

MINUTES  
**TECHNOLOGY TASK FORCE**  
**Online Learning Implementation Subcommittee**

**DATE:** August 8, 2011  
**TIME:** 11:00 AM  
**PLACE:** EW42

**MEMBERS:** Aaron McKinnon, Cliff Green, Brad Patzer, Spencer Barzee, Mike Caldwell, Alan Dunn

Jason Hancock, from the State Department of Education (SDE), discussed the fractional ADA model that the SDE has been working on since it was determined in the July meeting that credits would be used to measure ADA instead of time. Hancock explained that the Middleton School District was used as an example of the low end of the range and that districts may have numbers three times more than those estimated for Middleton.

The committee discussed the advantages of smaller districts contracting with vendors directly, the possibility of a statewide contract and the benefits of paying vendors in segments, with incentives placed on student completion.

Joyce Popp and Greg Berg, SDE, discussed the data elements from ISEE that are necessary to calculate fractional ADA.

The committee discussed the “Day Type” element and the problems that arose in the need for more than one calendar, such as, schools within districts may have different calendars, some students attend a public school part time and an alternative school part time, etc. It was brought to the committee’s attention that it may be beneficial to upload calendars on an individual basis as opposed to school-wide.

Hancock further explained fractional ADA, noting that parents have the financial responsibility to pay for “overload” courses, contracts set in place take precedent over fractional ADA and that parents can enroll students for an approved online course through the home district.

The committee discussed the registration process, and it was noted that statute states that registration for online courses should follow the school/district’s normal registration process.

Hancock clarified that districts are not obligated to join statewide contracts and that students are still able to take accelerated paths to graduation, but that parents are responsible for fees associated with overload classes taken online only when the district chooses not to pay for them. If districts want to cover costs for overload courses they may.

The Committee adjourned for lunch at 12:20 pm.

The Committee reconvened at 1:56pm.

Brady Kraft, Technical Director of the Idaho Education Network (IEN), discussed the process of bidding and creating statewide contracts. Kraft explained that a RFI (request for information) is sent to various agencies/vendors and once that information is compiled and reviewed by a Committee, a RFP (request for proposal) is drafted. This process can take up to a year if done by the Department of Purchasing and seven months if done by the SDE.

Kraft recommended the following be done if a statewide contract is completed for online providers: valid criteria for the course is given, guidelines are listed for what certification an online teacher needs, the SDE creates guidelines of the minimum expectations an online course must follow, use of an IEN or Tier One provider is considered when choosing vendors, and that the greater transparency of the Department of Purchasing is considered when determining who shall draft the statewide contract.

The committee discussed the pros and cons of using the Department of Purchasing vs. the SDE and the timeline needed in order to have contracts in place prior to the February/March 2012 registration deadline that many districts have.

The committee discussed the need to compare vendors that may provide different types of instruction. Mike Caldwell wished to be recorded as disagreeing that all classes need to be asynchronous.

Dr. Dick Ledington, Idaho Division of Professional Technical Education, discussed the differences between program participants and concentrators. Dr. Ledington explained that courses are designed to build off one another and that introductory courses are meant to be a gateway to a cluster of courses.

The committee defined a “completer” as a student who completes an online course and has the credit transcribed at the local level.

The Committee discussed concerns regarding online course quality and retention rates and agreed on the need for transparency among providers.

The SDE will research what other states have done regarding statewide contracts for online providers.

There being no further business to come before the Committee, the meeting was adjourned at 4:23 pm.