



**STATE BOARD OF EDUCATION  
TRUSTEES OF BOISE STATE UNIVERSITY  
TRUSTEES OF IDAHO STATE UNIVERSITY  
TRUSTEES OF LEWIS-CLARK STATE COLLEGE  
BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO  
STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION**

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**APPROVED MINUTES  
STATE BOARD OF EDUCATION  
December 9-10, 2015  
College of Southern Idaho  
Herrett Center for Arts & Sciences  
Rick Allen Room  
Twin Falls, Idaho**

A regularly scheduled meeting of the State Board of Education was held December 9-10, 2015 at the College of Southern Idaho in Twin Falls.

**Present:**

Don Soltman, President	Richard Westerberg
Emma Atchley, Vice President	Debbie Critchfield
Bill Goesling, Secretary	Dave Hill
Sherri Ybarra, State Superintendent	Linda Clark

**Wednesday, December 9, 2015**

The Board met in the Rick Allen Room of the Herrett Center for Arts and Sciences at the College of Southern Idaho (CSI) in Twin Falls, Idaho. Board President Don Soltman welcomed everyone and called the meeting to order at 1:00 pm Mountain time. Mr. Soltman took a moment to welcome guests and extend appreciation to CSI for its hospitality. He announced the agenda would be modified slightly on Thursday to move the Department's portion of the agenda and presentations forward to accommodate a call from the Council of Chief State School Officers.

**BOARDWORK**

1. Agenda Review / Approval

**BOARD ACTION**

**M/S (Atchley/Clark): To approve the agenda as presented.** The motion carried unanimously.

2. Minutes Review / Approval

**BOARD ACTION**

**M/S (Atchley/Goesling): To approve the minutes from the September 14, 2015 Special Board meeting, and the October 21-22, 2015 Regular Board meeting as submitted.** The motion carried unanimously.

3. Rolling Calendar

**BOARD ACTION**

**M/S (Atchley/Goesling): To set December 14-15, 2016 as the date and the College of Western Idaho as the location for the December 2016 regularly scheduled Board meeting.** The motion carried unanimously.

There was discussion about changing the December 2016 meeting to a different date; it will be determined at a later time on whether to make any changes.

**WORKSESSION – Planning, Policy & Governmental Affairs (PPGA)**

A. Board of Education Strategic Plan

**BOARD ACTION**

**M/S (Critchfield/Atchley): To approve the 2016-2020 (FY17-FY21) Idaho State Board of Education Strategic Plan as submitted in Attachment 1 as amended.** The motion carried unanimously.

Ms. Tracie Bent, Chief Planning and Policy Officer from the Board office, provided historical information on the development and background of the strategic plan and its changes. The amendments proposed during this review cycle focus on updates to the performance measures and benchmarks that were reached during the previous year. Mr. Carson Howell, Director of Research from the Board office, participated in the discussion regarding performance measures.

Ms. Bent discussed the performance measures under Goal 1, Objective A, reporting that one of the measures was revised regarding the portion of graduates with debt because the data being used was in alignment with that measure. It was decided to clarify the benchmark to 85% of student debt of *institution* peers to make the benchmark clearer. There was further discussion about reporting on what our student debt is and how it compares to peer institutions to provide a more complete picture on what the trends are showing. Board member Hill remarked on some of the benchmarks under Objective A and recommended considering other benchmarks to measure the Objective of Access more clearly and accurately. Student debt was a concern for this section and it was questioned whether to move it to under Goal 3, Effective and Efficient Educational System, or leave it under Goal 1: Access – because it could fall under

either. It was decided to leave it under Goal 1, and to look at the measures again in October. Ms. Critchfield asked the Board members for questions about substantial changes to the plan, and because the institutions need to align their plans with the Board's plan, the substantial changes would be discussed today and smaller edifications would be handled by the Board office for efficiency's sake.

There was continued discussion about student debt and a great deal of concern expressed about the Board trying to effect student debt because it is a very individual situation, and goes far beyond what the job of the Board is.

The group discussed dual credit students and Mr. Howell indicated as students move through the pipeline staff would be looking at a graduation measure for dual credit students specifically.

Regarding Objective B, Adult Learner Re-integration, Dr. Goesling recommended adding access and support for veterans returning to school. Ms. Bent pointed out two options; one to identify veterans as their own group, or to put something specific in the plan. By putting something specific in the plan, it would highlight that group more, in addition to helping the agencies and institutions see what to focus on for veterans. Ms. Atchley asked if "veterans" could be added directly to the definition in Objective B. Mr. Howell responded veterans could be included which would start a baseline for them; right now they fall under the number of non-traditional graduates.

Regarding Objective C, Higher Level of Educational Attainment, Ms. Bent pointed out they are working to correct an issue on the percentage of graduates at each level relative to Board target numbers. Mr. Howell indicated they were working to tie this measure back to the 60% goal. He said they recommended changing the targets for associates and bachelor's degrees, and also the advanced degrees, and explained the logic behind it which is to increase the amount of awards.

Regarding Objective D, Quality Education, Mr. Howell pointed out SAT benchmarks would be amended when the new numbers are available, likely in October. Mr. Freeman recommended clarifying that it is the statewide average college composite placement score.

Regarding Objective E, Education to Workforce Alignment, Dr. Goesling questioned whether to have benchmarks for other health education programs such as Idaho State University's (ISU) Physician's Assistant Program, and Pharmacy program. Ms. Bent clarified there are specific goals in the plan related to the University of Utah School of Medicine (UUSOM) program and WWAMI which are due to requirements by the Governor's office and the Division of Financial Management (DFM). For the ISU programs, they have their own strategic plan where those measurements would fall under. Mr. Freeman clarified that by specifically identifying those programs such as UUSOM and WWAMI in our strategic plan, it allows those programs to not have to submit their own strategic plans by law. Mr. Westerberg cautioned on making the strategic plan it too detailed.

Goal 2 had no changes other than small technical edits to better define what is being measured. Moving on to Goal 3, Objective C, Alignment and Coordination, a new benchmark was proposed which is *percent of postsecondary students participating in a remedial program who completed the program or course*. This looks at what the completion rate is for those programs once a student is enrolled in a remediation program. Under Objective D, Productivity and Efficiency, the benchmarks were adjusted under the four-year institutions, and the two-year institutions' benchmark is to be determined.

Ms. Bent thanked the Board for taking the time to review the strategic plan. The group discussed alternate routes to education for adult learners such as returning military or other professionals. Dr. Clark suggested it would be beneficial to identify barriers to recruiting professionals into education, which also includes where the shortages are.

Mr. Howell proceeded to discuss two additional points on Objective D, recommending changing the number of *degrees produced* benchmark to 15,000, and proposed adding one additional measure which is a completion rate measure looking at first time full time freshman graduating 50% of students within 50% of time. The Board was supportive of the recommendation to add the measure. It will be a placeholder until October when it can be revisited after receiving additional feedback from the institutions.

#### B. 60% College Completion Goal

Ms. Critchfield introduced Ms. Cathleen McHugh, Chief Research Analyst from the Board office, for a report on the 2015 educational attainment model which was updated this year. She reported in 2014 that 40% of Idahoans had some sort of postsecondary credential. That statistic was lower than both prior years, but the difference is not considered statistically significant. The trend is also not presently considered statistically significant, but it is getting close to showing significance. She pointed out the data is from the American Community Survey which does not include certificates in its count. She clarified on the assumptions used to estimate the one year certificates.

Ms. McHugh reported on assumptions of the model pointing out she explicitly modeled factors that are within the Board's purview. She also included implicit models outside of the Board's purview, and clarified that these patterns today should hold for the foreseeable future and how the model could be understated or overstated based on the migration trends.

Ms. McHugh reported the data sources used for this presentation included OSBE High School Feedback reports, Complete College America reports, and the American Community Survey. She provided a slide as a visual aid which showed the magnitude of the effect of policy. She reported that the current educational attainment level is at 39% and will remain constant until policy changes are made. The policy that has the most effect over the shortest period of time is to increase go-on rates and completion rates for all students. Ms. McHugh also pointed out she examined the three-year go-on

rate by gender and region in Idaho, and provided an explanation on the differences such as with students going on a church mission. She indicated there are large gaps between males and females and the gaps do not necessarily diminish over time and are present in every region. There was further discussion on military data and Dr. Goesling pointed out that National Guard data can be tracked. Ms. McHugh confirmed they are working on gathering that type of data which will also help inform policy.

### C. Statewide Assessment Discussion

Board member Critchfield indicated in October a work group was convened to discuss complaints regarding the availability of ISAT data available to the districts and the amount of time the test took. The work group consisted of Idaho educators as well as legislators and education stakeholders. This group will have a follow-up meeting on December 8<sup>th</sup> and Board member Critchfield will provide the Board with a full initial report on any outcomes.

Ms. Critchfield pointed out the item today is for discussion and not for decision making. She said the goal is to have decision making in April. Ms. Critchfield identified three areas for discussion: 1) which tests should we use – do we assess proficiency or college and career readiness; 2) what it is we want to accomplish and what way is best to move forward on that; and 3) the high stakes nature of the test.

Ms. Ybarra announced that today the U.S. Senate signed the Every Student Succeeds Act (ESSA), and it is anticipated the President will sign it tomorrow. The signing of ESSA does drive a lot of the conversation related to the flexibility waiver piece. She remarked on the vision of the Department and their support of accountability, and expressed they are still determining expectations of the Smarter Balanced Assessment Consortium (SBAC) and are exploring what they want the test to do. The Department is using the SBAC this year and until they get the data from the testing, will not make any other decisions. Ms. Ybarra indicated she was at a Council of Chief State School Officers (CCSSO) consortium last week where the majority agreed the test is too long; the consortium voted to reduce the length by 30 minutes. The Department continues to work with the American Institute for Research (AIR) and SBAC on the issues and delivery for the testing. SBAC is willing to work with the Department on the data, but AIR delivers it and charges for changes. Ms. Ybarra indicated they are still working on some technical issues; the goal is to have adjustments made by the Spring.

Dr. Clark asked where we are at in terms of the growth measure related to the intent of testing. More specifically, what ties the student to the learning continuum. She asked how far away we are from that kind of data and when it would be available to teachers, the state, and the system. Ms. Ybarra responded they do not have answers to those questions yet and a lot will be answered during tomorrow's call with the U.S. Department of Education (DOE) and learned moving forward with the ESSA.

Ms. Critchfield remarked positively on Idaho being 100% in charge of how the data is packaged. She suggested not getting ahead of the federal mandates, and yet still

looking toward a statewide assessment and a system of accountability. She introduced Dr. Chris Mathias, Chief Academic Affairs Officer from the Board of Education office, and Dr. Roger Stewart, College of Education Dean at Boise State University, to the discussion on this item.

Dr. Stewart, provided a report on a seamless K-16 system: Utilizing the Idaho Core Standards, the New ISAT, and other State Board initiatives to build a bridge between K-12 and higher education and the good of an open communications system between the two. He outlined the vision of a seamless K-16 education system and provided some background on involvement with the SBAC. He pointed out the consortium states realized the importance of building a strong higher education presence in the development of the assessments and a need to recognize the 11<sup>th</sup> grade SBAC assessment as a valid and reliable measure which could be used for initial course placement decisions during the freshman year of college. Dr. Stewart reviewed what is needed to realize a seamless system which included content standards that bridge the K-12 and postsecondary education divide; the need for an assessment system that shows progress being made towards successful exit of the K-12 system; and state-level policies that clearly articulate the standards and assessments to be used, performance expectations, and accountability mechanisms. Dr. Stewart pointed out that the Chief Academic Officer of the State Board of Education is the higher education lead in this state as designated by the SBAC.

Dr. Stewart identified two higher education initiatives unique to Idaho's efforts to create a seamless K-16 system which include the Idaho General Education Reform Initiative and the Transforming College Remediation Initiative. He reviewed some of the work that has been done toward a seamless system including 11-12<sup>th</sup> grade transition framework being drafted. Dr. Stewart highlighted some of the details of that framework and the expectations for students. The Common Core and SBAC assessments are part of the K-12 side; and the Complete College Idaho Plan, the General Education Reform Plan, the Remediation Plan are part of the higher education side of the bridge.

Ms. Ybarra remarked she will continue to work with higher education, but indicated there are lot of issues to correct and work on before implementing this piece. She also expressed concern about direct admissions. She stressed not having one test for one grade level (grade 11) as the end-all-be-all, and over testing in general.

Dr. Stewart reminded the Board to not lose the vision of a seamless system as things are debated and discussed. He felt there is an opportunity in Idaho to develop a seamless K-16 system with everything that is going on in K-12 and higher education. Dr. Clark praised the framework development which clearly lays out what the expectations are and ties back to the strategic planning. She affirmed the Assessment Committee was very supportive of the work being done and pointed out the needed bridge is an expansion bridge which is two-part – one related to grade 11, and one is the measurement of grade 3-8 (i.e., a growth measure over time). Mr. Westerberg strongly recommended a timeline for answering many of the questions around this subject including what decisions are necessary and who is responsible. Ms. Critchfield

suggested April which lines up with the rule making process and would allow for any necessary changes requiring legislative action. Mr. Westerberg asked how far away we are from having an implementation plan. Ms. Ybarra responded that she is looking forward to tomorrow's discussion and working together on an implementation plan.

Dr. Clark remarked a simple litmus test would ask whether there is congruence between the written, taught, testing, and reporting. She felt a yes or no answer to those questions would be a good indicator. Ms. Atchley encouraged changing the tone we use about testing toward more of a positive one.

Ms. Critchfield asked the Board what they feel they need in order to make a decision. Consensus was to move forward through the PPGA committee for the April meeting. Board President Soltman requested something for the Board to react to at the February meeting. Dr. Goesling requested regular updates on where things are as they progress, perhaps a bi-weekly update. Mr. Westerberg reiterated his suggestion of an implementation plan with a timeline and framework by February. Ms. Ybarra indicated she would have a weekly update from the Department sent from her K-12 Communications Director to the Board.

Board President Soltman recessed the meeting at 4:15 p.m. Mountain.

**Thursday December 10, 2015, 8:00 a.m., College of Southern Idaho, Herrett Center for Arts and Science, Rick Allen Room, Twin Falls, Idaho**

The Board reconvened at the College of Southern Idaho, Herrett Center for Arts and Science, in the Rick Allen Room for regular business. Board President Soltman called the meeting to order at 8:00 a.m. and thanked CSI for their hospitality. Mr. Soltman announced that for those that knew him, Keith Ickes was previously diagnosed with esophageal cancer and passed away on Tuesday. He had been with the University of Idaho.

**OPEN FORUM**

Two people who had requested to speak during open forum, Andrea Witier and Diane Smith, did not show.

Dr. Cathleen Barren, Assistant Professor of ISUs Doctor of Nursing Program, and Jonathan Barren, addressed the Board as principal investigators of a study they have designed called "Student perceptions of health insurance changes at ISU". The intent of the study was to explore the effect of the removal of the student health insurance plan shift and to give those with the power to make decisions about student health insurance access to data about the effects of the removal. They are interested in how health insurance changes affect student population.

Mr. Barren indicated the three primary questions they asked of students were related to concern, access to health care, and income. Their findings indicated the vast majority

of students are very concerned about the student health insurance issue. Additionally, about 80% of students reported that health insurance is worse with the SHIP. The study also looked at income, and findings indicate that 50% of students are making less than the federal poverty level, and many students don't qualify for federal assistance due to certain requirements. Dr. Barren and Mr. Barren, as principal investigators in the study, offered to make the data they have collected available to the Board and staff.

**CONSENT AGENDA**

**M/S (Atchley/Hill): To approve the consent agenda as presented.** The motion carried unanimously.

**Instruction Research and Student Affairs**

1. Programs and Changes Approved by the Executive Director – Quarterly Report

A list of programs and changes approved by the Executive Director was provided for informational purposes in the agenda materials to the Board.

**Planning, Policy & Governmental Affairs**

2. Alcohol Permits Approved by the University Presidents

A list of alcohol permits approved by the university presidents was provided for informational purposes in the agenda materials to the Board.

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)**

1. College of Southern Idaho (CSI) Progress Report

At this time, Board President Soltman invited Dr. Fox, president of CSI, to the front of the room to acknowledge the 50<sup>th</sup> anniversary of the College of Southern Idaho. Mr. Soltman provided some historical background of CSI for the audience. Mr. Soltman presented Dr. Fox with a proclamation from Governor Butch Otter recognizing CSI and commemorating the college for its contribution to the state and community. Governor Otter proclaimed December 10<sup>th</sup> as CSI day.

Dr. Jeff Fox, CSI President, introduced Kate Collins, Research Analyst, who assisted in preparing the report for the Board. Dr. Fox welcomed the Board to CSI and provided a report on the college's recent activity in pursuit of the Board's 60% goal. Dr. Fox also took a moment to recognize some of the members of their Board of Trustees who were present in the audience.

Dr. Fox provided an update on CSI's strategic plan implementation, reporting that they updated their existing strategic plan last summer. They successfully completed an abbreviated seven year accreditation cycle in April 2015; accreditation was reaffirmed in



June 2015. They are working on a new strategic plan as they move into a new accreditation cycle. He said they intend to have a draft of the new plan available by February 2016 which will include an update to the college's goals and objectives.

Dr. Fox reported on employee FTE by classification which includes 44% faculty, 28% managerial and professional staff, and 28% classified staff. He reviewed their primary sources of revenue which include state funds (both academic and professional-technical), tuition and fees, and property taxes. Reporting on student cost of attendance at CSI, it is running at roughly \$120.00 per credit. Annual enrollment is about 10,686 which is down. Dr. Fox reported that dual credit enrollment is up for Fall 2015 at 2,473 students, which is an increase of more than 500 students from Fall 2014. Reporting on degrees and certificates, they are delivering nearly the same amount of professional-technical and academic degrees and certificates.

Dr. Fox reported that workforce development is going strong and that they have served 4,319 students in FY 15 which is an increase of 38% over the prior year. Programs include electrical, plumbing and maintenance apprenticeship, industrial maintenance, and health workforce training. Dr. Fox provided an update on STEM programs and that they are engaging students and faculty in many opportunities. Additionally with regard to collaboration efforts, they are promoting opportunities for students and reaching out into the community. They have collaborations with BSU, ISU, UI and reach out into county service regions and businesses within the Magic Valley, and have a number of outreach opportunities for students. Dr. Fox provided an illustration of their campus plan, reporting that they are excited about expanding and updating portions of the campus. Dr. Fox reported on their four new transition coordinators, two of whom are bi-lingual/bi-cultural and serve the Magic Valley area. They use space in the area high schools and have a case load of 400 students each.

Dr. Fox shared some NWCCU commendations received during the accreditation process which were all very positive. They had a few recommendations which included to continue to fully develop student learning outcomes at the program and degree level, and to continue to address internal control processes. Dr. Fox shared some positive news from their athletics department, commenting their women's volleyball team took first place in the division one NJCAA tournament, their eleventh national championship. Additionally, their women's softball team ranks second in the nation with a team grade point average of 3.62.

Dr. Fox remarked on collaborations with higher education, K-12 and health care, and how their partnerships bring together various stakeholders in the region. Reporting on CSI Foundation scholarships, they reported \$1,779,071 in 2014-15. The CSI Foundation will allow the college to award \$1.9 million in scholarships next year. He reported on how CSI is helping students make better financial decisions. He also reported on off-campus centers in Jerome, Gooding, Hailey, Burley and Idaho Falls, and how they serve their community in offering over 60 courses for community education. He pointed out that CSI offers free courses to citizens over 60 years of age, and this Fall there are over 1,000 students enrolled in those courses.

Mr. Freeman asked if they track their dual enrollment students. Dr. Fox responded that they do track those students and could provide detail to the Board. Mr. Freeman also publically recognized Mike Mason's contribution to CSI.

At this time, they moved to item three on the agenda.

### 3. Exploring Options for Expanding Higher Education in Eastern Idaho

Ms. Critchfield introduced Idaho Falls Mayor, Rebecca Casper, and Representative Wendy Horman to provide a report to the Board on community efforts to establish a community college in Idaho Falls. Mayor Casper provided some background on the idea and much enthusiasm about establishing a community college in Idaho Falls.

For the past several months, Idaho Falls Mayor Rebecca Casper has been spearheading a conversation among community leaders about the possibility of running a campaign to create a community college district. While this community group enthusiastically supports the concept, the creation of a taxing district in Idaho must be approved by two-thirds of the voters voting on the question. Mayor Casper envisions turning to a citizen based process in the coming months to study core concerns in establishing a community college.

The Mayor identified the following three questions they feel are important before moving forward: Is this a good idea for eastern Idaho? If it's a good idea how do we do it? How much will it cost? They intend to pose those questions to a citizen panel for feedback. If the responses are supportive, Mayor Casper reported the Board will see her again with an update on this issue and she is hopeful about the future for this idea.

She invited Board members to contact her about any information they would like and also encouraged the Board to share the ideas and enthusiasm for a community college in Idaho Falls. She also asked if the Board members would be willing to share and promote the community college vision within their areas of influence.

Representative Horman remarked that she and Senator Mortimer are very supportive of this conversation and idea. She remarked on the powerful sense of internal community at the College of Southern Idaho and how much a community college really contributes to a region's community and support of economic development. She remarked on how a community college in the area may create an entry point in eastern Idaho, offering a number of possibilities for how it might look.

Ms. Critchfield asked about a timeline. Representative Horman indicated they do not have a concrete timeline established yet, and their committee is working to fully develop ideas. Mr. Freeman asked if they have secured financial resources. Mayor Casper reported they have been able to pay for initial expenses from members on the committee, and have recently received two significant commitments going forward.

At the conclusion of this item, they returned to item number two on the agenda, followed by number four and so on.

## 2. President's Council Report

Dr. Tony Fernandez, current chair of the President's Council, provided a report to the Board on its recent meetings.

The December 1, 2015 meeting included a briefing by Janie Revier from the Division of Financial Management and Marilyn Whitney from the Governor's Office on upcoming legislative session and budgetary items. There was discussion about next spring and the formation of a Higher Education Task Force. Related to delegated authority, several items were discussed and most of the discussion centered on contracts and salaries. They discussed student health insurance and President Fernandez reported that all institutions are reporting problems with student health insurance requirements as they are currently formulated. Higher education week was discussed and the schedule was reviewed. Presidents will be speaking to the implementation and effectiveness for funding for Complete College Idaho (CCI). Presidents recommended the Higher Education Impact Study be available for public consumption. They also discussed the CEC Committee and will work with the Executive Director on a coordinated approach. The presidents had brief discussion about reporting high visibility incidents at institutions to the Executive Director and Board. They discussed the Fair Labor Standards Act (FLSA) and the impact to institutions when those new rules come into effect. There was discussion about presidential compensation. The institutions were also asked to provide input to the Board regarding the direct admissions initiative initiated by the Board earlier this year; those comments were mostly very positive.

Mr. Freeman pointed out that the Board will need to be prepared to react to changes regarding the FLSA.

## 4. Delegation of Duties

Starting in August 2015, the Board discussed the potential of delegating some items that are currently reserved for Board approval. As part of the Presidents' Council Report during the October Board meeting, Presidents were asked to review and provide feedback on potential areas of delegation that were received from the Board committees.

Dr. Fernandez reported that the recommendation from the President's Council is to expand the ability for the President's to hire non-classified staff with multi-year contracts. Additionally, Presidents would like to have a threshold set for them to approve those types of contracts along with coach contracts. Coaching contracts were of particular interest. Mr. Satterlee offered some comments on how delicate but complicated high profile contracts can be. Additionally other high profile contracts would include purchasing; an example would be large food service contracts. The

question posed back to the Board was what kinds of items would they want to see, and what kinds of items would they entrust the presidents to make decisions on.

Mr. Westerberg remarked there has been a fair amount of work done regarding athletic contracts. He felt the suggestions by presidents should be fully vetted in committee and still allow the Board to fully exercise its responsibility. Dr. Goesling described how the Athletics Committee approached the question and how they looked at the cap of the contract as a gauge, as well as the limitations on funding. He felt duplicative reports such as APR should also be looked at, and recommended each committee ask their stakeholders about the challenges, duplications, etc.

Ms. Bent requested feedback from the Board on general items of consensus identified in President's Council (such as coach contracts) which would require changes in order to have them ready to come before the Board in February. She explained how those items would move through various committees for additional discussion and work.

#### 5. Teacher Pipeline Report

Ms. Bent provided an overview and historical background of the item, stating in August 2015, the Board approved a proposed rule reorganizing IDAPA 08.02.02 and discussed the miss-alignment of current certification practices with Idaho Administrative Code. Because of the complexity of the issue, staff wanted to give the Board many opportunities to think about and look at the data. The materials today contain the first look at the data available on Idaho's teacher pipeline and includes different pieces of the pipeline such as teacher prep and alternate routes to certification. The important piece for the Board's consideration is related to putting policies in place. Staff is working with stakeholder groups to bring forward information for the Board to consider at a future meeting that would allow the rulemaking process to advance forward under the timeline. She reiterated this item has such a broad scope and has such a huge impact on teachers and students, Board staff wanted to give the Board members ample time to digest the material.

Mr. Soltman pointed out one of the main issues is that certificates don't align with certain endorsements. Ms. Bent responded that based on how the law is currently written, the current practice is not in alignment. Mr. Soltman asked for a differentiation between housekeeping and policy change.

The group discussed some of the data and the variances in trends. Ms. Alison Henken, K-12 -12 Accountability and Projects Program Manager from the Board office, provided additional detail and explanation for the Board members. She reported they are seeing an increase in credentials of teachers who are moving in from out of state. Dr. Hill asked if, related to the teacher shortage, we have an approximation of the "right" number of teachers to produce each year or a number near what would work for Idaho. Ms. Bent responded the State School Administrators Association has been working on that data. When asked for input, University of Idaho Dean of Education, Dr. Corrinne Mantle-Bromley added that there has been a significant increase in the number of

principals and superintendents that are being hired without certification. They then come to the university to receive their certification. She added that critical shortages are in special education and professional-technical education, and shortages in rural areas are concerning. She said that salary issues are also a big problem and certified teachers are going out of state for better pay; teacher climate is also a consideration.

Dr. Clark suggested also reporting on minority and military teacher data, commenting it would be an important area to track. She would like to see the secondary and professional technical areas also broken out from the “all other” category.

6. State Comprehensive Literacy Plan

## **BOARD ACTION**

**M/S (Critchfield/Clark): To adopt the Idaho Comprehensive Literacy Plan as submitted in Attachment 1.** The motion carried unanimously.

Ms. Alison Henken provided a report on the State Comprehensive Literacy Plan. She reported that due to the length of time since the initial plan was written and approved by the Board and the extent of revisions necessary, the Literacy Committee is submitting a new Idaho Comprehensive Literacy Plan to replace, rather than revise, the 1998 plan.

One focus of the new plan is how to support literacy statewide, and that every stakeholder has a responsibility toward that initiative. Ms. Henken outlined the go-on purpose of the plan and assessment data. This plan is built around literacy growth for all Idaho students. She pointed out the *Developing Literacy* section intends to provide the reader with a strong overview of how a child develops literacy skills; the section is heavily based on science, and provides examples of how a child develops skills through various stages of literacy development.

The third section, *Essential Elements*, is the heart of the plan and discusses what we should be doing to support literacy development. Ms. Henken summarized each element of the *Essential Elements* section. Under the *Developing Professional Educators* element, she pointed out on tab 6 page 30 in the *Higher Education* section, it addresses the need for educator programs to ensure educators are prepared to provide instruction that addresses the Idaho Literacy Standards for Educator Preparation. A copy of the standards are provided in the Appendices. Ms. Henken pointed out the document appendix includes a substantial proposed change to the standards, specifically the addition of a new standard outlining the teaching of the writing process. This recommendation was provided by the Idaho Higher Education Literacy Partnership and supported by the Idaho Association of the Colleges of Teacher Education.

Mr. Soltman asked if by approving the plan the Board, by default, approves the new method of teaching. Ms. Bent responded that once the plan is approved the standards incorporated by reference in the rules will need to be reviewed and amended accordingly; it would then come forward as an administrative rule. Ms. Henken added

that the Idaho Higher Education Literacy Partnership and the Idaho Association of the Colleges of Teacher Education are looking at all of the rules associated to literacy, teacher preparation, and requirements relative to literacy, and will be providing recommendations around those rule changes next Spring.

Dr. Goesling asked about remediation available for home schooled students. Ms. Henken responded that the Board of Education has no governance over home schooling. The committee discussed the issue, but decided not to include any recommendations in the report specific to home schooling because of the lack of governance. They did discuss effective interventions for students and a separate recommendation was made requesting substantial financial support for literacy interventions, along with strategies for identifying students who need remediation, and ensuring those students receive timely and effective interventions.

Ms. Ybarra asked about teachers being part of the Literacy Committee and commented that the Idaho Reading Indicator (IRI) needs to be used for student assessment rather than teacher evaluations. Ms. Henken responded, clarifying there was a superintendent and charter school teacher included on the Literacy Committee. She also addressed the IRI concerns and how recommendations are being developed to meet the state's needs. Ms. Ybarra requested that her staff be part of the process with this plan.

Dr. Clark complemented the Literacy Committee for its work on the Plan. She recommended strategies be developed to acquaint people (public) and educators with this plan. Ms. Henken commented that the Committee will be working on integrating it into professional development and the details clarifying the process of implementation. Dr. Clark also commented on non-certified, non-classified librarians, and felt they cannot understate the need for training of certified librarians.

Mr. Freeman reported meeting with the Idaho Business for Education (IBE) group on this Literacy Plan who pointed out it is very strong, but recommended the plan have measurable goals. Board staff has asked the IBE for assistance in crafting some measurable goals for this plan. Ms. Critchfield directed the Literacy Committee to set benchmarks and develop a timeline, along with work on measureable goals. She also complemented Ms. Henken and the Literacy Committee for their work on this in plan.

7. Amendment to Board Policy I.E. Executive Officers – First Reading

## BOARD ACTION

**M/S (Critchfield/Goesling): To approve the first reading of proposed amendments to Board Policy section I.E. Executive Officers, incorporating the reporting requirement, as submitted in Attachment 1.** The motion carried unanimously.

8. Amendment to Board Policy I.Q. Accountability Oversight Committee – First Reading

## BOARD ACTION

### **M/S (Critchfield/Clark): To approve the first reading of amendments to Board Policy I.Q. Accountability Oversight Committee as submitted in Attachment 1.**

The motion carried unanimously.

At this time, the Board moved to the State Department of Education's portion of the agenda.

## DEPARTMENT OF EDUCATION (SDE)

### 1. Superintendent's Update

Superintendent Ybarra introduced Mr. Peter Zamora, Director of Federal Relations at the Council of Chief State School Officers (CCSSO), who reported President Obama signed into law the Every Student Succeeds Act (ESSA) today. Mr. Zamora provided a high-level summary of the legislation pointing out it received broad support in the House and Senate. He indicated guidelines for states are available, and shared a legislative timeline on the item. He indicated this legislation is intended to restore authority to states and offers more stability and flexibility for states, while increasing access to federal funds. He reported the intent is to maintain current assessment requirements but allows for innovative assessment systems. It requires state systems to be designed for 95% test participation but allows states to determine how to integrate into state accountability systems. The hope is to develop a system that is more responsive to local needs.

Mr. Zamora did point out the importance of meeting the federal requirements, and that the transition period may be a complex one for states to meet those requirements. He discussed accountability whereby states set long-term goals and interim targets for all subgroups on six different elements. The six elements include academic proficiency on state assessments, graduation rates for high schools, English language proficiency, student growth, one state-set indicator of school quality or student success, and a 95% assessment participation. Mr. Zamora reported on the school improvement category and that there are no models or specified interventions. He reported they are seeking targeted school improvement for under performing schools and envision comprehensive support and improvement to help schools get better.

Mr. Zamora reported on teacher evaluation and support which permits but does not require funds be used to implement specific teacher evaluation measures. It reauthorizes the Teacher Incentive Fund which is a competitive grant for teacher evaluation systems.

Mr. Zamora outlined the transition timeline which requires testing and reporting in 2015-16, 2016-17; and holds interventions constant over this time period. The new state plans would go into effect in SY 2017-18. More specific details have been provided to the State Department of Education. He indicated that no state will meet the current

accountability requirements under the new law. He pointed out the Elementary and Secondary Education Act (ESEA) flexibility waiver will expire next August. In the Spring of 2017, the US Department of Education will review accountability workbooks. Mr. Zamora recommended familiarizing ourselves with the contents of the new law, and understanding the accountability measures, and to start to engage people and develop coalitions to move forward. He closed by saying they are there to support us and help answer questions and provide information.

## 2. ESEA Flexibility Waiver - Draft of Mutually Responsible Accountability System

Ms. Marcia Beckman, Associate Deputy Superintendent for the Department, provided an overview of the new guiding principles for Idaho's Mutually Responsible Accountability Plan for Districts and Schools. She reported that the Every Student Succeeds Act (ESSA) replaces the Elementary and Secondary Education Act (ESEA) as reauthorized by No Child Left Behind Act. Idaho will no longer operate under the ESEA flexibility waiver. The current system is replaced by a state defined index system with certain federally required components. She reviewed what has changed. She reported the Secretary of Education's authority has been limited whereby the federal government can no longer prescribe the goals of progress and measurement, and cannot prescribe specific assessments. Additionally, they cannot require that teacher evaluations be tied to the state assessment, and they cannot prescribe the 95% participation be punitive, or designate schools be sanctioned in the state.

Ms. Beckman outlined what is new that includes Idaho setting ambitious and realistic long-term goals and measures on interim progress for students and subgroups in a number of areas including academic achievement and growth on state assessments, graduation rates, interim progress in achieving English language for proficiency, and measures of school quality and student success. She outlined what districts can do which includes setting measures on interim progress for their schools. She pointed out the district's overall measures will be set by the state. Ms. Beckman provided a visualization of the state index that included indicators and types of schools. She also reviewed issues with the five star system based on stakeholder feedback.

Dr. Clark asked if there are provisions in the new law for alternative schools. Ms. Beckman responded they have not heard of such provisions yet, but they hope to have flexibility at the state level for alternative schools.

Ms. Beckman summarized that the Idaho Department of Education really wants the districts, the Department, the Board, all to move together toward something that is mutual. She remarked that the new flexibility and requirements for the accountability system provides an opportunity moving forward.

For the assessment update, Superintendent Ybarra requested it be moved to the February meeting at which time a deeper look at the SBAC will be provided. Ms. Ybarra introduced the Department's new Assessment Director, Dr. Cheryl Findley, who gave a brief update on the SBAC testing. She pointed out that as predicted, some of the



changes have been difficult for administrators and educators. She said the Spring testing should be much smoother as some of the issues have been worked through this first year. She pointed out some of the solutions to issues will be increasing the amount of time and type of training for administering the assessment, and working with schools and districts prior to the training; there will be five training sessions held throughout the state. They will also continue to provide helpdesk and customer service during the testing window. She reviewed feedback which ranged from not making any more changes to the test, to not having testing at all. One independent report by CCSSO polling the teachers of the year found that the assessment is challenging and is aligned with the standards, and it is a measure of student ability to synthesize and apply the information they have learned. The Department is also staying focused on professional development opportunities and to make sure those opportunities are broadcast. They are also looking at opportunities for teachers to earn higher wages. Dr. Findley reported they will have an Alternate Assessment Coordinator start this Fall, along with an English Language Learning Coordinator starting in February who also does college and career readiness. She reported this year they will be giving a new alternate assessment and a new English Language Learners (ELL) assessment.

At 12:06 p.m. Mountain Time the meeting recessed for lunch. President Soltman requested the meeting reconvene at 1:00 Mountain Time.

**AUDIT**

1. FY 2015 Financial Statements

**BOARD ACTION**

**M/S (Atchley/Goesling): To accept from the Audit Committee the Fiscal Year 2015 financial audit reports for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College, as submitted by Moss Adams LLP. The motion carried unanimously.**

Mr. Herbst reported on November 10, 2015, Moss Adams reviewed their audit findings with members of the Audit Committee and Board staff. He reported that all five of the institutions were given a clean report card and are to be commended. He also indicated they received positive feedback from Moss Adams on the cooperation from the institutions on this process. Ms. Atchley also commended the institutions for their work. Mr. Soltman noted the clean report was partially due to the quarterly reporting process.

2. FY 2015 Net Position Balances

Mr. Herbst indicated the net position balances as of June 30, 2015 are shown in the attachments to the agenda materials; there is a break-out for each institution. Staff provided a brief analysis of the institutions respective unrestricted net position. Mr. Herbst pointed out that Board policy requires all institutions to aim for 5%, and presently they have all reached and sustained that level. Dr. Goesling asked what is included in

the “other” category. Mr. Herbst responded it varies by institution and is at the discretion of the institutions. Dr. Goesling asked for a footnote to address a breakout of anything over 5% in the “other” category. Mr. Herbst responded he would provide that request to the FVPs and the BAHR committee.

3. FY 2015 Financial Ratios

Mr. Herbst indicated the financial ratios for each institution are shown in the attachments to the agenda materials. He provided a recap pointing out that the ratios and analyses are provided to the Board as an indicator of the financial health and relative efficiency of each institution. Mr. Herbst provided a brief analysis of institution financial ratios starting with a definition of the four ratios comprising the Composite Financial Index. He pointed out that a score of three indicates a threshold of financial health.

Mr. Westerberg remarked on how helpful the ratios are for the Board. He asked BSU about their net operating revenue performance in 2014-15. Ms. Stacy Pearson from BSU responded it is an indication of how they built up their reserves. She added the investments were good investments, but it will take them a couple of years to get up to the benchmark.

4. Eastern Idaho Technical College Foundation Operating Agreement

**BOARD ACTION**

**M/S (Atchley/Goesling): To approve the amended operating agreement between Eastern Idaho Technical College and the Eastern Idaho Technical College Foundation, as submitted in Attachment 1.** The motion carried unanimously.

Mr. Herbst reported foundation agreements are to be approved by the Board and reviewed every three to five years.

5. Amendment to Board Policy V.H. Audits – First Reading

**BOARD ACTION**

**M/S (Atchley/Hill): To approve the first reading of the proposed amendment to Idaho State Board of Education Policy V.H., as presented in Attachment 1.** The motion carried unanimously.

Mr. Herbst reported at its June 2015 meeting, the Audit Committee discussed how it handles Legislative Services Office (LSO) audits of agencies under the jurisdiction of the Board. The Committee recommended revising Board policy to delegate review of LSO audit reports to the Executive Director unless a material weakness or significant deficiency was included in the audit report.

**BUSINESS AFFAIRS & HUMAN RESOURCES (BAHR)**

**Section I – Human Resources**

1. Idaho State University – Establish Position – Vice President for Health Sciences

**BOARD ACTION**

**M/S (Westerberg/Atchley): To authorize Idaho State University to establish a position of Vice President for Health Sciences.** The motion carried unanimously.

Mr. Westerberg indicated ISU has brought forward a request to authorize establishment of the position of Vice President for Health Sciences. It would create a sixth vice president position at ISU (assuming that the subsequent reorganization will leave the current five vice president positions essentially intact).

**Section II – Finance**

1. Amendment to Board Policy – Section V.B. – Budget Policies – Second Reading

**BOARD ACTION**

**M/S (Westerberg/Hill): To approve the second reading of proposed amendments to Board policy V.B., Budget Policies, as presented in Attachment 1.** The motion carried unanimously.

Mr. Westerberg indicated approval of the proposed amendments would clarify occupancy costs procedures and formalize the ongoing program prioritization process.

2. Amendment to Board Policy – Section V.R. Establishment of Fees – Second Reading

**BOARD ACTION**

**M/S (Westerberg/Hill): To approve the second reading of proposed amendments to Board policy V.R., Establishment of Fees, as presented in Attachment 1.** The motion carried unanimously.

Mr. Westerberg indicated there were no changes between first and second reading.

3. University of Idaho – Capital Project – Renovation and Modernization of the Wallace Residence Center, Construction Phase

**BOARD ACTION**

**M/S (Westerberg/Atchley): To approve the request by the University of Idaho to implement the construction phase for the renovation and modernization of the Wallace Residence Center at a cost not to exceed \$5.0M. Project approval includes the authority to execute all necessary and requisite consulting contracts to fully implement the construction phase of the project.** The motion carried unanimously.

Mr. Ewart from the University of Idaho (UI) indicated they are requesting authorization to proceed with the finance plan and construction phase of a capital project to implement the construction phase for renovation and modernization of twelve floors in various wings of the Wallace Residence Center. It is the intent of the university to pursue this project effort via the design-build delivery methodology. Mr. Ewart provided a brief overview of the project and reported on the urgency to move forward with it, stating the need for the beds at the residency center.

4. University of Idaho – Self-support Fee Request for Education Ph.D. Specialization of Higher Education Leadership

**BOARD ACTION**

**M/S (Westerberg/Atchley): To approve the request by the University of Idaho to establish its Higher Education Leadership Ph.D. specialization as a self-support academic program with a self-support fee set at \$36,000 for the four-year program.** The motion carried unanimously.

Mr. Westerberg indicated the University of Idaho is requesting approval of a self-support fee for the Education Ph.D. Specialization of Higher Education Leadership. Ms. Atchley asked for clarification on the fee and whether the university would have the opportunity to modify it over time. Mr. Herbst responded the fee will be set at \$36,000 per student and will remain until the Board approves a change; there is a three year rolling evaluation of the program and fees. Mr. Freeman pointed out that Board policy V.R. was amended several years ago to specifically address self-support fees. Dr. Goesling asked if there were enough students to support this program. Dr. Mantle-Bromley responded that there is a significant demand for the program.

5. Idaho State University Foundation – Expansion of Bengal Pharmacy Operations

**BOARD ACTION**

**M/S (Westerberg/Hill): To approve the request by the Idaho State University Foundation to establish a Bengal Pharmacy telepharmacy site in Council, Idaho, as described in the materials submitted to the Board.** The motion carried unanimously.

Mr. Westerberg indicated ISU is requesting approval of expansion of Bengal Pharmacy's Telepharmacy Services. Approval would allow for Bengal Pharmacy to

expand its telepharmacy services to Council, Idaho. Mr. Rex Force and Mr. Doug Sayer from the ISU Foundation Board of Directors provided a report to the Board on the update and expansion request. Mr. Force remarked they have three goals which are to provide educational experience to students, provide an innovation and research lab for faculty, and to generate revenue for the Foundation and university for the benefit of students and academic programs. Mr. Force commented on the current status of the Bengal Pharmacy and on the importance of these pharmacies to the communities they serve, pointing out there is also an important relationship between the pharmacy and the residents of these rural communities. Mr. Force added they often receive requests for expanding their pharmacy services. The Council expansion is in partnership with the Adams County Health Center; who lost their only pharmacy services two years ago.

Mr. Westerberg suggested BAHF formulate a policy whereby Bengal Pharmacy could expand in rural areas without seeking Board approval.

### **INSTRUCTION, RESEARCH & STUDENT AFFAIRS (IRSA)**

1. Idaho State University – Memoranda of Understanding with South Dakota State University and Brigham Young University Idaho

Dr. Woodworth-Ney provided an overview of the item. She reported that Idaho State University (ISU) will be entering into agreements with South Dakota State University (SDSU) and Brigham Young University Idaho (BYUI). These agreements will promote greater educational and career opportunities for students and will develop further collaboration between ISU and the two universities. She pointed out that the agreement between ISU and BYUI would allow students to complete ISU Master's degree programs in an accelerated manner, resulting in the potential for students to earn both a Master's degree program from ISU and a Bachelor's degree from BYUI in five years. The agreement between ISU and SDSU will support dual academic programs in an effort to better serve students desiring fundamental knowledge in physics as well as pursuing careers in nuclear engineering. This agreement would allow students to earn a Bachelor of Science (BS) degree in Physics from SDSU and a Master of Science (MS) degree in Nuclear Science and Engineering from ISU in five years.

Dr. Woodworth-Ney pointed out the collaborative partnership with SDSU will enhance STEM training for students and the partnership with BYUI will promote accelerated educational opportunities for BYUI undergraduate students and give them access to ISU graduate programs. Additionally, these partnerships were shared with the IRSA Committee who recommended they be shared with the entire Board. Dr. Hill applauded ISU for moving in this direction to provide broader opportunities for students in Idaho.

2. University of Utah School of Medicine (UUSOM) – Annual Report

Dr. Mathias provided an overview of the UUSOM report and pointed out a few of the particularly noteworthy items of the report. He indicated this is the third straight year they have received at least 100 applicants to the program. Related to rural placement

through the rural observational experience, UUSOM will continue to support students who wish to participate in this opportunity by educating them on this option, assisting them to find a rewarding rural placement in a specialty they are interested in and providing access to a stipend to offset costs. Dr. Mathias pointed out the pages containing the 2014-15 financial report, followed by the school of medicine graduate report sponsored and non-sponsored students on the following page. He also pointed out the pages containing the resident graduate report of those students who chose to practice medicine in Idaho and what specialty area they pursued.

Mr. Westerberg requested a comparison of the rate of return between UUSOM and WWAMI students to Idaho. Mr. Freeman pointed out that UUSOM doesn't track Idaho sponsored students which makes reporting challenging, adding they would like to get that information from the Idaho Board of Medicine but were having difficulty. Mr. Freeman indicated staff would try to get better information through the Board of Medicine. Dr. Goesling requested seeing more information on rural placements. Mr. Freeman said he did speak with Dr. Chan about increasing the number of rural clinical experiences and could include that request when we renew our contract. Mr. Freeman reported Dr. Chan informally agreed they can do more intervention earlier on with the students by encouraging them to participate in rural experiences.

### 3. Board Policy III.P.16 – Partial Waiver – Students, Student Health Insurance

## BOARD ACTION

**M/S (Hill/Atchley): To waive paragraph 16.b.i. and paragraph 16.b.iv. of Board policy Section III.P. Students, as presented, delegating to institution presidents the authority to deal with individual or group cases of non-compliance, until September 1, 2016 or approval of a revised Board policy on Student Health Insurance, whichever shall occur first.** The motion carried unanimously.

Mr. Herbst reported this proposed waiver addresses two issues with the student health insurance policy. First, it corrects an inaccuracy whereby the current policy does not reflect the actual provisions of the Affordable Care Act (ACA). The second issue is that many students with limited financial means have fallen into the "coverage gap" where their income is too high to qualify for Medicaid, but too low to qualify for federal subsidies. The effect of the waiver is to provide students the flexibility to deal with situations related to health insurance. He commented on the urgency of this waiver to help hundreds of students at the four year institutions right away. It will also provide a window in which a revised policy can be drafted, coordinated, and approved.

## OTHER BUSINESS

There being no further business, a motion to adjourn was entertained.

**M/S (Goesling/Hill): To adjourn the meeting at 2:20 p.m. Mountain time.** The motion carried unanimously.