculty members of roughly one-third class section per year.

Estimated Fiscal Impact	FY __12__		FY __13__		FY __14__		Cumulative Total	
	Recurring	Non-Recurring	Recurring	Non-Recurring	Recurring	Non-Recurring	Recurring	Non-Recurring
A. Expenditures								
1. Personnel	($262,500)		($262,500)		($262,500)		($787,500)	
2. Operating								
3. Equipment								
4. Facilities								
Total Expenditures	($262,500)		($262,500)		($262,500)		($787,500)	
B. Source of Funds								
1. Appropriated - Reallocation	($262,500)		($262,500)		($262,500)		($787,500)	
2. Appropriated - New								
3. Federal								
4. Other (Specify)								
Total Expenditures	($262,500)		($262,500)		($262,500)		($787,500)	

SUBJECT
 State Longitudinal Data System (SLDS)

REFERENCE

August 21, 2008	State Board of Education approved SLDS Grant Application
May 2, 2009	U.S. Department of Education Awarded SBOE $5.9M SLDS grant, managed through SDE
December 2009	State Board of Education approved P-20 and Workforce SLDS Grant Application
June 16, 2010	SBOE approved its Strategic Plan

BACKGROUND/DISCUSSION

In the SBOE 2011-2015 Strategic Plan, Goal 3: Transparent Accountability, Objective B: Data-driven Decision Making is: Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's education system. The performance measure for this goal is the creation of a P-20 and workforce longitudinal data warehouse with the ability to access timely and relevant data and provide reporting for use by all stakeholders.

In FY2009 the Idaho legislature committed $2.5M and one additional position to the State Department of Education (SDE) to begin developing a K-12 longitudinal data system. In May 2009, SDE also received $5.9M from the U.S. Department of Education to expand these efforts. With the $2.5M, SDE is working to develop a centralized statewide K-12 data collection system with privacy regulation compliance, teacher certification applications, teacher identification and other characteristics.

Under the current $5.9M SLDS grant, SDE has focused on six key K-12 SLDS areas:
- A system to assign and manage a unique Educational ID (EDUID) to identify all individuals involved in the K-12 educational system (i.e., students, teachers, administrators, etc.);
- Development of a K-12 longitudinal data warehouse that consists of two primary components: a normalized data storage model to store person level information and all associated data for each individual, and a dimensional data warehouse to support a reporting engine and associated data analytics;
- K-12 Local Educational Agency (LEA) data collection at state level, which consists of collecting person level data at regular intervals from LEAs via standardized data exchange formats to be imported into the K-12 longitudinal data warehouse;
- Support for LEAs to purchase, contract for, or internally develop any Extract, Transform, Load (ETL) capabilities needed to prepare their data

to be imported into the K-12 longitudinal data system to streamline the data submittal process for LEAs;

- Deployment of the K-12 reporting and analysis system based on the Longitudinal Data Warehouse to examine and analyze educational results and trends over time, to include development of standardized reports to fulfill federal reporting obligations such as EDFacts, and to identify effective teachers, schools, and programs to share best practices; and
- A transcript system to streamline and automate the movement of transcript information from LEAs to postsecondary institutions.

With regard to postsecondary data, each of the State's higher education institutions operates with a separate and distinct data system. The institutions have developed strong separate cultures and identities. Each of the postsecondary institutions collect large amounts of data in their unique systems, but access to that data is not easy and the systems provide little in the way of management information and analytics of student data. In addition to the challenges of obtaining information at the institutional level, Idaho has no statewide system with the capacity and capability to track student-level data over time.

The Idaho-LEADS Advisory Group met on July 20, 2010, to review the State Fiscal Stabilization Fund (SFSF) Federal requirements and how best to integrate the postsecondary data with the K-12 data. This meeting provided Board staff with the information necessary to respond to the Federal Government with regards to SFSF. The Idaho-LEADS Advisory Group also agreed to form a working group of institutional IT data warehouse staff and the Department of Education IT division to determine if the Department of Education's data warehouse can effectively host postsecondary data.

In accepting SFSF, Idaho agreed to education reform assurances. There are four assurances, the second of which states that "The State will establish a longitudinal data system that includes elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871 (e)(2)(D)). *(Improving Collection and Use of Data Assurance).*" The Phase II SFSF application required further commitment to meet the 12 Data System Elements required in the America COMPETES Act (see attachment). The data is to be made available to educators and the public. While states are not required to make progress on the indicators in order to receive the Phase II funds, they are required to ensure that the information on a states' status to meeting the four assurances is made available. If a state cannot provide the data, it is required to submit a plan for ensuring this information will be publicly reported as soon as possible, but no later than September 30, 2011. **As a condition of meeting the 12 Data System Elements, Idaho must have, at a minimum, the ability to access and publish longitudinal data about the state's K-16 educational system.**

On a national level, the Data Quality Campaign (DQC) distributes an annual survey to all 50 states, the District of Columbia and Puerto Rico to assess state progress toward the 10 Essential Elements of a longitudinal data system. **In the 2009-10 DQC survey, Idaho is the only state that falls into the 1-3 category of having the required elements. All other states have four or more of the required elements.**

In December 2009, the Board and SDE submitted a $21M SLDS application to the U.S. Department of Education. In May 2010, Idaho received notice we were not approved for funding (see attachment). This means Idaho will need to develop the system on its own.

One advantage Idaho possesses is its current governance structure. Other states are establishing P-16 Education Councils that would be similar to Idaho's P-20 education governance system. The SDE and the Board must cooperate in development and implementation of a P-20 to workforce system that focuses on accountability for learner outcomes and instructional performance. Idaho needs a P-20 to workforce data system with the capacity to document the achievement of students, K-12 schools, and postsecondary institutions.

IMPACT
There are no identified funds available for creation of a P-20 to workforce longitudinal data system beyond the existing State appropriation and the U.S. Department of Education grant. Suggestions have been made to require contributions from our institutions, or from the diversion of other Board funds, such as the Technology Incentive Grant funds. The financial requirements of a P-20 to workforce longitudinal data system would be derived from the Board's determination of what the system requirements will be.

Idaho is also participating in a four-state longitudinal data project to share workforce data outcomes. This project is coordinated by WICHE and funded by the Gates Foundation.

ATTACHMENTS
Attachment 1 – Summary of America COMPETES Act   Page 5
Attachment 2 – DQC 2009 Idaho Survey Results   Page 7
Attachment 3 – U.S. DOE Peer Review of SLDS Grant Application Page 9

STAFF COMMENTS AND RECOMMENDATIONS
The Board office has hired a data expert to coordinate the postsecondary piece of the longitudinal data system. Finalizing a system will require use of the existing ERP systems at the universities as well as the K-12 system developed by the Department. Idaho may also need to take advantage of the capabilities of the National Student Clearinghouse.

BOARD ACTION

I move to direct staff to do a needs assessment that includes the technical, fiscal and governance requirements for a P-20 and Workforce SLDS.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

America COMPETES Act Public Law 110-69

Section 6401(e)(2)(D) "(D) REQUIRED ELEMENTS OF A STATEWIDE P–16 EDUCATION DATA SYSTEM.—The State shall ensure that the statewide P–16 education data system includes the following elements:

(i) PRESCHOOL THROUGH GRADE 12 EDUCATION AND POSTSECONDARY EDUCATION.—With respect to preschool through grade 12 education and postsecondary education—

> (I) a unique statewide student identifier that does not permit a student to be individually identified by users of the system;
> (II) student-level enrollment, demographic, and program participation information;
> (III) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P–16 education programs;
> (IV) the capacity to communicate with higher education data systems; and
> (V) a State data audit system assessing data quality, validity, and reliability.

(ii) PRESCHOOL THROUGH GRADE 12 EDUCATION.— With respect to preschool through grade 12 education—

> (I) yearly test records of individual students with respect to assessments under section 1111(b) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b));
> (II) information on students not tested by grade and subject;
> (III) a teacher identifier system with the ability to match teachers to students;
> (IV) student-level transcript information, including information on courses completed and grades earned; and
> (V) student-level college readiness test scores.

(iii) POSTSECONDARY EDUCATION.—With respect to postsecondary education, data that provide—

> (I) information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and
> (II) other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

(E) FUNCTIONS OF THE STATEWIDE P–16 EDUCATION DATA SYSTEM.—In implementing the statewide P–16 education data system, the State shall—

(i) identify factors that correlate to students' ability to successfully engage in and complete postsecondary level general education coursework without the need for prior developmental coursework;

(ii) identify factors to increase the percentage of low-income and minority students who are academically prepared to enter and successfully complete postsecondary-level general education coursework; and

(iii) use the data in the system to otherwise inform education policy and practice in order to better align State academic content standards, and curricula, with the demands of postsecondary education, the 21st century workforce, and the Armed Forces.

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DATAQUALITY
CAMPAIGN
Using Data To Improve Student Achievement

www.DataQualityCampaign.org

DQC 2009–10 Annual Survey Update and State Progress Report

The Data Quality Campaign (DQC) was launched in 2005 to support state development of longitudinal data systems that provide policymakers and educators with information to help adjust policies and practices to improve student achievement. The DQC has identified 10 Essential Elements of a robust data system (see below) and 10 Actions all states must take to ensure effective use of data (see reverse side).

State Status on the 10 Essential Elements

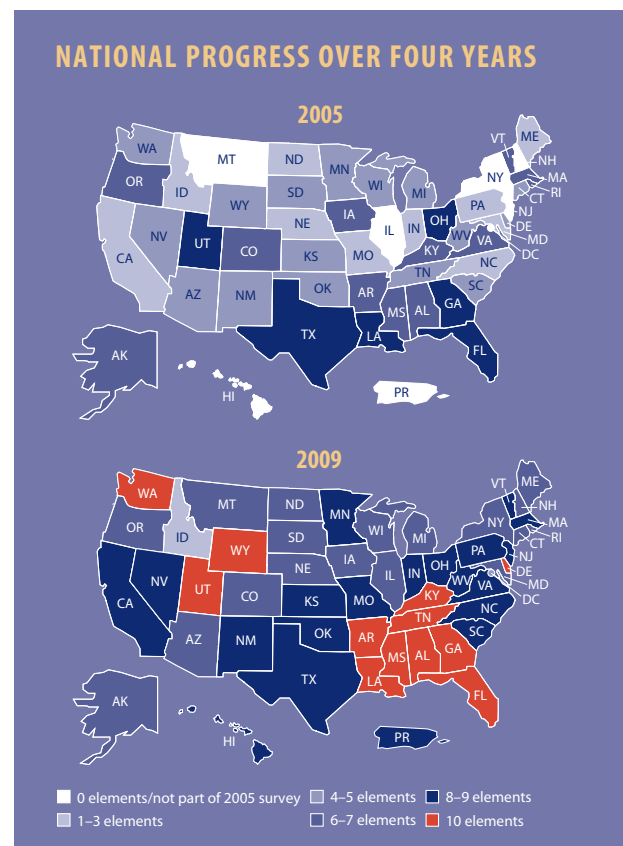| Element		State Status
1.	A unique student identifier	✗
2.	Student-level enrollment, demographic and program participation information	✗
3.	The ability to match individual students' test records from year to year to measure academic growth	✗
4.	Information on untested students	✓
5.	A teacher identifier system with the ability to match teachers to students	✗
6.	Student-level transcript information, including information on courses completed and grades earned	✗
7.	Student-level college readiness test scores	✓
8.	Student-level graduation and dropout data	✗
9.	The ability to match student records between the P–12 and postsecondary systems	✗
10.	A state data audit system assessing data quality, validity and reliability	✓

Key Policy Questions

States that have all 10 Essential Elements have the capacity to answer key policy questions. Based on survey responses, Idaho has the ability to answer the following key policy questions:

▷ Which schools produce the strongest academic growth for their students? *(Elements 1, 2, 3, 4)* — **NO**

▷ Which middle school achievement levels indicate that a student is on track to succeed in rigorous courses in high school? *(Elements 1, 3, 6, 7)* — **NO**

▷ Does the state have the necessary elements to calculate a longitudinal graduation rate, according to the calculation agreed to in the 2005 National Governors Association compact? *(Elements 1, 2, 8, 10)* — **NO**

▷ What high school performance indicators (e.g., enrollment in rigorous courses or performance on state tests) are the best predictors of students' success in college or the workplace? *(Elements 1, 3, 6, 7, 8, 9)* — **NO**

▷ What percentage of high school graduates require remedial education in college? *(Elements 1, 8, 9)* — **NO**

▷ Which teacher preparation programs produce graduates whose students have the strongest academic growth? *(Elements 1, 3, 4, 5)* — **NO**

State Contact
John Romero, *Data Cooridinator* ■ Idaho Department of Education ■ jcromero@sde.idaho.gov

NATIONAL PROGRESS OVER FOUR YEARS

2005

2009

□ 0 elements/not part of 2005 survey   □ 4–5 elements   ■ 8–9 elements
□ 1–3 elements   □ 6–7 elements   ■ 10 elements

For additional information on your state's results, go to www.DataQualityCampaign.org.

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DQC 2009–10 Annual Survey Results

Creating state longitudinal data systems able to provide answers to key questions about performance is a vital first step. However, states also must have policies and practices in place so that stakeholders can access, understand and be able to use the information for **continuous improvement.** Specifically, states should focus on three overarching imperatives for changing the culture around data use: expand the ability of state data systems to **link** across the P–20/workforce pipeline; **ensure** that data can be accessed, analyzed and used by multiple stakeholders, including educators, parents and researchers; and **build** the capacity of all stakeholders to use longitudinal data.

Link systems | Ensure access and use | Build capacity
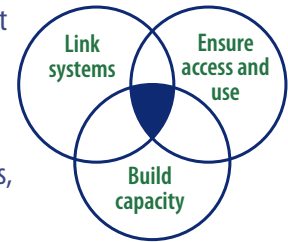
State Status on 10 Actions to Ensure Effective Data Use

Action		State Status
	Expand the ability of state data systems to link across P-20/workforce pipeline . . .	
1.	Link data systems	✗
2.	Create stable, sustained support	✗
3.	Develop governance structures	✗
4.	Build state data repositories	✗
	Ensure that data can be accessed, analyzed and used . . .	
5.	Implement systems to provide timely access to information	*
6.	Create progress reports with individual student data	✗
7.	Create reports with longitudinal statistics	✗
	Build the capacity of all stake holders to use longitudinal data . . .	
8.	Develop a research agenda	✗
9.	Promote educator professional development and credentialing	✗
10.	Promote strategies to raise awareness of available data	✗

The DQC is not issuing analysis for Action 5 because the survey instrument failed to collect the adequate information. The DQC will refine its questions and provide this information in next year's analysis. The raw results are available for download on www.DataQualityCampaign.org.

Reaching the Goal

States need to design P–20/workforce data systems and the policies governing them to ensure that these data systems:

▷ Inform policy and practice priorities;

▷ Allow interoperability across sectors, agencies and states; and

▷ Protect personally identifiable information while allowing appropriate data to be linked to inform better system alignment and/or individual outcomes.

The same political will, energy and resources that coalesced to build robust longitudinal data systems over the past three years must now be harnessed to assist states in putting into place practices and policies that will ensure these rich data are maintained and used to inform decisionmaking across the P–20/workforce spectrum.

NATIONAL STATUS OF STATE ACTIONS

2009

☐ 0 Actions ☐ 4–5 Actions ☐ 8–9 Actions
☐ 1–3 Actions ☐ 6–7 Actions ☐ 10 Actions

For more information about the DQC survey, visit www.DataQualityCampaign.org or contact Bi Vuong at Bi@DataQualityCampaign.org.

IRSA   TAB 2 Page 8

UNITED STATES DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

CFDA NUMBER 84.384A

STATEWIDE LONGITUDINAL DATA SYSTEMS GRANTS PROGRAM
AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009

PEER REVIEW PANEL SUMMARY STATEMENT
(PRIVILEGED COMMUNICATION)

Application Number: R384A100046
Meeting Dates: 2/25/2010–02/26/2010
Project Director: Selena   Grace
Institution: Idaho State Board of Education
Project Title: Idaho Longitudinal Education Analysis Data System
               (Idaho-LEADS)

Overall Score: 4.24
(1=outstanding; 5=poor)

Total Federal Funds Requested: $20,777,090.00
Duration of Support Requested: 3   Years

Review Criteria Rating Scale: 1 (poor) to 7 (excellent)
The panel reviewed the proposal on the basis of the published evaluation criteria and rated it as described below.

Criteria Description	Score
Substantial Need for the Project	4.7
Clear Goals and Appropriate and Measureable Outcomes	3.8
High Quality, Logical, and Feasible Activities and Timeline	2.4
Effective Management and Governance Plan	1.8
Personnel and Financial Resources	2.1

STATEMENT OF REVIEW CRITERIA

<u>Substantial Need for the Project</u>: The application clearly describes the status of the State's longitudinal data system and demonstrates that the system lacks one or more required capabilities and/or several of the essential elements. It provides a convincing case that the project is necessary to accelerate the State's development and implementation of a longitudinal data system. Failure to meet the goals outlined for the project would seriously threaten or impede significant State progress toward establishment and use of an effective, statewide, longitudinal data system.

<u>Clear Goals and Appropriate and Measurable Outcomes</u>: The goals of the project are clearly articulated and demonstrate a commitment to creating a robust system that includes the seven required capabilities and 12 required elements, and supports transparency, accountability and improvement. Proposed outcomes relate directly and logically to the stated needs with respect to both data system requirements and implementation. The application clearly describes measurable or observable outcomes that will be accomplished by the end of the grant. These outcomes will represent completion or substantial progress toward completion of the requirements described in *section IV* of the Request for Applications, as well as appropriate attention to promoting effective use of the system. If the required system capabilities and elements cannot be accomplished during the grant, the application provides a compelling explanation and indicates when each of those capabilities and elements will be accomplished.

<u>High Quality, Logical, and Feasible Activities and Timeline</u>: The project activities are reasonable and well designed to achieve project goals. Proposed collaborations will promote efficiency. The timeline clearly describes work that logically will lead to accomplishment of the proposed outcomes. The work appears feasible in terms of the State's current status as described in RFA *section X. 6 (a) Need for the Project*, and the time and resources available for the project.

<u>Effective Management and Governance Plan</u>: The management plan for the project demonstrates that there will be sufficient administrative oversight and controls to enable the work to proceed on time, as planned, and within budget. The governance plan describes an active partnership between K-12 and higher education agencies and with other agencies and institutions responsible for data included in the statewide data system, as well as the involvement of appropriate parties to promote use of the system to support reform and accountability. In particular, the plans describe any new staffing required to provide useful data back to school districts, schools, and teachers.

<u>Personnel and Financial Resources</u>: The project personnel have the qualifications and time commitment needed to implement the project within the proposed project period. If personnel will be hired or contracted for the project, the qualifications and duties of these new hires or contractors are clearly described. The proposed budget and budget justification are reasonable in terms of the activities to be carried out and commensurate with the proposed outcomes and goals of the project.

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REVIEWER A:

Overall Description of this Application

Idaho proposes a sweeping set of objectives for improving the nature and utility of its statewide longitudinal data system (SLDS). The proposed project would establish new systems of data governance; integrate data from disparate sources into a data warehouse; provide tools for data usage for local decisionmaking, curricular development, etc. by stakeholders; and begin plans for a multi-State data exchange. This is a very ambitious project with laudable goals. However, the application is short on detail as to how these goals will be accomplished, and some of the objectives may not be feasible with existing resources and timetables.

Critique of this Application by Review Criteria

Substantial Need for the Project:

Major Strengths: Idaho is currently far behind the curve in terms of its longitudinal data capacities; according to the application, only one required capability was in place in 2009. Even following the existing, funded SLDS grant, Idaho would have just a few required elements complete.

Major Weaknesses: Given the nature of where Idaho currently stands with regard to its longitudinal data system, an ideal needs analysis would provide a clearer view of how the data system would meet or fail to meet the stated needs following completion of the initial SLDS grant, which are rather generic in the application. There is no question that Idaho is a high-needs State, but the specific needs are not as well articulated in the application as would be desirable.

Clear Goals and Appropriate and Measurable Outcomes:

Major Strengths: The State proposes nine outcomes of this project, including alignment of P–12 with postsecondary and professional/technical data resources, development of Web resources to facilitate data sharing and deployment, establishing curriculum development and educator data utilization programs, and piloting data sharing across northwest States. This is a very ambitious plan for this project.

Major Weaknesses: These are laudable goals, and the outcomes are certainly measurable but, given the current state of the data in Idaho, a satisfactory application would provide considerable detail on intermediate outcomes and plans for approaching these goals.

High Quality, Logical, and Feasible Activities and Timeline:

Major Strengths: The proposed activities are largely of high quality.

Major Weaknesses: This is a massive set of potential outcomes, and the application provides only very limited discussion as to how these goals would be accomplished. The timeline lacks specificity in key areas; see, for instance, Outcome 3 where there seems to be no intermediate

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products in the design, development, and implementation of data warehouses. In addition to the various technical and infrastructural challenges, Idaho plans to facilitate the development of curricula as well as to develop training programs for effective educator use of longitudinal data. Large segments of responsibility are to be contracted out, but the application appears to be silent on key elements of these activities. This is an undertaking that requires more fleshing out before one can be confident of its likelihood for success.

Effective Management and Governance Plan:

The management and governance plans are not developed. The application refers to treating objectives as projects and following project management guidelines. There are no formal management, oversight, or stakeholder feedback structures proposed in the application.

Personnel and Financial Resources:

Major Strengths: Several existing staff members have sizable chunks of their time allocated to this effort.

Major Weaknesses: Given the complexity of this project and the current state of Idaho's longitudinal data system, one would ideally see a larger commitment of existing staff expertise to this project. The budget is very large for this project, and multimillion-dollar elements lack justification as to how they were developed. It is not evident that the project could be sustained following the end of the grant period.

Summary of Application Critique

Idaho is clearly in need of improvement in its SLDS. However, the present application, while offering laudable goals, does not offer specifics about how these objectives would be carried out. It may be that the State should continue to develop its capabilities under its existing SLDS grant and submit a more modest application in future rounds.

REVIEWER B:

Overall Description of this Application

Idaho is asking for $20.8 million to basically build its data system because the one it currently have, even with round 3 funding from the Institute of Education Sciences, is the least developed of all of the SLDSs. According to the Data Quality Campaign (DQC), Idaho lacks 7 of the 10 essential elements, although the application's numbers differ. The application outlines 9 outcomes that are purportedly aligned with the 7 capabilities and 12 elements. The outcomes are intended to expand its current system's capabilities.

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Critique of this Application by Review Criteria

Substantial Need for the Project:

Major Strengths: There is no question that Idaho has substantial needs with respect to its SLDS. It is the lowest ranked State, according to the latest DQC survey, having only 3 of the 10 essential elements. It is missing a unique student identifier, student-level enrollment data, graduation/dropout rate, student testing data, teacher-student links, course completion data, and the linking of P–12 to higher education. It received a round 3 SLDS grant and is now asking for $20.8 million, and it needs it. Idaho is the only State with fewer than four essential elements, and it has a long way to go to attain the level of maturity of the other States.

According to the application's abstract, Idaho is "in the process of building a K-12 dimensional data warehouse," and the outcomes of the work will expand the current K–12 SLDS. To point out the obvious, Idaho's capacity and its current state is so low, and the need so great, that funding has to enhance the existing status. There is a discrepancy between the application and the DQC survey. The application states that Idaho has only 1 of the 10 elements, not 3 as the survey indicates. Regardless, and as stated in the application, Idaho is only in the earliest stages of system development. Thus, there can be no question of need. That said, the RFA specifies that the monies should supplement and not supplant. For Idaho, there is so much work to be done that the boundaries between supplant and supplement may be blurred. This work should be about enhancing, not building, the system. Idaho needs help or its SLDS will fail to begin to approach the attainment of the 7/12.

Major Weaknesses: In terms of the status chart, it is clear that much work needs to be done to come up to speed. All components are recognized as under development, so there is need, but the question remains as to whether the objectives can be accomplished within the parameters of the application. Idaho has not been able to accomplish some of the simple elements. There needs to be some assurance that it can deliver what is being proposed here. The status chart is not as informative as it could be to the application in that it fails to address the components, omits essential information, and is not well conceptualized. This should be the meat of the application—the graphic that shows not only need but the roadmap to how the needs will be attained. It does not convey that information.

Clear Goals and Appropriate and Measurable Outcomes:

Major Strengths: For outcome 6, the establishment of the learning management system to support formative assessments and curriculum development is a wonderful idea. It is something that is sorely needed. Outcome 7 states that it will create a comprehensive training program for data use. Again, this is an excellent goal.

Major Weaknesses: The application outlines nine proposed outcomes that are "tied closely" to the required capabilities and elements. Being tied closely may not be good enough. For a system that lacks in current capabilities, the applicants would have been better served through a direct alignment to the capabilities and elements. There needs to be explicit links. For example, the application states that it will "establish a K-12 Learning Management System to support

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formative assessments and curriculum management." This is a worthwhile objective, but it needs to specify how and where it aligns to the capabilities and elements. There should be a much closer one-to-one correspondence.

The application states that it will move from anecdotal to fact-based decisionmaking, which is also a lofty goal, but the applicants need to specify how this will happen. The application includes a correspondence table between the 7/12 and their 9 proposed outcomes, but there are no apparent specifics or explanations. The applicants leave it all to the readers to make the logical connections rather than providing explanations.

In describing the State Fiscal Stabilization Fund assurances, the application speaks in broad generalizations with nothing to substantiate its claims. The application describes its nine outcomes, and the reader is left wondering why some things have not already been accomplished. For example, the application needs to explain why a governance structure has not already been established when conceptualizing this application, and why early childhood is not in the governance model. The application needs to describe why the Idaho Longitudinal Education Analysis Data System Advisory Group is responsible for the delineation of data elements instead of key tasks.

For outcome 3, the application states that it will design, develop, and implement a P–20 data warehouse. The RFA is about enhancing, not building. The investigators talk about the construction of data warehouses. They need to explain why multiple data warehouses are being built. Some parts of the application would benefit from further conceptualization. For outcome 6, the establishment of the learning management system to support formative assessments and curriculum development is a wonderful goal, but it is unclear how it fits into the system. The applicants need to be mindful of the validity of the assessments and how they are to be used. For example, the evaluation of teacher performance is not the purpose for which the tests were designed. This becomes a fundamental validity issue. They need to describe how an SLDS will contain such formative data across all districts and whether it will be a repository for the local education agencies.

Outcome 7 states that it will create a comprehensive training program for data use. Again, this is an excellent goal, but such programs exist. The applicants need to explain if they will develop it rather than going to someone who has already thought through these issues. Further, they need to explain the development of such a training program within the scope of the work. Much of the Outcomes section reads like text has been pasted into the application from somewhere else. The outcomes need to be better communicated and further defined, explained, and rationalized. The applicants need to make these outcomes completely aligned to the 7/12.

High Quality, Logical, and Feasible Activities and Timeline:

Major Strengths: Outcome 7 in the timeline seems almost reasonable.

Major Weaknesses: There is a concern that, because Idaho is less developed than other States, it may not be able to carry out the proposed work as outlined. Under outcome 4, the applicants need to describe what "application rewrite" means. Under outcome 6, they need to explain why

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these tasks begin so early and how they follow from other work that needs to be accomplished first. Under outcome 9, some of the activities seem prolonged.

Effective Management and Governance Plan:

Major Strengths: The right agencies seem to be in place and aligned for the project.

Major Weaknesses: The Management Plan contains only what appears to be boilerplate information, and nothing seems to be customized to the specific needs of the proposed project. The Management Plan speaks of memorandums of understanding, but this should have been undertaken before the application.

Personnel and Financial Resources:

Major Strengths: The inclusion of data coaches is a good provision for the proposed work. There is representation of staff from participating agencies, and a project manager has been identified.

Major Weaknesses: The proposed work includes a significant number of staff from different agencies, but it is unclear whether these people are strong enough and have enough time to carry out the work.

Summary of Application Critique

This is a difficult application because, on the one hand, the need is great because Idaho has the least developed of all the SLDSs but, on the other hand, the application falls short in many ways. The obvious need is outstanding, but the way the application is written does not convey that need in a convincing, understandable, and attainable manner. The numeric rating for Need reflects that dilemma. There is no State that needs help more than Idaho. The funding should go where the need is but also to an attainable application. This application unfortunately falls short on all of the major review criteria. Idaho could benefit from examining the successful models of several States and hiring a professional grant writer and some technical experts who could better inform the development of a better-conceived application to fund the work that the State so desperately needs.

SUMMARY OF PANEL DISCUSSION:

At the panel session, the primary reviewers presented their individual critiques of the application. The panel listened to the primary reviewers' discussion of the strengths and weaknesses of the applicant's project design and management plan and to their evaluation of the need for the project, proposed project objectives, institutional support, and personnel and resources as presented by the applicant. After hearing the primary reviewers' perspectives, the panel asked clarification questions and generally agreed with the strengths and weaknesses as presented in the primary reviewers' critiques.

Abstract

Idaho plans to expand its current K-12 SLDS efforts by creating a data system that spans the P-20 and workforce pipeline through the establishment of the Idaho Longitudinal Education Analysis Data System (Idaho–LEADS). Idaho began streamlining its K-12 reporting requirements by evaluating the current data management infrastructure. This evaluation resulted in the creation of a unique student identifier and the consolidation of agency data collection and management through an enterprise portal and directory system. We are currently in the process of building a K-12 dimensional data warehouse and working diligently to provide stakeholders (i.e., students, parents, teachers, school and district leaders, state officials) with the ability to analyze, aggregate, and utilize relevant student-level information to identify trends and share best practices.

The State Board of Education (SBOE) is the SEA for Idaho's P-20 public education system. As the policy-making body for all public education in Idaho, the SBOE has the capacity to broadly impact the entire educational pipeline. The SBOE will coordinate efforts to meet the requirements and proposed outcomes for this grant. Idaho intends to participate in a pilot cross-state effort to establish a data exchange sharing K-12 and postsecondary education and workforce data. Other states to be included are Washington, Oregon, and Hawaii, and this coordination will be managed through the Western Interstate Commission for Higher Education (WICHE). Idaho has also collaborated with the state of Oregon on the development of a data utilization training program.

To implement Idaho–LEADS, our proposal includes nine outcomes aligned with the required seven capabilities and twelve elements. These outcomes will expand our current K-12 SLDS efforts, known as the Idaho Systems for Educational Excellence (ISEE), to include a P-20 and workforce data system:

1. Establish policies and governance structure to support P-20 and workforce data system
2. Integrate current statewide Education ID application into the public postsecondary systems
3. Develop postsecondary data warehouses, a centralized P-20 and workforce data warehouse and an associated reporting and analysis system based on the P-20 and workforce data warehouse
4. Align the Division of Professional-Technical Education's 10 System with State Department of Education's (SDE) application rewrite
5. Deploy web services to facilitate the exchange of data across agencies and states
6. Establish a K-12 Learning Management System to support formative assessments and curriculum management
7. Create a statewide K-12 data utilization training program (teaching teachers and administrators how to use data to set measurable goals and then track progress)
8. Create web widgets and tools to provide targeted, appropriate information to stakeholders
9. Develop pilot multi-state data exchange

SUBJECT
Higher Education Research Council Appointments

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies and Procedures, Section III.W. 4, Higher Education Research Council Policy

BACKGROUND/DISCUSSION
The Higher Education Research Council (HERC) is responsible for implementing the Board's research policy and provides guidance to Idaho's four-year public institutions for a statewide collaborative effort to accomplish goals and objectives set forth in Policy. HERC also provides direction for and oversees the use of research funding provided by the Legislature to promote research activities that will have a beneficial effect on the quality of education and the economy of the State. HERC's annual budget has averaged approximately $1.4 million over the past ten years.

On June 17, 2010, the Board approved amendments to Board Policy III.W. Higher Education Research, which consisted of changes to the composition of HERC. Amendments were made to clarify and strengthen the role of HERC and included the following representation:

- the Vice Presidents of Research from Boise State University, Idaho State University, and the University of Idaho and a representative of Lewis-Clark State College;
- a representative of the Idaho National Laboratory (INL);
- four non-institutional representatives, with consideration of geographic, private industry involvement and other representation characteristics; and
- two ex-officio members consisting of the Chief Academic officer of the Board and a representative of the Idaho Department of Commerce.

The terms for one of the non-institutional representative positions, in March 2010 the position currently held by Ms. Layne Simmons expired and the now designated INL representative position, currently held by Dr. Harold Blackman expired. Both members agreed to continue their service on HERC until the amendments to HERC's policy were approved. Approval of the amendments to policy also provided a new vacancy under the new structure.

Dr. Blackman has expressed interest in continuing his service on HERC and Ms. Simmons is unable to continue at this time, which leaves an additional vacancy on HERC. The Board office obtained nominations and included biographical summaries of the individuals who expressed interest in serving for the Board's consideration.

Per Board Policy III.W., the State Board of Education appoints the four non-institutional representatives.

ATTACHMENTS

Attachment 1 – Qualification Summary   Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Nominations were solicited from campuses and Board staff. Staff believes these nominees will be assets to the committee.

BOARD ACTION

I move to appoint Mitchael J. Scott, Harold Blackman, and Haven Baker to the Higher Education Research Council respectively for three-year terms, effective August 2010 through August 2013.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Michael J. Scott

Mr. Michael Scott is a 34 year veteran of Naval Service where he specialized in Special Operations and Explosive Ordnance Disposal (EOD). Mr. Scott's last 11 years of service were accomplished at the Naval Special Warfare Development Group (NSWDG) where he led a 40 person Research, Development, Test and Evaluation (RDTE) team comprised of US Navy SEALs, EOD technicians, Ph.D. Scientists, and Intelligence Specialists. His team was responsible for the development and combat fielding of special tools, techniques and procedures for special missions conducted by US Navy SEALs, EOD technicians and other Special Operations Forces (SOF). In this capacity, Mr. Scott worked closely with several advanced research and development organizations including the Defense Advanced Research Project Agency (DARPA), Los Alamos National Laboratory, Lawrence Livermore National Laboratory, Oak Ridge National Laboratory, Idaho National Laboratory, Johns Hopkins University Applied Physics Laboratory, Massachusetts Institute of Technology, University of Washington and many others. His tour at NSWDG also included an 18 month assignment to the US Intelligence Community as the Special Operations Command representative for a strategic program. The balance of Mr. Scott's naval career included tours in Asia, the Pacific, the Atlantic, the Mediterranean, the Middle East, Europe, and the United States where he served in various capacities including Command of several units and teams. Mr. Scott also deployed for Operations Earnest Will and Iraqi Freedom.

The Defense Meritorious Service Medal is among Mr. Scott's military decorations and he has earned numerous military qualifications including Master Explosive Ordnance Disposal Officer, Surface Warfare Officer, Navy EOD Diving Officer, Surface and Underwater Explosive Demolitions Supervisor, Military Freefall Parachutist and Military Freefall Jumpmaster.

Mr. Scott currently holds positions as the Director of National Security and Special Programs Division with Premier Technology, Inc. of Blackfoot, ID and as the Director of the National Preparedness and Response Center at Oklahoma State University Multispectral Laboratory, Ponca City, OK.

Mr. Scott continues his involvement in Research and Development activities at Premier Technology, Inc. through various projects with DARPA, Stanford Research Institute, Idaho National Laboratory, Los Alamos National Laboratory and Oklahoma State University Multispectral Laboratory. Mr. Scott is actively pursuing collaborative research relationships with Idaho State University and Boise State University for upcoming national defense projects at Premier Technology, Inc. Mr. Scott serves on the Idaho Technology Council Research and Development Committee.

Mr. Scott holds a BS in Liberal Studies from Excelsior College of New York and proudly claims Pocatello, Idaho as his newly adopted home.

Haven Baker

Haven Baker is the Director of New Market Initiatives at the JR Simplot Company. He grew up on a farm in Moses Lake, Washington and has family roots in Idaho. Haven works on identifying and commercializing new technologies and opportunities across the agricultural space. He has significant experience in the biotechnology industry, including working with several start-ups and managing a proteomics research lab at the Barnett Institute in Boston. Prior to joining Simplot, he worked as an investment professional at Clarium Capital, a multibillion dollar global-macro hedge fund in New York. Haven has a BS from Yale, a PhD in chemistry from Northeastern University, and received an MBA with distinction from Harvard Business School. At Harvard, Haven worked for Professor Clayton Christianson on the Social Innovation Fund.

Harold Blackman

Dr. Blackman is the Director of the Center for Advanced Energy Studies, a collaborative research center among University of Idaho, Boise State University, Idaho State University, and Idaho National Laboratory. CAES is focused on research and development in energy. Major initiative areas currently encompass nuclear science and engineering, materials science, bioenergy, carbon management, and energy policy.

Dr. Blackman has over twenty years of experience in research management and in human factors research and development. He is an internationally recognized expert in human reliability analysis. He has published extensively in human reliability analysis, human performance, and cognitive psychology. He co-developed and routinely presents the training course in human reliability analysis for the US Nuclear Regulatory Commission. He has co-authored two books, one on human reliability and the other on display design.

DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

SUBJECT
　　Second Reading, Board Policy III.Y., Advanced Opportunities

REFERENCE
　　June 2010　　　　　　　　Board approved first reading of changes to Board
　　　　　　　　　　　　　　Policy III.Y., Advanced Opportunities

APPLICABLE STATUTE, RULE, OR POLICY
　　Idaho State Board of Education Governing Policies & Procedures, Section III.Y.,
　　Advanced Opportunities; Idaho Code 33-2211.Powers of State Board for
　　Professional-Technical Education; Idaho Administrative code, IDAPA 55.01.01,
　　The Division of Professional-Technical Education – Rules Governing
　　Administration

BACKGROUND/DISCUSSION
　　The current definition of and references to Tech Prep in Board Policy III.Y
　　Advanced Opportunities need to be updated to reflect the changes that resulted
　　from changes to the federal Carl D. Perkins Career and Technical Education Act
　　of 2006 (Perkins IV). Six regional Advanced Learning Partnerships (ALP) were
　　formed to further efforts of the six Tech Prep consortia funded under the previous
　　Perkins legislation. Program articulation agreements developed by the Tech Prep
　　Consortia used the "2 + 2" framework of two years of high school combined with
　　two years of postsecondary technical education. The ALP uses course-to-course
　　articulation as the tech prep organizational structure to link secondary and
　　postsecondary Professional-Technical programs through articulation
　　agreements. Tech prep articulation agreements align secondary and
　　postsecondary courses in order to provide a seamless, non-duplicative transition
　　from high school to postsecondary Professional-Technical Education programs.
　　Tech prep articulation agreements also provide students with an opportunity to
　　earn college credit toward a technical certificate or an associate's degree.

IMPACT
　　There have been no changes between the first and second readings. There is no
　　fiscal impact. Approval will bring Board policy in alignment with the Carl D.
　　Perkins Act of 2006.

ATTACHMENTS
　　Attachment 1 – Requested Amendments to Board Policy
　　III.Y, Advanced Opportunities　　　　　　　　　　　　　　Page 3

STAFF COMMENTS AND RECOMMENDATIONS
　　Board staff, the Council of Academic Affairs and Programs (CAAP), and the
　　Instruction, Research and Student Affairs Committee (IRSA) recommends

approval of policy amendments to Section III.Y., Advanced Opportunities and the Idaho Standards for Advanced Opportunities Programs as submitted.

BOARD ACTION

I move to approve the request by the Division of Professional-Technical Education to amend the Idaho State Board of Education Governing Policies & Procedures, Section III.Y., Advanced Opportunities as shown in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

1. Coverage

   Boise State University, Idaho State University, the University of Idaho, Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, the College of Southern Idaho, and the College of Western Idaho are covered by these policies. Post-secondary programs intended for transfer come under the purview of the Board.

2. Purpose

   The State Board of Education has made a commitment to improve the educational opportunities to Idaho citizens by creating a seamless system. To this end, the Board has instructed its postsecondary institutions to provide educational programs and training to their respective service regions, support and enhance regional and statewide economic development, and to collaborate with the public elementary and secondary schools. In addition to the Board's desire to prepare secondary graduates for postsecondary programs, the Board is also addressing advanced opportunities programs for qualified secondary students. These programs have the potential for reducing the overall costs of secondary and postsecondary programs to the students and institutions.

   The primary intent of the Board is to develop a policy for advanced opportunities programs for secondary students, which would:

   a. Enhance their postsecondary goals;
   b. Reduce duplication and provide for an easy transition between secondary and postsecondary education; and
   c. Reduce the overall cost of educational services and training.

3. Definitions

   There are various advanced opportunities programs students may access to receive post-secondary credit for education completed while enrolled in the secondary system. Examples include Advanced Placement® (AP), dual credit courses that are taken either in the high school or on the college campus, Tech Prep, and International Baccalaureate programs. For the purpose of this policy the State Board of Education recognizes four different types of advanced opportunities programs depending upon the delivery site and faculty. They are: Advanced Placement®, dual credit, Tech Prep, and the International Baccalaureate program.

   a. Advanced Placement® (AP)

      The Advanced Placement® Program is administered by the College Board. AP students may take one or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students may earn college credit by scoring well on the national exams. It is up to the discretion of the individual colleges to accept the scores from the AP exams to award college credit or advanced standing.

b. Dual Credit

Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus.

c. Tech Prep

Professional-technical education programs are delivered through comprehensive high schools, professional-technical schools, and technical colleges. Tech Prep allows secondary professional-technical students the opportunity to simultaneously earn secondary and postsecondary technical credits. A Tech Prep course must have an approved articulation agreement between the high school and a technical college. Tech Prep is an advanced learning opportunity that provides a head start on a technical certificate or an associate of applied science degree.

d. International Baccalaureate (IB)

Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college-credit. Successful completion of the full course of study leads to an IB diploma.

4. Idaho Programs Standards for Advanced Opportunities Programs

All advanced opportunities programs in the state of Idaho shall be developed and managed in accordance with these standards, which were designed to help school districts, colleges and universities plan, implement, and evaluate high quality advanced opportunities programs offered to high school students before they graduate.

a. Dual Credit Standards for Students Enrolled in Courses Taught at the High School

Curriculum

Curriculum 1 (C1)	Courses administered through a dual credit program are catalogued courses and approved through the regular course approval process of the postsecondary institution. These courses have the same departmental designation, number, title, and credits; additionally these courses adhere to the same course description and course content as the postsecondary course
Curriculum 2 (C2)	Postsecondary courses administered through a dual credit program are recorded on students' official academic record of the postsecondary institution.
Curriculum 3 (C3)	Postsecondary courses administered through a dual credit program reflect the pedagogical, theoretical and philosophical orientation of the sponsoring faculty and/or academic department at the postsecondary institution

Faculty

Faculty 1 (F1)	Instructors teaching college or university courses through dual credit meet the academic requirements for faculty and instructors teaching in postsecondary or provisions are made to ensure instructors are capable of providing quality college-level instruction through ongoing support and professional development.
Faculty 2 (F2)	The postsecondary institution provides high school instructors with training and orientation in course curriculum, student assessment criteria, course philosophy, and dual credit administrative requirements before certifying the instructors to teach the college/university's courses.
Faculty 3 (F3)	Instructors teaching dual credit courses are part of a continuing collegial interaction, through professional development, such as seminars, site visits, and ongoing communication with the postsecondary institutions' faculty and dual credit administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
Faculty 4 (F4)	High school faculty is evaluated by using the same classroom performance standards and processes used to evaluate college faculty.

Students

Students 1 (S1)	High school students enrolled in courses administered through a dual credit are officially registered or admitted as degree-seeking, non-degree or non-matriculated students of the sponsoring post-secondary institution.
Students 2 (S2)	High school students are provided with a student guide that outlines their responsibilities as well as guidelines for the transfer of credit.
Students 3 (S3)	Students and their parents receive information about dual credit programs. Information is posted on the high school's website regarding enrollment, costs, contact information at the high school and the postsecondary institution, grading, expectations of student conduct, and other pertinent information to help the parents and students understand the nature of a dual credit course.
Students 4 (S4)	Admission requirements have been established for dual credit courses and criteria have been established to define "student ability to benefit" from a dual credit program such as having junior standing or other criteria that are established by the school district, the institution, and State Board Policy.
Students 5 (S5)	Prior to enrolling in a dual credit course, provisions are set up for awarding high school credit, college credit or dual credit. During enrollment, the student declares what type of credit they are seeking (high school only, college only or both high school and college credit). Students are awarded academic credit if they successfully complete all of the course requirements.

Assessment

Assessment 1 (A1)	Dual credit students are held to the same course content standards and standards of achievement as those expected of students in postsecondary courses.
Assessment 2 (A2)	Every course offered through a dual credit program is annually reviewed by postsecondary faculty from that discipline and dual credit teachers/staff to assure that grading standards meet those in on-campus sections.

Assessment 3 (A3)	Dual credit students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.

Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	The dual credit program practices are assessed and evaluated based on criteria established by the school, institution and State Board to include at least the following: course evaluations by dual credit students, follow-up of the dual credit graduates who are college or university freshmen, and a review of instructional practices at the high school to ensure program quality.
Admin & Evaluation 2 (AE2)	Every course offered through a dual credit program is annually reviewed by faculty from that discipline and dual credit staff to assure that grading standards meet those in postsecondary sections.
Admin & Evaluation 3 (AE3)	Dual credit students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.
Admin & Evaluation 4 (AE4)	A data collection system has been established based on criteria established by the high school, institution and State Board to track dual credit students to provide data regarding the impact of dual credit programs in relation to college entrance, retention, matriculation from high school and college, impact on college entrance tests, etc. A study is conducted every 5 years on dual credit graduates who are freshmen and sophomores in a college or university.
Admin & Evaluation 5 (AE 5)	Costs for high school students have been established and this information is provided to students before they enroll in a dual credit course. Students pay a reduced cost per credit that is reviewed annually by the Council on Academic Affairs and Programs (CAAP) at their April meeting to ensure the rate is comparable among institutions within the state and in comparison to adjacent states.
Admin & Evaluation 6 (AE 6)	Agreements have been established between the high school and the postsecondary institution to ensure instructional quality. Teacher qualifications are reviewed, professional development is provided as needed, course content and assessment expectations are reviewed, faculty assessment is discussed, student's costs are established, compensation for the teacher is identified, etc.
Admin & Evaluation 7 (AE 7)	Postsecondary institutions have carefully evaluated how to provide services to all students regardless of where a student is located.

b. Dual Credit Standards for Students Enrolled in Courses at the College/University Campus

A.	The student is admitted by the postsecondary institution as a non-matriculating student.
B.	The student is charged the part-time credit hour fee or tuition and additional fees as established by the institution.
C.	Instructional costs are borne by the postsecondary institution.
D.	Four (4) semester college credits are typically equivalent to at least one (1) full year of high school credit in that subject.

E.	In compliance with Idaho Code 33-5104, prior to enrolling, the student and the student's parent/guardian must sign and submit a counseling form, provided by the school district that outlines the provisions of the section of this Code. The counseling form includes written permission from the student's parent/guardian, and principal or counselor.
F.	Any high school student may make application to one of the public postsecondary institutions provided all of the following requirements are met:

In compliance with Idaho Code 33-202, the student has reached the minimum age of 16 years or has successfully completed at least one-half of the high school graduation requirements as certified by the high school.

Submission of the appropriate institutional application material for admission. Written notification of acceptance to the institution will be provided to the student after he or she submits the appropriate application

If required by institutional policy, a student must obtain approval of the college or university instructor to enroll in a course.

Those high school students meeting the above requirements will be permitted to enroll on a part-time basis or full-time basis as defined in Board policy. |
| G. | Students seeking admission who do not meet the above requirements may petition the institution's admission committee for consideration. Students enrolled in a public school may seek admission to enroll by submitting a petition to the high school principal's office and to the admissions office of the postsecondary institution. |

c. Advanced Placement Standards

Advanced Placement (AP) courses are taught by high school teachers following the curricular goals administered by The College Board. These college level courses are academically rigorous and conclude with the optional comprehensive AP exam in May. Students taking AP courses accept the challenge of a rigorous academic curriculum, with the expectation of completing the complex assignments associated with the course and challenging the comprehensive AP exam. The AP Examination is a national assessment, based on the AP curriculum, given in each subject area on a specified day at a specified time, as outlined by the College Board.   Students and parents are responsible for researching the AP policy of the postsecondary institution the student may wish to attend. College/university credit is based on the successful completion of the AP exam, and dependent upon institutional AP credit acceptance policy.

Curriculum

Curriculum 1 (C1)	Postsecondary institutions evaluate AP scores and award credit reflecting the pedagogical, theoretical, and philosophical orientation of the sponsoring faculty and/or academic department at the institution.
Curriculum 2 (C2)	High school credit is given for enrollment and successful completion of an AP class.

Faculty

Faculty 1 (F1)	AP teachers shall follow the curricular materials and goals outlined by The College Board.
Faculty 2 (F2)	The AP teacher may attend an AP Institute before teaching the course.

Students/Parents

Students 1 (S1)	A fee schedule has been established for the AP exam. Students and their parents pay the fee unless other arrangements have been made by the high school.
Students 2 (S2)	Information must be available from the high school counselor, AP coordinator or other faculty members regarding admission, course content, costs, high school credit offered and student responsibility.

Assessment

Assessment 1 (A1)	Students are assessed for high school credit according to the requirements determined by the high school.

Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	To evaluate the success of the programs and to improve services, the school district must annually review the data provided by The College Board.
Admin & Evaluation 2 (AE2)	The school district must carefully evaluate how to provide services to all students, regardless of family income, ethnicity, disability, or location of educational setting.

   d. Tech Prep Standards

Professional-Technical Education programs in Idaho are delivered through comprehensive high schools, professional-technical schools, and the technical college system. Tech Prep allows secondary professional-technical students the opportunity to simultaneously earn secondary and postsecondary technical credits. A Tech Prep course must have an approved articulation agreement between the high school and a postsecondary institution. Tech Prep is an advanced learning opportunity that provides a head start on a technical certificate, an associate of applied science degree, or towards a baccalaureate degree.

Curriculum

Curriculum 1 (C1)	A Tech Prep course must have an approved articulation agreement with a postsecondary institution.
Curriculum 2 (C2)	Secondary and postsecondary educators must agree on the technical competencies and agree to the level of proficiency.

Faculty

Faculty 1 (F1)	Secondary and postsecondary educators must hold appropriate certification in the program area for which articulated credit is to be awarded.

Students/Parents

Students 1 (S1)	Tech Prep students are high school students.
Students 2 (S2)	At the completion of the Tech Prep course the instructor will recommend students eligible for college credit based on their performance. To be eligible for college credit students must receive a grade of B or complete a minimum of 80% of the competencies in the course.

Assessment

Assessment 1 (A1)	The students are assessed for high school and postsecondary credit according to the requirements of the articulation agreement.

Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	The technical college in each region administers the Advanced Learning Partnership (ALP). The school districts in each region are members of the ALP. The Tech Prep program is administered through the six Advanced Learning Partnerships and each of the technical colleges serves as the fiscal agent. The ALP Advisory Committee meets at least twice per school year.
Admin & Evaluation 2 (AE2)	Each articulation agreement must be reviewed annually.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Y. Advanced Opportunities   **August 2010**

ATTACHMENT 1

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