

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 15, 2016**

TAB	DESCRIPTION	ACTION
1	COLLEGE OF WESTERN IDAHO – BIENNIAL PROGRESS REPORT	Information Item
2	ROLLING CALENDAR MEETING LOCATIONS	Motion to Approve
3	PUBLIC SCHOOL FUNDING INTERIM COMMITTEE – SURVEY UPDATE	Information Item
4	DIRECT ADMISSIONS REPORT	Information Item
5	2017 LEGISLATION – ADDITIONAL	Motion to Approve
6	BOARD POLICY - BYLAWS – FIRST READING	Motion to Approve
7	BOARD POLICY I.M. ANNUAL PLANNING AND REPORTING – FIRST READING	Motion to Approve
8	BOARD POLICY I.T. TITLE IX AND III.P. STUDENT APPEALS – FIRST READING	Motion to Approve
9	BOARD POLICY I.V. CAREER TECHNICAL EDUCATION – INDUSTRY PARTNER FUND – SECOND READING	Motion to Approve
10	TEACHER PREPERATION PROGRAMS – EFFECTIVENESS MEASURES	Motion to Approve

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 15, 2016

COLLEGE OF WESTERN IDAHO

SUBJECT

College of Western Idaho Biennial Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND

This agenda item fulfills the Board's requirement for the College of Western Idaho (CWI) to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

IMPACT

CWI's strategic plan drives the College's integrated planning; programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, Division of Financial Management, and the Legislative Services Office.

ATTACHMENTS

Attachment 1 – CWI Progress Report

Page 3

BOARD ACTION

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

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Facts at a Glance

COLLEGE AND STUDENT INFORMATION

CWI n PROGRAMS

About College of Western Idaho

College of Western Idaho (CWI) is a comprehensive community college offering Academic Transfer and Career and Technical Education programs, Workforce Development training, and Basic Skills Education. CWI is the state's *largest community college* and was created by a supermajority of voters in Ada and Canyon counties on May 22, 2007.

CWI Institutional Priorities:



#1

STUDENT SUCCESS



#2

EMPLOYEE SUCCESS



#3

FISCAL STABILITY



#4

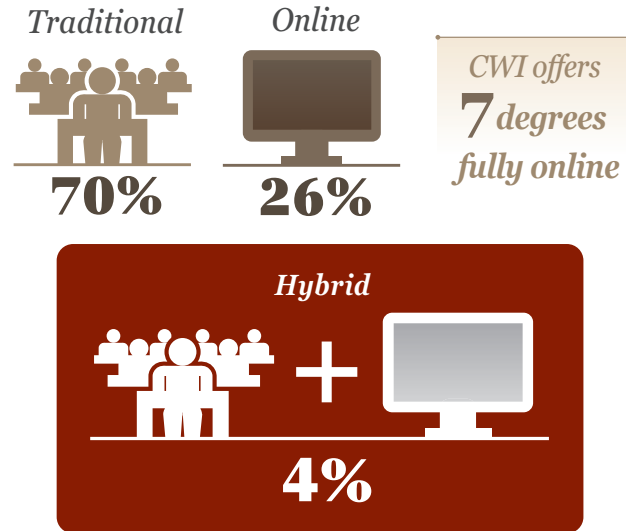
COMMUNITY CONNECTIONS



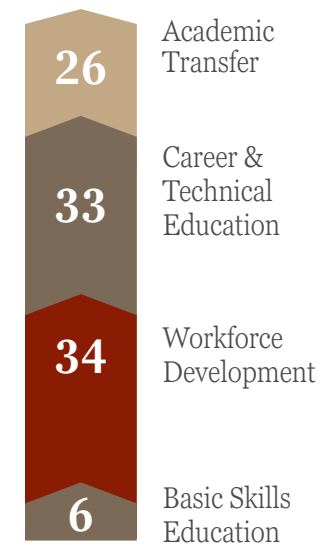
#5

INSTITUTIONAL SUSTAINABILITY

Delivery Methods¹



Number of Programs



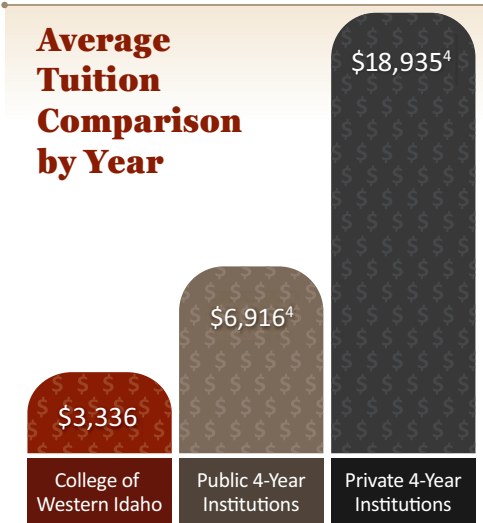
Tuition & Fees

College of Western Idaho

Year²

In-District Idaho Resident Tuition	\$3,336
Books & Supplies	\$696
Total	\$4,032
Out-of-District Idaho Resident Tuition	\$4,336
Out-of-State and International Tuition	\$7,344
Dual Credit High School Students	\$65/credit
Tech Prep High School Students	\$19/credit
Basic Skills Education and GED Preparation	FREE
Workforce Development ³	Fees Vary

Average Tuition Comparison by Year



CWI Mission

The College of Western Idaho is a public, open-access, and comprehensive community college committed to providing affordable access to quality teaching and learning opportunities to the residents of its service area in western Idaho.

CWI's tuition and fees is \$139/credit hour.

¹ Information based on credit student counts and may include duplicated headcount based on students taking multiple delivery methods. Basic Skills Education is 100% traditional delivery and Workforce Development (WD) offers a variety of all three methods. ² Estimated costs for a full-time (12 credits) undergraduate student. Transportation and living expenses will vary depending on circumstances. ³ Workforce Development (noncredit) class fees vary based on content and delivery. ⁴ Idaho Association of Collegiate Registrars and Admissions Officers (IACRAO). (August 2016). *Higher Education in Idaho 2015-2016*. Retrieved from <http://www.iacrao.net/Download.aspx?fileid=3>.

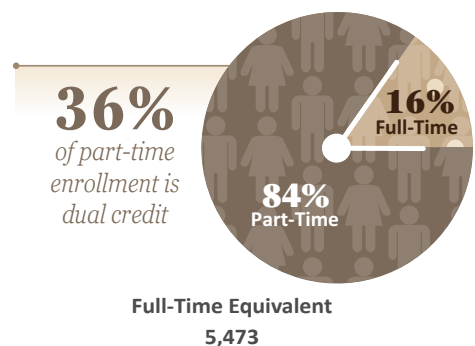
CWIC COLLEGE ENROLLMENT

Enrollment & Statistics

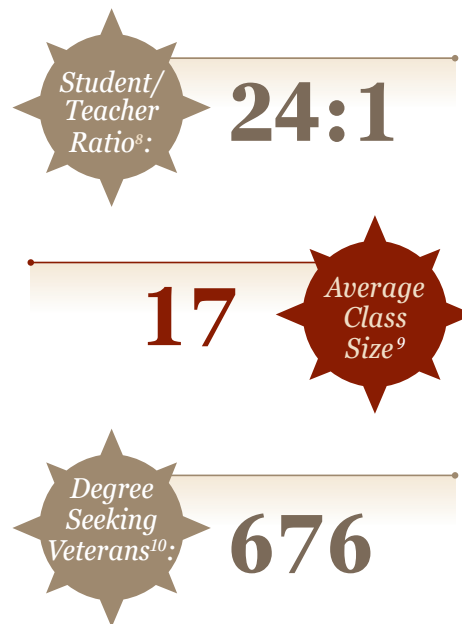
Total Students Served Annually:
24,265⁵

13,766		10,499	
Credit Students (Fiscal Year 2016)		Noncredit Students (Fiscal Year 2016)	
Academic Transfer	8,377	Basic Skills Education	2,395
Dual Credit ⁶	4,180	Workforce Development	8,104
Career & Technical	1,209		

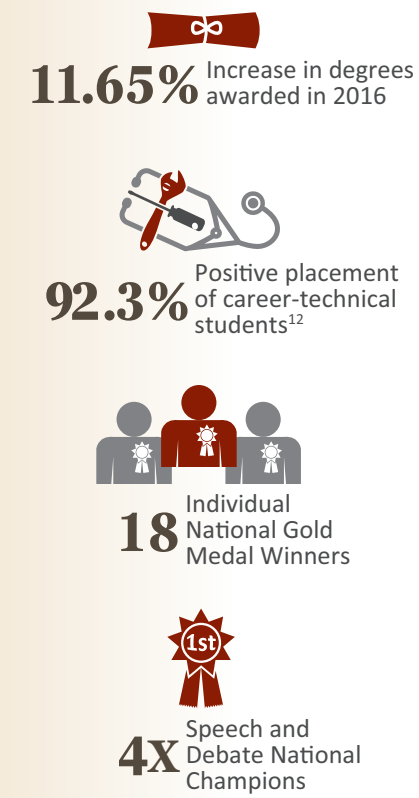
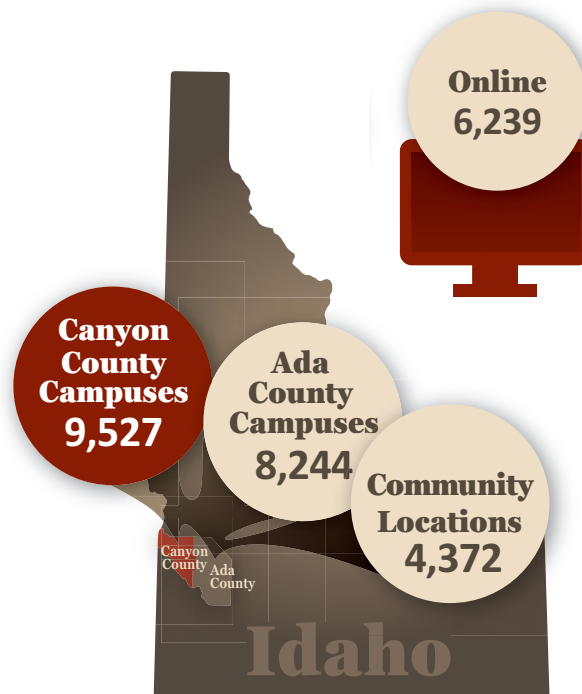
Part-Time vs. Full-Time⁷



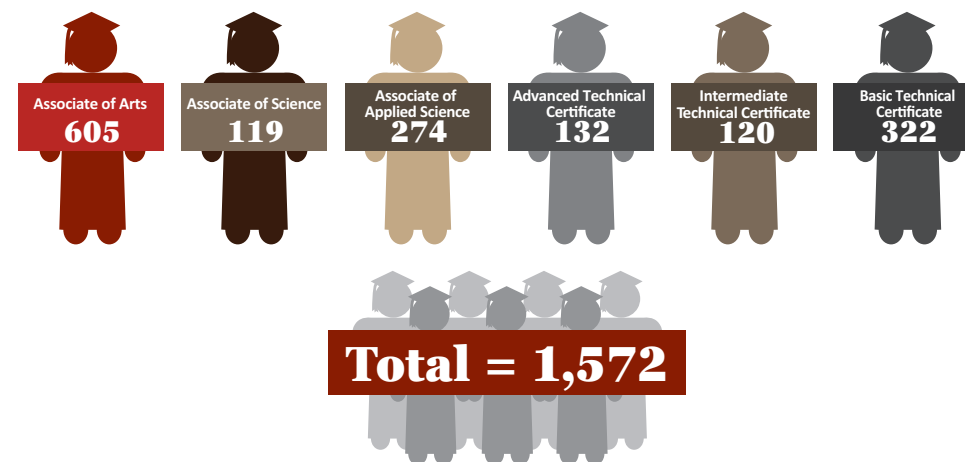
23.7%
Increase in dual credit enrollment



Students Served by Location¹¹



2015-2016 Degrees & Certificates Awarded

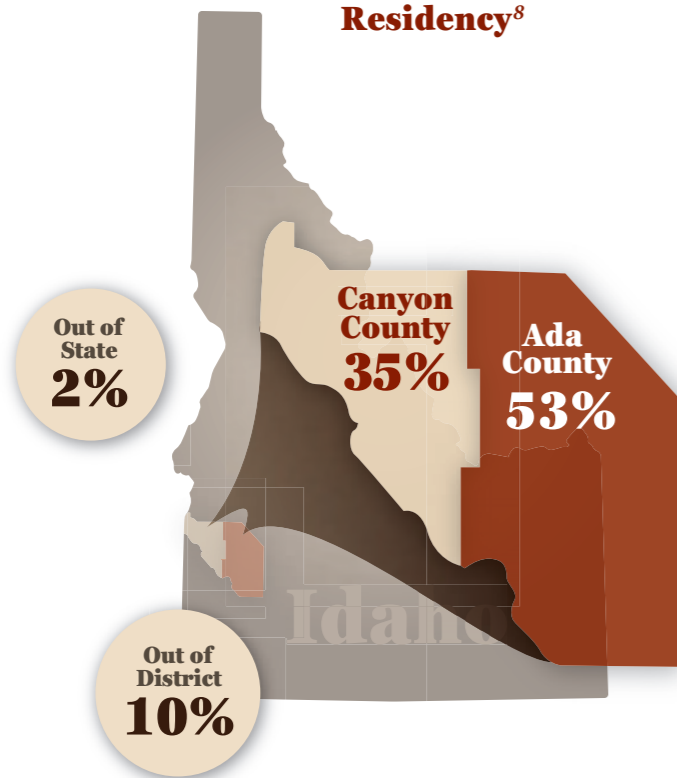


⁵ Total Headcount includes Fiscal Year (FY) 2016 credit and noncredit student enrollment. Previous years (2009 to 2015) included fall semester only for credit student enrollment. ⁶ Dual credit reporting changed in 2016 to be inclusive of fall and spring enrollments. The previous year (2015) included fall semester only. ⁷ Age, Gender, Residency, and Status information based on FY 2016 credit student enrollment. Part-Time includes dual credit students. ⁸ Based on FY 2016 credit student enrollment. ⁹ Based on FY 2016 credit student enrollment, core transfer classes are larger. ¹⁰ Includes self-declared veterans who may or may not be using educational benefits.

¹¹ Information includes credit and Workforce Development student counts and may include duplicated headcount as students attend multiple locations. ¹² Includes 2014-2015 graduates who are employed or seeking additional education.

CWI ■ STUDENT DEMOGRAPHICS

Residency⁸



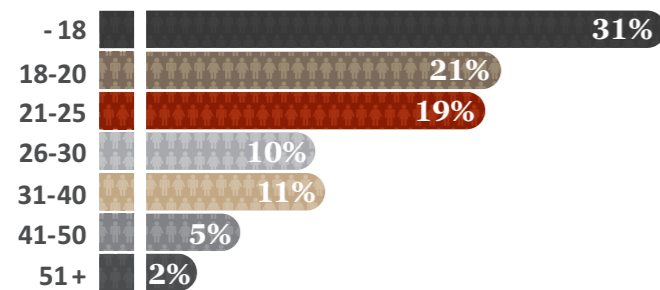
Serving a Diverse Population

Since its founding, the College of Western Idaho has embodied a culture that encourages full participation of all members of our campus community. CWI is committed to ensuring access and fair treatment to historically underrepresented populations, and promotes policies, programs, and actions that cultivate habits of inclusivity and equity. CWI is a place where multicultural competence is developed and effective and engaged citizenship is encouraged.

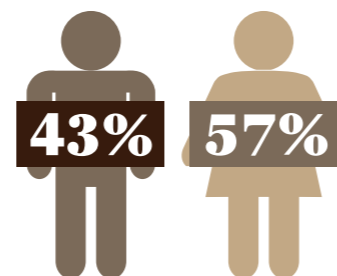
Ethnicity¹⁴

Ethnicity	Credit	Basic Skills Education	Percentage
American Indian	159	21	1%
Asian	278	244	3%
Black or African American	243	232	3%
Hawaiian/Pacific Islander	70	11	1%
Hispanic	2,095	943	19%
Multi-Racial	241	55	2%
Not Reported	1,056	—	6%
White	9,624	889	65%

Age^{8,13}



Gender⁸



Financial Aid (2015-2016)¹⁵

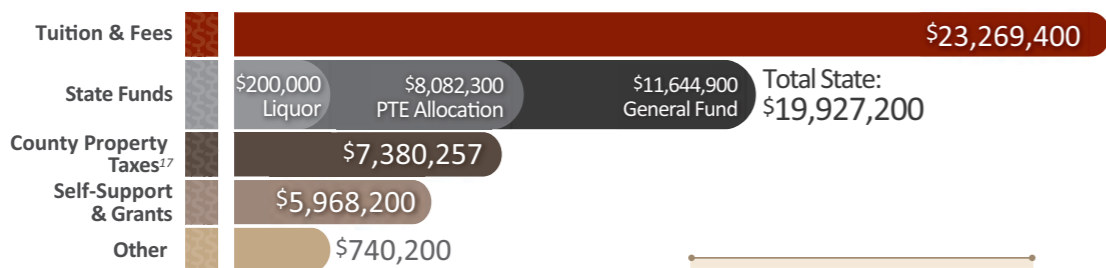


⁸ Age, Gender, Residency and Status information based on Fiscal Year (FY) 2016 credit student enrollment.
¹³ Approximately 1% of FY 2016 credit students may have an unreported birthdate.

¹⁴ Information shown is based on credit and Basic Skills Education student enrollment. Ethnicity is not currently collected on Workforce Development students. ¹⁵ Information based on 2015-2016 academic year, includes students in programs leading to a degree or certificate.

CWI n COLLEGE OVERVIEW

Budget: Fiscal Year 2017¹⁶



Total
\$57,285,257

40.6%
of CWI budget
comes from
tuition & fees

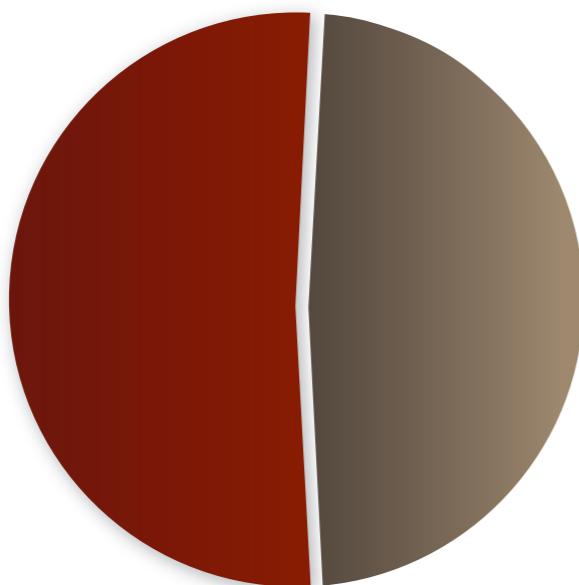
Employees¹⁸

55%
instruction

full-time
faculty:
144

adjunct
faculty:
241

teachers¹⁹:
184



45%
staff

student services,
academic
support
& staff:
367

student
workers:
102

Total Employees: 1,038

¹⁶ As approved by the CWI Trustees on August 16, 2016. ¹⁷ 2016 levy rate of \$15.95/per \$100,000 for Ada and Canyon County property owners. ¹⁸ Based on employee count as of Aug. 31, 2016. ¹⁹ Includes all non-credit teachers.

Locations:

◆ Ada County Campus

Lynx Building (ALYN) – 🏠
9300 W. Overland Rd., Boise, Idaho²⁰

Mallard Building (AMAL) – 🏠
9100 W. Black Eagle Dr., Boise, Idaho

Pintail Center (APIN) – 🏠
1360 S. Eagle Flight Way, Boise, Idaho

Quail Building (AQUL) – 🏠
1450 S. Eagle Flight Way, Boise, Idaho

◆ CWI Horticulture (HORT)

2444 Old Penitentiary Rd., Boise, Idaho – 🏠

◆ Nampa Campus

Academic Building (NCAB) – 🏠
5500 E. Opportunity Dr., Nampa, Idaho

Administration Building (NADM) – 🏠
6056 Birch Lane, Nampa, Idaho

Aspen Classroom Building (NASP) – 🏠
6002 Birch Lane, Nampa, Idaho

Micron Center for Professional Technical Education (NMPT) – 5725 E. Franklin Rd., Nampa, Idaho²⁰ – 🏠

Multipurpose Building (NCMP) – 🏠
6042 Birch Lane, Nampa, Idaho

Professional Truck Driving (NPTD) – 🏠
5252 Treasure Valley Way, Nampa, Idaho

◆ Canyon County Center (CYNC)

2407 Caldwell Blvd., Nampa, Idaho²⁰ – 🏠

🏠 = CWI Owns Building 🏠 = CWI Leases Building

Community Locations:

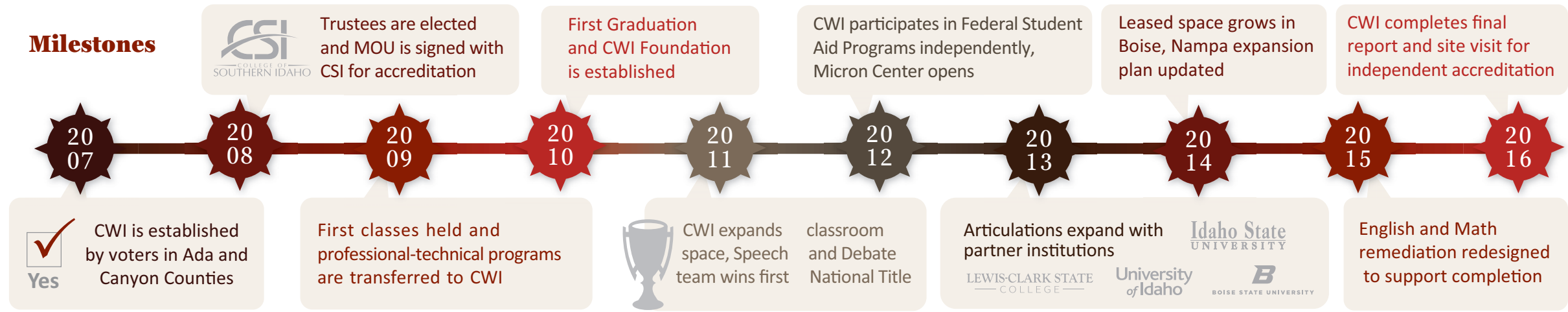
CWI offers classes at various community locations throughout the Treasure Valley area.

²⁰ One Stop Student Services location.

Accreditation:

The College of Western Idaho delivers college credit instruction, certificates and degrees through its memorandum of understanding with the College of Southern Idaho (CSI). CSI is accredited through The Northwest Commission on Colleges and Universities (NWCCU). NWCCU is a regional postsecondary accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA). Credits, certificates and degrees earned at CWI appear on CSI transcripts and are transferable to four year institutions, subject to the specific policies of those institutions. Transcripts issued after September 1, 2014 may also appear on CWI transcripts and they fall under the same accreditation partnership. On January 11, 2012, NWCCU granted CWI Candidacy for Accreditation status at the associate degree level. Candidacy is not accreditation nor does it ensure eventual accreditation. Candidate for Accreditation is a status of affiliation with the Commission which indicates that the institution has achieved initial recognition and is progressing toward accreditation. Until separate accreditation is granted, CWI will continue to deliver college credit instruction, certificates and degrees through its contract with the College of Southern Idaho (CSI).

CWI n COLLEGE OVERVIEW



Planning for the Future

College of Western Idaho has completed its Comprehensive Strategic Plan for fiscal years 2018 to 2022. The plan will guide CWI's operation and development starting July 1, 2017. The Comprehensive Strategic Plan is available to view online at cwidaho.cc/planning.

Some of the key components in the plan include:

- Core Ideology
- SWOT (Environmental Scan)
- Gap Analysis (Priorities for Education and Training)
- 5-Year Focus (Objectives and Indicators of Success)

core ideology

Core Values



Core Themes



5-year focus

Objective	Indicator of Success
1	Advance student success
2	Promote and invest in the development of quality instruction
3	Initiate connections and partnerships to support economic development and meet community needs
4	Demonstrate fiscal stability and sustainability
5	Ensure operational sustainability and compliance
6	Foster a respectful community and be a model for organizational diversity

Next 10 Years

- Consolidate and grow locations to serve 40,000+ students
- Add critical in-demand programs
- Address workforce skills gap
- Increase post-secondary credential attainment

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Achieve More

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Visit

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December 15, 2016
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 - Status
 - Next Steps
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 - Transfer
 - CTE
 - Workforce
 - Dual Credit
 - BSE
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 - CTE Certificates (Advanced, Intermediate, Basic)
 - Gen Ed Certificate and Future Offerings
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 - Local Organizations
 - Technical Advisory Committees
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- 11 **CWI Growth**
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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 15, 2016

SUBJECT

Board Meeting – Location Rotation

REFERENCE

February 2016

Board considered and rejected proposal to rotate meeting locations to each institution campus biennially rather than annually.

BACKGROUND

The regular meetings of the Board are currently rotated between each of the eight public postsecondary institution campuses, such that the four year institutions host a Board meeting each year and the community colleges and Eastern Idaho Technical College host Board meetings every other year. The current rotation schedule allows for Board members to be on campus at least once each year and allows for residents in each of the areas to attend a Board meeting without traveling to Boise.

At the February 2016 regular Board meeting the Board discussed the possibility of changing the rotation schedule to one where the institutions would host each meeting based on the same schedule while the physical location would only be on the institutions campus every other year. During the off-year the hosting institution would host the Board meeting at a location in the Treasure Valley. Travel to north and east Idaho can be time consuming and expensive due to the limited availability of flights and long distances. Board members and institution staff have both expressed an interest in reducing cost and time by conducting more of the meetings in the Boise area where it is easier to travel to, regardless of which part of the state in which they may reside. In February 2016, the Board discussed the idea and concerns were expressed that as the Board of Regents or Board of Trustees for those institutions that are under the Board's direct governance the proposed schedule could result in a disconnect of Board members from the institutions and their communities. As a result of that discussion the Board choose not to change the current rotation and instituted a change in the typical Board meeting schedule that allowed for a tour of the hosting campus at the start of each regular Board meeting. The Board has followed the new schedule for almost one year now and the item is being brought back for reconsideration and feedback on how the new meeting schedule, incorporating the campus tours, have been received.

IMPACT

Approval of the new rotation schedule would result in future meetings being hosted by an institution on the current schedule, however, approximately half of the regular meetings would be held in the Treasure Valley area.

STAFF COMMENTS AND RECOMENDATIONS

At the February 2016 regular Board meeting staff proposed the following rotation schedule:

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February 2017 – Boise (BSU)
April 2017 – Boise (UI)
May 2017 – Retreat
June 2017 – Coeur d' Alene (NIC)
August 2017 – Boise (ISU)
October 2017 – Lewiston (LCSC)
December 2017 – Twin Falls (CSI)

February 2018 – Boise (BSU)
April 2018 – Moscow (UI)
May 2018 – Retreat
June 2018 – Idaho Falls (EITC)
August 2018 – Pocatello (ISU)
October 2018 – Lewiston (LCSC)
December 2018 – Nampa (CWI)

The proposal was discussed at the December 6, 2016 Presidents' Council meeting, with mixed feelings by the presidents. Should the Board move to a schedule where institution campuses were visited every other year rather than every year, Boise State University has offered their campus facilities should any of the hosting institutions wish to hold the meeting on Boise State University's campus. The final decision on the actual facilities would be up to the hosting institution, so as long as any such facility could meet the Board meeting requirements.

Should the Board indicate they would like to move to a rotation schedule as described herein, staff would bring back a final location rotation schedule through the Rolling Calendar at the next Board meeting. The start date for the rotations would be subject to suitable facilities being located within the Treasure Valley on the currently approved meeting dates.

BOARD ACTION

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 15, 2016

SUBJECT

Results – Public School Funding Formula Interim Committee Survey

APPLICABLE STATUTE, RULE, OR POLICY

HCR 33, 63rd Idaho Legislature, 2nd Regular Session (2016)

BACKGROUND/DISCUSSION

The Idaho State Board of Education and the Idaho Legislature's Public School Funding Formula Interim Committee (Interim Committee) partnered to collect public input from Idahoans on how the state's public schools are funded. Starting Tuesday, October 4, 2016, through Sunday, October 23, 2016, an online public opinion survey was available for any Idaho citizen to provide comments and opinions regarding how public school districts and public charter schools in the state are funded.

The survey was developed in support of the work of the Interim Committee, which is charged with undertaking a complete study of the public school funding formula and making recommendations for improvement. The Interim Committee will evaluate the existing formula to assess how it meets the needs of different learning modalities, serves Idaho students, and provides fiscal stability to public school districts and public charter schools.

The Interim Committee was established at the passage of HCR 33 during the 2016 legislative session. In addition to members of the House and Senate, the committee membership includes a member of the State Board of Education (Dr. Linda Clark) and the Superintendent of Public Instruction, Sherri Ybarra.

IMPACT

The results of the survey can be used to identify trends in opinions regarding the state's public school funding formula. The survey findings, along with other policy research conducted by the committee provide important background information that can assist in forming recommendations by the Interim Committee.

STAFF COMMENTS AND RECOMMENDATIONS

The Governor's Task Force for Improving Education recommended a change to the public school funding formula from Average Daily Attendance to Average Daily Enrollment/Membership. The Public School Funding Subcommittee tasked with further developing the recommendation concluded that rather than focus solely on funding based on attendance or enrollment, the entire funding formula needed to be addressed. The public schools funding formula significantly changed between 1994 and 1996, in part as a response to "adequacy and equity" lawsuits filed in 1991. Since that time the various sections of Idaho Code that establish public school funding have had amendments to specific sections in an attempt to address isolated issues, however, a systemic look at how public schools are funded in Idaho has not been conducted since that time. The Subcommittee also concluded that a potential change of such magnitude would take significant legislative buy in and support.

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The Interim Committee has been tasked with studying the current public school funding structure and making recommendations to the Legislature on possible amendments. The current funding formula is being evaluated to assess its ability to address the variety of learning modalities available to students as well as increased student mobility.

BOARD ACTION

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SUBJECT

Direct Admissions Report

REFERENCE

August 2015	Board approved the Direct Admission benchmark
November 2015	First Direct Admissions letters mailed to students and parents
February 2016	Deadline for applying under the Direct Admissions program

BACKGROUND/DISCUSSION

The Direct Admissions program was designed to remove barriers for students choosing to attend an Idaho public institution. Through data already collected in the Educational Analytics System of Idaho (EASI), high school seniors could be proactively admitted to Idaho public postsecondary institutions.

Through working with the Provosts and Vice Presidents of Academic Affairs at each public institution, a benchmark score consisting of a student's grade point average and college entrance exam scores was adopted. Students meeting the agreed upon benchmark would be accepted at all eight of the Idaho public institutions. Students not meeting the benchmark would be admitted to six of the Idaho public institutions.

The first letters to students and parents were sent in November 2015. A follow-up survey was sent to those students who applied to an Idaho public institution by the February deadline. This report looks at the enrollment behavior and results from the follow-up survey.

IMPACT

Recognizing the recruitment efforts by each institution, it is impossible to identify how much of the enrollment growth is caused by the Direct Admissions program. The data suggests that Direct Admissions played a role in the increases seen across the Idaho public institutions where fall 2016 growth by Idaho students who graduated high school within 12 months grew by 6.7% statewide over fall 2015.

ATTACHMENTS

Attachment 1 – Draft Direct Admissions Report

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board staff will be prepared to answer questions that the Board may have regarding the Direct Admissions program.

BOARD ACTION

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

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Idaho State Board of Education Report on Direct Admissions

2016



At the August 2015 meeting of the Idaho State Board of Education, the Board unanimously approved a new program titled “Direct Admissions” to be rolled out in the fall of 2015. This program allowed the State Board to proactively admit students into Idaho’s public postsecondary institutions by considering a high school student’s college entrance exam score, total credits earned, and cumulative Grade Point Average (GPA) through the end of the student’s junior year.

Group of 6 vs. Group of 8

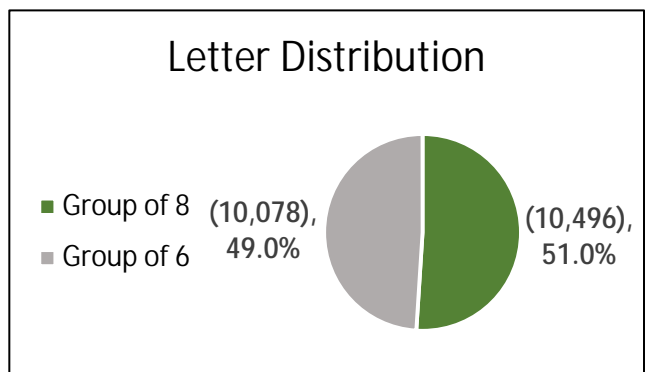
Based on a student’s total credits earned, cumulative GPA, and college entrance exam (SAT/ACT) score, students and parents were sent a letter indicating that the student had been accepted to all eight public institutions or six public institutions. These institutions can be seen in the following table.

Group of 6	Group of 8
College of Southern Idaho	College of Southern Idaho
College of Western Idaho	College of Western Idaho
Eastern Idaho Technical College	Eastern Idaho Technical College
Lewis-Clark State College	Lewis-Clark State College
North Idaho College	North Idaho College
Idaho State University - College of Technology	Idaho State University
	Boise State University
	University of Idaho

For the graduating class of 2015, letters were sent to 20,574 seniors and parents/guardians. The following chart identifies how many students received each type of letter.

Enrollment

The Office of the State Board of Education calculates enrollment based on a point-in-time. This census date for the fall semester is October 15th. The following table shows the enrollment for the class of 2015 (prior to Direct Admissions) and the class of 2016 at the subsequent census date.



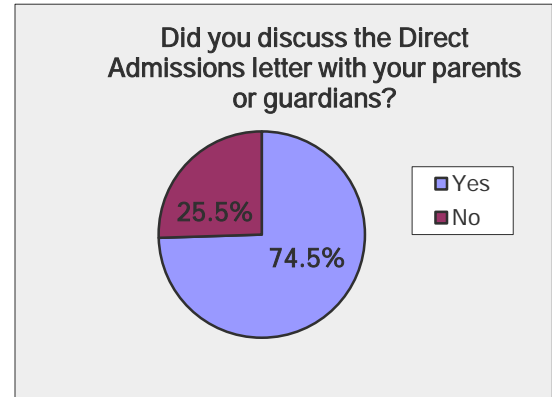
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The class of 2015 had 5,354 students enroll at an Idaho public institution the subsequent fall. After Direct Admissions had been implemented, that number increased to 5,712 or a growth of 358. That growth represents a 6.7% increase. Increases were seen at both 4-year institutions and 2-year institutions. The appeals window for graduation data for the class of 2016 has not yet closed, so calculating the percentage of graduates going to postsecondary is not possible at this time.

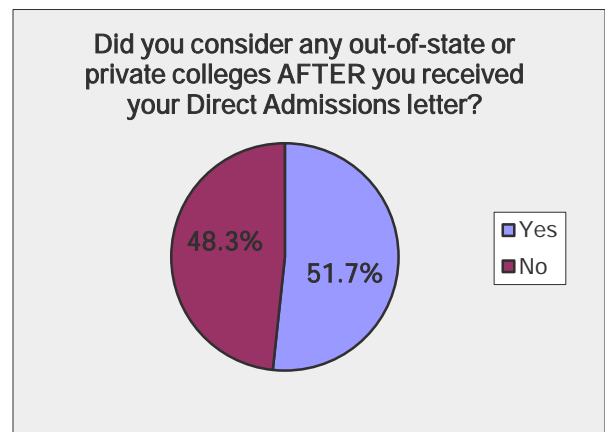
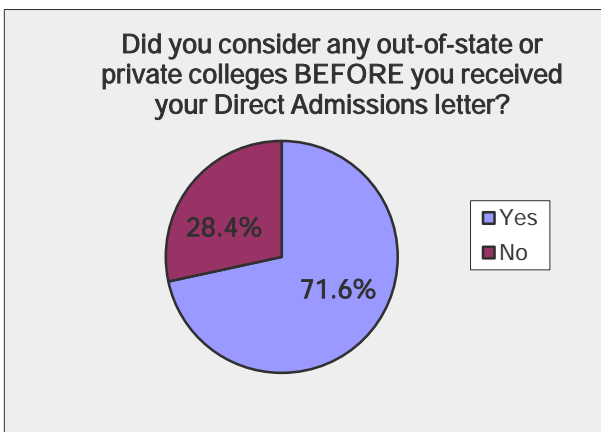
Qualitative Analysis

In April 2015, a survey was set to 8,343 students who were set to graduate from high school that spring and had already applied to college for the fall semester. Seventeen percent of students surveyed responded.

Approximately 75% of students surveyed responded that they discussed the Direct Admissions letter with a parent or guardian. This was in contrast to approximately 25% who responded that they discussed the letter with a teacher or counselor.



After students received their letters, the number of students considering out-of-state or private institutions dropped by almost 20 percentage points. More than 30% of students surveyed indicated that Direct Admissions had medium-to-high impact on their decision to attend college.



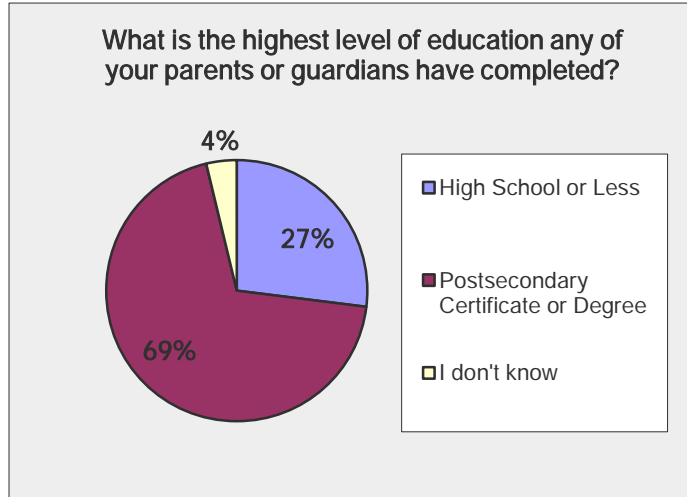
Direct Admissions was a factor in students' decisions, but it was not the most important factor. Surveyed students responded that their top three considerations on selecting the school they attended were:

1. The degree programs or courses offered
2. The cost of attending the particular institution
3. The perceived return on investment

More than 25% of respondents identified as a first-generation student.

Summary

The data indicate that after the implementation of Direct Admissions, Idaho saw an increase in the number of high school graduates going directly to college. Students were very likely to discuss Direct Admissions with their parents. Students indicated that they were more likely to consider an Idaho public institution after receiving their Direct Admission letter.



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SUBJECT

Legislation – 2017 Session

REFERENCE

June 2016	The Board approved 28 legislative ideas to be submitted through the Governor’s Executive Agency Legislation process for the 2017 Session and authorized the Executive Director to identify additional potential legislation for submittal.
August 2016	Board approved FY18 Line Items, including funding for the Adult Completers Scholarship
September 23, 2016	Board approved 2017 Legislative Agenda
October 2016	Board received an update from the STEM Action Center, including benefits on the establishment of a public school STEM designation.

BACKGROUND/ DISCUSSION

The Board approved legislative ideas for the 2017 legislative session at the June 2016 regular Board meeting and the Board’s 2017 Legislative agenda at a special Board meeting on September 23, 2016. In addition to this process the Board will also regularly choose to support other education related legislation. Board staff have been working with the Governor’s Office to develop legislation supporting the Board’s FY2018 Line Item request for funding for an Adult Completers Scholarship. The proposed legislation is in alignment with legislation introduced by the Governor’s Office during the 2016 legislative session that was supported by the Board. Additionally, Board staff has done some preliminary work in collaboration with the Governor’s Office and STEM Action Center staff to develop a program that recognizes quality STEM schools or programs. While the Board already has the authority to set STEM school standards for a uniform and thorough system of public education, the program envisioned through the proposed legislation would provide a mechanism to incentivize schools and districts to develop high quality STEM programs and meet quality STEM program standards.

Adult Completers Scholarship

This legislation would establish the Adult Postsecondary Completion Scholarship to help Idaho residents return to school and complete their academic studies.

The scholarship is intended to support adult students returning to a public college or university after an absence of at least three (3) years or more and who are completing their first undergraduate degree. Applicants may qualify for up to \$3,000 per academic year for up to eight (8) consecutive semesters.

Applicants must meet the following criteria in order to be eligible for consideration:

- Must be a resident of the state of Idaho.
- Must enroll as a student at an Idaho public higher education institution seeking a first undergraduate degree or certificate.

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- Must be an undergraduate reentry student who has experienced a gap (three full academic years or more) in the pursuit of postsecondary education.
- Must have a minimum of 24 credits earned from any institution toward a degree (must be transcriptable credits).
- Must demonstrate financial need as determined by the Estimated Family Contribution (EFC) calculation on a completed FAFSA.
- Must be registered at least part time: a minimum of 6 credits per semester.

Fiscal Impact:

\$3 million ongoing General Fund appropriation to fund scholarship awards as well as implementation costs of the program. In addition, ongoing General Fund of \$92,000, of which \$89,000 is for salary and benefits, \$3,000 for Operating Expenditures, and \$3,000 for one-time Capital Outlay to the State Board of Education to cover salary, benefits and operation costs for this program.

STEM School Designation

This bill provides an opportunity for public schools to earn a STEM school designation or STEM program designation.

This bill defines terms, creates the STEM designation for public schools, requires the State Board of Education and STEM Action Center to collaborate to develop the requirements for a STEM designation and to implement an annual process for review of schools and programs seeking a STEM designation.

STEM schools and programs have gained popularity in recent years. Setting a common minimum standard for earning a STEM designation will help to inform parents and students about the quality and expectations of the schools or programs in which they are enrolling their students. A uniform STEM designation will assure a minimum quality standard.

Fiscal Impact:

The STEM school designation will be funded through existing funds appropriated to the STEM Action Center. Appropriated funds will be provided to help schools attain the standards established to receive the STEM designation and will be granted to schools who have received the STEM designation to sustain high quality STEM programs and educator professional development. Schools would be assessed by a third party reviewer and awards granted based on their progression toward the STEM designation. Estimates are based on the number of schools currently self-identified as STEM schools.

Designation Level	Anticipated # in Year 1	Review Cost (per year)	Total Anticipated Review Cost	Awards	Total Anticipated Awards Annually
Sustaining	5	\$ 1,500	\$7,500	\$10,000	\$50,000
Advancing	5	\$ 200	\$1,000	\$ 7,500	\$37,500
Emerging	10	\$ 200	\$2,000	\$ 5,000	\$50,000
				TOTAL	\$148,000

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Funding for the STEM School Designation program would be requested through the state budget process by the STEM Action Center.

ATTACHMENT

Attachment 1 – Draft Adult Completers Scholarship Legislation (RS24909)Page 3
Attachment 2 – Draft STEM School Designation Language (RS24910) Page 7

IMPACT

Board approval would allow Board staff to continue to work with the Governor's Office and STEM Action Center staff (as applicable) to advocate for the proposed legislation.

STAFF COMMENTS AND RECOMMENDATIONS

Should either piece of legislation be enacted by the 2017 Legislature, Board staff would develop administrative rules, as applicable, for the implementation of the statutes during the 2017 rulemaking cycle for Board consideration.

Staff recommends approval.

BOARD ACTION

I move to approve the proposed legislation in substantial conformance to the form provided in attachments 1 and 2 and to authorize staff to work with the Governor's Office and the STEM Action Center to move forward the proposed legislation during the 2017 legislative session.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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RS24909

LEGISLATURE OF THE STATE OF IDAHO
Sixty-fourth Legislature First Regular Session - 2017

IN THE _____

BILL NO. _____

BY _____

AN ACT

1 RELATING TO SCHOLARSHIPS; AMENDING CHAPTER 43, TITLE 33, IDAHO CODE, BY
2 THE ADDITION OF A NEW SECTION 33-4305, IDAHO CODE, TO PROVIDE FOR THE
3 ADULT POSTSECONDARY COMPLETION SCHOLARSHIP, TO PROVIDE FOR PURPOSES OF
4 SPECIFIED LAW, TO DEFINE TERMS, TO PROVIDE FOR RULEMAKING, TO PROVIDE
5 FOR PREFERENCES, TO PROVIDE FOR RESTRICTIONS ON THE SCHOLARSHIP AWARD
6 AMOUNT, TO PROVIDE FOR AWARD PAYMENTS, TO PROVIDE FOR THE REMITTANCE OF
7 PAYMENTS BY INSTITUTIONS TO THE STATE BOARD OF EDUCATION UNDER CERTAIN
8 CONDITIONS, TO PROVIDE FOR THE EXTENSION OF ELIGIBILITY UNDER CERTAIN
9 CONDITIONS, TO PROVIDE FOR ADMINISTRATIVE COSTS AND TO PROVIDE FOR THE
10 EVALUATION OF EFFECTIVENESS OF THE PROGRAM.
11

12 Be It Enacted by the Legislature of the State of Idaho:

13 SECTION 1. That Chapter 43, Title 33, Idaho Code, be, and the same is
14 hereby amended by the addition thereto of a NEW SECTION, to be known and des-
15 ignated as Section 33-4305, Idaho Code, and to read as follows:

16 33-4305. ADULT POSTSECONDARY COMPLETION SCHOLARSHIP. (1) The pur-
17 poses of this section are to:

- 18 (a) Increase the number of Idaho citizens who have a postsecondary de-
19 gree or credential necessary to meet future workforce needs;
20 (b) Recognize that one of the many challenges adults face as they return
21 to college is financing their education;
22 (c) Provide access to eligible Idaho postsecondary education through
23 funding to remove financial barriers; and
24 (d) Incentivize students to complete a postsecondary education degree
25 or certificate.

26 (2) For the purposes of this section:

27 (a) "Adult postsecondary completion scholarship" means the scholar-
28 ship program described in this section and in the rules promulgated by
29 the state board of education for the implementation of this section.

30 (b) "Educational costs" means the dollar amount determined annually
31 by the state board of education as necessary for student tuition, fees,
32 books and other expenses reasonably related to attendance at an eligi-
33 ble Idaho postsecondary educational institution.

34 (c) "Eligible institution" shall be defined in the same manner as pro-
35 vided in section 33-4303(2)(b), Idaho Code.

36 (d) "Eligible student" means a student who:

- 37 (i) Is an Idaho resident as defined in section 33-3717B, Idaho
38 Code;
39 (ii) Is enrolled in or has applied to an eligible institution as
40 either a full-time or part-time student;
41 (iii) Is a postsecondary undergraduate student who has not previ-
42 ously completed an undergraduate certificate or degree;

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2

1 (iv) Is a postsecondary undergraduate student who has earned no
2 fewer than twenty-four (24) postsecondary technical or academic
3 credits;

4 (v) Is an undergraduate reentry student who has experienced a gap
5 of three (3) years or more in the pursuit of postsecondary credits;
6 and

7 (vi) Is pursuing a program of study leading to completion of a cer-
8 tificate or degree.

9 (e) "State board" means the state board of education.

10 (3) The state board shall promulgate rules to determine student eli-
11 gibility, academic and financial eligibility, a process for eligible stu-
12 dents to apply, how eligible students will be selected, how the amount of the
13 awards will be set, when the awards will be made, a process for assessing and
14 applying credit for workplace experience to a certificate or degree program,
15 as well as other rules necessary for the administration of this section.

16 (4) Preference will be granted to military veterans, including members
17 of the national guard and reserves who are no longer eligible for other state
18 or federal education tuition assistance.

19 (5) The adult postsecondary completion scholarship award shall not ex-
20 ceed the actual educational costs at the eligible institution that the stu-
21 dent attends. The amount of scholarship shall not exceed the educational
22 costs established by the state board.

23 (6) Award payments shall be made to an eligible institution. In no in-
24 stance may the entire amount of an award be paid to or on behalf of any student
25 in advance.

26 (7) If an eligible student becomes ineligible for a scholarship under
27 the provisions of this chapter, or if a student discontinues attendance
28 before the end of any semester, quarter, term or equivalent covered by the
29 award after receiving payment under this chapter, then the eligible institu-
30 tion shall remit, up to the amount of any payments made under this program,
31 any prorated tuition or fee balances to the state board.

32 (8) If funding for scholarship renewal is not appropriated, eligible
33 students will receive an extension of eligibility commensurate with the pe-
34 riod of time for which there is no funding for the program.

35 (9) Funding appropriated to the state board of education for the adult
36 postsecondary completion scholarship program may be used for allowable ad-
37 ministrative costs to include, but not be limited to, operating expenses for
38 the implementation and maintenance of an application program, operating ex-
39 penses to administer the program, personnel costs necessary to administer
40 the program and costs related to promoting awareness of the program.

41 (10) The effectiveness of the adult postsecondary completion scholar-
42 ship program will be evaluated by the state board on an annual basis. This
43 evaluation will include annual data collection as well as longer-term evalu-
44 ations.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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RS24910



Sixty-fourth Legislature

LEGISLATURE OF THE STATE OF IDAHO



First Regular Session - 2017

IN THE _____

BILL NO. _____

BY _____

AN ACT

RELATING TO STEM SCHOOL DESIGNATION; PROVIDING LEGISLATIVE INTENT; AND AMENDING TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW CHAPTER 47, TITLE 33, IDAHO CODE, TO DEFINE TERMS, TO AUTHORIZE THE AWARD OF STEM PROGRAM AND STEM SCHOOL DESIGNATIONS, TO ESTABLISH CRITERIA AND DURATION FOR DESIGNATIONS, TO REQUIRE AN ANNUAL REPORT TO THE LEGISLATURE AND TO AUTHORIZE RULEMAKING.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. LEGISLATIVE INTENT. It is the intent of the Legislature to encourage and support schools in developing comprehensive science, technology, engineering and math (STEM) learning environments for their students by establishing criteria for schools to earn a STEM school designation that will serve as an indicator for parents and students who are looking for STEM school experiences in Idaho. A STEM designation will be based on evidence that the school will offer a rigorous, diverse, integrated and project-based curriculum to students, with the goal of preparing those students for post-secondary education, the workforce and citizenship.

SECTION 2. That Title 33, Idaho Code, be, and the same is hereby amended by the addition thereto of a NEW CHAPTER, to be known and designated as Chapter 47, Title 33, Idaho Code, and to read as follows:

CHAPTER 47
STEM SCHOOL DESIGNATION

33-4701. STEM SCHOOL DESIGNATION FOR PUBLIC SCHOOLS. (1) As used in this section:

(a) "STEM" means comprehensive science, technology, engineering and mathematics.

(b) "STEM instruction" means multidisciplinary science, technology, engineering and mathematics instruction.

(c) "STEM school designation" and "STEM program designation" mean the designations earned by meeting the criteria as established in this section.

(d) "STEM program" means a course of study, institute or academy within a school that is multigrade and multidiscipline consisting of STEM instruction.

(2) The state board of education shall award STEM school and STEM program designations annually to those public schools and public school programs that meet the standards established by the state board of education in collaboration with the STEM action center.

(3) To be eligible to apply for a STEM designation, the school must meet the standards and application requirements established by the state board of education and the STEM action center, including the following:

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1 (a) Be a current public school in Idaho that serves students in kinder-
2 garten through grade 12, or a subset of grades between kindergarten and
3 grade 12;

4 (b) Apply to the STEM action center for a STEM school designation review
5 to include evaluation of the following:

6 (i) STEM instruction and curriculum focused on problem-solv-
7 ing, student involvement in team-driven project-based learning,
8 and engineering design process;

9 (ii) College and career exposure, exploration and advising;

10 (iii) Relevant professional learning opportunities for staff;

11 (iv) Community and family involvement;

12 (v) Integration of technology and physical resources to support
13 STEM instruction;

14 (vi) Collaboration with institutions of higher education and in-
15 dustry;

16 (vii) Capacity to capture and share knowledge for best practices
17 and innovative professional development with the STEM action cen-
18 ter; and

19 (viii) Support of nontraditional and historically underserved
20 student populations in STEM program areas.

21 (c) Adopt a plan of STEM implementation that includes, but is not lim-
22 ited to, how the school and district integrate proven best practices
23 into non-STEM courses and practices and how lessons learned are shared
24 with other schools within the district and throughout the state.

25 (4) The STEM action center board shall make recommendations annually to
26 the state board of education for the award of a STEM school designation.

27 (5) STEM designations shall be valid for a term of five (5) school
28 years. At the end of each designation term, a school may apply to renew its
29 STEM designation. Schools may apply to expand a STEM program designation to
30 a STEM school designation, in alignment with established deadlines, at any
31 time during the term of the STEM program designation.

32 (6) The STEM action center and the state board of education shall pro-
33 vide a report to the legislature annually on the implementation of this chap-
34 ter.

35 (7) The state board of education may promulgate rules for the adminis-
36 tration and implementation of this chapter.

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SUBJECT

Board Policy - Bylaws – First Reading

REFERENCE

October 2014	Board approved a first reading of the Board Bylaws, incorporating language outlining the purpose of the Athletic Committee.
February 2015,	Board approved the second reading of proposed changes to the Board Bylaws, incorporating the Athletic Committee.
June 2016,	Board approved the first reading of the Board Bylaws, amending the program approval sunset clause.
August 2016	Board approved the second reading of the Board Bylaws, amending the program approval sunset clause.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures - Bylaws

BACKGROUND/DISCUSSION

Board Officers are elected by the Board annually. Currently Officers are selected at the regular June Board meeting. The date for the election of officers is not established in the Board bylaws and may be set for any properly noticed Board meeting at the direction of the Board President. The current June cycle is predicated by the fact that Board member terms, in their final year, terminate on June 30th. Previously, the election of Board Officers had been held at the regular April Board meeting or at the annual May Board Retreat. April elections were held at a time when Board terms expired on February 28th. Nominations for positions are taken from the floor at the time of the election. There is currently no formal nomination process. There are no established term limits for officers or length of service restrictions for eligibility to be an officer.

Following the 2016 Board Officers elections it was requested that Board staff explore options for establishing a more formal process for soliciting nominations for Board Officer positions. All standing committees of Board members are established in the Board's bylaws along with the Board's operations procedures. The creation of a Nomination Committee would need to be established through amendments to the Board's bylaws.

IMPACT

The proposed amendments would create a new standing committee of the Board, made of the Board officers and past President. The committee would have the responsibility of soliciting nominations for the annual election of officers.

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ATTACHMENTS

Attachment 1 – Bylaws – First Reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board staff have researched a variety of governing board's officer nominating processes and procedures, including the Association of Governing Boards recommendations on committee structures and Board governance. The majority of board's that have formal nominating committees are governing boards with much larger membership than Idaho's Board of Education membership. In most cases these boards meet throughout the year and gather information on the qualifications of each board member, and based on those qualifications the nominating committee will then make nominations for open positions on the board. Additionally, it is common for nominating committees for these larger boards to not only make recommendations for board officers, but to also provide nominations for open seats on the boards. Nominations from these committees were generally due from 30 to 60 days prior to the election of officers, and were either made to the board president or chairperson or to the board as a whole.

BOARD ACTION

I move to approve the first reading of Board policy – Bylaws, establishing a Board Nomination Committee, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. BYLAWS (Operational Procedures)**

August 2016

A. Office of the State Board of Education

The Board maintains an Office of the State Board for the purpose of carrying out the administrative, financial, and coordinating functions required for the effective operation of the institutions and agencies under the governance of the Board. The staff of the Office of the State Board is under the direction of an executive director responsible directly to the Board.

B. Meetings

1. The Board will maintain a 12-month rolling meeting schedule. To accomplish this, the Board will, at each of its regularly scheduled meetings, update its 12-month rolling schedule of Board meetings, provided, however, that the Board by majority vote, or the Board president after consultation with Board members, may reschedule or cancel any meeting.
2. The Board may hold special meetings by vote of a majority of the Board taken during any regular meeting or by call of the Board president.
3. All meetings of the Board are held at such place or places as may be determined by the Board.
4. Actions that impact ongoing future behavior of agencies and institutions shall be incorporated into Board policy. Actions limited to a specific request from an institution or agency, if not acted on within one year of approval, must be brought back to the Board for reconsideration prior to action by the institution or agency. This requirement does not apply to program approval time limits.

C. Rules of Order

1. Meetings of the Board are conducted in accordance with controlling statutes and applicable bylaws, regulations, procedures, or policies. In the absence of such statutes, bylaws, regulations, procedures, or policies, meetings are conducted in accordance with the current edition of *Robert's Rules of Order Newly Revised*.
2. A quorum of the Board consists of five (5) Board members.
3. With the exception of procedural motions, all motions, resolutions, or other propositions requiring Board action will, whenever practicable, be reduced to writing before submission to a vote.

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4. A roll-call vote of the Board is taken on all propositions involving any matters of bonded indebtedness; convening an executive session of the Board; or on any other action at the request of any Board member or upon the advice of legal counsel. The first voter is rotated on each subsequent roll-call vote.

D. Officers and Representatives

1. The officers of the Board include:
 - a. A president, a vice president, and a secretary, who are members of the Board.
 - b. An executive secretary, who is the state superintendent of public instruction.
2. The president, vice president, and secretary are elected at the organizational meeting for one (1) year terms and hold office until their successors are elected. Vacancies in these offices are filled by election for the remainder of the unexpired term.
3. Board representatives to serve on other boards, commissions, committees, and similar bodies are appointed by the Board president.
4. The executive director is appointed by and serves at the pleasure of the Board unless the contract of employment specifies otherwise. The executive director serves as the chief executive officer of the Office of the State Board of Education.

E. Duties of Board Officers

1. Board President
 - a. Presides at all Board meetings, with full power to discuss and vote on all matters before the Board.
 - b. Submits such information and recommendations considered proper concerning the business and interests of the Board.
 - c. Signs, in accordance with applicable statutes and Board action, all contracts, minutes, agreements, and other documents approved by the Board, except in those instances wherein the Board, by its procedures, has authorized the Board president to designate or has otherwise designated persons to sign in the name of or on behalf of the Board.
 - d. Gives prior approval for any official out-of-state travel of seven (7) days or more by Board members, institution heads, and the executive director.
 - e. Subject to action of the Board, gives notice and establishes the dates and locations of all regular Board meetings.
 - f. Calls special Board meetings at any time and place designated in such call in accordance with the Open Meeting Law.
 - g. Establishes screening and selection committees for all appointments of agency and institutional heads.
 - h. Appoints Board members to all standing and interim committees of the Board.
 - i. Establishes the Board agenda in consultation with the executive director.
 - j. Serves as chief spokesperson for the Board and, with the executive director, carries out its policies between meetings.

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2. Vice President

- a. Presides at meetings in the event of absence of the Board president.
- b. Performs the Board president's duties in the event of the Board president's inability to do so.
- c. Becomes the acting Board president in the event of the resignation or permanent inability of the Board president until such time as a new president is elected.

3. Secretary

- a. Presides at meetings in the event of absence of the Board president and vice president.
- b. Signs, in accordance with applicable statutes and Board action, all minutes, contracts, agreements, and other documents approved by the Board except in those instances wherein the Board, by its procedures, has authorized or has otherwise designated persons to sign in the name of or on behalf of the Board secretary.

4. Executive Secretary

The state superintendent of public instruction, when acting as the executive secretary, is responsible for:

- a. Carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho and the *Idaho Code* or established by the Board for all elementary and secondary school matters.
- b. Presenting to the Board recommendations concerning elementary and secondary school matters and the matters of the State Department of Education.

5. Executive Director

The executive director serves as the chief executive officer of the Board, as chief administrative officer of Office of the State Board of Education, and as chief executive officer of such federal or state programs as are directly vested in the State Board of Education. The position description for the executive director, as approved by the Board, defines the scope of duties for which the executive director is responsible and is accountable to the Board.

F. Committees of the Board

The Board may organize itself into standing and other committees as necessary. Committee members are appointed by the Board president after informal consultation with other Board members. Any such standing or other committee may make recommendations to the Board, but may not take any action, except when authority to act has been delegated by the Board. The Board president may serve as an ex-officio

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member of any standing or other committee. The procedural guidelines for Board committees appear in the Board Governing Policies and Procedures.

For purposes of the bylaws, the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, Eastern Idaho Technical College, the College of Southern Idaho the College of Western Idaho, and North Idaho College are included in references to the “institutions;” and Idaho Educational Public Broadcasting System, the Division of Vocational Rehabilitation, the Division of Professional-Technical Education, and the State Department of Education, are included in references to the “agencies.”* An institution or agency may, at its option and with concurrence of the Board president, comment on any committee report or recommendation.

1. Planning, Policy and Governmental Affairs Committee

a. Purpose

The Planning, Policy and Governmental Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy, planning, and governmental affairs. The committee, in conjunction with the chief executive officers and chief administrators of the Board governed agencies and institutions, will develop and recommend to the Board future planning initiatives and goals. This committee shall also advise the Board on collaborative and cooperative measures for all education entities and branches of state government necessary to provide for the general supervision, governance and control of the state educational institutions, agencies and public schools, with the goal of producing a seamless educational system.

b. Composition

The Planning, Policy and Governmental Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as the chairperson and spokesperson of the committee, and is staffed by the Board’s Chief Planning and Policy Officer. The Planning, Policy and Governmental Affairs Committee may form a working unit or units, as necessary, to advise the committee. The chairperson presents all committee and working unit recommendations to the Board.

* Definition provided for purposes of the Bylaws only. Recognizing the Board governance relationship varies with each of these entities, the intent in including representatives of each of the agencies and institutions as much as possible in the committee structure is to ensure proper and adequate representation, but is not intended to obligate or interfere with any other local boards or governing entities.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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c. Responsibilities and Procedures

The Planning, Policy and Governmental Affairs Committee is responsible for making recommendations to the Board in the following general areas:

- i. Long range planning and coordination;
- ii. Initial discussions and direction on strategic policy initiatives and goals;
- iii. Legislative proposals and administrative rules for Board agencies and institutions;
- iv. Coordination and communication with the Governor, the Legislature, and all other governmental entities with regard to items of legislation, Board policy and planning initiatives;
- v. Review and revision of Board policies, administrative rules and education-related statutes for consistency and compatibility with the Board's strategic direction;
- vi. Reports and recommendations from the Presidents' Council and the Agency Heads' Council;
- vii. Other matters as assigned by the Board.

At the direction of the Board President, any matter before the Board may be removed to the Planning, Policy and Governmental Affairs Committee for initial action or consideration.

The Planning, Policy and Governmental Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Policy and Government Affairs Officer, under the direction of the chairperson, prepares the agenda for the Planning, Policy and Governmental Affairs Committee work that is under consideration at each meeting of the Board.

2. Instruction, Research and Student Affairs Committee

a. Purpose

The Instruction, Research and Student Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedure concerning instruction, research and student affairs.

b. Composition

The Instruction, Research and Student Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Academic Officer. The

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Instruction, Research and Student Affairs Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Council on Academic Affairs and Programs (CAAP), which shall be composed of the Board's Chief Academic Officer and the chief academic officers of the institutions and agencies. The chairperson presents all committee and working group recommendations to the Board.

c. Responsibilities and Procedures

The Instruction, Research and Student Affairs Committee is responsible for making recommendations to the Board in the following general areas:

- i. Agency and institutional instruction, research and student affairs agenda items;
- ii. Instruction, academic or professional-technical program approval;
- iii. Instruction, academic or professional-technical program review, consolidation, modification, and discontinuance, and course offerings;
- iv. Outreach, technology and distant learning impacting programs and their delivery;
- v. Long-range instruction, academic and professional-technical planning;
- vi. Registration of out-of-state institutions offering programs or courses in Idaho;
- vii. Continuing education, professional development, workforce training, programs for at-risk populations, career guidance;
- viii. Student organizations' activities and issues; and
- ix. Other matters as assigned by the Board.

The Instruction, Research and Student Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief academic officer, under the direction of the chairperson, prepares the agenda for the Instruction, Research and Student Affairs Committee work that is under consideration at each meeting of the Board.

3. Business Affairs and Human Resources Committee

a. Purpose

The Business Affairs and Human Resources Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedures concerning business affairs and human resources affairs.

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b. Composition

The Business Affairs and Human Resources Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Fiscal Officer. The Business Affairs and Human Resources Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Financial Vice Presidents council, which shall be composed of the Board's Chief Fiscal Officer and the chief financial officers of the institutions and agencies. The chairperson presents all committee recommendations to the Board.

c. Responsibilities and Procedures

The Business Affairs and Human Resources Committee is responsible, through its various working unit or units, for making recommendations to the Board in the following general areas:

- i. Agency and institutional financial agenda items;
- ii. Coordination and development of guidelines and information for agency and institutional budget requests and operating budgets;
- iii. Long-range fiscal planning;
- iv. Fiscal analysis of the following:
 - 1) New and expanded financial programs;
 - 2) Establishment, discontinuance or change in designation of administrative units;
 - 3) Consolidation, relocation, or discontinuance of programs;
 - 4) New facilities and any major modifications to facilities which would result in changes in programs or program capacity;
 - 5) Student fees and tuition; and
 - 6) Other matters as assigned by the Board.

The Business Affairs and Human Resources Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the agenda for the Business Affairs and Human Resources Committee work that is under consideration at each meeting of the Board.

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4. Audit Committee

a. Purpose

The Audit Committee is a standing committee of the Board. The Audit Committee provides oversight to the organizations under its governance (defined in Idaho State Board of Education, Policies and Procedures, Section I. A.1.) for: financial statement integrity, financial practices, internal control systems, financial management, and standards of conduct.

b. Composition

The Audit Committee members shall be appointed by the Board and shall consist of five or more members. Three members of the Committee shall be current Board members and at least two members shall be independent non-Board members who are familiar with the audit process and permanent residents of the state of Idaho. No employee of an institution or agency under the governance of the Board shall serve on the Audit Committee. Each Audit Committee member shall be independent, free from any relationship that would interfere with the exercise of her or his independent judgment. Audit Committee members shall not be compensated for their service on the committee, and shall not have a financial interest in, or any other conflict of interest with, any entity doing business with the Board, or any institution or agency under the governance of the Board. However, Audit Committee members who are Board members may be compensated for Board service. The Audit Committee may appoint a working unit or units, which could include the chief financial officers of the institutions and financial officers of the Board office.

All members shall have an understanding of the Committee and financial affairs and the ability to exercise independent judgment, and at least one member of the Committee shall have current accounting or related financial management expertise in the following areas:

- i. An understanding of generally accepted accounting principles, experience in preparing, auditing, analyzing, or evaluating complex financial statements, and;
- ii. The ability to assess the general application of such principles in the accounting for estimates, accruals, and reserves, and;
- iii. Experience in preparing or auditing financial statements and;
- iv. An understanding of internal controls.

Members may be reappointed. The Audit Committee chair shall be appointed by the Board President and shall be a Board member.

c. Responsibilities and Procedures

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It is not the Committee's duty to plan or conduct audits or to determine that the institution's financial statements are complete, accurate and in accordance with generally accepted accounting principles. Management of the applicable institutions and agencies shall be responsible for the preparation, presentation, and integrity of the financial statements and for the appropriateness of the accounting principles and reporting policies used. The following shall be the principle duties and responsibilities of the Committee:

- i. Recommend the appointment and compensation to the Board of the independent auditors for Board action. Evaluate and oversee the work of the independent auditors. The Committee must approve any services prior to being provided by the independent auditor. The independent auditing firm shall report directly to the Committee as well as the Board and the auditor's "engagement letter" shall be addressed to the Committee and the President of each institution. The Committee shall have the authority to engage the Board's legal counsel and other consultants necessary to carry out its duties.
- ii. Discuss with the independent auditors the audit scope, focusing on areas of concern or interest;
- iii. Review the financial statements, adequacy of internal controls and findings with the independent auditor. The independent auditor's "management letter" shall include management responses and be addressed to the Audit Committee and President of the institution.
- iv. Ensure the independent auditor presents the financial statements to the Board and provides detail and summary reports as appropriate.
- v. Oversee standards of conduct (ethical behavior) and conflict of interest policies of the Board and the institutions and agencies under its governance including establishment of confidential complaint mechanisms.
- vi. Monitor the integrity of each organization's financial accounting process and systems of internal controls regarding finance, accounting and stewardship of assets;
- vii. Monitor the independence and performance of each organization's independent auditors and internal auditing departments;
- viii. Provide general guidance for developing risk assessment models for all institutions.
- ix. Provide an avenue of communication among the independent auditors, management, the internal audit staff and the Board.
- x. Maintain audit review responsibilities of institutional affiliates to include but not limited to foundations and booster organizations.

The Audit Committee will meet as needed. The Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's

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Chief Fiscal Officer, under the direction of the chair, prepares the agenda for work that is under consideration at each meeting of the Board.

5. Athletics Committee

a. Purpose

The Athletics Committee is a standing advisory committee of the Board that reports through the Business Affairs and Human Resources Committee. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedures concerning intercollegiate athletics.

b. Composition

The Athletics Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Fiscal Officer. The Athletics Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be composed of the institutions' Athletics Directors.

c. Responsibilities and Procedures

The Athletics Committee is responsible for making recommendations to the Board in areas including but not limited to:

- i. athletics director and coach contracts;
- ii. Athletics Department operating budgets;
- iii. Athletics Department reports on revenue, expenditures and student-athlete participation;
- iv. Athletics Department employee compensation reports;
- v. institutional National Collegiate Athletics Association (NCAA) Academic Progress Rate (APR) reports;
- vi. institutional Title IX gender equity reports;
- vii. athletics division or conference changes; and
- viii. institutional athletics sponsorship and media rights agreements;

The Athletics Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the Athletics Committee work for the Business Affairs and Human Resources Committee agenda that is under consideration at each meeting of the Board.

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6. Nomination Committee

a. Purpose

The Nomination Committee is a standing committee of the Board that reports directly to the Board. It is responsible for soliciting and submitting nominations for the annual election of Board Officers.

b. Composition

The Nomination Committee is composed of the current Board President, Vice-President, Secretary and past President.

c. Responsibilities and Procedures

The Nomination Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures.

The Nominating Committee shall meet as often as it determines, but not less than two times a year. The slate of nominees shall be prepared in time for inclusion in the Board meeting agenda material for the annual election of officers. In any election, nominations for any position may be made by any Board member from the floor at the time of elections. Nominations shall be requested from all current Board members.

G. Committee Presentations

1. The agenda for each regular meeting of the Board shall be organized using the areas of responsibility provided for in regard to each permanent standing committee of the Board, as described in Subsection H above, with the exception of the Audit and Athletic Committee.
2. The Board member who is the chair of the permanent standing advisory committee and spokesperson shall present the agenda items in the area of the committee's responsibility. This presentation may include calling on institutional/agency representatives and/or other individuals. In the event of an absence or conflict with respect to the committee chairperson, the Board President may designate a substitute Board member or Board officer to present the agenda items.

H. Presidents' Council

1. Purpose

The Presidents' Council convenes prior to each Board meeting to discuss and make recommendations, as necessary, on Board agenda items scheduled for

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Board consideration. The Presidents' Council may also choose or be directed by the Board to meet with the Agency Heads' Council for exchanges of information or to discuss projects of benefit to the entire system. The Presidents' Council reports to the Board through the Planning, Policy and Governmental Affairs Committee of the Board.

2. Composition

The Presidents' Council is composed of the presidents of the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, Eastern Idaho Technical College; and the presidents of North Idaho College, the College of Western Idaho and the College of Southern Idaho, each of whom has one (1) vote. One (1) of the voting members shall serve as chair of the Council, with a new chair selected each academic year such that the chair will rotate among the respective members, such that no two community college presidents' will hold a term in consecutive years. The administrator of the Division of Professional-Technical Education and the Board's Executive Director shall be ex-officio members of the Council.

3. Duties of the Chair

The Chair:

- a. Presides at all Presidents' Council meetings with full power to discuss and vote on all matters before the Council;
- b. Establishes the Presidents' Council agenda in consultation with the Executive Director; and
- c. Maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.

4. The Executive Director will communicate openly and in a timely manner with the Presidents' Council.

I. Agency Heads' Council

1. Purpose

The Agency Heads' Council convenes as necessary to discuss and make recommendations on agenda items scheduled for Board consideration as well as other issues pertinent to the agencies. The Agency Heads' Council may also choose or be directed by the Board to meet with the Presidents' Council for exchanges of information or to discuss projects of benefit to the entire system. The Agency Heads' Council reports to the Board through the Planning, Policy and Governmental Affairs Committee of the Board.

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2. Composition

The Agency Heads' Council is composed of the chief administrators of Idaho Educational Public Broadcasting System, the Division of Vocational Rehabilitation, and the Division of Professional-Technical Education; and representatives from the State Department of Education. The Board's Executive Director shall serve as chair of the Council.

3. Duties of the Chair

- a. Presides at all Agency Heads' Council meetings;
- b. Establishes the Council's agenda in consultation with the Council's members;
and
- c. Maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.

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SUBJECT

Board Policy I.M. Annual Planning and Reporting – Second Reading

REFERENCE

March 2008	Board approved first reading of Board Policy I.M. I.M.4. and III.M.3. Clarify Boards role in accreditation visits and Board self evaluation
April 2008	Board approved second reading of Board Policy I.M. I.M.4. and III.M.3. Clarify Boards role in accreditation visits and Board self evaluation
August 2008	Board approved first reading of Board Policy I.M. clarifying reporting requirements for strategic plans and performance measures
October 2008	Board approved second reading of Board Policy I.M. clarify reporting requirements for strategic plans and performance measures
April 2011	Board approved first reading of Board Policy I.M.
June 2011	Board approved second reading of Board Policy I.M.
June 2016	Board approved agency and institution strategic plans and requested the creation of a formal template for the submittal of future plans.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M. Section 67-1901 through 16-1905, Idaho Code.

BACKGROUND/DISCUSSION

Sections 67-1901 through 16-1905, Idaho Code, establish the state's annual strategic plan reporting requirements. These requirements include the annual review and submit of strategic plans and performance measures. Institutions, agencies and special/health programs under the oversight of the Board submit their strategic plans to the Board for approval, the approved plans are then submitted by the Board office to the Division of Financial Management.

The plans must encompass at a minimum the current year and four years going forward. The Board planning calendar schedules these plans to come forward annually at the April and June Board meetings. This timeline allows the Board to review the plans and ask questions in April, and then have them brought back to the Regular June Board meeting with changes for final approval while still meeting the states timeline. Attached you will find the strategic plans for the institution's, agencies and special/health programs for Board consideration. In addition to those requirements set out in Idaho Code, Board Policy I.M.1. requires each institution and agency develop and maintain five-year strategic plans that are created in accordance with Board guidelines. The policy further states that the plans must contain a comprehensive mission and vision statement, general goals and objectives, and key external factors. Performance measures are required to be

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developed and updated annually for Board approval, and tied to the strategic plan. Board approval of the performance measure is accomplished through the approval of the strategic plans and the performance measures contain there in. All strategic plans are required to be in alignment with the Board's K-20 Education Strategic plan.

Proposed changes to Board policy would establish the required strategic plan components, in alignment with the strategic plan requirements established in Idaho Code, provide additional clarification on the definition of each component and require plans be submitted in the template established by the Policy, Planning, and Governmental Affairs Committee.

IMPACT

Approval of changes to Board policy I.M. will further clarify institution and agencies strategic plan requirements.

ATTACHMENTS

Attachment 1 – Board Policy I.M. – First Reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Approval of the proposed amendments will establish a consistent format for the submittal of institution and agency strategic plans. The consistent format will not only assure that all of the statutory strategic planning requirements are met, but also facilitate a more efficient review of the plans by the Board and staff. The proposed definitions are definitions provided to the institutions and agencies each year by Board staff and are consistent with the Division of Financial Managements definitions for each component.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading to Board policy section I.M. as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: M. Annual Planning and Reporting

June-February 20147

This subsection shall apply to Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, North Idaho College, College of Southern Idaho, College of Western Idaho, Eastern Idaho Technical College, ~~Division of Career Technical Education, Division of Vocational Rehabilitation, and Idaho Public Television~~ and the agencies, special and health programs under the Board's governance and oversight. As used in this section, the reference to "institutions and agencies" shall include the special and health programs.

1. Statewide K-20 Education Strategic Plan

The Board will approve annually, consistent with its vision and mission a ~~statewide K-20~~ strategic plan. The statewide plan will outline the goals and objectives necessary for the responsible management of the statewide system of K-20 education. The strategic plan will be prepared by Board staff in consultation with the institutions, agencies, and Board committees and reflect fiscal or other constraints and opportunities. Major elements of the plan will take into consideration the environment within which K-12 and postsecondary education in the state operates, including economic constraints; identification of system priorities; and measures to ensure quality, efficient use of state resources, and responsiveness to the citizens of Idaho. The strategic plan ~~will~~ shall be in compliance with Chapter 19, Title 67, Idaho Code.

2. Defined Terms

As used in this section the following terms shall apply:

- a. Benchmarks are performance targets for each performance measure or at a minimum the next fiscal year. Benchmarks stretch and challenge the institutions and agencies, while being realistic and achievable within the specified time frame.
- b. External factors identify external factors that are beyond the control of the agency that affect the achievement of goals. Key external factors to the agency are those factors which are beyond the control of the organization. They include changes in economic, social, technological, ecological or regulatory environments which could impact the agency and its ability to fulfill its mission and goals.
- c. Goals are a planning element that describes the broad condition or outcome that the agency, institution or program is trying to achieve. Goals are the general ends toward which institutions and agencies direct their efforts. A goal addresses issues by stating policy intention. Goals can be presenting in both qualitative and quantitative form.
- d. Mission statements specific and institution or agencies purpose. A mission statement concisely identifies what the institution or agency does, why, and for whom. A mission statement identifies the unique purposes promoted and served by the institution or agency.
- e. Objectives are a planning element that describes how the agency plans to achieve a goal. Objectives are clear targets for specific action. They mark quantifiable

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interim steps toward achieving an institution or agencies goals, objectives must be measurable and be time-based statements of intent. Objectives emphasize the results of institution and agency actions at the end of a specific time period.

- f. Performance measures are a quantifiable assessment of the progress the institution or agency is making in achieving a goal. Performance measures are gauges of the actual impact or effect upon a stated condition or problem and are tools to assess the effectiveness of an institution or agencies performance and the public benefit derived.
- g. Strategies are methods to achieve goals and objectives. Strategies are formulated from goals and objectives and is a means for transforming inputs into outputs, and ultimately outcomes, with the best use of resources. A strategy reflects budgetary and other available resources.
- h. Vision statements are outcome based statements outlining what the institution or agency inspires to be. The vision statement provides the reader with a clear description of how the institution or agency sees the future should their goals and objectives be achieved.

2. Strategic Plans

- a. Each institution and agency will develop and maintain five (5)-year strategic plans. Five year strategic plans will include the current year and four (4) years looking forward.
 - i. Institution, and agency strategic plans shall be aligned with the Board's statewide K-20 education strategic plan and, for institutions, with their accreditation requirements. They are to, be created in accordance with Board guidelines, and must be consistent with Board approved mission statements. Community colleges shall use the mission statements approved by their respective local Board of trustees. Institution mission statements shall be approved in accordance with Board policy subsection III.I. and may be approved in conjunction with their strategic plan approvals or separately. Only approved mission statements shall be used in the strategic plans.
 - ii. Plans shall be updated annually and submitted to the Board for approval in accordance with the schedule established by the Executive Director.
 - iii. Approved Ppplans shall be submitted by the Board to the appropriate state administrative entity in order to meet the state's annual planning requirements, in compliance with Chapter 19, Title 67, Idaho Code.

b. Format

Plans submitted to the Board annually should be as concise as possible and in accordance with the format established by the Executive Director or the Planning, Policy and Government Affairs Committee in the form of a template. The template shall be such that each goal has one (1) or more objective and each objective has

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one (1) or more performance measure with benchmark. Performance measures will be included in such a way as it is clear which objective they are measuring.

Plans shall contain at a minimum:

- i. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the education's interest of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.
- ii. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.
 - 1) Institutions (including Career Technical Education) ~~should~~shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.
 - 2) Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).
 - 3) Each objective must include at a minimum one performance measure with a benchmark.
- iii. Performance measures must be quantifiable indicators of progress.
- ~~iii~~.iv. Benchmarks for each performance measure must be, at a minimum, for the next fiscal year, and include an explanation of how the benchmark level was established.
- ~~iv~~.v. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.
- ~~v~~.vi. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.
- vii. Institutions and agencies may include strategies at their discretion.

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3. Performance Measures

Performance measures will be developed in conjunction with the Board's strategic planning process and will be updated annually for Board approval. ~~Performance measures shall be submitted to the Board annually, and in accordance with a schedule and format established by the Executive Director.~~ Performance measures are approved by the Board through their inclusion in the institution and agency strategic plans. Performance measures will be used to measure results, ensure accountability, and encourage continuous improvement to meet goals and objectives. Performance measure reports are submitted annually to the Board in accordance with the schedule and format established by the Executive Director.

- a. In addition to the performance measures developed by the institution or agency ~~The Board may~~ Office of the State Board of Education will develop a set of uniform system wide performance measures for the institutions or agencies that will gauge progress in such areas as enrollment, retention, and graduation or other priority areas identified by the Board. All such performance measures shall be included in the institutions or agencies strategic plan and reported annually with the institution or agencies annual performance measure report. System wide performance measures shall be reported in a consistent manner established by Board staff.
- b. Each institution and agency will develop unique performance measures tied to its strategic plan and clearly aligned to their mission, goals, and objectives.
- c. Only performance measures approved by the Board through the strategic planning process may be included as a performance measure on the annual performance measure report.
- d. The strategic plan shall serve as the basis for the annual performance measure report. Annual performance measure reports shall include at a minimum benchmarks for each measure for, the next fiscal year, and for each year of the four (4) previous years of reported actual results.

4. Progress Reports

Progress reports shall include, but are not limited to, progress on the approved strategic plan, details of implementation, status of goals and objectives, and expanded information on points of interest and special appropriations shall be provided to the Board at least once annually in accordance with a schedule and format established by the Executive Director. Community colleges and Eastern Idaho Technical College may report biennially. The established format shall include a template of standard areas for reporting.

5. Statewide Reporting

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Each institution and agency will provide to the Board, upon request or in accordance with a schedule and format established by the Executive Director, any data or report [requested](#).

6. Self-Evaluation

Each year, the Board will conduct a self-evaluation in conjunction with annual strategic planning activities. The self-evaluation methodology will include a staff analysis of all institution and agency annual performance reporting, and comments and suggestions solicited from Board constituency groups to include the Governor, the Legislature, agency heads, institution presidents and other stakeholders identified by the Board President. The [Executive Planning, Policy and Governmental Affairs](#) Committee of the Board will annually develop a tailored Board self-evaluation questionnaire for use by individual Board members and the Board collectively to evaluate their own performance. Annually, in conjunction with a regular or special meeting, the Board will discuss the key issues identified in the institution and agency performance reporting assessment, comments and suggestions received from constituency groups, and the self-evaluation questionnaire in order to further refine Board strategic goals, objectives and strategies for continuous improvement of Board governance and oversight. Self-evaluation results will be shared with constituent groups and should heavily influence strategic plan development.

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SUBJECT

Board Policy I.T. Title IX and III.P. Students – First Reading

REFERENCE

April 2016	The Board approved the first reading of Board Policy I.T. Title IX
June 2016	The Board approved the second reading of Board Policy I.T. Title IX and discussed the institutions providing additional information regarding their compliance with the new policy requirements and their internal appeal processes at a future Board meeting.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.T. and III.P.
Education Amendments of 1972, 10 USC §1681
Title IX, CFR §106.1

BACKGROUND/DISCUSSION

Title IX of the Education Amendments of 1972 and its implementing regulations, 34 C.F.R. Sec. 106 (“Title IX”), prohibit discrimination on the basis of sex in federally funded education programs and activities. Title IX protects students, employees, applicants for admission and employment, and campus visitors from all forms of sexual harassment, including sexual violence and gender-based harassment. All public and private elementary and secondary schools, school districts, and colleges and universities receiving any federal financial assistance must comply with Title IX.

Following approval of the second reading of Board Policy, I.T. Title IX, institution staff brought up possible concerns regarding the potential for a student, charged with misconduct, including Title IX violations, to continue to appeal to the Board after they have exhausted the appeals process established at the institution and the potential harm this could cause the victim. Specific concerns raised by the institutions included:

1. The institutions’ own policies already allow students to appeal procedural issues. Another appeal on this issue is not necessary.
2. Students would raise the issue of procedural error as a further delay technique to stretch out the appeal process.
3. In Title IX cases, allowing students an appeal to the Board could result in further trauma to the complainant by forcing the complainant to relive the incident and further delaying recovery.

The proposed amendments to Board Policy I.T. correct the reporting requirement. The institutions are required to notify students of time frames relevant to investigations as well as to those applicable to hearings. The proposed

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amendments to Board Policy III.P. 18. limit student appeals to the Board regarding misconduct to those due to allegations of procedural errors which resulted in an unjust application of the code of student conduct, involved previously unavailable relevant evidence that could significantly impact the outcome of the case, or where a sanction is substantially disproportionate to the findings.

IMPACT

The proposed policy amendments will limit the continued appeals of student misconduct complaints, allowing closure to victims while still assure a student's right to due process.

ATTACHMENTS

Attachment 1 – Board Policy, I.T. Title IX

Page 3

Attachment 2 – Board Policy, III.P. Students

STAFF COMMENTS AND RECOMMENDATIONS

The initial request from the institutions was a restriction on all student appeals to the Board regarding student misconduct. After discussion with the legal counsel at the institutions and the Board's legal counsel, the staff recommendation is to limit appeals to the Board regarding cases of student misconduct except those that fall within the provided exceptions. Should the Board choose to hear a student misconduct appeal related to Title IX, the Board would need to have specific training related to hearing these types of appeals.

Institutions will be providing a report to the Board at the February Board meeting detailing their internal appeal processes and implementation of Board Policy I.T. Title IX.

BOARD ACTION

I move to approve the first reading of amendments to Board Policy I.T. Title IX and III.P. Students as submitted in Attachments 1 and 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: T. Title IX

June 2016

1. This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter “Institutions”).

Title IX of the Education Amendments of 1972 and its implementing regulations, 34 C.F.R. Sec. 106 (“Title IX”), prohibit discrimination on the basis of sex in federally funded education programs and activities. Title IX protects students, employees, applicants for admission and employment, and campus visitors from all forms of sexual harassment, including sexual violence and gender-based harassment.

Sexual violence includes sexual intercourse without consent, sexual assault, and sexual coercion. Prohibited gender-based harassment may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

This Policy is intended to supplement, not duplicate, Title IX guidance from the federal Department of Education’s Office of Civil Rights (“OCR”) for Institutions regarding their compliance with Title IX, specifically in regard to sexual harassment or sexual violence. Institutions should go beyond the requirements of this policy as necessary to address Title IX issues unique to individual campus populations so that students are able to fully receive the benefits of educational programs.

2. Institution Title IX policies

Each institution shall publish its Title IX policies and procedures for students, staff and faculty. Such policies and procedures shall be updated as necessary and appropriate to comply with Title IX and guidance from OCR. Title IX coordinators shall be involved in the drafting and revision of such policies to ensure compliance with Title IX. If an institution is represented by legal counsel, its attorney also shall review the institution’s policies for compliance with Title IX and OCR guidance. Policies shall clearly describe the process for resolving alleged violations of Title IX.

3. Notification of institution Title IX policy and resources

Notification of institution Title IX policy and resources shall be readily accessible. Institutions shall ensure that the notices of nondiscrimination on the basis of sex required by Title IX are placed prominently on their website home pages, in addition to the placement of notices in offices where students receive services, and included in printed publications for general distribution. Webpage notices shall include easily accessible links to all applicable institution policies as well as a clear and succinct direction regarding:

- reporting Title IX violations

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- accommodations and services available for complainants
- the investigation and hearing process, including appeal rights, and all applicable time frames
- ~~and hearing process, including appeal rights, and all applicable time frames~~
- the institution's Title IX coordinator, including the Title IX coordinator's name and contact information

4. Title IX Coordinators

Each institution shall designate a Title IX ~~C~~oordinator who shall be an integral part of an institution's systematic approach to ensuring Title IX compliance. Title IX coordinators shall have the institutional authority and resources necessary to promote an educational environment that is free of discrimination, which includes stopping any harassment and preventing any reoccurring harassment, as well as the authority to implement accommodations during an investigation so that the complainant does not suffer additional effects of the sexual discrimination or violence.

Institutions are encouraged to facilitate regular communication between Title IX coordinators in order for them to share best practices and training resources.

5. Education of Students and Training to Prevent Sexual Violence

Institutions shall implement evidence informed strategies that seek to prevent sexual harassment, sexual assault, gender based violence and high-risk activities, including alcohol education programming and other student outreach efforts (e.g. bystander education programming). Data shall be collected from an institution's constituency on a regular basis to evaluate and improve on the institution's efforts to prevent sexual discrimination.

6. Education of parties receiving or adjudicating Title IX complaints

All employees shall receive training pertaining to Title IX and the institution's Title IX policy. Employees likely to witness or receive reports of sexual harassment and sexual violence shall receive enhanced training which, at a minimum, includes the requirements of Title IX, the proper method for reporting sexual harassment and sexual violence, and the institution's responsibilities for responding to reports of sexual harassment and sexual violence. Institution employees who will likely require enhanced training include: Title IX coordinators, campus law enforcement personnel, student conduct board members, student affairs personnel, academic advisors, residential housing advisors, and coaches. All employees who learn of an allegation of sexual harassment, including sexual violence and gender-based harassment, (and are not required by law to maintain the confidentiality of the disclosure, such as licensed medical professionals or counselors) are required to report it to the Title IX coordinator within 24 hours.

Fact finders and decision makers involving resolution of Title IX violations shall also have adequate training or knowledge regarding sexual assault, including the interpretation of relevant medical and forensic evidence.

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7. Investigation and resolution of Title IX violations

An institution shall take immediate steps to protect a complainant in the educational setting. Individuals reporting being subjected to sexual violence shall be notified of counseling and medical resources, and provided with necessary accommodations such as academic adjustments and support services, and changes to housing arrangements. In some cases, a complainant may need extra time to complete or re-take a class or withdraw from a class without academic or financial penalty. Institutions shall not wait for the conclusion of a criminal investigation or proceeding before commencing a Title IX investigation.

Institution Title IX policies shall include a prompt and equitable process for resolution of complaints as early as possible in order to effectively correct individual or systemic problems. Both the complainant and the respondent shall be provided an opportunity to explain the event giving rise to the complaint. All timeframes shall be clearly communicated with the parties and regular status updates shall be provided. Both parties to a complaint shall be notified in writing of the outcome of the complaint, including whether sexual harassment or violence was found based upon a preponderance of the evidence to have occurred and, in accordance with federal and state privacy laws, the sanction imposed. Both the complainant and respondent shall have the same rights of appeal.

In cases involving a student-respondent, withdrawal from the institution shall not be used as a method to avoid completion of the investigation. An institution may place a hold on a student-respondent's student account or otherwise temporarily restrict his or her ability to request an official transcript until completion of the investigation.

8. Disciplinary Actions

If a student is found to have violated an institution's Title IX policy, disciplinary action shall be imposed in accordance with the institution's student code of conduct. If the student is suspended or expelled, that action shall be noted in the student's education records and communicated to a subsequent institution at which the student seeks to enroll, provided that the subsequent institution or student has requested the student's education record from the prior institution. If an institution employee is found to have violated an institution's Title IX policy, disciplinary action will be imposed in accordance with the applicable institution's human resources policies and procedures.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: P. STUDENTS

[April-February 20167](#)

(Break in Continuity of Sections)

18. Student Complaints/Grievances.

The State Board of Education and Board of Regents of the University of Idaho, as the governing body of the state's postsecondary educational institutions, has established the following procedure for review of institution decisions regarding student complaints/grievances:

- a. The Board designates its Executive Director as the Board's representative for reviewing student complaints/grievances, and authorizes the Executive Director, after such review, to issue the decision of the Board based on such review. The Executive Director may, in his/her discretion, refer any matter to the Board for final action/decision.
- b. A current or former student at a postsecondary educational institution under the governance of the Board may request that the Executive Director review any final institutional decision relating to a complaint or grievance [\(except as set forth under paragraph c\)](#) instituted by such student related to such individual's attendance at the institution. The student must have exhausted the complaint/grievance resolution procedures that have been established at the institution level. The Executive Director will not review complaints/grievances that have not been reported to the institution, or processed in accordance with the institution's complaint/grievance resolution procedures.
- c. [Student complaints or grievances involving an institution's code of student conduct shall not be appealable to the Board unless the basis of the appeal is a claim that the institution has:](#)
 - i. [committed a procedural error which has resulted in an unjust application of the code of student conduct;](#)
 - ii. [failed to consider relevant evidence that could significantly impact the outcome of the case;](#)
 - iii. [issued a sanction which is substantially disproportionate to the findings.](#)
- e.d. A request for review must be submitted in writing to the Board office to the attention of the Chief Academic Officer, and must contain a clear and concise statement of the reason(s) for Board review. Such request must be received in the Board office no later than thirty (30) calendar days after the student receives the institution's final decision on such matter. The student has the burden of establishing that the final decision made by the institution on the grievance/complaint was made in error. A request for review must include a copy of the original grievance and all proposed resolutions and recommended decisions

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issued by the institution, as well as all other documentation necessary to demonstrate that the student has strictly followed the complaint/grievance resolution procedures of the institution. ~~The institution may be asked to provide information to the Board office related to the student complaint/grievance.~~

~~d.e.~~ The Chief Academic Officer will review the materials submitted by all parties and make a determination of recommended action, which will be forwarded to the Executive Director for a full determination. A review of a student complaint/grievance will occur as expeditiously as possible.

~~e.f.~~ The Board office may request that the student and/or institution provide additional information in connection with such review. In such event, the student and/or institution must provide such additional information promptly.

~~f.g.~~ The Board's Executive Director will issue a written decision as to whether the institution's decision with regard to the student's complaint/grievance was proper or was made in error. The Executive Director may uphold the institution's decision, overturn the institution's decision, or the Executive Director may remand the matter back to the institution with instructions for additional review. Unless referred by the Executive Director to the Board for final action/decision, the decision of the Executive Director is final.

The Board staff members do not act as negotiators, mediators, or advocates concerning student complaints or grievances

(Break in Continuity of Sections)

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CAREER TECHNICAL EDUCATION

SUBJECT

Board Policy IV.E. Career Technical Education – Industry Partner Fund – Second Reading

REFERENCE

November 28, 2016 Board approved first reading of proposed changes to Board Policy IV.E., adding the Industry Partner Fund.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-2213, Idaho Code

BACKGROUND/DISCUSSION

Idaho Code 33-2213 was added during the 2016 legislative session and establishes the Industry Partner Fund. The purpose of the fund is to give Idaho's six technical colleges the flexibility to work with Idaho employers to provide "timely access to relevant college credit and non-credit training and support projects." However, no moneys were appropriated to the fund for FY2017. The Division has requested \$1,000,000 for FY2018.

The policy establishes a comprehensive framework to govern the use of funds, should they be appropriated in the future. The draft policy defines specific terms related to the proposal process, formally establishes the Technical College Leadership Council and their roles and responsibilities throughout the proposal acceptance and review process, outlines the application process for accessing funds, as well as outlines the distribution and use of funds and related reporting requirements.

IMPACT

The impact of this policy formalizes the relationship between the Technical Deans Leadership Council (TCLC) and the Administrator of the Division of Career Technical Education in accepting, reviewing, and awarding proposals that are submitted under the Industry Partner Fund.

ATTACHMENTS

Attachment 1 – Board Policy IV.E. – Second Reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

There have been no changes between the first and second reading.

Staff recommends approval.

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BOARD ACTION

I move to approve the first reading of Board Policy IV.E. Division of Career Technical Education, Subsection 7, Industry Partner Fund as submitted in attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: E. Division of Career Technical Education

[October 2014](#)[December 2016](#)

(BREAK IN CONTINUITY OF SECTIONS) – New Subsection

7. Industry Partner Fund

In an effort to increase the capacity of each of Idaho’s six public technical colleges to work with regional industry partners to provide a “rapid response to gaps in skills and abilities,” Idaho has established the Industry Partner Fund. The purpose of the fund is to provide funds that give the technical colleges the flexibility to work with Idaho employers to provide “timely access to relevant college credit and non-credit training and support projects.”

a. Definitions

- i. Technical College Leadership Council (TCLC) means the career technical education deans of Idaho’s six public technical colleges
- ii. Wage threshold means evidence that training will lead to jobs that provide living wages appropriate to the local labor market or local standard of living.
- iii. Regional means the six defined career technical service regions pursuant to Board Policy III.Z.
- iv. Support project means supplemental items, activities, or components that may enhance program outcomes (such as job analysis, placement services, data collection and follow up, workplace readiness skills training, etc.)
- v. Regional industry partners means employers that operate in Idaho and/or serve as a talent pipeline for Idaho students and employees.
- vi. Impact potential means the extent to which the training or project will increase regional capacity to meet talent pipeline needs. May include number of students or employees affected, associated wages, and long-term regional improvement or sustainability. May also include the timeframe for implementation.
- vii. Demonstrated commitment means the promissory financial commitment made by the partner employer that includes cash or in-kind contribution to the project.

b. Roles and Responsibilities

The Division of Career Technical Education administrator and TCLC are jointly responsible for reviewing and administering the application process for accessing Industry Partner Fund monies.

The TCLC, in accordance with the deadlines outlined in the following section, shall conduct the preliminary review of all proposals to ensure they meet the eligibility requirements and align with legislative intent. Each institution shall have one vote on the TCLC throughout the recommendation process. Deans shall not vote on

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proposals from their institution. The TCLC shall make recommendations to the division administrator to approve, deny, or modify submitted proposals.

The division administrator shall review all eligible proposals and make the final determination on the award of those proposals.

The Division shall be responsible for management and distribution of all moneys associated with the fund.

c. Submission and Review Process

Proposals will be accepted quarterly, on a schedule set by the Division. The TCLC shall provide the division administrator with recommendations on which proposals to award within 14 calendar days of the closing date of the application period. Pursuant to language outlined in Section 33-2213, Idaho Code, the TCLC and the division administrator will notify the technical college within 30 days of submission of their proposal as to whether their proposal was approved.

Submitted proposals must contain all required supporting documentation, as outlined by the division administrator, the TCLC, and as specified in the application.

Proposals must be signed by the College Dean, Financial Vice President/Chief Fiscal Officer, Provost/Vice President for Instruction, and institution President.

Proposals must outline how the institution and industry partner(s) are unable to meet industry need with existing resources.

d. Eligibility Criteria

Each proposal will be reviewed and evaluated according to the following criteria:

- i. The extent to which the proposal meets regional demand
- ii. Relevant labor market information, which must include, but is not limited to, Idaho Short Term Projections (Idaho Department of Labor)
- iii. Wage thresholds – low wage program starts should be accompanied with appropriate justification including regional economic demand.
- iv. Impact potential
- v. Degree of employer commitment
- vi. The extent to which the proposal aligns with and/or supports career technical education programs and relevant workforce training
- vii. the anticipated administrative costs
- viii. any special populations that may benefit from the proposed education or training
- ix. sustainability of the program

Preference will be given to proposals that include:

- i. Multiple employers

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- ii. Higher number of impacted workers
- iii. Demonstrated commitment (highest consideration will be given to proposals with a matching component)

Each college may submit more than one proposal per quarter. In the event a qualified proposal isn't selected in the quarter in which it was submitted, the proposal may be resubmitted the following quarter. Resubmission of an eligible proposal is not a guarantee of future awards.

e. Distribution and Use of Funds

The division administrator, in awarding funds, shall ensure that funds are available each quarter. As such, the division administrator may adjust or reduce the award amount to an accepted proposal. These adjustments or reductions shall be made in consultation with the TCLC and the technical college impacted and will ensure the original intent of the proposal can still be met.

Funds will be distributed on a one-time basis; renewal proposals may be submitted, based on the nature of the project or training.

Industry Partner Fund moneys may be used for:

- i. Facility improvement/expansion
- ii. Facility leasing
- iii. Curriculum development
- iv. Salaries and benefits (if the training program needs are anticipated to go beyond the initial award, the college must provide additional details on long-term sustainability of the position filled through the fund)
- v. Staff development
- vi. Operating expenses
- vii. Equipment and supplies
- viii. Travel related to the project
- ix. Approved administrative costs, as outlined in the application

Funds may not be used for:

- i. Real property
- ii. indirect costs
- iii. the cost of transcribing credits
- iv. tuition and fees
- v. materials and equipment normally owned by a student or employee for use in the program or training

f. Performance Measures and Reporting Requirements

In accordance with the approved proposal, colleges shall provide a quarterly update and closeout report on elements such as:

- i. Number of affected workers
- ii. Number of enrolled or participating students
- iii. Placement rate of training completers

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- iv. Average wages and any wage differential
- v. Industry match
- vi. If practicable, Idaho public college credits, certificates, certifications, qualifications or microcertifications of value toward postsecondary certificates or degrees.
- vii. Funds obligated and expended. Any funds not obligated within 18 months of the initial award shall revert back to the fund.

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SUBJECT

Educator Preparation Programs Performance Measures and Definition – Low Performing

REFERENCE

October 2016 Board was updated on progress made toward developing educator preparation program effectiveness/performance measures.

APPLICABLE STATUTE, RULE, OR POLICY

Higher Education Act of 1965, §§207 (2008).

BACKGROUND/DISCUSSION

Annually, the Office of the State Board of Education (Board) certifies and submits Idaho's Title II report to the U.S. Department of Education (USDOE). The report includes data from public and private teacher preparation programs authorized by the State Board of Education to prepare individuals for certification in Idaho. On October 16, 2016 the USDOE released the revised Title II requirements. The rule imposes new reporting measures—beyond the basics required for annual reports under the Higher Education Act—which identify levels of program effectiveness to drive continuous improvement.

The final federal regulations incorporate extensive stakeholder and public feedback obtained throughout four years of federal negotiated rulemaking, public hearings, and public comment processes. The intent of the new rule is to promote transparency about the effectiveness of all educator preparation providers (traditional, alternative routes, and distance) by requiring states to report annually—at the program level—on the following measures:

- Feedback from graduates and their employers on the effectiveness of program preparation; and
- Student learning outcomes measured by novice teachers' student growth, teacher evaluation results, and/or another state-determined measure that is relevant to students' outcomes, including academic performance, and meaningfully differentiates amongst teachers; and
- Placement and retention rates of graduates in their first three years of teaching, including placement and retention in high-need schools; and
- Other program characteristics, including assurances that the program has specialized accreditation or graduates candidates with content and pedagogical knowledge, and quality clinical preparation, who have met rigorous exit requirements.

States are allowed flexibility in determining how to weigh all outcome measures, but are required to categorize program effectiveness using at least three levels of performance (effective, at-risk, and low-performing). These new federal

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requirements are designed to facilitate ongoing feedback amongst programs, prospective teachers, schools and districts, states and the public.

In early 2013, while the proposed Title II (Higher Education Act) rule was moving through the process of negotiated rulemaking at the federal level, Idaho's educator preparation providers were already meeting regularly to develop common assessments and create consistency in measuring program outcomes. The Idaho measures were shaped in alignment with the proposed federal rule and, as a result, the rubric developed through the Idaho Coalition for Educator Preparation (ICEP) and the Idaho Association of Colleges of Teacher Education (IACTE) for measuring program performance is in full compliance with the newly initiated Title II requirements.

The attached document illustrates these proposed performance measures, aligned with federal guidance and recommended by ICEP, IACTE, and the Professional Standards Commission (PSC), for the purpose of establishing a system for reporting varying ranges of program performance. New Title II State Reporting requirements will become effective no later than October 2019.

IMPACT

If the Board approves the measures recommended, as outlined in Attachment 1, Board staff will take next steps to convene the requisite stakeholders for the purpose of consultation as prescribed by Title II guidance. This "consultation group" will be charged with making final recommendations on implementation of the EPP performance assessment system and data collection processes, as well as suggest state-level rewards or consequences associated with the designated performance levels. Feedback and recommendations from this group shall be vetted by the PSC for formal recommendation, and will be presented to the Board at a future meeting.

ATTACHMENTS

Attachment 1 – Draft Idaho Educator Preparation providers Evaluation Plan –
Title II Aligned Page 5

STAFF COMMENTS AND RECOMMENDATIONS

At minimum, states must use the 2016-17 academic year to design their reporting system in consultation with stakeholders. They may choose to use 2017-18 as a pilot year and are required to fully implement the system in 2018-19. For programs not performing at an "effective" level, federal consequences outline that such programs will become ineligible for the Teacher Education Assistance for College and Higher Education (TEACH) grants. The first year for which any program might lose TEACH grant eligibility will be 2021-22. The TEACH grant program is a federal program that provides grants of up to \$4,000 per year to students who agree to teach for four years in an elementary or secondary school, or educational service agency that serves students from low-income families.

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Additional federal guidance requires states to provide technical assistance to any program rated as low-performing to help it improve. With the Board's support of these recommended measures, progress can be made toward a full pilot in 2017-18, which will allow for close review of this system prior to mandatory implementation. To ensure accuracy and consistency in evaluating educator preparation programs, adjustments to current data reporting and data collection will likely be necessary. Additionally, a pilot year will also allow for discussion and strategic planning as the state education agency considers how to meet the technical assistance requirement in a way that will most effectively support low-performing programs.

BOARD ACTION

I move to approve the proposed measures for determining Educator Preparation Provider program effectiveness, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**Title II HEA Regulations 2016 – State Reporting Requirements
*Idaho’s plan for Annual Reporting on Educator Preparation Program
Performance***

On or before October 2019, the state shall report meaningful differentiations in teacher preparation program performance for each of Idaho’s Educator Preparation Providers (EPPs), by program (e.g. elementary program, secondary English program, etc.). Quality will be indicated through three performance levels--***low-performing teacher preparation program, at-risk teacher preparation program, and effective teacher preparation program*** based on implementation of the following indicators:

<i>USDOE Guidance</i>	<i>Proposed Idaho EPP Measures</i>	<i>Weighting</i>	<i>Implementation Notes</i>
<p><i>Student learning outcomes – any one measure, or combination of:</i></p> <ul style="list-style-type: none"> - <i>Student growth;</i> - <i>A teacher evaluation measure;</i> - <i>Another state-determined measure that is relevant to calculating student learning outcomes, including academic performance</i> 	<p><i>Idaho will meet two of the three suggested requirements:</i></p> <ul style="list-style-type: none"> - <i>Student growth</i> as reported by districts as part of Career Ladder requirements (“yes” or “no” indicating if students meet educator’s growth targets - 10 points possible) - <i>Teacher evaluation measures</i> (reporting the number of “unsatisfactory” components on the state framework – 5 points possible) 	15%	<i>Data for 2015/16 and 2016/17 will be available by July 1, 2017 through Idaho SDE</i>
<p><i>Employment outcomes - State must calculate:</i></p> <ul style="list-style-type: none"> - <i>Teacher placement rate;</i> - <i>Teacher placement rate in high-need schools;</i> - <i>Teacher retention rate; and</i> - <i>Teacher retention rate in high-need schools</i> 	<p><i>Idaho will meet all four requirements:</i></p> <ul style="list-style-type: none"> - <i>Teacher placement rate</i> - <i>Teacher placement rate in high-need schools</i> - <i>Teacher retention rate</i> - <i>Teacher retention rate in high-need schools</i> <p><i>(2 points possible for each category)</i></p>	8%	<i>Available through October ISEE upload data</i>
<p><i>Survey outcomes - State must collect qualitative and quantitative data including, but not limited to:</i></p> <ul style="list-style-type: none"> - <i>A teacher survey and an employer survey designed to capture perceptions of whether novice teachers who are employed in their first year of teaching possess the academic content knowledge and teaching skills needed to succeed in the classroom.</i> 	<p><i>Idaho is already in year two of collecting this data, and fully meets the federal requirement:</i></p> <ul style="list-style-type: none"> - <i>Alumni feedback</i> in the form of a validated, 15-question survey relative to quality of preparation, using the state’s Framework for Teaching evaluation rubric scale (15 points) - <i>Employer feedback</i> in the form of a validated, 15-question survey relative to quality of preparation, using the state’s Framework for Teaching evaluation rubric scale (10 points possible) 	25%	<i>Piloted in October 2015, year-two data collected October 2016. (Will likely need legislative action to ensure full compliance going forward)</i>

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<i>USDOE Guidance</i>	<i>Proposed Idaho EPP Measures</i>	<i>Weighting</i>	<i>Implementation Notes</i>
<p>Characteristics of Teacher Preparation Programs - <i>Does the program produce teacher candidates:</i></p> <ul style="list-style-type: none"> - <i>With content and pedagogical knowledge;</i> - <i>With quality clinical preparation; and</i> - <i>Who have met rigorous teacher candidate exit qualifications</i> 	<p>Idaho meets all suggested requirements through the State Approval Process, which includes meeting State Specific Requirements every third year following the full accreditation review:</p> <ul style="list-style-type: none"> - <i>Content and Pedagogical Knowledge.</i> <i>Full review of all programs every seven years. Evidence of knowledge includes evaluation of syllabi, Praxis scores, GPA, exams. Measures of performance include artifacts demonstrating candidate work, interviews with cooperating teachers, employers, and candidates, and data from multiple observations of preservice candidates (26 points possible)</i> - <i>Quality Clinical Preparation.</i> <i>Reviewed every third/fourth year, both as part of the full accreditation reviews and through the State Specific Requirements reviews.</i> - <i>Rigorous Candidate Exit Qualifications.</i> <i>Successful score on statewide Common Summative Assessment of Teaching based upon the state's framework and development of an Individualized Professional Learning Plan. Reviewed every third/fourth year, both as part of the full accreditation reviews and through the State Specific Requirements reviews. (26 points possible)</i> 	52%	<p><i>Revisions of the State Approval Process for the purpose of increased rigor began in 2010; State Specific Requirement Reviews were added in 2012 and implemented in 2015. Both the process for, and implementation of, program approval visits are subject to ongoing review and revision. For the purpose of Title II reporting, a simplified process for reporting key data will need to be created, supplementing the full program reports currently submitted to the State Board of Education.</i></p>

Proposed Ranking

≥ 70% of points available = “Effective” program

41% - 69% of points available = “At risk” program

0% - 40% of points available = “Low performing” program